**Parents Evening Crib Sheet**

Advanced Cognitive Performance Characteristics – **How they THINK**

|  |  |
| --- | --- |
| Meta-Thinking | * They are excellent at transferring skills/knowledge from one topic/sport and relating or using them in new situations for example during the Crazy catch lesson, they were able to transfer skills they had learnt in the Basketball and Netball block. * They are great at keeping track of their work and where they need to make improvements for example, they were able to identify topic areas they felt they had grasped and others they needed to feel more confident in. * They need to try and tackle new learning experiences by considering approaches they have been taught previously for example when looking at verb rules in MFL and how themes or rules are weaved throughout. * They contribute well to class discussions and are able to share their views or ideas on the topic. |
| Linking | * They are able to link knowledge from other sources, experiences or data to determine or predict what might happen in other situations for example when conducting experiments in Science, they were able to make assumptions on the reactions that might take place based on what had happened in previous experiments we’ve done. * Sometimes they need to see or understand the bigger picture or the holistic view of the course and how different aspects of their learning connect together, for example how the deviance topic we studied in topic 6 directly links to the drugs and injuries topic we studied in topic 3. |
| Analysing | * When we looked at the history sources, they were able to deduct, reason and consider other evidence to explain what was being shown. * Their English comprehension skills are strong – they are able to read and draw out key points in a text to be able to answer the questions. * When looking at Maths equations, they need to break them down and look at how to tackle them to draw out the right answers. |
| Creating | * When we were looking at form over function, it was excellent to see them come up with ideas on how they could adapt existing forms or concepts and tweak them to make them more exciting. * When they are problem solving they need to consider the possible solutions and decide which one is best. For example when they were tasked with choosing roles for the recent drama piece, playing to the strengths of their group to ensure people were in the right parts. * They love coming up with new ideas for their work. * When working as a team they are eager and willing to share their ideas/tactics. |
| Realising | * Their French vocabulary is autonomous now – they are able to rattle off key words with ease. * They need to work on the speed of their work – they can sometimes spend too long pondering over questions and then run out of time to get the answers down. * When they rush their work, sometimes the accuracy suffers for example their spelling and handwriting, which is normally good. |

Values, Attributes and Attitudes – **How they BEHAVE**

|  |  |  |
| --- | --- | --- |
| Empathetic | As an empathetic learner…… | * They are eager to take on feedback and act upon it. * They listen to the views of their peers and work really well as part of a team to get the best output. * They are extremely helpful, handing out the books, carrying equipment or tidying away. * They need to consider the feelings of others and how their actions might be perceived by those around them. * They have been really supportive of others in the class and I’ve seen them explain things to their peers when they haven’t understood the task or perhaps missed the lesson before. |
| Agile | As an agile learner….. | * They are very proactive with their work, eager to learn and often want to know more and go into greater depth. * They can work independently, or with others, and can develop their own views, ideas and opinions whilst considering the input from others. * They are very calm in their work and open to new ways of learning, taking it in their stride. * They need to be more flexible in their thinking – sometimes they struggle to think outside the box and identify the red-herring in the text, or the missing element because they are so focused on the information in front of them. |
| Hardworking | As a hardworking learner….. | * They need to ensure that they are recapping, going back over their notes and practising exam questions to link their knowledge. * They have worked so hard to master that skill, they really showed determination and resilience. * I could see they were getting frustrated but they persevered and were adamant they were going to get it right in the end! * I knew they could show grade 6 work and their revision had really paid off. * They give up too easily – if they don’t understand straight away or make a mistake they put their pen down and switch off – they need to keep going and keep trying – practice makes perfect! |