

### **BEST PRACTICE – INDIVIDUAL/GROUP REPORTS**

PASS has a wide and varied range of applications. In view of this, it is neither possible nor appropriate to give definitive guidance on its application in all circumstances. However PASS has been designed so that the profiles produced are readily understandable by professionals who work with children.

When using PASS with individual pupils, it is essential that it is not used in isolation from all the information that a school, teacher, psychologist or mentor will have about that pupil. A PASS profile on its own should not be used to determine actions without taking account of other information that will be available about that pupil.

Considering the PASS profile overall will provide valuable assistance to professionals in selecting areas to target, and in deciding support methods and interventions. PASS will also provide a baseline for evaluating the effectiveness of interventions for those aspects of children's development which were previously only subject to qualitative perceptions.

Only a sample of case studies are presented within this section. These are intended to provide the user with a guide to the possible applications of PASS. We will enlarge and update this section in time as more schools and LEAs submit their own examples to our web site.

Please note that these sample suggestions are in respect of these case studies only and should not be generalised. Profiles for your pupils need to be interpreted in your school/professional context and on the basis of your knowledge of the pupil(s) concerned.

**“EXAMPLE 1”**

**Background.**

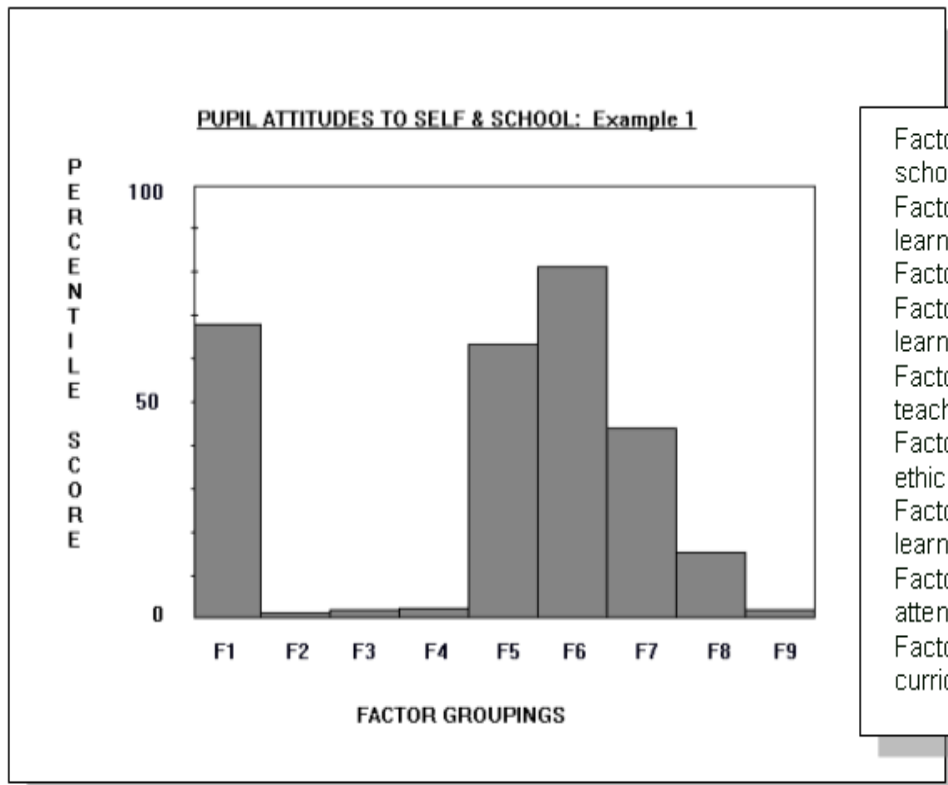
Concerns generally felt in school centred on this pupil's poor attendance, low attainment (weak spelling, in particular) and disruptive behaviour in school. At the end of Key Stage 2 his SAT scores were Level 1 in reading and writing and Level 2 in Maths and Science. His teacher thought that these were not a true reflection of his ability but had been adversely affected by his attitudes and attendance.

This pupil's attendance deteriorated seriously at his primary school in Years 5 and 6. At the beginning of Year 6 he would often stand outside the school buildings and refuse to come into school.

