

Cavendish School



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WHY?

The Journey Begins

We have

‘aspirations for our students
to grow up as competent and confident
learners and communicators, healthy
in mind, body, and spirit, secure in
their sense of belonging and in the
knowledge that they make a valued
contribution to society.’

www.minedu.govt.nz/web/downloadable/dl3567_v1/whariki.pdf

Te Whariki 1986

Personalised Learning

- They will seek to configure their design, resources, curriculum and organisation around the needs of their learners, to reflect a professional ethos that accepts and assumes every child comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations.
- They will demonstrate a determination for every young person's needs to be assessed and their talents developed through a variety of teaching strategies.
- They will have the confidence to innovate and develop approaches to personalising learning that meet the diverse needs of their pupils.
- They will put personalising learning at the heart of their vision for transforming teaching and learning.

What are thinking skills?

- *'Trying to define thinking skills is impossible: the list is endless and it consists of nothing less than an inventory of the intellectual powers of mankind.'*
- Lipman (1983)

The next step was to research thinking skills

- Instrumental Enrichment - Feuerstein
- Habits of mind - Costa & Kallick
- Mind Mapping - Tony Buzan
- Thinking Hats - Edward De Bono
- Philosophy for Children - Dr Matthew Lipman
- Thinking Maps - David Hyerle

Why did we opt for the thinking maps strategy ?

Any effective teaching & learning strategy is relevant to all learners irrespective of age or ability.....good educational practice is good for all students at all levels of ability

Thinking maps

Making the invisible visible

Visual tools free up short term memory,
enabling the thinker to focus, concentrate
and organise

Developing Thinking Skills at Cavendish School.

Produced by Elaine Haver

Presented by Hannah
Whitbread



Form AR5

**ANNUAL REVIEW OF STATEMENTS OF SPECIAL EDUCATIONAL
NEEDS**

Pupil Comments

Name:
Birth:

Date **of**

School: Cavendish School

The name of anyone who helped you with this report:

PROGRESS IN SCHOOL

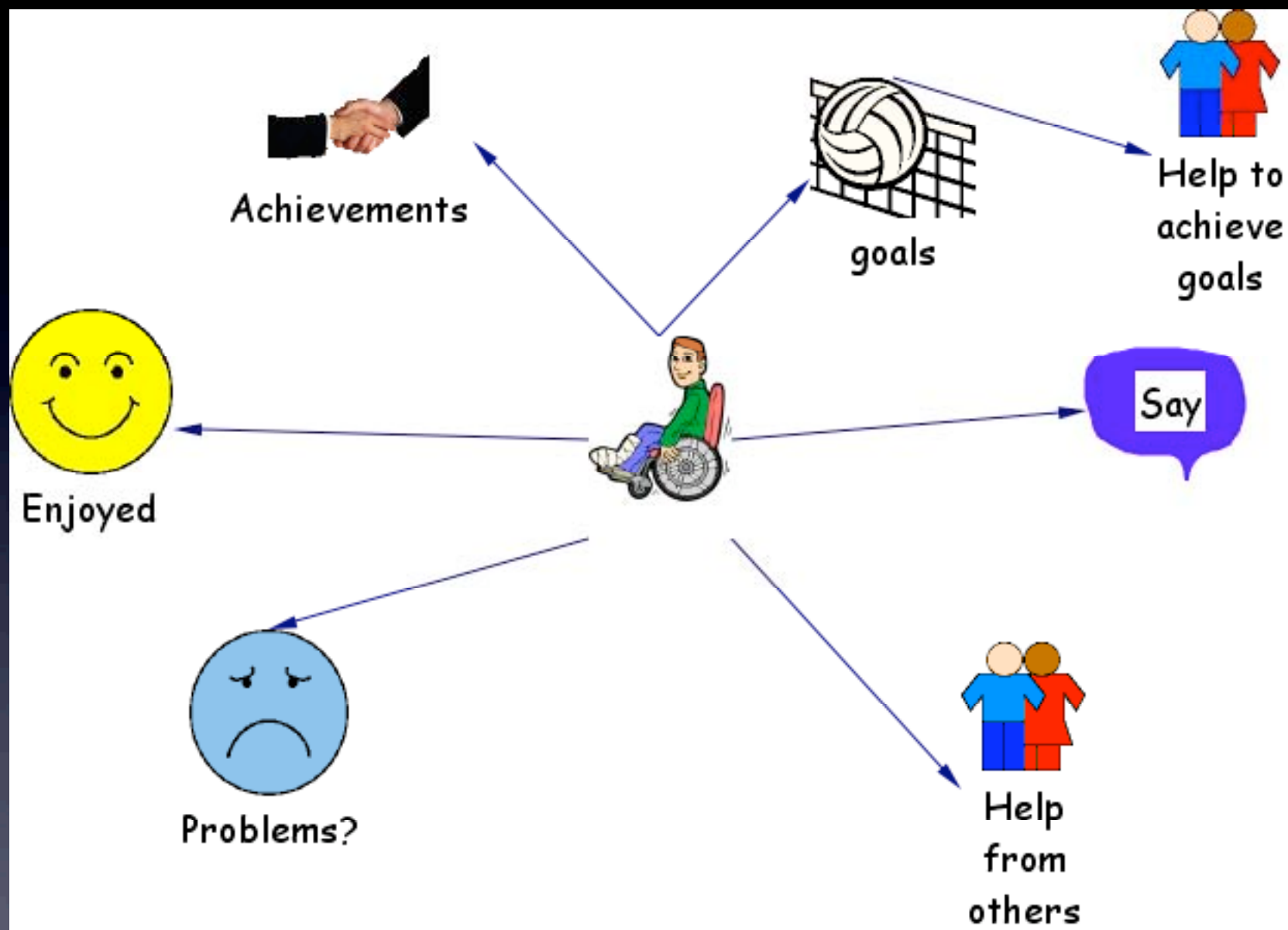
1. Things that I have achieved since my last review:

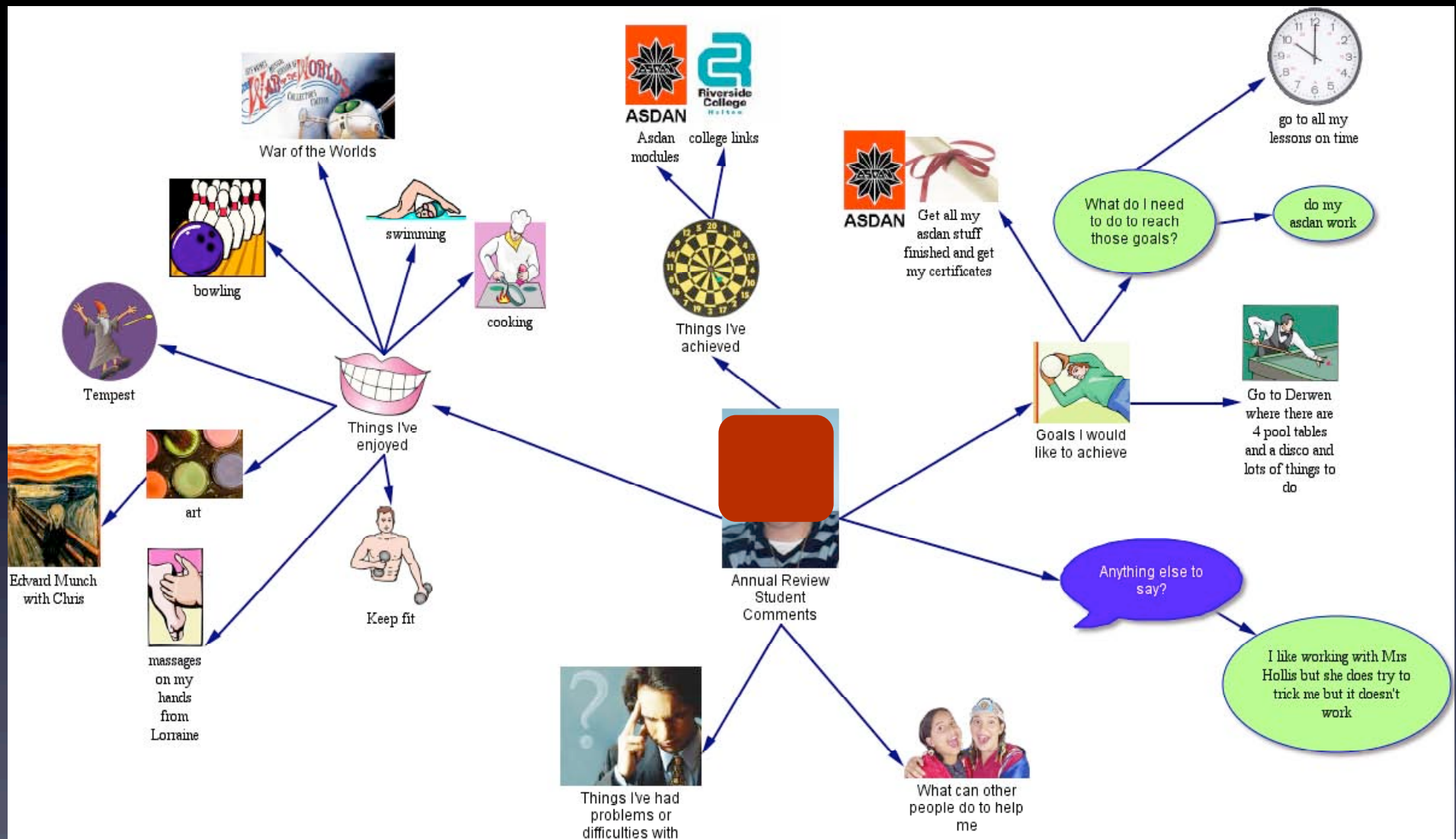
2. Things that I have enjoyed at school in the last year:

