

Thinking Toolkit at Priory Integrated College

Friday 7th November 2025



The Priority Way



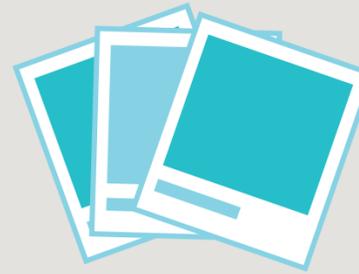
PUPIL VOICE



LITERACY FOCUS



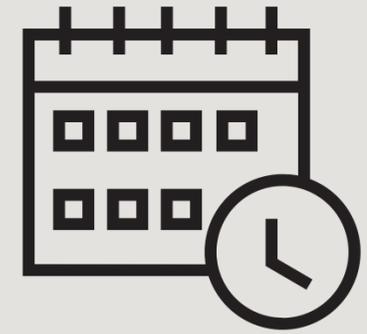
ORACY AND LISTENING



DUAL CODING



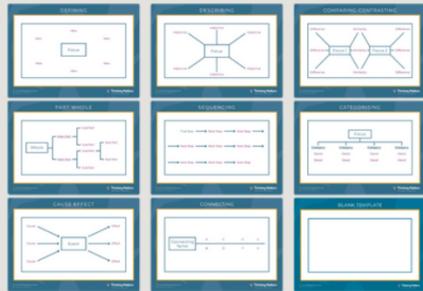
TARGET SETTING



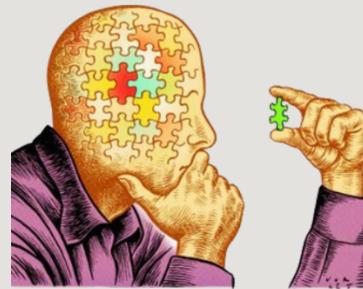
THE BIG PICTURE



ASSESSMENT AND DIRT



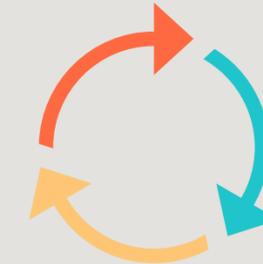
THINKING FRAMES



METACOGNITION



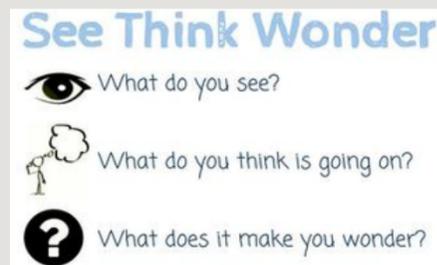
PLANNING AND CONSISTENCY



RETRIEVAL



Q MATRIX



THINKING ROUTINES



HABITS OF MIND



IPAD TOOL FOR LEARNING



CORE VALUES

BASELINE - WHERE WERE WE IN 2017?

