

Welcome!

Welcome to the tenth newsletter of the SEAL Community. The theme of this newsletter is assessment. We feature case studies of settings that have developed effective approaches to assessing pupil progress in social and emotional learning; in the practical tools section you'll find a range of resources that are available to support assessment. Plus we've the usual round up of news, resources and interesting research.

If you missed our earlier newsletters, you'll find them in the Newsletter archive on the SEAL Community members' pages. The theme of the first (Keeping SEAL alive and growing) may be of interest if you have been using SEAL resources for some years and are looking to refresh your approach. The second focuses on diversity – how schools and settings have adapted SEAL so as to meet the needs of different groups of learners (children with SEN, looked after children, boys who don't respond well to too much talking.) The third is all about Ofsted/Estyn, the fourth is about SEAL and academic learning, the fifth focuses on SEAL and early years, the sixth on SEAL in secondary schools, the seventh on SEAL developments and the eighth on SEAL in practice. In the ninth is a case study from a brilliant primary school that has been using SEAL for seven years and thoroughly embedded it into policies and practice – including their creative work on the new curriculum.

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Tools for assessing children's social and emotional skills and progress

News Update

Chinese schools making great progress in implementing SEAL



Regular readers of SEAL news will know that the primary SEAL resources have been chosen by the Chinese Ministry of Education as the basis for a pilot social and emotional learning curriculum in five provinces in China. Julie Casey and other members of the SEAL Community have been visiting China regularly to provide support. The team made its final visit to China in October, and were once again amazed by the progress that had been made by schools, Principals and Regional Education Staff in adopting so

whole-heartedly a style of teaching (and content) so alien to the didactic teaching methods that have dominated for so long. The UK team delivered exemplar lessons from the SEAL materials which have been translated into Chinese, focusing on 'Good to be me' and 'New Beginnings', modelling SEAL learning outcomes, check-ins, circle time and interactive, experiential activities and plenaries.

While the (Y4) children were initially reticent when faced with unfamiliar activities such as circle games, they soon joined in with the enjoyment and gusto that characterises SEAL sessions across the UK.

The team discovered interesting cultural differences with the children being loathe to show angry faces, even in role-play, and finding it hard to talk about what they are proud of. However, with encouragement and reassurances that it was OK to talk about what they did well, they joined in the group sessions with enthusiasm.



Less than a third of UK teachers think they have appropriate training for identifying mental health issues

In the latest NFER Teacher Voice survey for the Department for Education, 62% of teachers felt able to identify pupil behaviour which may be linked to children's mental health, but only 32% believed there was appropriate training for teachers in school to be able to identify an issue in a child.

The three most common ways of addressing pupil mental health issues in schools that teachers reported were counselling (62%); engaging families (42%) and teaching age appropriate lessons on mental health (29%).

In relation to bullying, the most common type was verbal (74%); cyber bullying was much more common in secondary schools (65% vs. 23%).

Read more at <https://www.gov.uk/government/publications/teacher-voice-omnibus-june-2015-responses>

New subject association established for Character Education

A new Association of Character Education (ACE) has been established as a response to the growing interest in character education. It is a subject association that aims to bring like-minded teachers and schools together to bring further momentum to the character education movement.

It will be an organisation that primary, secondary and post-16 teachers can turn to for inspiration and ideas on how to develop the character education provision in their school. Over the next 12 months ACE will:

- Hold an inaugural annual conference (June 30 at the University of Birmingham).
- Launch a "Schools of Character Award". Schools that win will be presented with the award at the annual conference. To win the award schools will be asked to self-audit themselves against some key principles for character education.
- Develop and publish a new journal for teachers and other educators on character education.

Find out more at www.character-education.org.uk

New report from PSHE Association on the case for making PSHE compulsory in schools

The PSHE Association has launched 'A curriculum for life: the case for statutory PSHE education', which brings together compelling evidence of the benefits of PSHE education.

Using evidence from the report, the PSHE Association is urging ministers to heed new calls from parents and pupils to make PSHE education statutory. Ministers had committed to a decision on this by the end of last year.

According to new YouGov polling, 90% of parents agree that PSHE education should be taught in all schools. Young people, too, agree on the need for such lessons to negotiate life's challenges and opportunities. 967,000 young people voted in this year's UK Youth Parliament 'Make Your Mark' campaign to choose UKYP's priorities for the year ahead, with a 'curriculum that prepares us for life' and compulsory mental health education amongst the top priorities chosen.

Find the report at https://pshe-association.org.uk/news_detail.aspx?ID=1468&dm_i=HSS,3QXBD,BJ06JO,DHXPZ,1

The Education Endowment Foundation has announced new funded research on character education

Funded programmes will include Zippy's Friends, delivered by Partnership for Children; Positive Action, delivered by Lady Joanna Thornhill Primary School, a school-led programme designed to develop good behaviour and character; FRIENDS, delivered by Project Salus, a 10 week programme to help Year 5 pupils reduce anxiety by teaching them how to solve problems and understand new ideas better; Improving Oracy Framework, delivered by School 21 and Changing Mindsets, delivered by the University of Portsmouth.

Experts discuss the importance of social and emotional learning at Education Endowment Foundation and Early Intervention Foundation event

The Early Intervention Foundation (EIF) and Education Endowment Foundation (EEF) have jointly hosted a What Works policy workshop: Resilience, character and social and emotional skills. Where next for education policy?

This workshop brought policy makers, academic experts, educators and others together to share latest evidence and discuss what it might mean for the future direction of education policy and practice. Speakers included representatives from both EIF and EEF as well as experts from Sussex

University and UCL's Institute of Education, tackling subjects including the challenge of measuring outcomes and current gaps in the evidence.

