

BEST PRACTICE – PRIMARY SCHOOL EXAMPLES

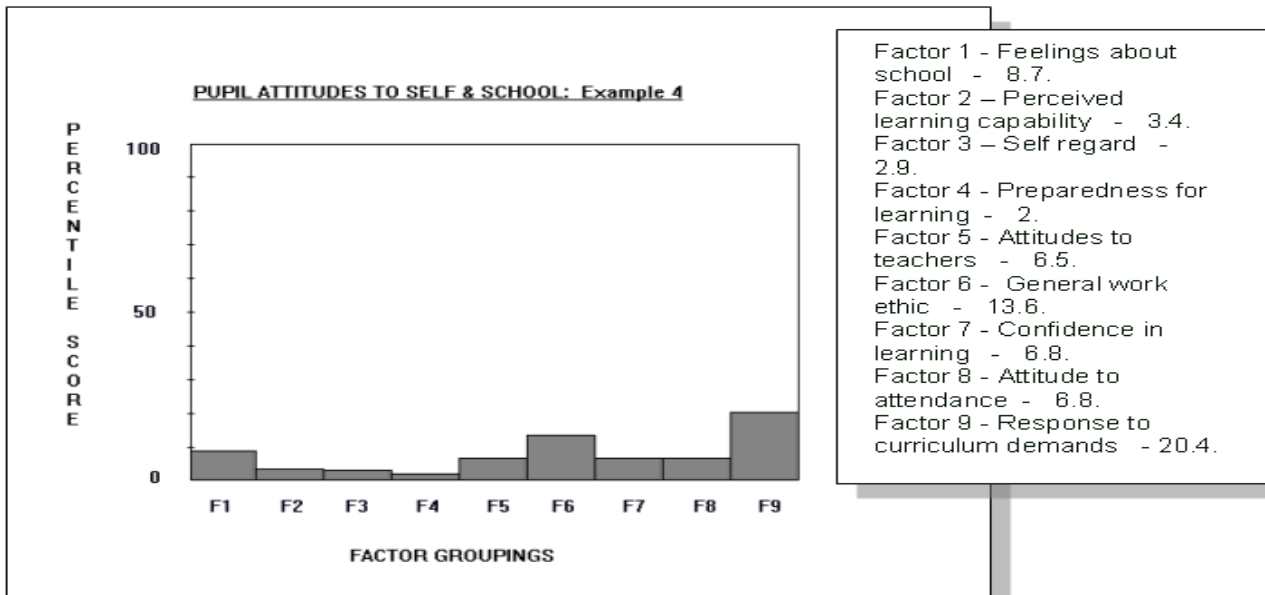
PASS has a wide and varied range of applications. In view of this, it is neither possible nor appropriate to give definitive guidance on its application in all circumstances. However PASS has been designed so that the profiles produced are readily understandable by professionals who work with children.

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 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 - Connexions Primary Project

The Connexions Service in a U.K. 'shire' county carried out a 'Primary Links Project' aimed at supporting pupils moving from Year 6 to Year 7, thus ensuring a smooth and effective transfer into their respective high schools. The objectives of the project included exploring children's attitudes to learning and to school, establishing criteria for the identification of pupils 'at risk' of poor transfer to secondary school and evaluating the project through pupil feedback.

Seven primary schools of varying size were involved in the project. PASS involvement centred on a pre-test application to assess the self-regard as learners and attitudes to school of Year 6 pupils in the two terms before secondary transfer. As a result, a range of interventions, focussed on improving children's learning and aimed at both students and teachers was developed and implemented within the target schools during the Summer Term 2002.

The initial intention was to assess project impact in July 2002, using PASS as a primary means of evaluation. However, a second phase to the project was implemented which involved 23 partner schools. PASS was again identified as the key data-gathering instrument. The intention is that not only will it be continued to be used by participant schools as a means of project evaluation, but also as a means of gathering ongoing attitudinal change tracking data, both on an individual and group basis.

