

Running an effective review session

Reviewing plays a vital part in problem solving as it helps the pupils to gain a greater understanding of their strengths and areas for development.

In order to make a positive contribution to the review, individuals will need to feel safe, comfortable and focussed. Setting/agreeing the following ground rules before starting the review will help this process;

Ground rules to agree with the group

- Talk one at a time and make sure everyone has a chance to speak.
- Keep feedback constructive.
- Take the review seriously – you get out what you put in!
- Be honest...but sensitive

Tips for the leader

- Act as a chairperson for the review.
- Encourage the pupils to do the talking – feedback will be more powerful if it comes from their peers and learning points will mean more if they think of them (or think they've thought of them!).
- Step in if the discussion goes off track.
- Keep it moving – a longwinded session can easily switch the group off.
- Start with something simple to get individuals relaxed and talking e.g. best moment / funniest moment

GUIDED QUESTIONS

A great way to get individuals to analyse their performance and give each other feedback – excellent as an 'on the hoof' review or at the end of a day's activity.
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Running the session

- Briefly explain what the session aims to achieve.
- Agree ground rules with the group
 - Talk one at a time.
 - Give everyone a chance to speak.
 - Take the review 'seriously' if it is to be effective.
 - Address feedback directly to the person receiving it.
 - Be honest.
 - Keep feedback constructive (may need explaining).
- Group arranged in a circle, facing each other.
- Get the group to answer questions that will get at the learning you wish to focus on e.g.
What was your best moment?

Who surprised you the most today?

Do you think the team worked well today (get them to say how and when)?

What is getting in the way group success for your team?

How do you feel right now?

QUALITY SWOP

Each member of the group identifies / writes down;

- a personal quality they are proud of

When everyone has thought of one, go round the group and get

each person to read out their quality. You might have to give them some

examples of personal qualities at

the start e.g. cheerful, hard-working, encouraging, helpful, doesn't give up easily, good listener etc.

Now repeat the process for each of the following;

- a quality they like in someone else,
- a quality their group needs to gain or improve
- a quality they would like someone else to have.
- a quality they will need to gain in order to make the rest of the course successful

THE HOT SEAT

A great way to get individuals to give each other constructive feedback – excellent as you finish the last activity of the week...or during the week if you feel the moment is right!

Running the session

- Briefly explain what the session aims to achieve.
- Agree ground rules with the group
 - Talk one at a time.
 - Give everyone a chance to speak.
 - Take the review 'seriously' if it is to be effective.
 - Address feedback directly to the person receiving it.
 - Be honest.
 - Keep feedback constructive (may need explaining).
- Either split into 2 sub-groups (quicker) or do it as a whole group.
- Group arranged in a circle, facing each other.
- Each individual takes a turn in the 'hot seat' to receive feedback from each of the other group members.
- You decide what feedback you want them to give – I've found the following ones work well;
"How has this person made a positive contribution to the group?"
"What can they still work on to improve for the future?"

KS 2 CHARACTER CARDS – STAFF NOTES

Character cards are a great way to get the group to give each other constructive feedback. Individuals receive valuable feedback about how others see them. The session should end with individuals clear of their strengths and identifying one or two areas to improve in.

Warning!

Poor readers will need assistance.

Before the session

Look through the pack and select the cards you want to include (some may not be appropriate to include for your group).

Running the session

- Sit the group in a circle.
- Briefly explain what the session aims to achieve.
- Agree ground rules with the group
 - Talk one at a time.
 - Give everyone a chance to speak.
 - Take the review 'seriously' if it is to be effective.
 - Address feedback directly to the person receiving it.
 - Be honest.
 - Keep feedback constructive (may need explaining).
 - Try to make sure that everyone in the group receives some cards.

Either (easier)

- Turn one card over for all to read.
- Get each individual in the group to say who they feel most deserves that card, and why.
- Give the card to the most deserving person.
- Repeat for all cards.

Or (harder)

- Deal the cards out face down so that each individual ends up with a pile in front of them.
- Individuals turn over their first card and, without speaking, places it face down in front of the person that they think deserves it the most