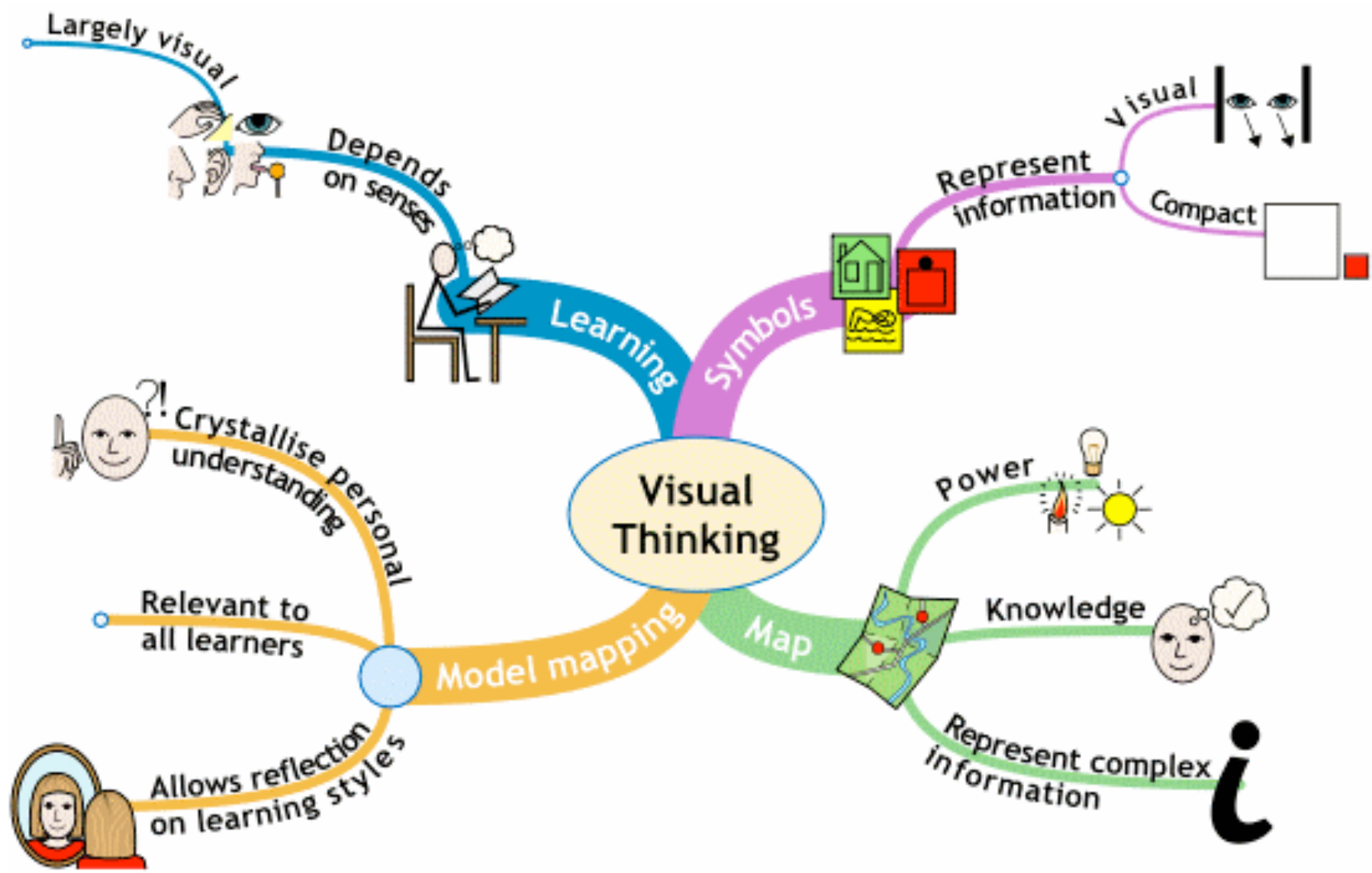
3. Things that I have had difficulties or problems with in school:

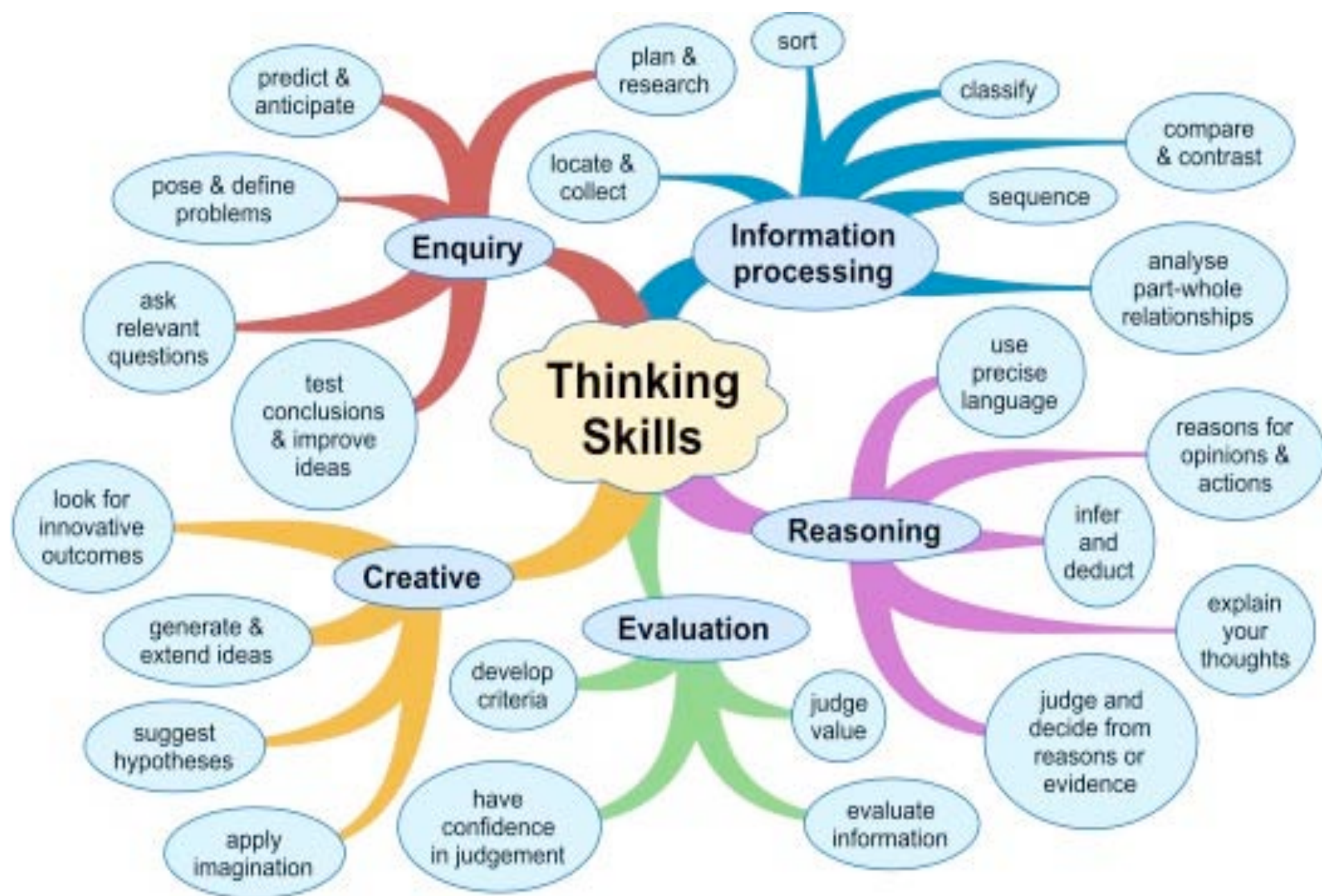
NEXT YEAR

1. The goals I would like to achieve next year:









Began developing Personal Learning Passports
with the aim of giving ownership of learning
to the students

