



**Wellbeing and  
Attitudes to Learning**  
Survey and Strategies

AGES  
7-11

# Assess learner wellbeing and provide support with evidence-based strategies



# About Wellbeing and Attitudes to Learning: Survey and Strategies

The loss of the physical school environment during lockdown, and the transition to a new classroom set up, is likely to have an impact on children's wellbeing and attitudes to learning in a range of ways.

*Wellbeing and Attitudes to Learning* is an award-winning profiling tool to enable teachers to better support the wellbeing and academic development of their pupils in Key Stage 2, helping schools assess where their pupils are at in relation to four key areas of pupil wellbeing:

## Positivity

- Self-esteem
- Optimism
- Satisfaction
- Class climate
- School belonging

## Motivation

- Intrinsic motivation
- Extrinsic motivation
- Support

## Self-efficacy

- Emotional self-efficacy
- Interpersonal self-efficacy
- Academic self-efficacy

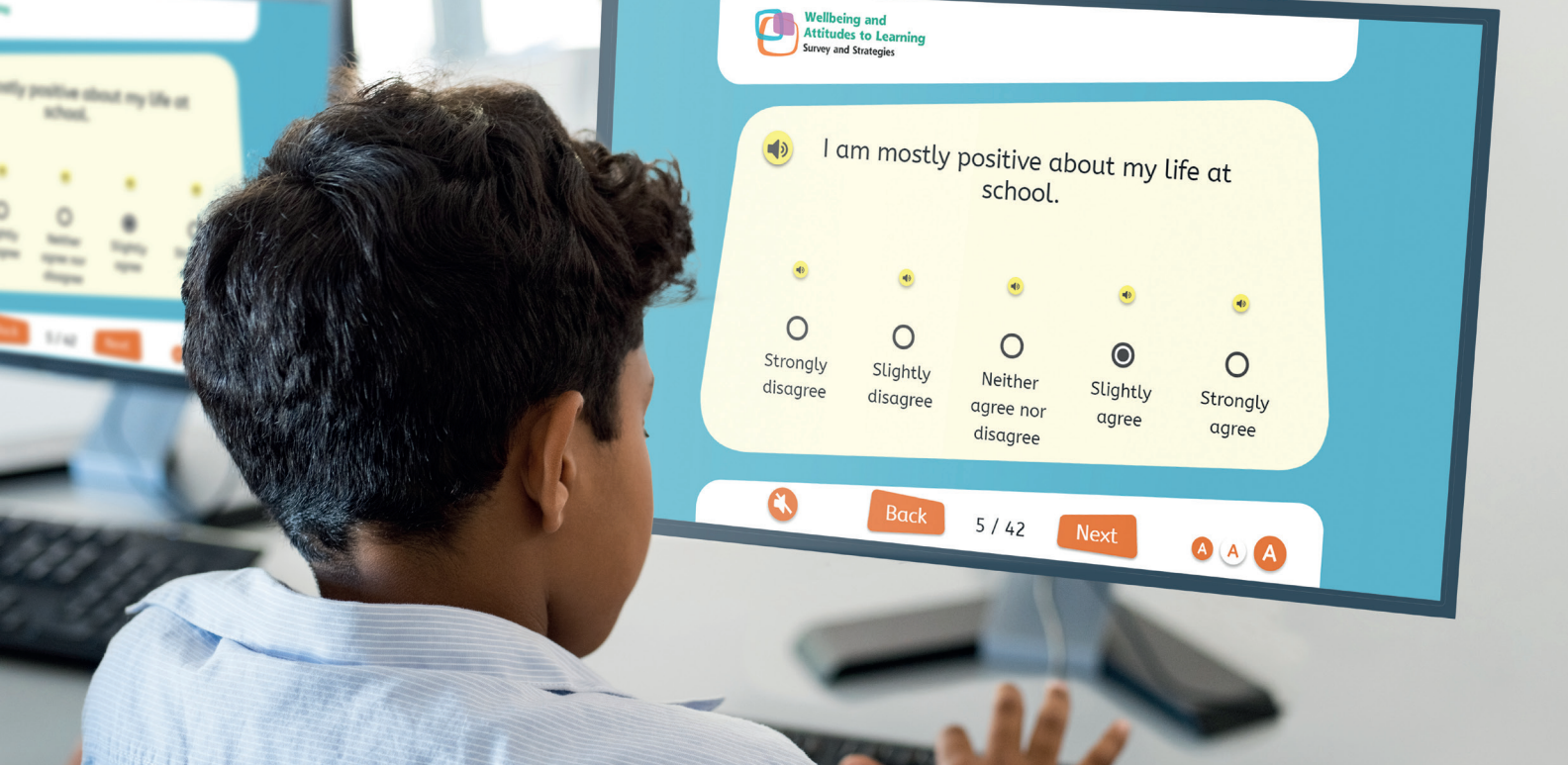
## Resilience and persistence

Follow-up evidence-based strategies, for groups and individuals, are also provided to help teachers improve these areas of pupil wellbeing where there might be cause for concern, or a desire to further improve and evidence existing good practice.

