



The progression of reflecting across year groups

Below is a picture of how reflecting looks across the different year groups. This can be used both as a guide for what individual teachers should be doing with their classes but also as a guide to how you can progress your children with their reflections if they are mastering the requirements of their year group.

Reflecting is introduced gradually at the start of each year in the ReflectED plans and taught explicitly in metacognition lessons. Everything outlined in this document is written into the ReflectED plans either as evidence or tasks for the week for teachers to follow. For example, there are explicit lessons in Term One that introduce how to do a multimedia reflection on DB Primary and then set the task for the week that week as creating another one. We understand that DB Primary content may vary depending on the technology available in your school. If tablets are limited, please email the team on reflected@rosendale.cc for support in how to adjust school expectations.

Template documents

There are a number of editable reflection template documents on reflectedlearning.org.uk that you can use for reflecting. These templates are just a guide to help children and you can edit them each time you use. Sentence starters can be useful to get children started with reflecting, but can be limiting. As your children become more adept at reflecting you may wish to reduce or remove sentence starters.

Some templates are just for the end of the lesson and whilst other templates include performance tag colours for the beginning and end of a lesson. With junior children, as you begin to ask children to write pre-learning reflections - e.g. doing an example sum in maths or writing what skills they think they'll need in the lesson - you can either add space on the template or ask them to do pre-learning reflections in their books. At the end of these lessons similarly post lesson reflections can be done on a template or in books.

There are also some Smart Notebook templates available for pre learning and end of learning reflections.

As each school and each class is different, we have tried to provide a range of support materials so you can find a way to make it work for you. Please email us on reflected@rosendale.cc if you need support with implementing reflecting in your classroom.

Year Group	What reflecting looks like in curriculum and metacognition lessons	What reflecting looks like in books	What reflecting looks like in Online Journals/Blogs
Nursery	Children are introduced to the language of metacognition in the learning environment - e.g. growth mindset, perseverance, practice, determination. Option of also teaching the EYFS circle time sessions.	n/a	n/a
Reception	Children are introduced to the language of metacognition in the learning environment - e.g. growth mindset, perseverance, practice, determination. Circle time sessions from second term which encourage children to talk about their learning and introduce the principles of growth mindset and learning from mistakes.	n/a	If children have DB Primary account (optional for this year group) children can record a piece of work or learning moment they're proud of with their teacher or TA.
Year 1	Children introduced to the performance tag colours in new skills lessons at start of the year through activities such as corners. Colours then introduced in carpet sessions in curriculum lessons - for example children can tell their partner how they feel at the end of new learning, use tokens or corners to express how they feel. Emphasis on "It's ok to be red/yellow" and how important it is for children to be honest about how they feel about their learning so they can realistically assess their ability and set suitable targets for future learning.	Towards the end of the year children colour in a square at the end of an independent activity to give themselves a performance tag colour. Teacher can put square on resources rather than separate sheet to stick in. Adults can annotate a pupil's comments about the lesson, or child can add a simple sentence about how they felt about the learning.	From term one teacher follows <i>Tasks for the week</i> and evidences metacognition lessons on DB Primary with a picture of class working and general comments from children. (One post can be dropped into multiple folders - see DB Primary support videos for help.) Teacher can also ask children how they feel individually and add performance tag colour when in their folder - this is optional. Teacher and TA introduce DB Primary to children in similar way as in Reception - children can record learning moments and work they're proud of on an adhoc basis. In the Summer term DB Primary buddies Can be introduced to sit with children once a week/fortnight and record children talking about their learning, answering questions set by the class teacher. This is not compulsory but will be beneficial.
Year 2	Children reintroduced to the performance tag colours in new skills lessons at start of the year, through activities such as corners, tokens and partner work. Colours then introduced in curriculum lessons - children can tell their partner how they feel at the beginning and end of new learning, using tokens or	Towards end of the first term children start to fill in a basic reflection template at the end of some lessons, focusing on how they feel at the end of the lesson and why. This can be heavily scaffolded and differentiated depending on writing ability. Children can give themselves a performance tag colour at the beginning and end of some lessons without writing full reflections.	From term one teacher follows <i>Tasks for the week</i> and evidences metacognition lessons on DB Primary with a picture of class working and general comments from children. (One post can be dropped into multiple folders - see DB Primary support videos for help.) Teacher can also ask children how they feel individually and add performance tag colour - this is optional. Teacher/TA/children take photographs of children's

