

Summary

This advice sheet gives two learner resources that ask questions to prompt learners to plan how they are going to approach a task, as well as check their effort and their progress in meeting challenges and developing self-regulation in regards to their learning.

Introduction

The two sheets below can be used as prompts for teachers to ask learners questions that challenge them to think about their approach to rising to challenges, to check the progress they have made and the effort they have put in.

Teachers can use the sheets to guide learners in their own assessment of where they are in their learning journey. Start by using first part of the *Check My Progress* sheet to guide learners to check what they already know, what do they need to find out and how are they going to approach the task in question. It is recommended that half way through the task, learners use the second part of the *Check My Progress* sheet to see whether they are keeping to what they thought they were going to do, whether they are on track to complete the task as expected or find the information they need. If necessary, learners may find that they need to rethink/review their learning journey for the task. At the end of the task, the last part of the *Check My Progress* sheet can be used as a basis for reflection of the task and the learning journey.

The *Check My Effort* sheet can be used after a task has been completed to review the effort the learner put into the task to monitor how they rose to the challenge.

Further Information

S311 Helping High Potential Learners to Develop Self-Regulation	Self-regulation is the process of taking control of one's learning through planning, monitoring and evaluating. High potential learners may struggle to develop self-regulation due to a lack of consistent challenge. This advice sheet is aimed at teachers and other educators so that they can support learners in this area.
University of Connecticut's Center for Gifted Education and Talent Development	US website with more information and examples of self-regulated learning
Self-Regulated Learning Literature Review	A research document from the Centre for Research on the Wider Benefits of Learning from the Institute of Education, University of London, published by the Department for Children, Schools and Families in 2009

Potential Plus UK Date of Issue: June 2018

Potential Plus UK Planned Review Date: June 2021

To give feedback on this advice sheet, please go to: www.surveymonkey.com/s/advice-sheet-feedback

Checking My Progress

Where am I now? Where do I want to get to, and how?

Getting Started

- What is the task?
- What do I want to achieve?
- What is the timescale?
- What are my goals?
- What feedback have I received that will help me improve my performance?
- What are my realistic expectations? By when?
- How will I approach the task?
- What resources do I need?
- When will I start?
- How will I start?
- Where will I be able to work best on this task?
- What will help or hinder me?

Monitoring Progress

- Am I approaching the task as I had planned?
- Am I staying focused?
- Is anything distracting me from reaching my goals?
- Am I developing any bad habits?
- Is my strategy still working or do I need to adapt it?
- Do I have all the resources I need?
- Am I accomplishing what I had hoped in the timescales I set?
- Is it taking more time than I thought?
- Am I demonstrating resilience?
- When and where do I work best?
- How can I encourage myself to stick with it?

Reflection

- In what ways did the planning and monitoring help achieve the goals?
- Did I set goals which were challenging yet realistic?
- Which self-monitoring strategies were most helpful and why?
- When and where did I work most effectively?
- How well did I manage the timescale?
- What have I learnt about the way I learn?
- What strategies did I use when I felt stuck or demotivated?

Checking My Progress

- What would I do differently next time?

Checking My Effort

1. Have I thought hard about how to respond to this challenge?

2. Have I kept going as it became more difficult?

3. Have I taken the easiest route? Is 'easiest' best for this task?

4. Is the work the best I could have produced? Why?

5. Does the work suggest I am thinking hard and challenging myself?

6. What do I notice happens to me when the task becomes harder?

7. What do I do when I find myself becoming frustrated? Why do I react in that way? Is it helpful?