“ If schools are looking for a cost-effective, evidence-based programme to support the wellbeing of pupils, this can help. Class strengths and weaknesses are easily identified and it gives teachers the tools they need to address/develop the areas of concern that have been flagged up. ”

Riverside Primary School





## How does *Wellbeing and Attitudes to Learning* work?

1. Pupils complete an online survey, taking no longer than 20 minutes (see page 4).
2. Reports are instantly available to help identify strengths and areas of need for groups and individuals (see pages 5–7).
3. 30+ evidence-based strategies provide follow-up support (see pages 8–9).
4. Reassess pupils throughout the year to demonstrate the impact of strategies (see page 10).

## Developed by experts

The pupil survey and all follow-up strategies were developed in partnership with experts from Coventry University and Nottingham Trent University.

### Professor Clare Wood

Professor Clare Wood undertakes research examining children's and young people's experiences of education, and how those experiences impact their achievement.

### Doctor Carlo Tramontano

Doctor Carlo Tramontano's most recent work focuses on the study of how individual factors (e.g. self-efficacy) influence work stress and behaviours at work.

### Doctor Helen Johnson

Doctor Helen Johnson is a full-time Educational Psychologist.

**Trialled on a representative sample of over 3,800 pupils in 2018, *Wellbeing and Attitudes to Learning* offers an evidence-based approach to improving pupil wellbeing and academic attainment.**



# How does *Wellbeing and Attitudes to Learning* work?

## Step 1 Pupils complete the online survey

Pupils take a survey answering 41 multiple-choice questions about how they feel about school and their learning (this takes no longer than 20 minutes). All KS2 pupils take the same survey.

Children can choose to have the questions and/or answers read to them.

**Wellbeing and Attitudes to Learning**  
Survey and Strategies

Teacher Preview Mode  
● Online

I am mostly positive about my life at school.

Strongly disagree    Slightly disagree    Neither agree nor disagree    Slightly agree    Strongly agree

Back 5 / 42 Next

“The survey is useful as some children find it easier to answer a question online rather than to voice their true opinion verbally to an adult.”

