



Guidance

Curriculum and
Standards

Key Stage 3

National Strategies

Monitoring whole-school
practice to promote positive
behaviour and attendance

**Guidance for senior leaders
to support the use and implementation
of training materials**

**All Key Stage 3
Consultants and
schools**

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Links between monitoring and improved behaviour and attendance

When reporting on the management of improvement Ofsted said:

'Senior managers in improving schools evinced close and detailed knowledge of practice across the school, although there were sometimes gaps. Monitoring systems were simple and effective in giving not just an overview but also the detail necessary to decide on changes.'

Improving Attendance and Behaviour in Secondary Schools
February 2001

Monitoring is an essential element in the school improvement cycle. Regular monitoring helps to measure the ongoing effectiveness of the post-audit improvement plan. It also promotes development at both operational and strategic levels by identifying trends and patterns in behaviour and attendance. If the monitoring process is well designed, it will identify the causes underpinning trends. This helps schools to be accurate in addressing issues and responding to post audit trends. They can also redirect staff training, selecting the most appropriate training pedagogy to engage all staff in responding at an early stage to emerging trends.

Effective monitoring offers much more to schools than simple data collection and analysis. It has the same major impact on whole-school development as monitoring in the classroom has on learning.

The best teachers regularly monitor understanding through feedback from pupils.

- The effective teacher responds to feedback by frequently adjusting their teaching style, the pace of the lesson and the focus of their teaching in order to maximise learning.

The response to monitoring at whole school level is the same.

- The effective school leader responds to feedback by frequently adjusting their leadership styles, the pace of development and the focus of their effort in order to maximise the raising of standards.

More accurate targeting of action leads to less wasted time on ineffective effort and repays the time spent on monitoring. This is particularly the case in behaviour and attendance improvement where the potential for misdirecting effort is enormous, with schools spending large amounts of time on fire-fighting the symptom – poor behaviour and absence – leaving little time to address the major causes – e.g. disaffection. The main reason why the Strategy addresses behaviour and attendance is that the causes of both are often one and the same.

Combining the monitoring of behaviour and attendance, therefore, has the added bonus of increasing the potential for time saving. Identifying, and focusing action on addressing, the causes of behaviour will have an impact on attendance and vice versa.

Another parallel between monitoring and effective teaching involves focusing on the positive. Just as effective teaching uses the positive of reward as a more effective

motivator than the negative of sanctions, so it is with monitoring. Monitoring the positive – looking for what is going well – has a profound effect on whole school motivation and confidence. This is particularly the case with behaviour and attendance where negative trends are often far more obvious than positive ones.

Through regular monitoring, successful outcomes in schools are identified and acted upon by:

- accurate baseline measurement of behaviour and attendance-related issues through the audit;
- quantitative and qualitative measurements of targeted developments at regular intervals through monitoring;
- analysis of quantitative data to identify trends and triangulation with qualitative information to identify causes;
- modification of post-audit improvement plans to address the causes of developing trends – celebrating and supporting the positive and intervening early with the negative;
- ongoing monitoring to identify the effect of revised actions and adjust them regularly.

Using the study material

This is the third set of training materials produced to support the behaviour and attendance strand as it enters Year 2. The main differences between this material and core days 1 and 2 materials are as follows.

- The three sections can be used as sequential self-study or coached material rather than as discreet training sessions.
- The material is most suitable for small group work and can be used for individual self-study.
- Although the focus is on leading and developing a whole-school monitoring process, the material is suitable for all staff with an interest in developing such a monitoring programme. It would be ideal for use by a working group of staff set up to organise a whole-school behaviour and attendance monitoring programme.
- There is a sequence of discovery learning through the three sections and they should be studied together if a real understanding of monitoring issues is to be achieved. The material is not suitable and too lengthy for use in large INSET sessions, although selected topics and activities can be recombined for use with larger staff audiences – e.g. when launching a revised monitoring programme and seeking to gain whole-school engagement.
- The text is punctuated by activities and scenarios which help reflection, modelling and active interpretation of the materials and embed the knowledge and understanding that they promote.
- The text has a logical sequence and lends itself to easy conversion into Microsoft PowerPoint™ slides by trainers who wish to select from the materials or present them in their own way.
- Consequently there are no additional materials such as handouts, OHTs and

