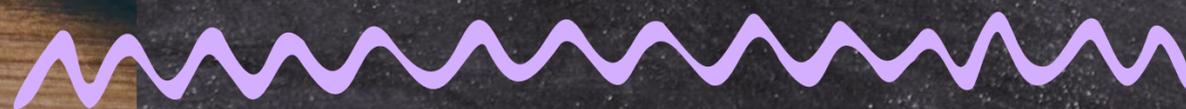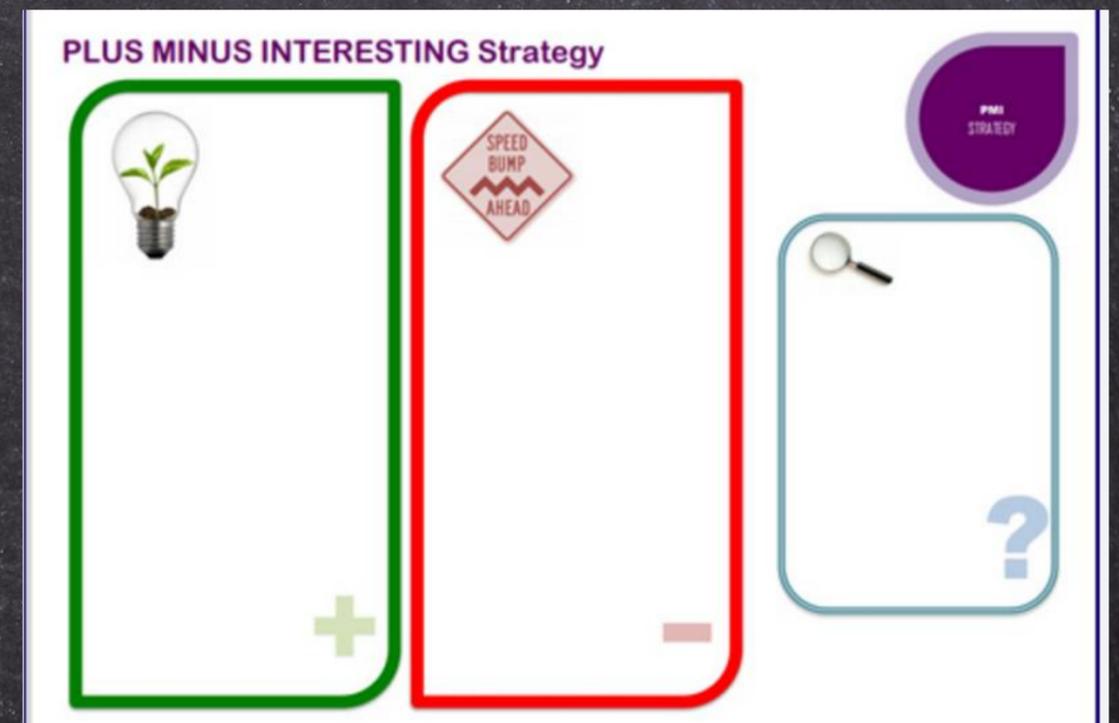# Thinking Schools:

Habits of Mind

SEAVIEW PRIMARY SCHOOL

Where to start? 💡

- Drive Team formation.
- Habits of Mind discussions.
- Survey of need by Early Years Team.
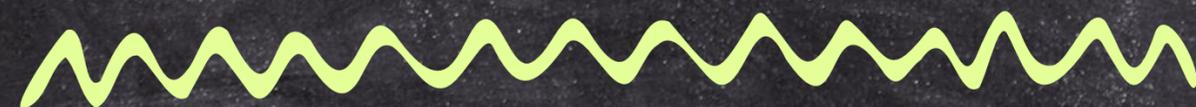- Action Plan.

PLUS MINUS INTERESTING Strategy

Identify Your Starting Point

Following training with Lorna to develop our shared understanding of each habit, our Early Years Staff survey identified our greatest areas of need:

Term 1:   Persisting

Term 2: Managing Impulsivity

Term 3: Listening with Understanding and Empathy

First Steps...

- Drive Team Action Planning.

- Feedback from; Early Years Team, pupils and parents / guardians to assist us in creating a baseline linked to our habits of focus.

- Staff meeting to share information on joining Thinking Schools and Habits of Mind, with a particular focus on Persistence.

- Habit more specifically developed through Nursery - Year 2 but all pupils in the school were included.

Worth Remembering

- Each habit ends with -ing, to help us think of them as skills which are ongoing. We can always improve upon how we perform them.

- In school, the focus on development of these skills is between Nursery and Year 2 because this is an intense period of accelerated brain growth.

- Between the ages of 3 and 5, children are particularly engaged by sensory and motor experiences.

- Neural networks that direct executive functions develop and start maturing around age 5.

How to Teach a Habit
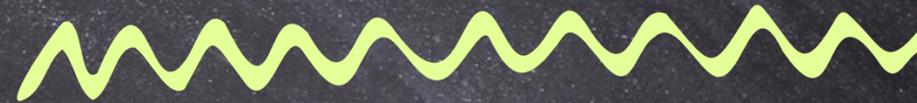
Focus

Learners should be familiar with the importance of focus in terms of achieving targets and understand that using techniques can assist them.
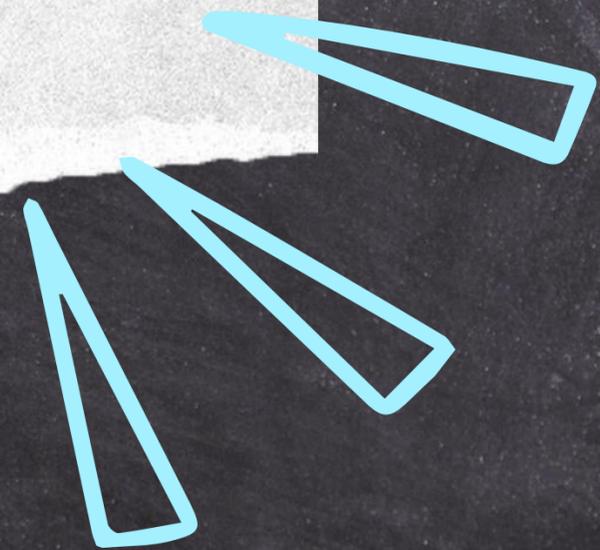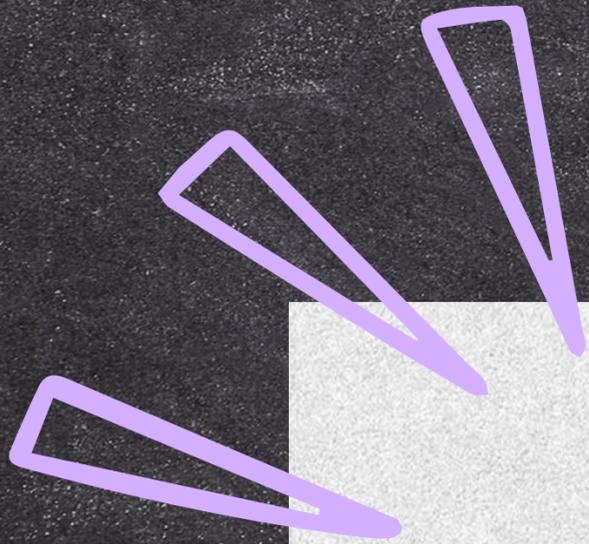
Frame

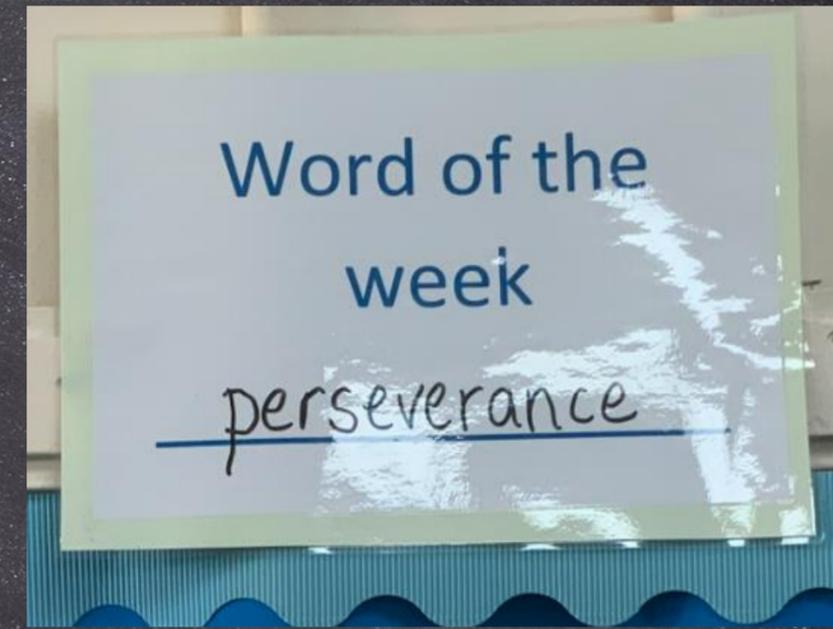Thinking frames and routines are examples of strategies to help.

Feedback

Feedback should be deliberate practice in making and breaking habits.
Setting achievable goals as stepping stones towards a bigger aim.

OUR FOCUS

- Teach the skills and habits explicitly.

- Use related vocabulary regularly.

- Noticeboard visible and referred to.

- Model the skills using the characters, puppets, stories etc.

- Opportunities for sharing in assembly.

- Share to Seesaw to develop awareness for parents / guardians.

- Needs evidenced in planners.

Thinking About Your Thinking (Metacognition)

Know your Knowing!

Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

- **Metacognition – Thinking about Thinking**

What is it? – Thinking about your own thinking. Knowing what you know and what you don't know. Self-eval

Sounds like – "Right now I'm wondering….". "My strategy is….", "I know this, but I don't know this". "Becaus know this…I'm going to try this ."

Looks like – Attending. Staying on focus. Asking questions. Analyzing. Reflecting. Trying new ways.

Feels like – "Ah-ha!" "I know that". "I don't know that." "I know, I'll try this."

Occurring in the neocortex, metacognition, or thinking about thinking, is our ability to plan a strategy for proc what information is needed, to be conscience of our own steps and strategies during the act of problem solvin major components of metacognition are developing a plan of action, maintaining that plan in mind over a per time and then reflection on and evaluating the plan upon its completion. Intelligent people plan for, reflect on evaluate the quality of their own thinking skills and strategies. We want students to perform well on complex cognitive tasks. We want students to connect their learning to what they know and what they do not know. T inner awareness and the strategy of, thinking about your thinking, helps students solve complex tasks.

"When the mind is thinking it is talking to itself." Plato

Information on Habits of Mind are taken from the book Habits of Mind by Costa and Kallick.

How can I teach metacognitive skills and strategies?

There is secure evidence to show that teaching metacognitive strategies can have a significant impact on pupil progress. The Education Endowment Foundation (EEF) calculates this impact to be an average of 7 months' additional progress.

How should teachers teach metacognitive strategies

This is the seven-step model for explicitly teaching metacognitive strategies as recommended by the EEF report

1. Activating prior knowledge.
2. Explicit strategy instruction.
3. Modelling of learned strategy.
4. Memorisation of strategy.
5. Guided practice.
6. Independent practice.
7. Structured reflection.

But how can metacognitive strategies be taught?

This Metacognition Teacher Toolkit brings together a range of resources that can be used by teachers to integrate metacognition into day-to-day teaching. The resources are more efficiently grouped under the headings **Plan, Monitor and Evaluate**, the three main strands of metacognition.

Twinkl toolkit: https://content.twinkl.co.uk/resource/55/44/t-slt-1626815443-metacognition-teacher-toolkit_ver_2.pdf?__token__=exp=1745583226~acl=%2Fresource%2F55%2F44%2Ft-slt-1626815443-metacognition-teacher-toolkit_ver_2.pdf%2A~hmac=379b47c1e6fc6b51f75cfbf90eb454f9b8406c40781b4756257d9dd37f94e270

The Connect- Extend – Challenge visible thinking routine might also be useful..

The *Connect Extend Challenge* routine helps learners to:

- make connections between new ideas and prior knowledge
- recognise ongoing questions, puzzles and difficulties
- reflect on learning

These documents are already downloaded for you and saved in the Metacognition folder inside Thinking Skills in Central.

Documenting Thinking

In this routine, students are generally sharing their thinking at each step along the way before moving on to the next one. This allows the class to build on the group's thinking and often results in richer discussions.

It can be very useful to document the thinking at each stage. If you are wanting to document thinking as your students engage with the routine *Connect Extend Challenge* then this template may be useful.

---

9 Key Questioning Skills to help:

1. Are you sure?

Developing pupils' metacognition and critical thinking skills are crucial if we want them to be less reliant on the teacher as the person who 'knows'.

2. How do you know?

To be able to answer 'Are you sure?' confidently, pupils will have needed to have checked their calculation/explanation themselves, more and more often before they have even given their initial response. Asking **'How do you know?'** ensures this by asking them to share their reasoning with you, a group or the whole class. This question is also a great way to really develop students' thinking skills; they need to be clear not only that they have the right answer, but that they arrived at it by following the right method. The result of this increased metacognition is children will be more reliant on themselves (and each other) for checking their understanding, method and answer.

3. What do you notice?

Alongside metacognition, developing pupils' ability to generalise can reap huge rewards. In other words, encouraging pupils to be mindful and look for patterns within and outside the mathematical area currently being learnt.