**PASS Assessment**

His profile reveals significant difficulties

- \* self-regard as a learner, (F3)
- \* preparedness for learning (F4)
- \* response to curriculum demands within school. (F9)
- \* All of these factors



Factor 1 - Feelings about school - 68.  
 Factor 2 - Perceived learning capability - 1.3.  
 Factor 3 - Self regard - 2.  
 Factor 4 - Preparedness for learning - 2.2.  
 Factor 5 - Attitudes to teachers - 63.4.  
 Factor 6 - General work ethic - 81.1.  
 Factor 7 - Confidence in learning - 43.8.  
 Factor 8 - Attitude to attendance - 15.4.  
 Factor 9 - Response to curriculum demands - 1.9.

**“EXAMPLE 1” –Cont’d**

**Current Anxieties:-**

He confirmed that at the moment he is unable to resolve the discrepancy between generally wanting to work hard and be successful (high Factor 6 score) and his poor attitudes to undertaking work in school (low Factor 9 score). Acknowledging that his life chances are limited by poor examination results, he felt anxious about his long term future at the moment.

He showed a very negative view of his own capabilities as a learner and found new demands, challenges and learning situations all make him very anxious. Taken together with his significant learning difficulties, this pupil's negative attitudes are likely to fuel both his anxieties and disruptive tendencies in the classroom.

**Priorities**

- \* Tackling his learning difficulties by use of carefully structured programmes designed to ensure success and boost his self-regard as a learner.
- \* Working on very short-term goals with frequent, and positive, feedback.
- \* Consider personal mentoring focussing on study skills and attendance.
- \* Attendance to be carefully monitored with regular reviews and positive feedback for improvements.

**“EXAMPLE 2”**

**Background.**

This Year 8 girl was reported as having a very low level of general ability as well as being emotionally and socially immature. At school she was a target for bullying & taunting by peers. As a result she did not want to come to school. Teachers described her as "depressed".

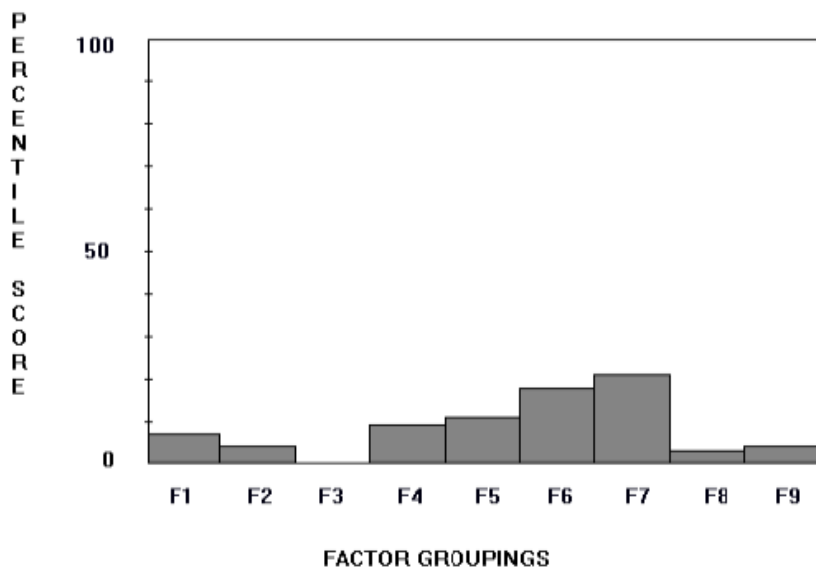
**PASS assessment**

- \* She is very negatively disposed towards her teachers and current school. She does not feel she belongs in her current school and would rather be at home (F1 & F5).
- \* Her general work ethic lies well within the lower range of average for a pupil of her age (F6).
- \* Specific motivation to undertake and complete work set in school very low (F9- response to curriculum demands).
- \* She appears to have very little regard for herself as a learner (F3).
- \* She perceives herself to have a very limited range of personal study skills (F4).

