How to Think (ACPs)

High Performance Learning

		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Meta-Thinking	Meta-Cognition	• I am aware that I have to think to solve a problem.	• I can describe what thinking I did to solve a problem.	• I can choose the best strategy when solving a problem.	• I can look at a number of possible ways to solve a problem and choose the one that is the most efficient (quickest).	• I can confidently use a wide range of thinking skills (including ways that are unusual) when solving a problem.
	Self-Regulation	• I can recognise that making a mistake is part of learning!	• I can identify things that have worked well	• I am aware of my strengths and areas I need to work on with my learning.	• I can think about (evaluate) my learning and explain what I need to change to improve in the future.	• I frequently reflect on my learning and always think about how to improve me learning and personal best!
	Strategy-Planning	• I understand that if there is a problem, we need to solve it!	• I understand that there are different ways to solve a problem.	• I can choose an appropriate way to solve a problem or issue.	• When choosing a strategy to solve a problem, I can explain and justify why I have chosen it.	• I can use strategy planning independently to solve problems or issues
	Intellectual Confidence	• I can begin to communicate my views based on what I have experienced.	• I can add examples and reasons when explaining my views.	• I can explain different reasons and evidence to justify my own views.	• I understand the views of other people (including those I do not agree with) when creating my opinion/argument.	• I can make use of other people's opinions when making my viewpoint/argument heard.
Linking	Generalisation	• I recognise daily routines and patterns with my learning.	• I can use my understanding of daily life and my learning to make simple predictions	• I can link new ideas to ones I already have • I can spot rules and patters in my learning.	• I can think about similarities and differences between events, objects or ideas linked to my learning • I can make connections between what is happening now and how these can be connected to others areas of my learning	• I understand that some generalisations (linking ideas to ones I already have) can be more complicated than others. • I can make sure that the links between ideas (generalisations) are relevant and appropriate.
	Connection Finding	• I am aware that facts may be connected when I am learning	• I can spot connections between facts when I am learning • I can sometimes see that these connections are important.	• I can use my previous learning to make connections and also explain these links	• I actively look for connections when I am learning and understand their importance • I think about and learn how I have made connections between learning in the past to help me in the future.	• I can make connections across different subjects • I understand how connections between subjects help me to build a 'bigger picture' with my learning.
	Big Picture Thinking	• I am beginning to understand that I can have ideas!	• I understand that we have big ideas • I understand smaller ideas build into bigger ideas.	• I can link my various big ideas together and make connections between them.	• I see how my new learning links together • I see how each lesson (e.g. the life of a Roman soldier) helps me to understand a big topic (e.g. Romans) • I can see how learning objectives help with new learning	• I understand new ideas are often not perfect! • I know I have to develop my new ideas and solve any problems I come across.
	Abstraction	N/A	• I can learn about new things without seeing or touching them • I understand that I can complete some new learning in my head	• I can apply ideas to solve problems that involve things I cannot see or touch	• I can use a range of ideas to explain abstract ideas (things I cannot see or touch)	N/A
	Imagination	• I know that if I come across a problem, I know I need to think of a solution.	• If I come across a problem, I try to think of a solution! • I can use 'What if?' to begin my solution	• I think about what I already know (prior knowledge) to think of a solution to a problem	• I make links between information I already know to create a solution	• I try to use, and link, all of the knowledge I already know to think of solutions
	Seeing Alternative Perspectives	• I understand that everybody has an opinion •	• I understand that people may have different opinions on the same idea • I know the difference between facts and opinions	• I respect and listen to the opinions of others • I am confident to form an opinion of my own based on the information I know	• I am confident to ask questions and challenge other people's opinions • I can ask others what information they have used to form their opinion • I can judge how useful that information is to create an opinion	• I recognise that opinions and viewpoints that are different to each other can be equally valid as long as they can be explained with evidence and reasoning
Analysin	Critical or logical thinking	• I use information to explore new ideas and ask simple questions	• I can select information to help me understand new learning • The questions I ask are relevant and help me to understand my learning more	• I organise evidence and information to help me understand new learning • I only use appropriate information when asking questions	• I know that some information and evidence cannot always be reliable • I know that some sources of information are not always reliable • I know that some questions are more important than others	• I analyse evidence to check how trustworthy it is • I only use reliable evidence from trusted sources to help me to develop my understanding of new learning