Student VAK questionnaires

Listen to me

Progress file materials

Student chosen targets

Circle Maps

ne Name RACHEL

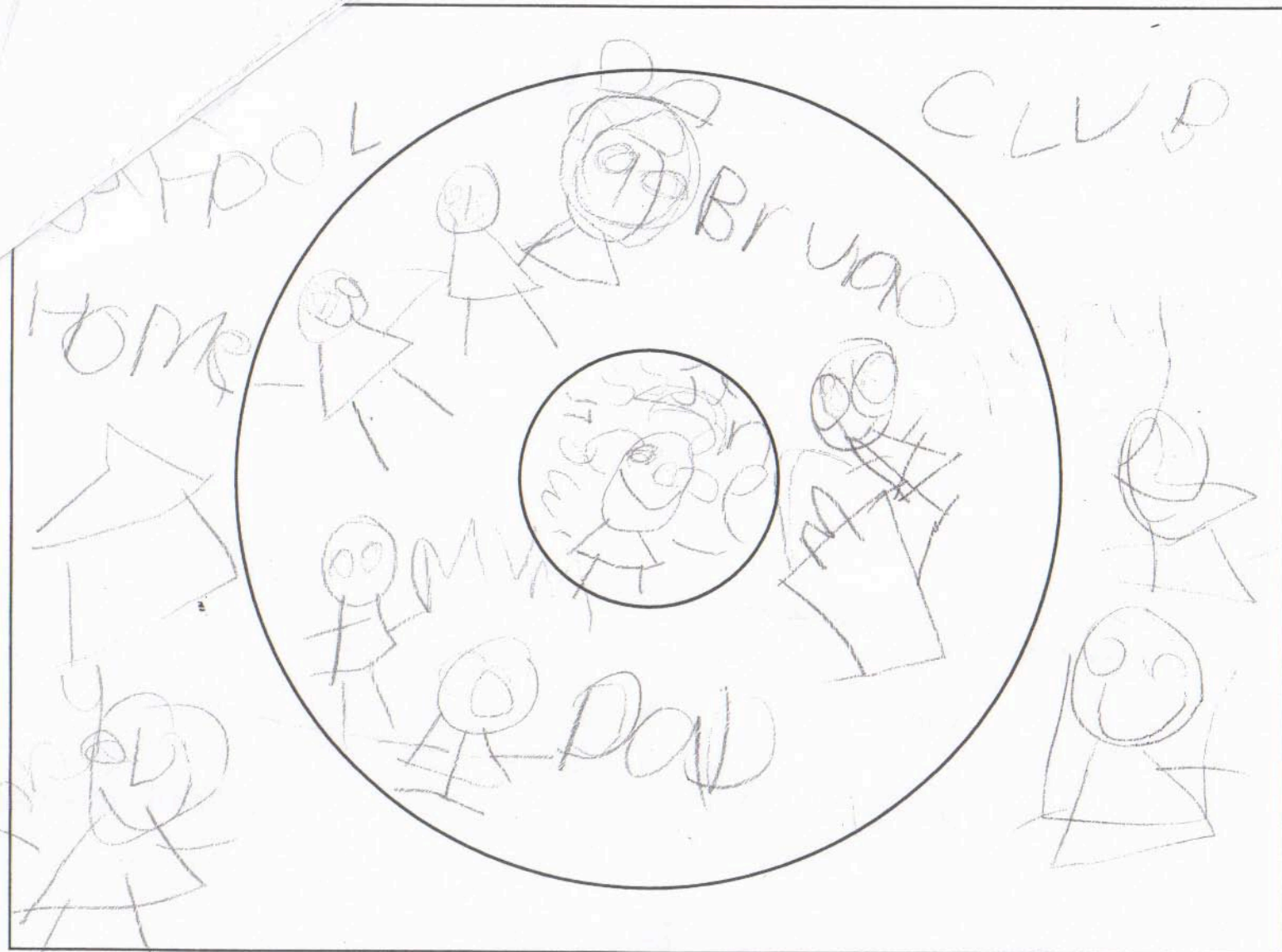
school
frinds
michael
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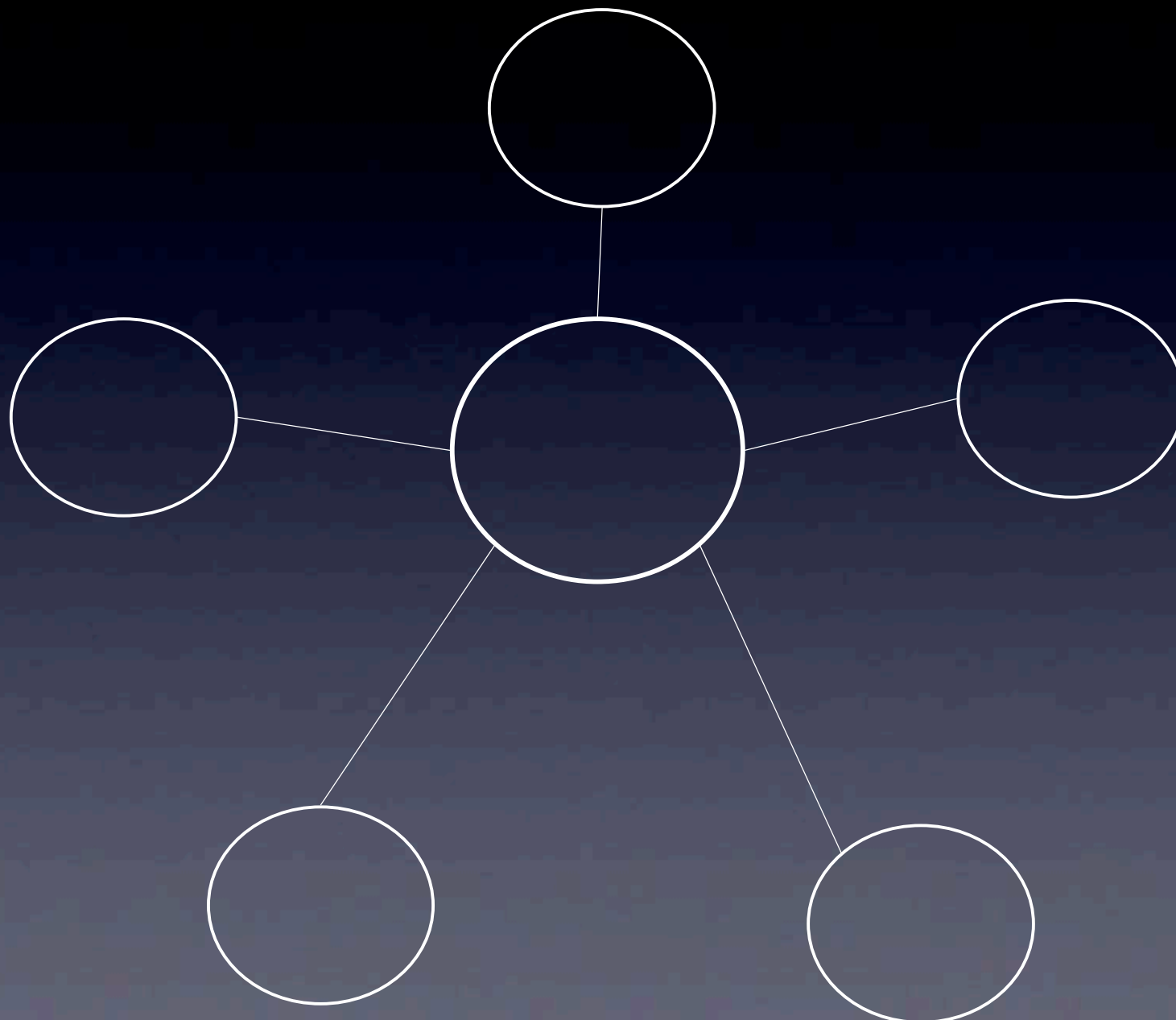
Trampoline
nickoldian on tv
Brats dolls
playing
in my
room.
rachel
going out for
tea
mcDonalds ps
burayn and ch

2-9

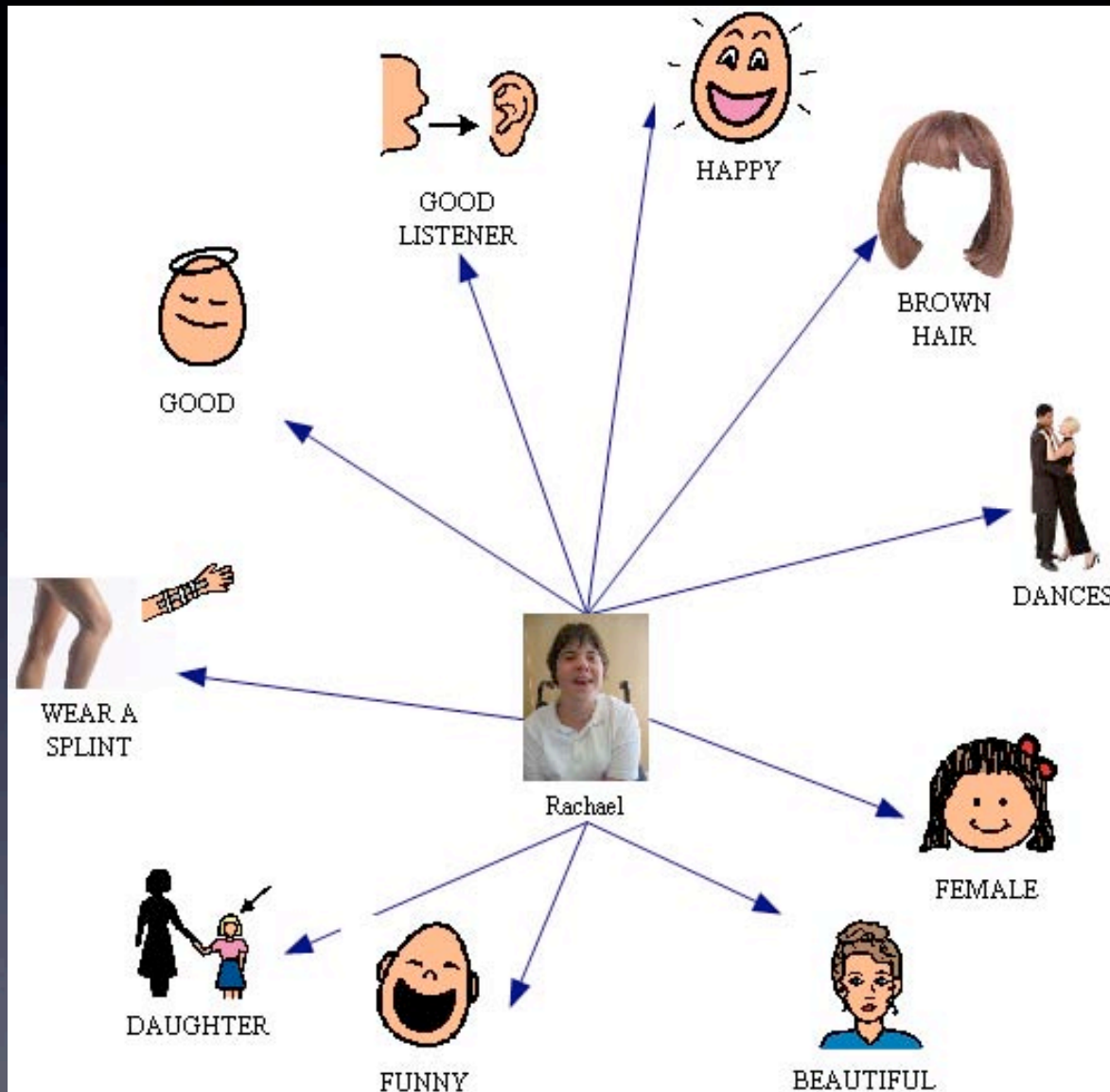
Circle Map for Defining in Context • Frame for Frame of Reference

Name M. A.