PowerPoint™ slides; all information is contained within the text or the appendix and further references are to be found on the Key Stage 3 Strategy website (www.standards.dfes.gov.uk/keystage3)

This development reflects the fact that the strand is now fully launched, schools are receiving highly valued support from consultants and are proficient in incorporating materials into a variety of CPD training appropriate to the issue or topic.

In the appendix there is a set of photocopiable sheets, which may be used to keep a record of the training route through the material. The activities in the body of the text are clearly separated so that they may also be photocopied and recombined by a trainer or coach who wishes to use them in a different sequence. These resources can be used to:

- act as a record of CPD to supplement the school's overall portfolio;
- support members of staff involved in NPQH and LPSH activities;
- assist individuals and groups who join in the activities at different points to be able to place their contribution within the context of progress so far;
- assist behaviour and attendance consultants or other LEA staff who join in the activities at different points to offer their support within the context of progress so far;
- provide evidence for the school's self-evaluation processes.

Supporting continuing professional development (CPD)

Monitoring of behaviour and attendance supports the general aims of the Key Stage 3 Strategy and the principles underpinning the process of monitoring are central to the Strategy's core purpose of raising standards of teaching and learning. CPD using these materials is, therefore, in harmony with other Key Stage 3 training.

The materials for core day 3 build on those from core days 1 and 2 and offer further training in solution-focused approaches to behaviour and attendance issues, in addition to the specific training in the principles and practices of monitoring behaviour and attendance.

By using core day 2 materials schools will have been supported in developing a training pedagogy and will be familiar with the four stages of effective training:

- acquisition of knowledge and understanding;
- modelling;
- practice in the workplace;
- feedback and improvement.

These materials are designed to apply the same stages to the learning pathway for any individuals or groups using them for self-study.

Monitoring itself, however, offers an essential tool for the whole school to improve its corporate learning by developing the fourth, and most frequently missed, stage – feedback and improvement.

Key themes within the study materials

Effective monitoring can help to improve standards of behaviour and attendance and will impact on teaching and learning by:

- accurate identification of the causes of behaviour and attendance trends;
- directing time and effort to support the actions that will be most effective;
- informing and supporting CPD for all staff.

It is an essential feature of effective monitoring of behaviour and attendance that it is informed by the views of pupils, parents/carers, governors and the wider school community.

By using this material school leaders will be able to:

- consider school-level data in the areas of behaviour and attendance;
- investigate how instruments for monitoring behaviour and attendance, including software packages, may add to their existing monitoring systems;
- prepare to use trend analysis in their schools in the areas of behaviour and attendance;
- use solution-focused approaches to construct responses to behaviour and attendance issues;
- receive clear guidance about the methods of introducing monitoring and evaluation tools at school level through training events and on-going meetings.

The material consists of this guidance for senior leadership teams and notes for tutors about the three sections of training. Schools are strongly encouraged to work through the sections in sequence so that the range of investigations into monitoring builds into a coherent action plan to rationalise and consolidate the school's existing monitoring process by the end of section 3. The areas covered by each of the three sections are shown over the page.

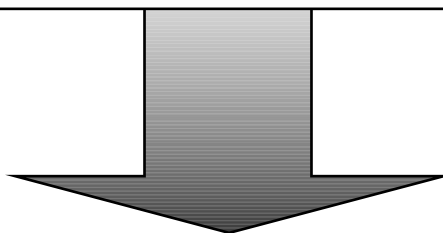
Sequence through the materials

Section 1

Applying the features of effective monitoring to improve attendance

This section:

- looks at the benefits gained from more efficient use of attendance data;
- helps schools apply the features of effective monitoring to inform behaviour and attendance improvement planning;
- is suitable for use by all staff groups and particularly members of the senior leadership team.