**Priorities**

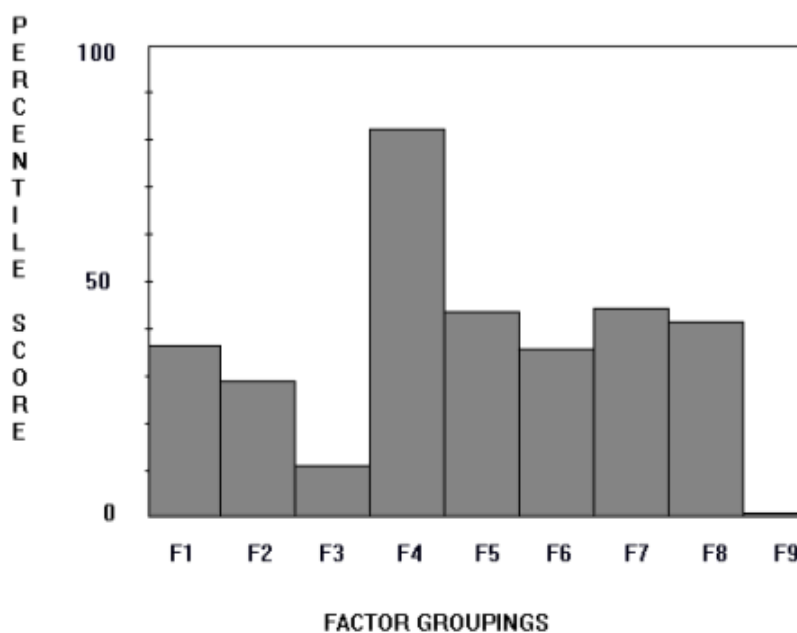
- \* Her degree of disaffection within her current setting is likely to increase unless her learning and emotional needs are addressed as priorities.
- \* Tackling her feelings of not being safe at school as a result of some ongoing exposure to bullying. Possible 'circle of friends' type initiative.
- \* Ensuring that she has plenty of positive feedback of her work within school.

**PUPIL ATTITUDES TO SELF & SCHOOL: Example 2**



Factor 1 - Feelings about school - 6.9.  
 Factor 2 - Perceived learning capability - 4.2.  
 Factor 3 - Self regard - 0.3.  
 Factor 4 - Preparedness for learning - 9.3.  
 Factor 5 - Attitudes to teachers - 10.8.  
 Factor 6 - General work ethic - 17.8.  
 Factor 7 - Confidence in learning - 21.1.  
 Factor 8 - Attitude to attendance - 3.2.  
 Factor 9 - Response to curriculum demands - 4.1.

**PUPIL ATTITUDES TO SELF & SCHOOL: Example 3**



Factor 1 - Feelings about school - 36.3.  
 Factor 2 - Perceived learning capability - 28.8.  
 Factor 3 - Self regard - 11.  
 Factor 4 - Preparedness for learning - 82.1.  
 Factor 5 - Attitudes to teachers - 43.7.  
 Factor 6 - General work ethic - 35.5.  
 Factor 7 - Confidence in learning - 44.4.  
 Factor 8 - Attitude to attendance - 41.5.  
 Factor 9 - Response to curriculum demands - 1.

**“EXAMPLE 3”**

**Background:-**

This was a Year 5 boy with poor attainments, particularly in literacy and numeracy and thought to have very low perception of his own ability as a learner. He was no problem in the classroom. He teacher describes him as "polite and co-operative but he finds it hard to do the work".

**“EXAMPLE 3” (Cont’d)**

**PASS Assessment:-**

Overall this shows a lowered set of attitudes in the low average range with some specific exceptions:

- " A significantly higher than might be expected score on preparedness for learning, particularly given teacher comments
- " A poor self regard
- " A very negative response to curriculum demands that is significantly lower than his general work ethic.

