



| Learning and Teaching | | | | | |
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| What data/evidence informs this priority | Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22 | Intervention(s) | Expected Impact | Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data)) | Actual impact |
| <p>Looking into the work of Making Thinking visible by Mark Church</p> <p>Research based project that uses studies and experiential learning to directly impact the manner children engage with learning.</p> <p>This work can be used throughout all curricular areas and can be done much in the same way as Dylan Williams work was.</p> <p>Evidence of MTV affecting learning in the Primary sector and beyond.</p> | <p>Could use the attainment tracker here across the BIG 3 curricular areas from where we are now , and measure progress comparatively 3 terms down the line.</p> | <p>Introductory meeting conducted already (Aug 19th 2019)Set up groups in the school with teaching staff to engage with the material set out in Making Thinking Visible. (SLC: School led communities)</p> <p>8-9 sessions over the year with 3-4 weeks between each session to try new strategies in and out of class.</p> <p>Introduce school groups to strategies in thinking to use in their classes.</p> <p>Meet with groups every 4-5 weeks to</p> | <p>The difference in children questioning, understanding, and being able to access relevant learning should be seen across the school.</p> <p>There will be greater engagement of children in their learning.</p> <p>This will have direct effect on the stats within the BIG 3 namely Literacy, Numeracy and HWB.</p> | <p>Short term: Teachers be willing to use new techniques in assisting children and themselves to think.</p> <p>Medium term: thinking schemas beginning to be used more creatively</p> <p>Long term: a culture of thinking across the school that is showing greater engagement that will stand children in good stead throughout their lives. Children able to clearly express themselves in terms of techniques in thinking they have tried and proved.(And directly affect school attainment).</p> | <p>ASN teacher has been using the strategies in MTV in small group settings to embed ideas in learning.(October 2019)</p> <p>A few teachers are sharing during collegiate sessions of See Think wonder and the way their class have responded to this. (November 2019)</p> <p>2 of the teachers involved in the training have begun work on collating staff evidence of ideas to display in the school (November 2019)</p> |



Making Thinking Visible

School Improvement Priority (2)

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| | | <p>feedback how the material was used, what were the challenges, how childrens learning was affected</p> <p>So what ?</p> | | <p>During inservice in another local school staff noted that in all classes there was a See Think Wonder display. Some staff in school have adopted this approach.</p> <p>Some staff have watched the DVD by Mark Church that accompanies the book.</p> <p>One staff member speaks highly of the impact of using colour to implement deep learning and sees this benefit of this.</p> | |
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