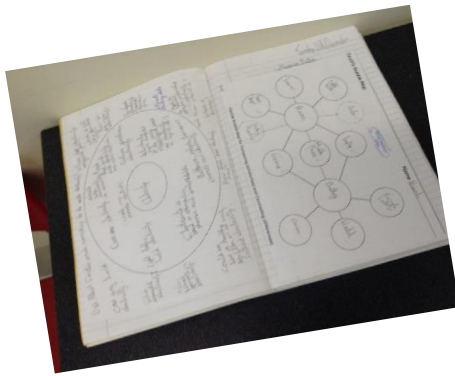




# St Edmund's Catholic Primary School's Subject Stories

## Thinking Curriculum



### 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.



# St Edmund's Catholic Primary School's Subject Stories

## Thinking Curriculum



- We have been introducing Arthur L. Costa and Bena Kallick's **Habits of Minds** throughout the school over a three-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.
- In September 2021 we introduced **Rosenshine's Principles of Instruction** in our teaching practice.
- Since 2020 we have introduced **Zones of Regulation** ensuring pupils have strategies for self-regulation.

### 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> <i>give and responding to feedback, taking the lead and helping others to develop their roles within a group</i> 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



**If you were to walk into a Thinking Skills lesson at St Edmund's, you would see:**

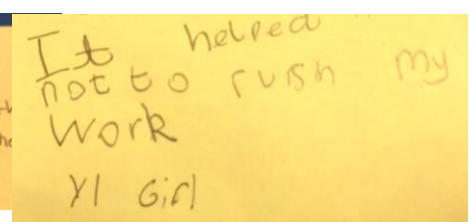
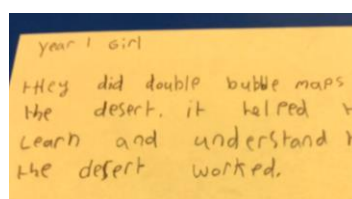
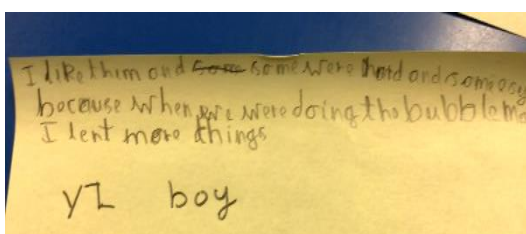
any of the above points reported by teachers, plus a focus on one of the following aspects ...

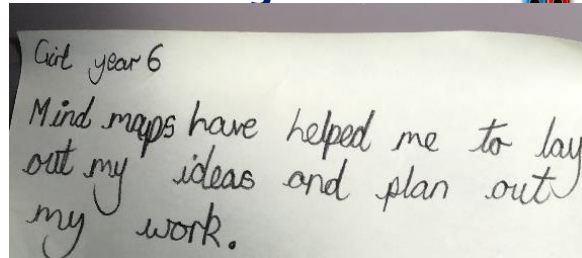
- ✓ Managing information
- ✓ Thinking, problem-solving and making decisions
- ✓ Being creative
- ✓ Working well with others
- ✓ Good behaviour and self-management strategies