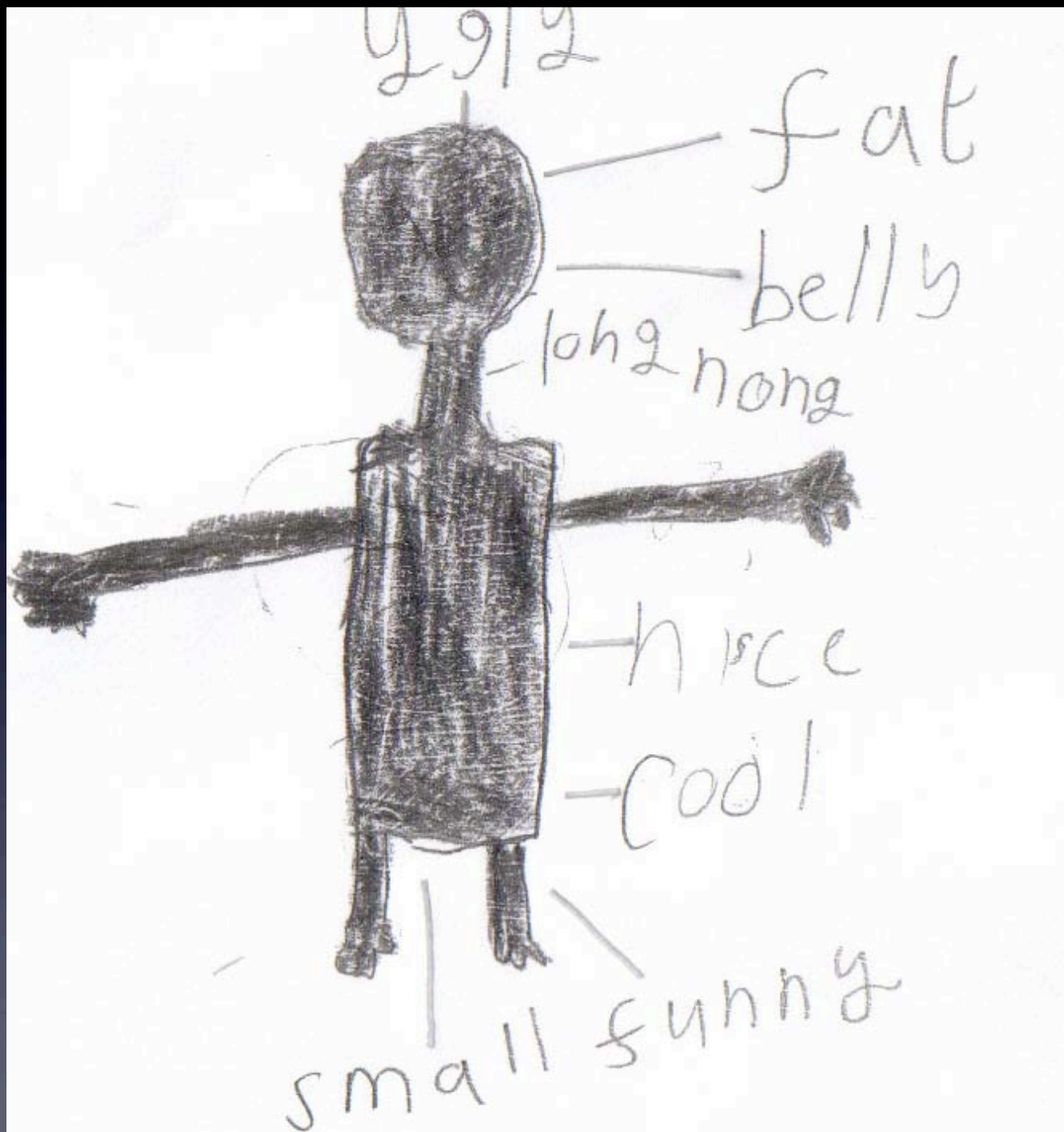




Bubble Map



Bubble maps can be used in students' personal passports as a communication aid.



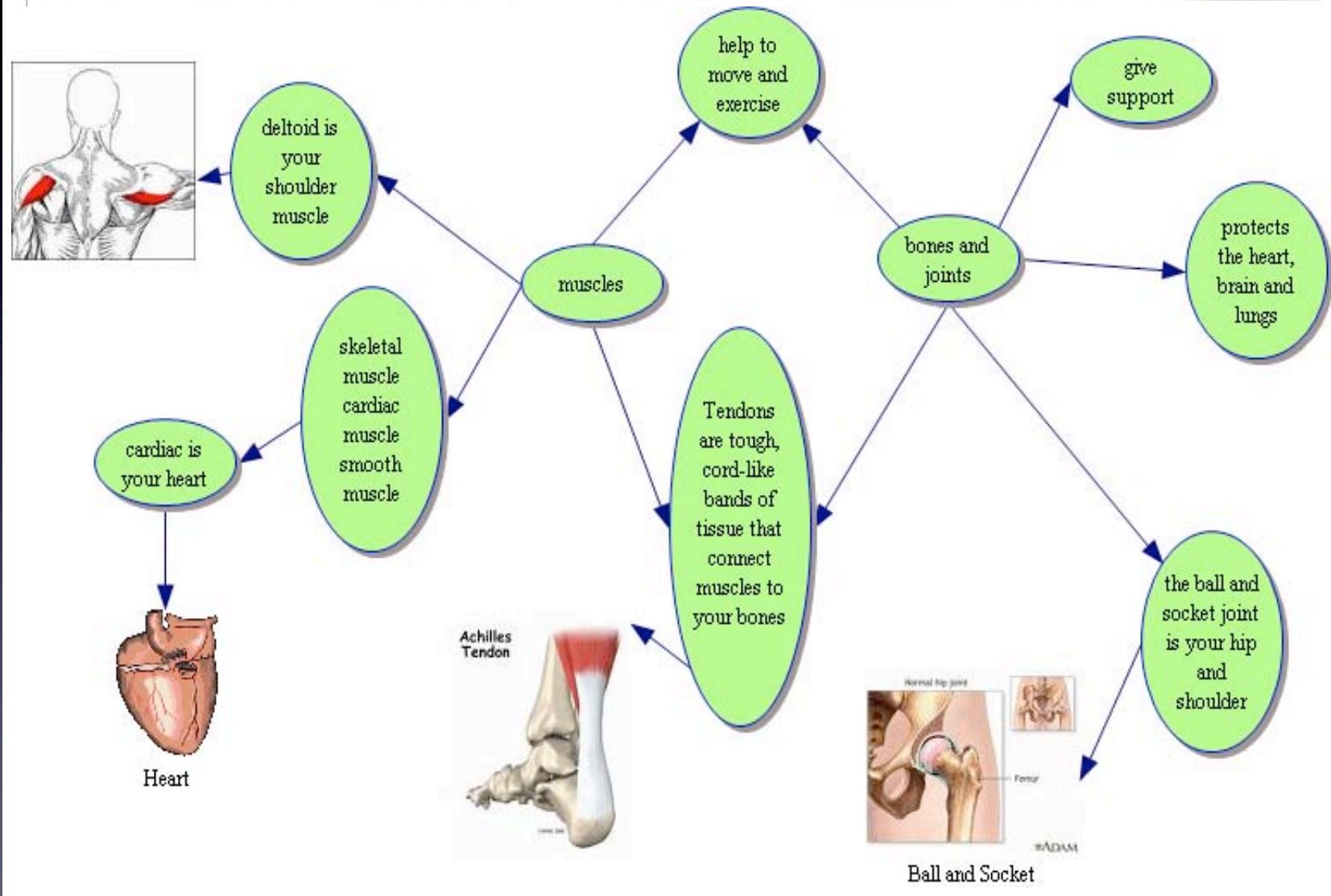
Pupils used
a bubble
map to
describe
E.T

