

Growth Mind-set / Thinking Schools



Drive Group Autumn Report

Mrs Lakey

December 2016

This report is formulated around the Thinking Maps Implementation Questions from Nick Symes, Thinking Schools International. (The numbers for each section reflect the question it is addressing).

I have included some examples of children's work for illustrative purposes. However, evidence of collaboration, group work, thinking discussions etc. are hard to evidence in a written document. These can be seen through observations or understood through pupil discussion. These can be arranged if you need further evidence.

Contents

<i>1. Introduction of Thinking Maps</i>	<i>3</i>
<i>2-5, 7-10, 12. Leadership Team Vision / Drive Group</i>	<i>3</i>
<i>6. Measuring Impact</i>	<i>11</i>
<i>September 2016 Initial Findings – Children's Questionnaire</i>	<i>11</i>
<i>Staff Questionnaire Results</i>	<i>12</i>
<i>11. Dealing with Rocks and Blocks</i>	<i>13</i>
<i>13-18. Rolling out the Maps</i>	<i>13</i>
<i>Year 3/4 Autumn 2016</i>	
<i>Double Bubble</i>	<i>15</i>
<i>Flow Map</i>	<i>16</i>
<i>Circle Map</i>	<i>18</i>
<i>Year 5/6 Autumn 2016</i>	
<i>Bubble Map</i>	<i>21</i>
<i>Double Bubble Map</i>	<i>24</i>
<i>Circle Map</i>	<i>26</i>
<i>Flow Map</i>	<i>42</i>
<i>Tree Map</i>	<i>43</i>
<i>18-19. Quality Assurance / Thinking School</i>	<i>44</i>
<i>2-5, 7-10, 12. Leadership Team Vision/ Art Costa Habits of Mind</i>	<i>50</i>

1. Introduction of Thinking Maps

Following the CPD session on 5th September 2016 staffing teams returned to school and adjusted Team Planning to include the thinking maps where they would add value to children's learning. Planning in teams meant that staff had time to collaboratively plan opportunities for enrichment of learning using the strategies and maps introduced during the CPD session.

Year 3/4 decided that implementing the *Circle Map*, *Flow Map* and *Double Bubble Map* would enrich thinking and attainment in the Autumn Curriculum Learning Objectives.

Year 5/6 decided that implementing the *Circle Map*, *Flow Map*, *Bubble Map*, *Tree Map* and *Double Bubble Map* would enrich thinking and attainment in the Autumn Curriculum Learning Objectives.

The strategic intent for the Autumn Term was for staff to use the Thinking maps as tools for learning, find out and share successes and failures with the staff team and develop ways in which these tools could enrich attainment.

2-5, 7-10, 12. Leadership Team Vision / Drive Group

Developing growth mind-sets in our students is a vision of the school Leadership Team. Over the past 5 years Success Zone Classrooms, the Right's Respecting Schools Agenda, International Schools, Christian Values, Philosophy for Children and Restorative Justice Approaches have been embedded as part of the fabric of the school. In September 2015, we looked again at the Sutton Trust Teaching and Learning Toolkit (Education Endowment Fund), for inspirational ideas on raising attainment for disadvantaged children. Growth Mind-set stood out as the next layer possibly needed for our school fabric. Over the academic year 2015/2016 we read Carol Dweck's work and looked at inspirational stories from the USA and Australia. With this knowledge we examined learning in school through work scrutiny, informal conversations and formal monitoring of teaching and learning. The majority of children believed that they were either clever or not, they had a subject they were naturally bad at and couldn't change that.

The schools leadership team fully support the integration of thinking maps into the curriculum as a trail to raising attainment for children. This is part of a larger vision of creating a growth mind-set for the children as many have been identified as having a fixed mind-set. Whole School Corridor displays were created in early September highlighting great thinkers, their attributes and their successes and failures.

The Headteacher has completed Thinking Schools Training; the Deputy Headteacher completed Learning Cultures *'Mind-set Matters to Unlock Learning in the Classroom'* on 23rd September.

Each member of staff has a copy of:

- Carol Dweck, Mind-set How You can Fulfil your Potential
- Isabelle Wallace and Leah Kirkman, Talk Less Teaching
- Barry Hymer and Mike Gershon, Growth Mind-set Pocketbook

In addition the Leadership Team has been taking inspiration from:

- Dylan Wiliam, Embedded Formative Assessment
- Swann, Peacock, Hart and Drummond, Creating Learning Without Limits
- Gladwell, Outliers, Tipping Point and Blink
- Matthew Side, Black Box Thinking
- Education Endowment Fund reports on Growth Mind-set Strategies
- TES articles such as 'The Myth of Character Education'
- Adele Faber, Elaine Mazlish, How to Talk So Kids will Listen and Listen So Kids Will Talk.

Initially during Summer 1 2016 we led a staff meeting on the work of Carol Dweck, Growth Mind-set, Costa-Habits of Mind and watched inspirational case studies from America including Sci Academy in New Orleans. Staff compiled their own research which they brought to a summer staff meeting. Further discussions took place and staff were given copies of the 3 books above to read before the September training.

Staff have been encouraged to complete Lesson Study Cycles with a thinking / questioning focus with Horndale Infant School. This term Mrs Cooper (Y3/4) and Mrs Meldrum (Y5/6) completed an English Lesson Study Cycle with a focus of developing deeper thinking through the use of open questioning. Mrs Ryder (Y3/4) completed a RE Lesson Study Cycle where the focus was the use of thinking maps.

Thinking is part of the School Development Plan:

Objective	Actions	Person(s) Responsible	Cost	Time	Success Criteria
To use Thinking Schools agenda as a tool for developing further understanding and parity of expectations in both educational settings.	Set up a working party to raise the focus throughout the school year and ensure that there is ongoing work that is having an impact in both educational settings.	JW, LL and CB, DB plus working party	CPD costs for whole school PDD and individual courses. Books.	Ongoing—planning time for Teams. Feedback time for whole staff as part of staff meetings. Opportunities for staff to share good practice with other schools.	Regular reviews will indicate ways in which the agenda is impacting upon outcomes. Notes, questionnaires, and other appropriate data / Information collection opportunities will be used.
Autumn Evaluations	Completed joint PD in September and all staff have implemented elements of the training. Lesson study cycles with the focus on questioning and thinking maps have given teacher's reflective time to think about teaching and learning.	Questioning House successes from St Francis shared with Horndale Infants.			

Objective	Actions	Person(s) Responsible	Cost	Time	Success Criteria
To ensure all members of teaching teams have opportunities to acquaint themselves with Growth Mind-set and Thinking Skills prior to PD of 5/9.	<p>Provide staff with a personal copy of Carol Dweck's Book which outlines the key principles of Thinking Schools and how the concept of "I can't do it yet" is a vitally important concept for children to understand—through staff meetings introduce the idea of Thinking Schools and signpost websites / resources.</p> <p>Ensure parity between schools in relation to classroom books for teachers, posters etc. to underpin Thinking Schools concepts in classes.</p>	HT's	£450 books, £150 additional resources.	<p>Ongoing—planning time for Teams. Feedback time for whole staff as part of staff meetings.</p> <p>Opportunities for staff to share good practice with other schools.</p>	At PD ensure staff are aware of Carol Dweck's Principles, that they understand how her ideas can impact positively upon teaching and learning for all (including staff).
Autumn Evaluations	<p>Informal discussions indicate that children use thinking maps as a way of organising their learning. They respond well to the idea.</p> <p>Need to work with Infants to ensure this also remains a priority for younger children.</p>	All staff have copies of Talk Less Teaching, Carol Dweck and pocket book.			

Objective	Actions	Person(s) Responsible	Cost	Time	Success Criteria
To ensure pupils are taught key thinking and learning skills	All members of teaching team to ensure that pupils are taught explicit strategies on planning, monitoring and evaluating specific aspects of their learning? Encourage opportunities for reflection, alternative learning methods, things that went well (and less so) what have I learnt here? What do I wish to learn next? them with support and then independently	All teaching team members and members of staff	"Reflections book" per child?? Minimal – less than £300	Ongoing across the curriculum	Do children use reflections book positively and understand its purpose? Through discussions with staff/ parents/ pupils.
Autumn Evaluations	Across the school all children are using thinking maps. Children are given increased time to think, discuss and build ideas together before writing.	See Autumn monitoring and lesson study cycle English quote–SD.			

Objective	Actions	Person(s) Responsible	Cost	Time	Success Criteria
To implement the core principals of the Thinking Schools agenda to underpin all teaching and learning within St Francis'	All staff members from teaching teams in both St Francis' and Horndale to undertake training in September 2016 with personnel from Thinking Schools International. To understand the key principals of Thinking Schools and ensure these are translated into teaching and learning opportunities. For information see	All members of teaching teams in both schools	Use of PD8 with LA £1,000+VAT to be shared equally between St F and Horndale		Using questionnaires to ascertain attitudes to learning (see Portsmouth University research) and at end of term 1. Consider results. Collate observations between schools and share perceived changes on teaching and learning presentation. Are children observed to be more involved in developing own learning? Are there examples of learning shifts and developments that were child initiated? Through APPRAISAL can staff show how they have changed T&L styles/plans to accommodate TS key principals?
Autumn Evaluations	Training undertaken—a lot was a recap of what staff in St Francis already include in their teaching practice. Staff meeting time used to develop the 'deeper thinking' - defining of mind maps so that they were more than organisational tools. Rolled out successfully across the two teaching teams.				Mind-sets—Costa 16 Habits of Mind, introduced to the children. Y5/6 use these as part of their learning reflection where they define their skills. Role models are identified by children in a weekly assembly for the focus habit of mind. Further training in January 17 will be used to up skill and further develop staff confidence and enthusiasm.

Objective	Actions	Person(s) Responsible	Cost	Time	Success Criteria
To set up a working party following initial CPD to ensure key principals are carried forward to T&L situations	Discuss with trainer from TSI need for a working party made up of a variety of T&L team members to carry forward key principal of Thinking Schools during term1 2016/17. Consider ways in which schools can assess impact and progress towards a cognitive approach to learning <i>for all</i> . How can impact on staff members be successfully assessed? How can Governors and parents be informed involved and provide support for the Cognitive Learning approach?	HT SMT both schools to initiate set up and team composition			
Autumn Evaluations	<p>1 Drive Group meeting has taken place after September training.</p> <p>Further discussions at HT level.</p> <p>Visit planned for Drive Team to Tottenham- St Francis and Walthamstow 13/1/17</p>	LL made links with HT at Bishop Middleham and DHT in Esh to share findings and experiences across schools.			

Objective	Actions	Person(s) Responsible	Cost	Time	Success Criteria
teaching and learning monitoring indicate that 100% of observable is GOOD or better	Embed the use of concept of "World Class Education" and associated team observations/ monitoring. Provide time for key skills developments ; review what makes outstanding teaching and learning situations and ensure that team members develop confidence in the delivery of lessons that allow for child centred exploration of learning i.e. thinking skills agenda	JW LL		PD day Sept 2016 and ongoing	Are staff comfortable with concepts of thinking schools/skills/teaching? Do they feel involved in evolution and supported?(APPRAISAL) Are observations of T&L systems showing improvements in application and interest? Are T&L monitoring systems showing impact over time of actions taken??
Autumn Evaluations	Talk Less Teaching Ideas are being implemented in all classes. All classes observed twice over Autumn Term—teaching good or better, with active use of TSD concepts being used throughout workbooks and in observed lessons. Support staff use TS approaches with initiative and intelligence to ensure the best outcomes for their groups.				Lesson Study Cycles with Horndale Infants has begun and professional conversations have taken place over questioning.