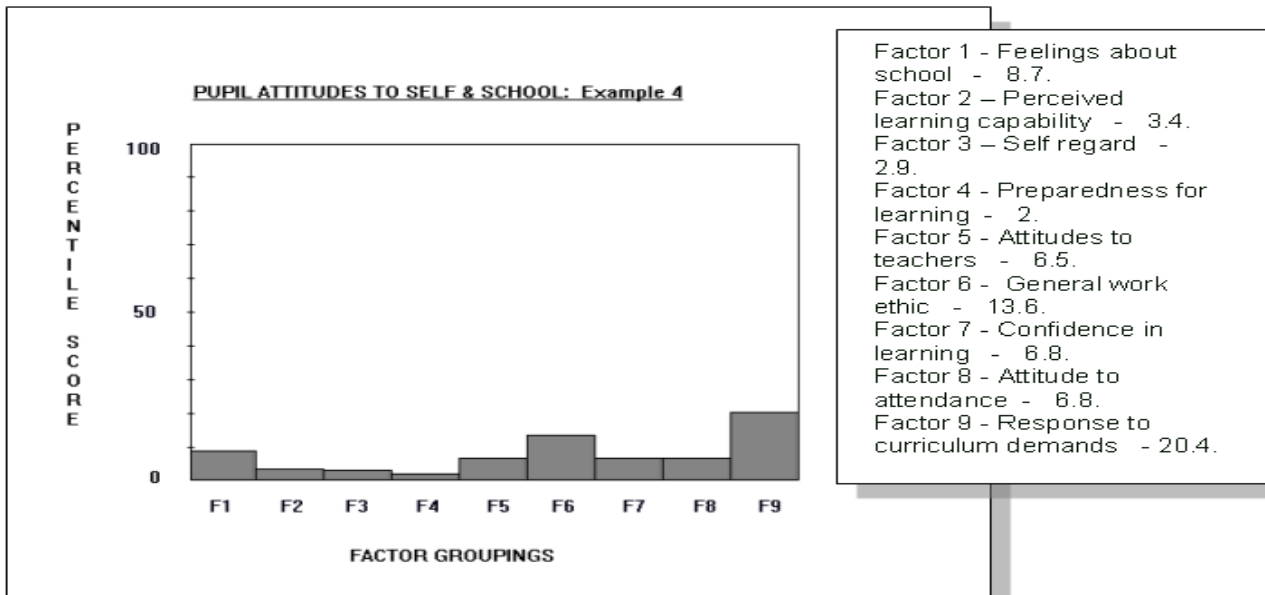
**Issues**

His underlying learning difficulties appear to be having a negative influence on:

- " His feelings towards both his school (F1) and teachers (F5).
- " His self-regard (F3) and confidence (F7) in his own academic ability.
- " His ambivalent feelings about school attendance (F8).

He freely admits that, because he is teased about his learning difficulties and, in finding it difficult to cope in some of his lessons, he would often prefer to be somewhere else, rather than in school.

The need is to tackle his learning difficulties whilst also improving his motivation to work at these. Simply repeating tasks will not be sufficient and may only accelerate his disaffection from school. It is crucial to ensure that his curriculum tasks are achievable in order to reinforce



**“EXAMPLE 4 “**

**Background:-**

This is a Year 6 boy who belongs to a travelling family and had been out of school for more than a year. He had already been diagnosed as having difficulties with poor concentration, verbal and physical aggression, lack of interest in school, low self-confidence and emotional immaturity associated with his own self image. His general level of cognitive ability was low and he shows additional, and significant, difficulties where numeracy and literacy are concerned.

**PASS Assessment**

His attitude profile suggests a number of possible explanations for his difficulties in school:

- \* His general work ethic (F6) and motivation to undertake and complete work set in school were the most positive parts of a very concerning profile.
- \* This is to his credit given very negative perceptions of his school (F1), his teachers (F5) and an understandably poor attitude to attendance (F8).
- \* He has a negative self image of his own learning capabilities (F2) which appears to be generalising to a broader negative self-concept (F3).
- \* In part such negative evaluations are a reflection of additional self-perceptions of his own limited study skills (F4) and are reducing his perseverance when undertaking more challenging activities (F7).

**Implications.**

His PASS profile suggests that there are some hopeful signs that this pupil may work in school provided teachers are warm and approachable and the work set is not too challenging until he has had an opportunity to build up his confidence (lots of "mastery learning" opportunities). He will need additional support to address his underlying negative perceptions of his study and learning skills.