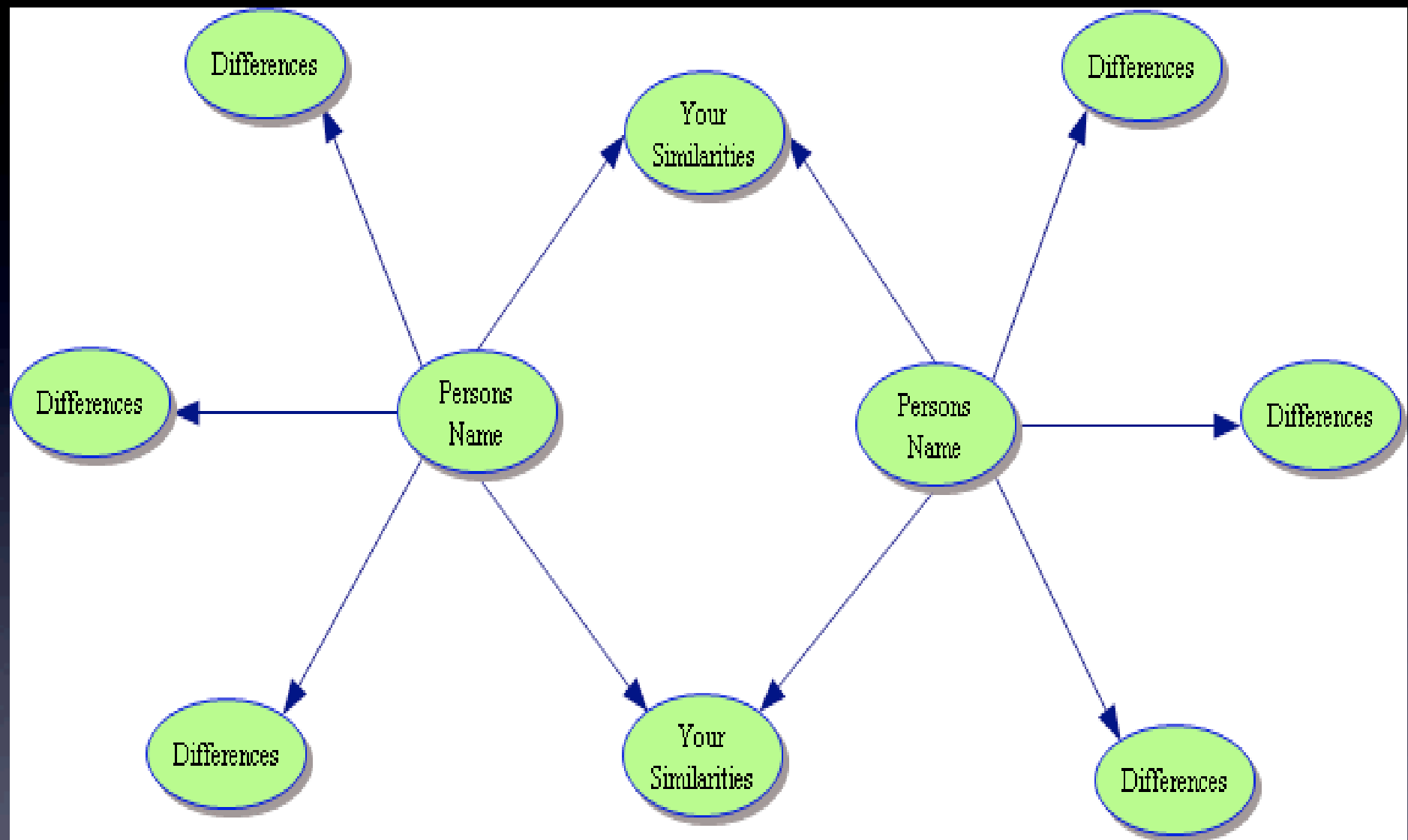
Cross Curricular



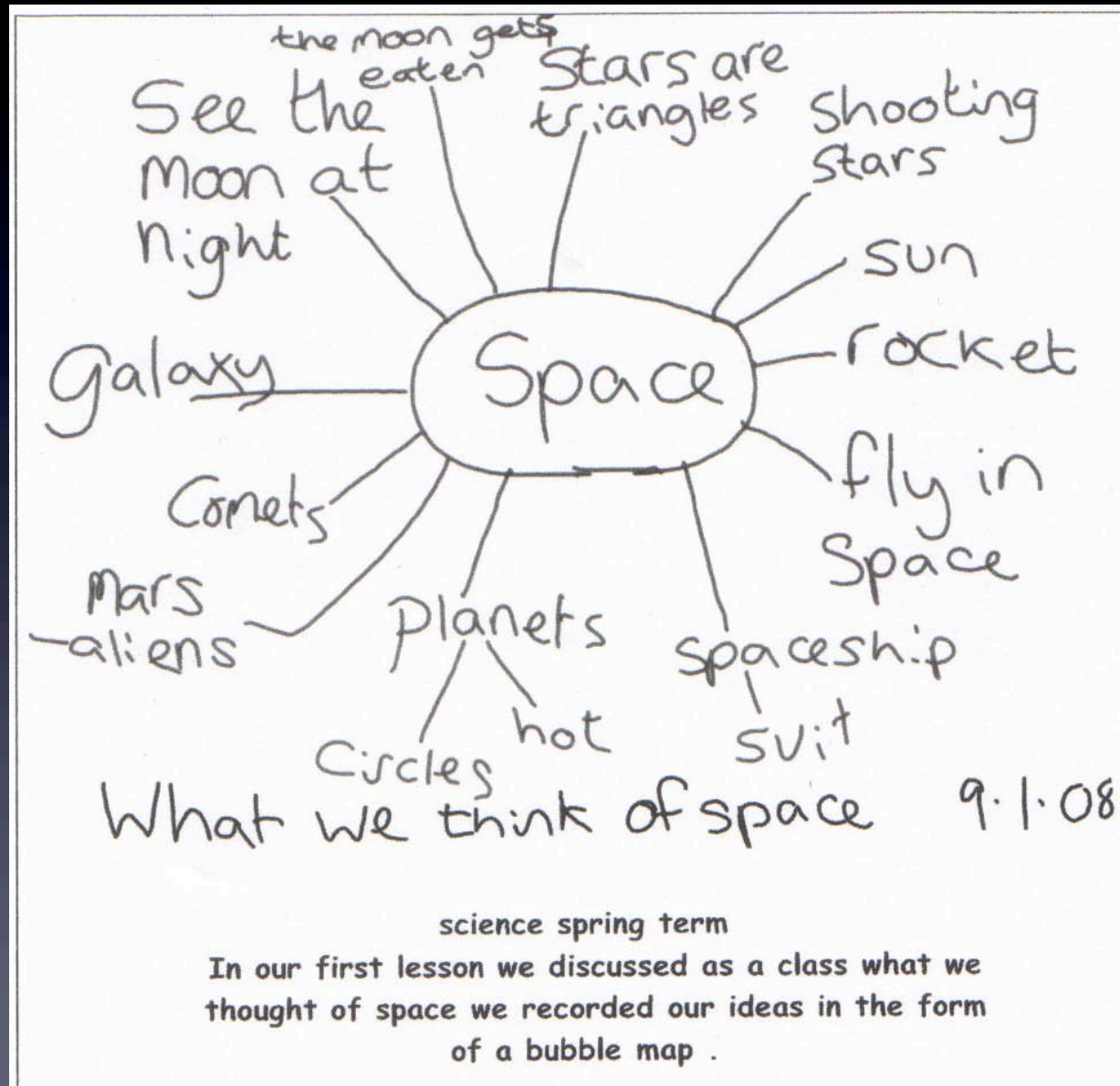
- After the initial introduction to bubble maps, they were used across the curriculum within group discussions

Double Bubble Map





An Assessment Tool



- A bubble map was used to assess the pupils prior knowledge of Space

Across the Curriculum



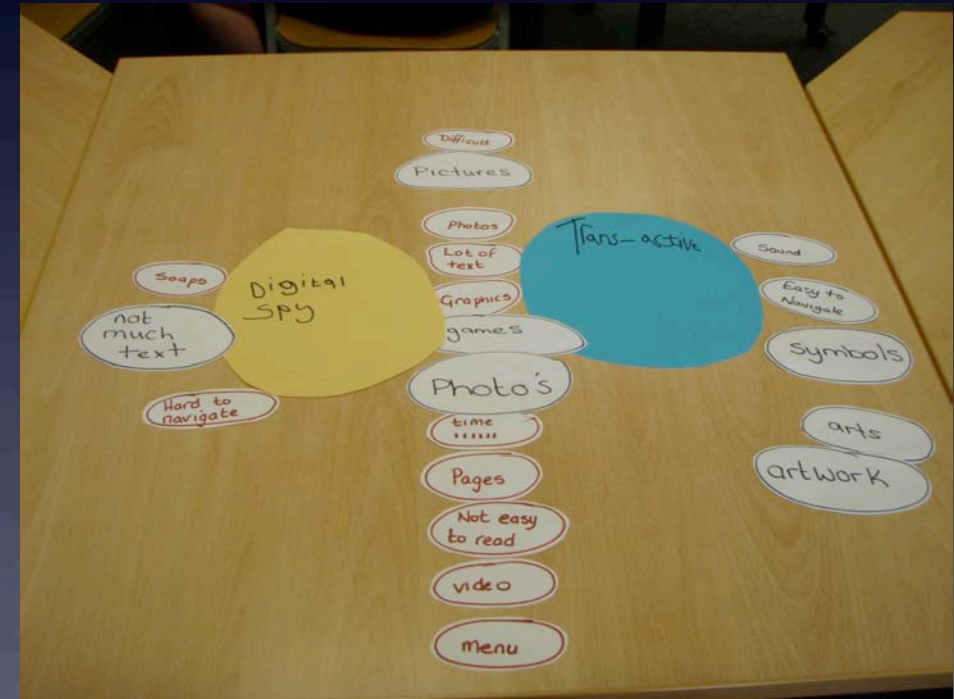
Thinking Maps as a form of Inclusive Assessment



- We have completed a Dr Who pod-casting project with Hallwood Park Primary School one of our partner schools and all of the students could use Thinking Maps as a planning and assessment tool.