6. Measuring Impact

We are using a number of tools to gather data to measure impact. These currently include:

- Mind-set Questionnaires
- School Monitoring Systems (Formal Observations / Assessment / Work Scrutiny)
- Pupils reflections e.g. Children discussing/recording the skills they have used.
- Lesson Study Cycles – including professional dialogue between teaching staff.
- Workbook responses
- Assessed Writing

September 2016 Initial Findings

Children's Questionnaire Results

Mindset Quiz

Place a check in the column that identifies the extent to which you agree or disagree with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your intelligence is something very basic about you that you can't change very much.				
2. No matter how much intelligence you have, you can always change it quite a bit.				
3. You can always substantially change how intelligent you are.				
4. You are a certain kind of person, and there is not much that can be done to really change that.				
5. You can always change basic things about the kind of person you are.				
6. Music talent can be learned by anyone.				
7. Only a few people will be truly good at sports – you have to be "born with it."				
8. Math is much easier to learn if you are male or maybe come from a culture who values math.				
9. The harder you work at something, the better you will be at it.				
10. No matter what kind of person you are, you can always change substantially.				
11. Trying new things is stressful for me and I avoid it.				
12. Some people are good and kind, and some are not – it's not often that people change.				
13. I appreciate when parents, coaches, teachers give me feedback about my performance.				
14. I often get angry when I get feedback about my performance.				
15. All human beings without a brain injury or birth defect are capable of the same amount of learning.				
16. You can learn new things, but you can't really change how intelligent you are.				
17. You can do things differently, but the important parts of who you are can't really be changed.				
18. Human beings are basically good, but sometimes make terrible decisions.				
19. An important reason why I do my school work is that I like to learn new things.				
20. Truly smart people do not need to try hard.				

Y5/6 completed the mind-set Questionnaire from edpartnerships.com in September and December 2016.

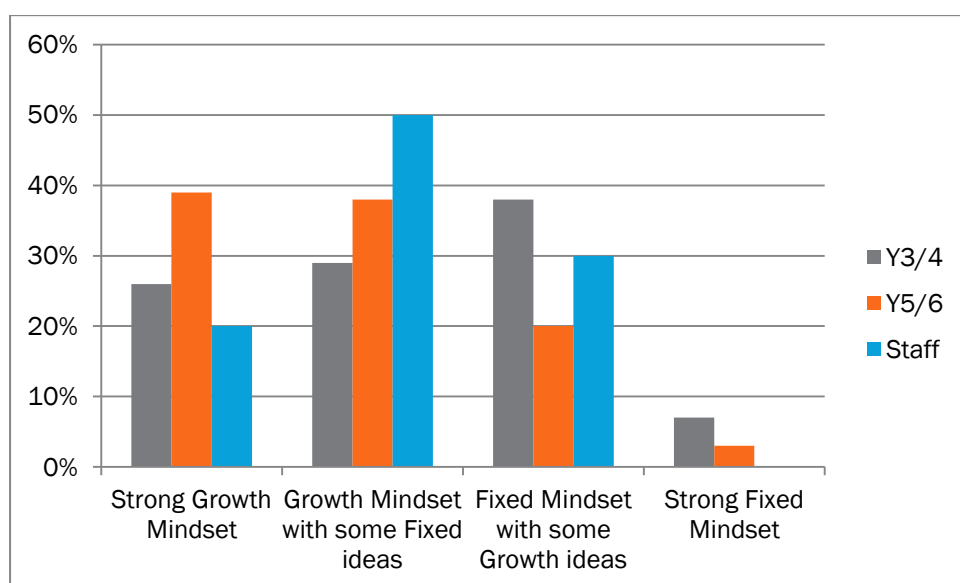
Y3/4 completed the same questionnaire in December 2016.

The Findings were as follows:

Year 5/6 – 68 children	September 2016	December 2016
Strong Growth Mind-set	0%	39%
Growth Mind-set with some Fixed ideas	10%	38%
Fixed Mind-set with some Growth ideas	76%	20%
Strong Fixed Mind-set	14%	3%

Year 3/4 – children		December 2016
Strong Growth Mind-set		26%
Growth Mind-set with some Fixed ideas		29%
Fixed Mind-set with some Growth ideas		38%
Strong Fixed Mind-set		7%

Staff Questionnaire Results		December 2016
Strong Growth Mind-set		20%
Growth Mind-set with some Fixed ideas		50%
Fixed Mind-set with some Growth ideas		30%
Strong Fixed Mind-set		0%



11. Dealing with Rocks and Blocks

Our staff have successfully implemented the Rights Respecting Schools Agenda, P4C and Success Zone Classrooms. These form part of the underpinning 'skeleton' of the school. Therefore, the underpinning ethos and skill set has begun to be developed and we feel thinking skills and growth mind-set are the next 'bones' which are needed in our school 'skeleton.'

Our staff are resilient. They work in teams and as a staff we are well rehearsed in sharing both good and bad practice. This allows whole school improvement to be rapid and ensures that any new approach is developed so it is relevant to the children we teach. Our curriculum is underpinned by a strong ethos and is not supported by 'ad-on' initiatives.

Therefore, I know that any 'rocks and blocks' will be shared among the staff and problem solved collaboratively so that we can ensure the best possible outcomes for our pupils.

13-18. Rolling out the Maps

In 2013 we introduced the questioning houses to promote deeper thinking so introducing and using Thinking Maps is a natural progression.

Before September 2016 staff have used flow maps and tree maps as these were part of guidance for KS2 under Curriculum 2000.

Our staff have successfully begun using a wider variety of 'Thinking Maps' throughout the term and have been able to develop deeper thinking through use of the maps.

We decided to introduce the double bubble map and the circle map to the Lower KS2 children as staff could easily see where they could add value throughout the teaching content for the Autumn Term. Similarly staff in Upper KS2 chose 5 types of map – 2 of which we'd been using as they could see how they'd potentially add value to the units of work planned.

Initially staff were confused about the purpose of the thinking maps as they were being used to organise information but were not really promoting the deeper thinking. This was brought up in the 21st September 2016 staff meeting. I showed staff how the deeper thinking was gained through the defining questions – which initially we need to give the children. Once defining questions and tasks followed that required deeper thinking staff could see more value in their use.

Autumn Term Map Introduction

	Year 3/4	Year 5/6
Bubble Map		✓
Double Bubble Map	✓	✓
Circle Map	✓	✓
Flow Map	✓	✓
Multi-flow Map		
Tree Map		✓
Brace Map		
Bridge Map		

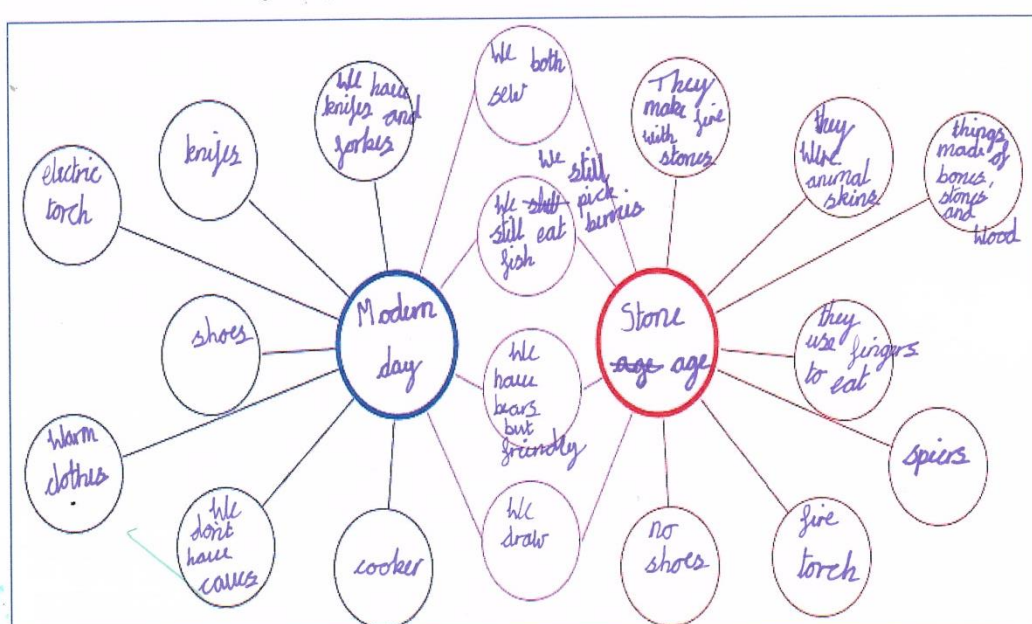
Year 3/4 Autumn 2016

- **Double Bubble Map**

Y3/4 children discussed what the two characters had in common and what their differences were. They used a double bubble map to record their views. To define their thinking they were asked to write about how the school changed, explaining their reasons.

On the next page there is an example of Y3/4 children using a double bubble map to record similarities and differences between the Stone Age and Modern day. The children deepened their thinking by explaining which age they would prefer to live in (pink pen).

Would you prefer to live in the Stone Age or now? Explain your reasons



I would like to live in the stone age for a few days because I would like to know how they talk and how do they ~~live in~~ catch all of their food. If I had ~~to choose~~ choose whether to live in the stone age or modern modern days I would choose Modern days but I ~~to~~ would love to know what it is like in the stone age.

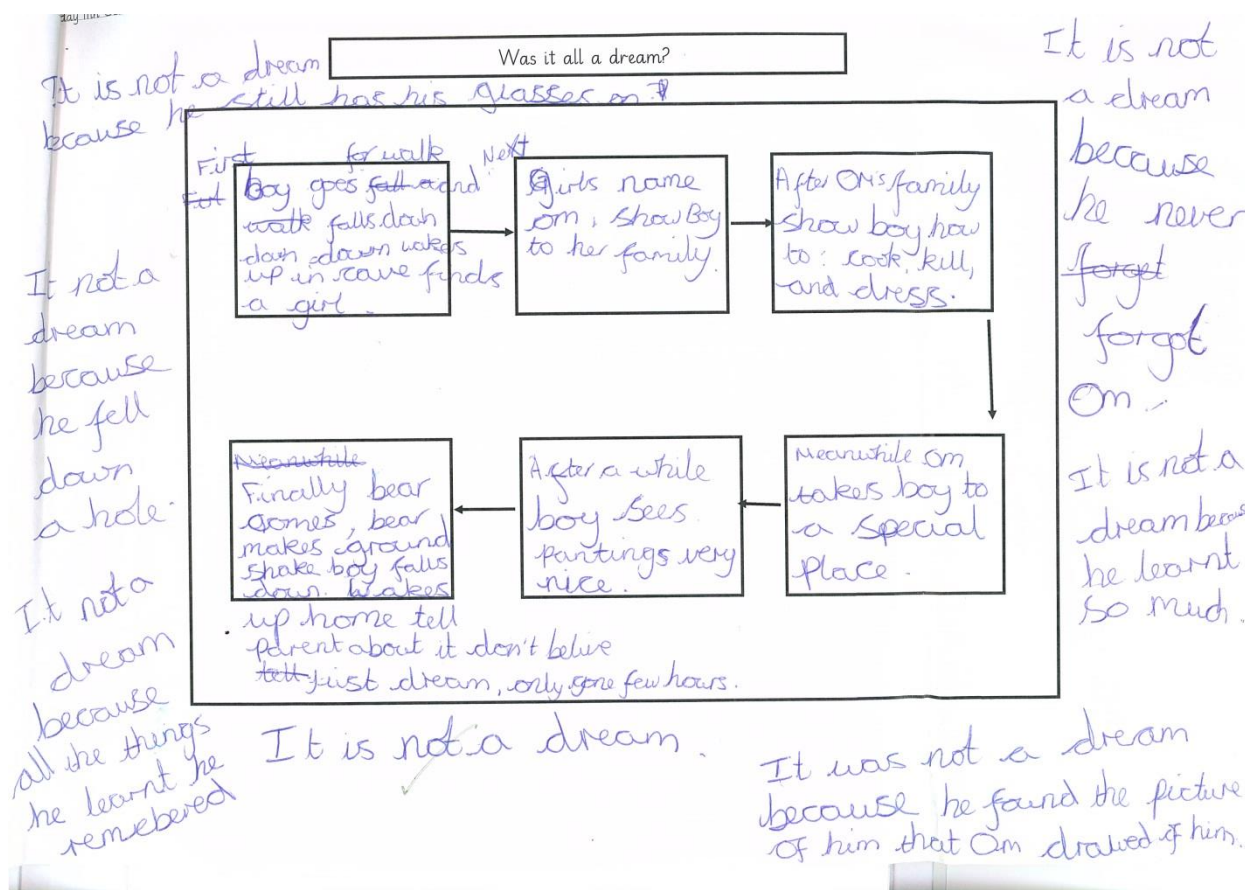
Why would you choose the modern age to live full time because in the stone age it would start to get a bit boring.

