



### Intent

By developing thinking skills and learning behaviours in our children, we aim to equip them with the skills, knowledge and understanding necessary to make informed choices in their life and develop them as confident, lifelong learners. In line with our school vision, we believe in making the children critical thinkers and independent learners. Whole school and classroom practice is designed to focus on children's learning - it is learning centred. (Intent derived from school vision, National Curriculum, Development Matters in the Early Years Foundation Stage (EYFS) Guidance)

### Implementation

At St Edmund's the teachers are developing 'teaching for thinking' approaches, integrating them into their everyday teaching to create 'thinking classrooms'. We are working towards becoming a 'Thinking School' which synthesis six starting points considered essential for developing thinking students. Various theories of learning underpin each of these aspects and are incorporated into our teaching.

- **Reflective Questioning** – high quality questioning and listening skills
- **Thinking Skills** – explicit use of cognitive process
- **Visual Mapping** – the use of visual tools to map out ideas
- **Collaborative Networking** – between us in pairs, groups, schools and global networks
- **Developing Dispositions** – characteristics, dispositions, and habits of mind are engaged
- **Structuring Environment** – considering how the physical space is organised and resources used

The teachers deliver the National Curriculum Thinking Skills Content and EYFS Guidance objectives when teaching across the curriculum subject areas or in a cross-curricular fashion in EYFS.

#### National Curriculum - Thinking Skills Content

- **Information-processing**
  - **Enquiry**
  - **Reasoning**
  - **Creative thinking**
  - **Evaluation**
- In addition, at St Edmund's we also follow a **Thinking Skills and Personal Capabilities Framework where progression is mapped from EYFS to Year 6**. This framework requires teachers to focus on developing aspects such **Managing Information, Thinking, Problem-Solving and Decision-Making, Being creative, Working with others and Self-Management** - aspects we feel are important for our pupils' development.
  - We utilise **Hyerle's Thinking Maps** throughout the school as visual mapping tools.



- We have been introducing Arthur L. Costa and Bena Kallick's **Habits of Minds** throughout the school over a two-year period – each Habit is introduced and embedded over a half term or term.
- **Autumn 2021 will see the introduction of Six Thinking Hats** - the proven technique from Edward de Bono. These techniques focus on enhancing the structure of thinking so that group decision making and idea evaluation can be dramatically improved.

**An example of skill progression within our Thinking Skills and Personal Capabilities Framework**

Thinking aspect - Working with Others			
Nursery & Reception (EYFS)	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p><i>develop confidence to join in and to participate</i>            Be willing to join in. Learn to work and play co-operatively            Develop the routines of listening, turn-taking, sharing, co-operating            Be able to learn from demonstration and modelling            Be aware of how their actions can affect others.            Learn to behave and to use words to suit different people and situations            Develop confidence at being with adults and other pupils in a variety of contexts</p>	<p><i>recognise different roles that can be adopted in groups and develop some capacity to participate in and learn from these different roles</i>            Develop further habits of collaborative learning.            Become more adept at turn-taking, sharing and co-operating when working in a group or team            Decide what needs to be done in a group and take responsibility for aspects of the work            Show the ability to learn from shared and modelled activities            Adapt behaviour and language to suit different situations            Show fairness to others.            Recognise and respect other people's feelings and ideas</p>	<p><i>pupils participate in collaborative work and begin to take advantage of the opportunities for learning afforded by social situations – learning from others,</i>            Become more independent in their social and interpersonal skills            Show that they can work in different roles in a group and take responsibility for appropriate tasks            Be willing to help others with their learning            Understand and learn to respond to feedback            Work with their peers to reach agreements and begin to manage disagreements</p>	<p><i>pupils participate in collaborative work taking advantage of the different roles of others</i>            give and responding to feedback, taking the lead and helping others to develop their roles within a group            Be capable of harnessing resources for the purposes of learning            Take increasing responsibility for work assigned in teams            Be willing to change the approach in a group if necessary. Be willing to take the lead in demonstrating learning to others            Give and respond to feedback from peers and adults and understand its importance for learning            Be willing and able to reach agreement through compromise</p>

**Impact of Thinking Curriculum**

Reported by teachers include (Staff inset - September '19 , March 2020 and July 2021)

- ✓ raised attainment for some groups of learners but feel all pupils benefiting even though may not be reflected in attainment and progress
- ✓ improved literacy and communication skills
- ✓ improved independent, reflective learning, not just the more able children
- ✓ greater motivation by pupils to learn and think
- ✓ improved attitude, behaviour and coping strategies from pupils
- ✓ pupils are starting to learn to manage their own learning
- ✓ improved classroom management and teacher facilitation