Thinking Maps as a form of Inclusive Assessment





The groups used flow maps to sequence their scripts using Inspirations



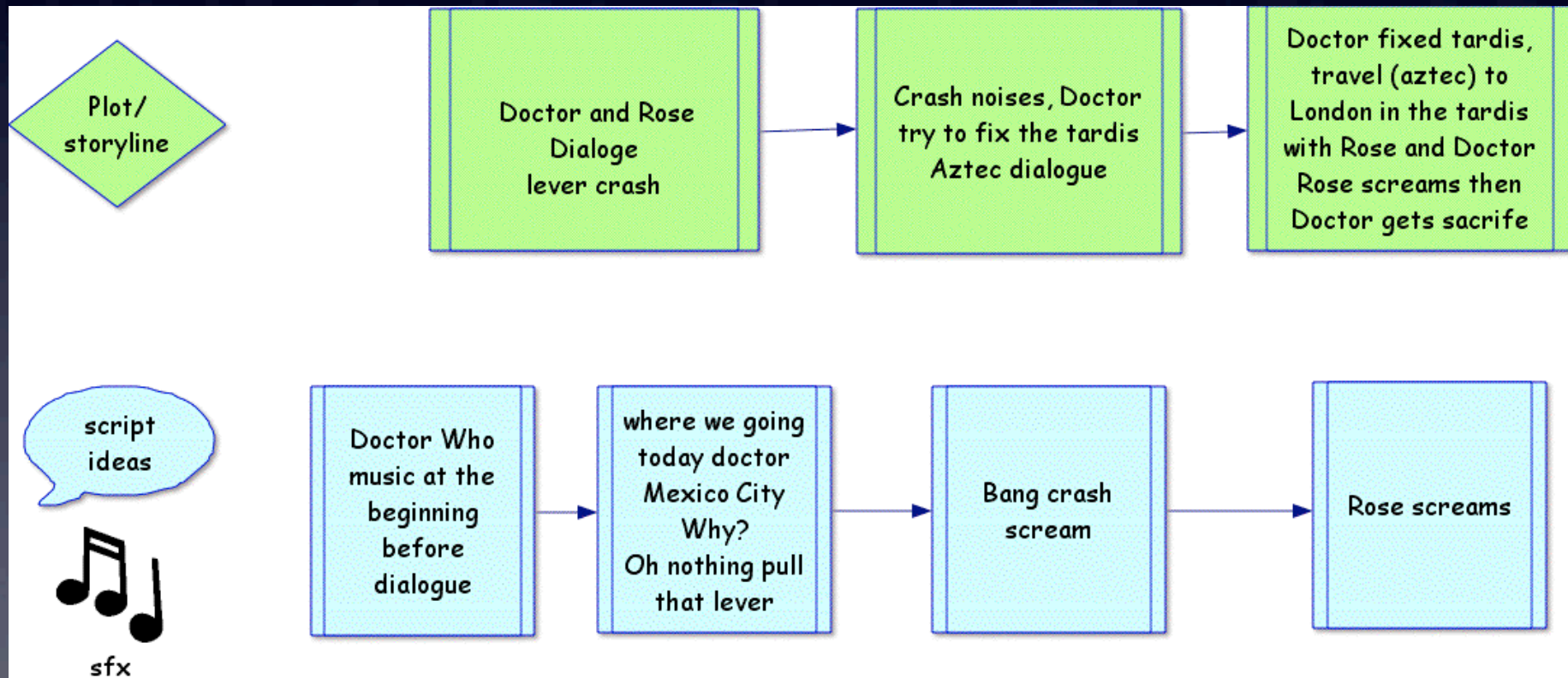


Thinking Maps as a form of Inclusive Assessment

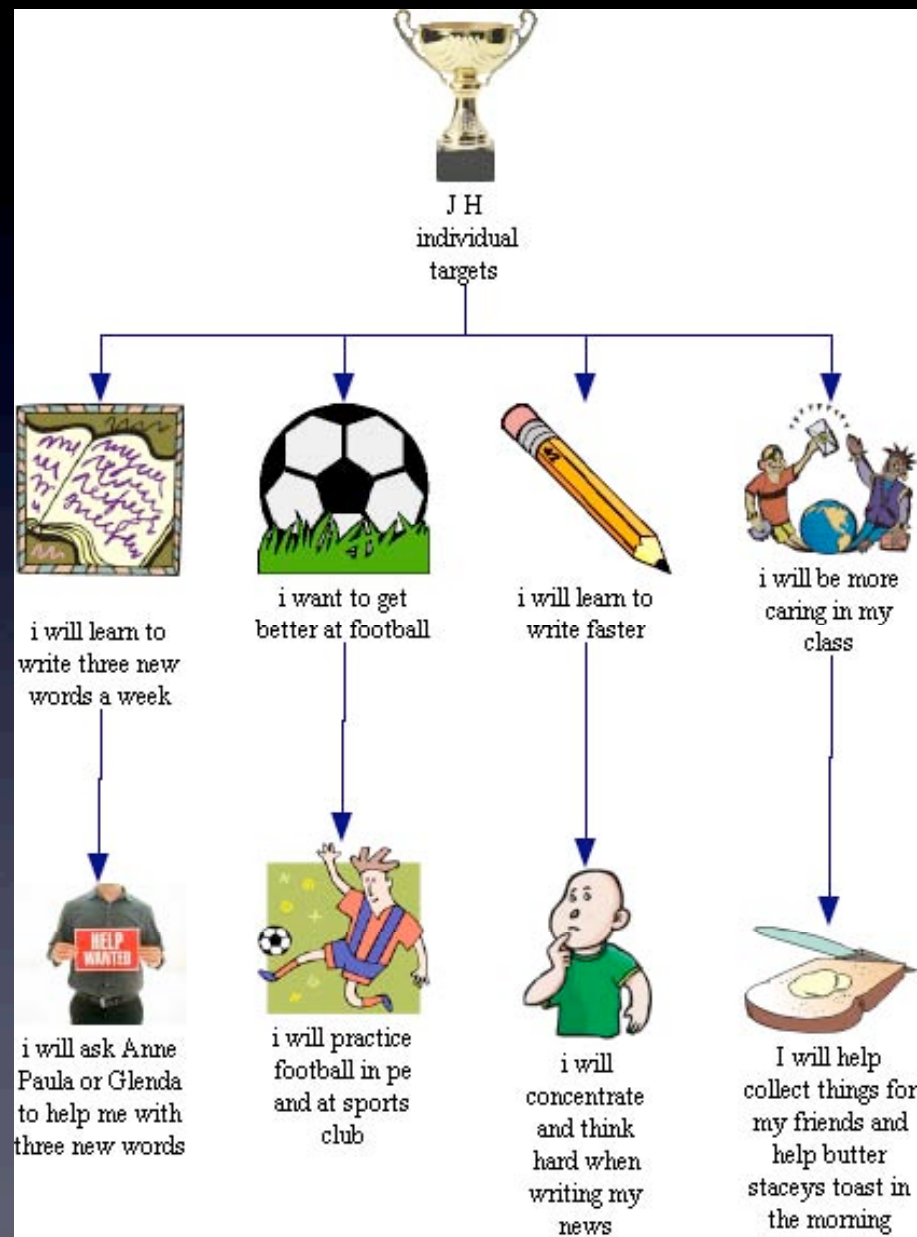




The groups used flow maps to sequence their scripts



Target setting using a tree map



Personal Targets

Name : Rachel Spruce

Start Date: 1st November 07



Target

To be aware of other peoples personal space

Self
Assessment



Achievement


Date: 25.1.08

DBL

- The personal targets are a self assessment tool which are reviewed weekly with the student, staff and the rest of the group.

We are working towards Thinking Maps becoming an integral component of a student learning log.

We hope to use them , with the students, as a means of assessing their learning journey in a way similar to the Te Whariki (New Zealand Early Years Curriculum) 'learning stories' approach to assessment that places the learner at the heart of the assessment process.

A decorative graphic on the left side of the slide, consisting of a grid of colored squares. The squares are arranged in a way that they form a shape resembling a staircase or a series of steps. The colors include magenta, dark blue, light blue, green, yellow, and red.

