

Thinking Skill and Personal Capabilities Assessment and Reporting

Statutory Requirements

The statutory requirements state that schools must assess and report on their pupils' acquisition and development of the TS&PCs (referred to in the legislation as the other skills*) at each key stage, every school year. At some stage in the reporting cycle, schools must provide information on their pupils' progress in the TS&PCs. At primary, schools can address this in the format provided in the reporting guidance.

Post-primary, schools face a decision about where best to place coverage of the TS&PCs in their reporting arrangements. Schools can either report on the TS&PCs in subject areas or in a separate part of the report, as in the primary format.

Coverage of the Thinking Skills and Personal Capabilities across the curriculum

All areas of the curriculum have a statutory responsibility to contribute to pupils acquiring and developing the TS&PCs. Areas of Learning attach varying levels of importance to each component of the TS&PCs framework to exploit naturally occurring opportunities and avoid contrivance.

Teachers can identify evidence for coverage of the five strands during planning, where opportunities are identified in schemes of work.

Reporting on the Thinking Skills and Personal Capabilities

To ensure that reporting reflects the infusion of the skills within Areas of Learning, teachers can meet the requirement to report on TS&PCs by giving parents light-touch qualitative information about the classroom experiences pupils have engaged in during the reporting period.

Assessment will be ongoing and formative, in keeping with the principles of Assessment for Learning. The emphasis will be on sharing success criteria, identifying pupils' strengths and identifying areas for improvement and strategies to help them move forward.

Pupils' progression in Thinking Skills is not solely about incremental acquisition of new items of subject knowledge. It is about growing as a learner: becoming more independent, more self-aware, more resilient, more reflective and developing an increasing range of strategies to apply to learning such as knowing what to do when they're stuck.

Pupil's self-evaluations could be a useful starting point, so that reporting takes a form that includes the pupil voice.