### Outcomes Reported by teachers (Staff meeting May 2022)

- ✓ All pupil groups benefiting from Thinking Curriculum – drawing on a repertoire of tools to support thinking and self-management/regulation
- ✓ Greater confidence of pupils in themselves and as learners – MAL surveys and other questionnaires
- ✓ Indicators of raised attainment – upward trajectory over past few years but Covid has impacted pupils so continuing to build.
- ✓ Adaptations to Thinking Curriculum proving impactful – Zones of Regulation, Habits of Mind, Self-regulation are supporting pupils with emotional and academic recovery after pandemic.
- ✓ Pupils support their peers with the correct attitudes/dispositions, self-regulation and thinking routines/tools
- ✓ Greater collaborative, interdependent thinking in lessons
- ✓ Pupils help select the correct Thinking process and routines
- ✓ KS2 Pupils independently select the most appropriate Thinking Maps
- ✓ Pupils are able to use Thinking Skills and self-regulation vocabulary
- ✓ Pupils show they are enjoying open-ended, reflective questions
- ✓ Pupils are more readily asking questions of staff
- ✓ Questions are becoming more challenging and metacognitive
- ✓ Pupils have greater knowledge of strategies for success – particularly with Habits of Mind, Self-management and regulation
- ✓ A common language is developing between home and school – Zones of Regulation, Habits of Mind and use of visual tools for learning.
- ✓ The Thinking Curriculum weaves through all year groups – from Nursery to Year 6 and subject areas; it is planned in detail
- ✓ Rosenshine's Principles of Instruction providing beneficial in children 'knowing more and remembering more'.
- ✓ A culture of everyone is expected to contribute and everyone is expected to learn everything is developing
- ✓ CPD has ensured staff are now much more knowledgeable in planning and delivering Thinking Skills lessons

### Pupil Voice





Link Governor feedback - The Children know a lot about the thinking map techniques and again were engaged and interested in using them. It was nice to see some real examples in the classroom and hear from the children how they enjoyed using them and how they have helped them organise their work.

Reception teacher feedback -

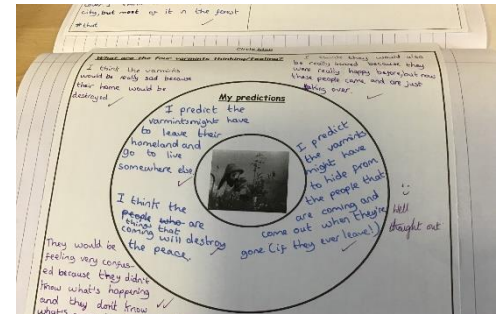
*+ Thinking maps have also had a very beneficial impact.  
Helps children structure their ideas and plan their stories.  
No particular group benefits. All children benefit.*

Year 5 Teacher's feedback - Children use thinking maps very regularly and very easily, very beneficial in terms of planning a piece of work or a topic. They help the children organise their thoughts and ideas - helps the children realise what they do know and what they don't know and therefore need to investigate/learn. Particularly beneficial to the children who would find it difficult to get started on a piece of work/writing.

### Outstanding examples of learning



Reception - Striving for Accuracy Activities



Year 5 Circle/Defining Map

### Successes in 2018-2019

- ☺ **Thinking Maps** introduced throughout the school as a common visual language benefiting all groups of learners

### Successes in 2019 – 2020

- ☺ **Thinking Maps** further embedded across all curriculum areas
- ☺ **Launch of Habits of Mind – three Habits** introduced until March 2020 - embedded over a half term or term using a similar structure:

- Introducing the Habit and what it means
- Understanding why it is important and outlining strategies to support the Habit
- Taking part in a Challenge morning, with organised activities, to apply the learning behaviour
- Each Habit has an associated animal logo (designed by a pupil)

- ☺ Whole school re-mapping of Thinking Skills to ensure progression from EYFS to Year 6.



### Successes in 2020 – 2021

- ⊙ To introduce further Habits of Mind.
- ⊙ Continued use of Thinking Maps across the Curriculum.
- ⊙ Deliver and monitor new lessons based on the revised Thinking Skills Curriculum.
- ⊙ Introduce school-wide Zones of Regulation to help pupils with self-regulation

### Successes in 2021 – 2022

- ⊙ Further Habits of Mind introduced.
- ⊙ Introduce Rosenshine's Principles of Instruction into classroom teaching.
- ⊙ Introduction of De Bono Thinking Hats techniques.
- ⊙ Introduction Blooms Taxonomy for upper school.
- ⊙ Surveys of children Myself as a Learner
- ⊙ Submit application for Thinking Schools Accreditation.