

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn. What I have done in this assignment.
Targed/Target 1	Revise guidelines for referencing correctly using the Harvard system.	I have referred to https://library.leeds.ac.uk/referencing-examples/9/leeds-harvard To help me with my referencing.
Targed/Target 2	Revise correct application of apostrophes to indicate possession.	Consulted with lecturers and study support. Minimal quotations have been used in this essay.
Targed/Target 3	Develop further your critical engagement with the research that you refer to. What are the limitations of their claims and what might their significance be in your context?	As this is a research project, I have used critical engagement in regards to my own research, this can be found in the recommendations part of my essay.

How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base.

Introduction

This report critically reflects on an aspect of my first teaching placement school's development plan (SDP). The school in question is a bi-lingual school in rural South Wales, it has approximately 900 pupils on role aged 11-18. The school currently has 10.6% free school meals (FSM) and 32% on the additional learning needs (ALN) register which is slightly higher than national average. The school's information has been kept anonymous in this report to comply with BERA (2018) guidelines. The aspect I will be looking at is a target for the school, based on a recommendation from their Estyn (2013) report. The target is to:

'Improve the attitude to learning and behaviour of a small number of pupils in Year 9.'

This report will examine specifically attitude towards learning and behaviour, with a focus on the transition point for year 9 pupils in key stage three (KS3) going to key stage four (KS4). The evidence will show how the school has actioned this target and how it's impacted on the school's overall development. In this report I will also discuss the stakeholders involved and how the school has taken a collaborative approach to create a positive impact on teaching and learning for its pupils.

Literature review

My chosen aspect focuses on a few different factors that aid the development of the school and this target. Firstly, I will address attitudes to learning, Hogg and Vaughan (2008) explains that an attitude is an evaluation or general feeling towards something and that a person's attitude can change over a period of time. However Hogg and Vaughan (2008) also explains that there is a criteria that motivates a particular attitude these are: knowledge, instrumentality (an end or a goal), ego defence (defending one's own self-esteem) and value expressiveness (allowing a person to display their values or identity). Bremner and Slater (2011) explains that human development is complex and has many different changes in different ways, one of which could be a change in attitude. Lev Vygotsky as cited in Nottingham (2013) explains that children learn from what is around them and that attitude to learning is adopted through dialogue displayed in the classroom between teacher and student; Cousins and Jennings (2003) explains that a small change in the teachers use of voice and dialogue to the student can have an impact on their attitudes towards them and the classroom. Binet (1909) as stated in Nottingham (2013) also explains that children should be taught an attitude to learning before being taught the subject, this would make them more perceptible learners, enabling them to access skills, knowledge and attitude as a collaboration. Nottingham (2013) explains that these skills the learner would possess could also develop their thinking skills which would raise their attainment in school as well as their attitude, which could contribute to the school's development plan.

The school states in their development plan that the staff should have high expectations of pupils. Cousins and Jennings (2003) suggest that teachers set the tone for high expectations and that they must create an environment for learning that is purposeful, relaxed and task orientated. This will create a sense of order and pupils' attitude to learning will become more motivated. Marsh (2012) explains that pupil's attitude towards learning begins is influenced by their level of engagement and motivation, high levels of this led to success. Marsh's (2012) study focuses on the same year group as mentioned in the schools target, Year 9; they state

that the pupils engaged more in their learning when they felt that their values and opinions were expressed and the teacher took an interest in these. As part of the school's development plan, they state that lessons should have a range of opportunities for students to express themselves and their learning. This view is supported by Cousins and Jennings (2003) that pupils need to be involved in their learning and have their values and opinions accepted and contributed, this affect can raise their self-esteem and attitude towards their learning. Cousins and Jennings (2003) also explain that when a student has high self-esteem, they can face circumstances with more resilience, and they can take advantage of more opportunities provided. The SDP also encourages pupils to take part in extra-curricular activities to keep up their levels of engagement. Clements and Osborne (1996) states that taking part in extra-curricular activities can encourage the learner to participate more in school, this would improve their engagement and attitudes to learning.