It also uncovers where a pupil's understanding is, showing whether their current line of thinking is relevant to the
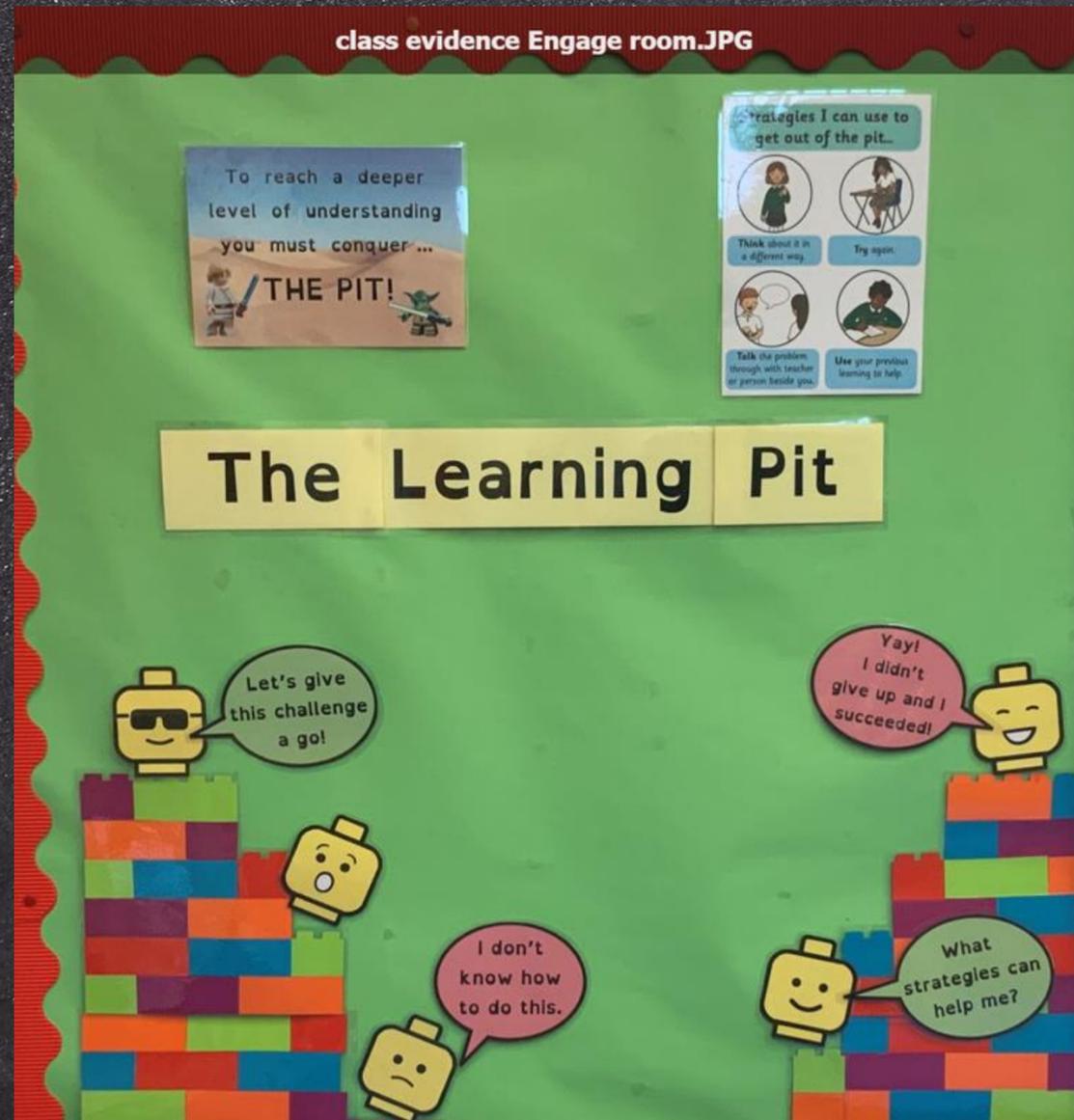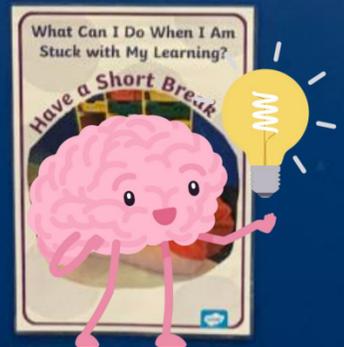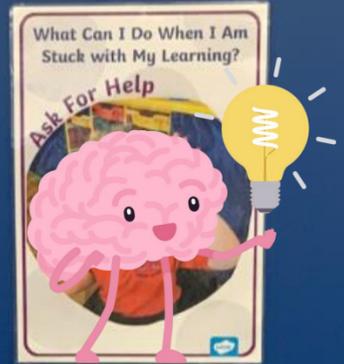
Visibility of Each Focus

Visibility of Each Focus

THINK ABOUT IT!

ASK A FRIEND!

ASK AN ADULT!

Help I'm stuck?

Ask Three Before Me

The 5 'B's
Brain
Board
Book
Buddy
Boss

Am I Really Finished?

Don't give up! Stick to it!
CAPTAIN PERSISTENCE
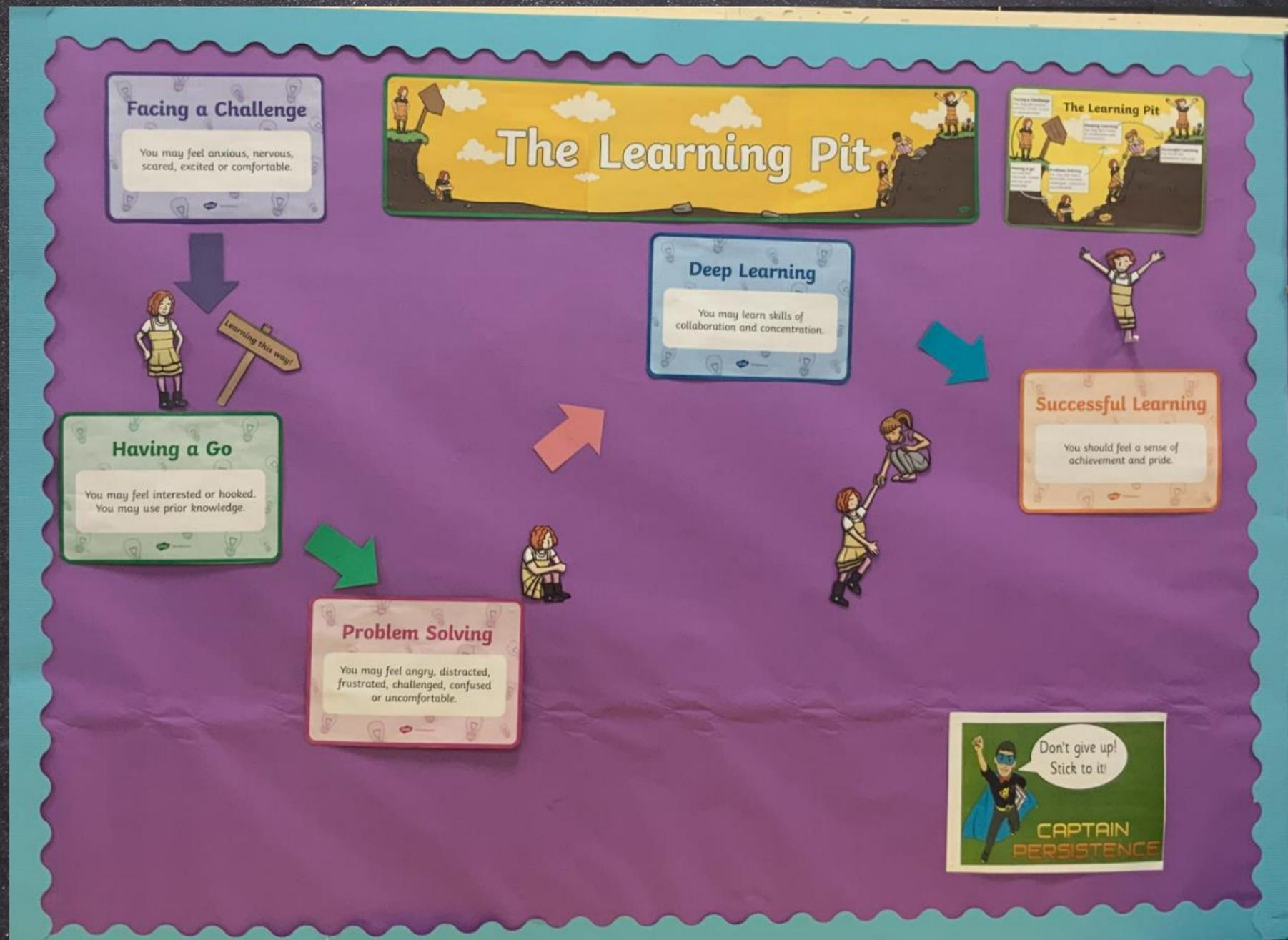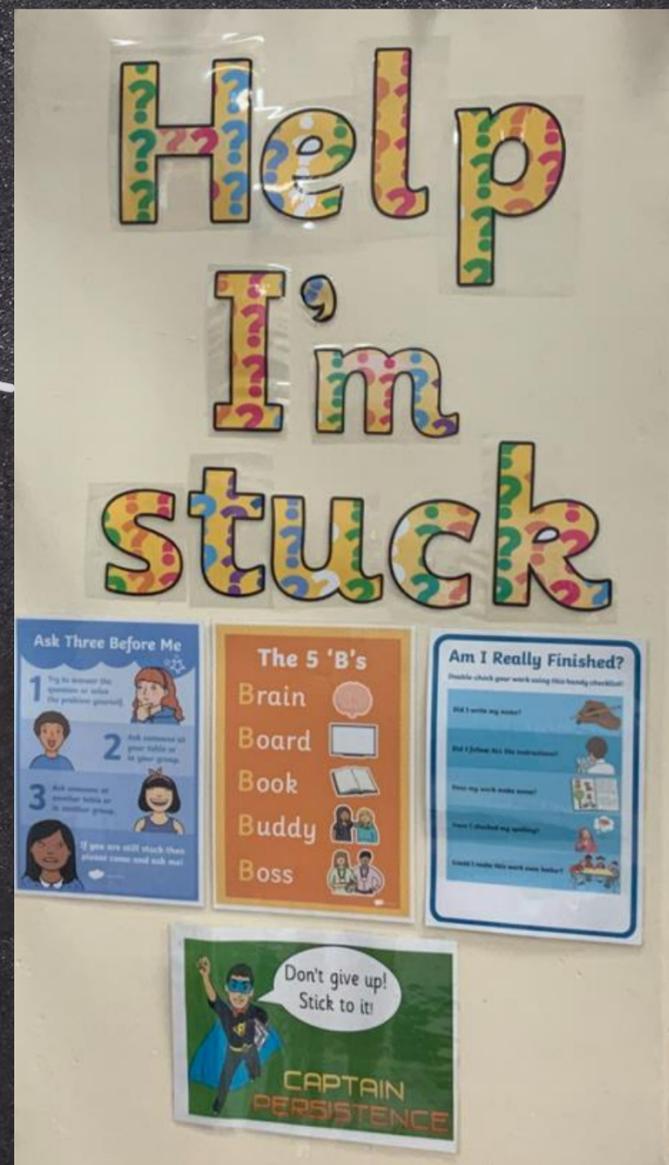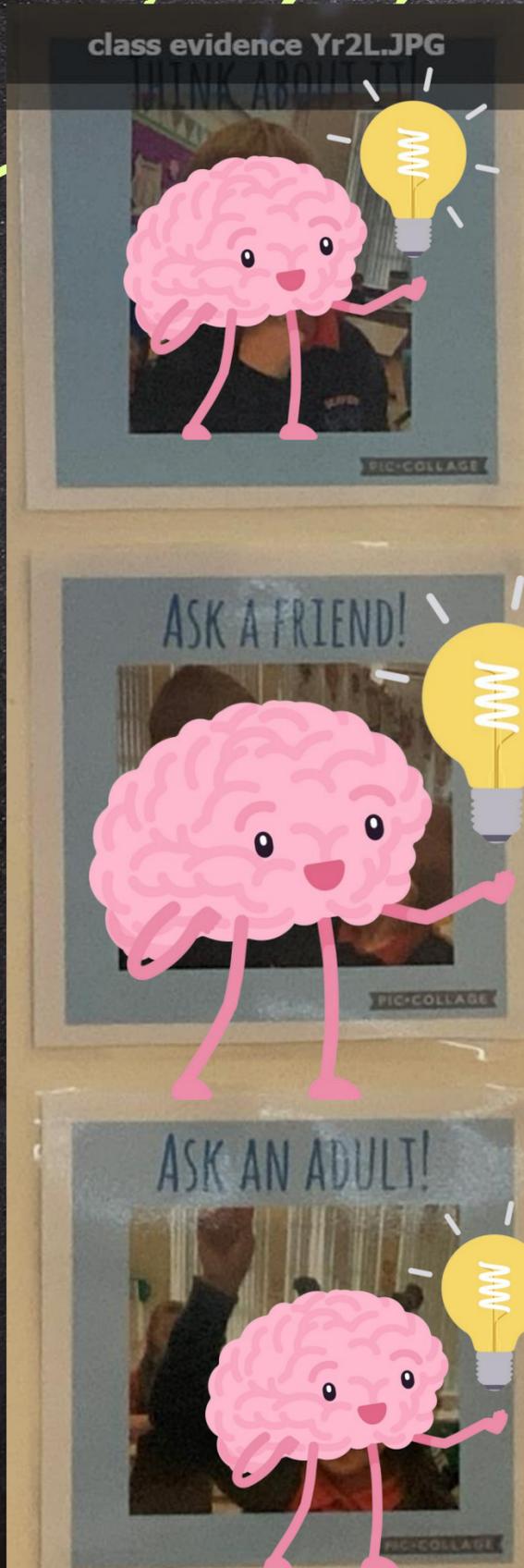
Facing a Challenge
You may feel anxious, nervous, scared, excited or comfortable.

The Learning Pit

The Learning Pit

Deep Learning
You may learn skills of collaboration and concentration.

Successful Learning
You should feel a sense of achievement and pride.

Learning this way!

Having a Go
You may feel interested or hooked. You may use prior knowledge.

Problem Solving
You may feel angry, distracted, frustrated, challenged, confused or uncomfortable.

