PS	SHE GGA Level 15
PERSONAL LEARNING	
Thinking Skills and Problem Solving	Self Assessment
• Pupils begin to use a systematic process of thinking and problem solving when faced with real life situations by remaining calm and asking themselves the questions "what do I do?" "what do I do next?" "what is a good result?" They can ask for help if they get stuck at any stage in the process e.g. being served a cold meal in a café	Spontaneously identifies more than 1 key skill may be used within an activity or piece of work Prioritises the key skill they need to get better at and say why
Pupils demonstrate resilience by understanding that disadvantages completely rule out a choice e.g. can't buy the shoes they want because they don't have enough money	Acts upon simple target pupil has already identified without reminder/independently and makes judgement about success using a rating scale. (More complex may be used e.g. 1-5, 1-10)
Pupils can identify problems using the story telling problem	Pupil accepts adults judgement on their rating on how well the pupil did in relation to their target
solving model by using imaginative examples using the following format and prompt questions e.g. set the scene "when" at cooking club, the person/character "who?" Clive, what did they do "what is the problem?" Burnt his	Uses questionnaire to celebrate own achievements during discussions at Annual Reviews independently
finger	Will independently check own work and self correct errors found linked to criteria set
 Pupils identify the emotions and feelings of the person/character in the story telling problem solving model by answering the question "how did they 	Pupils can identify 1 or more thing they are good at and say why?
feel?"	Pupils can recognise and identify 1 or more achievement of another pupil in the class
 Pupils can identify the emotions and feelings of the person/character in the story telling problem solving model and can answer the question "what could they do differently?" 	Pupils can identify what went well during an activity when questioned
	Pupils begin to think about and identify what they have learnt during an activity when questioned

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