Developing thinking & assessment for learning

Inclusive assessment in Wales



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

The Context in Wales

- National Curriculum subjects broadly as in England (with Welsh as first/second language)
- Foundation phase for 3-7 year olds – less formal areas of learning
- Key stages 2 (7-11) 3 (11-14) and 4 (14-16) and qualifications framework broadly as in England with some developments in 14-19 Learning Pathways in Wales
- Revised curriculum & assessment framework from 2008 - greater flexibility, less content
- Subjects underpinned by non statutory skills framework - developing thinking, communication, ICT, number
- NC tests at ages 11 and 14 phased out, emphasis on teacher assessment and AfL
- Optional skills assessments and skills profile being developed
- Routes for Learning and NC Outcomes assess learners below NC level 1



Inclusion – policy & practice

- Development of Inclusion Quality Mark
- Improvements in Statutory assessment and statementing process
- Unlocking the potential of special schools (developing role of special schools in supporting inclusive practice)
- Training initiatives
- Inclusion policy and performance framework set out in

<http://new.wales.gov.uk/topics/educationandskills/publications/circulars/2463797/?lang=en>





Key Benefits...for learners

- Development of social skills
- Development of positive dispositions - confidence, curiosity, perseverance
- Development of attention & skills in language, planning/decision making, problem solving, reflection & evaluation



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

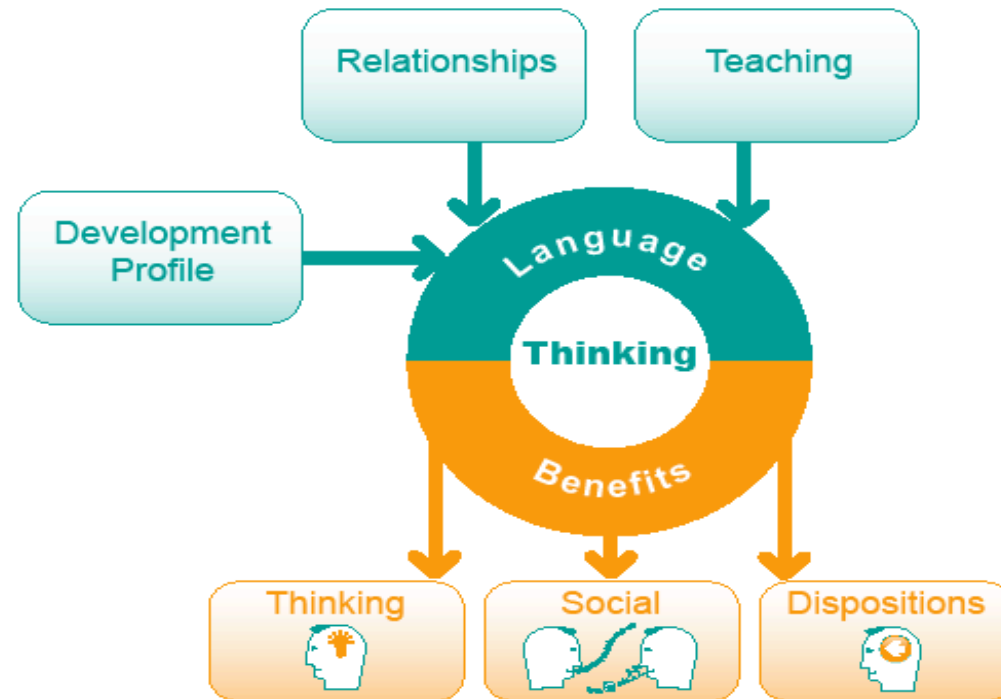
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Key Benefits...for teachers

- Rationale for pedagogy
- Strategies to meet more diverse needs
- Better knowledge of learners - personalisation



Overview of developing thinking



A decorative graphic on the left side of the slide, consisting of a grid of colored squares. The top row has a magenta square. The second row has a light blue square and a dark purple square. The third row has a light blue square. The fourth row has a green square and a yellow square. The fifth row has a light blue square. The bottom row has a red square, a dark purple square, and a blue square.

Importance of Language

Vocabulary of learning

- Support through objects, pictures, symbols, signs
- Appropriate level of language (Blank et al)
- Open questions & careful answers
- Visual techniques - information without complex structures



Thinking tools & strategies

- 4 modes of thinking (Caviglioli)
- Thinking Actively in a Social Context (Wallace)
- Perceive, process, present (Smith)
- Thinking hats (De Bono)
- <http://old.accac.org.uk/eng/content.php?mID=708>.