• Flow

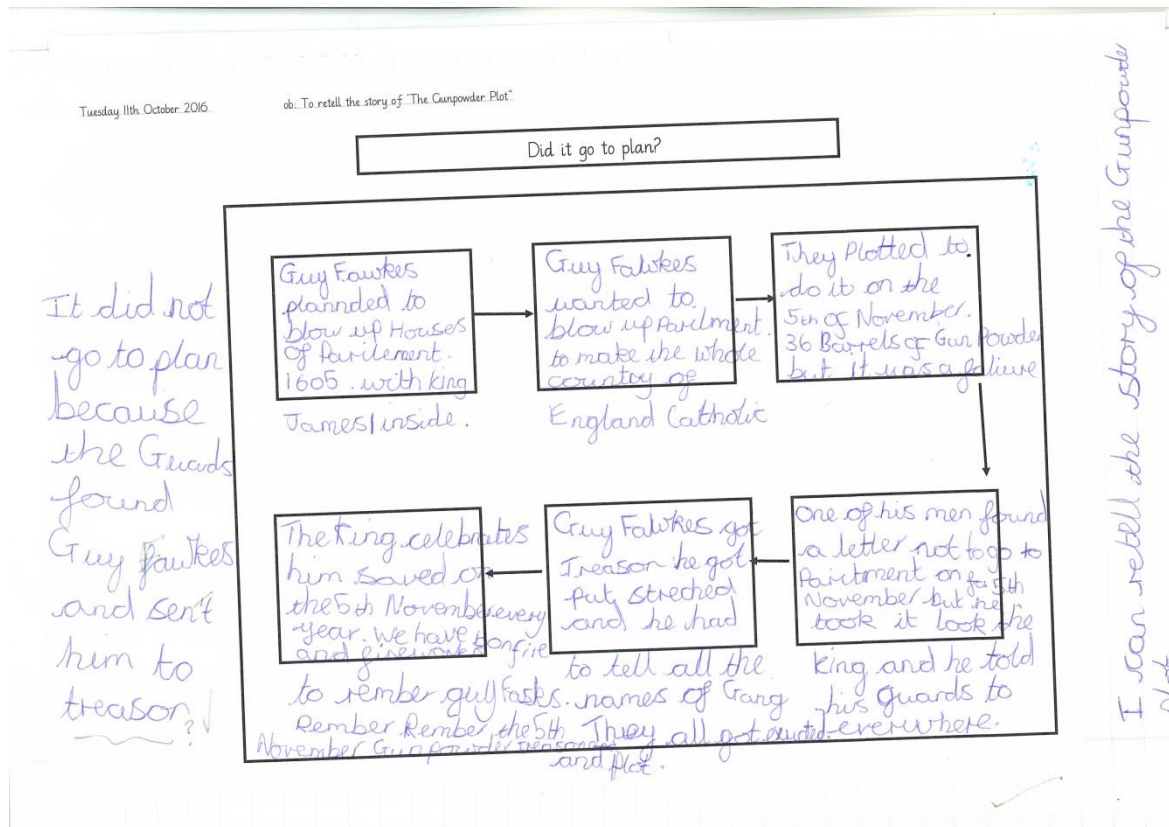
Map

Flow maps have been part of teaching and learning across the curriculum for a number of years. Examples include:

- Story planning sheets. Children use these on a regular basis in order to sequence events in their stories. These are presented as basic flow maps or Story Mountains.
- Chronological report planning.
- Recount planning.
- Science - they have been used to illustrate changes in state and life cycles.
- Maths – number sequences are presented in formal assessments as flow maps. Solving multi-step problems – RUCSAC method. More examples of this are being used now that ‘Mastery in Maths Curriculum’ is being used. (White Rose Maths)
- Computing – algorithms, sequencing coding and steps in processes.
- RE – Bible story events, timelines
- History – time lines, organising the sequence of events in specific times in the past.



Children created a flow map to retell the story 'Stone Age Boy.' To deepen their thinking they were asked the defining question of "Was it all a dream?" and were asked to justify their views with evidence from the text.



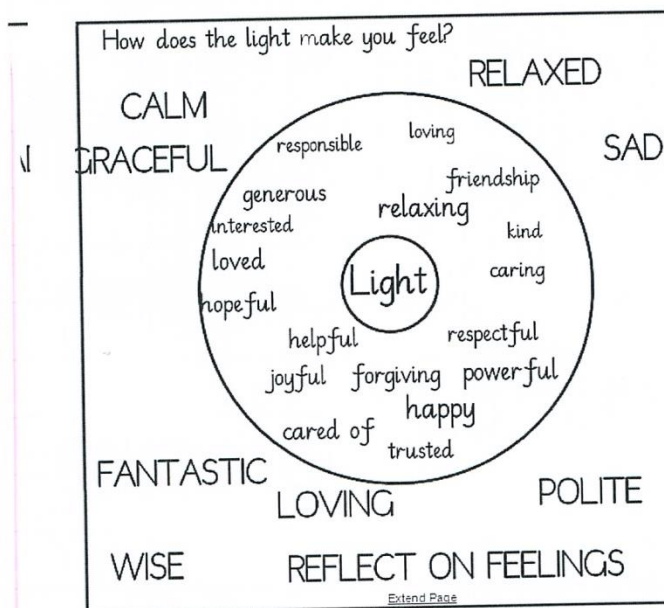
Children used a flow map to retell the events of Guy Fawkes Gunpowder Plot. To deepen their thinking they were asked the defining question of "Did it go to plan?"

- Circle Map

Initially circle maps were modelled and completed as a whole class. The whole class then discussed the defining question. Marking feedbacks (Green pen) and challenges (pink pen) have been used to further develop thinking.

Monday 28th November 2016

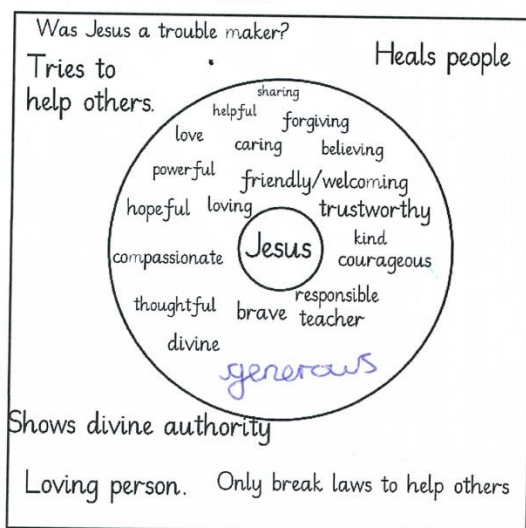
Ob: To write an acrostic poem to show how light affects our feelings



How can we be the light? We can be the light by have authority and be a role model

Monday 14th November 2016

Ob: To understand the role of Jesus

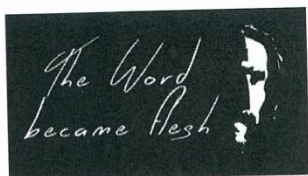
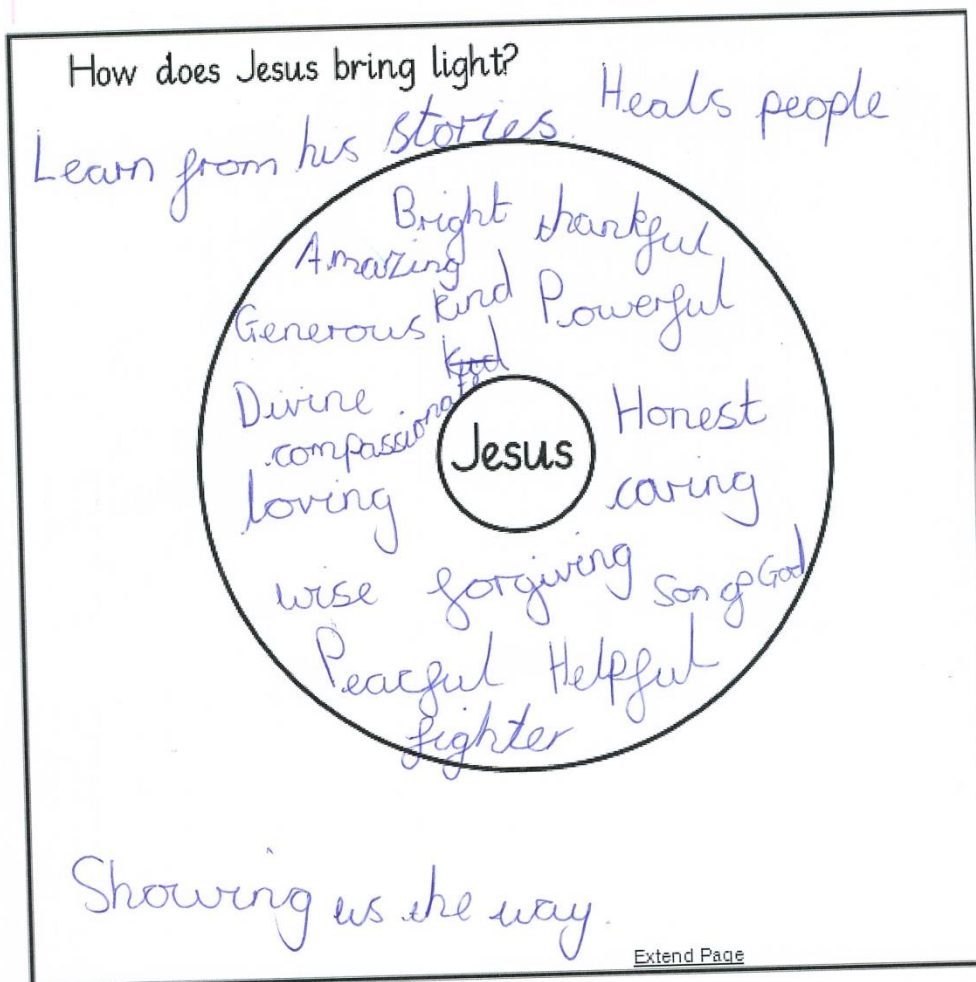


Jesus was not a trouble ~~make~~ maker because he had divine authority and used it wisely. Jesus said that 'Only people who are poor can pick good to eat'. He ~~also~~ also said 'Heal people on Sabbath day; don't leave to die'. He was a generous because he broke the law to help someone on Sabbath. If Jesus was a Troublemaker he would have already done really bad things because he has so many good they change to bad. God is compassionate with everyone and is always fair. If they didn't have everywhere would have been a war

Children are now being asked to complete their own Circle Maps and are being given the defining question.

Monday 12th December 2016

Ob: To explain how Jesus brings ^{us} light



Jesus is the light because when there is ~~nowhere~~ ~~anywhere~~ nowhere to go, Jesus will take you somewhere and you will earn what you want.

Year 5/6 Autumn 2016

- Bubble Map.**

Following a paired and quad discussion, children used a bubble map to describe their personal qualities. The defining question posed by the teachers was to provide supporting evidence for as many qualities as they could from their holidays.



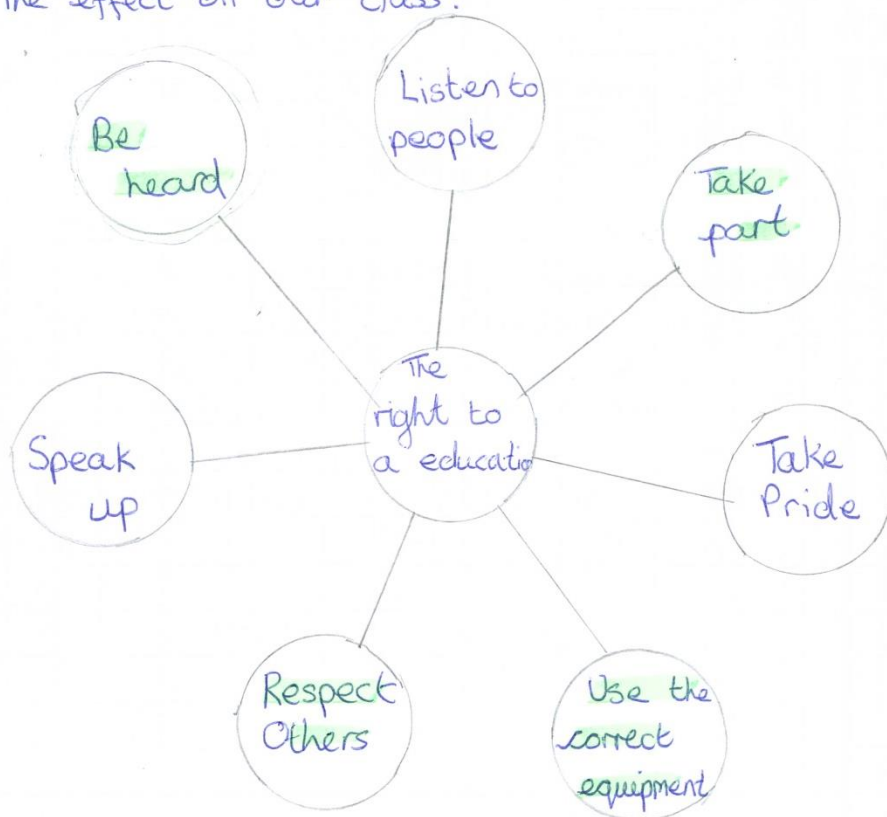
Next a Bubble Map was used to describe the responsibilities associated with the Children's Rights the class had chosen through a decision line activity. Deeper thinking was stimulated with the defining question of "What effect will this have on our class?"