POST ETI

-WHOLE SCHOOL FOCUS ON LITERACY

CAT4 DATA

-50% OF COHORT PREDICTED 5+ GCSEs AT GRADES A* - C

-18% OF COHORT PREDICTED 5+ GCSEs AT GRADES A*-C INCL ENG AND MATHS

**GCSE HEADLINE
FIGURES**

-73% ACHIEVED 5+ GCSEs AT GRADES A*-C

-44% ACHIEVED 5+ GCSEs AT GRADES A*-C INCL ENGLISH AND MATHS

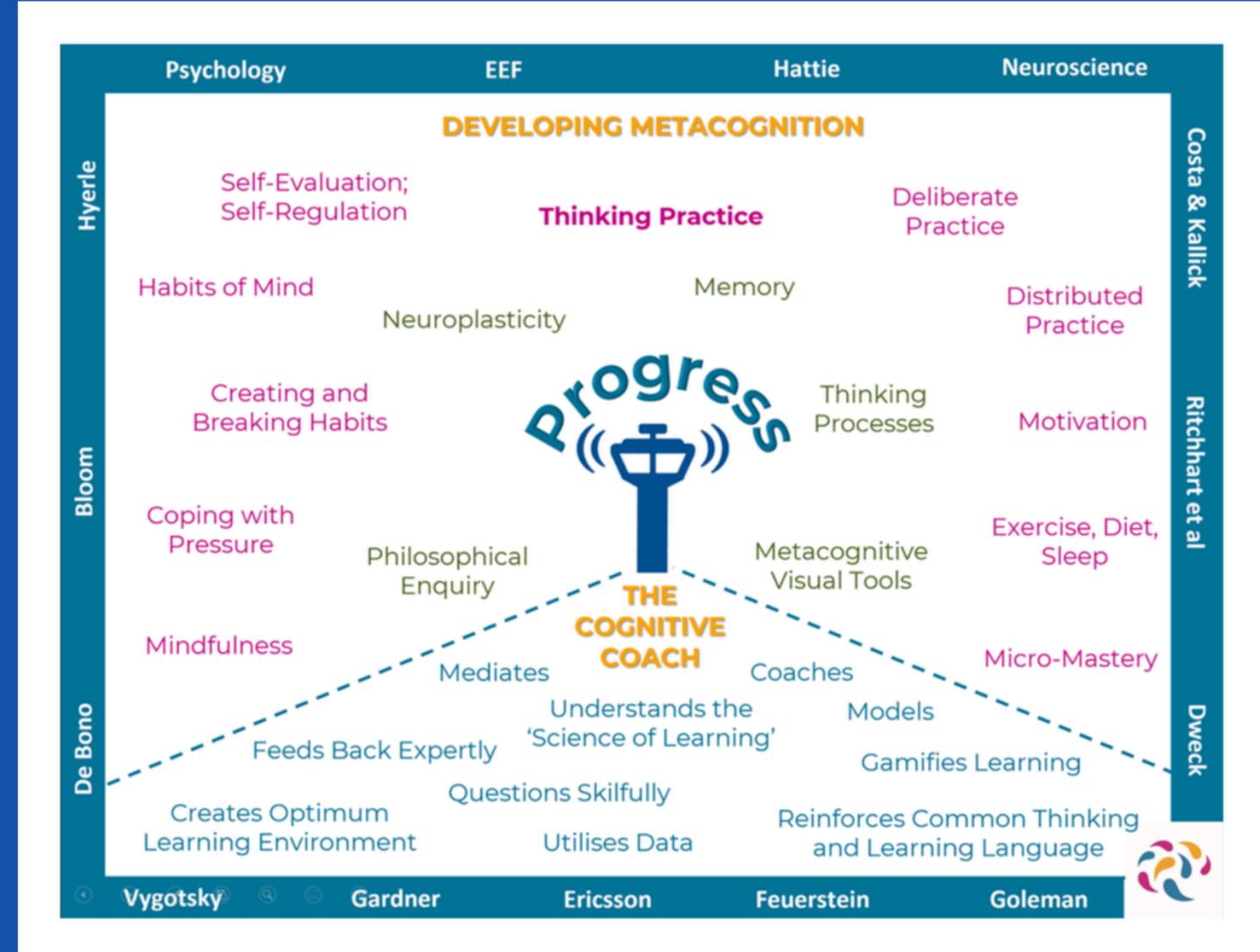
Thinking School



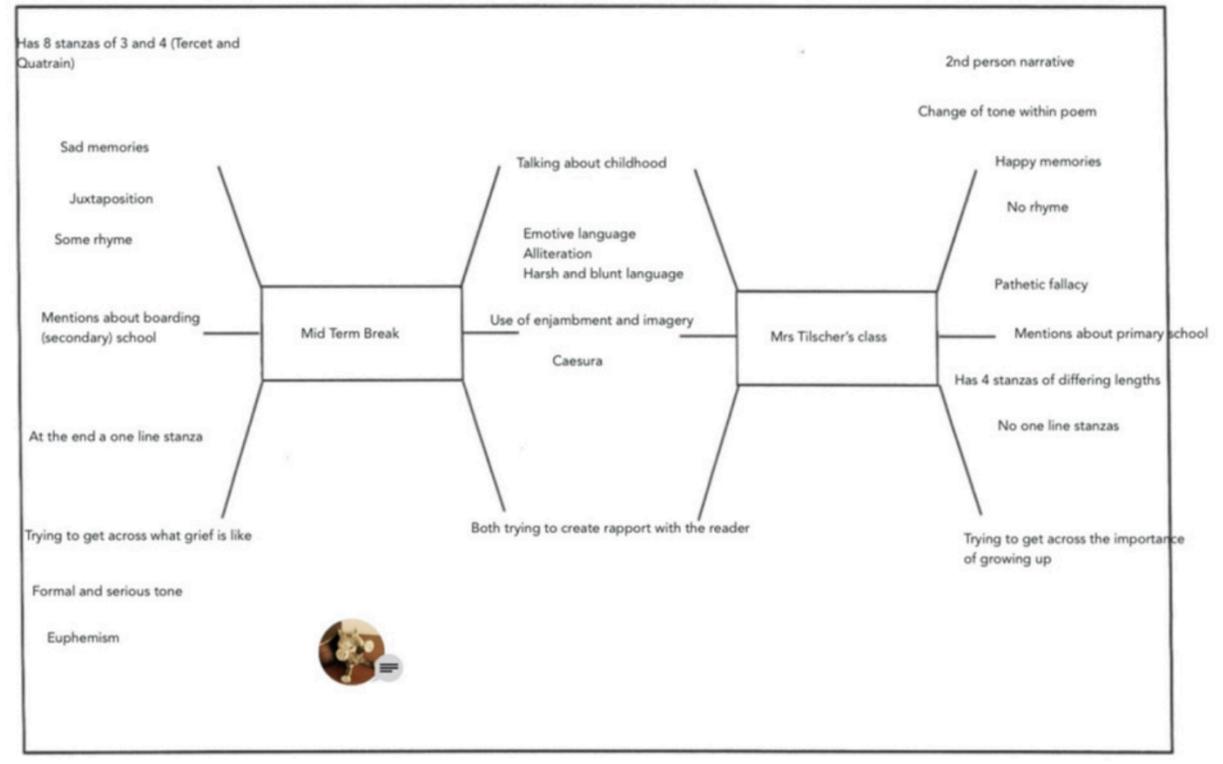
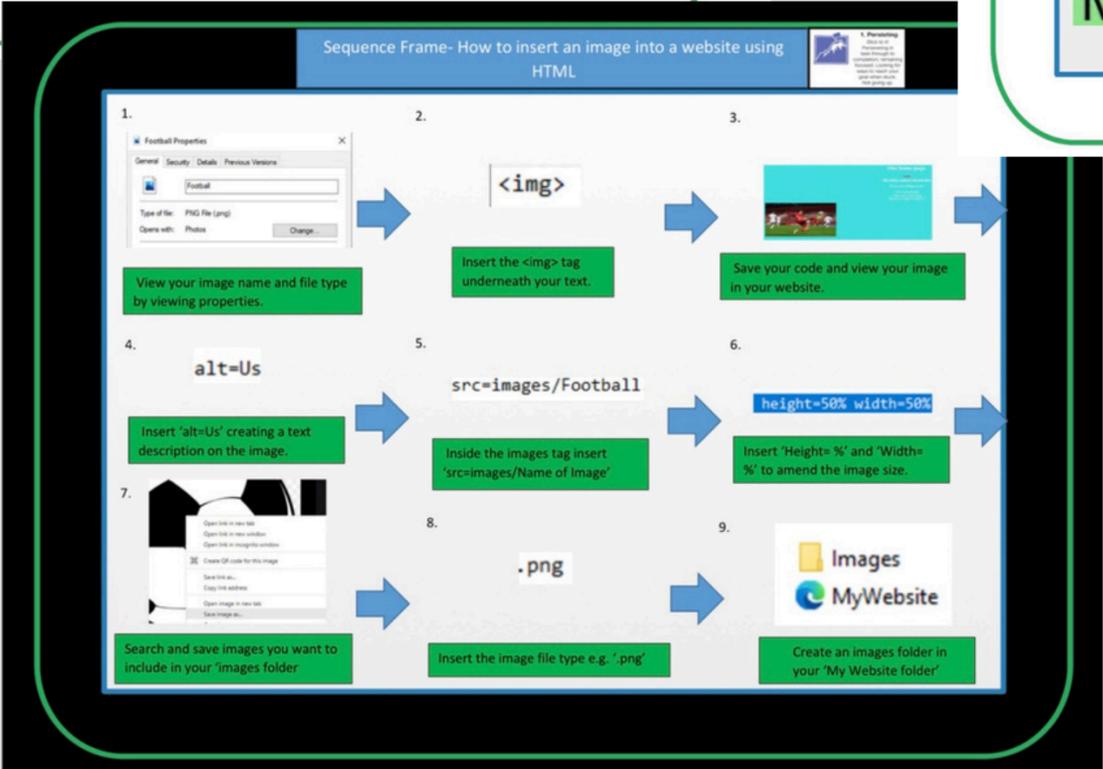
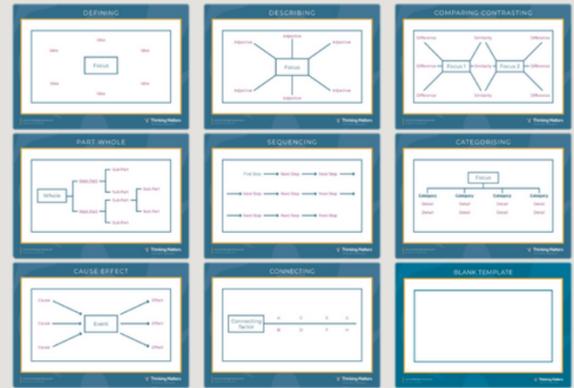
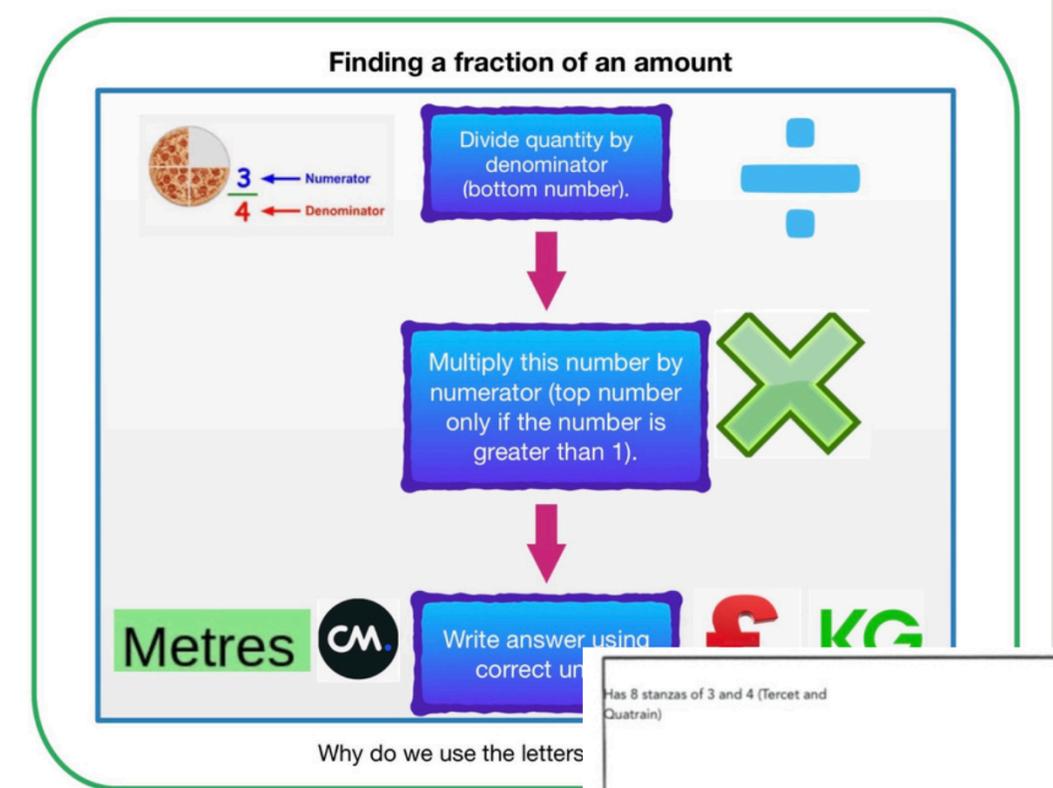
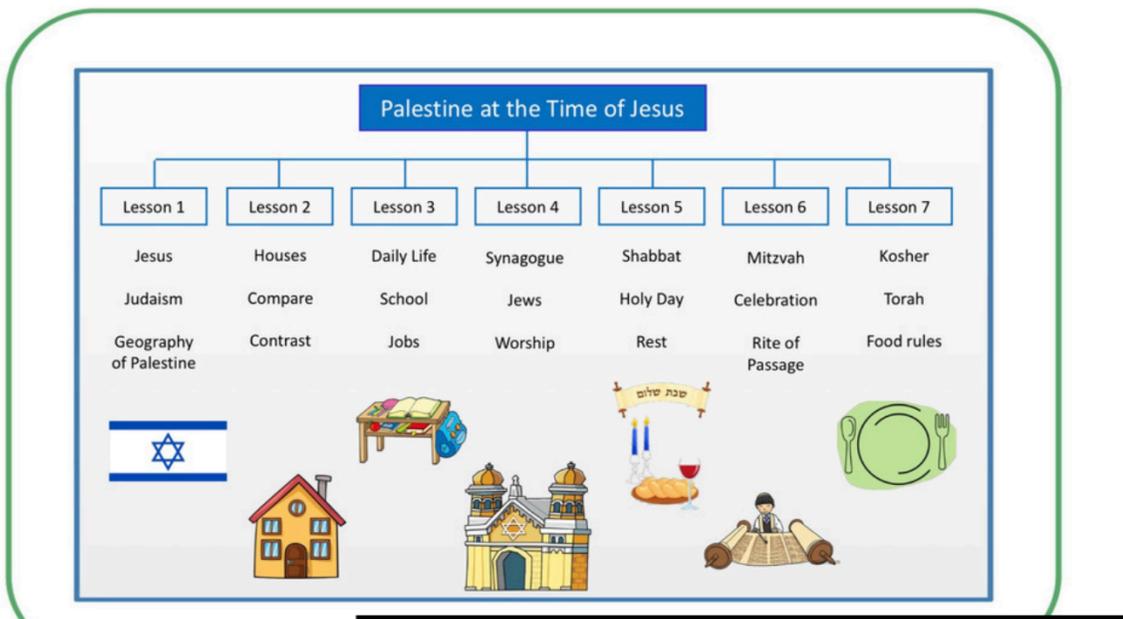
Thinking Matters, Thinking Schools and the Meta-Learner

We support schools in developing a 'Thinking Schools' pedagogical approach. Forged at the University of Exeter's Cognitive Education Unit, it is appropriate to any curriculum or setting.

STUDENT CENTRED
RESEARCH BASED
EVIDENCE INFORMED
PROGRESS FOCUSSED

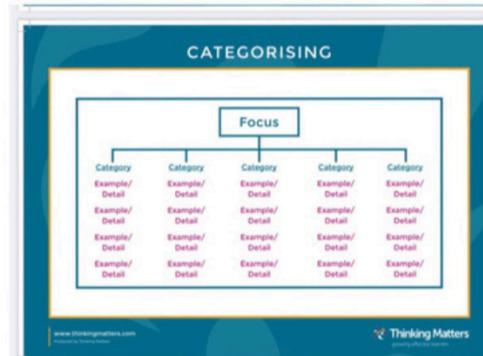


THINKING FRAMES - MAKING THINKING VISIBLE THROUGH GRAPHIC ORGANISERS - STAGE 1



THINKING FRAMES AND EXTENDED WRITING

Thinking Frames and Extended Writing.