To find out more and download the slides from the workshop, go to www.eif.org.uk/eif-eef-what-works-workshop-resilience-character-and-social-and-emotional-skills/. You'll find Jean Gross' blog about the measurement/assessment issues discussed at the event at <http://www.eif.org.uk/should-we-measure-social-and-emotional-skills/>

DfE issue guidance on developing a behaviour policy



This January 2016 guidance provides a reminder of what must be in a behaviour policy, including measures to promote good behaviour, self-discipline and respect. Much of the guidance explains the powers members of staff have to discipline pupils. One notable change is that from now on, schools will no longer have a statutory obligation to have in place home school agreements.

Find the guidance at <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Resource round-up

New resources for Going for Goals/Keep on Learning SEAL themes

Check out the new resources on the SEAL Community website for work linked to the SEAL Primary Going for Goals and secondary Keep on Learning themes. You will find them at <http://www.sealcommunity.org/member-resource/going-goals-making-resolutions-and-resilience-new-primary-planning-and-resources-2016> and <http://www.sealcommunity.org/member-resource/fabulous-goals-resolutions-and-resilience-secondary-resources-2016>

Over this half term we'll be posting about our top resources for Good to be me/Learning about me so do watch out for What's New on the website.

More Apps for social and emotional learning

[Breathe, Think, Do](#) (Sesame Street) teaches children to keep calm and carry on by introducing three possible strategies for working through problems. It touches on familiar emotional challenges such as problem solving, self-control, planning, and time on task. Intended for very young children, this simple app gives players different scenarios in which the Blue Monster character needs to regulate his or her emotions using the breathe-think-do technique.

[Touch and Learn -- Emotions](#) (Innovative Mobile Apps) is chock full of wonderful photographs representing four different feelings per page. The child is prompted to match the verbal cue with the appropriate photo. This app focuses on helping children read body language and understand emotions by looking at pictures and figuring out which person is expressing a given emotion.



[Avokiddo Emotions](#) provides opportunities for younger children to explore a wide range of feelings through several silly characters and a plethora of props. This app incorporates activities to help children understand the subtle cause and effect of facial expressions. The main idea is exposing young children to a variety of feelings and helping them grasp emotional connections with those feelings.

[Emotionary](#) (Funny Feelings) is designed to give a wide age range of children the tools and skills to express themselves

well in our world of emoticons. The app has become a popular resource for the special needs population. This collection of emotions and funny feelings allows users to draw their own emotional "selfie" to match how they are feeling.

[IF. . . The Emotional IQ Game](#) (If You Can) promotes teamwork and collaboration, accentuating how to be in touch with our own feelings and the feelings of those around us. With this app, children (recommended ages 9-11) learn to listen, make friends, and deal with bullying in an adventure story/game format. IF's motto: "Play Learn Grow: Succeed at school with friends in life!"

The [Middle School Confidential](#) series is a powerhouse of SEL lessons by tween/teen expert Annie Fox. The book/app series for ages 8-14 is a graphic novel sequence focused on making stepping-stones out of stumbling blocks on the road to becoming a teenager. Readers follow the adventures of a group of seventh-grade friends trying to navigate the ever-changing drama of their friendships, families, and school. Excellent resource!

[Stop, Breathe & Think](#) (Tools for Peace) promotes mindfulness, meditation, and compassion for middle and high school students and adults.

[The Social Express](#) has quality content which keeps students engaged and on the path to mastering healthy social and emotional skills. Research-based webisodes give kids the exposure necessary to develop meaningful relationships and become more socially competent in all realms of life. This program covers the gamut from preschool through high school with a robust SEL curriculum.

Self-esteem teaching resources

This new set of free Stage 3 teaching resources from the Dove Self-Esteem Project has been designed to enable teachers to run their own in-class workshops to help pupils understand more

about self-esteem and body confidence. The five session *Dove Confident Me* resources explore in depth the key factors that affect body image and self-esteem in young people. Over five 45-60 minute lessons, the workshop series covers:

- Challenging unrealistic sociocultural ideals of appearance
- Building media literacy in response to appearance ideals in the media, social media and advertising
- Reducing appearance comparisons and appearance-related conversations
- Encouraging proactive strategies to build and protect self-esteem.

The resources provide a platform for interactive learning through a range of teaching approaches, including role play, discussions, debates, film clips and activity worksheets. There are many opportunities for pupils to explore, understand and challenge assumptions related to body image and body confidence issues.

Alternatively, if you are looking to run a one-off 45-60 minute lesson you can use the single session resource, which is an abridged version of the five session series.

Find the resources at <http://selfesteem.dove.co.uk/>

Premiership Rugby On the Front Foot Character Resources

These resources aim to use Rugby's core values of Teamwork, Respect, Enjoyment, Discipline and Sportsmanship to develop positive character traits such as resilience, grit, tolerance and honesty in young people. The six week programme is being rolled out by all twelve Premiership rugby clubs, as well as Worcester Warriors and Bristol, in schools across England. Initially the programme will be experienced by more than 17,000 pupils in schools across the country, as well as providing an intensive 33-week training course for some 500 young people not in education, employment or training (NEET). The materials will also be made available for free on the Premiership Rugby website. Read more about the programme at: www.premiershiprugby.com/community/breakthru/on-the-front-foot.php#Czi7dPvOy3MOBCSC.99

New Knightly Virtues Stories

Part of the Jubilee Centre's Knightly Virtues programme, this is a new suite of materials featuring stories about Anne Frank, Robin Hood and Joan of Arc. Find the resources here: <http://jubileecentre.ac.uk/1641/character-education>

Interesting new research

The skittle-ator test: When do children around the world say 'no fair'?

Blake, P. et al (2015) The ontogeny of fairness in seven societies. *Nature*: 528, pp 258–261

This research explores how and when ideas about fairness emerge, finding surprising similarities among children in Canada, the United States, and Uganda.

Children used a 'Skittle-ator' toy - a two-foot-long wooden plank with two small, raised trays near the centre. Two children sit on either side, facing each other, and Skittle sweets are placed on the

trays. In front of one child are two handles, one red and one green. If the child pulls the green handle, the trays tip toward each child and dump Skittles into bowls where they can keep them. But if they pull the red handle, the Skittles slide into a bowl in the centre, where neither child can keep them.