If these issues are not considered his attitudes to attendance, general work ethic and perceptions of his own skills and worth as a learner are likely to continue to deteriorate

**Case Study - use of PASS with a tutor group**

In one secondary school PASS was available as a network version. One of the form tutors was concerned about her Y9 tutor group because a number of subject teachers had reported concerns about several pupils. The group, when not separated by subject-setting in English and Maths, were described as difficult to teach and disruptive. There were also several pupils with poor attendance records. Several colleagues thought these factors could be significantly interfering with the pupils' academic progress. The tutor was also keen to ensure that the available mentoring support was best used to meet the individual needs of particular pupils.

The school had recently carried out a school-wide survey and had received a whole school report from W3INSIGHTS. The tutor checked the report and carefully considered the 'at risk' profile for her group.

The 'at risk' profile provided an overall picture of the tutor group of pupils using a traffic light system for each PASS factor on a pupil-by-pupil basis. Red indicated a high level of risk with the pupil falling within the bottom 5% of all pupils for that factor. Yellow indicated that the pupil fell within the lowest 20%. Green indicated that the pupil was in the remaining 80%.

This profile helped the tutor to select those pupils who were then considered a priority for intervention and support. She then checked the individual PASS profile and assessments for more detail about particular pupils. A few of these pupils are highlighted below.

\* Darren had been a bit of a puzzle for a number of teachers. He always seemed to be well motivated and worked hard; his assignments were always completed on time but everyone felt his standards could be higher. Teachers felt he was 'holding back' and could achieve more.

Profile for Y9 tutor group

| PUPIL     | Risk Assessment by Factor |                               |             |                           |                       |            |                    |                        |                                |
|-----------|---------------------------|-------------------------------|-------------|---------------------------|-----------------------|------------|--------------------|------------------------|--------------------------------|
|           | Feelings about school     | Perceived learning capability | Self-regard | Preparedness for Learning | Attitudes to teachers | Work ethic | Learner Confidence | Attitude to Attendance | Response to curriculum demands |
| Alice     | LOW                       | LOW                           | LOW         | MEDIUM                    | MEDIUM                | MEDIUM     | LOW                | LOW                    | LOW                            |
| Darren    | HIGH                      | HIGH                          | MEDIUM      | HIGH                      | LOW                   | LOW        | HIGH               | MEDIUM                 | LOW                            |
| Jason     | LOW                       | LOW                           | LOW         | LOW                       | LOW                   | LOW        | MEDIUM             | LOW                    | LOW                            |
| Ravi      | HIGH                      | LOW                           | LOW         | MEDIUM                    | HIGH                  | MEDIUM     | MEDIUM             | MEDIUM                 | LOW                            |
| Kamran    | LOW                       | LOW                           | LOW         | LOW                       | HIGH                  | LOW        | LOW                | LOW                    | LOW                            |
| Kim       | LOW                       | MEDIUM                        | MEDIUM      | MEDIUM                    | MEDIUM                | HIGH       | LOW                | LOW                    | MEDIUM                         |
| Leanne    | HIGH                      | MEDIUM                        | MEDIUM      | MEDIUM                    | MEDIUM                | HIGH       | LOW                | HIGH                   | LOW                            |
| Sinead    | LOW                       | LOW                           | LOW         | LOW                       | LOW                   | LOW        | LOW                | LOW                    | LOW                            |
| Claire    | MEDIUM                    | MEDIUM                        | LOW         | LOW                       | LOW                   | LOW        | MEDIUM             | MEDIUM                 | LOW                            |
| Tom       | LOW                       | LOW                           | LOW         | LOW                       | LOW                   | LOW        | LOW                | LOW                    | LOW                            |
| Sundeeep  | LOW                       | LOW                           | LOW         | LOW                       | LOW                   | LOW        | LOW                | LOW                    | LOW                            |
| Amanjit   | LOW                       | LOW                           | LOW         | LOW                       | LOW                   | LOW        | MEDIUM             | LOW                    | HIGH                           |
| Wesley    | LOW                       | LOW                           | HIGH        | LOW                       | LOW                   | LOW        | LOW                | LOW                    | LOW                            |
| Roxanne   | LOW                       | LOW                           | HIGH        | LOW                       | LOW                   | LOW        | LOW                | LOW                    | LOW                            |
| Harpal    | LOW                       | LOW                           | LOW         | LOW                       | LOW                   | MEDIUM     | LOW                | LOW                    | LOW                            |
| Danny     | HIGH                      | LOW                           | LOW         | MEDIUM                    | LOW                   | LOW        | MEDIUM             | HIGH                   | LOW                            |
| Theo      | LOW                       | LOW                           | MEDIUM      | LOW                       | LOW                   | LOW        | LOW                | LOW                    | LOW                            |
| Sue-Anne  | MEDIUM                    | MEDIUM                        | LOW         | MEDIUM                    | LOW                   | LOW        | LOW                | MEDIUM                 | MEDIUM                         |
| Ann-Marie | LOW                       | HIGH                          | LOW         | MEDIUM                    | MEDIUM                | HIGH       | HIGH               | HIGH                   | LOW                            |
| Charlotte | LOW                       | LOW                           | LOW         | LOW                       | LOW                   | MEDIUM     | LOW                | LOW                    | LOW                            |