Yr 10 task- 'How far do you agree'? Pupils need to present both sides of the argument before coming to their own conclusion.

This is needed for GCSE History and is an area of weakness we have identified and targeted to improve.

Talk To Learn

I believe... This is my... My opinion is... because... I disagree with you because... What do you...

Friday 4th February DIRT

W1 started because Franz was killed

1 Agree

- Austro-Hungary sends ultimatum to Serbia.
- 28th July - unhappy with Serbia's response, Austro-Hungary declares war on Serbia.
- 29th July - Russia mobilises to help Serbia.
- 1st August - Germany declares war on Russia.
- 3rd August - Germany declares war on France.
- 4th August - Germany invades Belgium, Britain declares war on Germany.
- 5th August - Austro-Hungary declares war on Russia.
- 12th August - France and Britain declare war on Austro-Hungary.

2 Disagree

Militarism - Germany was building army and navy - other countries felt threatened.

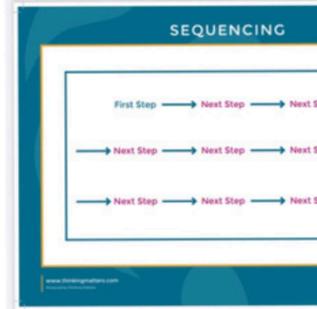
Alliances - if two countries went to war the others would join in.

Imperialism - Bosnia wanted free from the Austro-Hungarian Empire.

Nationalism - Countries wanted to be the most powerful in Europe.

3 Conclusion

What you think why?



Sarajevo Police Report

Recently, on the 28th of June, Archduke Franz Ferdinand and his wife, Sophie, Duchess of Hohenberg, have been assassinated in Sarajevo, Bosnia. This event had occurred in Sarajevo, Bosnia. Why? you may ask, people of Sarajevo had not approved of the new changes. Franz Ferdinand had made Bosnia demand freedom from the Austro-Hungarian Empire.

Sophie and Franz had left the army camp after inspecting troops and proceeded to go to the City Hall. As the car was changing past a narrow road through a crowd. However, it had missed and hit the car from behind. The people that were injured were rushed to hospital, the car was moving too fast for the other vehicles to know their positions at the Archduke Sophie and Franz arrive at the city hall and after they had lunch, they decided to visit the people in hospital.

The car with Franz and Sophie in it had taken a wrong turn as the driver reversed. Gavrilo Princip steps out and fires two bullets at Sophie and Franz, killing them both. Gavrilo Princip attempts to commit suicide by taking cyanide, this however doesn't work and is corrected by police. Sophie and Franz are taken to opposite corners' house. Sophie dies when she arrives and Franz dies a half an hour later.

Assassination of Franz Ferdinand

POLICE REPORT

June 28th 1914

Info - As we were expecting Mr Ferdinand in Bosnia, we had no idea that his arrival would be his last. Franz and his wife (Sophie Sophie) were hoping to have an enjoyable trip in Sarajevo but they didn't do.

Paragraph 2 - As Franz Ferdinand and Sophie were driving down the street, waving at everybody the Black Hand army were there about to strike. Serbia men were reaching for my and kill Ferdinand, but the car was not there and was not successful by not throwing their explosives. The hand man threw his explosive right at the vehicle but he had forgotten about the 2nd second delay. After the members failed attack he drank a shot of and slumped into a river.

Paragraph 3 - A man suddenly disappeared from the crowd to buy a sandwich but we didn't expect him to be the assassin. The Archduke and his wife drove down the street towards the hospital to visit the injured people that were struck by the bomb. They took a wrong turn that changed history because Gavrilo Princip was the man who killed Franz Ferdinand which led to the start of WW1.

Yr10- using the Sequencing Thinking Frame to extract key information from text and then developing this into an extended writing task based on report writing.

Homework

Some agree Franz being killed started the war on the 28th July. Austria-Hungary declares war with Serbia then the 29th July Russia mobilises to support Serbia. 3rd August Germany declares war with Russia. 4th August Germany declares war on France. 5th August Austria-Hungary declares war on Russia. 12th August Austro-Hungary declares war on Austria-Hungary.

Some people disagree Franz being killed did not start because of how militarism started. Germany was building up army and navy to threaten other countries. Alliances base countries want to war others would join. Imperialism Bosnia would free from Austro-Hungary. Nationalism countries wanted to prove they were powerful. All of this was going on before he died. Countries were moving there power. The WW1 was already going to start. Franz was just a cause.

good explanation

agree

Some people agree with the beginning of world war 1 because on the 28th of July Austria-Hungary declared war on Serbia. Then on the 29th of July Russia mobilised to support Serbia. Then on the 3rd of August Germany declares war on Russia. Then on the 4th of August Germany declares war on France. Then on the 5th of August Austria-Hungary declares war on Russia. And finally on the 12th of August France and Britain declare war on Austro-Hungary and this is over Franz Ferdinand dying.

good detail

disagree

Some people disagree because Germany were building up their army and navy which were a threat to other countries. If two countries go to war their allies are going to go and help them and make a big war and other countries join. Bosnia wanted free from Austro-Hungary so that might start a war. Countries were a bit powerful to prove right start wars so that might start wars.

good explanation

Franz Ferdinand

Agree - I Agree that Franz started the war because Austro-Hungary declared war on Serbia on the 28th July. And after that on the 29th July Russia mobilises to support Serbia so Russia was on Serbia's side. And after that on the 3rd August Germany had then declared war on Russia. And Germany also declared war on France on the 4th August. So they declared 2 wars in the space of 48 hours - less than 24 hours later Germany then invades Belgium on the 4th August. On the 5th August Austro-Hungary then declares war with Russia. Then one whole week later France and Serbia both declare war on Austro-Hungary.

Disagree - At this time Germany was building up army and navy threats to other countries and if two countries went to

War more countries would join up at this time Bosnia wanted to free from Austro-Hungary. All the countries wanted to prove how powerful they were.

I think - I think that Franz Ferdinand started the war because other events were happening this time so they might of used Franz as an excuse so they could blame him and not say the real causes of the world war. Even the alot of events were already going on like countries were declaring war to other countries.

good explanation

Examples from Yr10. Evidence of work showing development of extended writing. Better structure in their answers with more developed explanation. Based on this we are also targeting Habits of Mind Accuracy to help improve SPaG as this needs further improvement.

THINKING FRAMES AND ORACY

Year 10 Thinking Frames-assisting Pair Discussion and feedback

Starter: Task 1 Brainstorming Thinking Frame

Why...or how.....would anyone ever just.....disappear?

Kidnapping

Travel to a different country without letting others know.

assinated

runaway

What reasons would lead to someone's disappearance?

What factors could encourage someone to 'chose' to disappear?

Do we often expect students to switch between discursive talk and presentational talk at the drop of a hat?

10B
Cj &
Josh

10U
Anna &
Megan

Starter: Task 1 Brainstorming Thinking Frame

Why...or how.....would anyone ever just.....disappear?

Kidnapped or Abducted

Mental Health

Runaway

Forced to go

Staying at friends house without telling anyone

Brainwashing

Domestic violence

Conflict

Suicide

What reasons would lead to someone's disappearance?

What factors could encourage someone to 'chose' to disappear?

Starter: Task 1 Brainstorming Thinking Frame

Why...or how.....would anyone ever just.....disappear?

Somebody died

Kidnapping

They travelled to a another country without telling anybody

They got lost in the town

A person could wonder around a random location and can't remember where to go home.

What reasons would lead to someone's disappearance?

What factors could encourage someone to 'chose' to disappear?

Starter: Task 1 Brainstorming Thinking Frame

Why...or how.....would anyone ever just.....disappear?

Kidnapping/abduction

Running away

Getting lost

Getting stuck

Mental health issues

Getting into an accident

Forced to stay in their house and to not talk to others

Missing medication

Going somewhere without telling people for a while

Murdered/suicide/died

Cult/manipulation

What reasons would lead to someone's disappearance?

What factors could encourage someone to 'chose' to disappear?

HABITS OF MIND - STRIVING FOR SUCCESS THROUGH THE PROMOTION OF INTELLIGENT LEARNING BEHAVIOURS - STAGE 2



1. Persisting
Stick to it!
 Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.



3. Listening with understanding and empathy
Understand others!
 Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.



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



6. Striving for accuracy
Check it again!
 Always doing your best. Setting high standards. Checking and finding ways to improve constantly.