Don't give up! Stick to it!
CAPTAIN PERSISTENCE

Visibility of Each Focus
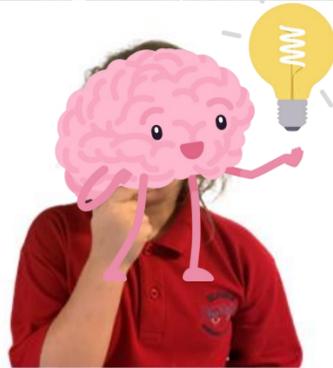
Whole School Noticeboard

Welcome to Seaview Primary School and Nursery Unit

Thinking Matters: Habits of Mind

What are they?

"Habits of Mind are dispositions people use when faced with problems and situations where the answers are not immediately clear. When we use these habits of mind effectively, the results that are produced are more powerful, of higher quality and of greater significance."

They help us to **think about our thinking**!

Our current school focus:

Don't give up! Stick to it!

CAPTAIN PERSISTENCE

In Classrooms Each Day...
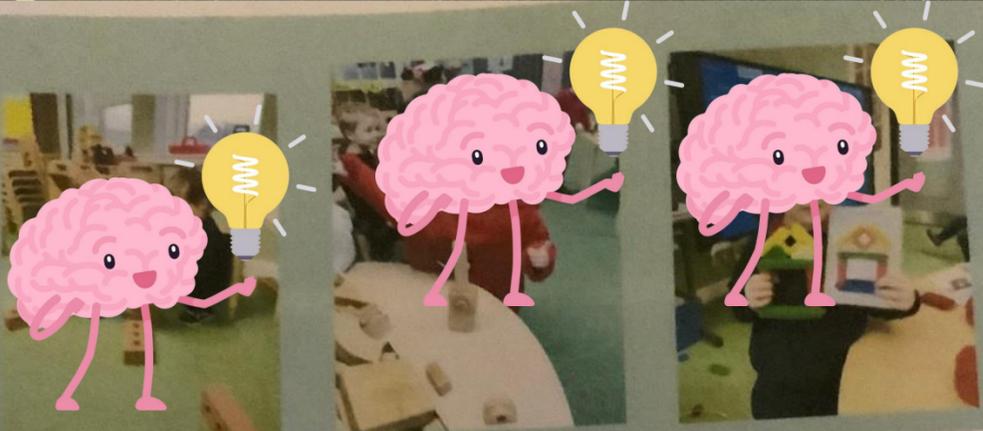
Using perseverance to build towers with bricks.

It took time and perseverance but she managed to copy the pattern and make the house.
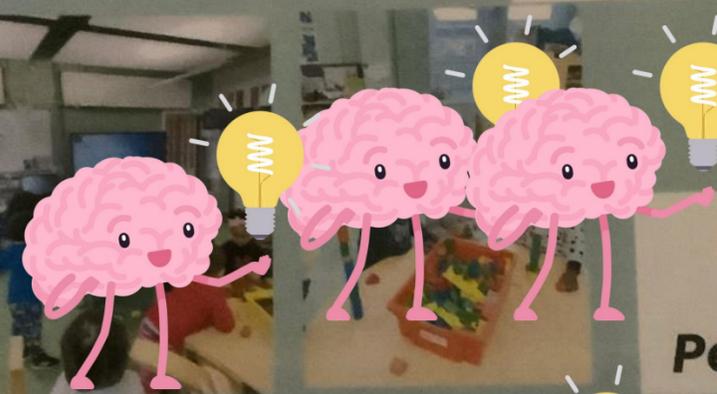
Habits of Mind- Perseverance
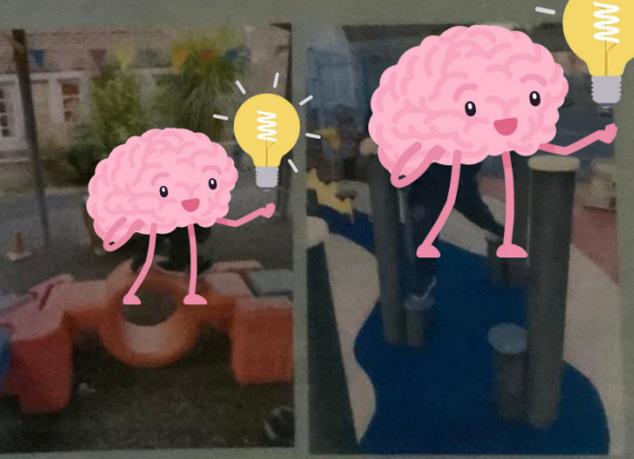
Nursery 2

Using our gross motor skills to climb across balance equipment.

PIC·COLLAGE
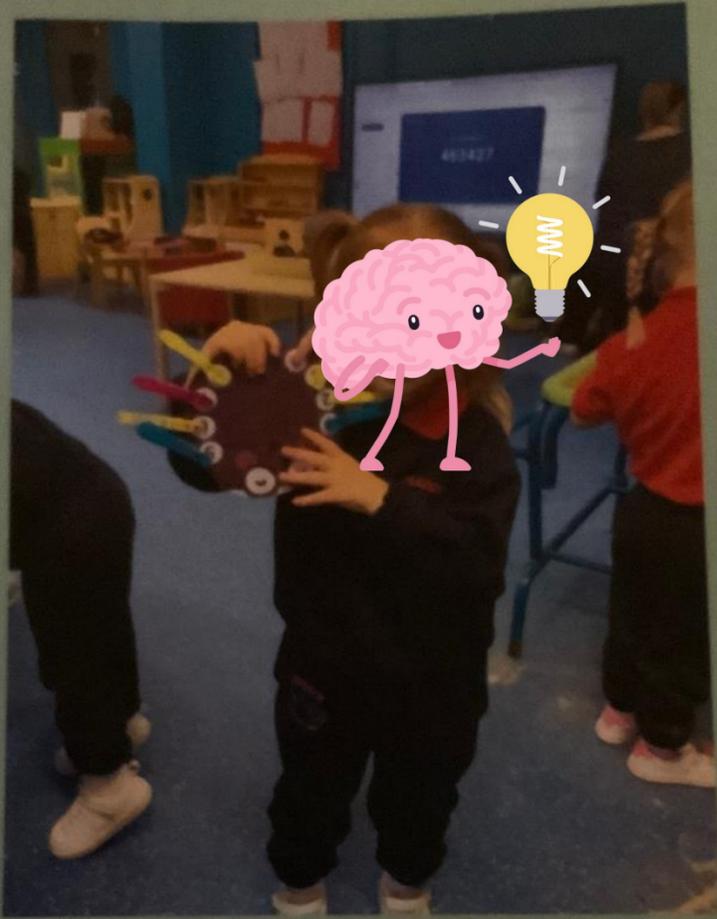
GREAT PERSISTENCE, SIENNA GOT ALL THE PEGS ON THE SPIDER, SHE NEVER GAVE UP!

I CAN DO IT

GREAT PERSISTENCE

In Classrooms Each Day...

JANELLE KEPT TRYING OVER AND OVER AGAIN UNTIL SHE COMPLETED THE PUZZLE

GREAT PERSISTENCE

Digging to free our baby dinosaurs! 🦖

We used warm water to help melt the ice!

PIC·COLLAGE

In Classrooms Each Day...

PIW Responding with Awe and Wonderment

In Classrooms Each Day...

We listened to 'I See a Song' by Eric Carle.

In P1W we drew what we heard...
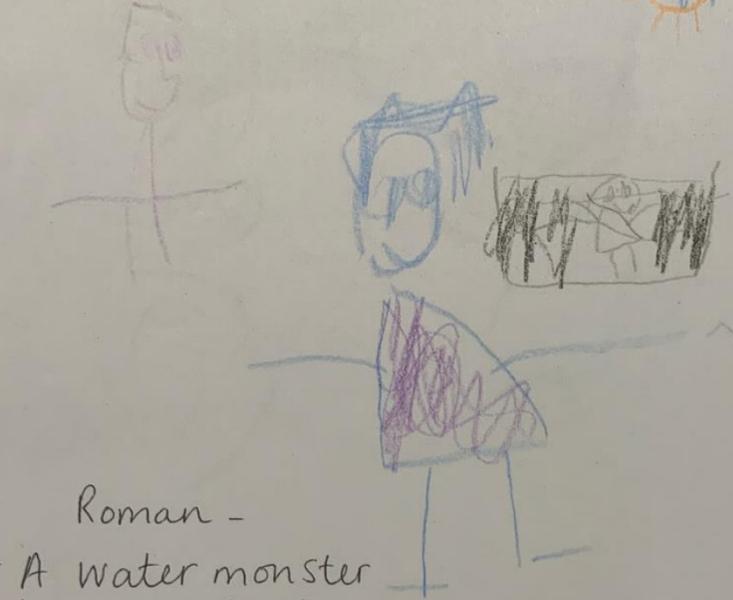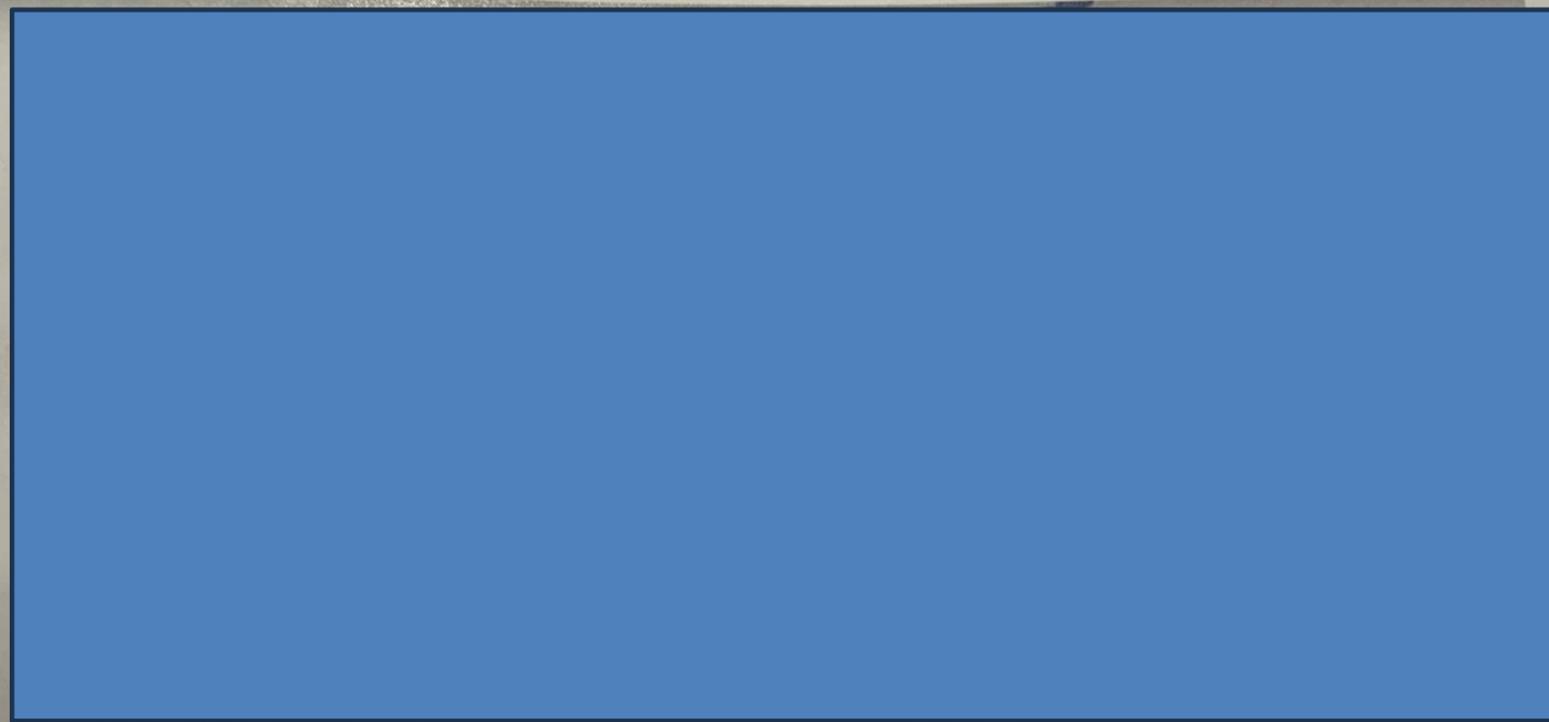
Roman –
"A water monster
coming out of the
water. They are the
planets in space."

Sharing Each Focus

Document 1: Persistence

Welcome to Seaview Primary School and Nursery Unit

Habits of Mind

Persistence

What does it mean?

Persistence is when you keep trying, even when you find something difficult. You look for ways to reach your goals and persevere.

When should you use it?

You should use it whenever you face a hurdle that you cannot get over on your first attempt, when you need to keep trying at something to reach the end goal or when a task is difficult and takes time and energy.

Strategies to help

- Break down your end goal into smaller steps. Reward yourself each time you achieve a small step towards your final goal.
- You don't have to do it alone. Look for help and support and get other people to encourage you.
- You can always encourage yourself; "Come on, you can do it!"
- Sometimes, if you find a task difficult, you need to walk away and take a deep breath before you return to it. When you come back to the task later with a fresh mind, you may find it easier to solve.
- Try solving the problem with a different approach or keep the parts that are working and change the parts that aren't.

Questions to consider

1. Why do I want to stop now? What is the barrier I am facing and how do I get past it?
2. Is my plan of attack working? If yes, how can I be sure? If no, what needs to change?
3. What have I not understood about the challenges?
4. Am I on track?
5. Why is the goal important? Take time at the hard points to remind yourself of why the goal is worth achieving.

Information from https://www.habitsofmindinstitute.org/what-are-habits-of-mind/

Document 2: Managing Impulsivity

Welcome to Seaview Primary School and Nursery Unit

Habits of Mind

Managing Impulsivity

What does it mean?

Managing impulsivity means thinking before acting. Remaining calm, thoughtful and deliberative.

When should you use it?