Our 4 class Charter Rights are:

- To have a good education
- To be safe
- To be treated with respect
- To have your own personality ✓

Ob: To bubble map our class Rights and Responsi

The effect on our class!



We will be able to hear each others thoughts.
I agree, it's important to learn from everyone.

The effect this will have -



It would be successful and happy.

The effect this will have on class



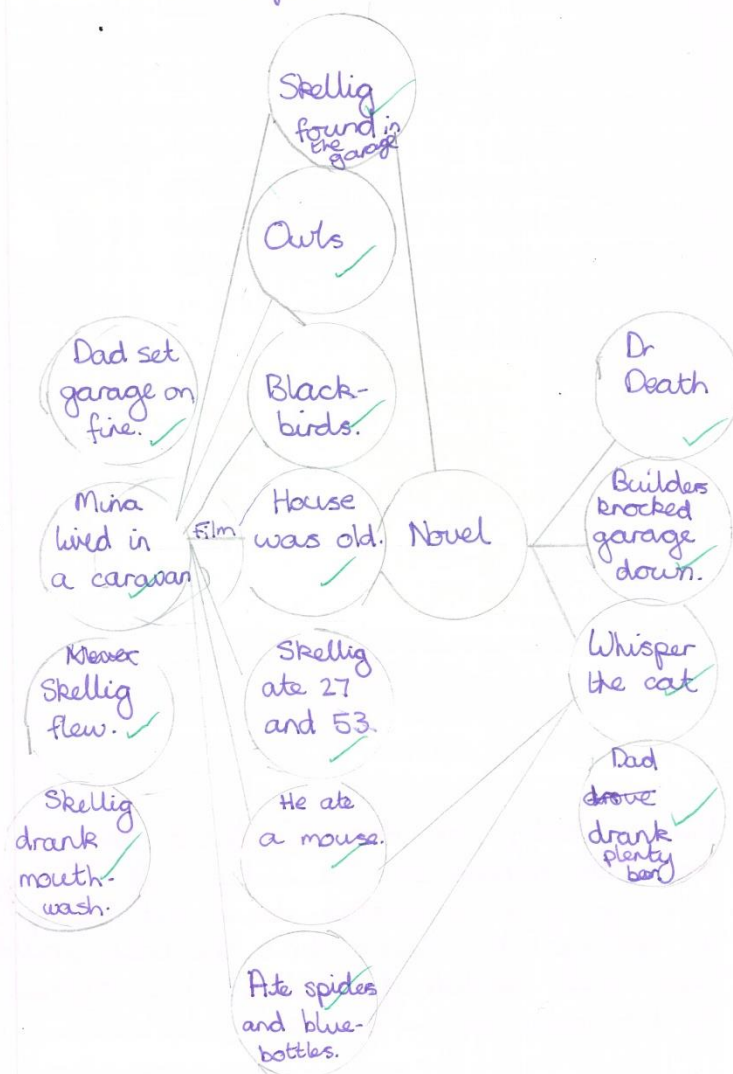
We will be a hard working class.
 * How will our class feel when everyone shows respect? Our class will feel like a nice place. Each pupil will feel included.

- **Double Bubble Map**

Children read the novel Skellig and then watched the film. During the film they made notes then they 'paired and shared' their findings on the similarities and differences. The children recorded the similarities and differences using a double bubble map. Finally they used their double bubble maps during a P4C session. P4C was used to open up a discussion on the children's feelings about the similarities and differences including a justification of their views using evidence from the novel / film.

Thursday 10th November 2016

Ob: To compare the Skellig film and novel
(Double Bubble Map)



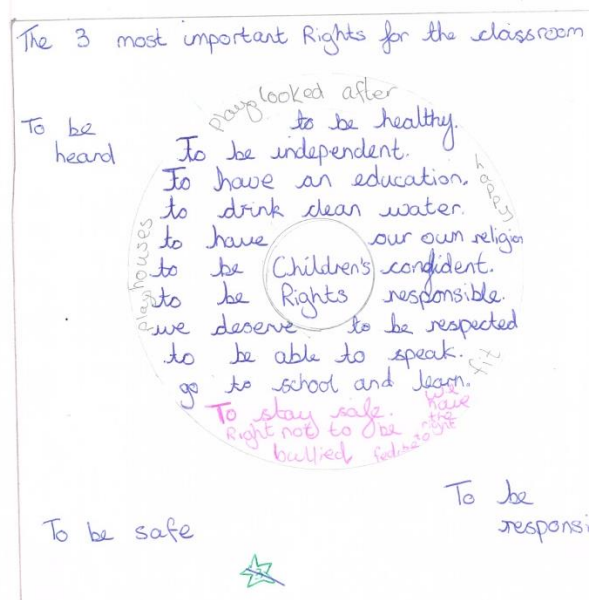
- **Circle Map**

Circle Maps have been the most used thinking tool over the Autumn Term. Children regularly use a Circle Map to collect information and then develop their thinking before writing.

- **Example 1:**

The Circle Map was introduced when creating the Class Charter. Children collected Children's Rights in the 'polo.' They shared ideas together and added them to their circle maps. Pencil was used when they had taken another idea from a peer. The children defined their map by selecting the most important three for our classroom Charter. This then led into the decision line activity to select the class Charter Rights.

Obj: To define Children's Rights using a circle



The process we used to decide our Class Charter was...

We started in pairs, then added another pair then another pair. The 6 of us were put together with the rest of the class.

We started in our pair and decided picked 3 rights. Then we became a group of 4 and picked 3 rights out of 6. We then became a group of 8 and chose 3 rights out of 12. This carried on until 22.

Super explanation. ★

Wednesday 21st September

Ob: To edit and publish my writing

Dear Diary

Imagine a place where silence was heard, where children would be tortured, where all rules must be obeyed: this was my life. Patiently, I waited for the old, rusty bell to pierce the air. As I walking to the girl's line my teacher shouted "Morrison." It echoed. We had to be smart, sensible and silent. We silently walked in separate doors. This day had begun.

Once we were in the classroom Miss moved straight on to Arithmetic. My classroom had wooden benches side by side. The girls sat at the back, however the boys were at the front. Miss always picked on me. I had to stand on the spot to do my 250 times tables! It was very scary, but my strict teacher said "Well done Morrison." We didn't do any writing in Arithmetic. Lots of my friends got the cane. Some children loved school; others despised it.

The teacher entered as I stood up. It was time for Handwriting. We could only use our right hand. Huh, well it's okay for me, just bad luck for Leah. This lesson was boring and repetitive.

Apprehensively, I picked my pen up after watching Miss write the date. We didn't have to think for this lesson, well do we ever? Our wax tablets were being melted again because we had already written loads. All we did was write the date. We weren't allowed to say a peep, if we did, we knew where we would go.

Finally, Miss lead us out onto the yard for Drill. Again we were in two separate lines. When we got out there we did 10 starjumps. Then we were jogging on the spot. Our knees had to be perpendicular to our hips. Next, we did 2 laps around the school yard, over talking wasn't allowed and guess what, still no talking. Miss, who wasn't even sporty, was acting like a personal trainer.

The more I think about today's events, the more I dread being at this school. I find it really hard to concentrate. It's not fair, the boys are treated with way more respect than us girls. My teachers are really harsh, they have lack of respect. The discipline is disgraceful. It is Corporal Punishment. Worried, I wonder what will happen tomorrow. Exhaustion is getting the better of me. I have to go, bye.

My word ! Your hard work and efforts are really paying off!

To improve further include a 2 part conversation to show off your speech punctuation/NLWS skills

The skills I have used are:

Changed spelling
Checked for dialect
Checked for missing punctuation.
Copied my writing up with my best handwrit

I agree! 

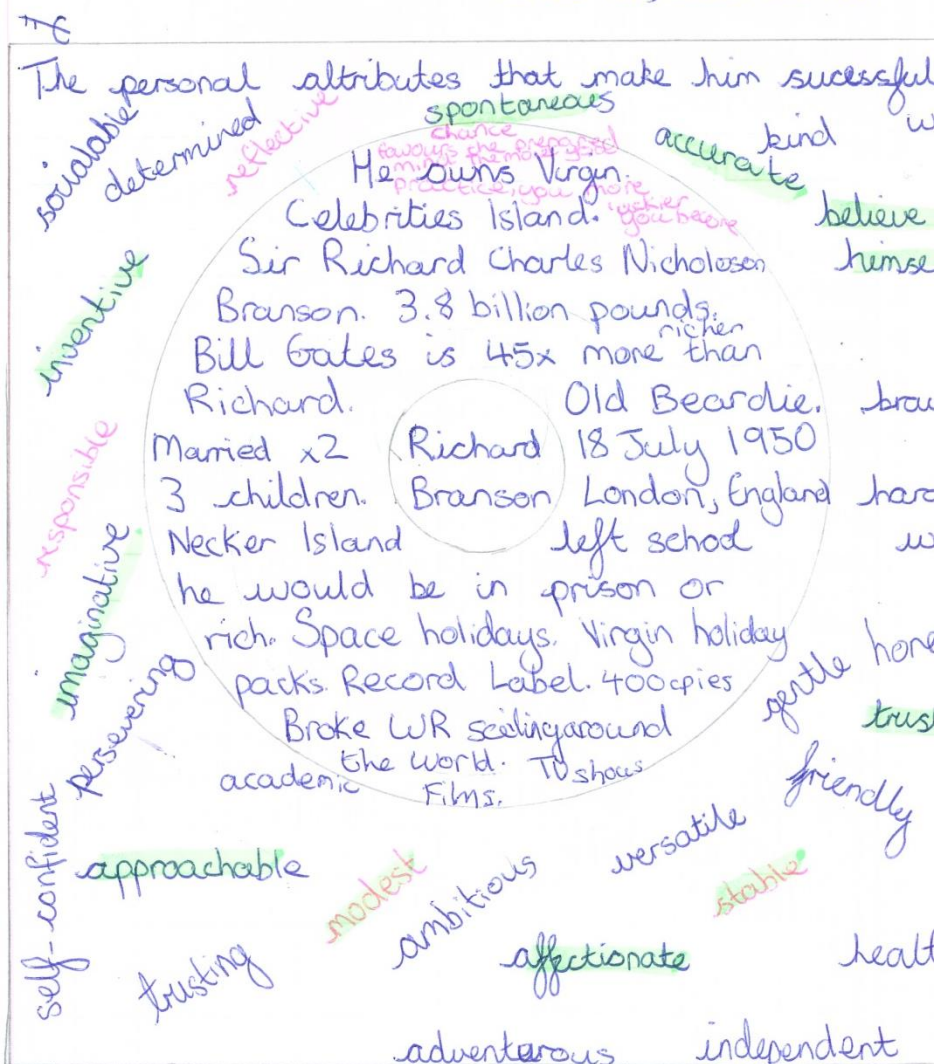
Skills reflections (above) at the end of the learning session were very much writing skills based. Children's reflections have changed over the course of the term, which is illustrated in *Example 3*.

○ **Example 3:** Researching Sir Richard Branson.

On the following two pages is an example of reflective work after using a circle map to organise thinking about Sir Richard Branson. Children used their research to create a mind map of the qualities Richard Branson has that have made him successful. Note the Thinking Maps skills beginning to be recorded as a skill used during the learning process.

