

We have introduced 'hexagons' as a learning and assessment tool. It allows us to assess what children have learned and what connections they are making within their learning.

Hexagons can be completed at various times in the learning process. They can be used at the start to elicit prior learning, during or at the end of a unit of work or indeed sometime after to find out what 'long term' learning has taken place. In Early Years and younger classes hexagons can be discussed verbally with pupils. HEXAGONS ENCOURAGE CHILDREN TO 'THINK HARDER'.

SOLO HEXAGONS

What is the SOLO taxonomy?

SOLO (Structure of Observed Learning Outcomes) offers a **structured outline** for the learners to use to **build their learning and thinking**

It motivates students to **ponder** where they are presently in terms of **their level of understanding**, and what they must do to **progress**.

SOLO Taxonomy was developed by John Biggs and Kevin Collis, two educational researchers who were interested in creating a framework that could help teachers design more effective learning experiences.

The framework is based on the idea that there are different levels of understanding, and that students can move through these levels by engaging with increasingly complex tasks and ideas.

By using SOLO Taxonomy, teachers can create learning experiences that are tailored to each pupils' current level of understanding, and that help them progress towards more sophisticated levels of knowledge.

Step 1

Look at all of the hexagons you have been given. With your partner, how many can you explain the meaning of.



Let's go through them as a class.

Step 3

In your books, alongside the **hexagons (concepts)** you grouped together, show your amazing Science knowledge.

Try to ensure you write about all of the elements on the knowledge note.

**What do you know
and remember?**



This is your chance to show off all of your knowledge. You can flick back in your books to help you but not use your ipads.

Work in y...



Step 4

Now look at all of the other hexagons. Can you make links between them and sort them into groups?

There is not right or wrong answer, as long as you can **explain** how they link.

Once you have grouped all your words together, arrange them in your book. Leave space around the groups. You can use your book to help you if you're not sure.

Look at these examples:



Step 2

Can you find all of the hexagons that are related to the **blood**?