Persistence Self Assessment
 Metacognitive Reflection – Preparing for GCE Assessments



I am a novice		I am an apprentice	I am a practitioner	I am an Expert
<ul style="list-style-type: none"> I gave up easily when I couldn't recall the answers I didn't complete gaps in my learning (class notes) I am disorganised and my folder is untidy I didn't take note of any additional scholarship I know I didn't revise thoroughly 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a novice	I am an apprentice		I am a practitioner	I am an Expert
<ul style="list-style-type: none"> I stuck with revision some of the time but needed reminded to stay focused I completed some gaps in my learning (class notes) but there are still tasks incomplete I am a little disorganised but some of my notes are in order I only briefly considered additional scholarship but didn't revise any quotations I gave some effort to revision (I read over class notes) but I relied on in-class opportunities 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I am a novice	I am an apprentice	I am a practitioner		I am an Expert
<ul style="list-style-type: none"> I stuck with revision most of the time and knew where I could access information to help me I caught up on missed learning and asked questions to help me improve My class notes are mostly organised and in order I prepared additional scholarship but I'm not sure if I used it correctly in the exam I gave lots of effort to revision but I'm not sure if I'm revising in a way that works best for me 		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> I revised using strategies I am confident work for me 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MAG: **B**

MAGIC: **A**

How does your achievement in this recent assessment demonstrate your preparedness for it?

less prepared than last assessment - more content but same revision

WWW: *structure*

EBI: *more scholars*



Habits of Mind SELF Assessment - Accuracy

Use the Showbie drawing tool to circle or tick where you are with this HOM and a write improvement

I am a novice		I am an apprentice	I am a practitioner	I am an Expert
<ul style="list-style-type: none"> I did not read each part of the question I did not consider the scales being used on each axis My points were not plotted accurately and I did not use the correct equipment I drew no lines to make my estimates from the curve I was not accurate in marking any of the 5 indicators on my box plot 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a novice	I am an apprentice		I am a practitioner	I am an Expert
<ul style="list-style-type: none"> I read some parts of the question but not enough I looked at the scale on one axis and assumed it was the same for both I plotted some of my points accurately and did not use the correct equipment I drew a line free hand on my graph for some estimates I was accurate with at least 2 indicators of my box plot 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I am a novice	I am an apprentice	I am a practitioner		I am an Expert
<ul style="list-style-type: none"> I read most parts of the question carefully I looked at both scales on the axes I plotted most of my points accurately using the correct equipment I used a ruler to draw some lines on the graph when making estimates I was accurate with 4 out of 5 indicators on my box plot 		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a novice	I am an apprentice	I am a practitioner	I am an Expert	
<ul style="list-style-type: none"> I read all parts of the question before answering I considered both scales and double checked when plotting my coordinates I plotted all points correctly and drew my curve using pencil I used a ruler to show how I made all my estimates I was accurate in all 5 indicators on my box plot 		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

www: *Scale and plotting points*

EBI: *Draw lines on curve*



Accuracy Rubric:	I am a novice	I am an apprentice	I am a practitioner	I am an Expert
Multiply and Divide Algebraic Fractions				
Presentation and completeness of work	I produced untidy and incomplete work	I produced a poor level of work	My work was tidy but incomplete	My work was tidy and complete
Factorising	I did not think about using linear or quadratic factorising and guessed what to do	I recognised the linear factorising but did not recognise what quadratic factorising to do	I used linear factorisation and quadratic factorising for 3 terms but did not recognise difference of two squares	I correctly used linear and quadratic factorising throughout the questions
Cancelling out common factors	I did not recognise where to cancel out anything in the question	I tried to cancel individual numbers and letters throughout the fraction	I was able to correctly cancel some factors in the numerator and denominator	I recognised where I could cancel out all common factors in the questions
Checking work	I did not think to check any of my work for correctness	I thought about how to check my work but was not sure how to do so	I checked certain parts of my working to be sure it was correct	I checked all aspects of the question to be sure that my working was correct



PLAN, MONITOR, & EVALUATE OWN LEARNING



MODELLING, WAGOLLS, & WORKED EXAMPLES



CHALLENGE & HIGH EXPECTATIONS

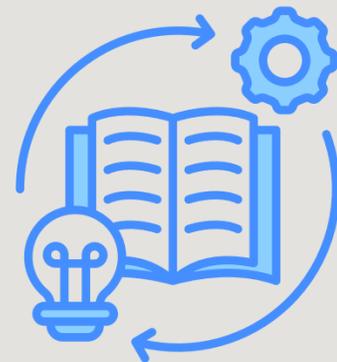
ELEMENTS OF METACOGNITION



STAFF CPD



METACOGNITIVE TALK



SCAFFOLD LEARNING AND SUPPORT LEARNERS



PUPILS EXPLICITLY TAUGHT TO MANAGE THEIR LEARNING INDEPENDENTLY

PLAN, MONITOR, AND EVALUATE LEARNING

Explicit instruction in metacognitive strategies:

Pupils are taught the science behind The Priory Way and the steps to their learning. Beginning with activating prior knowledge, thinking and planning using routines and thinking frames, independent practice, and ending in a structured reflection.

RETRIEVAL QUESTIONS

Title: Who was Leonardo da Vinci?
LO: I can explain why Leonardo da Vinci was called a 'universal man'
HoM Focus: Persistence

Friday 3rd October 2025

DO NOW: Answer the questions below then complete the challenge

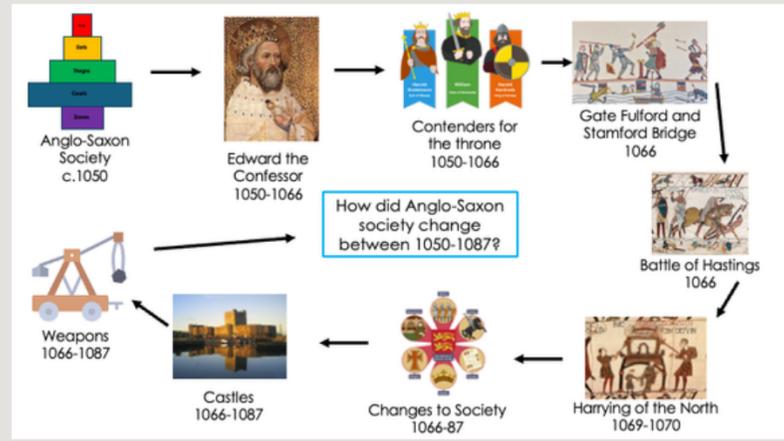
1	Renaissance means r_____.
2	Where did the Renaissance start?
3	What important thing did Johannes Guttenberg invent? (Hint: it helped to spread the ideas of the Renaissance).

Challenge: Write down a short summary of what you know about the Renaissance so far! Then write down one question you have about it.

Vocabulary: universal man

1. Persisting
 Stick to it! persevering in task through to completion, remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

BIG PICTURE



SCAFFOLDS TO SUPPORT INDEPENDENT PRACTICE

Why might a person believe in God? How might a person experience God?

they feel happy when talking to god
 lonely
 born in a religious family
 they've had their own experience about god
 they feel comfortable when talking to god
 they want forgiveness
 mental health
 want to change your own life

Reasons for Belief in God

What can influence belief in God? How has belief in God changed over time?

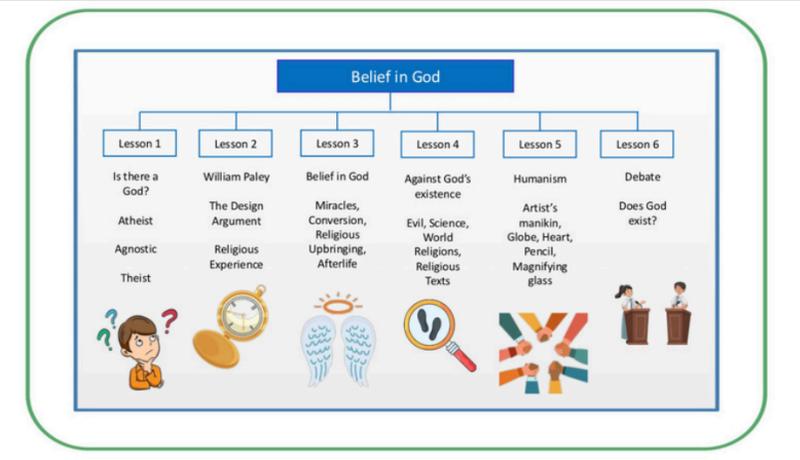
SELF ASSESSMENT

Habits of Mind SELF Assessment - Accuracy
 Use the (Shoebie drawing tool to circle or tick where you are with this HCM and a write improvement

I am a novice	I am an apprentice	I am a practitioner	I am an Expert
<ul style="list-style-type: none"> I did not read each part of the question. I did not consider the scales being used on each axis. My points were not plotted accurately and I did not use the correct equipment. I drew no lines to make my estimates from the curve. I was not accurate in marking any of the 5 indicators on my box plot. 	<ul style="list-style-type: none"> I read some parts of the question but not enough. I looked at the scale on one axis and assumed it was the same for both. I plotted some of my points accurately and did not use the correct equipment. I drew a line free hand on my graph for some estimates. I was accurate with at least 2 indicators of my box plot. 	<ul style="list-style-type: none"> I read most parts of the question carefully. I looked at both scales on the axes. I plotted most of my points accurately using the correct equipment. I used a ruler to draw some lines on the graph when making estimates. I was accurate with 4 out of 5 indicators on my box plot. 	<ul style="list-style-type: none"> I read all parts of the question before answering. I considered both scales and double checked when plotting my coordinates. I plotted all points correctly and drew my curve using pencil. I used a ruler to show how I made all my estimates. I was accurate in all 5 indicators on my box plot.

www: I plotted all my coordinates right
 eb: I need to work on drawing box plots from curve

Recap! What do we know about the Renaissance so far?



