

Thinking Skills Parents' Open Morning

As part of our initiative to embed thinking skills throughout the school community, the Thinking Skills Drive Team recognises the importance of parent education. To this end, parents were invited to attend an open morning at both schools on 20 September 2017. The morning started with the HODs giving an overview of what is meant by a thinking school. They highlighted the following points:

- St Peter's Prep Schools were accredited by Exeter University as Thinking Schools in 2014. Our school was the first school in the country (together with Kingsmead) to achieve this status.
- All schools require their students to think, but the difference in a thinking school is that we teach thinking **explicitly** through a number of well-researched thinking programmes and tools.
- These include David Hyerle's Thinking Maps, Dr de Bono's Thinking Hats and CoRT Tools, Harvard's Thinking Routines and Bloom's Revised Taxonomy.
- We also attempt to create a 'culture of thinking' in which students are given the time, space, safety and opportunity to think.



Parents were then given the opportunity to see thinking skills in action by being taught by the students. The students explained the thinking tool using their own examples and then required the parents to apply that knowledge to a different situation. Much fun was had by all! Scan the QR Code above to see the thinkers in action.



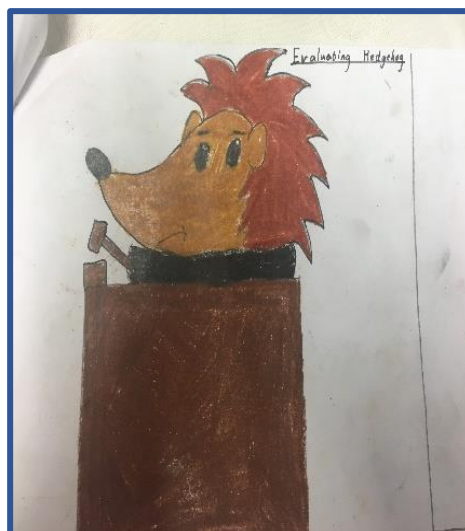
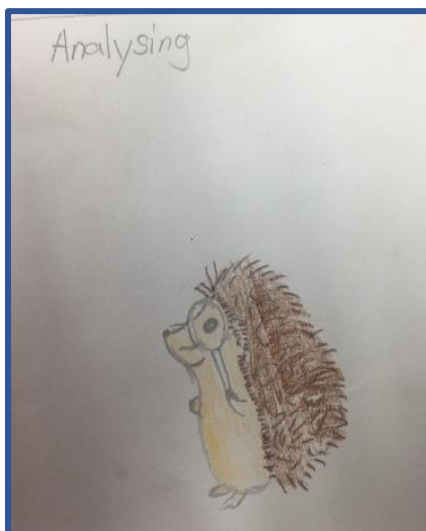
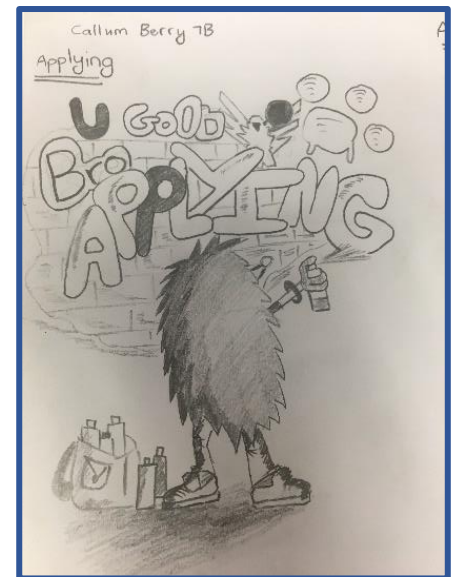
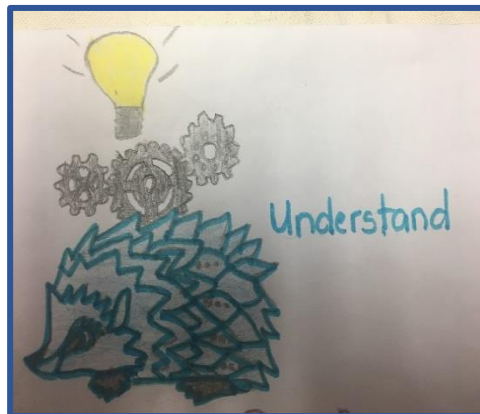
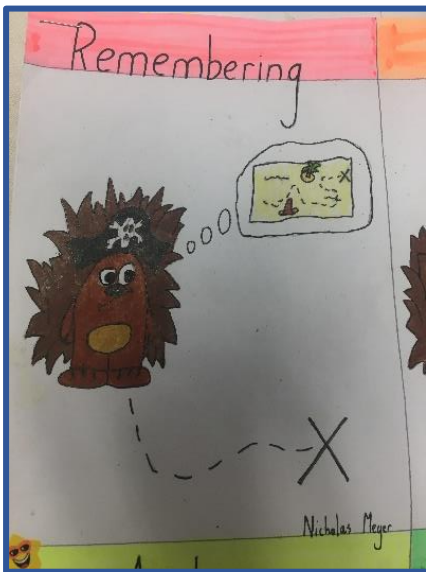
Bloom's Hedgehog Competition

One of the programmes we employ as part of thinking skills is Bloom's Revised Taxonomy. For those of you who are not familiar with this concept, this taxonomy was created by Benjamin Bloom in the 1950s and has since been revised.