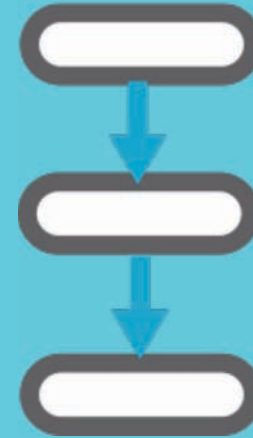
1

DEFINE



2

SEQUENCE



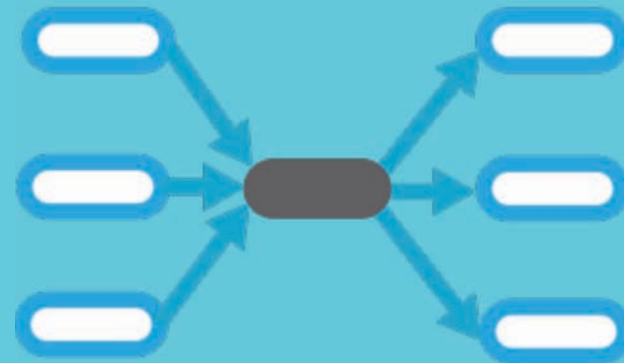
3

COMPARE

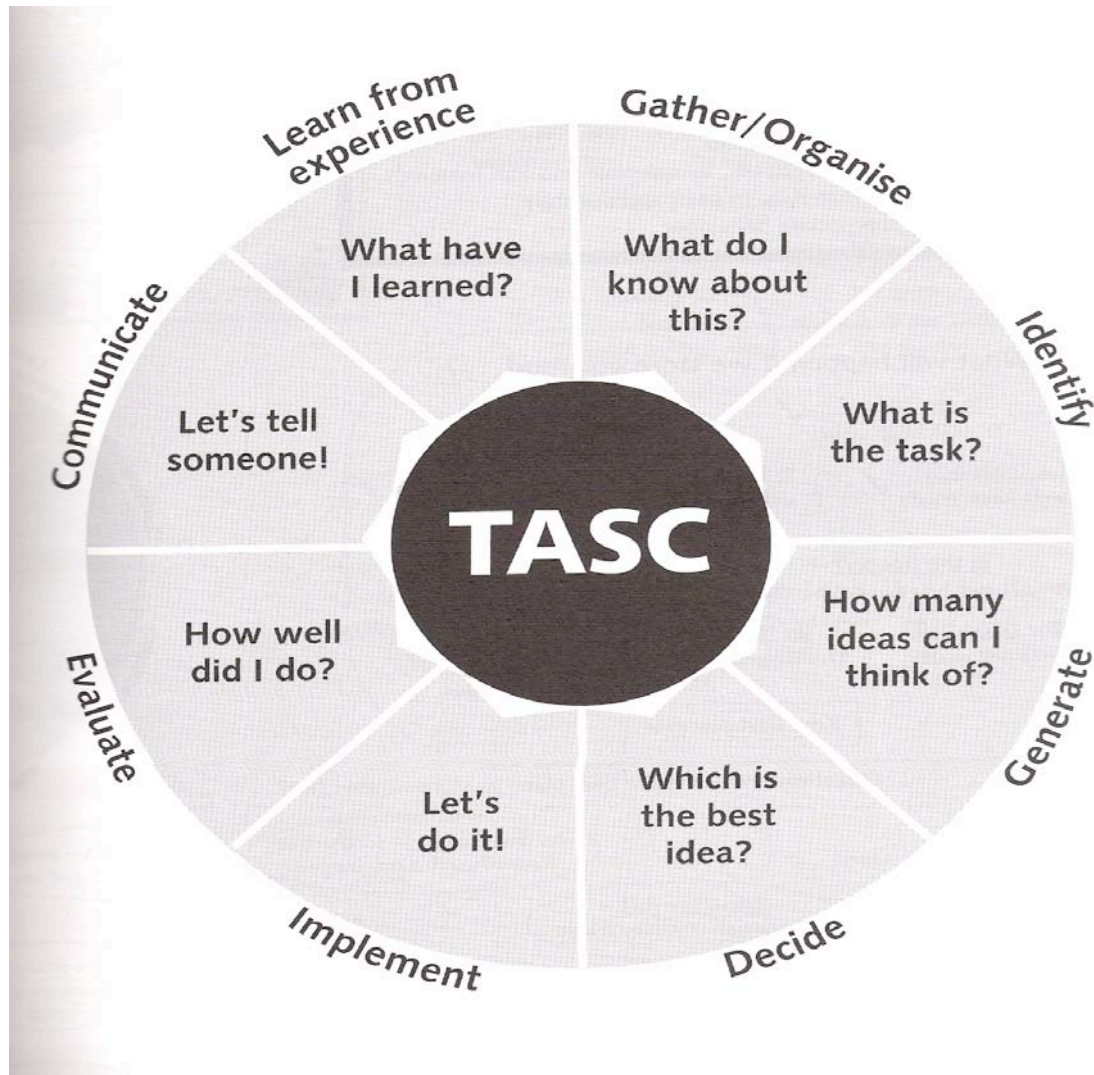


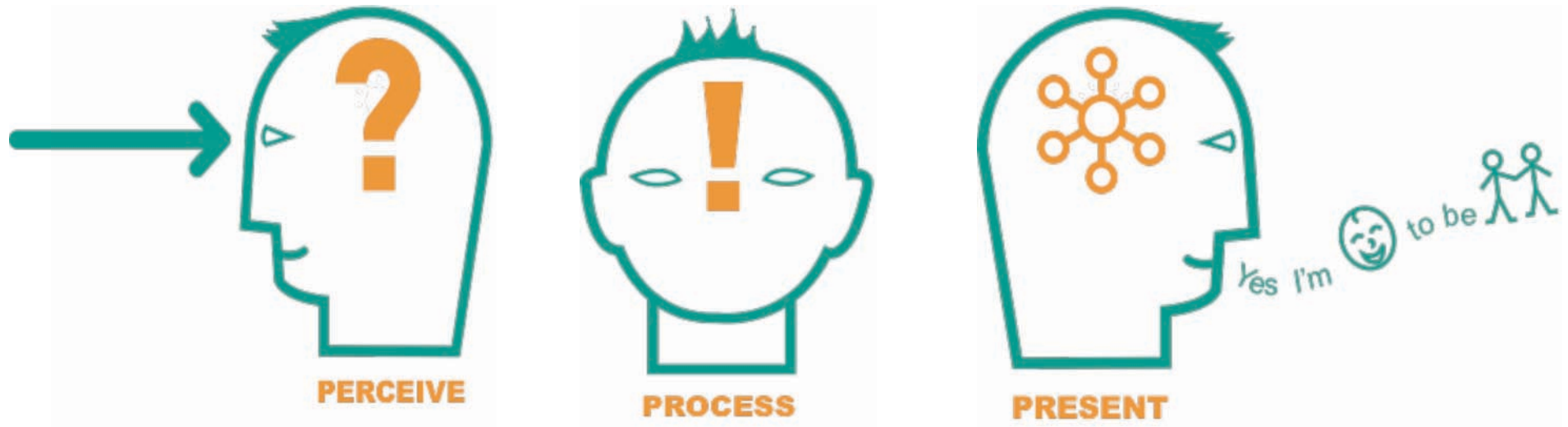
4

CAUSE & EFFECT



The TASC problem solving wheel





the 3 Ps model

De Bono's Hats



- White (Facts & information) - What do you see? (hear/feel)
- Yellow (Benefits) - What do you like?
- Black (Problems) - What don't you like?
- Red (Feelings) - What do you think? How do you feel?
- Green (Creative, new ideas) - How can we make it better?
- Blue (Thinking about thinking) - What do you think about how you did that?

What worked for our learners with SEN?

Wait time/time for thinking/space to make mistakes

Visual techniques for planning and feedback

Attention to language, questioning, review - in activity, with prompts, teacher modelling

Focus on children's schemas, level of development

Specific teaching of techniques such as mind mapping/interactive & concrete mind maps

Increasing pupil flexibility

Putting skills at the fore when planning



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Welsh Assembly Government

What worked for our learners with more complex needs?

Focus on learning process - Routes for Learning

- Early development of memory
- Consistent responses to stimuli
- Anticipation
- Cause & effect
- Object permanence
- Organising information, seeking patterns
- Generalising
- Expressing choice



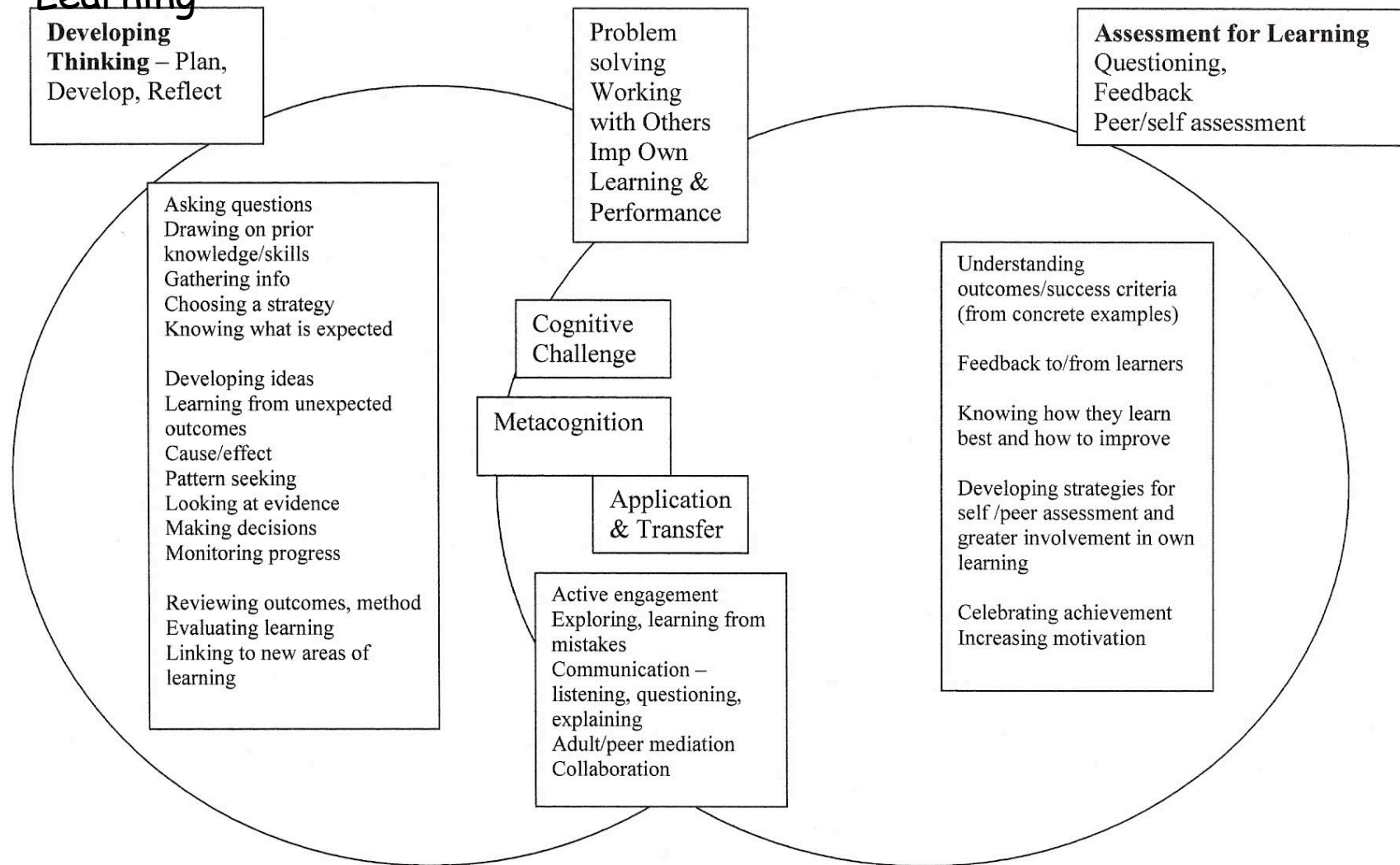
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Assessing learning

- Focus on characteristics of a learner's achievements rather than on NC outcomes and level descriptions
- Support learners to gain an understanding of specific learning goals and associated success criteria
- Help learners to use these to develop self and peer assessment .
- Include and value wider goals - personal, social, emotional, participation
- Use many/varied sources of information



Developing Thinking and Assessment for Learning







Developing thinking & AfL - common ground

- Active learning, engagement, collaboration
- Learner involvement in developing/sharing success criteria, increased independence in learning
- Understanding what "good" means in their work /tasks - space to learn from mistakes
- Questioning - finding out where learners are, helping them to think & move on
- Feedback - for review and improvement (over appropriate time scales) -teachers/peers






• "Universal design" with focus on common needs re: curriculum, cognition, management of learning & personal/motivational factors. (Simpson & Ure)



• With flexibility to apply different emphasis/intensity for different needs or targeted initiatives considered as an integral part of planning - not nec "one size fits all"

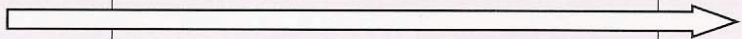


• Overcomes the deficit thinking of "bolt on" assessment for "minority groups"



• Considers "up front" different ways for learners to process information & show what they know, understand and can do



The Assessment Framework in Wales

Age 3	7	14 Qualifications
Routes for Learning		
Foundation Phase Outcome 1	National Curriculum Outcome 1	Pre Entry
Foundation Phase Outcome 2	National Curriculum Outcome 2	
Foundation Phase Outcome 3	National Curriculum Outcome 3	
Foundation Phase Outcome 4	National Curriculum Level 1	
Foundation Phase Outcome 5	National Curriculum Level 2	Entry 2
Foundation Phase Outcome 6	National Curriculum Level 3	Entry 3
	National Curriculum Level 4	GCSE
	National Curriculum Level 5	
	National Curriculum Level 6	
	National Curriculum Level 7	
	National Curriculum Level 8	
	Exceptional Performance	



Assessment policy context in England

John Brown
Institute of Education
University of London



A national curriculum

- centralised
- subject focused
- utilitarian?



National Assessments

- Tests at 7, 11, 14
- Examinations at 16+
- P scales



What is being assessed and why?

- English, Maths, Science
- Pisa
- Performance culture
- Utilitarian?

A softening of approach

- England has more advice assessment for learning than France, Japan, Canada and Sweden. (IoE 2008)
- Outcomes have taken over from method as the driver of change
- A move away from target setting at very senior levels

Thinking 'Skills?'

- Is this a separate set of 'skills' or is it just thinking?
- Teachers can be led to confuse 'science' and 'pseudo-science'
- Evaluation of this approach?

Summary

- England is still dominated by a target led model
- Standards are still defined by national benchmarks, which, by definition, pupils with SEN will fail
- Better evidence and evaluation of different approaches is needed.
- It is still very rare and very difficult for schools to move beyond the accountability culture of tests and performance targets