The Design Argument (FOR God's existence)

William Paley put a scenario in your head: "Imagine stum-bling across a watch on a beach."
 It had to be carefully constructed & had lots of thought.
 If that's true, then it means the only person that could surmise that it was God.
 clever designer

He also mentions someone would have designed it because it was so intricate.
 Then, Paley compared to the world/each. Why? Because everything works in harmony & therefore, life.
 so, God exists.
 BEAUTIFUL

RELECTION

EXIT TICKET

1 The most important thing I learned today is _____

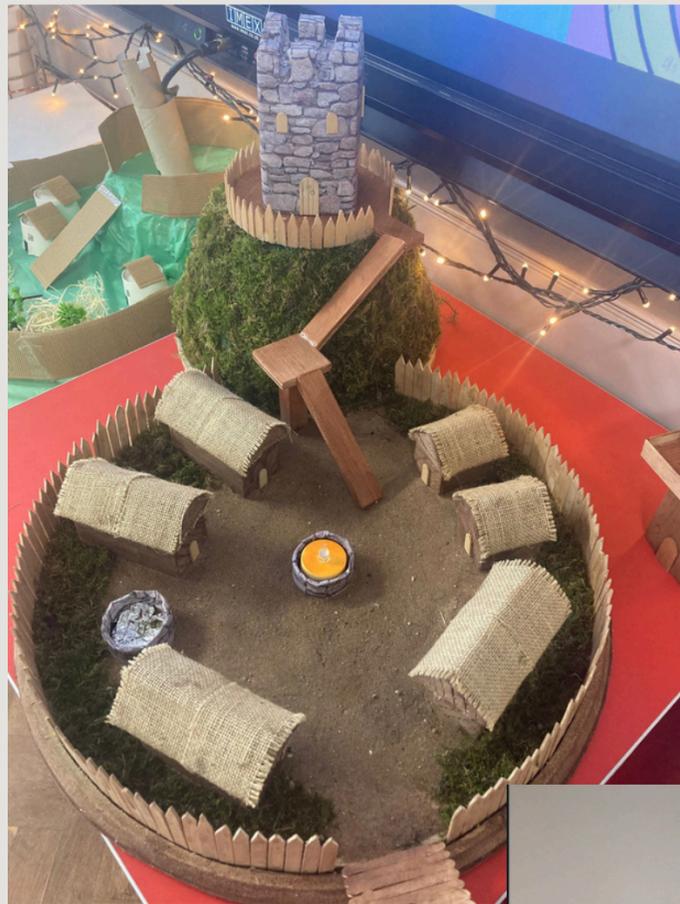
2 My ideas changed when _____

3 Next time I discuss an issue I will _____

PLAN, MONITOR, AND EVALUATE LEARNING

Case Study: Year 8 History Homework

Pupils were given an opportunity to choose their own homework from a menu presented to them. They needed to decide their own success criteria, provide their own realistic deadline, and create a plan to manage their time and project accordingly.



Homework Menu		
Collect 6 pictures/ sources to tell the story of William of Normandy establishing control in England. Explain why you picked each one.	Plan an attack for a Norman stone castle. Describe the 5 weapons you would use and why.	Create a presentation about a Norman castle in our local area – use the 5Ws to help structure it.
Design a Motte and Bailey castle using any material you like (cardboard, cake, on Minecraft...). Be ready to present it to the class.	Complete the 'Meanwhile, elsewhere' on the Song Dynasty on Showbie.	Write a diary entry about the Harrying of the North from the point of view of an Anglo-Saxon.
Write an account of the Battle of Hastings from the point of view of a Norman soldier. Explain the key moments of the battle.	Create a poster explaining why Harold Godwinson OR William of Normandy OR Harald Hardrada should be king.	Pretend you are a medieval estate agent and create a brochure for a Motte and Bailey castle. Make sure you point out the key features and strengths.



NORMAN STONE CASTLE

STRENGTHS

The walls are strong and sturdy and it can't rot because it is made out of stone.

The walls are thick so it would take a lot of weapons to break it down.

WEAKNESSES

The corners are the weakest meaning that it could be very easily destroyed by enemies or troops.

They are expensive to build meaning only so many stone castles can be built at a time.

ALTHOUGH ITS THE PERFECT PROTECTED CASTLE THERE IS!

WHERE TO GET

If you are lucky enough to have the right amount of money, look for the tallest hill and well build one just fore you!!

BUY NOW

The Normans ruled in England...
meanwhile elsewhere...

the Song Dynasty ruled in China.

KEY INFORMATION:
The Song ruled from 960 to 1279. Founded by Emperor Taizu, their capital was in Hangzhou.

How much land did they rule over?

Shade the area on the modern map above that the Song Dynasty ruled over.

Questions:
What were Song cities like?
The Song capitals boasted a lively street life, with markets, shops, restaurants and houses right on the street. The largest city in the song dynasty was Kaifeng.
Why did the Song Dynasty end?
The song dynasty ended because of a political corruption and invasions from external tribes.

What can sources tell us about the Song?

Song Dynasty women inspecting a bolt of silk. 12th century CE. Painted on silk.

What does this illustration tell us about the Song? This tells us that the song dynasty liked their silk. The ladies in this illustration are carefully inspecting it for any mishaps or problems. There are younger girls in this illustration as well which would indicate that the song dynasty trained girls from when they were young.

Useful websites, videos and podcasts
http://www.ducksters.com/history/china/song_dynasty.php (EASY)
https://www.academickids.com/encyclopedia/index.php/Song_Dynasty (EASY)
https://www.ancient.eu/Song_Dynasty/ (HARD)

This 'meanwhile, elsewhere' was designed by:
Redland Green History Department

The Normans ruled in England...
meanwhile elsewhere...

the Song Dynasty ruled in China.

KEY INFORMATION:
The Song ruled from 960 to 1279. Founded by Emperor Taizu, their capital was in Hangzhou.

How much land did they rule over?

Shade the area on the modern map above that the Song Dynasty ruled over.

Questions:
What were Song cities like?
They were rich/good economic wealth and very powerful and successful.

Why did the Song Dynasty end?
When they allied with the Mongols against their longtime enemies, the Jir.

What can sources tell us about the Song?

Song Dynasty women inspecting a bolt of silk. 12th century CE. Painted on silk.

What does this illustration tell us about the Song Dynasty? It tells us that they were famous for print, paper-textile industries.

Useful websites, videos and podcasts
http://www.ducksters.com/history/china/song_dynasty.php (EASY)
https://www.academickids.com/encyclopedia/index.php/Song_Dynasty (EASY)
https://www.ancient.eu/Song_Dynasty/ (HARD)

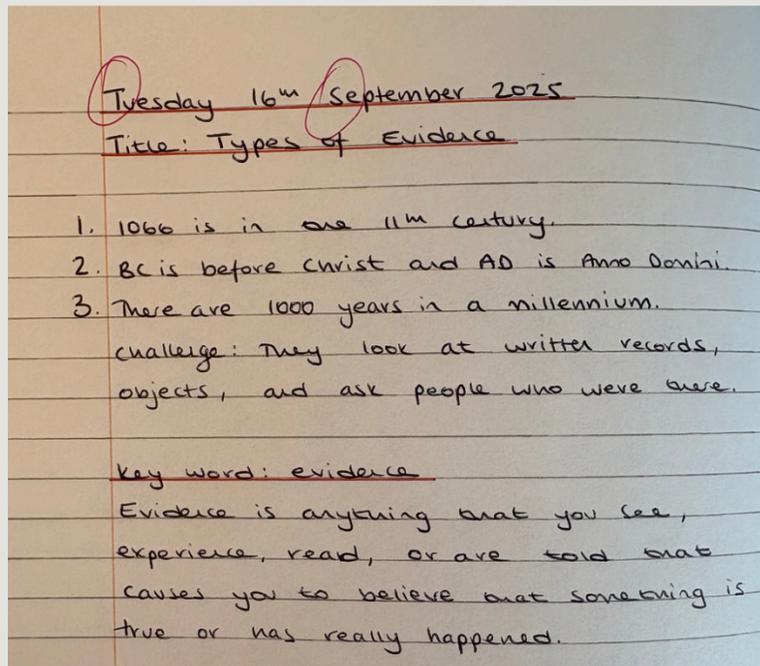
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TEACHER MODELLING

Teachers model their own thinking to help increase pupils' cognitive and metacognitive skills:

Modelling through worked examples (WAGOLLS), scaffolding, and gradual increase of independence ('I do, we do, you do'), helps pupils understand the thought process of expert practitioners, and reduces cognitive load on their working memories.

ROUTINES



WORKED EXAMPLES

This is Mei's cultural identity

	Source 1
Who?	Gerald of Wales - Norman/ Welsh clergyman. He might be on John's side.
What?	John was a strong man. He was courageous. He was very religious and believed God was responsible for his success.
Why?	Gerald was recording events in Ireland for Prince John.
When?	Sometime between 1184 and 1189
Where?	Ireland

THOUGHT PROCESSES

What questions do you have about the source? Did people from other countries see this source?

What can you infer from the source?

It shows the start of WWI and how countries got dragged into it because of alliances.

What can you see in the source?
Source A Cartoon from a British Newspaper in June 1914.

Countries in Europe fighting in a line.

Britain is at the back because it joins the war late

It's showing the alliances in Europe:

Triple Alliance- Italy, Austria-Hungary, Germany.

Triple Entente- France, Britain, Russia.

Russia is friends with Serbia, France is friends with Russia.

Germany is friends with Austria

Did people agree with how the countries are represented? What did people think about it at the time?



SCAFFOLDS

Structure Strip
Question: How did the Black Death change the life of your character shortly after it was over?
Point: Is life better or worse for your character?
Evidence: What has changed for your character? Use your table and character cards to help you!
More specifically... (write down one change that has happened to your character).
Furthermore... (write down one change that has happened to your character).
I have used at least two key words:
• wages
• prices
• food
• animals
• re-married
• died
Explain: How has your evidence changed your character's life?
This means that...
(What is their life like now? Are they richer/poorer than before? Is their life easier or harder - why?)
Link: Make sure you are answering the question.
Therefore, (your character's) life is/ is not different because they are better off/ worse off/ the same as before the Black Death arrived.

The Black Death made a big difference to the life of John Wodeville. This is because his life has gotten somewhat better. More specifically, John Wodeville's life is better because he doesn't have to work for Lady Rose anymore and food prices are now much cheaper so he can now eat like a king. This means that John Wodeville is probably more relaxed and his life is probably easier to live. He doesn't have to work for Lady Rose and he can afford more food. This is better off as before the Black Death arrived.

