

## Executive Summary

Title of the Work	An investigations into the role played by the new PLTS (Personal Learning and Thinking Skills) in the learning, attainment and achievement of pupils at KS3 in Science	
Author	Denton Mapesa	Date of Completion  <b>01/2010</b>
Institutional Contextual Details E.g. Phase (Optional)	Secondary comprehensive school with specialist language college status	
Major Needs Identified	<ul style="list-style-type: none"> <li>*Raising achievement in science</li> <li>*response to a new whole-school initiative (PLTS as part of the SEAL pilot study)</li> <li>*Response to new QCA guidance</li> <li>*</li> </ul>	
Methods used to collect data.	<ul style="list-style-type: none"> <li>*observations</li> <li>*questionnaires</li> <li>*pupil interviews</li> <li>*review of presentation of work</li> </ul> Qualitative analysis of contribution to discussions	
Summary of Major Findings (Or recommendations to others)	<ul style="list-style-type: none"> <li>*Incorporating PLTS strategies into lesson-planning can increase levels of motivation and engagement amongst pupils</li> <li>*Pupils can use PLTS skills to apply to understanding and learning in different contexts and curriculum areas – they enable pupils to transfer links and skills</li> <li>*Using PLTS as part of pedagogy gives pupils skills to develop as flexible and independent learners</li> <li>*</li> </ul>	
Impact of the Project (And evidence source) <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Practice</li> <li>• Pupil/Student learning Experience</li> <li>• Pupil/Student Learning Outcomes</li> </ul> (What happened as result?)	<ul style="list-style-type: none"> <li>*Improved practice when looking at planning variety of activities and learning opportunities in lessons</li> <li>*Encouraged me to take more risks about “letting go” in the classroom and letting pupils take more control of their learning</li> <li>*Pupils were able to interact with each other readily and engage with the material, showing high levels of interest, motivation and collaboration when learning became more pupil-focused</li> <li>*Current assessment processes need to be radically overhauled to allow for PLTS to be measured – this would have clear implications for exam-based work later</li> <li>*Pupils demonstrated they are capable of “borderless” thinking when conditions are right, building foundation for true personalised and independent learning</li> <li>*</li> </ul>	

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Other Information	