Ob: To analyse Richard Branson attributes as
a circle map

"Screw it, let's do it."



My Conclusions



Further justification

Richard Branson was born on the 18th of July 1950. I was knighted by the Queen in the year of 2000. If he was knighted by the Queen he must be a friendly, honest and gentle person. When he left school, he was told he would be in prison or rich. Look at him now, his networth is 3.8 billion GBP or 5.1 US. Branson has broke a World Record for sailing from Ja to Canada in the quickest time.

Richard Branson has ~~at~~ over 400 Virgin companies in 40 different countries. This shows that he is ambitious and has a great imagination. He is a hard working person that is approachable and social.

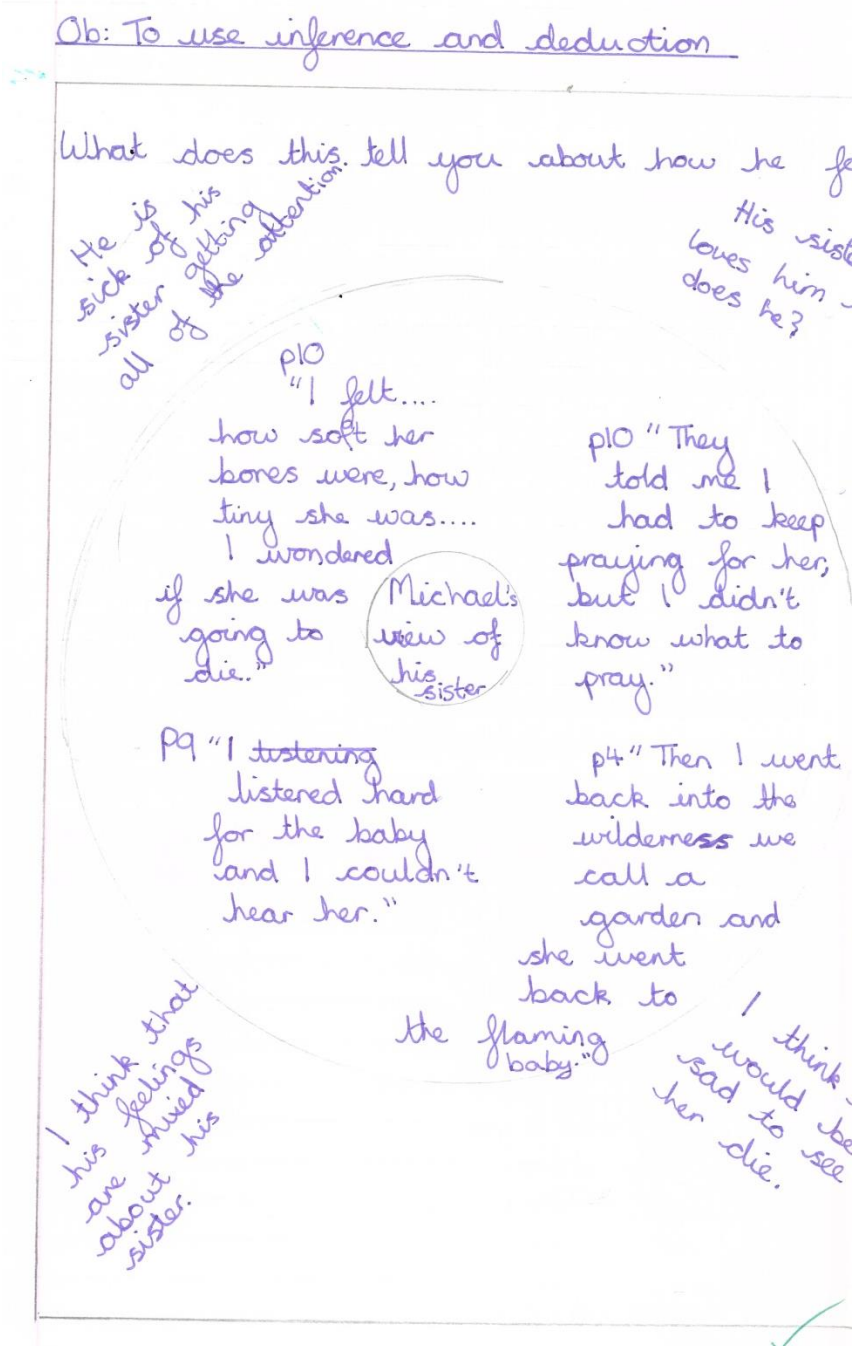
The skills I have used are:

- Organizing my thoughts on a circle map.
- Internet research
- Paragraphs
- High-level vocabulary.

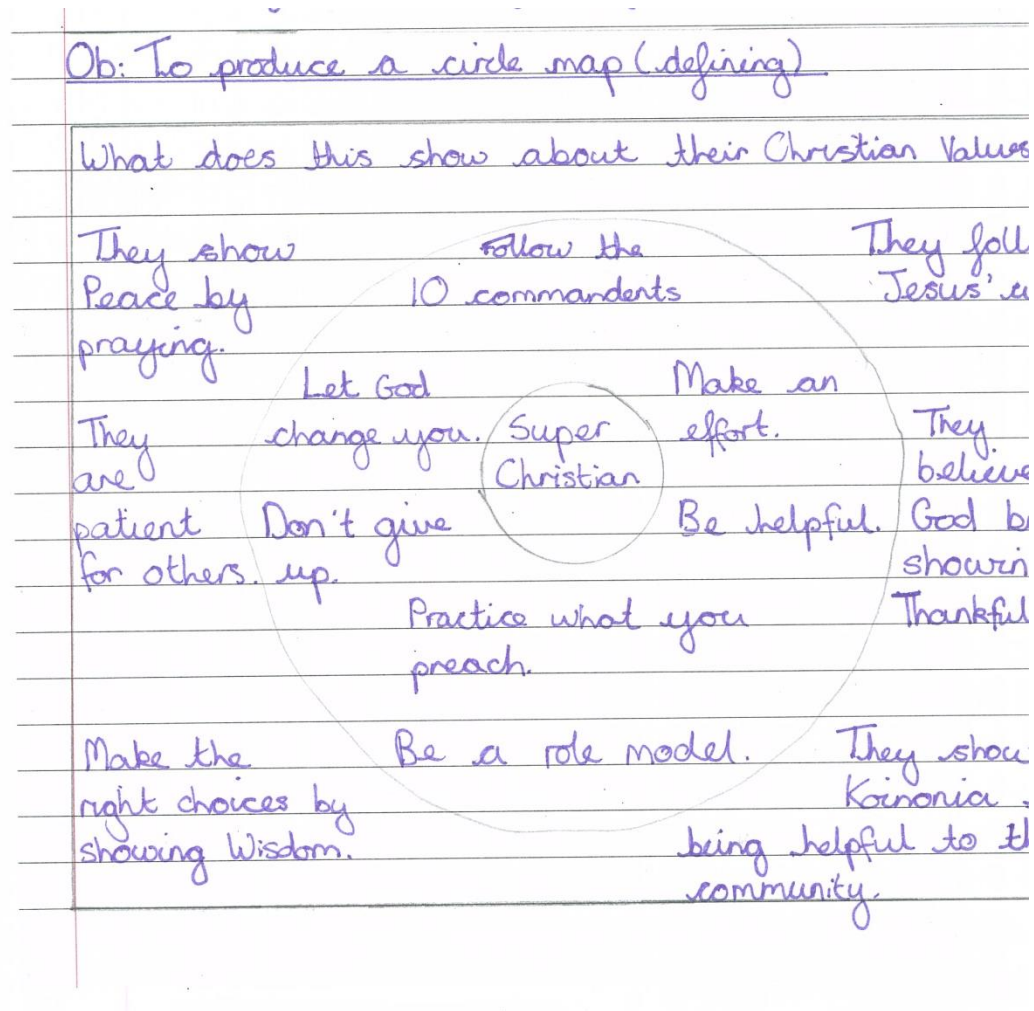


○ **Example 4: Reading Response**

Children used a circle map to collect quotations from the class novel that showed Michael's view of his sister. They then defined their thinking by justifying what these quotations told them about his feelings towards his sister.



- **Example 5:** Developing ideas about the qualities and behaviours of a 'Super Christian.' Children defined Super Christians in the context of what this shows us about their Christian Values.



Next they wrote a recount of an event they had role played in which a Super Christian had used their Christian Values for the good of others.

Genre Checklist

Non-Fiction: Recount

Purpose:
to retell an event

Audience:

- someone who wasn't there.
- yourself (as a reminder of what you did).

Introduction (orientation)	
Events in chronological order	☺
Add interesting details about each event	☺
Closing statement or summary (reorientation)	☺
Past tense	☺
Focus on a person or group (first person 'I' or 'we', or third person he, she or they)	☺
Time connectives eg. Firstly, following that, next, finally	☺
Be specific - names, places, objects	☺
Plan using Who? When? Where? What? Why?	☺

Recount

What could I write about?

- A school trip
- A visitor in school
- An activity in school
- A Science investigation
- An event in History or RE
- A biography (life story)

Recount - retelling events in time order

INTRO —————> Introduction, sequential organisation - what happened in time order. Closing statements

Report - Describing the way things are

Useful Vocabulary

Time connectives: early in the morning ... at first ... next ... after that ... later that day ... then ... finally ... before we knew it ... eventually...

Descriptive phrases: interesting ... amazing ... historic ... ancient ... adventurous ... fascinating...

Tricks of the Trade

- Use anecdotes—funny or interesting things that happened during the event that you are recounting.
- Stop along the way to describe a place, a person or an event in more detail.
- Entertain and inform your reader.

**starting*

Imagine a place where you feel isolated, this was the new girl's start ** (feeling isolated)*. Intimidated, she walked into her classroom, everyone was staring at her. She sat down on her chair. Some people tried to make friends with her; others didn't bother at all. **The teacher* came over and she was doing *fine?* because she was sat next to a super christian (a person who follows Jesus' ways).

Later that day the new child was in in the playground looking lost. Two older girls went over to her and started to be extremely cruel to her. They were walking past *secretly* singing "Lonely, Mr Lonely." Some people think that bullying is acceptable; others *&* totally disagree. It is vile.

Page M 3

As a super christian I went over and explained to the bullies that they are being cruel and that it's not fair. The child felt worthless, so they she asked to stay in at lunchtimes. Reluctant, she didn't dare return to school class...

Later At the end of the day Mr Gmie Temple from the Newton Aycliffe foodbank arrived at our school. Himself and Reverend Elizabeth led the Harvest Festival. I brought 6 things in, to donate. This made me feel good about myself because I would be helping many people who can't afford to buy food. I felt like a super christian because I have shown *koivonia* by helping the community.

The last five minutes of the day was reflection time. I hope that I had impacted on someone's life.*

I have thought about the Christian values and people's lives.

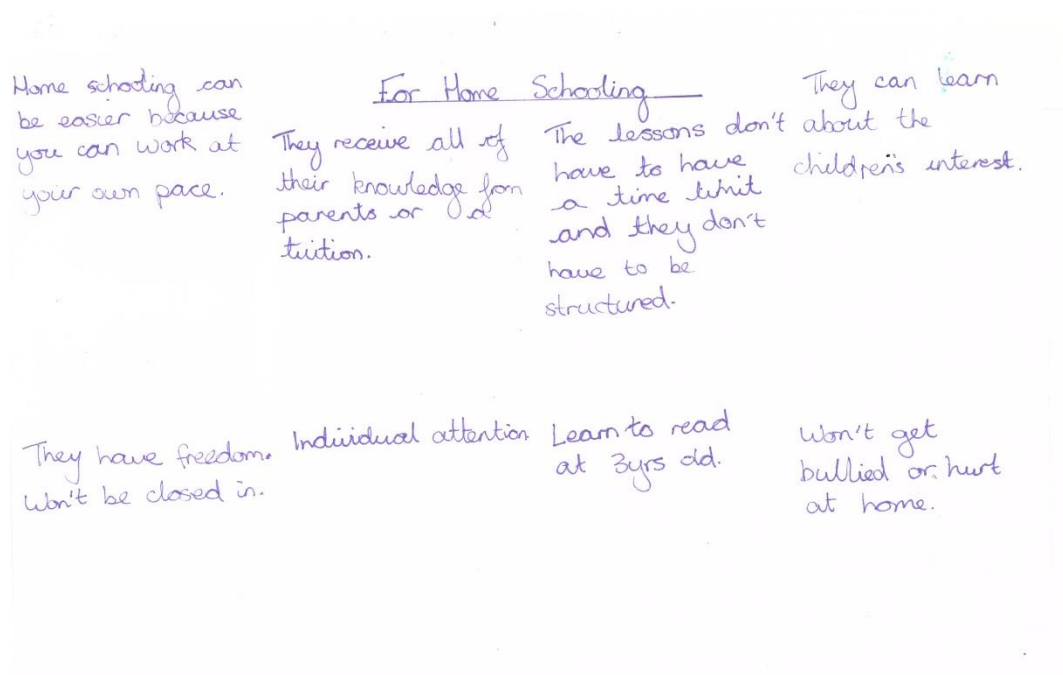
The skills I've used are:

- Collaborative work
- Koivonia
- Wisdom
- Planning
- Creativity
- Role play

○ **Example 4:** Responding to a Novel – Home Schooling

Children discussed Mina and the fact she didn't go to school. In groups they used digital technology and the School Library to research Home Schooling. Children were not directed on how to record their findings and over 50% of groups used a circle map.