Q MATRIX - STAGE 3

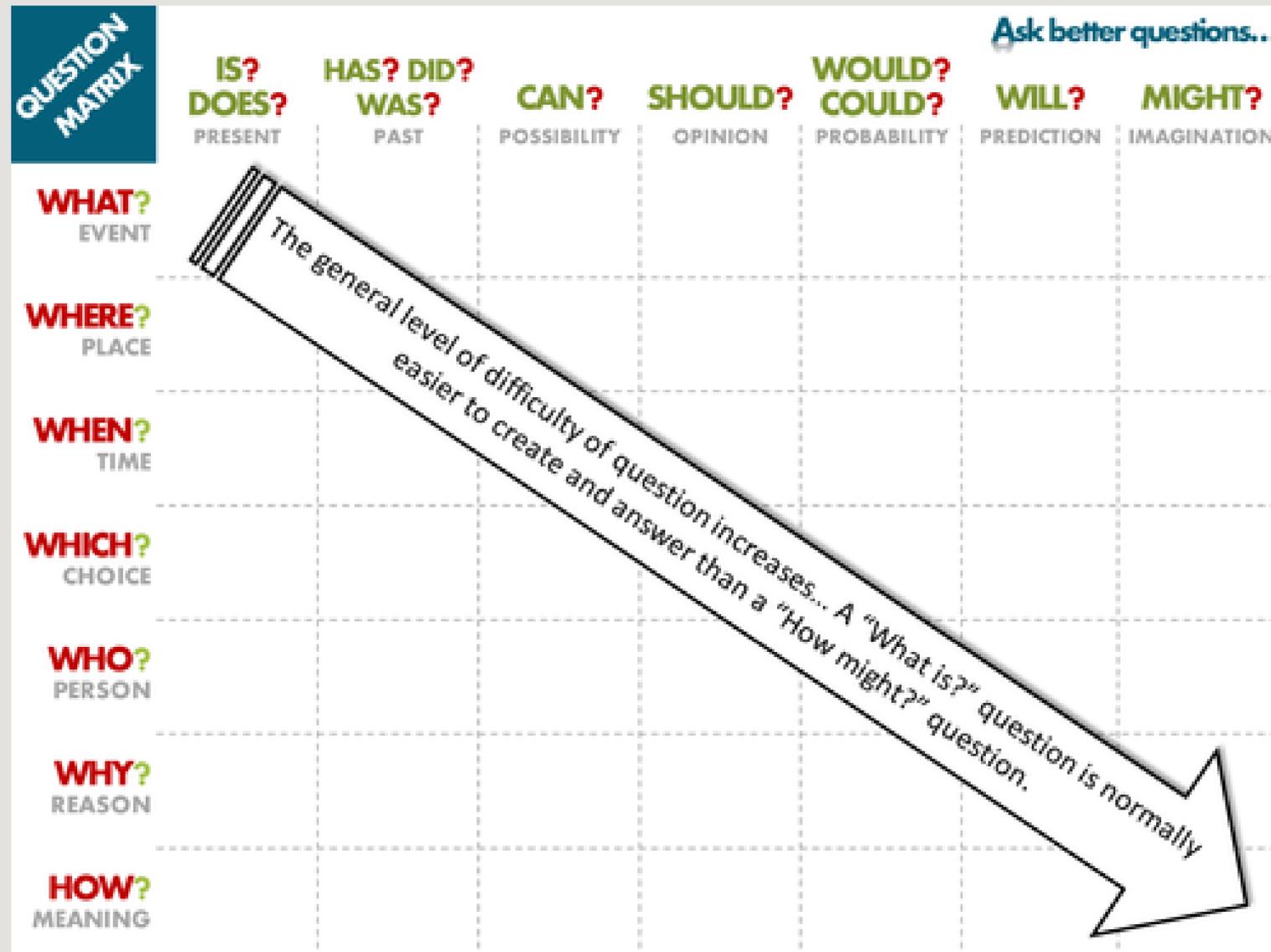
Effective questioning promotes deeper knowledge and higher order thinking:

In the metacognitive classroom, the teacher not only asks **what** their pupils know, but also the **processes behind the knowledge**. For example:

- How they arrived to their answer.
- Which techniques and skills do they need to use to complete a set task.
- Where the current learning fits in with their prior knowledge.

The Q Matrix is also used to encourage pupils to think about their own learning:

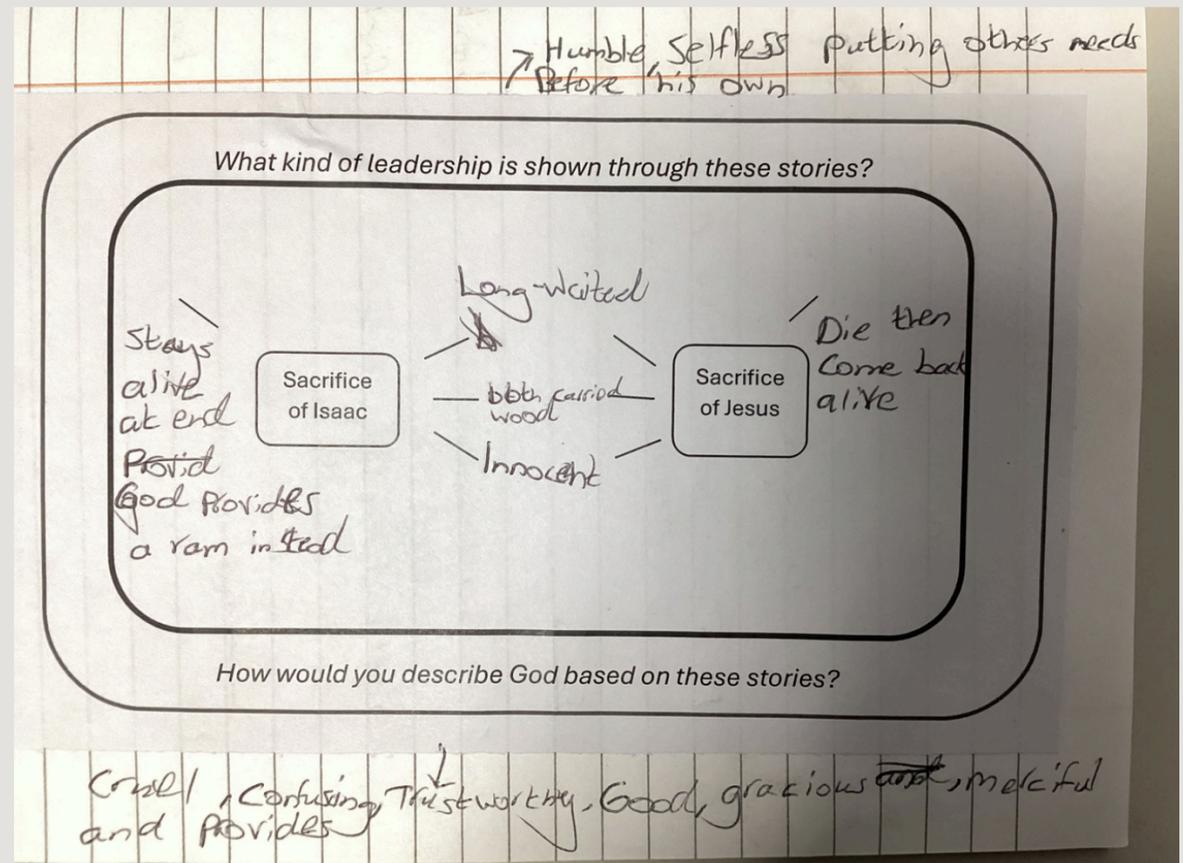
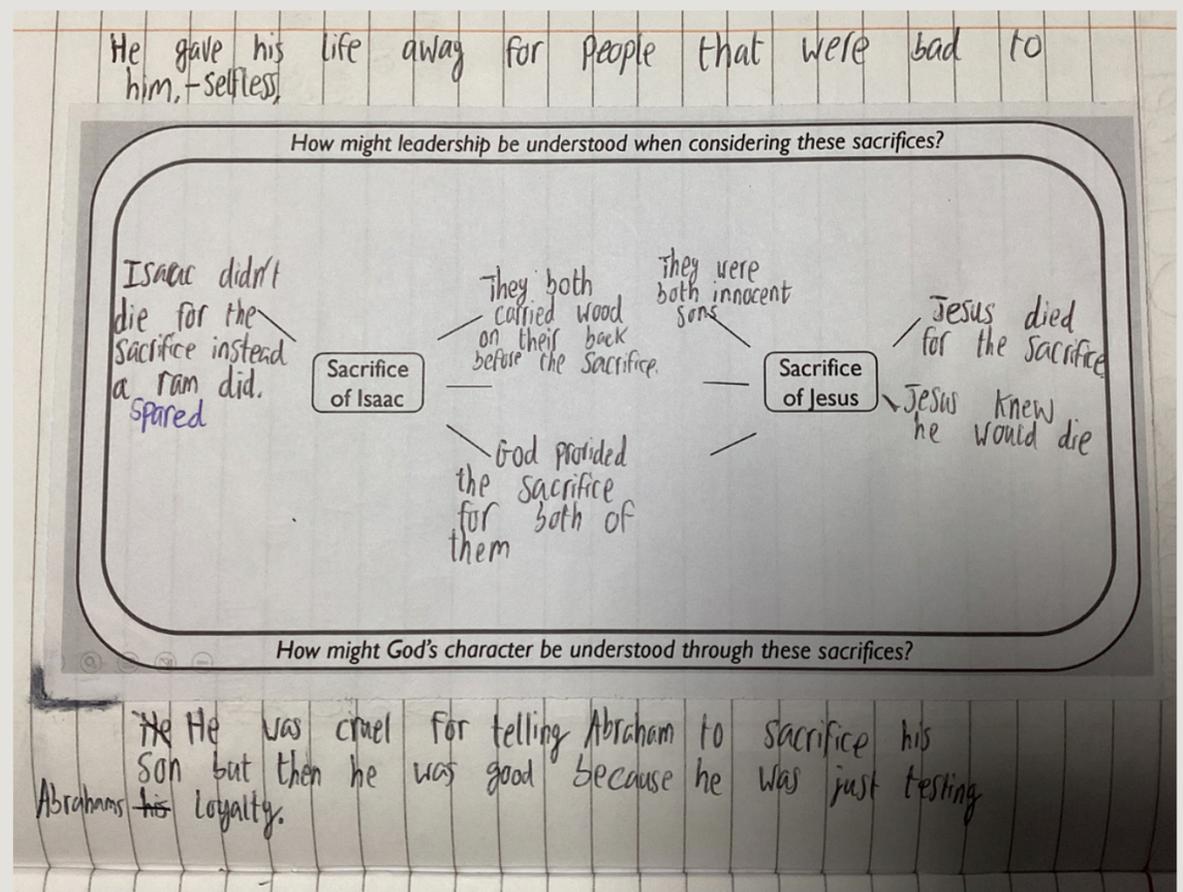
- How might I approach this task?
- Why might I have run out of time to answer all the questions?
- Who could help me with this?
- When should I begin to revise?
- What could I do differently next time?