Trial school

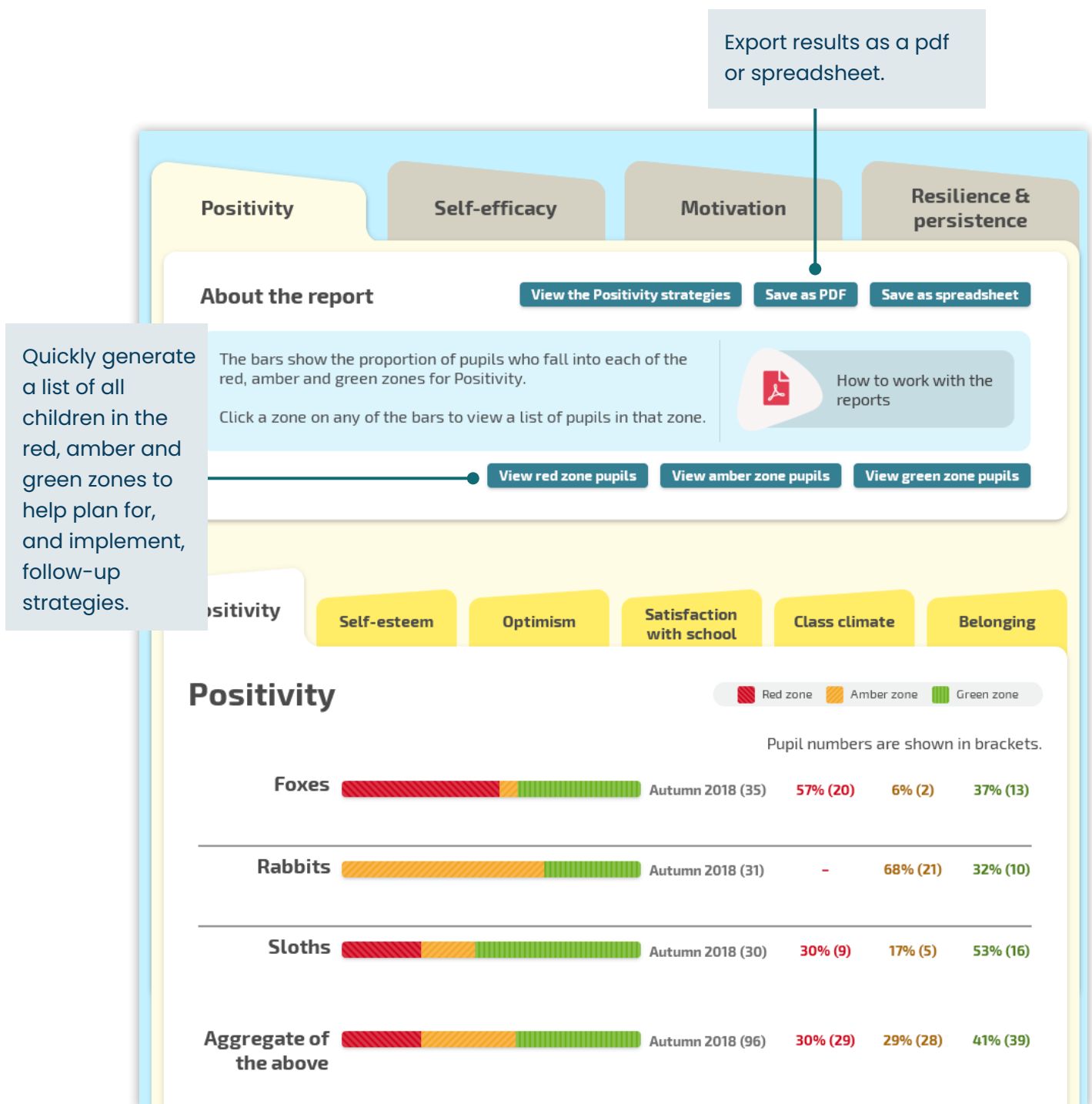
## Step 2 Generate online reports

Once pupils have completed the survey, their results are instantly available in the 'Report' tab. Children's answers are indicated by a traffic light system to help identify areas of concern, as well as strength, across the four dimensions.

### What types of reports are available?

#### > Group report

Group reports provide an aggregated overview of results for classes, year groups and contextual groups, useful if you want a quick summary of KS2 pupils' results.