	<p>corners to express how they feel. Children encouraged to think about what part of the lesson and/or resources helped them. Emphasis on "It's ok to be red/yellow" and how important it is for children to be honest about how they feel about their learning.</p>	<p>Aim to be doing one reflection a week as a class by the end of the first term. Children begin to regularly reflect by the end of the year - at least once a week in both maths and English. Teacher can modify reflection template as children's ability progresses. Other curriculum subjects reflected in when appropriate.</p>	<p>written reflections in books and upload onto DB Primary, saving in subject and performance tag colour folders. This should be manageable once a week. From term two onwards the children can start writing or recording their own simple reflections on DB Primary. To help with this process you may want to introduce DB Primary buddies to teach the children not only how to use the app, but also what constitutes a good reflection i.e. DB Primary buddies may sit with children once a week/fortnight and record children talking about their learning, answering questions set by the class teacher. Buddies can help them take pictures reflections already done in books. In term three children are encouraged to use DB Primary more independently, with some supervision from DB Primary buddies.</p>
Year 3	<p>Children reintroduced to the performance tag colours in new skills lessons at start of the year. Children learn how to reflect with talk partners and using reflection templates during metacognition lessons. The focus of the metacognition lesson (e.g. failure, coaching) is then highlighted during some curriculum lessons that week and used as an opportunity to reflect - see tasks of the week on plans. This can be talking points during the plenary, e.g. Why do we think this activity helped us? Which resources do we think helped us with the learning?</p>	<p>Teacher follows ReflectED <i>Tasks for the week</i> for guide on number of reflections and topics. Term one children learn how to do a performance tag colour at the start and end of a lesson and reflect using a template with sentence starters, chosen by the teacher. Children learn to compare how they felt at the beginning and end, focusing on why they think their colour did or didn't change. By end of term one, children to reflect as class in books (on templates) at least once a week in maths and English, in time built into a lesson by class teacher. These reflections can build over the year and be scaffolded and differentiated as needed. Maths reflecting can focus on individual lessons, looking at successes and failures. Teacher can suggest next steps for children to choose from. In English, when writing a piece of work across a week, children can reflect at the end of the piece of writing on how they feel about that piece of work and why. Other curriculum subjects reflected in when appropriate.</p>	<p>Evidence from metacognition lessons uploaded onto DB Primary, outlined in each individual lesson plan. <i>Tasks for the week</i> in ReflectED lesson plans outline guide for reflections done as a class - photographs of these reflections done uploaded onto DB Primary and saved in subject and performance tag colour folder. DB Primary multimedia reflections introduced midway through term one. Where technology permits, children given DB Primary time in which they can choose at least one learning moment a week to focus on. This can be where they've had a 'lightbulb' moment and feel that they finally understood something, or where they made a mistake or didn't feel they succeeded and have an idea what they need to do next time. Children use DB Primary to take pictures of the work and annotate it with colours and emojis. They can also record themselves talking about the work. DB Primary buddies can support with this at the start of the year if this is the first time children have used DB Primary.</p>
Year 4	<p>Children reintroduced to the performance tag colours in new skills lessons at start of the year. Children learn how to reflect with talk partners and using reflection templates during</p>	<p>Teacher follows ReflectED <i>Tasks for the week</i> for guide on number of reflections and topics. By midway through term one, children to reflect as class in books (on templates if needed) at least once a week in maths and English, in time built into a lesson by class</p>	<p>Evidence from metacognition lessons uploaded onto DB Primary, outlined in each individual lesson plan. <i>Tasks for the week</i> in ReflectED lesson plans outline guide for reflections done as a class - photographs of reflections done in books uploaded onto DB Primary</p>