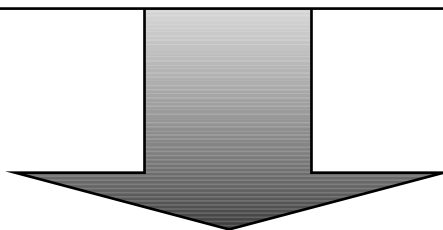


Section 2

The use of measuring tools to monitor behaviour

This section:

- looks at how to apply the same features of effective monitoring of attendance to the monitoring of behaviour;
- helps schools to gain most benefit from behaviour and attendance monitoring instruments;
- in addition to staff group training, can be used to involve middle managers in developing improved behaviour and attendance monitoring.



Section 3

Including effective and efficient monitoring in the school improvement cycle

This section:

- looks at the the essential role of monitoring in the school improvement cycle;
- helps schools to review the effectiveness of their current monitoring of behaviour and attendance within the school improvement cycle, using rewards and sanctions as an example;
- can be used to involve all members of staff in the practical implementation of a whole-school behaviour and attendance monitoring process.

Focusing on solutions

This material will draw upon previous behaviour and attendance training material and notably the use of solution-focused approaches.

Several of the activities will indicate the need to use scaling. The scaling technique is a solution-focused approach (see core day 2, section 1). This technique is used to help groups and individuals reflect on their current position in relation to their strengths, their future goals and steps needed to get there. Scaling encourages the use of questioning to enable groups and individuals to elaborate on successful strategies and consider how far they are already towards a desired solution. This can then be further developed as schools identify which next steps are needed and what the situation will look like when those next steps are complete. Scaling techniques can be used to reflect on what is working well and also to plan the next small step towards the required goal. Therefore, it requires everyone to concentrate on the solution rather than the problem.

Key features of effective monitoring

The sections are framed around exploring how schools can develop their monitoring so that as many as possible of the following features are embedded in their monitoring process.

The 12 features are constantly referred to throughout the three sections and embody the key messages about behaviour and attendance monitoring.

Effective monitoring:

- gives as much information as possible in the implementation time available
(e.g. is the data efficiently collected and displayed in the most useful way?)
- fits into and builds upon existing school structures and routines
(e.g. does this data collection help the administration of registration?)
- includes data from representatives of all members of the school community with prominence given to factual data about pupils and data about their opinions
(e.g. are the reasons pupils give for lateness and their opinions on the causes of bullying recorded?)
- uses agreed terminology to describe behaviours and attendance
(e.g. are there agreed categories for lateness and a staff lexicon for describing behaviours?)
- identifies patterns and trends over time
(e.g. are there graphs available monthly to show absence; to show violent incident trends?)
- allows positive and negative trends to be recognised
(e.g. if a pupil or group of pupils improves their attendance or behaviour is this data included?)
- enables the exploration of causal factors
(e.g. does the data help answer questions about why more pupils in a particular group are late or absent on some days rather than others does it help to identify behaviour 'hot spots'?)
- makes use of other appropriate and connected data
(e.g. can the data be easily cross-referenced to events in the school calendar that may influence behaviour or attendance?)
- is based on accurate data that has integrity
(e.g. are all instances of lateness recorded; are all behaviour incidents reported using the agreed form?)
- has an appropriate balance of subjective and objective data from a variety of sources
(e.g. are sample form-tutors' comments on register statistics or pupils' comments on lunchtime behaviour collected alongside the attendance data or staff questionnaires on behaviour?)

- can be easily interpreted to influence improvement planning
(e.g. does the data focus on specific targets in an improvement plan for lateness; or for corridor behaviour?)
- leads to specific school improvement outcomes
(e.g. what changes has this monitoring actually made?)

The 12 key features of effective monitoring should be seen as the main analytical tool in deciding how robust existing systems are. They should form a substantial part of all activity connected to this material so that all participating staff become familiar with them for use not only during the activities contained within the material, but in their day-to-day work in the school.

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Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60
e-mail: dfes@prolog.uk.com

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