You should use it to assist you in taking your time when you approach a challenge / problem or give a response.

Strategies to help

- Practice waiting (counting to ten) before sharing your thoughts. The goal is not to interrupt the other person's thinking.
- Wait / thinking time sets the stage to encourage thought and reflection before responding. Sometimes a family member can come up with an idea, strategy, or solution to their own problem when given an opportunity to think aloud.
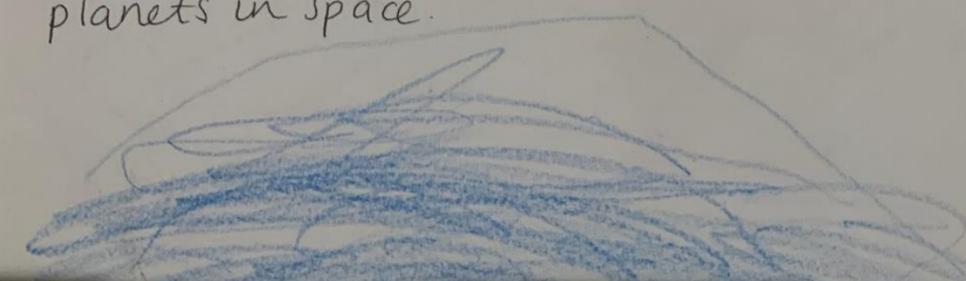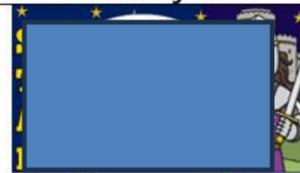- Look at routines with your family members during the day to see where focusing on managing impulsivity may help to relieve the stress. For example, your morning routine may be frustrating for both you and your family members. Consider, for example, asking your family to share ideas about how to make the routine run more smoothly so that you are not making snap judgments or saying something out of anger.
- Remember that you are all working on this together. We are all plagued by the need for instant gratification. Talk about how you managed your impulsivity in a situation. Perhaps you opened the door to the oven too soon and your cake collapsed. It would be a good time to reflect and think about what you might have done instead.
- Use the language of managing impulsivity. For example, saying something like, "Just wait and make sure you read the instructions first. Manage your impulsivity!"

Questions to consider

- Consider the situation you are in. How does it make you feel? How might you manage those feelings so that you can take appropriate action?
- What is it about this situation that is producing these feelings? What are my options for dealing with this situation and what are the advantages and disadvantages of each of those options? Which of these possible solutions is the best?
- Do I need to rush in? I should take my time to stop, think, act and then reflect.

Information from https://www.habitsofmindinstitute.org/what-are-habits-of-mind/

Document 3: Listening with Understanding and Empathy

Welcome to Seaview Primary School and Nursery Unit

Habits of Mind

Listening with Understanding and Empathy

What does it mean?

Devoting mental energy to another person's thoughts and ideas. Making an effort to perceive another's point of view and emotions.

When should you use it?

This Habit should be used every time it is important that you understand what is being communicated to you. Beyond the obvious, listening with understanding can extend to all forms of communication where you need to be 'hearing' a person's full message.

Strategies to help

- Use the three Ps; Pause, Paraphrase and Probe.
  Pause: Using thinking time before responding to or asking a question allows time for more complex thinking, enhances dialogue and improves decision-making.
  Paraphrase – Paraphrasing often leads to greater clarity, both for the person who is speaking and for the person with whom they are interacting. When you repeat something that you heard in your own words, you are checking for understanding and can assure others that you are listening. You show that you understand or are trying to understand them.
  Probe – Probing involves questions that seek to both inquire and clarify. They increase the clarity and precision of thinking by refining understanding, terminology and interpretations.

Questions to consider

- What does Listening with Understanding and Empathy look like? You should be facing the person you are speaking to. (If speaking to a child, go down to their level.) Make good eye contact. Think about posture and body language, e.g. nod to let the person know you are listening and understanding.
- What does Listening with Understanding and Empathy sound like? You could use terms of encouragement like; "Good listening…" "I love the way you played with Jamie when he said he was feeling sad…" "So you're suggesting…" "Your idea is…" "You're upset because…" You're excited about……" etc.
- What does Listening with Understanding and Empathy feel like? This person cares enough to really listen to me. During the process I feel comforted, trusting and possibly vulnerable. Ultimately, I feel reassured and supported. This person understands me.

Information from https://www.habitsofmindinstitute.org/what-are-habits-of-mind/
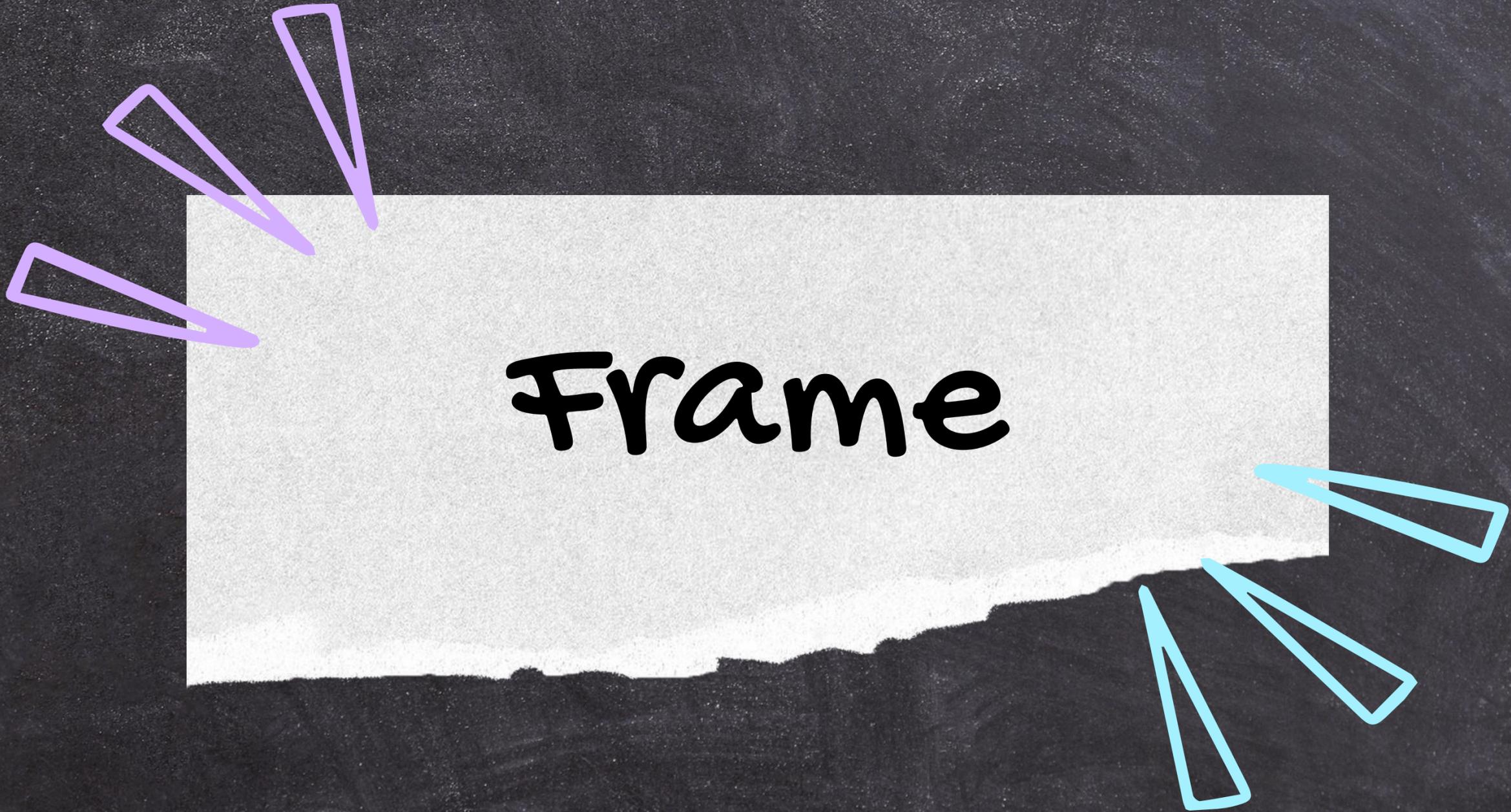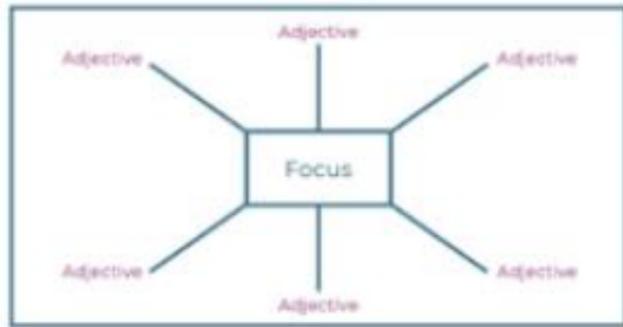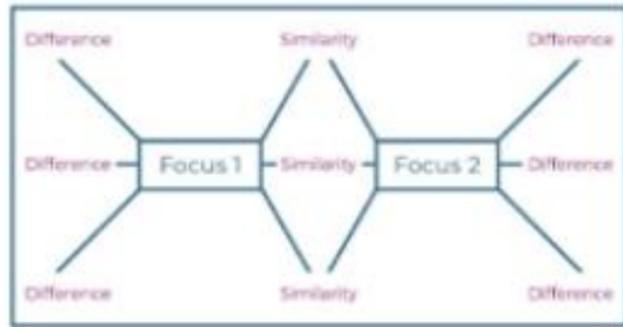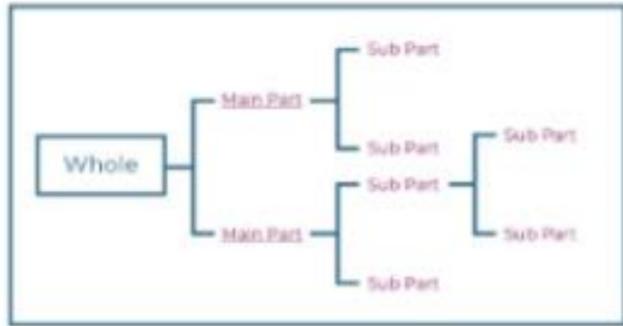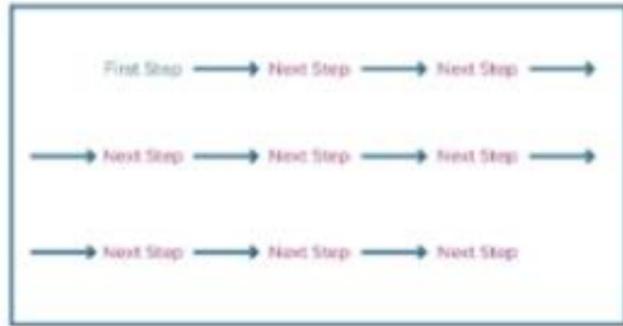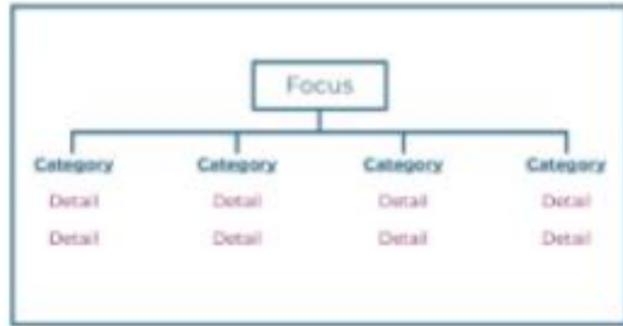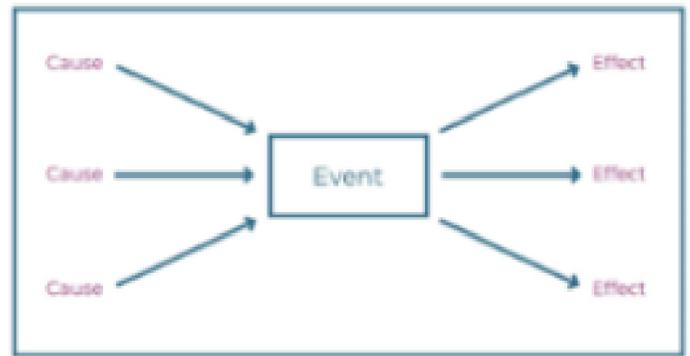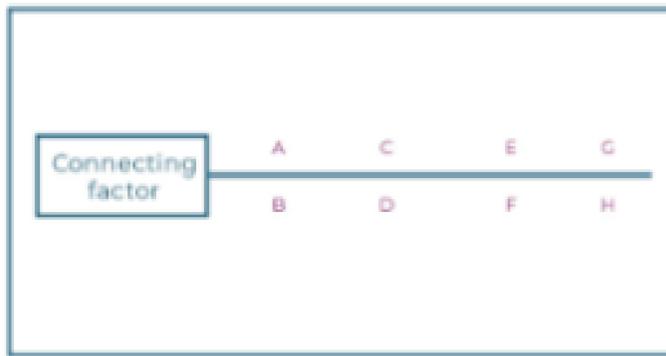
Thinking Frames