In general, when the scientists offer a young child, around age four or five, a “good deal”—they get four Skittles and the other child gets one— they pull the green handle and happily takes the four Skittles. But when the scientists offer a “bad deal”— they get one and the other child gets four— most children pull the red handle and walk away empty-handed. It seems like pure spite—if you get more, I don’t want any—and the scientists say that’s part of it.

But there may be more going on: giving up one Skittle is a sacrifice, but it prevents another child (“the competition”) from gaining a relative advantage. By pulling the red handle, a child also signals that she won’t be cheated or exploited.

But around the age of eight children begin rejecting the “good deal,” too, refusing to take four Skittles when the other child gets only one. “At age eight, we saw this sudden shift,” say the researchers. “And when we asked the children why, they would say, ‘It’s not fair.’” Not fair, that is, to the other child.

To double-check these results, the scientists offered children equal allocations of Skittles—I get one, you get one—in what might be called “a good deal for everybody.” Children accepted this offer at all ages.

The study builds on previous work with monkeys. They, it turns out, gobbled Froot Loops at any opportunity, whether the handouts were fair or not. Human children were far more discerning.

These early studies got the scientists thinking. If this trait—refusing a deal that’s unfair to others— appears only around age eight, only in humans, and goes against economic models of rationality, something bigger than biology must be at work. “This seems like a behaviour that is shaped by culture,” says Blake.

But the scientists had only tested children in the United State. Would the results hold across cultures? To test that question, the scientists teamed up with researchers who had ongoing projects in other countries, trained them on the inequity apparatus, and asked them to include the experiment in their repertoire. Over four years, the collaborators tested a total of 866 pairs of children in Canada, India, Mexico, Peru, Senegal, Uganda, and the United States.



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The scientists suspected that children from all cultures would reject the bad deal (I-get-one-you-get-four), and that turned out to be the case. However, children tested in Mexico rejected the bad deal at a much later age, around ten instead of four. Blake isn't sure why this happened, but the Mexican children were from small villages and most knew each other, so he suspects that this personal dynamic might have reduced competition.

The big surprise came with the good deal. The scientists had speculated that children in Canada, like those in the United States, would reject the good deal around age eight, because of common cultural norms. But they weren't sure how children in non-Western societies would react. "Will older kids reject that good deal everywhere? We predicted that no, that probably is not going to happen," says Blake. "We found that it showed up in the US and Canada, but it also showed up in Uganda, which kind of threw us."

Among all the countries tested, only Canada, the United States, and Uganda showed this common trend. The scientists have a few possible explanations for the surprising find. The area of Uganda tested is rural and agrarian—very different from urban United States and Canada—but many schools in the area show a heavy Western influence. Perhaps Western-trained teachers transmitted cultural norms of fairness to their students. Or, says Blake, children in other countries might see this type of fairness as a valuable trait, but one that applies only to adults.

Talking about feelings really works

Brophy-Herb, H. et al (2015) Toddlers with Early Behavioral Problems at Higher Family Demographic Risk Benefit the Most from Maternal Emotion Talk. *Journal of Developmental & Behavioral Pediatrics*: Volume 36 - Issue 7 - p 512–520

In this US study, toddlers' behavioural problems were rated at two time points by trained Early Head Start home visiting specialists. Maternal emotion talk was coded from a wordless book-sharing task. Observers noted how often mothers labelled emotions, explained the context of emotions, noted the behavioural cues of emotions, and linked emotions to toddlers' own experiences. There were strong links between child behaviour and how much mothers talked about emotions. Toddlers with more early behavioural problems and coming from the most disadvantaged families benefitted the most from mothers' emotion talk. The researchers conclude that informing parents about the use of emotion talk may be a cost-effective, simple strategy to support at-risk toddlers' social-emotional development and reduce behavioural problems.

Early years social competence predicts long term life success

Jones, D et al (2015) Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. *American Journal of Public Health*: Vol. 105, No. 11, pp. 2283-2290.

In a recent study, researchers from Penn State and Duke looked at 753 adults who had been evaluated for social competency nearly 20 years earlier while in kindergarten. Scores for sharing, cooperating and helping other children nearly always predicted whether a person graduated from high school on time, earned a college degree, had full-time employment, lived in public housing, received public assistance or had been arrested or held in juvenile detention.

Dr Greenberg, a co-author of the study, said he was surprised by how much social competence outweighed other variables like social class, early academic achievement and family circumstances when it came to predicting outcomes. "That tells us that the skills underlying what we're testing — getting along with others, making friendships — really are master skills that affect all aspects of life."

Do short term social and emotional programmes lead to short term effects?

Stallard, P. et al (2015) A cluster randomised controlled trial comparing the effectiveness and cost-effectiveness of a school-based cognitive behavioural therapy programme (FRIENDS) in the reduction of anxiety and improvement in mood in children aged 9/10 years. *Public Health Research* Volume 3 (14)

FRIENDS is a universal school-based preventative programme aimed at reducing symptoms of anxiety and low mood. In this study 41 primary schools in three local education authorities in the south-west of England were randomly assigned health-led FRIENDS, school-led FRIENDS and usual school PSHE provision. Over a thousand 9–10 years olds took part.

The FRIENDS programme was led by either a trained member of the school or a health leader external to the school and was delivered over nine consecutive weeks. The comparison group received usual school PSHE lessons.

Clinical effectiveness was assessed by child report of symptoms of anxiety (Revised Child Anxiety and Depression Scale, RCADS). After 12 months there was a significant difference in the adjusted mean RCADS scores for health-led FRIENDS compared with school-led FRIENDS, and for health-led FRIENDS compared with usual school provision. At 24 months, however, there were no longer any significant differences between the three groups.

The researchers conclude that although greater reductions in anxiety were noted at 12 months when the FRIENDS programme was delivered by health leaders, these additional benefits were not maintained at 24 months. Children's anxiety levels improved irrespective of the intervention that they received.