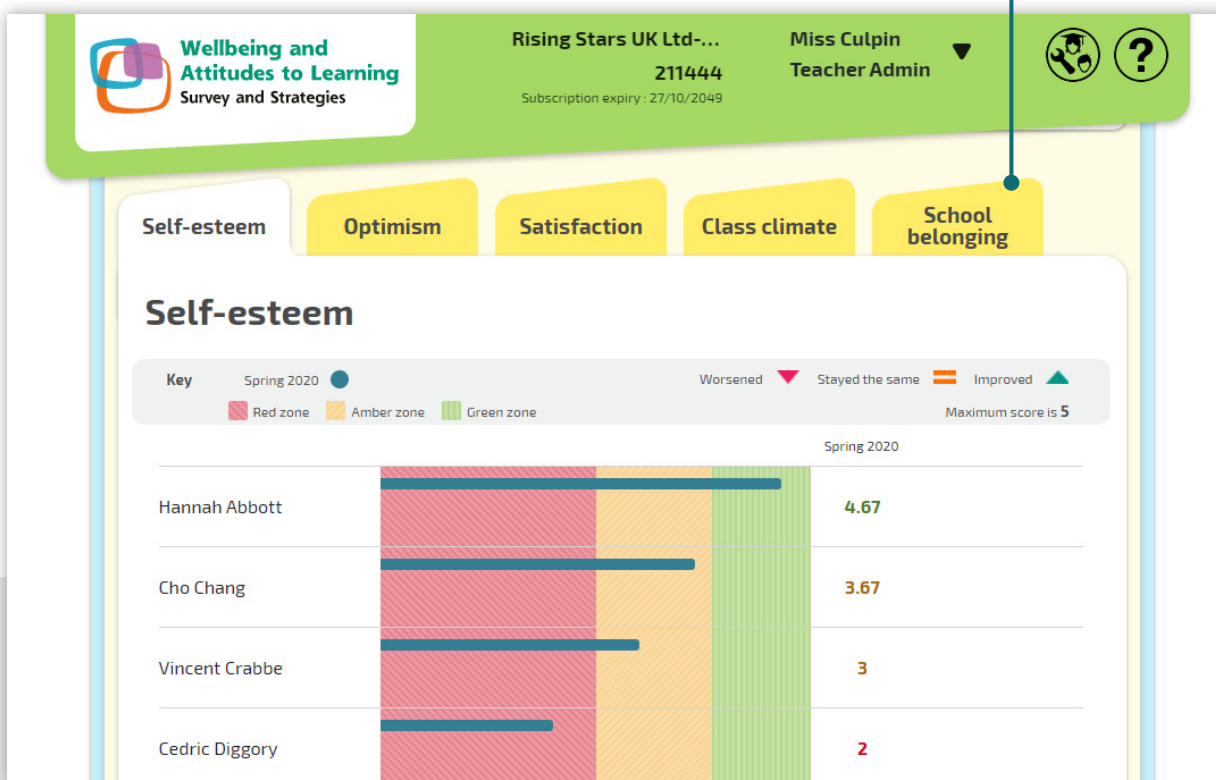




## > Pupil listing report

Quickly see and compare how children have performed across each dimension and sub-dimension.

See how pupils performed within each sub-dimension.