Case Study - 'On Track' Mentoring

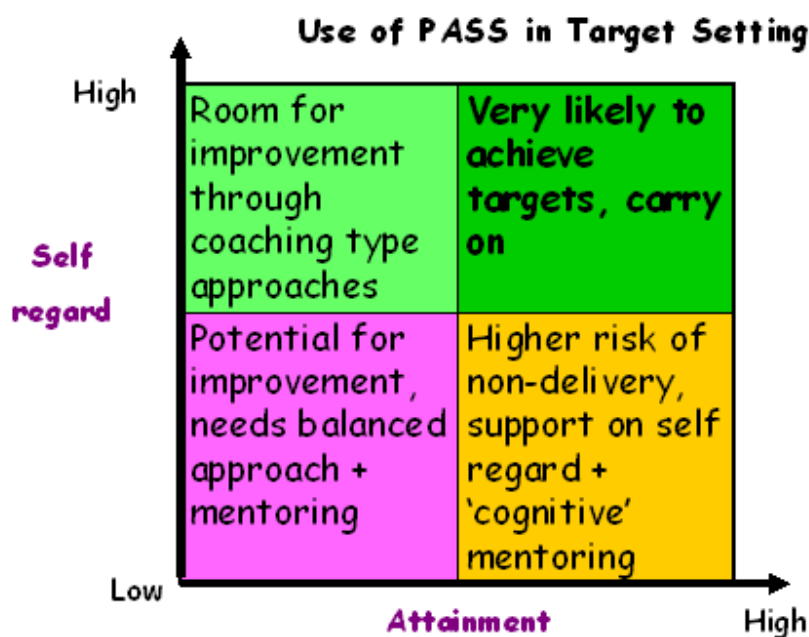
'On Track' provides Government funding to help small discrete local urban neighbourhoods tackle issues of youth crime and disaffection through school-based, community-focussed interventions and initiatives. As part of the 'On Track' plan in one urban LEA, a system was established to provide mentoring for targeted upper Key Stage 2 pupils. A number of Key Stage 3 and 4 students from the two high schools in the 'On Track' area were trained as mentors to work with the pupils from the primary schools. PASS was used to identify Key Stage 2 pupils who would benefit from mentoring intervention, and to help specify the content of the mentoring relationship and intervention. The focus for the primary schools was on using positive changes in pupil attitude to raise attainment. One way of using PASS for this is illustrated below.

The mentoring support also continues into Y7 when the pupils transfer in order to facilitate continuity in learning and progression into KS3.

PASS is now being used with the targeted pupils as a means of evaluating the effectiveness of mentoring support.

Use of PASS in target setting and mentoring support

PASS can be used to assist in target setting in that it can give indications of those pupils who because of their self-regard as learners and attitude to work are more likely to attain at levels commensurate with their abilities. It can also highlight those pupils whose attainment is more 'fragile' and possibly more vulnerable to other factors that could impair attainment levels. This analysis also provides some guidance as to the most appropriate approaches to supporting these pupils by learning or mentoring programmes. An example of this is shown in the diagram below focussing on self-regard.



Primary - Secondary Transfer

Primary secondary transfer and continuity of learning is a key issue for many LEAs. PASS data demonstrates that attitudes show a marked drop across the phase transfer but that this is not consistent. One LEA is using PASS data to establish both a baseline and to identify school transfer situations where the decline is either less marked or non-existent. This is being used to help identify effective practice. In the future the PASS data will then be used to evaluate the impact on pupils to changes in the transition planning and curriculum continuity. The intention is to have information about what works from the pupils' perspective as opposed to simply relying on adults' views of what is effective.

PRIMARY SCHOOL GENDER ISSUES

In the national sample for PASS, girls are generally more positive in their attitudes than boys on most factors. This profile mirrors the national picture of girls achieving higher levels of attainment than boys. Occasionally, in whole school surveys, a different learning climate is found. An urban primary school found that girls' attitudes were lower than boys in a number of PASS factors. They used the whole school profile to identify the girls with this lowered profile. There were a number of girls with significantly lowered attitudes.

The concerns centred on two PASS factors in particular:

- * Preparedness for learning
- * Confidence in learning

In order to address this issue the school tried a range of responses:

- * All the Y4-6 teachers and learning support practitioners (LSPs) were made aware of the pupils' profiles and took these into account when working with the pupils. In particular the LSPs concentrated on checking the ways in which the pupils tackled new tasks. Specific attention was given to those tasks that required existing skills to be used in different ways in order to support the generalisation of learning.
- * A short course in study skills was run.
- * The homework and after school clubs that the school ran were extended to give the pupils the opportunity for study skills and, what the school called 'learning new things' sessions. These proved very popular as the content of these sessions was very varied and highly motivating.