Teachers who are good at improving emotional stability, motivation, persistence and self-control are not always also good at improving academic outcomes

Blazar, D. and Kraft, A. (2015) *Teacher and Teaching Effects on Students' Academic Behaviors and Mindsets*. Working Paper 41, Mathematica Policy Research

This study looked at the role that teachers play in developing non-cognitive skills, the non-tested academic behaviours and mindsets that contribute to children's long-term success. These behaviours and mindsets include emotional stability, motivation, persistence and self-control.

Data came from 310 teachers in four US districts who had agreed to have their classes videotaped, complete a teacher questionnaire, and help collect a set of pupil outcomes. The study focused on Grade 4 and 5 (Year 5 and 6) maths classes. All of the teachers involved were general class teachers, not maths specialists.

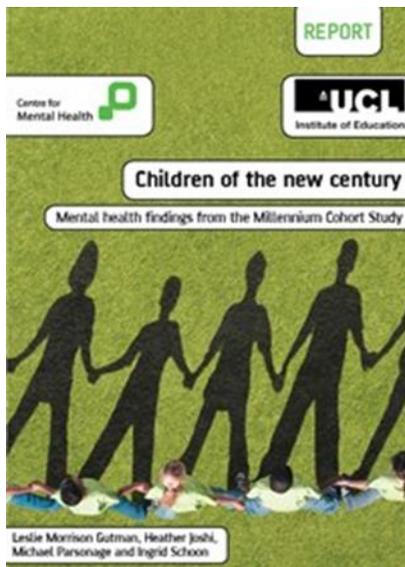
The authors examined both "teacher effects" (the teacher themselves) and "teaching effects" (classroom practices) on a range of maths test scores and non-tested outcomes, specifically behaviour in class, happiness in class, and self-efficacy in maths.

They found that individual teachers have large effects on pupils' self-reported behaviour in class, self-efficacy in maths, and happiness in class that are similar in magnitude to effects on test scores. However, teachers who are effective at improving these outcomes often are not the same as those who raise maths test scores.

The paper concludes that efforts to improve the quality of the teacher workforce should include teachers' abilities to promote **both** academic behaviours and mindsets.

Widening social disadvantage gap in child mental health problems

Gutman, I. et al (2015) *Children of the New Century: Mental health findings from the Millennium Cohort Study*. London: UCL



The Millennium Cohort Study is a longitudinal study following a large sample of children born in the UK at the start of the 21st century. It measures children's mental health using a questionnaire based on reports from parents and teachers in the previous six months. This questionnaire distinguishes between conduct problems, hyperactivity and inattention, emotional problems and peer problems.

The study shows little change in the level of likely mental ill health in 11 year olds since the turn of the century; rates of mental ill health were similar to those found in previous surveys from 1999 and 2004, and if anything slightly lower. About one in ten 11-year-olds in the UK now have a mental health problem according to parents - or eight percent as reported by teachers.

The gap in prevalence between more and less disadvantaged children has widened since 1999, however. Children from the lowest income families are now four times more likely to have mental health problems than those from the highest earning backgrounds.

The prevalence, persistence and combination of problems were higher for boys than girls. The report also suggests that not living with both natural parents is associated with mental health problems in children. Geography too has an impact – 11-year-olds in Scotland have a significantly lower prevalence of hyperactivity and peer problems than those in the rest of the UK.

Download the report here: Children of the new century

[http://www.centreformentalhealth.org.uk/children-of-the-new-century?utm_source=NEW+NEWSLETTER+LIST&utm_campaign=7f5d89c96c-Newsletter Nov 201511 17 2015&utm_medium=email&utm_term=0_d9eb0322c5-7f5d89c96c-105443545](http://www.centreformentalhealth.org.uk/children-of-the-new-century?utm_source=NEW+NEWSLETTER+LIST&utm_campaign=7f5d89c96c-Newsletter+Nov+201511+17+2015&utm_medium=email&utm_term=0_d9eb0322c5-7f5d89c96c-105443545)

What does research have to say about whole school approaches to building resilience?

Nicoll, William G (2015) Developing Transformative Schools: A Resilience-Focused Paradigm for Education. *The International Journal of Emotional Education*. Volume 6, issue 1, pp 47-65

This useful article reviews the research evidence regarding resilience and positive youth development, both academically and socially, and sets out a conceptual framework for creating resilience-focused, transformative schools. The author discusses growth mindsets, resilience, social emotional competencies, and supportive social environments (family and school). You can read the article at www.um.edu.mt/cres/ijee. Click on the latest issue tab.

Sharing practice: case studies

Assessing progress and demonstrating impact at the Harbour



The Harbour is a Special School and Pupil Referral Unit on five different sites in Portsmouth, three providing for students with behaviour difficulties and two for students with medical and emotional needs. Staff also support pupils in local mainstream schools. Catherine Walker is one of the school's Deputy Directors and directly heads up one of the sites, a provision for 4-16 year olds with between 40 and 70 pupils on site and on Individual Tuition in homes.

Catherine leads on social and emotional learning across all the sites. Some time ago she decided to put in place a system of assessment of students' social and emotional skills. She was very much aware of the role of assessment in signalling the value of particular areas of learning, and felt that a good assessment system would demonstrate to staff, pupils and parents that social and emotional skills are vital – and can be taught. 'If a child can't do division,' Catherine says, 'you don't use sanctions – you don't say you'll have to miss your break. You teach them how to divide. It should be the same with social and emotional skills.'

The social and emotional assessment system also serves the purposes of:

- Profiling needs, tracking and demonstrating progress for individuals and groups
- Supporting teachers in planning teaching and learning opportunities.