THINKING FRAMES, THE REFLECTIVE LENS AND Q MATRIX

The Q matrix is also used within the reflective lens of thinking frames to:

- Promote depth of thought
- Understanding of abstract concepts
- Make connections with prior learning
- Challenge learners



ASSESSMENT AND METACOGNITION

Every pupil is given target grades in each subject. These targets are bespoke to them, and based on their prior attainment.

After assessment windows and CASTs, pupils are given time to reflect on their work (DIRT), recognise their successes (WWW) and make a plan to improve (EBI). Regular opportunities for self and peer assessment also enables pupils to accurately judge how effectively they are learning, fosters motivation, celebrates success, and allows metacognitive reflection.

MAGS AND MAGICS

PEER AND SELF ASSESSMENT

WWW/EBI

DIRT

Target Setting in History

Name: Ethan McMillan Date: 03/09/25

MAG: <u>C+</u>	MAGIC (Target Grade): <u>B</u>
----------------	--------------------------------

Target not achieved (Below MAG) | Target almost achieved (MAG) | Target achieved (MAGIC) | Above target (Above MAGIC)

Assessment	% Score	Grade	Progress	WWW/EBI
CAST 1				
AW 1				
CAST 2				
AW 2				

Peer feedback sheet

Lesson 14

Names of people in group: Jude, Jason, Lucas, Cohen

Did everyone speak at least once: Yes No

What was good about the role play? Everyone knew their lines and understood their topic.

What could have been better about the role play? Maybe express more emotion in their lines and be a little animated.

Self Assessment of my Talk

Name: Willow Class: 9V

In this task

	Regularly	Sometimes	Not enough
Made a suggestion (Build)		X	
Asked a relevant question (Clarify)			X
Shared relevant information (Build)	X		
Listened carefully	X		
Respectfully disagreed and give a reason (Challenged)			X

Representing Data

	Working towards novice	Novice	Apprentice	Practitioner	Expert
Pie charts I use the correct equipment. I can work out the angles correctly. I can always use the protractor accurately. I always remember to label.	Yes to 0	Yes to 1	Yes to 2	Yes to 3	Yes to 4
Venn diagrams I can read 2 circle Venn diagrams correctly. I can input information into a 2 circle Venn diagram. I can read 3 circle Venn diagrams correctly. I can input.	Yes to 0	Yes to 1	Yes to 2	Yes to 3	Yes to 4
Scatter graph I can plot an accurate scatter graph paying close attention to the scale I'm using. I can draw a line of best fit. I always show clearly how to estimate using.	Yes to 0	Yes to 1	Yes to 2	Yes to 3	Yes to 4
Averages I can find basic mean, median, mode and range. I understand how to find median for even amount of data. I understand how to work backwards from.	Yes to 0	Yes to 1	Yes to 2	Yes to 3	Yes to 4

Accuracy in Presentational Talk: Y9 LLW

Class: 9X Presentation Theme: Child Soldiers

Skill	Component	Reflection			
		Speaker 1	Speaker 2	Speaker 3	Speaker 4
Physical:	Voice:				
	Body Language:				
Social and Emotional:	Confidence:				
	Audience:				

WWW: One aspect that stood out individually/collectively was: Good presentation + research.

EBI: One aspect that could individually/collectively be a target for next time is: Look at one audience instead of iPad/board.

Year 11 GCSE AW2 DIRT

Metacognitive Reflection

How far in advance of the exam did you begin preparing? A week

What did you do in preparation for the exam? Flashcards, Summaries

What did you not do in preparation for the exam? Re-read Marks Gospel, Thoroughly go over Stories, Miracles...

What in-lesson strategies are best supporting you? Picture Cheat sheets, Practice Questions

What is not working for you in lessons? A

How do you feel about this assessment result? Not shocked, a little disappointed. But I understand my time management was not great, and it is a good sequence to my goals.

What is your target for the next assessment (MAGIC grade)? A

How are you going to try, time myself on questions, work more on weaker topics?

How can Mrs Graham and Miss Young help? More work on recall questions, Time management

8U - AW2 History DIRT Lesson

Name: Polly Dancy

Mark	Percentage	Grade	MAG	MAGIC
<u>42</u>	<u>84%</u>	<u>A</u>	<u>C*</u>	<u>B</u>

Identify 3 things that went well in your exam

- Dermot and Dervorgilla
- quoting the source/source questions
- John de Courcy

Highlight the sentences that answer the question. This will be different for everyone.

What skills do I need to work on? 1. Source analysis, 2. Storyboarding, 3. Writing a historical account, 4. Remembering key information

What knowledge do I need to revisit? 1. Dermot and Dervorgilla, 2. Laurence O'Toole, 3. John de Courcy

Going forward, I need to...

- Do some practice questions.
- Be more organised and start revising early.
- Do more regular revision using techniques I have learnt in school.
- Do more preparation and don't leave it to the last minute.
- Pay more attention to what is being taught in lessons because I know understand the connection between them and exams.
- Review my attendance, as regularly missing school will affect my performance.
- Ask my teacher to go over something I don't understand.
- Look at Showbie for revision materials.

The best ways I learn in class are...

- Visuals - especially when learning something complex.
- Chunk the amount I have to learn into small bite sizes.
- When the teacher teaches it and then gives me time to practice what I've learnt.
- Regularly going over what we've already learned.
- When I have the chance to work in a group or pair.
- Another way: (explain this)

I am a novice | I am an apprentice | I am a practitioner | I am an Expert (9-10 marks)

- I considered various points of view in a mostly balanced structure
- My argument was of an excellent quality with high quality explanation
- I applied biblical teaching effectively to exemplify and explain my points
- My spelling, punctuation and grammar was highly accurate and my answer included excellent use of specialist vocabulary

WWW: I was able to have good points and explain

EBI: I should have used more bible teachings

8 marks

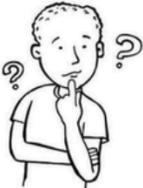
THINKING ROUTINES - STAGE 4

Thinking Routines are structured tools use a short sequence of steps to encourage pupils to observe, question and reflect.

Thinking routines can be applied to any subject matter - notably an image, text or problem. They prompt students to engage with complex and abstract ideas with greater depth and curiosity.

Thinking routines strengthen pupils' ability to make connections with prior learning, consider different viewpoints and perspectives, build explanations and interpretations as they reason with evidence, and critically evaluate material as they ask questions about it.

THINK
Spend time thinking by yourself first



PAIR
Talk with a partner or your table group and take turns sharing your ideas



SHARE
Share your collaborative thoughts with the whole class



See Think Wonder

 What do you see?

 What do you think is going on?

 What does it make you wonder?

Claim Support Question

CLAIM Make a *claim* about the topic, issue or idea being explored. A claim is an explanation or interpretation of some aspect of what is being examined.

 Identify *support* for your claim. What things do you see, feel, or know that lend evidence to your claim?

 Raise a *question* related to your claim. What may make you doubt the claim? What seems left hanging? What isn't fully explained? What further ideas or issues does your claim raise?

purpose This routine helps learners to identify and to probe claims of fact or belief. Identification of claims calls learners to look for patterns, spot generalisations and identify assertions.

Digging Deeper into Ideas

Connect - Extend - Challenge

 How are the ideas and information presented connected to what you already knew?

 What new ideas did you get that extended or broadened your thinking in new directions?

 What challenges or puzzles have come up in your mind from the ideas and information presented?

purpose This routine helps learners make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles and difficulties as they reflect on what they are learning.

Synthesising & Organising Ideas

Case Study: RE Thinking Routines and Oracy

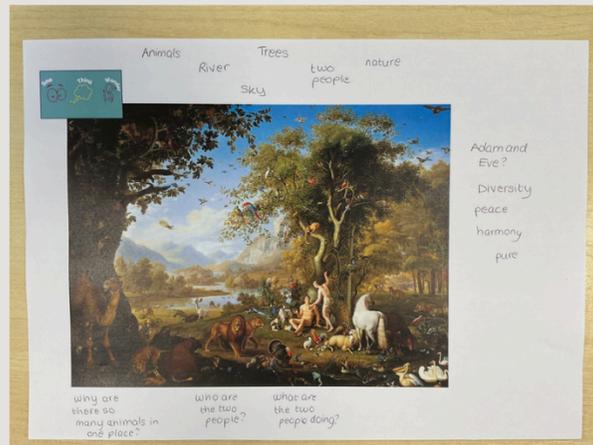
SEE THINK WONDER

Used to:

- **Introduce** new topics or sub-topics and lead into investigative tasks
- **Sequence** the steps of thinking and build pupil confidence
- Support small group oracy work and **summarising**
- Promote **curiosity** and open-minded thinking
- Practise asking **questions**
- **Reduce** complacency and develop persistence and depth of consideration
- Build pupil **confidence** searching for evidence to support reasoning

Used to:

- **Evaluate** statements from various perspectives
- **Think** critically and open-mindedly
- **Evidence** and **challenge** personal insights
- Promote **collaborative** thinking and **depth** of enquiry
- Structure for **evaluative-style** AO2 GCSE Religious Studies 5 and 10 mark questions/GCE Religious Studies part(b) questions
- Introduction at KS3 to see *long-term investment gains*



See Think Wonder		
SEE What do you see?	THINK What do you think is going on?	WONDER What does it make you wonder?
I see a starry night with a few different colours blooming like a flower and I also see someone standing in disbelief.	I think that something of the supernatural is happening with the sky turning different colours signalling that something will happen in the near future.	What is happening to the sky? Does the man have something to do with this. Is the world doomed?