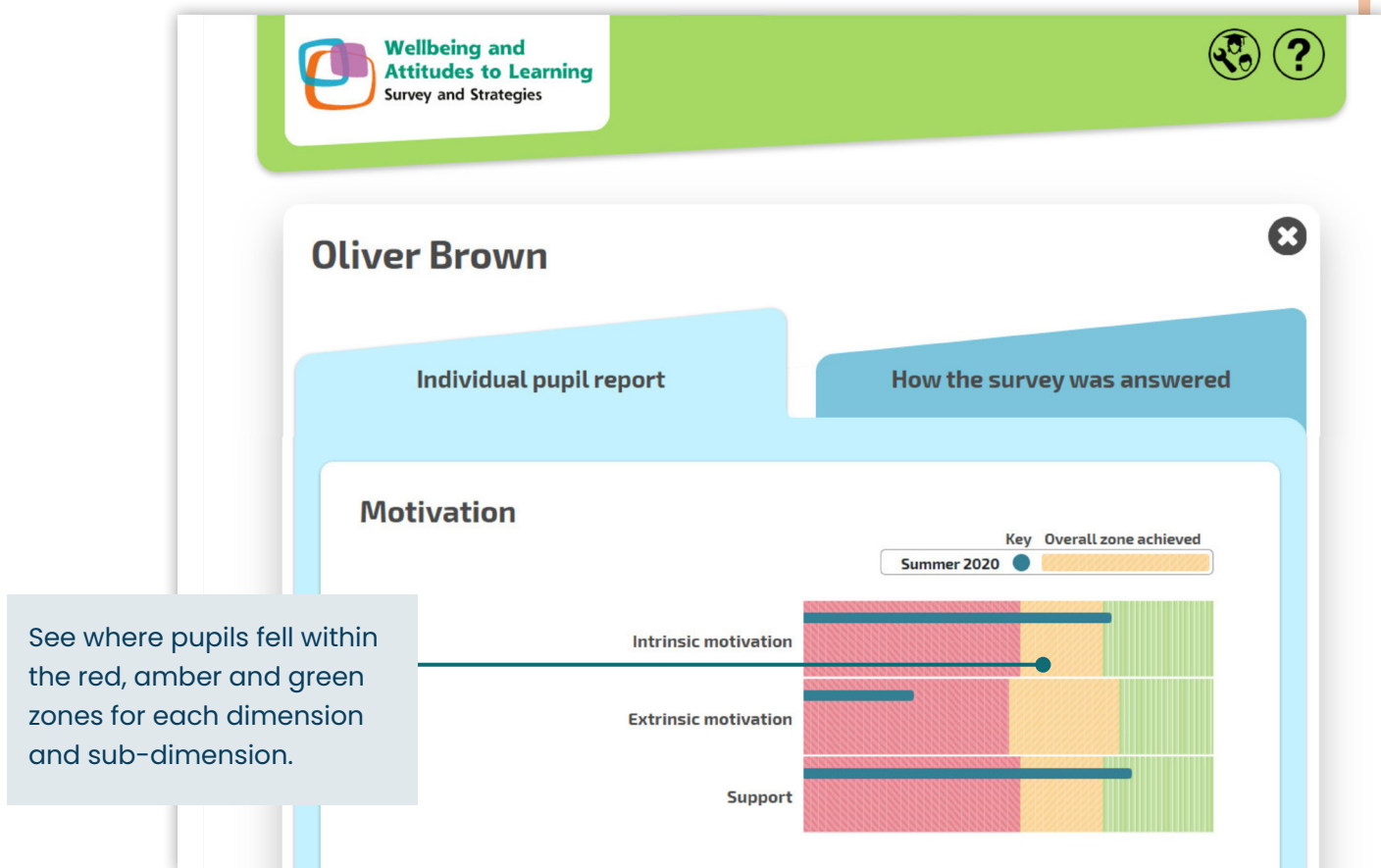


“ We have found the listing report incredibly useful as a quick means to get a clear overview of the class, and the individual pupil report was particularly useful when a surprising result for a pupil was thrown up. ”

Riverside Primary School

## > Individual pupil report

Individual pupil reports allow an in depth view of a pupil's results and let you see how they answered each survey question.



Motivation		
<b>Task value</b>		
28	I think that the work my teacher asks me to do at school is important.	Moderately well
29	Homework is important.	Moderately well
30	School work is important for my future.	Slightly well
31	School teaches me the skills I need to be successful in life.	Slightly well
<b>Intrinsic/extrinsic motivation</b>		
32	I work hard at school because my friends will think I am clever.	Very well
33	I work hard at school because I can earn awards from my school.	Very well
34	I work hard at school because my family will give me a treat.	Extremely well
<b>Support (family, teachers and peers)</b>		
35	When I find things difficult at school I ask adults at home.	Strongly agree
36	When I find things difficult at school I ask my teacher for help.	Strongly agree
37	When I find things difficult at school I ask my friends for help.	Strongly disagree

## Step 3 Implement follow-up strategies

30+ evidence-based follow-up strategies for individuals, classes and whole year groups are provided to help support and improve pupil wellbeing and their attitudes to learning. The strategies offer a broad range of approaches for teachers to implement.

The screenshot shows the 'Wellbeing and Attitudes to Learning Survey and Strategies' interface. At the top, a green header bar contains the logo, school name 'Falcon Point School', teacher name 'Mr Eustace', and a 'Teacher Admin' button. Below the header, a navigation bar has tabs for 'Prepare', 'Assign', 'Report', and 'Resources'. The main content area is titled 'We recommend using this lesson plan after the questionnaire has been taken.' and features a link to 'Thinking about a positive classroom – lesson plan'. Below this, a message states: 'Below you can find strategies, lesson plans and other resources to help you address any issues revealed by the questionnaire.' A horizontal menu with tabs for 'Positivity', 'Self-efficacy', 'Motivation', 'Resilience & persistence', and 'Further support' is shown. The 'Positivity' tab is selected, displaying a grid of 13 strategy cards, each with a red document icon and a title. At the bottom, a 'Case study' section is visible, featuring a link to 'Positivity – a case study'.

Wellbeing and Attitudes to Learning  
Survey and Strategies

Falcon Point School  
25292  
Subscription expiry: 26/09/2019

Mr Eustace  
Teacher Admin

Prepare Assign Report Resources

We recommend using this lesson plan after the questionnaire has been taken.

Thinking about a positive classroom – lesson plan

Below you can find strategies, lesson plans and other resources to help you address any issues revealed by the questionnaire.

Positivity Self-efficacy Motivation Resilience & persistence Further support

**Positivity strategies**

- Differentiating with care
- Character strength (Signature strength cards)
- Autonomy in the classroom
- Creating a positive climate (Classroom checklist)
- Positive framing
- Creating a safe climate (Safe climate audit tool)
- Team sports
- Taking chances
- Building a culture of academic optimism
- Supporting developing peer relationships
- Growth mindset
- School belonging
- Gratitude diary

**Case study**

Positivity – a case study

KS2, class and individual strategies available for each dimension.

Example case studies to demonstrate the different ways strategies could be implemented.



## Growth mindset

**Dimension:** Positivity

**Sub-dimension(s):** Optimism

**Strategy type:** Class / Whole-KS2

**Description:** Series of lessons / whole-KS2 sessions through which to introduce, explore and challenge children's mindsets in relation to learning.

**Outcome:** Children move from a fixed to a growth mindset when thinking about their own abilities and seek out opportunities to be academically challenged.

### Objective

To move children from a fixed to a growth mindset.

