

PUPIL ATTITUDES TO SELF & SCHOOL

LEVEL 1: INDIVIDUAL PUPIL ASSESSMENT

All software versions of PASS support fully benchmarked individual student attitude profiling in around 15-20 minutes!

Scores, per factor, are expressed as percentiles. A percentile score of "10" means that a student is scoring above 9%

of the population but below the remaining 90 %.

Such profiles provide a sound basis for baselining individual students, value-added follow-up evaluation, target setting, action planning and so on.



Level 1:
Assessment of individual pupil attitudes.

Invaluable for schools and LEAs where student mobility can be an ongoing problem!

LEVEL 2: CLASSROOM GROUPS

Networked software and on-line solutions also permit analysis using a traffic light system to identify students "at-risk" in groups.

Larger student cohorts can be simultane-

ously viewed to identify individuals and classroom issues in terms of high risk ("red" : lowest 5% of the population on a particular factor score), medium risk ("amber" : 6-20% level scores) and low risk ("green" : top 80% of scores) .

Such data provides another layer of interpretation and is well suited to an evidence-based exploration of group issues e.g. classroom management, group dynamics and pastoral concerns.

Level 2:
Assessment of groups and classroom issues.

PUPIL NAME	YEAR	Feelings about school	Perceived Learning Capability	Self-regard	Preparedness for learning	Attitudes to teachers	General Work Ethic	Learner Confidence	Attendance Attitudes	Response to Curriculum
SALLY	9	22.8	40.6	62	18.5	39.6	24.6	82.2	22.5	4.6
MICHAEL	10	39	11.7	13.4	17.6	31.4	6	19.8	27.3	48.9
JAMES	11	41.6	15.8	34.7	22.8	40.6	98	24.8	21.8	59.4

Level 3: Learner Climate



Combining individual student profiles generates powerful measures of an overall organisations learner climate. Again this is fully benchmarked against national comparators.

Level 3:
Whole school learner climate measurement.

Useful for Ofsted S4 submission, school development planning etc...

Such data can be broken down to investigate attitude differences in terms of gender, eth-

nicity, year group or, indeed any "bespoke" filter a school may

Level 4: Attitude Change

Longitudinal data analysis ("over time") is also possible for schools undertaking regular annual PASS audits. This can show percentage change in attitudes, by factor, in terms of whole organisation, gender, ethnicity, year groups and so on.

Level 4:
Attitude change assessment—a very powerful tool to support the identification of good practice in terms of primary-secondary transition, value-added progress, re-integration etc.