The system was influenced by the Assessing Pupil Progress (APP) model used in English and maths to underpin teacher assessment of the old 'levels' of attainment. Using the SEAL learning outcomes plus her own extensive knowledge, Catherine constructed grids of 'I am able to ...' statements, providing a progression from a preschool developmental stage through to the skills needed to be successful in the upper secondary years and beyond. There are seven developmental levels in the system, for each of the five SEAL domains – self-awareness, managing feelings, motivation, empathy and social skills. Each domain has between four and eight subcategories. As an example, managing anxiety and stress, managing anger, frustration and disappointment, and managing low mood are three strands within an overall 'managing negative feelings' category in the self-regulation/managing feelings domain. Skills might progress from recognising fear in a book, film or animal in the preschool level, up to recognising when one is anxious and using techniques such as distraction to manage the anxiety, at Key Stage 4.

How the grids are used

Since all the students attending the Harbour sites have social, emotional and mental health needs each requires an assessment using all the grids in their entirety. This is carried out by their teacher or mentor. In the local mainstream schools supported, some children – like those with Education, Health and Care plans and a lot of one to one support – might also have the whole grid completed.

In other cases the grids might be used just for an individual or small group, and only parts of the grid might be considered – those relating to anger management, for example, if that is the issue.

A baseline assessment is recorded on the grids in blue and subsequent progress coloured in green when students demonstrate the skills. There is recognition that it is difficult for anyone to demonstrate a particular social or emotional skill totally consistently, so cells can be partially coloured in. ‘If you see it 20% of the time fill in 20% of the line’, Catherine will tell staff.

The system is very motivating for students, who can see the blue grids gradually changing to green as their skills develop. ‘For example, all our students want to belong to a group but don’t always know how’, says Catherine. ‘But after six months when they have a lot of green growing on their grids, they see ‘I can learn how to do this’.

Using the tool in subject lessons

Key outcomes in the learning grids are printed in either blue or black. Blue outcomes are ones which teachers can build into their everyday subject lesson plans – for example ‘share equipment in a group.’ The black outcomes (like ‘I am able to identify triggers for my anxiety’) need specific teaching, delivered either by pupil support staff 1-1 or in a nurture group using banks of ideas, resources and activities from the SEAL programme and other publications.

In The Harbour School, one of the blue outcomes is planned for in every subject lesson, and in the plenary students will indicate whether they are red, green or amber on that outcome. Green means ‘I’ve really got this’, and amber ‘I’d like to do a bit more on it.’ Where they have been successful students can colour in another section of green on their assessment grid.

Using the grids to plan and track SEAL learning

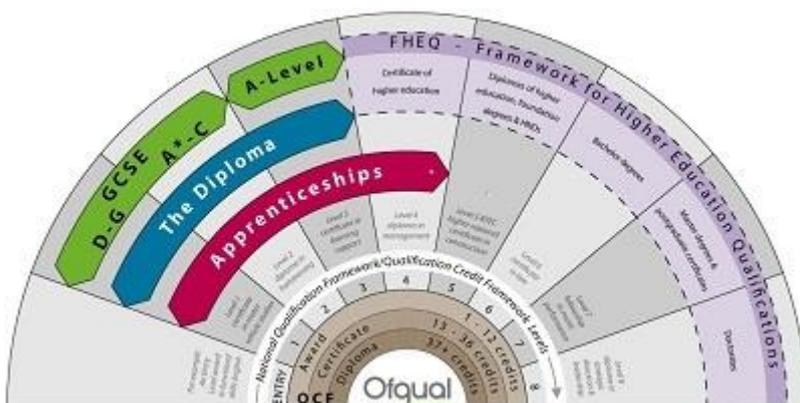
The grids are also helpful in providing overviews of the particular SEAL learning needs of groups or classes, so that the specific social and emotional learning lessons that are part of Harbour’s curriculum can be tailored to group needs. In mainstream schools the overview might guide planning for small group activities and subsequently enable progress to be tracked for that group.

Demonstrating progress is always a key issue for Harbour staff, and dated grids with growing green areas provide a clear visual ‘before’ and ‘after’ picture. In cases where academic progress has been poor the grids often provide a helpful explanation – the student does not yet have the key social and emotional skills necessary for learning, so this must be the focus until they do.

A qualification in social and emotional learning

In addition to ongoing formative SEAL assessment through the grids, students can achieve AptEd Level 1 qualifications in Character Development, Step-up and Managing Transitions. This

qualification provides students with a firm grounding in social and emotional skills and allows for progression to more qualifications at a higher level in future, because local colleges regard this as comparable to G-D grades in academic GCSE subjects. Students are also able to take a Level 2 qualification in Personal Well-being, again



through the AptEd exam board (part of the Ascentis awarding organisation). A qualification in the same area, at Level 2, offers further opportunities for post-16 progression. The Level 1 and 2 Awards typically involve 54 guided learning hours, and provide a framework of learning outcomes against which the school devises its own activities. Lessons involve discussion, activities and internet clips, with written recording kept to a minimum – often just five minutes for students to record their learning the end of each hour-long lesson.

The Harbour's aim is for every student to leave school with the Level 1 award in social and emotional skills as well as at minimum a GCSE in English and maths.

Other forms of assessment

In addition to the SEAL grids, the school uses GL Assessment's Emotional Literacy standardised assessment tool. Every six months, in September and March, students rate themselves and are rated by teachers and parents on this tool, providing a 360 degree assessment. Interestingly, teacher assessment has proved a more meaningful measure of progress than pupil self-assessment; in common with other research findings, the school has found that students' self-ratings often decline as they learn more about social and emotional skills and develop more refined and accurate perceptions of their current status. So internally moderated teacher assessment only is used to provide numerical data on the emotional literacy of different groups of pupils (boys/girls, EHCP/Statemented learners, looked after children, learners from black and minority ethnic groups, learners eligible for free school meals (FSM), pupils in the school's separate sites), and on pupils' progress over time. Catherine analyses the data to see where the school is doing well and where it needs to do more. This analysis showed, for example, that in autumn 2011 girls were making greater progress over the six months between the September and March assessments than were boys. As a result, specific strategies to target boys were introduced and the impact monitored over 2012 and 2013; this monitoring showed the gap narrowing. Similarly, 2011 data showed that FSM-eligible students were making lower than average progress. The school drew on the government's Pupil Premium, introduced in April 2011, for targeted interventions for this group; 2013 and 2014 data showed that they were making considerably more progress in social and emotional learning than they were before the funding was available.

