

## Enquiry into Practice Case Study

**Case study Name/Title:** Using LogoVisual Thinking across the curriculum: From the spoken to the written word

**School:** St Paul's C of E Primary, Brentford.

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Easter 2007

**Identify the learning need – based on data\*:** *i.e. what was it like before the work and why was the work undertaken - \*data can be based on assessments, attitude/behaviour questionnaires or observations for example?*

It was evident that children were having problems with structuring their writing in my class. They needed a thinking tool which would enable them to plan their ideas. Moreover, a tool that would ensure they understood the need for paragraphs, something which they need to use to achieve Level 4 for AT3 Writing. . Also, the children were finding it difficult to recall features of different text types in order to write in Literacy and across the curriculum.

I undertook some attitude questionnaires before and after the study and found a marked change for the better once the study had been undertaken. Before the study, lots of children were reluctant to contribute to class discussions. The main reasons being: fear of peer pressure, (either getting the answer wrong in front of their friends) or being overshadowed by bigger personalities in the class. I was aware before but the questionnaire really brought it to my attention. This was not brought to the forefront as the class are a well-behaved group of children. Therefore, children were being left behind and overlooked because of this.

**Describe your intervention** *i.e. what was done and when?*

I had already introduced mind maps into the classroom, (a tool created by Tony Buzan.) The children had responded extremely well to this tool and used it regularly for beginning/end of topics, planning stories and other tasks across the curriculum. LogoVisual Thinking, however, really made the planning process and thought shower process explicit. I first introduced LogoVisual Thinking (LVT) for the end of a Science topic on electricity. I modelled how to use the boards first. After that, initial response from the children was very pleasing. They were very keen and eager to explore the thinking tool for themselves.

**What has been the impact and what data\* demonstrates this?**

All children have demonstrated a significant increase in confidence. Every child now answers at least one question a day as highlighted in a survey conducted over a week. The feelings of anxiety and peer pressure have reduced dramatically. There is a more

supportive, less intimidating (from the more confident children) atmosphere amongst the class. This is substantiated by the post intervention questionnaire.

The children now request to use the tool for writing across the whole curriculum. This shows that the tool is not restrictive to them and they are comfortable with the process behind the thinking tool.

### **What has been learned? (Pupil and staff outcomes)**

All children feel that their ideas are worthy. They have shown a remarkable increase in confidence and self esteem. Here are some of their thoughts:

‘I like it how you can see what everyone thinks.’ *Billyray*

‘Everyone gets a chance to say what they think.’ *Jeffrey*

‘It helps me know what to say and what to write.’ *Senzo*

‘I can just write what comes into my head without worrying.’ *Boyd*

From the above comments of only 4 children, it is evident that it has been a great learning curve for them. They have really understood the thinking behind ‘LogoVisual’. It has addressed the learning needs of the class that I identified before the intervention.

In terms of my learning, it has increased my confidence too. In hindsight, although I enjoyed using mind maps before the study, I now have a greater understanding of the process. It is good practice to list ideas and then group. Before, I tended to try and group ideas immediately, which I can now see was very restrictive. It has also raised my awareness of the quieter children in the class and the dominating personalities that overshadowed them.

I have also had the opportunity to trial the software that accompanies the boards, which I have used mainly for modelling. Some children, particularly my Gifted and Talented children, have begun to use the computer program too.

### **Next steps? (Implications of policy into practice in your team/dept/school)**

St Paul’s C of E Primary is a one form entry school. I have trialled LVT in my own Year 6 class. It is now crucial that I filter this down to other year groups. I aim to begin with Year 5 and in a staff meeting to introduce the thinking tool to the teachers during INSET. I must also monitor the impact with regards to writing in Year 6 SATs. It was evident with assessments in class that it may have been a reason for raising attainment and pupil progress over the year. However, by starting again in September, it will allow me to track throughout the academic year.

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