The taxonomy consists of different levels of thinking, each one more complex than the previous level. The students are taught about these levels **explicitly** in order to help them understand the kind of thinking required in each level which helps them in their comprehension skills. In addition, students are taught the vocabulary associated with each level, allowing them to apply this understanding in comprehension exercises in particular, but also across the learning areas.



During the third term, teachers spent a week focusing on one level of Bloom's at a time and, at the end of the six weeks, the students were asked to take part in a competition in which they had to draw a hedgehog representing each level. Each winning hedgehog design will appear in the classrooms to remind students of the different levels of thinking and the vocabulary associated with each level. Below are some of the students' creative submissions.



THE THINKING KEYS

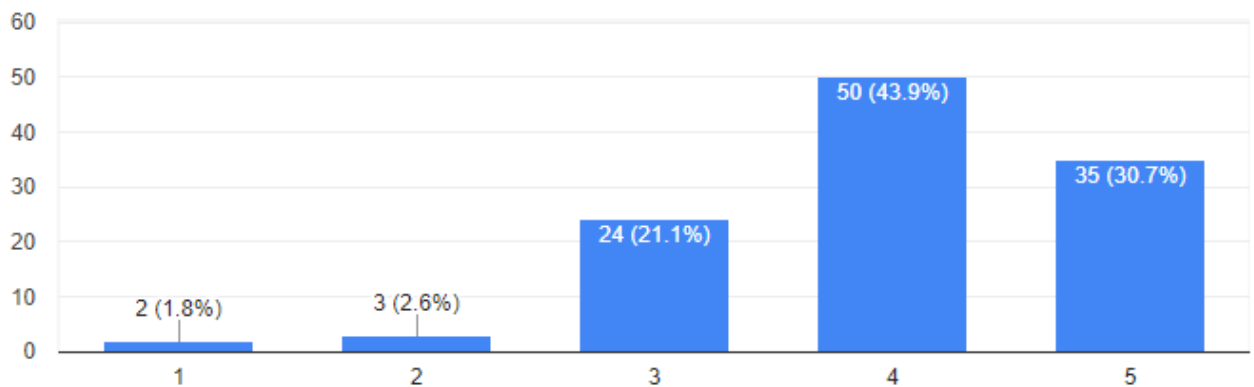
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Thinking Skills Student Survey

The Thinking Skills Drive Team recently conducted a survey across both schools. The purpose was to find out which of the thinking tools the students are confident in using, their understanding of thinking skills, and which of the tools we need to include more in our teaching. The feedback was overwhelmingly positive and demonstrates the thorough understanding of thinking skills our students have. The survey included various statements which had to be rated from 1 to 5; 1 being strongly disagree and 5 strongly agree. Some of the graphs and comments can be found below.

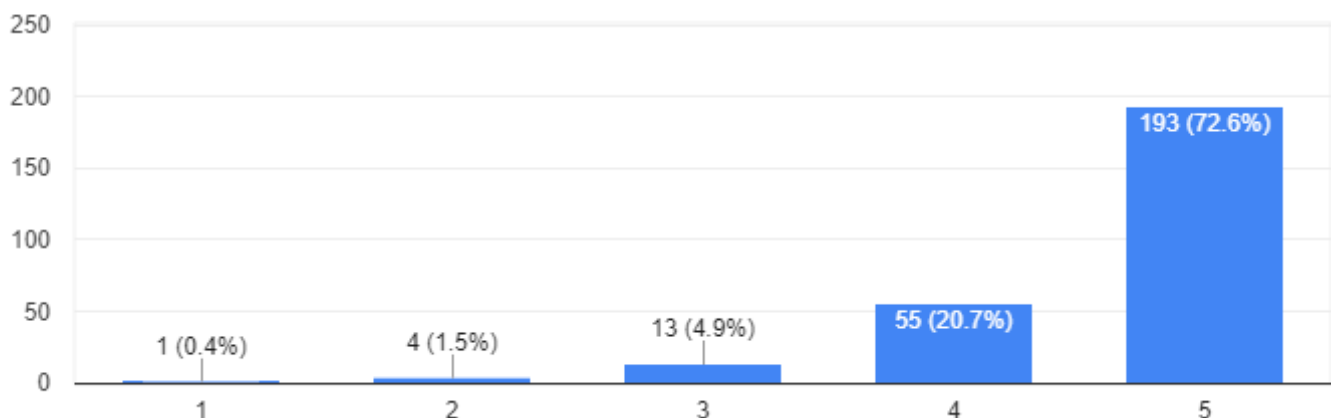
I believe Thinking Skills helps me to think more deeply.

114 responses



Intelligence can be developed through hard work and practice.

266 responses



"It is an exciting and interesting way of learning."

"They help me study and give me a more in depth view of thinking."

"Really good for helping me preparing my thoughts and my emotions towards projects."

"Creativity is the way I share my soul with the world."

Brene Brown