### Resources needed

Muncaster, K. (2016) *Growth Mindset Lessons: Every Child a Learner*

### Background

Fixed mindset refers to the belief that our abilities are fixed and unchangeable characteristics, and that intelligence in particular is a static quality. There are many adults, let alone children, who subscribe to the idea that intelligence is something we are born with: we are either good at certain things or bad at them, and there is little we can do to change that. Consistent with these ideas, children who believe in a fixed mindset are easily defeated and de-motivated. They will avoid tasks they consider to be challenging or where there may be a risk of failure attached to them; they see little value in trying again if they cannot succeed first time. Conversely, someone with a growth mindset recognises that intelligence is something that can be developed through learning. These individuals are more likely to seek out challenging learning tasks, persist when they experience difficulties (also known as 'grit') and see effort as critical to learning.

A large amount of research conducted with school-aged children has shown that it is possible to change children from having a fixed mindset to a growth mindset, and that this change results in improvements in their academic performance.

### Description of strategy

The Muncaster resource provides advice and resources for both whole-school implementation of growth mindset philosophy (including the involvement of parents / carers) and a series of lesson plans for each year group within primary school. These high quality resources have been trialled in a UK primary school setting and examples of children's responses to the

All strategies are founded in up-to-date research.

## Step 4 Implement follow-up strategies

The survey can be retaken throughout the school year by either whole classes, specific individuals or groups, to help monitor pupil wellbeing and attitudes to learning. Results can be compared side by side to demonstrate the impact of selected strategies and shape future planning.

Use the button below to choose year groups, classes, groups or individual pupils. You can also choose up to three instances of the survey to compare.

**Select your pupils**

Year groups

**Classes**

Groups

Contextual groups

Pupils in Classes 1

▼

Apply

**Key** P: Positivity S: Self-efficacy M: Motivation R: Resilience & persistence | Red zone Amber zone Green zone

**Pupils in Classes 1** Autumn 2018 Spring 2019 Summer 2019

<input checked="" type="checkbox"/>	Deselect all	P	S	M	R	P	S	M	R	P	S	M	R
<input checked="" type="checkbox"/>	Foxes	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>
<input checked="" type="checkbox"/>	Rabbits	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>
<input checked="" type="checkbox"/>	Sloths	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>
<input checked="" type="checkbox"/>	Aggregate of the above	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>	<span>Red zone</span>	<span>Amber zone</span>	<span>Green zone</span>	<span>Green zone</span>


Compare up to three survey attempts at a time.

“ It was really interesting to see what the children were putting, especially children I already had concerns about. Some of their responses really surprised me, as did some of the achieving and confident children, who put they didn't feel like they could achieve in class or ask questions. ”

Trial school

# Supporting materials



Resources and supporting documents are provided to help you introduce *Wellbeing and Attitudes to Learning* to pupils, teachers and parents/carers, and to use the tool effectively in your school.



**Wellbeing and Attitudes to Learning**  
Survey and Strategies

**Falcon Point School**  
**25292**  
Subscription expiry: 26/09/2019

**Mr Eustace**  
**Teacher Admin**



**Prepare**

**Assign**


**Report**


**Resources**


Before using this product we recommend you familiarise yourself with the process blah blah.


## Welcome


More information about the Dimensions, how to introduce Wellbeing remediations at school, and a template letter you can send to parents to keep them informed.

How to use the platform (including safeguarding)

Supporting developing peer relationships


How the platform was developed


Why the survey isn't a standardised test


Advice on parental support and the curriculum


## Getting started


More information about the Dimensions, how to introduce Wellbeing remediations at school, and a template letter you can send to parents to keep them informed.

Introducing wellbeing at school (lesson plan)

Letter to parents

Dimension information for teachers

Dimension information for parents

Engaging parents (& the ecosystem of the child)

Author videos help to introduce a whole school approach to wellbeing.

Advice on engaging parents/carers.

Find out more: [hachettelearning.com/assessment/wellbeing-and-attitudes-to-learning-surveys-and-strategies](https://hachettelearning.com/assessment/wellbeing-and-attitudes-to-learning-surveys-and-strategies)

11





# Contact us



**Tel:** 01235 400555



**UK email:** [education@hachette.co.uk](mailto:education@hachette.co.uk)



**International email:** [international.sales@hodder.co.uk](mailto:international.sales@hodder.co.uk)

Arrange a no-obligation visit from one of our sales consultants to find out more about all of our assessment resources.

Find your local consultant at

**[hachettelearning.com/contact-us/find-a-sales-consultant](https://hachettelearning.com/contact-us/find-a-sales-consultant).**