Already embedded in Numeracy...
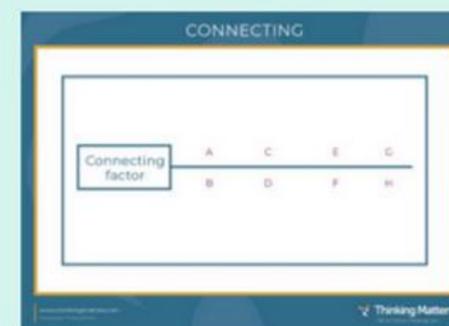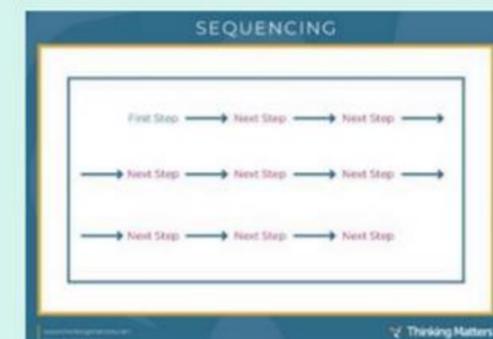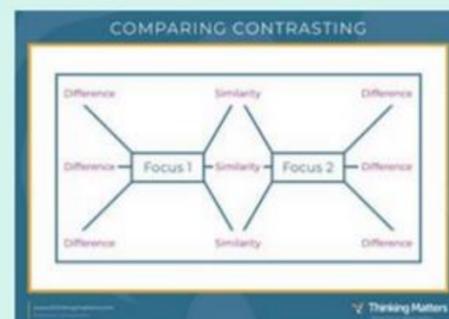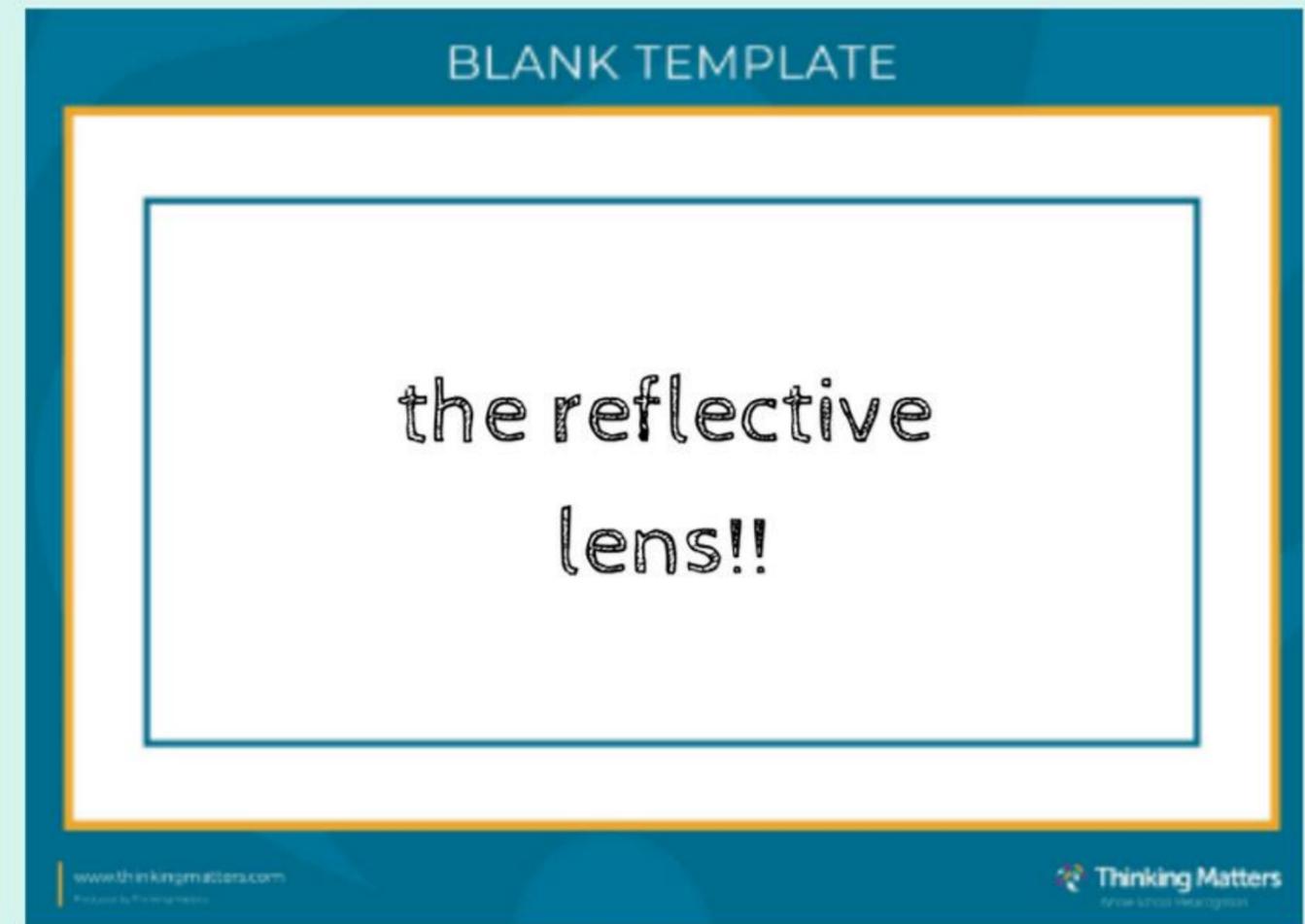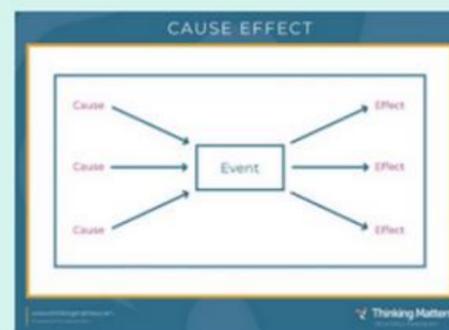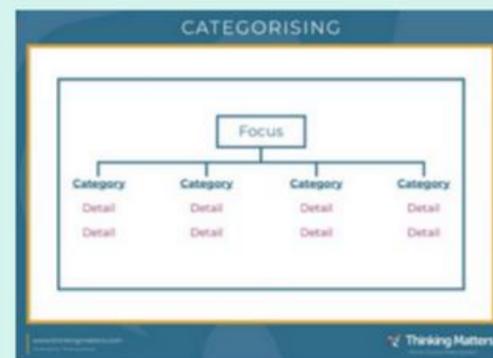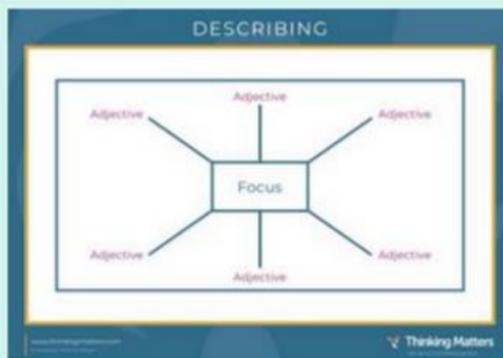
LI: Use a "parts and whole" thinking frame to record the main parts of a bicycle.

Wheels
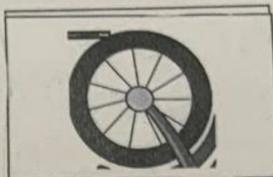
pedals

chain
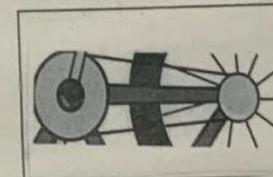
bicycle

handle bars

Seat.
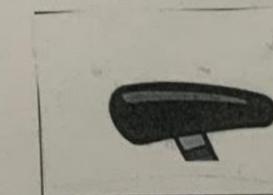
Super use of the ... and wh... frame o... bicycles

Thinking Frames fit naturally into lots of areas.

Easy to differentiate.

Spring

Plants | Animals | Weather

daffodils | Baby chicks | Sunnier days
bluebells | tadpoles | blue skies
catkins | Baby Lambs | Warming up
Blossoms | rabbits
snowdrops

Super use of the categorising frame on Spring!
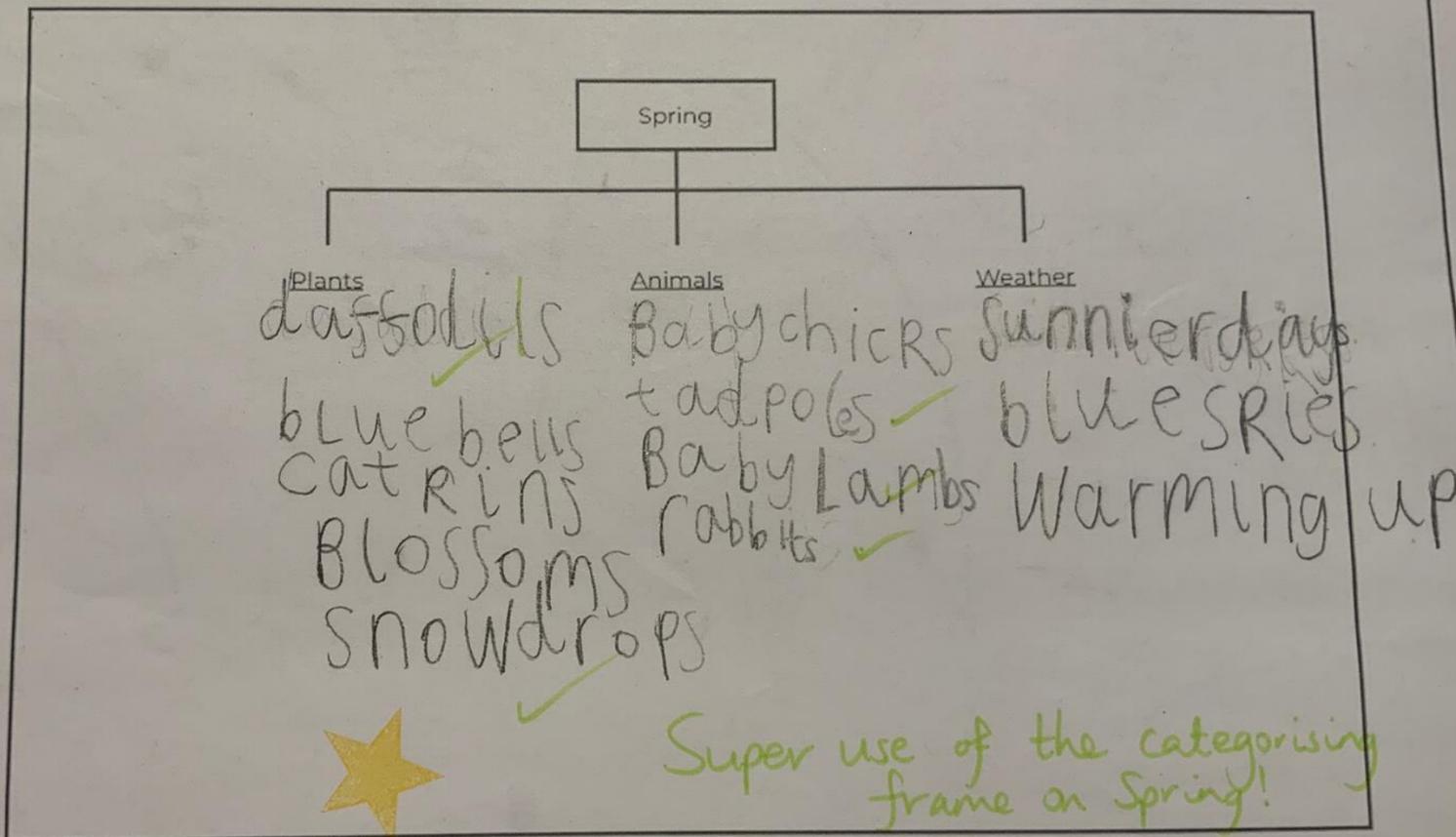
The mouse.
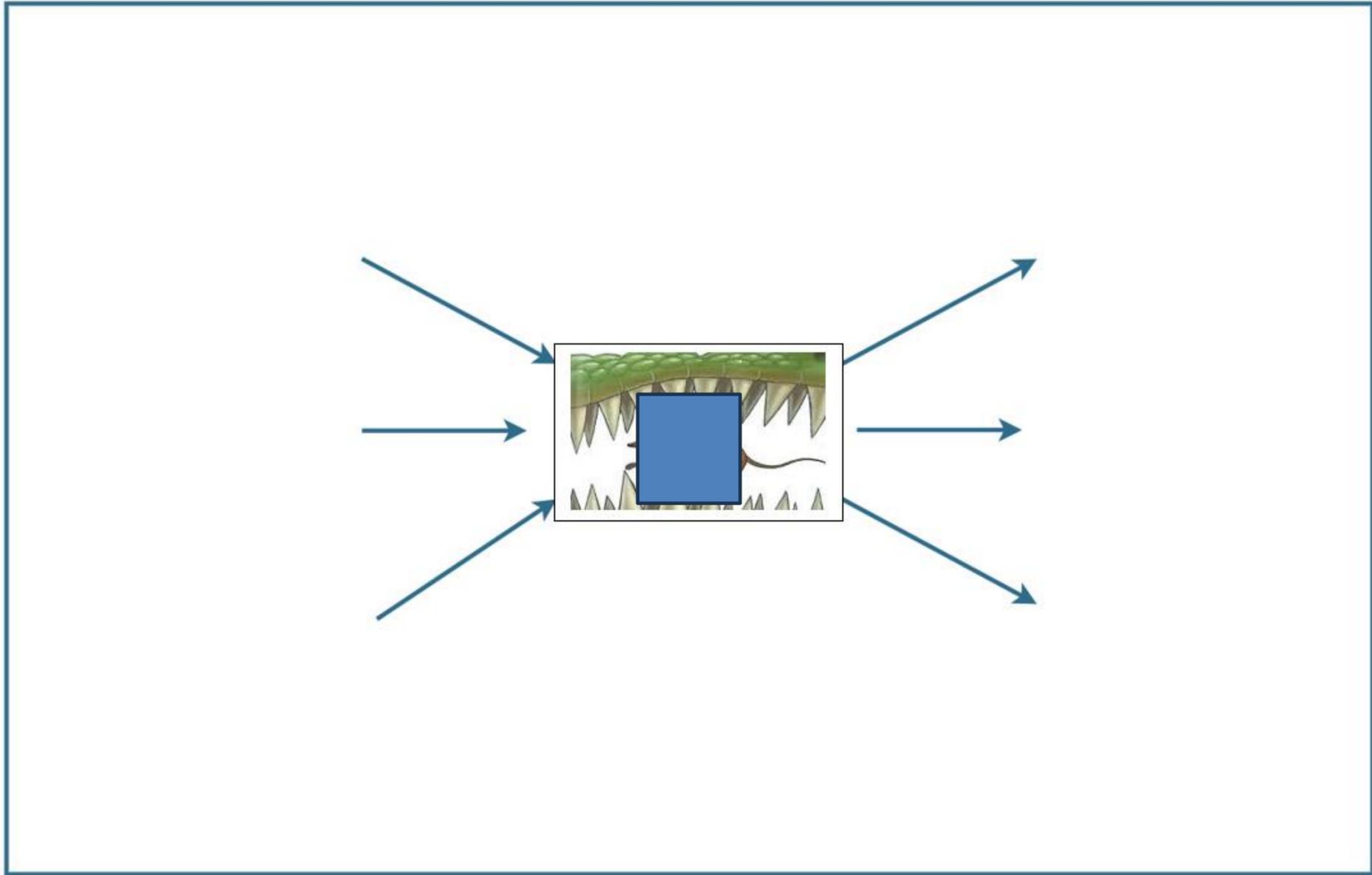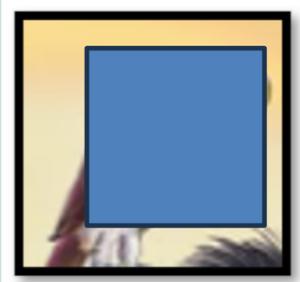
Vulture

have	eat	can

LI, To use a categorising frame to write facts about a vulture.