How to Think (ACPs)

High Performance Learning

	Precision	• I am beginning to use some of the specific methods, vocabulary and symbols for my learning (e.g. symbols in maths, specific scientific vocabulary)	• I understand the appropriate methods, vocabulary and symbols and use them some of the time in my learning • I sometimes need reminding, or miss a few out	• I nearly always use the correct method, vocabulary and symbols in my learning • I use the correct method, vocabulary and symbols at the correct time	• I try to use the more advanced symbols, vocabulary and symbols in my learning	• I accurately use the more advanced symbols, vocabulary and symbols in my learning • I use the more advanced method, vocabulary and symbols at the correct time
	Complex and Multi-step problem solving	• I can use a method I have learnt to complete a task	• I know that longer tasks can be broken down into smaller steps. • I know how to complete a longer, more complex task using the smaller steps	• I can select and use the most appropriate method or methods to complete the more complex tasks	• I can choose from a range of different approaches and use the one I find the best	• I use the most efficient methods to solve complex problems
Creating	**Intellectual Playfulness**	• I am aware that there are methods I have to follow to help me with my learning.	• I understand that methods help me, and I know which ones to use at the correct time.	• I understand that some methods and strategies can be quite challenging. • I understand that I can try to speed up some methods, but I could make mistakes.	• I often try to speed up methods with my learning (make them more efficient)	• I always aim to choose the best method to follow with my learning • I aim to be creative, fun and make interesting ideas with my learning!
	Flexible Thinking	• I am aware that there can be more than one way to complete a task	• As I learn more information, I am happy to change my idea or approach to completing a task	• I listen carefully to new ideas from others, and will think about the reasons they think it is a good idea	• I don't always choose the first idea I have when completing a task • I can abandon one idea for a better one	• I don't always go with the idea that is most popular • I think about many ideas before choosing the one I think is best
	Fluent Thinking	• I can think of an idea when I need to complete a task or solve a problem	• I can think of more than one idea when I am trying to complete a task or solve a problem.	• I can think of ideas when solving a problem or completing a task, and explain these ideas to others	• When completing a task or solving a problem I think about many different options before suggesting the idea I think is best	• I think of imaginative ideas when trying to complete a task, and can explain these to others, • I explain the one I think is best.
	Originality	• I try to think of my own ideas	• I think of lots of new ideas • I try to think of issues that others may not have spotted when completing a task	• As I am completing the task, I can make small changes to my idea part way through	• I understand that some of my ideas can be very challenging to complete • I understand that my ideas to complete a task can be very different to each other.	• I enjoy coming up with ideas of my own • When I have completed my task, I look back and evaluate my idea • I think about how I could change my idea in the future,
	Evolutionary and Revolutionary Thinking	• I use things I already know to think of new ideas	• I can think of more than one idea using what I already know • I can change my ideas if I choose to.	• I understand that there can be limits to my ideas and suggest a solution • Using what I already know, I can choose a completely new way to complete a task if necessary	• I can explain to others my new ideas • I can explain how I have built on existing knowledge to create my new idea	• I try to be as creative as possible when building on my knowledge to create new ideas. • I evaluate my ideas and think about how I could adapt them for the future.
Realising	**Automaticity**	• With some help, I can remember facts about my learning and tell these back to others.	• I can remember some of the more difficult facts linked to my learning, sometimes without any help! • I know most of the times tables and spellings I should know for my year group.	• I can tell others the key facts linked to my learning without any help. • I know all of the times tables and spellings for my year group.	• When I learn new methods, rules and facts, I can often use them confidently to help me with my learning.	• I can confidently apply facts and methods to all areas of my learning • I can use a range of different skills I have learnt to complete a task
	Speed and Accuracy	• I complete some tasks correctly when using my learning.	• I complete most tasks correctly when using my learning • I complete most tasks in the time I am given.	• I understand that I should aim to complete most tasks accurately and in the time I am given	• I complete tasks accurately and in the given time • I can plan how to complete a task, managing my time so that it is completed in time	• I always complete tasks to a very high standard; they are nearly always correct with very few mistakes/errors