Next children completed a 'Chocolate Box' activity in which they collected ideas and views of everyone's research.



After that children viewed a clip of The House of Commons and debated Home Schooling in role as Members of Parliament.

Ob: To debate

Checklist:

- Argue without shouting
- Make a clear point
- Make a fair point using evidence
- Stand up when you want to speak
- Build on each other's ideas

The skills I have used are:

Researching using digital devices
Debating home schooling
Collaboration
Debating clearly
Answering the previous point
Thinking flexibly
Skimming and scanning
Thinking about my thinking
Remembering research facts



Children then defined the skills they had shown in their learning. As we've moved through the term children are not only including the more traditional skills e.g researching, debating clearly, but also thinking skills e.g thinking flexibly.

Finally children wrote a balanced argument on home schooling. They posted these to various high profile education figures and were extremely proud of the responses they received from Sir Michael Wilshaw and Lord Nash! (See following pages).

Again we have clear evidence here that the time given to collaboration, questioning and thinking is improving standards in writing.

Is Home Schooling Good for your Child?

More children have been home schooled over the past decade, which means that home schooling needs to be evaluated. Is home schooling good for your child?

Supporters of home schooling argue that it is great because children can work at their own pace. Children, who are home schooled, usually receive all of their knowledge from either parents or a tuition. Home schooling can have financial benefits to many families because they won't have to pay for expensive uniform or school meals. Families that home school multiple children might be on a low income however, this will be easier. Sometimes, children are took shopping but that can benefit the children. It will have an impact on the children's life because they could be taught about money, buying resources or even skills for the future.

If you really believe children should be in school, if you ~~believe~~ really care for children, if you want children to have a good education, then stop home schooling! In school, children have peers to talk to about their work whereas children, who are home schooled don't have that privilege. This means that home schooled children will have less collaborative skills for work. Schools are normally inspected by an Inspector from Ofsted, but inspectors won't go to individual houses, this means that home schooled children won't know if they are progressing or not.

The more time children are out of school, the more information they'll lose. It is expensive to buy resources for home schooling because you would need: exercise books, pens, pencils, rulers, rubbers, whiteboards, and whiteboard pens and rubbers.

Overall, there are advantages and disadvantages to the controversial issue of home schooling. Some people believe that home schooling damages children's intelligence; others think that home schooling develops them into a successful adult. I believe that state schools are better because you are able to interact with other students. Δ

Written by

Great use of discussion text features to illustrate both sides of the argument.

- * Now add the missing punctuation mark.
- Δ An example is needed here to illustrate your last point.

Δ For example, you can do paired work with other people who aren't at the same level as you.

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27 October 2016

Children of Year 5 and Year 6
St Francis CE Junior School
Schollars Path
Newton Aycliffe
County Durham
DL5 7HB

Sir Michael Wilshaw
Her Majesty's Chief Inspector

Our ref: 367058

Dear Children

Thank you for your letter of 13 October 2016. I read your informative arguments about whether home schooling is a better option for educating children rather than attending school.

I am very impressed that, at your age, you are able to so thoughtfully debate a serious subject as well as you did in your compositions.

As Her Majesty's Chief Inspector and as the head of Ofsted, I cannot provide an opinion on the subject of home schooling, as that is not what Ofsted is here for. However, I want to thank you very much for taking the time to write to me with such an exciting letter.

Keep up the good work. Your school and your teachers should be proud of you.

Yours sincerely

A handwritten signature in blue ink, appearing to read "Michael Wilshaw", written over a light blue circular watermark.

Sir Michael Wilshaw





2016/0049425POJN

Lord Nash

Parliamentary Under Secretary of State for the School System
Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Year 5 and 6 pupils
St Francis CE Junior School
Schollars Path
Newton Aycliffe
County Durham
DL5 &HB

3rd November 2016

Dear Years 5 and 6,

Thank you for your letter of 13 October, addressed to the Minister of State for School Standards, about home schooling. I am replying as the minister responsible for this policy area.

I am always pleased to hear from young people who take an interest in their education and I was very interested to read your views on home schooling. You have chosen an interesting subject for research and debate. On reading your individual views I was most impressed with the range of your ideas. You seemed to me to have considered the advantages and disadvantages of home schooling. I was interested to note, if I have interpreted your comments correctly, that the majority view seems to be that you think it is better to go to school.

The government's position on this important subject is that we respect the right of parents to educate their children at home. We appreciate that home education works very well for many children who receive it. The key point, which I think you seem to have concluded amongst yourselves, is that every child should receive efficient, full-time education suitable to their age, ability and aptitude and any special educational needs they may have.

Thank you for writing on this important matter.

Yours sincerely,

JOHN NASH

○ **Example 5:** Circle Maps as an embedded tool for learning

In November it became evident, when completing research on Pilgrimage Sites, that circle maps are an embedded part of the learning process in Y5/6. During group research 4 of the 6 groups chose to display their findings on a circle map. Children even included the box to define their thinking and a defining question, which they answered.

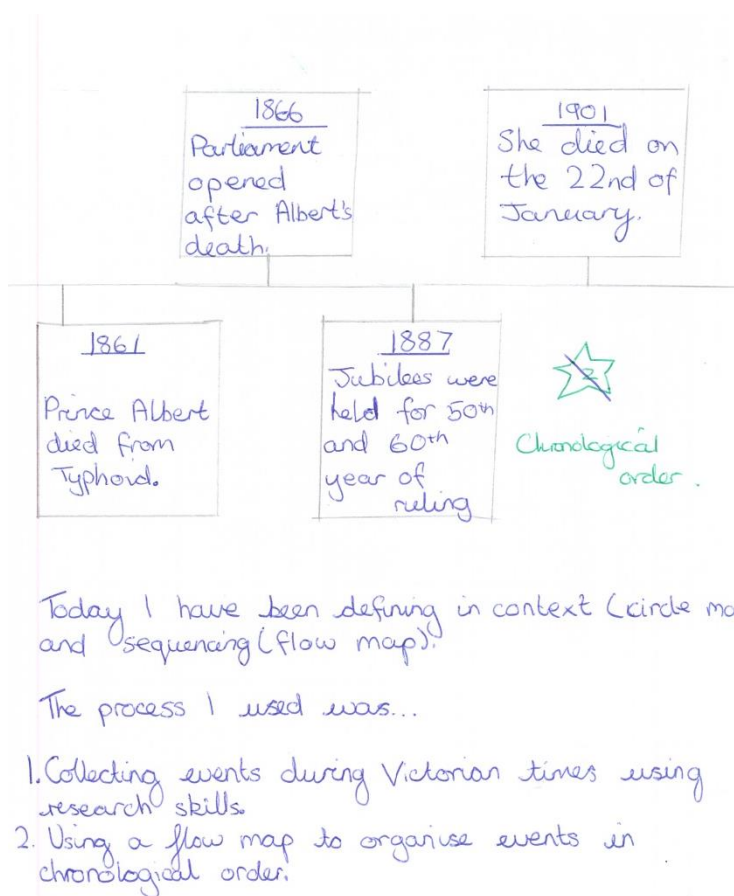


• **Flow**

Map

Flow maps have been part of teaching and learning across the curriculum for a number of years. Examples include:

- Story planning sheets. Children use these on a regular basis in order to sequence events in their stories. These are presented as basic flow maps or Story Mountains.
- Chronological report planning.
- Recount planning.
- Science - they have been used to illustrate changes in state and life cycles.
- Maths – number sequences are presented in formal assessments as flow maps. Solving multi-step problems – RUCSAC method.
- Computing – algorithms, sequencing coding and steps in processes.
- RE – Bible story events, timelines
- History – time lines, organising the sequence of events in specific times in the past.

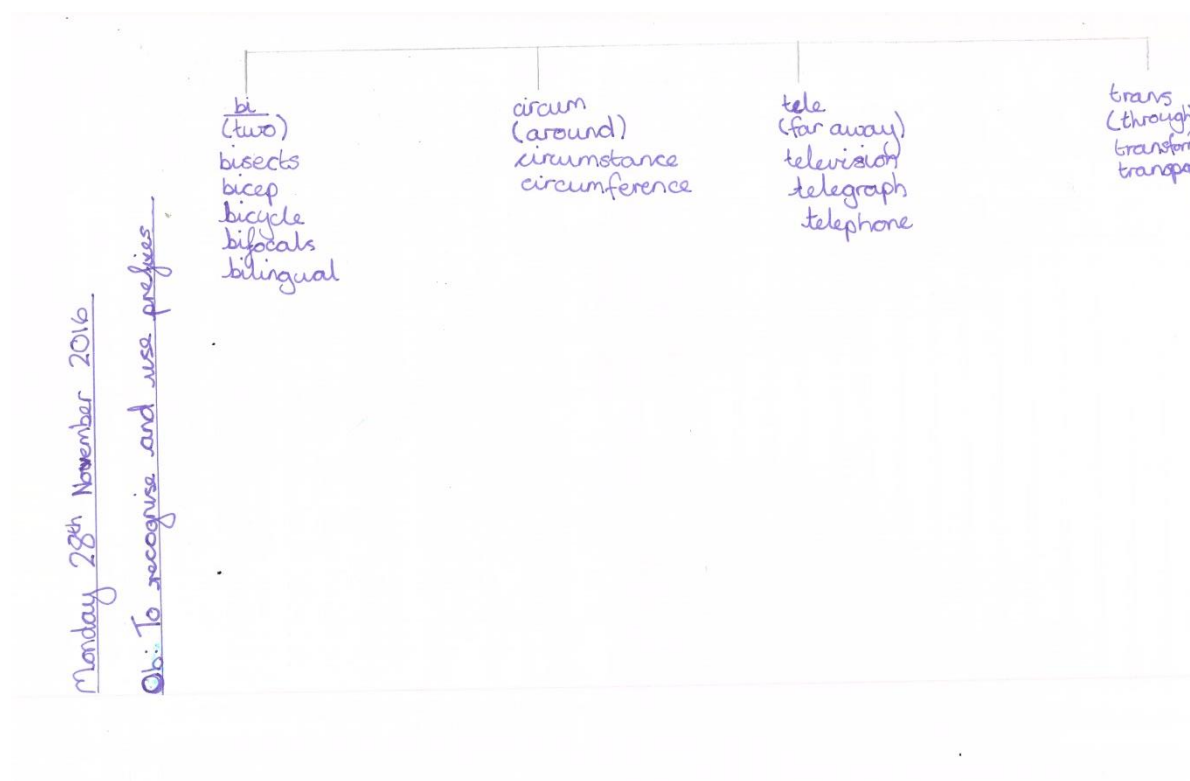


Above is part of a Flow Map used to illustrate events during the Victorian era.

- **Tree Map**

Tree maps have been part of the Science Curriculum since the QCA schemes of work were introduced. They were an explicit part of classification of living things work.

We have introduced Tree Maps for classification of spellings under a spelling rule and use these to teach spelling rules. Y5/6 staff are developing the use of flow maps to teach spelling with the SMT at St Michael's C of E Primary.



18-19. Quality Assurance / Thinking School

In house and cross school moderation has been used to ensure there is quality assurance across the school.

Thinking Skills School Partnership – Horndale Infants

Three of the five St Francis' teachers have undertaken lesson study cycles with Horndale Infants School.