"Thinking frames provide a common visual language for all students and teachers and in all subject areas." Thinking Matters
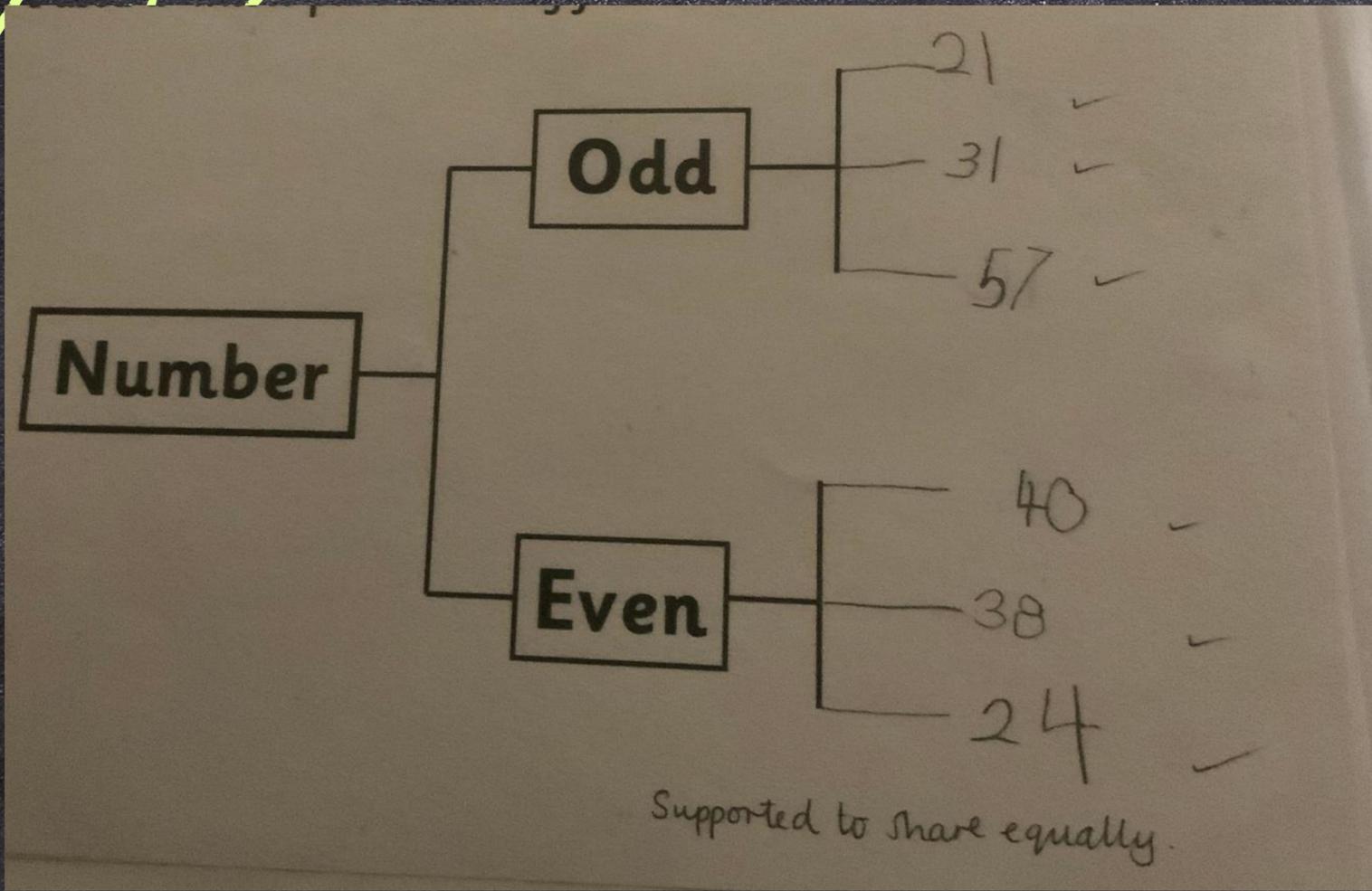
13   9   6   12

2   16   ✗15   17

5-15   11
7
8

18
19

15

10

5   9   14

3

4   20   1

LI: recognise and sort numbers

13 ✓   16
15   14
17   14
18   12
19   9   5
16
20   14
1   ✓

- **90% of information is visual:** The brain receives about 90% of its information through sight.

- **Visuals are processed faster:** The brain processes visual information up to 60,000 times faster than text.

- **Brain power:** Around 50% or more of the brain's cortex is dedicated to visual processing.

- **Connection to the retina:** A large percentage of nerve fibers to the brain are connected to the retina, making sight a powerful sensory input. 🔗

Categorising Frame

Phoebe sorted by herself.
A little support to spell
br, gr,
qu

Two letters, one sound

ai

brain   tail

grain

teeth

queen   sheep

creatures under the sea.

Creatures under the sea.

You can cut a jellyfish in half and make 2 new creatures.

Jellyfish are slimy.

Sharks have sharp teeth.

Dolphins can be kind. They don't hurt people.

Octopus can squirt black ink.

Jelly fish can sting you.

A puffer fish is spikey.

Octopus have 10 legs.

We found out an octopus has 8 legs

A string ray has a triangular tail.

Sharks can smell blood.

Sharks can kill you.

A crab can pinch people.

Defining Thinking Frame

W
* Who came up with Heroglyphics?

* Was there Social hearchy?

* Did there ever be rebelling?

* Was there a Government?

K.

* The ancient egyptian's religion is known as Ketism
* When a pharaoh is about to die, he orders his slaves to be killed
* When Cleopatra was Queen, the pyramids were already 250 years old
* Heroglyphics can be read in any direction
* The builders of the pyramids were paid in onions and garlic

7/5/24

Y5W

Thinking Frames.

Sequencing frame: Mummification process

1. Brain removed iron hook
2. Internal organs removed Canopic jars.
3. Body cleaned sawdust stuffing
4. Stitch
5. Salt 40 Days
6. Bandages Amulets adding
7. Body into wooden coffin
8. Priest mouth opening ceremony
9. Wooden coffin into stone coffin (sarcophagus)
10. Placed in tomb entrance sealed.
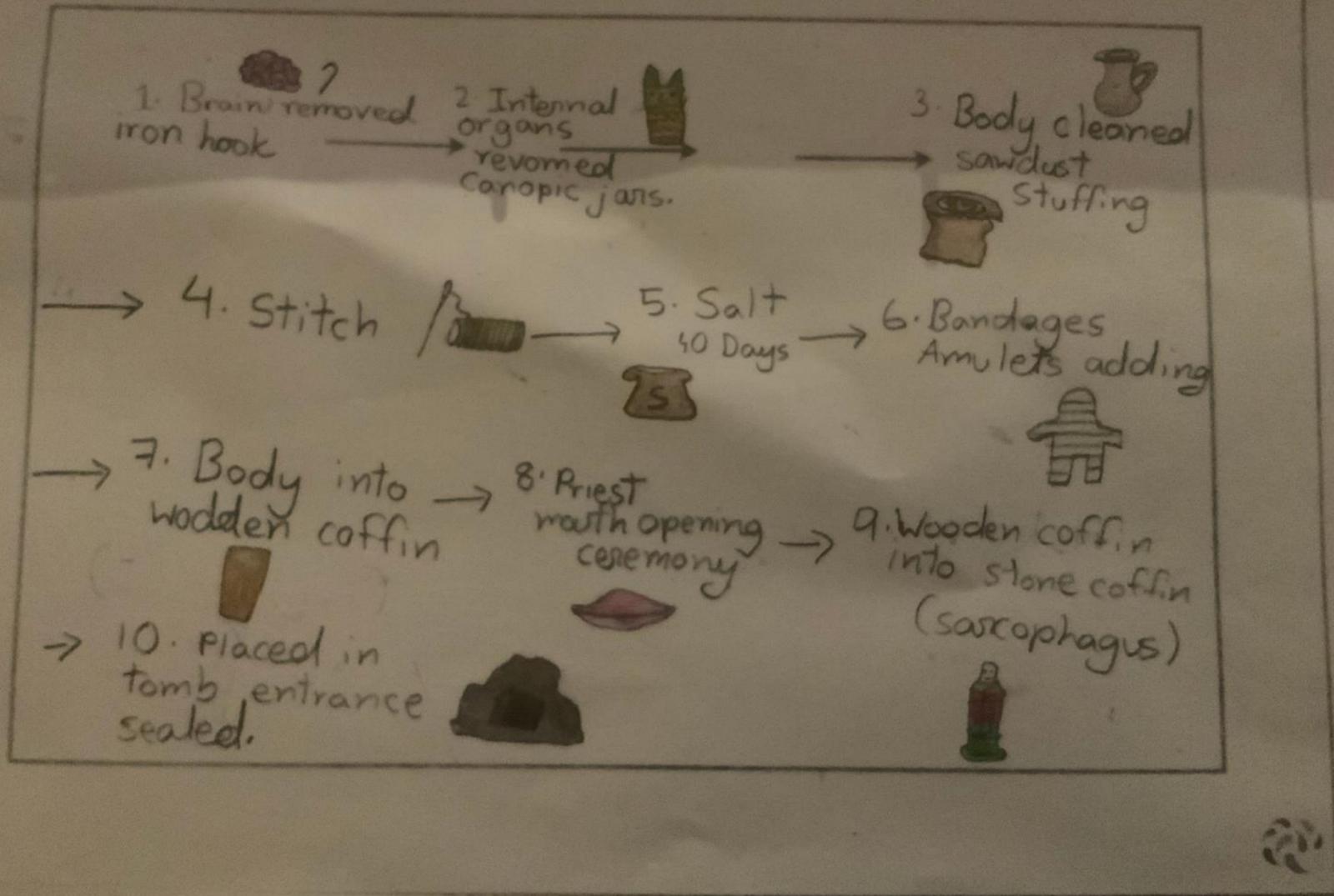
Linked to discussions on a recent school play...

YEAR 5 – DISCUSSING SCHOOL PLAY – SIMILARITIES AND DIFFERENCES BETWEEN CHARACTERS

Miss Honey
- personality: kind, happy and friendly
- Lifestyle: small house, poor
- clothing: pretty dresses, feminine

Miss Trunchbull
- personality: angry, mean and cruel
- lifestyles: big house, rich
- clothing: sporty cloth dull colours,

both female

related (family)

both work at Crunchem Hall
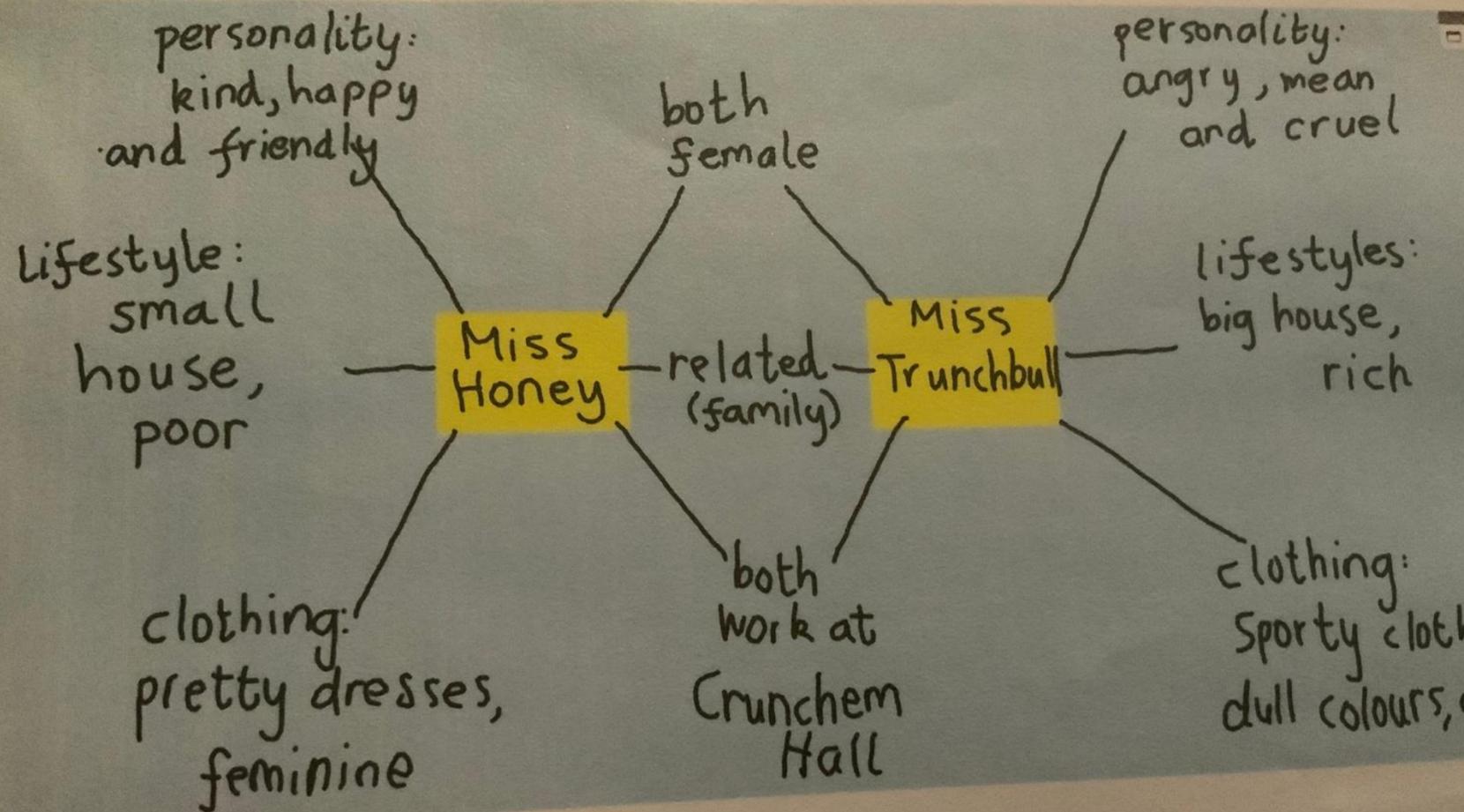
Examples of how we demonstrate our school rules.

