

Thinking Schools at



A Quick Guide for Parents

A Thinking School is one where thinking underpins learning; where thinking skills and strategies are taught explicitly and are then used to develop a deeper understanding of the curriculum.

Children are encouraged to become more independent and co-operative learners, taking responsibility for their own learning, and recognising the skills needed alongside a knowledge-based curriculum to achieve as highly as possible. We are not yet a Thinking School but we are well on the way to becoming one.

P4C

Children have embraced the use of philosophy in the classroom. They know that their ideas and the ideas of others have value and that there is not always a right or wrong answer. P4C means that children gain the confidence to have an opinion, give reasons for it, ask questions while all the time learning through discussion.

At Oaklands Junior School, we use the 4C thinking model as a focus for our P4C enquiries (Caring, Collaborative, creative and critical thinking). Classes have stand-alone enquiries, based on a stimulus, as well as in lessons that are based on a topic that we are studying as part of the new National Curriculum. Paula Jones is our P4C leader and has undertaken further training to support this role.

Writing Tools

Writing is your best thinking written down

Using 'Thinking Maps' as a starting point for planning and developing writing, we use a range of tools to support writing. We use the boxing-up criteria tool as well as shared and modelled writing to develop thinking and the 'Write-from-the-beginning' process may also be used to help develop structure and detail throughout the process.

Thinking Families

Children are placed in Thinking Families, which contain children from all year groups. We run a Thinking Families session every half term, alternating between a Thinking Families lunch, when families sit together to discuss a range of topics and share opinions, and the Thinking Families Day, where we have a specific focus that is approached in a range of styles to engage all children in their thinking and learning.

Thinking Maps

Thinking Maps, developed by Dr David Hyerle, are a set of eight visual tools to teach universal thinking processes. They provide a common visual thinking language and are used for the explicit teaching of cognitive skills that can be transferred into all curriculum areas and with all age groups.

Thinking Maps are well tried and tested and have been shown to be effective in teaching young people how to develop and use a range of thinking processes. They extend the quality of thinking and help to create effective learners.

QUESTIONS FROM TEXTS, TEACHERS AND TESTS	THINKING PROCESSES	THINKING MAPS AS TOOLS
How are you defining this thing or idea? What is the context? What is your frame of reference?	DEFINING IN CONTEXT	Circle Map
How are you describing this thing? Which adjectives would best describe this thing?	DESCRIBING QUALITIES	Bubble Map
What are the similar and different qualities of these things? Which qualities do you value most? Why?	COMPARING AND CONTRASTING	Double Bubble Map
What are the main ideas, supporting ideas and details in this information?	CLASSIFYING	Tree Map
What are the component parts and subparts of this whole physical object?	PART-WHOLE	Brace Map
What happened? What is the sequence of events? What are the substages?	SEQUENCING	Flow Map
What are the causes and effects of this event? What might happen next?	CAUSE AND EFFECT	Multi-Flow Map
What is the analogy being used? What is the guiding metaphor?	SEEING ANALOGIES	Bridge Map



The Oaklands' Mindset

Trying hard Mastery Determination Identity

Perseverance Improvement Self-motivated

Goal setting Role models Checking

Feedback Evaluate

Desire Finishing Focus

High expectations

Sport

WIP - DIP

Effort Risk-taking

Next steps Open-minded

Learn from mistakes Self-motivated

Times tables

Tests Resilience

DUM-TUM Handwriting

Making choices

Confidence

Home Learning

Resourceful Responsible

Osmington Bay Ufton Court

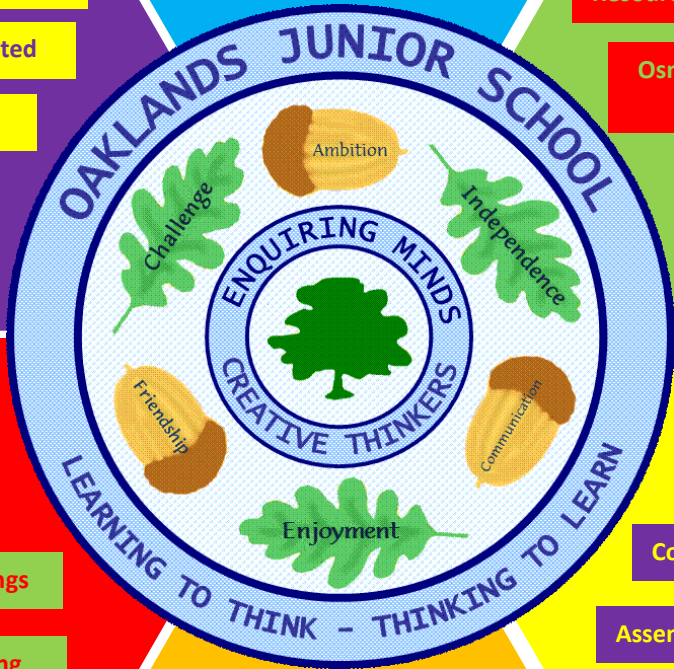
Story writing

Critical Asking for help

Working by yourself Reflective

Why was it created?

The Oaklands Mindset was created to share our ethos with the School Community and beyond. It is unique to Oaklands Junior School.



How was it created?

The Oaklands Mindset was created by the Oaklands Junior School community: children, parents and staff.

Encourage each other Caring

Team player Respect

Work together Feelings

Passion Understanding

Banter Reading buddies

Compassion

Play

Observing Singing Cheering

Listening Cooperation

Collaboration Group work

Assemblies Community

Presentations Flexibility

Leading Talking

Questioning

P4C



What is it?

The Oaklands Mindset is our ethos - it attempts to visualise attitudes, activities and learning at Oaklands Junior School.



Laughing Happiness

Motivation Clubs Trips

Play Gardening Humour

Creativity Learning Drama

Opportunities Be ourselves Celebrating