Impact on attainment

Since staff began to use the SEAL assessment tool for the students on Catherine's site, GCSE grades have risen in two years from 14% achieving A-G grades or comparable levels of qualification (including English and maths) to 82% now. A-C grades or comparable levels of qualification have gone up from 0% to 45%. Many factors may have contributed to the rise, of course, but Catherine is sure that improved social and emotional skills have played a part.

The case of Anna exemplifies the impact. A very anxious child, two years ago Anna was spending most of her time in her bedroom, refusing to go to school or even have a teacher work with her at home unless her mother stayed with her. Over time she got to know her Harbour teacher, who initially soft-pedalled academic skills whilst working on social and emotional learning. Anna learned how to avoid going into her 'panic zone' and gradually, step by step began to overcome her fears of new adults. Over two years she progressed from managing one-to-one interaction with her teacher at home, to managing the same interaction in a school setting, to being able to work in a small group with other students. Her social and emotional programme moved from a focus on managing anxiety to social skills and empathy. She became confident in the Harbour setting and was able to be the focus of attention at a big parent and student event, whilst her learning journey was shared with all present. She undertook 200 hours of guided study in social and emotional skills and achieved an

AptEd Level 1 Certificate for this work. She also did well academically, obtaining eight A-G GCSE grades. Anna is now at college – and loving it.

How can I find out more?

The Harbour is generously prepared to share both the assessment tool and the learning resources developed for the AptEd qualification. For more information, contact Catherine Walker on 02392 665 664, Option

The Emotional Literacy Assessment and Intervention tool is available from GL Assessment <http://www.gl-assessment.co.uk/products/emotional-literacy-assessment-and-intervention-0>

'All About Me!' at Torfaen PRU

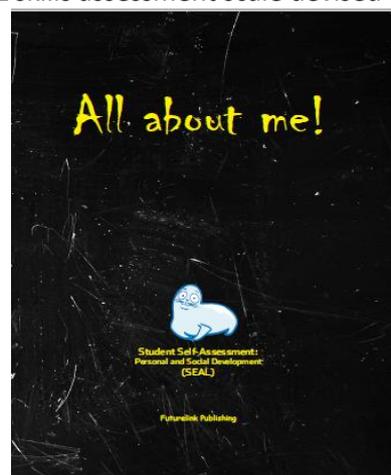
At the Torfaen PRU, staff regard their role in developing students' social and emotional capacities as pivotal, as their behaviour and learning depend on these skills. Many of the students' skills in these areas are at an early stage and out of sync with their chronological age, and the PRU's curriculum includes explicit sessions in SEAL, in addition to daily SEAL 'discussion topics'.

When students are referred to the PRU, staff use an electronic SEAL skills assessment scale devised by Julie Casey (find this on the SEAL Community website at <http://sealcommunity.org/member-resource/seal-skills-assessment-scale>) with staff from their mainstream school, to rate the students' current levels of functioning. They then work with the students to ascertain their own perceptions of their skill-levels, using 'All about me' booklets (available from www.futurelinkpublishing.co.uk and described in the Practical Tools section of this newsletter). The questions in these match those in the electronic SEAL skills assessment scale. The booklet offers six pupil friendly illustrated 'quizzes' which focus on the five SEAL aspects of learning with titles such as:

- **'My feelgood factor'** (focus on self-awareness)
- **'In control?'** (focus on managing feelings)
- **'Making it happen!'** (focus on motivation)
- **'Mind-reading'** (focus on empathy)
- **'My friendliness factor'** (focus on social skills)

Each is completed using a rating scale and the activity always promotes much student discussion! One of the things that has surprised staff is the extent to which children over-estimate their skills in this area to begin with. From their ratings and the adults ratings, targets are negotiated which feature on their IEP, and are known to all staff who can then support them in achieving their individual targets.

Individual review sessions are held termly with the students, and they are often surprised by how much progress they have made, and demonstrate a much more realistic and deeper understanding of what each skill involves. These sessions provide a really helpful opportunity for staff to focus on the positive changes they have seen, and together the adult and student are able to give specific examples of when the student has demonstrated a particular skill. The reviews allow staff to



complete the electronic SEAL assessment scale and the scale generates a useful graph showing progress from base-line onwards.

This type of assessment is truly formative, as it promotes a deeper understanding and focus on the skills themselves – what they mean, what they look like for that student, how they can be developed (as well as providing evidence of progress over time for parents, the Local Authority, and inspection in an area that is notoriously hard to assess!).

Evaluation of whole-school initiatives at Davigdor School

This case study comes from a Healthy Schools Toolkit. It illustrates how one school used home-grown SEAL surveys to identify issues that needed to be tackled, set specific measurable outcomes, and monitor the impact of the initiatives introduced.

“We are a large four class entry infant school in central Hove. We share a site with the local junior school and our families cover a wide socio-economic range. We believe emotional wellbeing underpins the ability of children to learn well and fulfil their potential. We have been involved in social and emotional aspects of learning (SEAL) for the past six years and have been pleased with the improvements in learning opportunities for our children. However, this also provided us with information about other emerging needs.

What needs did we identify?

When considering which needs to prioritise, our Healthy School group looked through local public health data and local authority priorities as well as school data including:

- hard data such as that in our Ofsted SEF, behaviour and attendance reports and information from SEAL surveys;
- feedback from discussions with the School Council about health and wellbeing; and
- school meals data and feedback about vulnerable groups of children.

As a result of our needs analysis, and linked to our school improvement plan, we chose to address childhood weight management and improving emotional wellbeing as our priorities.

Some of the specific measurable outcomes we are aiming for are shown in our school planning. There is an example at the end of this case study.

