

## PASS INTERVENTIONS: RECONNECTIONS

The *Pupil Attitudes to Self and School (PASS)* survey will help you understand your students' mindsets as they come back to school, and whether they are confident, ready and motivated to learn. Taking just 20 minutes to complete and available in 26 languages, the reporting is easy to read and act on, helping to pinpoint who's at risk so you can plan timely and sensitive interventions.

PASS measures students' attitudes to learning by focussing on nine standardised factors proven to be linked to key educational goals, including feelings about school and learner self-regard.

Aligned to each factor is a series of interventions, containing practical advice and solutions designed to help you respond to the problems that students may be struggling with. The interventions provide guidance as to how these problems may present in the classroom as well as an overview of the research underpinning the different approaches suggested.

From 1 September 2020, new interventions are available which have been designed specifically to address the challenge of reintegrating students into school following a prolonged absence, such as the recent closure of schools due to Covid-19.

**The interventions for each factor are introduced and put into context:**

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### LEARNER SELF-REGARD

#### INTERVENTION STRATEGIES AFTER ABSENCE FROM SCHOOL

Learners can feel uneasy about their current learning capabilities in the short term (a low score for Perceived Learning Capability), but retain a general impression that they would be likely to be successful in the long term (a high score for Learner Self-regard). Following an extended absence from school they may therefore feel unsuccessful at present, but believe that being back in school with the support of teachers and peers will enable them to achieve success again and so not be worried about their ability to catch up on missed work. However, for other pupils a long absence from school may exacerbate feelings of low self-efficacy or even compound them further. These pupils require significant support to improve their feelings of self-efficacy and feel successful.

After a period of absence from school, interventions should focus on:

1. Coaching and mentoring
2. Nurture groups
3. Communication

## Each intervention is explained:

### COACHING AND MENTORING

Coaching has been suggested as effective in increasing self-efficacy through development of study skills and learning strategies (Komarraju & Nadler, 2013). It also improves academic achievement, and therefore increases the probability of pupils completing courses (Bettinger et al., 2013) so reducing school dropout (van der Steeg et al., 2015). It has also been found to improve hope and resilience in secondary school pupils (Green et al., 2007). Peer mentoring is also important. Role models “can play a powerful role in the development of self-efficacy” (Usher & Pajares, 2006:126). If a pupil is in an unfamiliar academic situation and learning things for the first time, seeing a peer whom they feel is similar to them successfully completing the task increases their confidence in their own ability to do so.

## Relevant models and theories are explained:

**The GROW model of coaching**  
(Landsberg, 1997, cited in Spence and Grant, 2007:189).

Acronym	Description	Example questions
Goal	Ask the coachee to clarify what they want to achieve from each session. Determines the focus of coaching.	What do you want to achieve this session? How would you like to feel afterwards? What would be the best use of this time?
Reality	Raise awareness of present realities. Examine how current situation is impacting	How have things gone in the past week? How have you handled any problems? What worked? What didn't work?

## And practical guidance provided:

### What to do

#### Using nurture groups

Following a significant period of absence from school and an unprecedented change in their daily routine, some pupils, particularly those whose family life is more chaotic, disorganised or disruptive, may benefit significantly from being part of a nurture group. Nurture groups should be short term and focused on providing effective interventions based on the six nurture principles to support pupils in overcoming those barriers to learning within a mainstream class. Each group should consist of between six to ten pupils, normally from Years 1 to 3, led by a nurture group teacher and classroom assistant. Pupils attending the nurture group remain an active part of their main class, spending appropriate times within the nurture group according to their need and typically returning full time to their own class within two to four terms.

**All the interventions are available on Testwise as part of your PASS subscription.**

