Pupil Attitudes to Self and School

Understanding students’ attitudes webinar

Claire Dunn, International Manager
GL Education
PASS is the only genuine psychometric survey to measure attitudes.
Attitudes Impact Attainment (OECD 2014)

Countries where students have stronger beliefs in their abilities perform better in mathematics.

$R^2 = 0.36$
Would you like:

• an insight into any obstacles that are blocking the path for your pupils to maximise their attainment?
• to be able to support emotionally vulnerable students more effectively?
• to be able to measure the impact of intervention activities focussed on students’ wellbeing?
• to help staff challenge assumptions about school and students?
IN A NUTSHELL

A survey that measures pupils' attitudes towards themselves as learners and their school environment

- Whole school, annual online survey
- Comprises 50 short psychometric statements
- Raise standards of attainment and pupil wellbeing
- Tackle challenging behaviour
- Identifies attendance issues
- Target and support individuals through tailored intervention programmes
- Enhance your post-levels assessment framework by enabling schools to build a truly holistic view of each pupil.
**BENEFITS**

- Establish your pupils’ perceptions of their school and learning experience (pupil voice)
- Helps identify barriers to learning
- Establishes profiles of pupil wellbeing, attendance, behaviour and fragile learners
- Helps to support emotionally vulnerable young people and those with possible mental health issues
- Informs teaching and learning strategies and intervention programmes
- Challenges your own perception of your pupils
- You cannot observe every lesson but your pupils do.
FEATURES

• Unique psychometric attitudinal survey covering ages 4-7 and 8-18+
• Quick to administer
• 6 years to develop, involving 4 universities, 20 UK Local Authorities and hundreds of children in focus groups and pilot studies
• Used in over 2,000 schools across the UK and internationally
• Robustly standardised against a sample of over 600,000 respondents
• Instant reporting
## The 9 Attitudinal Measures

<table>
<thead>
<tr>
<th>Factor</th>
<th>Description</th>
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<tbody>
<tr>
<td>1:</td>
<td>Feelings about school</td>
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<tr>
<td>2:</td>
<td>Perceived learning capability</td>
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<tr>
<td>3:</td>
<td>Self regard</td>
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<td>4:</td>
<td>Preparedness for Learning</td>
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<td>5:</td>
<td>Attitudes for teachers</td>
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<td>6:</td>
<td>General work ethic</td>
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<td>7:</td>
<td>Confidence in learning</td>
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<td>8:</td>
<td>Attitudes to attendance</td>
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<td>9:</td>
<td>Response to curriculum demands</td>
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</table>
ATTITUDINAL FACTORS

1. Feelings about School
   Measures pupils’ sense of well-being, safety and comfort in school

2. Perceived Learning Capability
   Measures pupils’ view of how positive & successful they feel in their specific capabilities as learners

3. Self-regard as a learner
   Measures the impact of learning on their self concept more generally

4. Preparedness for Learning
   Measures pupils’ perceptions of behaviour and attitude in learning situations (metacognitive skills)

5. Attitudes to Teachers
   Measures pupils’ perceptions of their relationships with teachers and other staff in school

6. General Work Ethic
   Measures pupils’ motivation to work in general. This is a life skill, not just about school

7. Confidence in Learning
   Confidence in approaching and dealing with learning, and perseverance when presented with challenging tasks

8. Attitudes to Attendance
   Exactly what it says! Do I want to come to school, and stay there when I am there?

9. Response to Curriculum Demands
   Measures pupils’ motivation to do school work. Will working hard in school help me?
SAMPLE QUESTIONS

1. I think carefully about my work
   - Yes, a lot
   - Yes, a bit
   - No, not much
   - No, not at all

2. I worry about getting my work right
   - Yes, a lot
   - Yes, a bit
   - No, not much
   - No, not at all

3. I can ask my teacher when I am stuck with my work
   - Yes, a lot
   - Yes, a bit
   - No, not much
   - No, not at all

4. I enjoy doing hard school work
   - Yes, a lot
   - Yes, a bit
   - No, not much
   - No, not at all

5. I can concentrate on my work in class
   - Yes, a lot
   - Yes, a bit
   - No, not much
   - No, not at all

6. I like doing tests
   - Yes, a lot
   - Yes, a bit
   - No, not much
   - No, not at all

7. I am lonely at school
   - Yes, a lot
   - Yes, a bit
   - No, not much
   - No, not at all

8. My teachers expect me to work hard
   - Yes, a lot
   - Yes, a bit
   - No, not much
   - No, not at all

9. I behave well in class
   - Yes, a lot
   - Yes, a bit
   - No, not much
   - No, not at all

10. I like having difficult school work to do
    - Yes, a lot
    - Yes, a bit
    - No, not much
    - No, not at all
**LEVEL 1 ANALYSIS**

**Level 1: Whole cohort profile**

**Overall mean percentages**

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<tr>
<th>PASS Factor</th>
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<th>4</th>
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<td>Mean percentages</td>
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<td>74.9%</td>
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**Overall percentiles**

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LEVEL 2 ANALYSIS

Level 2: Gender

PASS factors analysed by gender

Gender mean percentages

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<td>Girls</td>
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Gender percentiles

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WHAT DO THE GRAPHS TELL US?

