

Independent Enquirers



Focus:
Our pupils take part in investigating things, planning what to do and how to go about it. They make some of their own decisions, recognising that others have different ideas.

- Making choices with Picture Exchange Communication System (PECS) Moving On from PECS (MOP)
- School ethos is to encourage pupils to be as independent as possible - often reflected in their IEP targets.
- Conducting research and investigations in different subjects.
- Maths surveys across the school.
- School council meetings encourage decision making.
- Science experiments and investigations.
- Art creativity project – pupil involvement/led.
- SEAL/PSHE/RE lessons show pupils that people have different ideas/beliefs.
- Some pupils are involved in setting their own targets.
- Brain-storming as a class, pooling ideas and working out a plan of action.
- Web browsing to research ideas/ topics.
- 'TEACCH' as framework for planning and making decisions.
- Personally selecting resources for tasks.
- Cooking - being able to plan a menu as a team
- Travel training
- Horticulture – investigating plants.
- Business enterprise projects - research into specific areas.
- Work Related Learning- investigating different careers and making decisions about work placements.
- Exploring and investigating musical instruments and the sounds they make.
- Exploring combinations and different orders of sound.
- Decision making- simple musical compositions/being the conductor.
- Being receptive to different styles of music they have explored.
- Singing club- choosing own song.
- Assemblies-discussion/analyzing behaviour issues.

Creative Thinkers



Focus:
Our pupils think creatively by sharing and exploring ideas. They try different ways to tackle a problem, working on their own or with others, to find solutions.

- Lunch time clubs, house tournaments and sports events - encourage pupils to work as a team.
- Every day lessons, class discussions and listening to others opinions, building upon others ideas.
- Doing tasks in pairs/groups and individually.
- Sharing and exploring ideas are covered in all different subject areas.
- School ethos is to encourage our pupils to share and explore their ideas and experiences.
- Prompt strips.
- School trips and outings encourage creative thinking and inspire interest and learning.
- Librarian roles – pupils work as a team and independently to solve loan issues, along with categorizing the books.
- Student Council meetings.
- Business enterprise projects-trying out ideas, solving problems together to improve final products/plans.
- Work Related Learning (WRL) projects and modules of work.
- Trying new sports- getting pupils work out the appropriate equipment to use.
- Expressing creativity through clubs e.g. dance.
- Independent musical instrument practice.
- Developing ideas within a time frame.
- Choice of musical performance materials.
- Asking questions in lessons to help progression.
- Coping with unexpected cover for lessons.
- Coping with changing topics/music.
- Accept using various instruments, awareness of breadth of experience.
- PSHE/SEAL – anti bullying week.
- RE – looking at case studies to explore attitudes to forgiveness and examples of when they have had to forgive.
- Anti bullying week projects / activities.

Reflective Learners



Focus:
Our pupils can identify their strengths and limitations. They can set themselves realistic goals and know when they have met them. They know when they have done well and when things have not gone to plan. They are happy to listen to feedback from others in the class.

- Being proud of taking work home to show,
- Behaviour systems, star charts, house points and certificates all let pupils know how they are doing on their targets.
- Pupils using write words and tracks to show their progression.
- Pupils are active with the content of their Records Of Achievement (ROA).
- Pupils are able to celebrate others achievements e.g. in sharing assemblies / house team events.
- Learn from good and bad experiences and change reactions accordingly.
- Displaying IEP and other targets for pupils to see in the classroom.
- WRL- College forms- list own good points and realistic ideas.
- FE students use work log book to attain targets.
- Library work experience- 'I need to improve' worksheets- setting realistic goal for next time.
- Attending Verizon for transition work.
- Self evaluation for annual reviews and ROAs.
- Discuss difficulties in work.
- Suggest ideas for improvement during subject investigations.
- All participate in proms.
- Taking part in different workshops throughout the year.
- Integration with other schools.
- Groups taking part in outside sport/music/drama events.
- Students requesting peri lessons.
- Debriefing forms.
- Traffic light assessment system in some classes – pupils sharing where they think they have got to with a given skill or task – self assessment.
- Pupils' participation in annual review process and meetings.

Framework of Personal Learning and Thinking Skills – How we do this at Addington.



Team Workers



Focus:

Our pupils can work together in a team in many different contexts. They work well together, listening to the different views of their team mates and resolving any issues along the way.

- Opportunities to work as a team through out school curriculum and subjects.
- Moving on from PECS resources,- playing games in groups
- Social skill groups.
- Using circle time to listen to others.
- Buddies-working with other students within the school.
- House competitions / sports day
- Librarians supporting their class and helping each other with library skills.
- WRL projects including 'potty about potatoes' project and the Christmas and Easter fairs.
- Fund raising by individual classes or key stages.
- Students' council meetings.
- Horticulture projects at the allotments.
- Learning to win and lose through playing games (P.E).
- Pupils working together to write and perform a play e.g. Christmas play by FE classes.
- Art creativity project – 'outside space design project'.
- Class assemblies.
- Proms productions.

Self-Managers



Focus:

Our pupils have an active role in organising themselves at school. They take responsibility for learning and improving their own skills, both academic and personal. They cope well with change, and respond positively to challenges.

- Remembering to bring in PE kits, shower things, musical instruments etc on specific days each week for lessons.
- Workstations, timers, social stories.
- Personal timetables – encouraging them to organize themselves.
- Taking home weekly class timetable/ lunchtime clubs list to keep at home encouraging them to get required things ready the night before.
- Pupils organizing themselves in the morning e.g. choosing their dinner and handing in their diaries/ letters/reply slips.
- Transitioning to different areas within school. Coping well with school trips and changes to their daily routine.
- Buddy system gives opportunity for pupils to improve their own personal skills.
- Classroom jobs and responsibilities given to pupils e.g. register monitor.
- Librarians/ buddies and other school based roles for pupils.
- Work shadow at WBC.
- WRL- community placements positive feedback from staff.
- Students meeting new challenges as part of placement.
- Travel training in KS 5.
- Thrive project.
- Coping with new staff.
- Meeting new students from other schools through tournaments
- Using behaviour mgmt resources to help manage their emotions and behaviour.
- Recognising and rewarding good behaviours.
- Pupils given opportunities to develop new physical skills which are challenging e.g. horse riding at Oakwood and offsite residential trips (Atlantic College and Tirabad).

Effective Participators



Focus:

Our pupils are aware of and talk about issues that affect them in school and some of those around them. They take part where possible in their school life. They look to take part in making improvements for others as well as themselves.

- Teaching social skills to enable pupils to participate in school life.
- Buddy system.
- School council meetings.
- Addington's Code of Conduct encourages pupils to participate and support other pupils.
- PSHE modules of work cover relevant areas.
- Circle time enables pupils to discuss issues.
- Pupils given the opportunity to take part in many different seasonal projects e.g. horticulture project -change school project, the allotment/greenhouse projects and the Macmillan coffee morning.
- Horticulture/gardening at school-classes responsible for tending areas around the school.
- Many different lunch time clubs for pupils to try.
- Sports day
- Anti bullying questionnaire – taking part in Wokingham's surveys and workshops with other local schools.
- Use of quiet room/ time out and a safe place etc.
- Band practice / Voice in a Million Choir.