What activities are we developing?

Echoing what our data had told us, some children told us they felt unhappy during lunchtimes. We found this out when monitoring our new behaviour policy. We decided to extend the new behaviour system to lunchtimes, to be consistent with lesson time. This involves a routine of warnings for children: sun (all OK), sun-and-cloud (warning) then cloud (lose some playtime).

Our midday supervisors had a series of meetings about the new approach and ways to reward children’s good behaviour. We then had a ‘snapshot week’ where we closely monitored the recording of incidents. This both tested out the new arrangements and provided the baseline for one of our Healthy School outcomes. We also found that a good ‘handover’ arrangement is needed so that class teachers know about incidents and can ensure consistency. We now take a snapshot once a term to monitor the system and give us data for our Healthy School milestones.

We have included SEAL learning activities in PSHE education so children recognise difficult emotions and practice ways to calm down. This is supported by all of our classrooms having a calming down

box. These boxes contain a range of equipment to help a child who is feeling stressed or upset; a child can go to the designated area and take a short time-out. All of our teachers have been trained in and have introduced 'bubble time'. This offers children one-to-one time with a member of staff, or with another child, in order to talk about and resolve a situation that is making them feel unhappy or anxious.

We introduced the children to our Healthy School plans, such as 'bubble time', as part of our Health and Wellbeing Week. This worked well and they were excited about the changes. Over the week we also organised activities such as skipping, yoga, healthy lunchbox workshops and music therapy.

What next?

Our next focus is the redevelopment of our playground following recent building work to expand the school. The School Council has already been involved in design ideas. The playground will include a quiet area and an activity trail. While this work is happening we will maintain the systems for responding to incidents and introduce other initiatives including a 'game of the week' and organised exercises for all at the end of lunch-break.

'Health and emotional wellbeing are central to effective learning. Through our in-depth and evidence-based focus on these areas our practice has really developed and is clearly having a positive impact on the children.' Head teacher

Planning example

Outcomes		Milestones
Reduce from 34 to 17 the number of incidents at lunchtime play recorded each week		<ul style="list-style-type: none"> ➤ Pupils' emotional HWB has been promoted through special curriculum weeks. ➤ Monitoring of PSHE education tracking has effectively identified children for nurture groups and counselling. ➤ All midday supervisors have received refresher training for lunchtime play. ➤ New playground equipment has been installed in the playground. ➤ Two nurture groups have been provided for identified boys in KS1. ➤ Bubble time has been implemented consistently across the whole school. ➤ Calm areas with appropriate resources have been established in every classroom.
Increase from 65 to 75 per cent the number of children who feel they have someone to talk to when angry, worried or anxious		<ul style="list-style-type: none"> ➤ A quiet area has been established in the playground. ➤ All staff report they are confident dealing with bullying including racial or homophobic bullying. ➤ The PSHE education curriculum includes increased learning opportunities for children to focus on calming down strategies and managing difficult emotions. ➤ In Reception, PSED has included teaching of calming down strategies. ➤ Teachers report feeling confident at teaching anger management strategies to children.

		<ul style="list-style-type: none"> ➤ A sample playtime incident log taken over a week shows that, after one year, there is a stepped reduction from 34 to 25. ➤ SEAL survey shows that after one year the number of children who enjoy playtimes increased from 80 to 90 per cent.
<p>Increase from 17 to 35 per cent the number of year two boys who feel they are able to calm down quickly when angry</p>		<ul style="list-style-type: none"> ➤ Pupil surveys show that after one year the number of children being kind towards others in the playground increased from 66 to 75 per cent. ➤ The number of children who feel they have someone to talk to when angry, worried or anxious increased from 65 to 70 per cent after year one. ➤ Questionnaires indicate that, after one year, teachers report children are using bubble time effectively. ➤ SEAL survey shows that, after one year, there is a stepped increase from 17 to 25 per cent of boys in year 2 who report they are able to calm down quickly when angry

Using a standardised wellbeing scale at Smithy Bridge Primary School

Smithy Bridge Primary School used the Stirling Wellbeing Scale, which was adapted for Rochdale pupils, to measuring wellbeing in Year 6 students. The scale was used to gather baseline data in September 2012. Research that has used this scale on a large number of children, found that the mean score is 44, with 50% of all scores being within the range of 39 and 48. So, after the students had completed the questions on the scale, they decided to pay particular attention to the 7 children with scores under 40 because they had lower levels of wellbeing.

The school put in place a number of activities and initiatives to promote emotional wellbeing. These included:

- Mood lifting/relaxation activities used in class
- Focus on Emotional Health and Well-being in Y6 PSHCE
- New PSHCE scheme of work for Y1 - Y6
- Children using stress and anxiety scales
- Anger management techniques explored with individuals

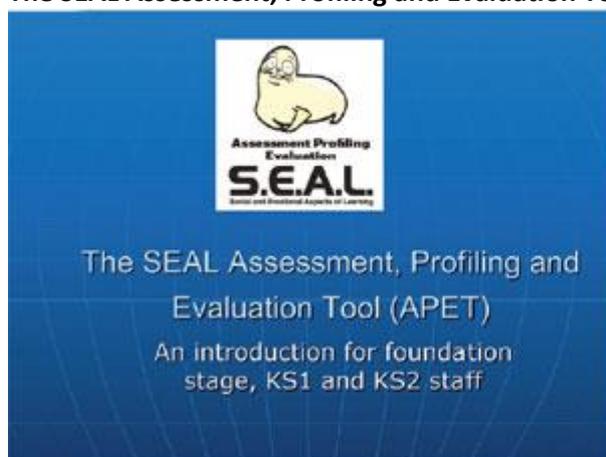
To help the school understand whether the new activities and initiatives were actually improving wellbeing they used the Stirling Wellbeing Scale again on the same students nearly a year later in July 2013. As they had already gathered baseline data, they were able to compare the scores and see if wellbeing had improved. They found that 85% of children scored over 45 in 2013 compared to 55% in 2012. The average score was 51 in 2013, compared to 45 in 2012. All of the students who scored under 40 all increased their scores; with some more than doubling it, and the average score for this group was 47 in July 2013 compared to 32 in September 2012. This data suggests that the activities and initiatives put in place were improving the wellbeing across the whole Year group. This was despite some of the students finding the transition to high schools, and SATs particularly challenging.