The SDP target also mentions behaviour in relation to attitude to learning. Nottingham (2013) explains when time is taken to develop the attitude of the learner the level of disruption decreases. Rogers (1995) as cited in Cousins and Jennings (2003) advises that in order to combat disruptive behaviour routine needs to be established as early as possible in the academic year, typically the Autumn term. This enables for the students to establish a clear set of boundaries and expectations. The SDP details that the behaviour problem they are facing in particular is disruption to learning with a small number of students. The school has put in place a consequence ladder of sanctions and a rewards scheme as part of a positive behaviour management approach. Cousins and Jennings (2003) state that sanctions balance rewards and can discourage inappropriate behaviour patterns, equally that when rewards are introduced desired behaviour is repeated; because of this it is stated that students (particularly with Behaviour needs) need a consistent mixture of praise, encouragement, rules and routine to achieve their full potential and engagement in their learning. Using positive and assertive behaviour management as a strategy to develop this target is integral to the progress of the SDP. Rogers (2004: 5) explains that encouragement is key to raising the student's self-esteem and that this can have a 'Pygmalion effect', whereby self-belief and behaviour are factors that create change in a person's attitude and expectations of their own ability. Rogers (2004) also explains that the use of consistently applied negotiated can contribute to a change in behaviour, attitude and peer acceptance.

Another key aspect to examine regarding this report is the process of transition for this age group and if this influences their attitudes towards learning and behaviour. In year 9 the students will be moving across from KS3 to KS4. Enabling the learner to make their own choices for their next step can create a change in behaviour as they are given responsibility,

Ruttler (1983) in Cousins and Jennings (2003). This is a pivotal point in a learner's secondary school experience and could have an impact on the development of the school in the future.

Developing an action point

The school's development plan has been designed around their Estyn report in 2013 (details available upon request). The school then developed whole school targets from this under the categories Estyn had judged them on. Under the category of '*Well-being and attitudes to learning*' the target previously discussed was listed. The school then identified a specific target group of learners in Year 9 to monitor through data analysis of previous academic and behaviour findings.

The school then put in place strategic methods to ensure progress. In the first term the school developed a clear routine with a consequence ladder for sanctions and reward schemes in place. As previously mentioned, Rogers (1995) and Cousins and Jennings (2003) explains that this is crucial to set clear boundaries for the learner to minimize disruptive behaviour and improve initial attitude to learning. Staff are to continue to develop professional, respectful relationships with pupils and provide stimulating lessons that are of high quality and challenge for all pupils. The impact is measured by stakeholders the heads of school/year and all staff, and all pupils are required to complete a self-evaluation to record and analyse levels of pupil engagement at the end of this term.

The next term strategically designs steps to help facilitate the small number of disruptive pupils in Year 9 who display off task or poor behaviour. Parental engagement becomes a key part of this, Clements and Osbourne (1996) agree that parental involvement with staff and pupils helps develop the future of the school positively; Cousins and Jennings (2003) agree that this can build positive bridges between school and its stakeholders. Parents are also invited to attend transition and pupil progress events such as options evening or parents evening. Cousins and Jennings (2003) state that one of the purposes of a parents evening is to raise the students feeling of self-worth so they gain satisfaction through attention from the teacher instead of actively looking for it through anti-social behaviours. Bee (1989) states that children with higher self-esteem or worth have a higher attainment level and success. In regard to taking steps to tackle off task behaviour patterns, the school has used a positive behaviour management strategy in line with their teaching and learning policy to ensure that they continue to develop consistent approaches to addressing the issue. Staff regularly complete inset day training on this and it is monitored by the senior leadership team.

