

Planning For Coverage, Assessment and Reporting of the Thinking Skills and Personal Capabilities in the 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, SDP and staff PRSD?		
Have we/Can we ensure consistency and progression in the addressing of all five strands of the TS&PCs (within planning/ 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 Key Stage Level		
What do we need to know? How can we find out?		
	Y/N	Action
Do we understand what the TS&PCs look like within our key stage?		
Are all staff within the key stage familiar with ways to embed the TS&PCs into teaching and learning? Are they aware of the guidance and support materials available?		
Have we identified the opportunities for infused coverage of the TS&PCs within schemes of work? Do we have a range of approaches, strategies and teaching materials to enable us to infuse TS&PCs into our planned activities?		
Do we know where to gather evidence to inform assessment and reporting?		
Have we decided how, and in what format, we will keep a record of this information?		
Is there a consistency across the key stage in the methods being used for teaching and assessing of TS&PCs?		

3. At Teacher Level What do we need to know? How can we find out?		
	Y/N	Action
<p>Am I familiar with approaches for teaching TS&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&PCs?</p>		
<p>Do I know when a TS&PCs approach has been successful?</p> <p>Do I know how will I assess TS&PCs?</p> <p>Have I planned enough (purposeful) occasions for infusion?</p>		
<p>Do I keep of pupils' progress in TS&PCs?</p> <p>Will these records help me in identifying their learning needs?</p>		