- The bars on the chart represent the **Percentage Maximum Score**. This is a score relative to the maximally positive response to a question.

- The figures in the table below each chart express the **Percentile Rank** for each factor based on the Percentage Maximum Score. These percentiles are benchmarked against national norms providing a standardised indication of attitudes in the school.

<table>
<thead>
<tr>
<th>High satisfaction with their school experience</th>
<th>Students/Cohorts in the 31st – 100th percentile</th>
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<tbody>
<tr>
<td>Moderate satisfaction with their school experience</td>
<td>Students/Cohorts in the 21st – 30th percentile</td>
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<tr>
<td>Low moderate satisfaction with their school experience</td>
<td>Students/Cohorts in the 6th – 20th percentile</td>
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<tr>
<td>Low satisfaction with their school experience</td>
<td>Students/Cohorts in the lowest 5% of responses</td>
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### LEVEL 3 ANALYSIS – INDIVIDUAL PUPIL PROFILES

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<th>Student name</th>
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PASS ‘How To …’ help videos


PASS Excel Video Tutorials

Make the most of your Pupil Attitudes to Self and School (PASS) data and watch our Excel video tutorials – find out how to identify barriers to learning, and present these effectively to stakeholders. These videos are compatible for both Excel 2007 and 2010.

Basic sorting
Watch our video on how to sort your PASS data. This is useful to know when you need to view pupils with a low or high score in one of the attitudinal measures. View video >>

Sorting by multiple columns
An example of when you would want to do this is if you need to see pupils with a high general work ethic and a low response to curriculum. This helps you see pupils that may have made the link between working hard and getting further in life such as starting at a weekend job but do not see school work as valuable. View video >>

Creating and using basic filters
In this video, we show you how to create basic filters in excel. Much like data sorting, this helps you easily pick out pupils with a particular set of data. View video >>
Who usually looks at the report and uses the data?

**Level 1 analysis** – senior management team; post of responsibility for PASS

**Level 2 analysis** – senior management team; staff with specific responsibilities; year heads; class teachers

**Level 3 analysis** – staff with specific responsibilities, e.g. Senco; class teachers; support staff
School:

Survey period:
Fragile Learners

“I thought they’d have done better than that”

- Apparent track record of success
- Self-doubt
- Vulnerability e.g. home / peers
- Need protection
Room for improvement through coaching type approaches

Sound bet for delivery, carry on

Potential for improvement, needs balanced approach + mentoring

Higher risk of non-delivery, support on self regard + ‘cognitive’ mentoring

High Perceived learning capability

Use of attitude data in Target Setting

Fragile Learner protection

Attainment or CAT data

High

GL Education
Learning capability - perception v. reality

Perceived Learning Capability vs. Non-Verbal/Spatial Mean

- Learning capability - perception v. reality
- Perceived Learning Capability
- Non-Verbal/Spatial Mean

Graph showing the relationship between perceived learning capability and non-verbal/spatial mean.
INDIVIDUAL PUPIL PROFILE

EFFECTIVE INTERVENTIONS

- Mentoring (F2 & F3)
- Reading Support (F9)
- Study Support (F4)
What is the Online Intervention System?

- an online application that allows a school to feed in its scores either as a whole school or for individual pupils.

- generates a report on the strengths and areas for development either for the whole school or for individual pupils with suggestions for development strategies & intervention.
PASS - Student Level

Factor 9: Response to Curriculum Demands
- *increase relevance and motivational content of curriculum delivery*
  - Make learning more relevant by connecting it to existing skills or prior learning
  - Increase learning relevance by clearly stating the current value of instruction and learning
  - Stress the future usefulness and relevance of learning - Ask students the 'What's in it for me?' question
  - Allow students choice/flexibility to use different methods for task organisation/completion
  - Use extrinsic rewards sparingly and closely relate to the task accomplished
  - Help students understand the success criteria for individual assignments
  - Ensure academic success through differentiation, target setting and positive feedback

- Future direction
  - Involve parents in discussing the issue of motivation and develop partnerships in fostering it in their children
  - Encourage students to focus on their achievements and efforts rather than compare themselves with peers - Encourage the notion of Personal Best
  - Ensure that learners feel that they are in control
  - Provide opportunities for choice and decision-making
Any questions or comments?
Where to go for further information...

international@gl-education.com
claire.dunn@gl-education.com
PASS@gl-assessment.co.uk (PASS support)

http://www.gl-education.com