See Think Wonder		
SEE What do you see?	THINK What do you think is going on?	WONDER What does it make you wonder?
I see a starry night with a few different colours blooming like a flower and I also see someone standing in disbelief.	I think that something of the supernatural is happening with the sky turning different colours signalling that something will happen in the near future.	What is happening to the sky? Does the man have something to do with this. Is the world doomed?

CLAIM SUPPORT QUESTION

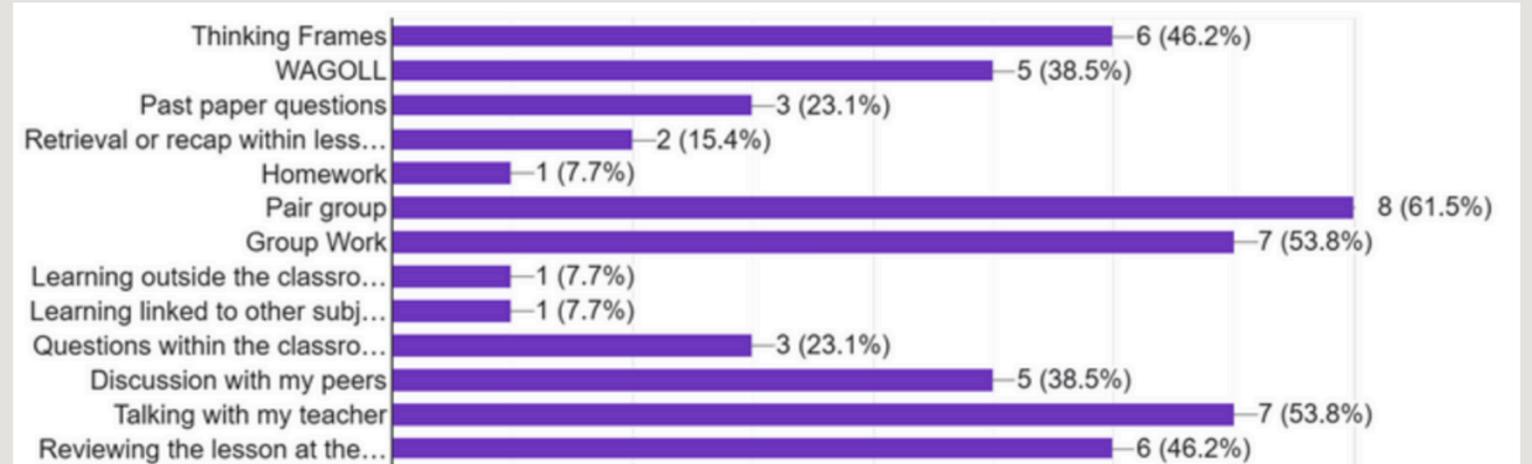
CRITICALLY ASSESS THE VIEW THAT THE PROBLEMS ASSOCIATED WITH THE ENDING OF MARK'S GOSPEL MAKE IT HISTORICALLY UNRELIABLE.		
CLAIM	SUPPORT	QUESTION
Disregards the problems associated with the ending of Mark's gospel doesn't make it historically unreliable.	The original ending may have been lost or discarded or 'have been accidentally damaged' in 10 th century. No sense of incompleteness in terms of theology.	The sentence ends with an extremely weak word which is not normally used in the last word of a sentence see above a book. (Nikolaus) Continued something that was inconsistent with basic Christian principles.

"There is always an alternative to abortion."		
CLAIM	SUPPORT	QUESTION
Yes - keeping the baby - Abortion	- Keeping the baby - Abortion - Fasting	- no support - financial - mental health - physical health - recovery time - child wants to connect in future
- As soon as the sound of your procedure reached my womb I started with joy like a bird		

"Abortion laws in Northern Ireland should not have been changed in 2019/2020 to be the same as the rest of the UK."		
CLAIM	SUPPORT	QUESTION
Disagree - good thing to be changed	Disagree - good thing to be changed	Disagree - good thing to be changed
Agree - abortion should be legal	Agree - abortion should be legal	Agree - abortion should be legal
Disagree - glad it changed	Disagree - glad it changed	Disagree - glad it changed

PUPIL VOICE

RECENT PUPIL VOICE FOCUS GROUP - 13 PUPILS



We change our practice based on results of the PASS (Pupil Attitude to Self and School) survey.

For example, last year we began rewarding pupils with consistent AW performance, improved AW performance, improved attendance, improved conduct etc. as well as top achievers and attenders.



Extra-Curricular Activities:

To promote pupil well-being, sufficient sleep, exercise and a healthy diet are all promoted. All pupils are encouraged to be involved in at least one extra-curricular activity.

They are asked termly about our current offering and invited to make new suggestions. *As a result, this year we have a new Senior Reading Club and a Bible Study!*

RE and Assembly Schedule:

In response to pupil voice surveys, and the ever-changing demographic of our school community, the KS3 RE curriculum and assembly schedule have been adapted.

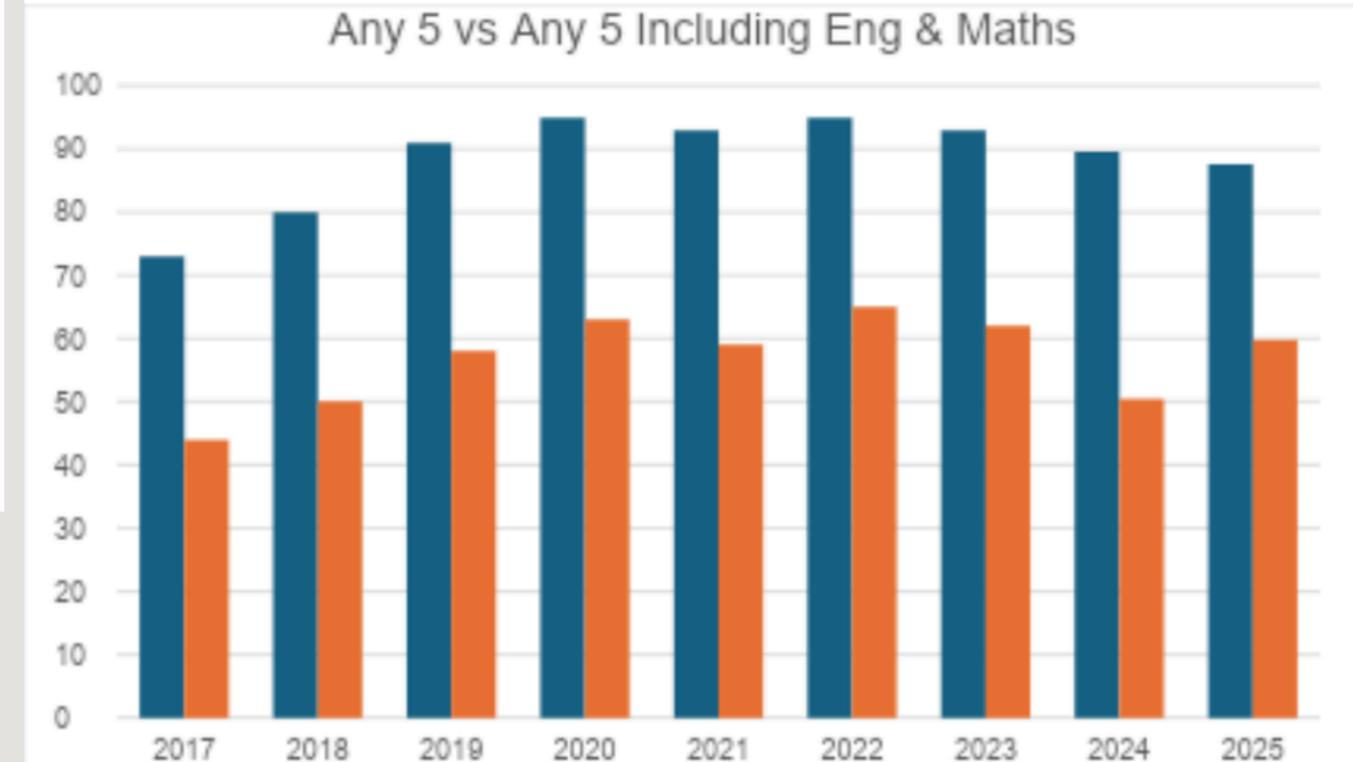
For example, Humanism has been included in Year 10 RE

and this year, we are exploring one culture per month for our integration assemblies to ensure all pupils and parents feel represented, included and valued.



WHAT IS THE IMPACT?

	2017 Y12 leaver s	2018 Y12 leaver s	2019 Y12 leaver s	2020 Y12 leaver s	2021 Y12 leaver s	2022 Y12 leaver s	2023 Y12 leaver s	2024 12 Leaver s	2025 Y12 leaver s
Final outcomes % 5+ GCSE grades A*-C	73%	80%	91%	95%	93%	95%	93%	89.57	86.73 %
Final outcomes % 5+ GCSE grades A*-C incl Eng & Mat	44%	50%	58%	63%	59%	65%	62%	50.43	59.79



MOVING FORWARD..

THINKING ROUTINES



HABITS OF MIND



**FOCUS ON SEN-
THINKING
MOVES**

Q MATRIX

**THINKING
FRAMES**