Both versions

- Finally get each individual to read out:
 - The 2 cards they are proudest of (strengths)
 - 1 things they need to improve in

a bit selfish sometimes

funny

should listen more

friendly

encourages other people

helpful

sometimes makes fun of
other people

listens well

should be more confident

brave

impressed me the most

quietest

gives up easily

never gives up

often helps other people

careless

keeps the group happy

often late

picks on other people
sometimes

good leader

thinks about other peoples
feelings

excitable

noisy

moans a lot

encouraged me a lot
needs to calm down

never moans

rushes in without thinking

never gives up

looks after other people

forgetful

good sense of humour

says 'I can't' a lot

makes me laugh
than in school

I get on better with here

always remembers what
they need

does more than their
share of the duties

trustworthy

helps other people

tries their
hardest

loses their temper easily

thanks for
helping me

sometimes hurts other
peoples feelings

sometimes selfish

funny

needs to listen more

friendly

encourages other people

helpful

sometimes makes fun of
other people

listens well

should be more confident

brave

impressed me the most

quiet

gives up easily

never gives up

often helps other people

careless

keeps the group happy

noisy

picks on other people
sometimes

good leader

nice to other people

excitable

encouraged me a lot

moans

needs to calm down

never moans

rushes in without thinking

never gives up

looks after other people

forgetful

good fun

says 'I can't' a lot
makes me laugh

tries their
hardest

trustworthy

helps other people

thanks for
helping me

KS 3-4 Character cards – staff notes

Character cards are a great way to get the group to give each other constructive feedback. Individuals receive valuable feedback about how others see them. It is important that you give individuals a 'safety net' by explaining that this feedback is not absolute – it may only be how one group member sees them. The session should end with individuals clear of their strengths and identifying one or two areas to improve in during the remainder of their course.

Warning!

This session only works if the group take it seriously and only give cards to those they feel most deserve them. Poor readers may need assistance.

Before the session

Look through the pack and select the cards you want to include (some may not be appropriate to include for your group).

Running the session

- Sit the group around a table.
- Briefly explain what the session aims to achieve.
- Agree ground rules with the group
 - Talk one at a time.
 - Give everyone a chance to speak.
 - Take the review 'seriously' if it is to be effective.
 - Address feedback directly to the person receiving it.
 - Be honest.
 - Keep feedback constructive (may need explaining).
 - Try to make sure that everyone in the group receives some cards.
- Deal the cards out face down so that each individual ends up with a pile in front of them.
- Without talking, each group member works through their hand, placing each card face down in front of the person they feel most deserves it. Any cards that people are unsure of can be placed in the centre of the table and discussed / distributed at the end.
- Nobody should read any cards until everyone has got rid of all their cards.
- When all cards have been given out everyone looks at the cards they have received and then, still without talking, splits them into 3 piles;
 - Those they are proud of
 - Those they know they need to improve in
 - Any they are unsure of
- Finally get each individual to read out
 - 2 cards they are proudest of
 - 2 things they need to improve during the rest of the course

Please make sure all cards are returned to the pack when you've finished – thanks!

Alternative method

Look at each card together and then decide as a whole group who most deserves it. This works really well if there are any poor readers in the group or for a less mature group as it is teacher-led.

a bit selfish at times

easy-going

fun to be with

should listen more

encourages other people

makes fun of other people

keeps other people awake

should be more confident

friendly

helped me

listens well

impressed me the most

brave

keeps their part of Woodlands tidy

quiet

gives up easily

never gives up

should try harder

helps other people

worst singing voice

keeps the group happy

picks on other people sometimes

thinks about other peoples feelings

image conscious

criticises other people

cheeky

careless

often late

drops litter

good leader

interested in their surroundings

tries to get out of doing things

talks too much

excitable

encouraged me a lot

needs to calm down

rushes in without thinking

looks after other people

good sense of humour

trustworthy

noisy

I get on better with here than in school

safety conscious

careless

complains a lot

never moans

gets on with things without
making a fuss

trustworthy

funniest laugh

nicest eyes

never gives up

reliable

keeps going when the going
gets tough

sociable

I owe an apology to

always remembers what they need

tries their hardest

forgetful

takes their time
thanks for helping me

says 'I can't' the most
loses their temper easily

sometimes hurts other
people's feelings

helps other people

does more than their
share of the duties

makes me laugh

easy to get along with

GRAFFITI SHEETS

Graffiti sheets are a really good way to get individuals in a group to give each other positive (and/or constructive) feedback. Good as a final evening review to finish the course with.

Resources – one sheet of paper and a pen or pencil for each person.

Warning!

Poor readers/writers will need support with this. If this will be a problem then the **hot seat** may be worth considering as an alternative review technique.

Running the session

- Sit the group around a table.
- Briefly explain what the session aims to achieve.
- Agree ground rules with the group
 - Talk one at a time.
 - Give everyone a chance to speak.
 - Take the review 'seriously' if it is to be effective.
 - Address feedback directly to the person receiving it.
 - Be honest.
 - Keep feedback constructive (may need explaining).
- Individuals write their name on the bottom of their sheet of paper
- From now on no talking!
- Everyone passes their sheet to the person on their left
- Everyone writes a positive comment about the person whose name is on the bottom of the sheet, folds the paper over to hide their comment and then passes it on to the person to their left
- Continue until everyone gets their own sheet back again
- Everyone opens up their sheet to read what the group has written about them
- Individuals can share the contents of their graffiti sheet or keep it private.

