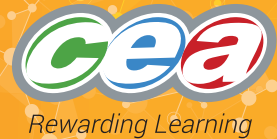


# Planning For Coverage, Assessment and Reporting of the Thinking Skills and Personal Capabilities in the Post-Primary School



## 1. At Whole School Level

What do we need to know? How can we find out?

	Y/N	Action
Are the TS&PCs visible in our school planning, policies and documentation?		
Does a shared understanding of TS&PCs exist within our school amongst staff (principal, teachers and teaching assistants) and pupils?		
Have policies and schemes of work been audited to identify how, when and where the statutory requirements for TS&PCs are being met?  Who will take responsibility?  When will they need to be updated or refreshed?		
What is the coverage of TS&PCs in our school telling us about the skills development of pupils?		
How can this feed back into, for example, planning for ESaGSs, ISEF and staff SDPR?		
Have we/Can we ensure consistency and progression in the addressing of all five strands of the TS&PCs (within planning/the end-of-year report)?		
How will we tell if any focus/work on TS&PCs is having an impact?		
Do we need to inform parents about TS&PCs? How?		

2. At Departmental Level		
What do we need to know? How can we find out?		
	Y/N	Action
<p>What do we understand the TS&amp;PCs to look like within our subject?</p> <p>Is there an existing recognition of what is distinctive about thinking in our subject?</p>		
<p>Are all members of the department familiar with ways to embed the TS&amp;PCs into teaching and learning?</p> <p>Are they aware of the guidance and support materials available?</p>		
<p>Have we identified the opportunities for infused coverage of the TS&amp;PCs within schemes of work?</p> <p>Do we have a range of approaches, strategies and teaching materials to enable us to infuse TS&amp;PCs into our planned activities?</p>		
<p>Where is it best to concentrate our efforts on acquisition and development of the TS&amp;PCs, and is our coverage of TS&amp;PCs being used effectively to help pupils with their learning?</p> <p>Have we decided how, and in what format, we will keep a record of this information?</p>		
<p>Is there a consistency across the department in the methods being used for teaching and assessing of TS&amp;PCs?</p>		

3. At Teacher/Classroom Level What do we need to know? How can we find out?		
	Y/N	Action
<p>Am I familiar with approaches for teaching TS&amp;PCs?</p> <p>Do I understand what is meant by an 'Infusion' approach?</p>		
<p>Do my pupils understand when we have an infusion lesson?</p> <p>Are they acquiring a language to discuss their skills?</p> <p>Am I signalling clearly to pupils when there is a focus on TS&amp;PCs?</p>		
<p>Do I know when a TS&amp;PCs approach has been successful?</p> <p>Do I know how will I assess TS&amp;PCs?</p> <p>Have I planned enough (purposeful) occasions for infusion?</p>		
<p>Do I keep records of pupils' progress in TS&amp;PCs?</p> <p>Will these records help me in identifying their learning needs?</p>		