Ready

Respectful

Safe
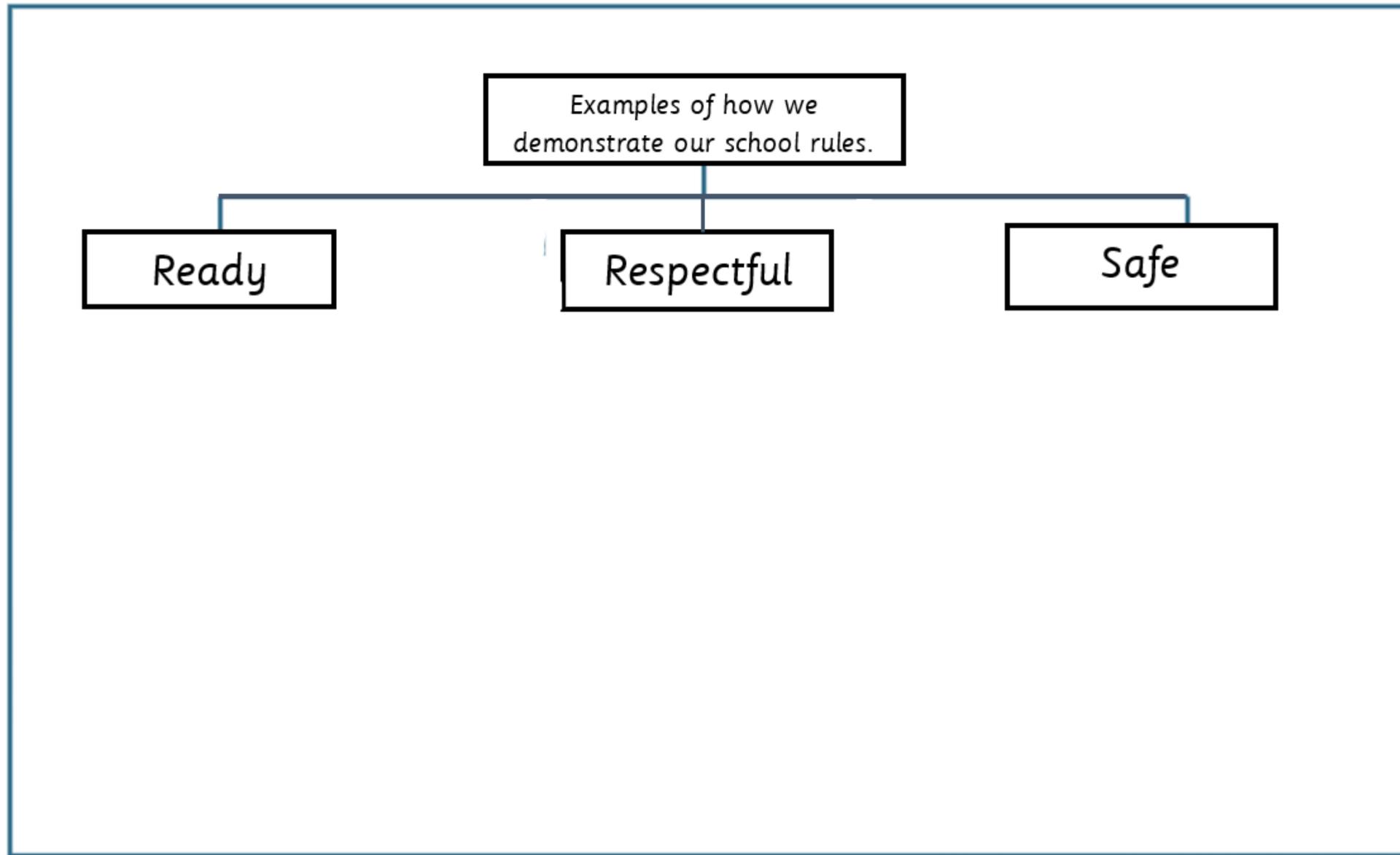
Record of pupil voice

Castles

Left page:

Smells like
yummy food

rontn
dusRusn
ShnRy   gardobe ✓

608 o 👻

3:5].

hontd

Medival
music

wefs casn

wind udn and cosh

Rnights screamig
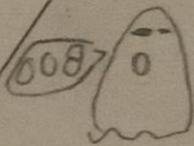
Pesnr bud 🎵🎵

die Rnights 🎵🎵🎵

udle
grst
old
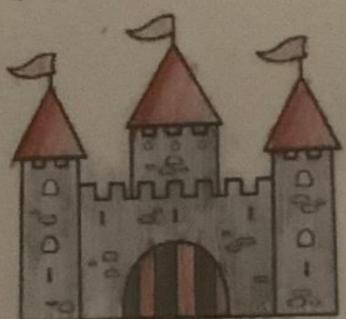
wad
doole ✓

green moss

Excellent use of your senses to describe a castle!

Sounds Like

Looks Like

Castles

Right page:
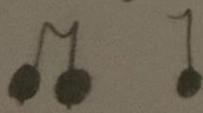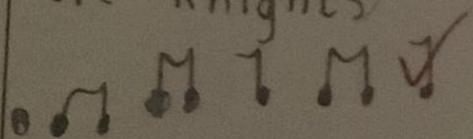
smelly dungeons   Smells like
.   bread cooking

horses
naying   horses poop

nay   humans poop   royole
                              kids
              the meat   sleeping
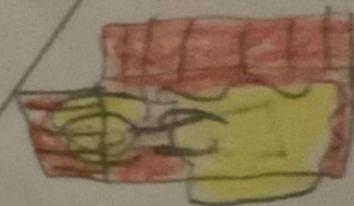
horsie

arrows shooting   chickens
                         clucking
                         cluck!
woosh!

cluck!
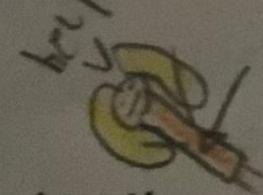
spiders crawling
on the rusty
wall.

People screaming from
getting hit by
arrows

queen

Sounds Like
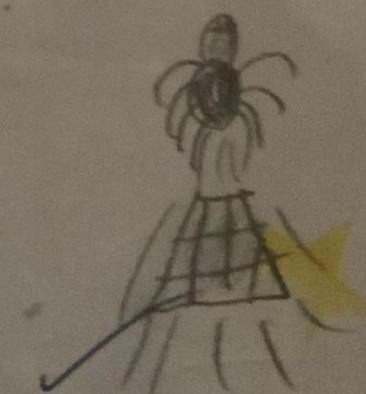
Looks Like

Not Just for Pupils...

Y Chart to get staff thinking...

What does it sound like?

What does it look like?

What does it feel like?

When is it appropriate to use?   When is it inappropriate to use?
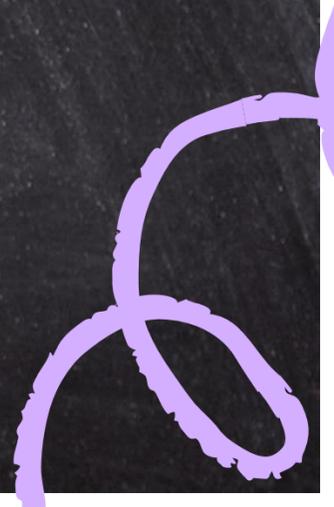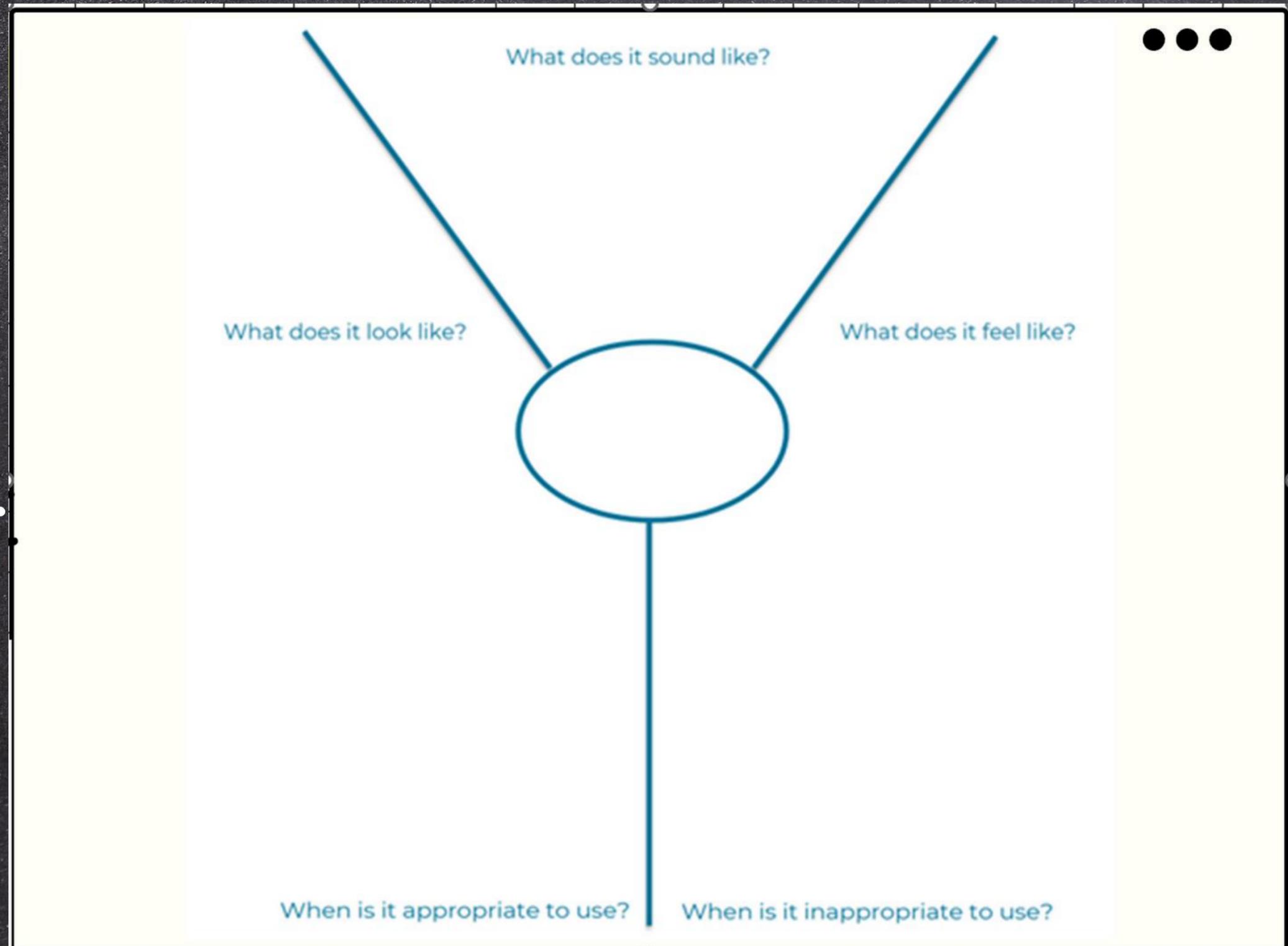
Not Just for Pupils...

PLUS MINUS INTERESTING Strategy

Plus:
Staff using language more.
Targets helped us focus.
Drive team assisted with motivation.
Great displays around the school on various habits.

Minus:
Further development of related reading materials to link in with habits being covered.
Perhaps specific, physical books for each habit (3) for each year group.

Interesting:
The science behind the habits is really interesting.
Hearing what the pupils had to say.
Could we change the K from KWL to a splash words frame?
Could we use Y frames for our teacher evaluations?
Consider specific use of thinking frames moving forward. Check in with Numeracy co-ordinator etc.

Visible Thinking Routines

See-Think-Wonder
Sentence-Phrase-Word
Connect-Extend-Challenge
Zoom in
I used to think... Now I think
Claim-Support-Question
The Explanation Game
Compass Points

Responding with Wonderment and Awe

Become intrigued!

Finding the world awesome, mysterious and being intrigued with phenomena and beauty.

See Think Wonder

👁 SEE What do you see?	☁ THINK What do you think is going on?	❓ WONDER What does it make you wonder?

Adapted by Alice Vigors 2017

👁 What do you see?

🧠 What do you think is going on?

💭 ?? What does it make you wonder?

Responding with Wonderment and Awe

Ask big questions and inspire fresh thinking

See - Only observations from the image.