Two St Francis' teachers focussed on questioning in Literacy. Reflection discussions focussed around how to challenge children to think beyond their first answer, thinking time (silence) and its effective use in the classroom and the use of a questioning house in Foundation Stage to develop early thinking skills.

One teacher focussed on questioning in RE and the use of shared circle map writing to organise and deepen thinking.

Thinking Skills School Partnership – St Michael's C of E Primary, Bishop Middleham

They Y5/6 Team have visited St Michael's and have worked with the Senior Management Team to:

- Scrutinise St Francis workbooks – a cross section from across the school – in order to receive feedback on the work children have been undertaking.
- Find out more about what a thinking school looks like as they have been using Thinking Maps for a number of years:

Thinking Maps

Thinking Maps® integrate thinking skills and mapping techniques. Learning to use these strategies helps students develop good writing skills. These techniques also help students become better learners as they develop life-long skills that help them to study.

Thinking Maps® uses basic mental operations involved in perceiving, processing and evaluating information. They describe, classify, and sequence.

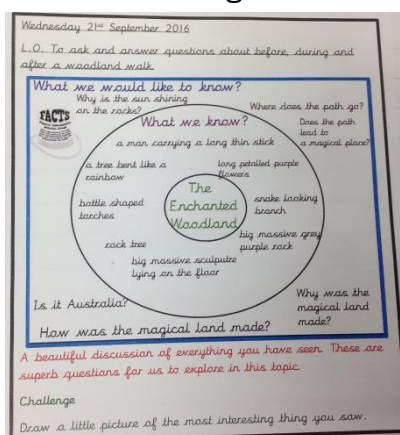
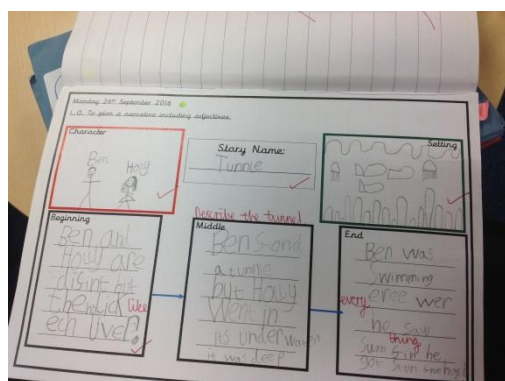
The skills used with Thinking Maps® can be done with paper and pencil and many writing activities begin with a Thinking Map®. (<http://www.stmichaelsprimary.durham.sch.uk/?s=thinking+school>)

- Plan a partnership in which the SMT can work together to develop a growth mind-set ethos across the schools.

- Upper KS2 staff to work together to develop the best use of thinking maps for teaching spelling.
- St Francis to help St Michaels develop a less structured timetable and more fluid approach to teaching key learning objectives.

Outcomes

- Thinking maps were being used in St Francis' as the SMT in St Michael's would expect and St Michael's want to learn from St Francis' use of Circle Maps to promote higher quality outcomes in writing.
- Development of Tree Maps to teach spelling rules to take place over the rest of this academic year.
- St Francis DHT to share growth mind-set work and reports with SMT St Michael's in order share and develop good practice together.
- Examples shared with St Francis' staff e.g.



More Able Work Scrutiny – Church Schools Deputy Network, Durham

During work scrutiny standards across the writing books were judged as high. Strategies brainstormed in order to challenge more able learners included the use of thinking maps and more freedom of choice especially in written tasks. Ideas for more challenge in maths included the deeper level questioning which required reflection, justification and examples as evidence. This is where a multi-flow map could assist children in organising their thinking.

Cluster English Moderation – Newton Aycliffe Area

During moderation Amy Goodwin, Education Development Adviser for English and professionals from the area judged standards of writing to be at the level St Francis' staff had moderated.

Y6 course Moderation – Durham Leadership Centre

During moderation Amy Goodwin, Education Development Adviser for English and Y6 professionals from the area judged standards of writing to be at the level St Francis' staff had moderated. A less able Y6 child's writing was moderated (see next page). The team decision was that he would easily be working at the expected standard for Y6 by May/June. This is due to the thinking approach to learning and the organisation of his ideas using thinking maps.

The Dream Giver

The tall slender man approached house which was 255 Kensington Avenue. He slithered through the window with his golden bag. He poured the golden liquid ~~and~~ from the eggs ~~and~~ into first girls shoes a ballerina came out. The Dream Giver gave the second child a space man from his dream. The 3rd child had baseball playing cards and 4th child had a poster of a jazz blue band. They all had the dreams they wanted because of golden liquid that was poured onto or tip onto these things. ~~There was no eggs left on the second bag bed.~~

That egg fell onto a Charlie's. The Dream Giver was thrown back by the blast from the book Charlie's. The man port and calling the space man was suck up into the portal...

The space man was immobile on the floor, but something didn't make sense the trees were ~~still~~ down. Suddenly I saw a devil-body: it look like a human. Out nowhere a giant black panther charging at me!... I was at a edge of a cliff...

Out of nowhere the golden eggs were falling from the sky, when I looked up I saw something with wings. Some how a egg landed on a leaf and it grew a tree on the monster.

The second child wake started he got up and read the book called Charlie's, he saw the space man with the monster. Suddenly the Dream Giver led of of window.

6.0 Check your assessment sheet and target card.

Internal Monitoring - Triangulation

Formal lesson observations have had a focus on thinking skills. Triangulation of data has shown teaching and learning to be at least good with many features of outstanding. (See monitoring file)

Diocese Education Advisor - Assessment

The Diocese Assessment Advisor completed a work scrutiny with our RE coordinator and discussed assessment methods. She was surprised by the level and depth of thinking and recording ideas and views throughout the school. She said that they underestimate KS3 students as our UKS2 are producing work of a quality they would expect in KS3. She was also impressed with the opportunities for thinking and building skills together throughout the weekly Philosophy 4 Children – Ultimate Questions sessions.

Writing Progress Autumn Term

At St Francis' we're using a decimal assessment system. Over a term children make expected progress of 0.2. In Y5/6 we baselined the writing in September and then completed an assessment in November.

Progress was as follows:

Points Progress	Year 5 % of children	Year 6 % of children
0	9%	11%
0.1	26%	
0.2		5%
0.3		5%
0.7		11%
0.8	4%	11%
1.0	17%	5%
1.1	9%	
1.2	9%	
1.3	4%	
1.7		16%
1.8		16%
1.9	4%	11%
2	4%	
2.7		5%
3	4%	
3.2	4%	
3.7		5%
4	4%	

In Y5 **35% of children made less than expected progress** – 63% of these achieved the expected level for November in the September assessment. The remaining 37% have SEND and are making slower than expected progress due to memory and processing

difficulties. However, a staggering **61% of children made more than the expected annual progress** of 1 point.

In Y6 **11% of children made less than expected progress** – all of these achieved just below the expected level for November in the September assessment. However, a staggering **58% of children made more than the expected annual progress** of 1 point.

This data ratifies the staff findings that children's standards of writing are significantly better using the Thinking Skills approach to learning and this will hopefully assist us in ensuring that all children reach the much higher standards now required by Curriculum 2014.

Subject Leader / Governor Meetings

I meet with the nominated Thinking Schools Governor on a regular basis. He has completed lesson observations, work scrutiny and is a 'critical friend.' We have had four meetings since September in order to ensure that there is accountability to the Governing Body. I have also followed up on his suggestions - the Y5/6 team have consulted with the SMT in St Michael's to find out what their 'Thinking School' looks like, to share our developments and for feedback on our work so far.

Professional Development

The HT and DHT have sought opportunities to gain training on elements of the Thinking Schools / Growth Mind-set approaches.

The DHT attended the Learning Cultures '*Mind-set Matters to Unlock Learning in the Classroom*' on 23rd September and is working with the NFER as part of the Philosophy for Children Educational Research Program. In addition the DHT was a teaching assistant for 4 years on the Durham University National Academy of Gifted and Talented Youth Philosophy Summer School.

The HT has attended the British Council '*Connecting Classrooms through Thinking Skills*' Training and the Harmony Project '*Using Art to Stimulate Thinking*.'

London Thinking Schools Drive Team Visit – 13th January 2017

The HT and DHT with the SMT of Horndale Infants will visit two Thinking Schools in London in January. The aim is to see a Thinking School in action so that we can further develop our schools. Hopefully this will also allow us to ensure the quality of our work is at the correct standard – as we will experience the benchmark in the host schools.

The itinerary is as follows:

Thinking School Visits, LONDON

Friday 13th January 2017

St. Francis CE Junior School, Newton Aycliffe would like to visit London based schools that are well in to their Thinking School 'journey'. The Head Teacher, Jane Wilkinson and Deputy Head Teacher, Lisa Lakey will visit London on Friday 13th January 2017.

Visit Schedule

St. Francis de Sales Federation (Infant & Junior School) (11.00 am -1.00 pm)

Church Road

Tottenham

N17 8AZ

Contact: Natasha Bracken (Deputy Head Teacher)

Tel: 0208 808 2923

Hillyfield at the Park Primary Academy (1.30 -3.15 pm)

Aveling Park Road

London

E17 4NR

Contact: Jack Graziotti (Cognitive Co-ordinator & Y3 Teacher)

Tel: 0208 498 4920

Nearest Tube Station: Walthamstow Central (School is a short bus ride from the tube)

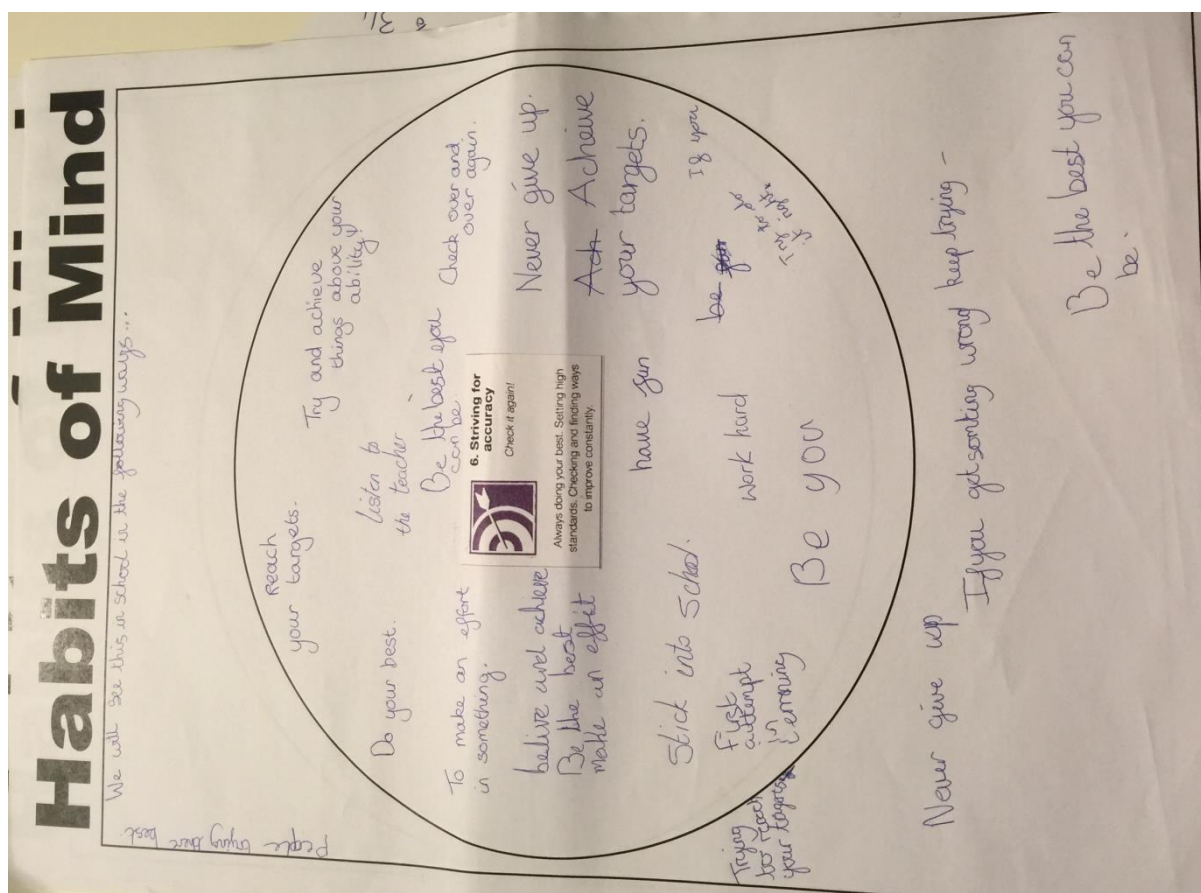
2-5, 7-10, 12. Leadership Team Vision / Habits of Mind