School staff may wish to collect sheets in at the end to look at and give back on return to school or added to a record of achievement (nice reminder of the course).

Variation

Write 2 comments about each person

- A positive comment
- A constructive comment – something they need to improve on

WHAT COULD YOUR GROUP DO BETTER?

During the task

Watch carefully how your group are working together. Make a note of what **isn't** helping by putting a tick in the box or writing a comment.

At the end of the task

Which do you think are the 2 things that the group most need to change in order to do better in the next task? Be ready to tell the group about these at the end of the task - this will help your group do better in the next task...hopefully!

	My group are...
All talking or shouting at the same time.	
Not helping each other much.	
Being silly.	
Rushing in without planning.	
Arguing.	
Getting angry or sulky.	
Giving up.	
Other things that aren't helping?	

What are your group doing well?

During the task

Watch carefully how your group are working together. Make a note of what is helping them to succeed by making a tick in the box or writing a comment.

At the end of the task

Put a star next to the 2 things that are best about the way your the group worked during the task. Be ready to tell the group about these at the end of the task – they will be glad to hear what you have to say!

	My group are...
Listening to each other's ideas.	
Helping each other.	
Taking turns to speak	
Taking time to plan how they will solve the problem.	
Keeping each other in a good mood	
Keep trying even when things aren't going so well.	
Other things that are helping?	

THE CASINO

A great way to get individuals to give each other constructive feedback.

Resources – some playing cards.

Running the session

- Sit the group around a table.
- Briefly explain what the session aims to achieve.
- Agree ground rules with the group
 - Talk one at a time.
 - Give everyone a chance to speak.
 - Take the review 'seriously' if it is to be effective.
 - Address feedback directly to the person receiving it.
 - Be honest.
 - Keep feedback constructive (may need explaining).
- Each group member is dealt a card face down.
- Taking turns, each individual turns over their card and then gives feedback using the following guidelines;
 - Heart = say something nice about someone else
 - Spade = say something that they personally need to improve on
 - Diamond = say something that they feel they are really good at or are proud of
 - Club = say something that someone else needs to improve on
- This works especially well if the group think of all possible answers before they turn their cards over.
- Repeat as required – if someone gets the same suit twice then they have to give feedback to a different person or say something different about themselves
- At the end of the session, individuals should all have given and received some good constructive feedback!

TREE PEOPLE

A great way to get individuals/the group to talk about how they have performed during their course. Especially good for highlighting changes that have occurred as the course has progressed. There are numerous ways to use the sheet – this is one method that works well, particularly at KS2.

Resources – copies of the tree people sheet for the group to look at.

Running the session

- Sit the group around a table.
- Briefly explain what the session aims to achieve.
- Agree ground rules with the group
 - Talk one at a time.
 - Give everyone a chance to speak.
 - Take the review 'seriously' if it is to be effective.
 - Address feedback directly to the person receiving it.
 - Be honest.
 - Keep feedback constructive (may need explaining).
- Using the tree people sheet, get the group to identify what the different characters are doing e.g. *helping someone else for the character at the base of the tree*
- Get each individual to say
 - Which character they were like at the start of the course
 - Which character they are most like now
 - Which character they would like to be in the future
- At the end of the session, individuals should be clear about what role they have played in the group and about how they can improve for the future

Optional

- Other group members give their view on which character that individual was / is most like

UNFINISHED SENTENCES

A great way to get individuals to give each other constructive feedback – excellent as an ‘on the hoof’ review or at the end of a day’s activity.

Running the session

- Briefly explain what the session aims to achieve.
- Agree ground rules with the group
 - Talk one at a time.
 - Give everyone a chance to speak.
 - Take the review ‘seriously’ if it is to be effective.
 - Address feedback directly to the person receiving it.
 - Be honest.
 - Keep feedback constructive (may need explaining).
- Either split into 2 sub-groups (quicker) or do it as a whole group.
- Group arranged in a circle, facing each other.

Either;

- Give each group member an unfinished sentence card.
- When all group members have a complete sentence

Or;

- Go through cards one by one as a whole group – each person completing the sentence (good for poor readers)

.....impressed me today when they.....

I felt proud of myself today when I.....

I'd like to say 'well done' to.....

I moaned too much when.....

I lost my temper when.....

I felt challenged when.....

I wish I'd helped more when.....

My best moment was.....

My worst moment was.....

The funniest moment was.....

I'd like to say sorry to.....

I'd like to say thanks to.....

I felt really looked after when.....

I could have done with some more
help when.....