*Note: The names of all pupils have been changed, but the profiles are as assessed.*

**Case Study - use of PASS with a tutor group (Cont'd)**

In an otherwise positive profile, it appeared that Jason's confidence was at a low ebb for reasons that were not clear to staff.

\* Ravi and Kamran were good friends but had developed a pattern of disruptive behaviour in some lessons. This was reported as comments to teachers bordering on rudeness. It was felt that Ravi played the lead role in this. The PASS profile revealed a number of concerns in the factors in Ravi's profile that needed further investigation. In contrast Kamran's profile was generally quite positive apart from the attitude to teachers.

\* Teachers were surprised at the low self regard scores for Wesley and Roxanne particularly as they were both considered to be amongst the more positive and well-motivated members of the tutor group.

\* Amanjit was one of the higher achieving pupils in the class but the PASS profile showed interesting combination of factors. Some pupils with a high perceived learning capability and low response to the curriculum may be showing signs of boredom or disaffection. However in Amanjit's case, there was concern about his learner confidence. The tutor wondered if this was the reason for both Amanjit's recent poorer work performance and also for some of the disruptive behaviour in lessons.

\* Danny has had a relatively poor attendance record over the last year or so. He was a lively character in school with a quick remark for most situations. His pattern of completing work assignments was erratic and teachers had noticed that his absences would sometimes coincide with project deadlines. The PASS profile highlighted questions of concern about Danny's confidence as a learner and how prepared he saw himself for dealing with learning situations, homework, projects etc.

\* Anne-Marie had some significant difficulties with learning and struggled in many subjects. Her PASS profile showed that these difficulties were quite generalised across her perceived learning capability, general work ethic, her learner confidence and also her attitude to attendance.

The tutor, in conjunction with other teacher colleagues and learning mentors, planned a range of strategies to address both the concerns that teachers had reported and the questions raised by the PASS profiles.

### USING PASS WITH VULNERABLE CHILDREN

In common with a number of LEAs, one Midlands LEA runs a transition programme for children who are looked after by the Local Authority. It is recognised that these children are some of the most vulnerable in terms of educational attainment and life chances. Support and residential programmes have been run for some time for Y6 pupils during the summer holidays as a preparation for secondary transfer. These are run in partnership with the LEA's residential education team and offer a wide range of activities from outdoor pursuits through arts and drama to study support.

The summer programme is followed up by a 'refresher' course in the Autumn half term holiday.

Whilst the activities were enjoyed by the pupils it was proving difficult to evaluate the impact on individual pupils and the group as a whole.

Over the last two years, the LEAs Looked After Children's team have used PASS to carry out an initial assessment of the pupils attitudes. This has both served as a baseline measure against which to evaluate impact but also to identify key areas for individualised support during the programmes.

The staff at the residential centres have greatly valued the information and it has proved to be highly effective in designing the summer programme of activities to meet individual pupil's needs.

The pupils attitudes are reassessed later in the autumn term and the differences can be evaluated against the national norms to demonstrate the difference that the summer activities and support programme has made.