They also found that by implementing these new activities and initiatives to improve wellbeing improved a number of other outcomes:

- The whole class is beginning to use stress indicators and understand the language of emotion.
- Some of the target children are using the strategies they are learning and are controlling their outbursts more regularly
- Some of the target children are beginning to recognise trigger situations and avoid them
- Learning mentors are reporting that some children are talking positively about their strategies

Practical tools

The SEAL Assessment, Profiling and Evaluation Tool (APET)



SEAL Assessment, Profiling and Evaluation Tool					
School-wide patterns of achievement					
	No. of pupils achieving above expectations	% **	No. of pupils achieving at expectations	% **	No. of pupils achieving below expectations
Foundation					
Year 1					
Year 2					
Year 3					
Year 4					
Total number of pupils					

** Use as a percentage for self-reflection. Please refer to page 10 in A & B.
* Column numbers in each category to be completed are shown. No. of pupils achieving level / total number of pupils = 100



This resource provides two simple, quick and ready to use tools to assess and profile individual pupils' knowledge, understanding and skills in the five social and emotional aspects of learning (self-awareness, managing feelings, motivation, empathy, social skills).

One tool is for teacher assessment, the other (in the form of pupil-friendly booklets) is for pupil self-assessment.

The scales link directly to key SEAL curriculum learning outcomes and Early Years Foundation Stage Profile. They provide comprehensive profiles and progression pathways for individuals and groups, supporting Assessment for Learning and enabling schools to monitor and evaluate SEAL input and outcomes at individual, class and whole school levels.

Available from FutureLink Publishing ([www. http://www.futurelinkpublishing.co.uk/](http://www.futurelinkpublishing.co.uk/))

Emotional Literacy: Assessment and Intervention



The SEAL Community Newsletter No.10, Spring 2015

This is a standardised assessment (available from GL Assessment at <http://www.gl-assessment.co.uk/products/emotional-literacy-assessment-and-intervention>), which identifies the status of pupils' emotional literacy and provides follow-up activities for intervention where necessary. *Emotional Literacy: Assessment and Intervention Primary* covers ages 7 to 11 years and *Emotional Literacy: Assessment and Intervention Secondary* covers ages 11 to 16 years. Like the APET, the assessment covers the five key areas of emotional literacy addressed in the SEAL curriculum.

Optional teacher, pupil, and parent questionnaires are included in a photocopiable paper-based version and on an interactive CD-ROM, with full audio support. This means that the checklists can be accessed by all those who may find paper-based assessments problematic, as well as supporting those with additional educational needs. The tool yield simple, clear printable score profiles for each pupil. The facility for re-assessment allows schools to monitor progress and gauge the impact of interventions.

Bradford's toolkit

Bradford's brilliant behaviour support team have designed pupil self-assessment booklets relating specifically to each SEAL primary theme. There is one booklet for New Beginnings, one for Getting on and Falling Out, and so on. Children self-rate how well they did on the learning objectives for that theme, using smiley faces.

The team also produced grids for teachers to monitor the progress of classes throughout the school and identify pupils who would benefit from SEAL small group work. The simple system they suggest involves very little extra work for the class teacher, taking about one minute at the end of every lesson. The lesson objectives are shared with the children at the beginning of the lesson, along with the success criteria (these will need to be put into 'child speak' in many cases.) During the plenary at the end of the week/lesson, the teacher ascertains in the usual way (thumbs up/ traffic lights etc.) whether or not the children believe that they have met the success criteria.

On the basis of this, the teacher looks at the 'I can' statement for the lesson on the grids, and puts children's names into three columns - children whose achievement is secure, children whose achievement is slightly insecure, children whose achievement is significantly insecure. This last group could be targeted for additional small group activity work. In addition, the assessments can be used when the teacher is writing individual reports and passing information on to the children's next teacher.

You can find all the pupil self-assessment booklets and example teacher's grids for New Beginnings and Getting on and Falling Out themes on the SEAL Community website, on the assessment tab of the members' page.

SEAL skills electronic assessment scales

These really useful short scales from Julie Casey profile a child's skills in the five SEAL aspects of learning. In the form of an Excel spreadsheet, they allow for repeat assessments and generate graphs showing progress from baseline onwards. They are free to members of the SEAL Community, and can be found on the assessment tab of the members' pages.



The SEAL Community Newsletter No.10, Spring 2015

Other useful tools

These tools are less specifically SEAL focused, but still measure many aspects of behaviour, development or wellbeing that are relevant to SEAL.

- GL Assessment's *Measures of children's mental health and psychological wellbeing*. For a more specialist context, they include scales for belonging, resilience and pro-social behaviour. <http://www.gl-assessment.co.uk/products/measures-childrens-mental-health-psychological-wellbeing/measures-childrens-mental-health>
- The Strengths and Difficulties Questionnaire (SDQ). This free tool for 3 to 16 year olds is fully standardised and includes pupil, parent and teacher questionnaires. It yields a score for total difficulties and separate scores for emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behaviour. <http://www.sdqinfo.org/a0.html>
- KIDSCREEN is another free tool for the 8 to 18 age range which assesses and provides a score for children's and adolescents' subjective health and well-being. It consists of very quick (five minute) questionnaires for parents and young people to fill in. <http://www.kidscreen.org/english/>

Upcoming newsletters

Upcoming newsletters will focus on favourite children's books and films to use as starting points for lessons. Please contact us, using the 'Contact us' option on the website or email jean.gross@btinternet.com directly to tell us about any books or films you've found particularly interesting, and how you used them.