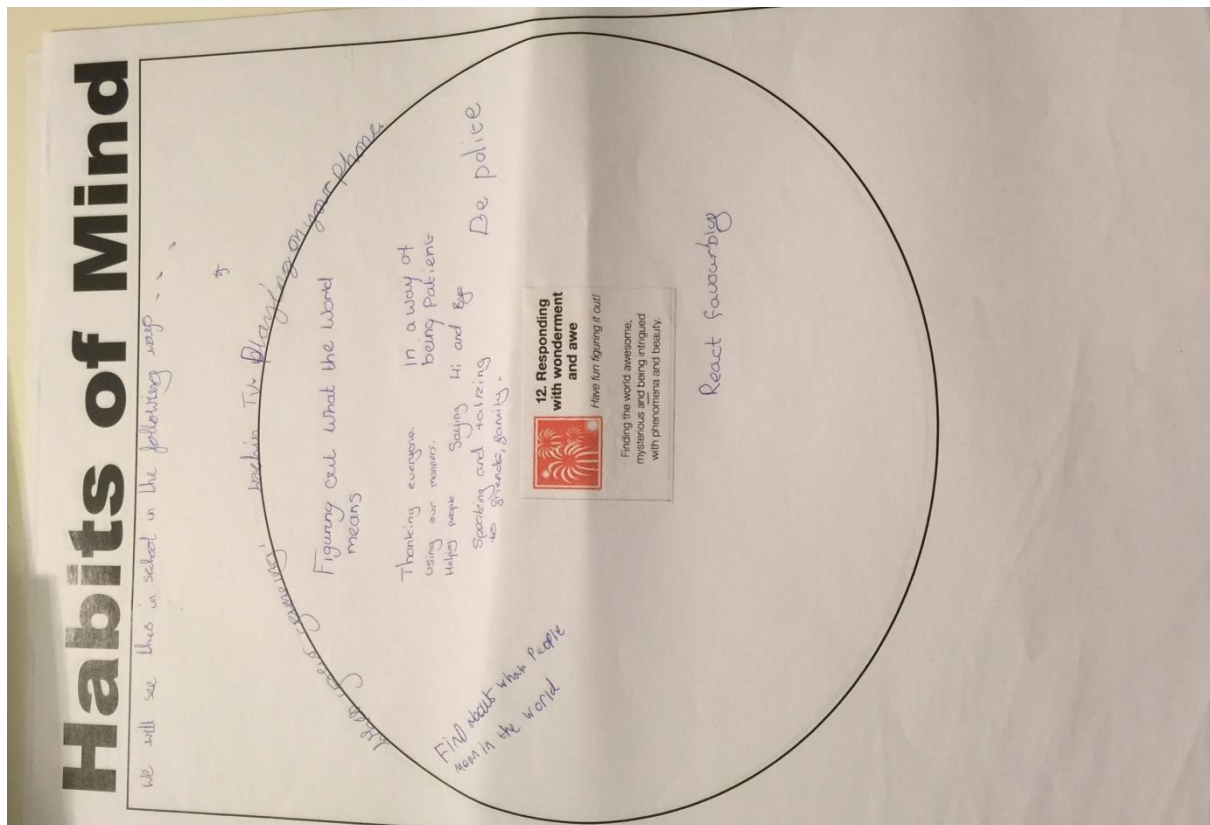
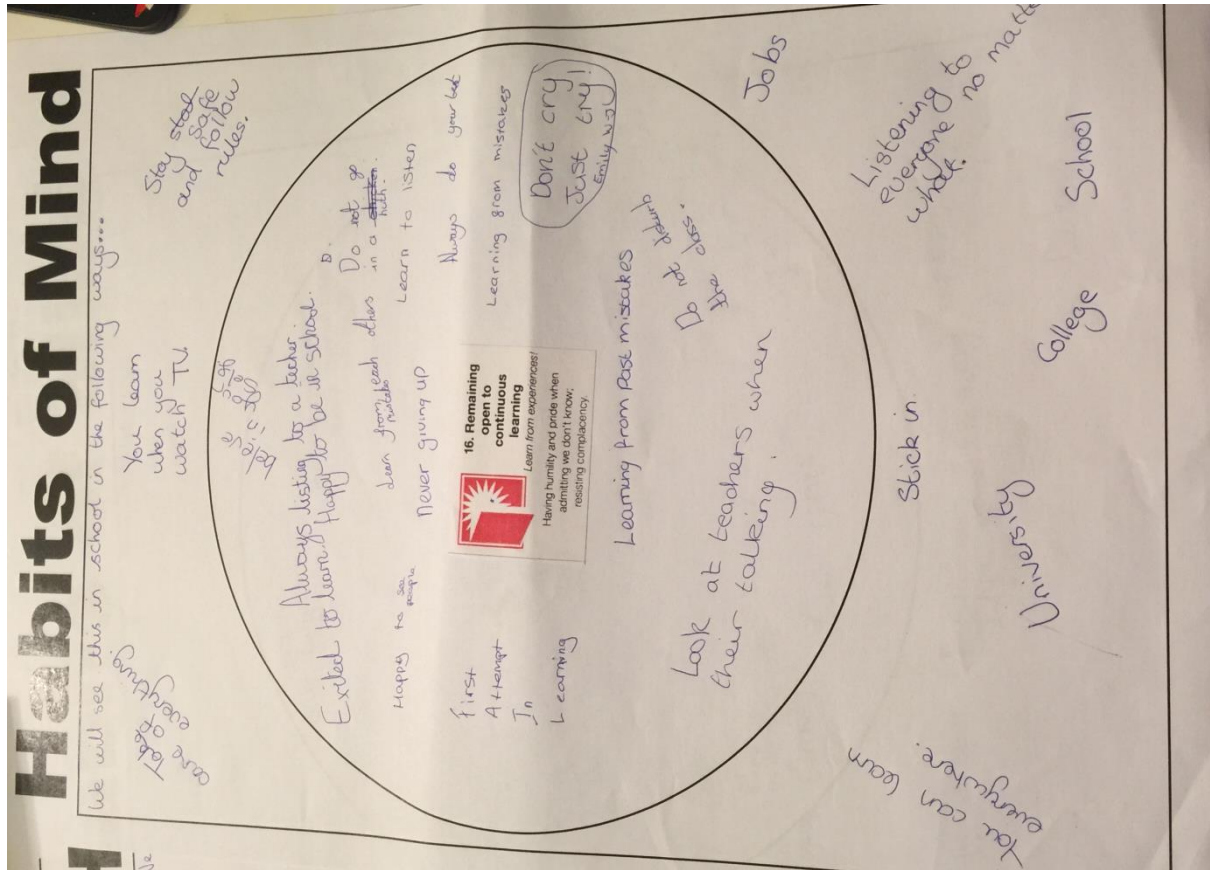
From September 2017 Art Costa *Habits of Mind* have been used as a way to teach, discuss and reflect on thinking methods used when learning. These have been introduced, one at a time, to children in class and in weekly Collective Worship. Once introduced the children link the Habits of Mind to Rights and Christian Values. Then they reflect on who is a good role model for this *Habit of Mind*.

Stickers have been printed with the 16 Habits of mind on and they are given out in classes so that children can share with their families the habits of mind they're being rewarded for.

As seen in previous sections, children are using these *Habits of Mind* when reflecting on and defining the skills they have shown in their learning.

Circle Maps have been used to link the Habits of Mind and Thinking Skills. Children are invited to add their ideas and also write on stars for our Mind-set display in the school hall. See examples below.





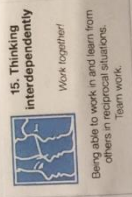
Habits of Mind

~~From~~ We will see this in school in the following ways...

PE Firemen people in the playground
Ultimate questions office, School Hospital-AINE
peer assessment Police kitchen
celebration Assembly At work

Team effort
Take part
Use your mind
be nice
Talk
In class
PPA room
Stagg room

Have friends



15. Thinking Interdependently
Work together!
Being able to work in and learn from others in reciprocal situations.
Team work.

Have fun

listen

concentrate

team work

concentration

have fun

Work together

Don't be shy

Shy

Don't do it alone

Talk to others

Habits of Mind

We will see this in school in the following ways...

If I
you go out
to play in the
open woods and
see a ladybird
and you know what it
is, is Year 1.



8. Applying past knowledge to new situations
Use what you learn!
Accessing prior knowledge. Transferring knowledge beyond the situation in which it was learned.

everyone knows something

X Nature
Nature is in the words

using all your brain knowledge

See someone
doing their
work.

by not making the same mistakes.


Habits of Mind

We will see this in school in the following ways...

Ask when all of us work together and help each other if they are struggling.
If we are working in groups we have can share ideas.

Football
You need to take part
not play where you
want to play you
are told to play.

Job
Work as a
Team



2. Managing Impulsivity
Take your time!
Thinking before acting, remaining calm, thoughtful and deliberate.

Take 1 step at a time.
persuade more
make a difference
without Planning
Become unfocused.

STOP, wait a minute!
Work hard.
Hurry central


Habits of Mind

We will see this in school in the following ways...

Ask when all of us work together and help each other if they are struggling.
If we are working in groups we have can share ideas.

Football
You need to take part
not play where you
want to play you
are told to play.

Job
Work as a
Team



4. Thinking flexibly
Look at it another way!
Being able to change perspectives, generate alternatives, consider options.

Working around people
people

basketball
You need to take part
you need to be told.
Be different learn more

First
A thought
I
Learning

being patient in a test
Waiting at traffic lights
Wait for your turn

- **School Action Plan**

- In addition to the School Development Plan we are continually developing the thinking work as a whole school. We are using a John Whitmore Model: GROW of coaching in order to record our thoughts, plan an approach, undertake new ways of working and review the outcomes.
- We are exploring spreading the Pygmalion effect to an even greater height across the school.

*The **Pygmalion effect**, or Rosenthal **effect**, is the phenomenon whereby higher expectations lead to an increase in performance. The **effect** is named after the Greek myth of **Pygmalion**, a sculptor who fell in love with a statue he had carved. (Wikipedia)*

<p>GOAL In what way do you see this coaching session supporting your work? What do you want to achieve? What will be the impact? What do you see as your priorities?</p> <p>SMT model - staff meeting SCRUM?</p> <p>Use of Muddset Books</p> <p>Build thinking and collaboration into the 'nuts and bolts' of lessons.</p> <p>Develop more effective questioning and responses to effort.</p> <p>Make everyone struggle - engage complacent learners</p> <p>Spread the 'normalisation' effect around the school community ↳ ↑ expectations.</p>	<p>REVIEW Where is your work at present in terms of this happening? What currently stops you from achieving your aims? What is it about your working environment that prevents you from achieving these aims at the moment? Be as specific as possible.</p> <p>Dipping a toe in.</p> <p>Staff workload / commitment → A lot of catch-up work needed to get children performing in line with KS1 assessments from their low starting points.</p> <p>Reverting of deprived children.</p>
<p>OPTIONS How will you achieve your goals? What are the steps you will take? Be specific and detailed.</p> <p>Team work in teaching teams to ensure thinking and collaboration is tried, evaluated and reviewed so it becomes more effective over time.</p> <p>Staff coaching based around questioning, responses to effort and challenging all pupils.</p> <p>Celebrate success in shared 'Muddset Books'.</p> <p>GM based assemblies to spread the effect around school.</p> <p>Support HT - staff meeting SCRUM (Dylan William)</p>	<p>WILL What do you need to do to incorporate the outcomes of this coaching session into your work? What will your next steps be?</p> <p>One side Staff Questionnaire</p> <p>→ Brief SMT</p> <p>→ Team leaders initiate peer study cycle</p> <p>→ Share muddset books fortnightly in staff meeting.</p> <p>→ Model questioning and responses to effort all around school.</p> <p>→ Concerns meetings for parents of complacent children.</p>