Think - Statements based on the evidence.

Wonder - Asking questions, wondering about mysteries and implications.

See Think Wonder

👁 SEE What do you see?	🔍 THINK What do you think is going on?	❓ WONDER What does it make you wonder?

Adapted by Alice Vigors 2017

PURPOSE

What kind of thinking does this routine encourage?

This routine emphasises the importance of observation as the basis for thinking and interpretation that follows the close looking of an image, object, video, excerpt of text, painting, photo etc. The stimulus should be evocative and engaging.

APPLICATION

When and where can it be used?

Use this routine:

❑ When you want students to think carefully about why something looks the way it does or is the way it is.

❑ Use at the beginning of a new unit to motivate student interest.

❑ Consider using with an interesting object near the end of a unit to encourage students to further apply their new knowledge and ideas

ASSESSMENT

How can I use this routine as an assessment?

❑ See responses → look for improvement in ability to notice details that take them deeper in the image/ object rather than getting stuck on immediate surface features.

❑ Think responses → pay attention to the kind of supports students are able to provide for their interpretations in response to the **What makes you say that?** prompt. Are they drawing on evidence to create coherent links?

❑ Wonder responses → look for questions that are more adventurous and broad rather than limited to those requiring specific factual responses.

Adapted by Alice Vigors 2017

LAUNCH

What are the steps needed for starting and using this routine?

1. **Set up** → Present the chosen image in a way that allows students to see as much detail as possible. Allow sufficient silent time for close observation, 2 or 3 minutes, before any talk or discussion.

2. **See** → Ask learners to state what they noticed. Emphasise we are not looking for interpretations at this stage, only what they observe. Useful prompt: an observation is something you could actually put your fingers on within the image/object.

3. **Think** → Ask learners what they think is going on in the image/ object. This general, interpretive question may be modified to suit what is being viewed. The goal here is to build up layers of tentative interpretation rather than merely naming the subject matter. Push for alternatives and additions → What else is going on here? What do you see that makes you say that? This encourages learners to provide supporting evidence.

4. **Wonder** → Ask learners what they are now wondering about based on what they have seen and have been thinking. Initially students may find it hard to separate "thinking" from "wondering". Using 'I wonder...' can be useful to begin.

5. **Share the thinking** → Students generally share their thinking at each step along the way before moving on. This allows the class to build on the group's thinking at the previous stage and often results in richer discussions. It can be useful to document the thinking at each stage as it happens, although this is not always necessary.

Linked to events

Instead of a KWL

See Think Wonder

What can you see?
ghost
black bats
dog
a man with a hat
witch
trees with no leaves
witch
fairy
pumpkins
castle
cat
moon

What do you think is going on?
I think they're on safari – Ziva
I think they're going to visit the castle – Roman
I think they're trick or treating – Oakley
I think it's Halloween – Sadie
I think it's very scary – David
I think the trees are dead – Rudi
I think they're knocking on people's doors – Noah
I think they're going to a haunted house – Zak
I think it's dark – Alex

What does it make you wonder?
I wonder if the fairy is going trick or treating or somewhere else – Sophia
I wonder if there's spiders in the trees – Noah
I wonder if they'll shout trick or treat – Aria
I wonder if they're going on like a hunt – Noah
I wonder if it's trick or treat time – Roman
I wonder if the castle is haunted – Muad
I wonder if there is anyone in the castle – Billy
I wonder what season of the year it is – Mrs Wilson
I wonder if it's Halloween – Ziva
I wonder if they are going to the castle – Aria
I wonder if there's a Vampire – Phoebe
I wonder if it's nighttime – Phoebe
I wonder if there are pumpkins outside the castle – Betty
I wonder why the moon looks so big – Mrs Wilson

Thinking Frame for Topic Introduction to Superheroes!

See/Think
Spiderman can shoot webs. LH
Batman and Superman can fly. MC AC
Ironman can fire lazers. CK
Hulk and Hulk Girl smash things. They are strong. LP ZO
Black Panther and Wolverine have sharp claws. AG DK
Captain America fights with a sword and shield. HH
Some superheroes can jump high. AA
Thor can lift a very heavy hammer and control thunder. HA
Most superheroes wear a mask / disguise. XC
Flash can run very fast and he can run on top of water. HM

Wonder
How can Spiderman hear so well? EB
What different ways can we use our bodies to help other people? SA
How can some superheroes climb so well? MA
Why can some superheroes fly? MC
How do Spiderman's webs work? AB AJP
How come Hulk is so strong? ZO
How does a healthy diet help you to be strong? XC
Do all superheroes need special tools to help with their skills? HA
What is the same and what is different about some superheroes and their bodies / skills? AG
Why are some people faster or stronger than others? MA

CAT SCHOOL

ONCE UPON A PICTURE

LI, To Participate in a widening range of talking and listening activities and describe or explain their ideas in partner work or group discussions

See

Cats in seats.
Noticeboard at the back.
The blue cat is asleep.
The white cat has his paw up.
We can see six cats.
We can see shelves with boxes at the back.
We can see bright light through the windows.
We see work on the noticeboard.
We can see windows on both sides.

Wonder

Why is the brown cat staring at the white cat?
Does the white cat need help from his teacher?
We wonder what type of toys they have.
We wonder if it is Spring or Summer because of the shadows on the floor.
We wonder if they do the same work as us.
We wonder if they can also see houses from their windows like we can.

Think

We think the brown cat looks worried.
We think there are toys in the boxes at the back.
It is day time because of the light.
We think they are doing good work as it's on the noticeboard.
We think there is a playground outside.

Once Upon A Picture

MORNING SURPRISE

Imagine that you have just walked into your kitchen to find this. Choose:

- Role play the conversation you might have with the octopus.
- Role play the telephone call you might have with a friend or family member to tell them what you have found.
- You can only ask 3 questions to the octopus. What would you ask and why?
- You decide to let the octopus stay here, but the next morning you come into your kitchen to find it joined by another creature. What might it be?
- The telephone rings. It is the RSCPA and they are concerned: they have had reports from a neighbour that you are keeping sea life in your kitchen sink. What do you say?
- Try to persuade the octopus to leave. Then try to persuade it to stay. Which was easiest? Why?
- Write the story of how the octopus came to be here, and what happens next.
- Write a limerick about this picture.

Questions:

- How did the octopus get here?
- Why is it wearing a hat?
- Is it speaking your language? Do you understand what it's saying?
- Where did the plants come from?

Once Upon a Picture: The Imaginator   10.10.25

LI: talking about experiences, pictures and stories.

What is your imagination?
In my imagination, I can do whatever I want. I can buy a mansion and a lamborghini. SK
I can have an imaginary friend who I can play with at home. NB
I think I would buy things for my mum in my imagination. KM
I think my imagination is in my head. CC
I agree my imagination is in my head, it's inside my brain MD
In my imagination, I would be Spiderman because I can protect my mum. BD

Is everything that you imagine real?
I think what I imagine isn't real because it's just inside my head. ES
I think some things are real but other parts are not. ES

The Imaginator
Use these words to talk about your ideas.

I think...
I wonder...
I agree...
because

I think if I turn the wheel, The Imaginator will start to work. JI
I think the machine makes a "shhhhh" noise when it works. EA
I think there are batteries inside. JK DV

Advantages:
We can eat the chocolate whenever we want. SK
I think chocolate chairs would help people who don't have anything to eat because it would give them food. KM
I would chop the chair up and give chocolate to other people. EG
I think I would share the chocolate with people at home. NB
I think it's ok to eat the chocolate as long as I brush my teeth to keep them clean. DV
I think I would bring my chocolate chair outside so it would melt. Then I would put strawberries with it and share with my friends.

10 What are the advantages and disadvantages of having a chocolate chair?

Disadvantages:
I think a chocolate chair would melt in the sun. RM
Eating the chocolate chair would give you cavities. ES
You would need a new chair if it melted, so you would have to stand up all the time. JM
If I ate all of the chocolate and didn't leave any for others, they would be annoyed. BO
If you eat too much chocolate you would get a sore tummy. AB
If the chocolate melts, I might get it on my dress and it would need to be cleaned. EA

Could also be used when discussing the cover of a new book, a C2K Junior Newsdesk image etc.

Other ideas...

U.I.C.T.

Pupils upload a picture or photo to Seesaw with an "I see, I think, I wonder" voice-over. JIT5 within C2K could also be used.
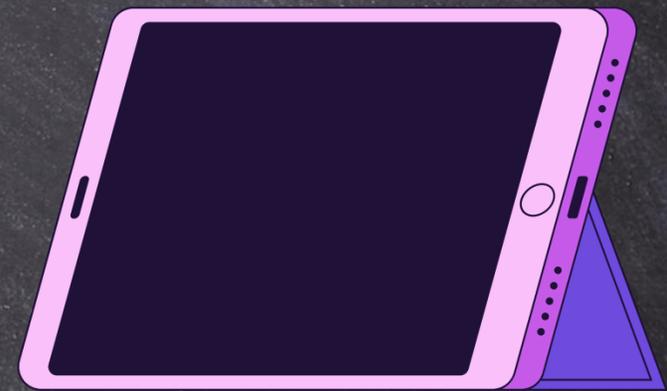
P.D.M.U. Lessons

See, think, wonder linked to a cartoon based on an emotion.

Visible Thinking Routines

Thinking Routines

Introducing and exploring ideas

- 3-2-1 Bridge
- See Think Wonder
- Think Puzzle Explore
- Chalk Talk

Synthesising & Organising

- Colour – Symbol – Image
- I used to think... But now I think...
- The 4 C's

Digging deeper

- Peel The Fruit
- Step Inside
- Sentence Phrase Word

Giving Feedback
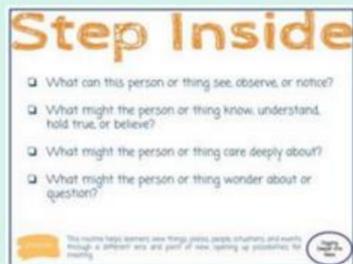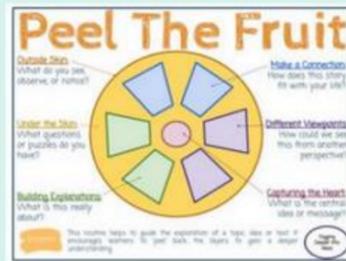
- Give 3 – Feedback Routine
- Ladder of Feedback

Self-reflection

- 3, 2,1 Reflection...
- Reflective Prompts...
- 4-Square Criterion Reflection...

Engaging with others

- Give One, Get One

I used to think... veryla
But now I think...

I used to think...
Dogs could bear the same
as humans

Now I think...
Dogs bear better
than humans

This routine helps students reflect on their thinking about a topic or issue and explore how and why that thinking has changed. This routine also develops students' ability to identify and talk about their thinking itself.

Synthesising & Organising ideas

But now I think...
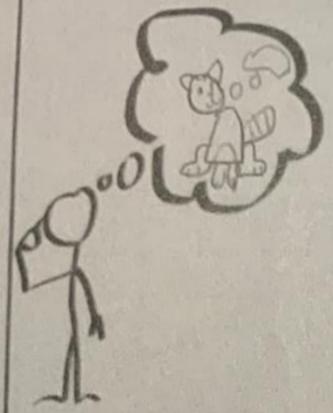
I used to think...
pets were not smart

Now I think...
pets are mor Intelligent

This routine helps students reflect on their thinking about a topic or issue and explore how and why that thinking has changed. This routine also develops students' ability to identify and talk about their thinking itself.

Synthesising & Organising ideas

Astrid ♡ ☆

I used to think...
But now I think...

I used to think...
pets did not need looking after

Now I think...
they need lots of care

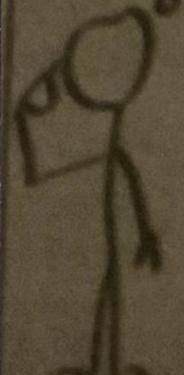This routine helps students reflect on their thinking about a topic or issue and explore how and why that thinking has changed. This routine also develops students' ability to identify and talk about their thinking itself.

Synthesising & Organising ideas

Feedback

Giving feedback to learners constantly happens within deliberate practice:

- Verbal from staff (Recording any applicable pupil comments on displays, on Seesaw or in planner evaluations.)
- Photo evidence on HoM noticeboard, Seesaw, school social media etc.

- Stampers on thinking frames or thinking routines.
- Seaview Star Award for the HoM in focus at the end of each term.

OUTCOMES FOR LEARNERS

Wider skills and dispositions/capabilities

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • children develop self-confidence and self-esteem through participating in and contributing to a range of activities both in and out of school; • children take personal responsibility for their learning, set goals and know how to achieve them; • children have a sense of personal and social responsibility and contribute confidently to the life and work of the school and the local community; • children are confident to plan, review and evaluate, and know how to improve the quality of their own work; • children are motivated, resilient and positively engaged in their learning; • staff enable children to develop insights into society and other cultures; • children work independently and with others, demonstrating and developing skills such as problem solving, decision making, managing information and thinking critically and creatively; • children develop dispositions to learning appropriate to their stage of development, for example, commitment, determination, openness to new ideas, respect, curiosity, flexibility and integrity; • children manage their own emotions, personal conduct and interactions with others; and • children apply their learning and develop team-working and leadership roles in a range of local and global contexts and have an understanding of these roles in future life and employment contexts.	• How actively and meaningfully are the children involved in setting their own personal goals? What evidence is there that the children know their own strengths, know what aspects of their work need to be improved and know how to make improvements? • How do we know that the children are determined to succeed and achieve high standards? • How do we, as a school community, encourage and acknowledge children's achievements gained both in and out of school? • Are children supported in a fair and equitable manner by all staff? • How do we ensure consistency in the opportunities available to all the children? • Do we know who our children at risk are? Does our self-evaluation process identify a particular group or individuals that may require pastoral or academic support? • Is our induction process for children and staff effective? How do we know? Have we consulted with those involved? • How do our working relationships with outside agencies impact on the children's outcomes and well-being?

THANK YOU