	<p>metacognition lessons. The focus of the metacognition lesson (e.g. failure, coaching) is then highlighted during some curriculum lessons that week and used as an opportunity to reflect - see tasks of the week on plans. This can be talking points during the plenary, e.g. Why do we think the sage and scribe helped us? Which resources do we think helped us with the learning?</p>	<p>teacher. Other curriculum subjects reflected in when appropriate. These reflections can build over the year and be scaffolded and differentiated as needed.</p> <p>Pre learning reflections - children give a colour at the beginning of lesson and in some lessons given suggested sentence starters, a maths problem to solve to show what they already know, or are asked to list what they think they will need to know in the lesson. Children then reflect at the end and compare how they felt, focusing on why they think their colour did or didn't change. Template sheets have been provided for this if needed.</p> <p>Maths - can do some beginning and end of unit reflections - e.g. children look back at all the lessons on multiplication and decide on what strategy, activity or lesson stood out for them as one that helped their learning. End of lesson reflections need to focus on successes and failures, what they think helped them that lesson and <i>what they will do next time</i>.</p> <p>English - If you're writing a piece of work across a week, chn can reflect at the end of the piece of writing on what they think worked, what activity or lesson helped them and <i>how they would improve it next time</i>. Stand alone reading or grammar lessons can be reflected on individually.</p>	<p>and saved in subject and performance tag colour folder.</p> <p>DB Primary multimedia reflections introduced midway through term one. Where technology permits, children to choose at least two learning moments a week that have had an impact on them to write about on DB Primary. This can be where they've had a 'lightbulb' moment and feel that they finally understood something, or where they made a mistake or didn't feel they succeeded and have an idea what they need to do next time. (This can be as simple as "I wasn't paying attention and didn't understand. Next time I need to listen to the teacher and try to get more work done".)</p> <p>Children can expand on a reflection they've already done in a book, or choose a lesson that the class didn't reflect on. Can use DB Primary to take pictures of the work and annotate it with colours and emojis. They can also record themselves talking about the work and make videos.</p>
<p>Years five and six</p>	<p>Children reintroduced to performance colours, metacognitive skills and different approaches to learning during new skills lessons. Children reflect on these lessons by thinking about <i>how they will apply what they've learned in curriculum lessons</i>.</p> <p>Later the focus of metacognition lessons (e.g. failure, coaching) is then highlighted during some curriculum lessons that week and used as an opportunity to reflect - see tasks of the week on plans. This can be talking points during the plenary. E.g. Why do we think the Sage and Scribe helped us? Which resources do we think helped us with the learning? What was a common point of failure in the class? Why?</p>	<p>Teacher follows ReflectED <i>Tasks for the week</i> for guide on number of reflections and topics. Children to reflect regularly in maths and English and any other relevant curriculum area. Ideally at least once a week in maths and English.</p> <p>Pre Learning Reflections - children respond to a prompt, question or problem introduced on board at the start of a lesson i.e. this could be a maths problem to solve to show what they already know, or they may be asked to list what they think they will need to know in the lesson or what they already know about a subject</p> <p>The children also give themselves a performance tag colour to indicate how confident they are with the subject matter at the start of the lesson.</p> <p>At the end of the lesson or unit of work the children reflect and compare how they felt, focusing on why they think their colour did or didn't change and why.</p>	<p>Evidence from metacognition lessons uploaded onto DB Primary, outlined in each individual lesson plan. <i>Tasks for the week</i> in ReflectED lesson plans outline guide for reflections done as a class - photographs of reflections done in books uploaded onto DB Primary and saved in subject and performance tag colour folder.</p> <p>DB Primary multimedia reflections introduced midway through term one. Where technology permits, children to choose at least two learning moments a week that have had an impact on them to write about on DB Primary. This can be where they've had a 'lightbulb' moment and feel that they finally understood something, or where they made a mistake or didn't feel they succeeded and have an idea what they need to do next time. (This can be as simple as "I wasn't paying attention and didn't understand. Next time I need to listen to the teacher and try to get more work done.")</p>

		<p>What assisted their learning? Children must regularly be thinking about what they will do different next time.</p> <p>Maths - children may regularly reflect at the beginning and end of maths lessons as new subject matter is being introduced daily. However when the subject matter is consistent over a number of days you may get them to do beginning and end of unit reflections - e.g. children look back at all the lessons on multiplication and decide on what strategy, activity or lesson stood out for them as one that helped their learning. Comparing test scores works well in years five and six.</p> <p>End of lesson reflections need to focus on successes and failures, what they think helped them that lesson and <i>what they will do next time</i>.</p> <p>English - if children are writing a piece of work across a week, the children can reflect at the start of the work about what they already know about that style and what they think they might need, then at end of the piece of writing on why their colour did/didn't change, what they think did/didn't work, what helped them and <i>what they will do next time</i>.</p> <p>Stand alone grammar and reading lessons can be reflected on individually.</p>	<p>Children can expand on a reflection they've already done in a book, or choose a lesson that the class didn't reflect on. The children can also use DB Primary to take pictures of the work and annotate it with colours and emojis. They can also record themselves talking about the work and make videos.</p>
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