

333 – Training children as autonomous learners

333 is a way of training your children to work in teams to manage their own learning.

It will take them several lessons to learn the process, but once they are trained, you can have the class all working on a worksheet, textbook page, or other activity, checking in with each other regularly to mark their own work, discussing wrong answers and doing their own corrections!

You, meanwhile, are free to work with individuals or a small group and at the end of the lesson you get the other children's work handed in already marked. Brilliant!

What's more, the markings in the children's books show clearly what each child did on their own unaided and what they did in collaboration with someone else, so you have a clear record of learning that you, the child and the parent can all look back on.

We have used this process successfully with children in my own school from as young as 8. IT REALLY WORKS - The secret is all in the training!

Here's how to introduce it:

Prior learning for your pupils before introducing 333

Introduce CEDRIC (see separate pdf).

Introduce the MI skill check for checking answers when working independently. (Not essential, but it gives them another tool to help with the marking process - see separate pdf).

Preparing your first 333 lesson

Choose a task (eg worksheet or text book page) with a series of straightforward questions on your current topic. Prepare another task (eg a solo game or problem sheet) which quick finishers can work on individually whenever they are waiting.

The 333 lesson

Arrange the pupils in like-ability groups of 3 (or 4 or 5) (ie fast workers together, slow workers together.) Explain that you are going to teach them a team strategy for doing and marking their written work. Talk through the process on the next sheet.

- you work in groups of about 3
- you plan how many questions you are going to do
- you then work **independently** to complete the questions you have agreed on and let your team members know when you have finished (then do something else as you wait)
- when you are all finished, you compare answers - if you all have the same answer to a question you can assume it is correct - if you have different answers, you have to discuss and support each other in working out who has made the error
- when you are agreed you then use **a coloured pen or pencil** to mark your answers right or wrong and correct any wrong ones by writing the correct answer next to the wrong one in colour - **you do not rub out wrong answers!**
- you then agree how many questions you are going to do next and repeat the process
- remember the motto - **plan together, work apart, check together** - this ensures that everyone does their own thinking and no-one simply relies on the team.

Set the children working, then circulate and make sure they are following the process correctly, paying particular attention to the following:

- each group has planned together which questions they are doing
- they are working independently without collaborating when answering the questions
- they are letting each other know when they have finished
- they are marking their work in **coloured pen or pencil**
- they are respecting wrong answers by marking them wrong - **not rubbing them out!**
- they are having in-depth discussions to make sure everyone understands everything (this will require the most training - reinforce good practice when you find it)
- they are writing correct answers in colour after the cross

Train the children thoroughly for several lessons, then reap the rewards! It works!

333

3 PEOPLE

Groups of 3. (4 or 5 will work; 2 is not enough.)

Tip: use groups with people who work at roughly the same speed.

3 QUESTIONS

Do about 3 (or 4, 5, or 6) questions at a time - the group choose.

3 STEPS

1. **Plan together** - agree with your group which questions you are going to do. (for example 'the first three')
2. **Work apart** - answer the questions by yourself. Then say 'finished' and do something quiet until the everyone is ready.
3. **Check together** - use CEDRIC.

CONFUSION is to be...

Expected!

Detected: - Compare answers.

All answers the same → assume correct.

Different answers → each person explains their thinking - then decide who has made the error.

Can't agree? → use the Maths Investigations skill check.

Respected: Correct answer → a neat coloured tick.

Wrong answer → a neat coloured cross.

Inspected: Discuss why the wrong answers are wrong.

Make sure everyone has any confusion sorted.

Corrected: Correct answer written in colour after the cross.