

NAME : \_\_\_\_\_

PSHE		GGA Level 14	
PERSONAL LEARNING			
Thinking Skills and Problem Solving	Self Assessment		
<ul style="list-style-type: none"> <li>• Pupils are able to self correct or problem solve when they realise that they are about to make a mistake or as problems occur <i>e.g. realises they have left their wallet in the faculty when waiting in the queue in the refectory</i>.....</li> <li>• After acting on their chosen solution to problems pupils can reflect on their decisions and respond to the questions "was this a good result?" "what <u>could</u> you do?" or "what <u>should</u> you do differently next time?".....</li> <li>• Pupils consistently demonstrate resilience by standing up for themselves and their beliefs when challenged by friends or others <i>e.g. when pupils make fun of what they are wearing</i>.....</li> <li>• When pupils are faced with a problem they will demonstrate that they are resilient by 'bouncing back' after a failure.....</li> <li>• When faced with problems pupils will reflect on solutions using the prompt questions of the decision making model "Shall I?" exploring both the Yes and No alternative responses.....</li> <li>• Pupils begin to identify problems using the story telling problem solving model by using imaginative examples using format and prompt questions <i>e.g. set the scene "when", on a rainy day, the character/person "who" my friend Michael, "what did they do?" "what's the problem?" Forgot his coat</i>.....</li> <li>• Pupils begin to identify the emotions and feelings of the person/character in the story telling problem solving model by answering the question "how did they feel?" .....</li> </ul>	<ul style="list-style-type: none"> <li>• Independently identifies more than 1 key skill may be used within an activity or piece of work.....</li> <li>• Begins to identify the key skill they need to get better at.....</li> <li>• Act upon simple target pupil has already identified within symbol reminder.....</li> <li>• When questioned how well did you do? Pupil makes own judgement about achievement of simple target within the piece of work or activity using a simple 3 point rating scale.....</li> <li>• Pupil completes self assessment questionnaire to inform discussion at Annual Reviews independently .....</li> <li>• Uses questionnaire to celebrate own achievements with verbal prompts during discussions at Annual Reviews.....</li> <li>• Begins to check own work and self correct linked to criteria set.....</li> <li>• Pupils begin to reflect about 1 or more thing they are <u>good</u> at when questioned (any context).....</li> <li>• Pupils begin to recognise and identify 1 achievement of another pupil in the class.....</li> </ul>		
		16	

	Date		Date		Date		Date		Date
20% Achieved		40% Achieved		60% Achieved		80% Achieved		Level Achieved	