In the third term the pupils in Year 9 with behaviour concerns decreases and those who are still a concern have individualised plans created that suit their needs. Mittler (2000) speaks of providing everyone equal opportunities to succeed in education, and this is done by supporting individuals to their specific needs not treating everybody the same. Placing students with behavioural difficulties on individualised plans will allow the student to make personalised progress in their attitude to learning, and to school and improve their behaviour. The school also noted through data analysis that disruption and behaviour concerns decrease as a result of this by the end of the academic year. Throughout the academic year, extra-curricular activities are promoted weekly and that the school makes sure that there a range of activities, so that pupils have different ways to express their talents and ability in different ways outside of the classroom. The school finds that this has a significant impact when measuring progress in engagement and attitude for certain subjects.

The school also created its development plan based on pupil voice as well as Estyn's recommendations. The school wanted to ensure that pupil voice remained strong and had an increasingly positive impact on teaching and learning practice. The school wants there to be staff to pupil discussions regularly and involving the community in decision making at all levels. The school council helped create the self-evaluation used in the first term to assess pupil's engagement and attitudes to learning. Pupils voice is important to the ethos of the school and is monitored by the senior leadership team (SLT) by conducting learning walks and lesson observations. From these the SLT were able to determine that there was high levels of engagement and low levels of off task behaviour towards the end of each term. The evidence of this would then be shared if necessary, with the parents at parent's progress evenings.

Reflection and evaluation

The school's development plan was created from an Estyn report based on data which created decisions on future targets for progress. Luyten et al (2014) explains that encouragement of use of data from student monitoring can maximise student's performance. The school used data to create their targets and used data from student performance to monitor and select a focus group of students in Year 9 who displayed disruptive or negative behaviour patterns.

The school appointed two leaders of learning to oversee the development process of teaching and learning, they were responsible for self-evaluations and continuing professional development. The school created a teaching and learning policy to work in line with their targets. For the target in this report, the school put in place systematic monitoring of each student, this allowed them to create strategies personalised to each learner. The school also developed strategic pedagogy to impact students learning with a focus on lesson structure to

obtain consistency in learning and attitudes for their students. Their lessons in the school followed the same format of a starter, set task, do task and plenary to finish. Bosker (2009) states that lesson structure can have a positive impact on engagement in learning, this may have a progressive impact on attitude to learning. The school policy also allows teachers to self-evaluate their teaching and learning and lists questions to help them develop their pedagogy and if their lesson could have been done differently. This also allows the teacher to match work to learner's individual needs, introducing pace and challenge strategies where necessary.

The school has also created a rewards and sanctions policy which would help with behaviour of a small number of pupils. As previously mentioned, rewards can encourage desired behaviour to re-occur and sanctions in place can discourage unwanted disruption or behaviour. The school created a consequence ladder which is on display in each classroom and is provided to parents/carers and all staff at the start of the academic year.

Another key point to many of the targets in the school's development plan is to introduce transition events at key points in the learner's time at school. For Year 9 in particular there are a lot of transition events based around choosing options for their GCSE year. Extra-curricular clubs are promoted and encouraged weekly which gives the learner a sense of belonging. Perhaps the school could have transition events based on reward schemes to encourage a positive attitude on the transition change.

Conclusion

To conclude, this report has allowed discovery into the process a school goes through to create, develop and progress a development plan. This report has allowed me to focus on a target focusing on themes of attitude to learning, behaviour and transitions of Year 9 students. I believe that this essay will influence my professional practice in the future as it has allowed me to gain a deeper understanding and knowledge of this particular year group. It has also allowed me gain whole school strategies for dealing with students who present challenging behaviours and what things can be put in place to aid transition and personalised learning opportunities.

The report itself is a positive way of ensuring that the targets meet and match the learners needs but also the new curriculum for Wales, Donaldson (2015). The target discussed focuses on the four purposes of the learner, each strategy is designed and developed with aims and focuses to allow the student to flourish and grow in their academic life at school.

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