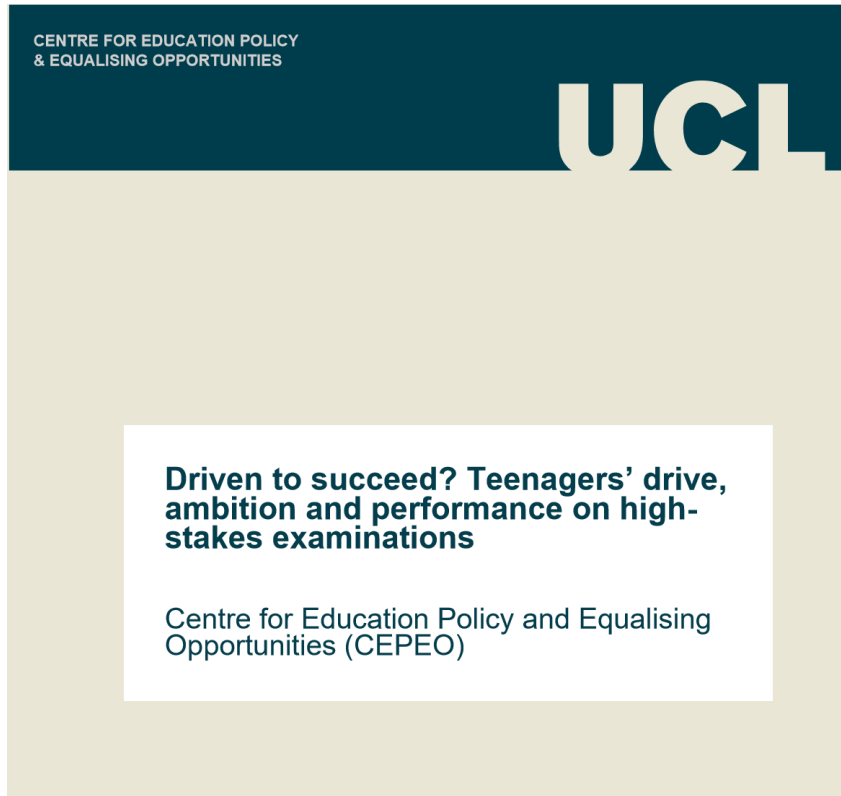


Motivation factors and engagement with revision

Drive and ambition for student success

HIAS English Team
August 2022
Final version

Driven to succeed? Teenagers' drive, ambition and performance on high-stakes examinations



“Those teenagers who keep their eye on the prize, and who remain motivated to succeed, displaying a mastery-oriented mindset...have a better chance of getting their reward. Those that do not will be more likely to fail. Helping young people to understand that they are to some extent masters of their own destiny is hence critical as they enter the home stretch towards these important exams.”

**John Jerrim, Nikki Shure
and Gill Wyness (2020)**

What are the key points of the study and what do they mean for students?

Ambition

- Working towards a long-term high goal, eg an elite university
- Stakes need to be higher – not just achieving a grade 5 but what that leads to
- Aiming well beyond expectations and setting goals for themselves – can we encourage students to aim even higher?

Drive

- Rooted in a sense that achievement is possible and in their own hands
- Willingness to work diligently, pushing themselves
- Self-organisation and monitoring is key – as is stamina and maintaining motivation

Gaps

- Boys are more likely than girls, all other things being equal, to set themselves really ambitious goals – girls may need more encouragement to be ambitious for themselves
- Disadvantaged students are less likely to maintain the same levels of drive as their more advantaged peers – disadvantaged students may need more regular motivational inputs

Motivation factors

- All theories about motivation have two key concepts in common:

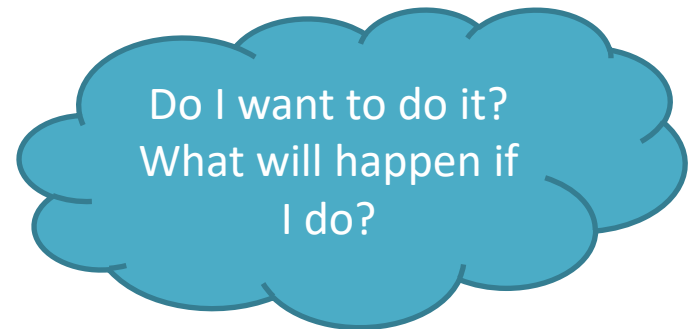
- competence

- expectations of success
- self-efficacy
- self-confidence
- self-concept



- value or anticipated result

- usefulness
- perceived importance
- probable result of effort



Construct learning where effort results in success

- Desirable difficulty at the right time
- Lots of repetition
- Draw on foundations of core knowledge
- Manageable questions and tasks to build confidence
- Scaffold
- Success as a result of effort

Make progress visible

- Demonstrate increasing success
 - through feedback
 - through use and monitoring of achievable targets
 - through breakdown of material into masterable chunks
- Review and recognise
- Link to goals

Value

- Communicate the value
 - foreground the immediate benefit
 - link to the big picture
 - create sense of certainty
 - explain why
- Communicate the probable result of effort
 - explain the reasons for the approach
 - describe the consequences of a successful outcome
 - look beyond the immediate

Belonging, relatedness and positive habits

- ‘Nudge the norms’ – celebrate and amplify desirable behaviours
 - celebrate collective participation and success
 - cue the behaviours
 - create the feeling of something bigger
 - establish a strong group identity
 - recognise individual contributions to group success
 - weaponise peer pressure
- Regularity and repetition – create routines
 - predictable times and places
 - predictable high quality inputs
 - predictable consequences
- Go EAST – Easy, Accessible, Social and Timely

HIAS English Team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and inhouse training.

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