

IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS

An audit and discussion tool for SEL in your school

Introduction

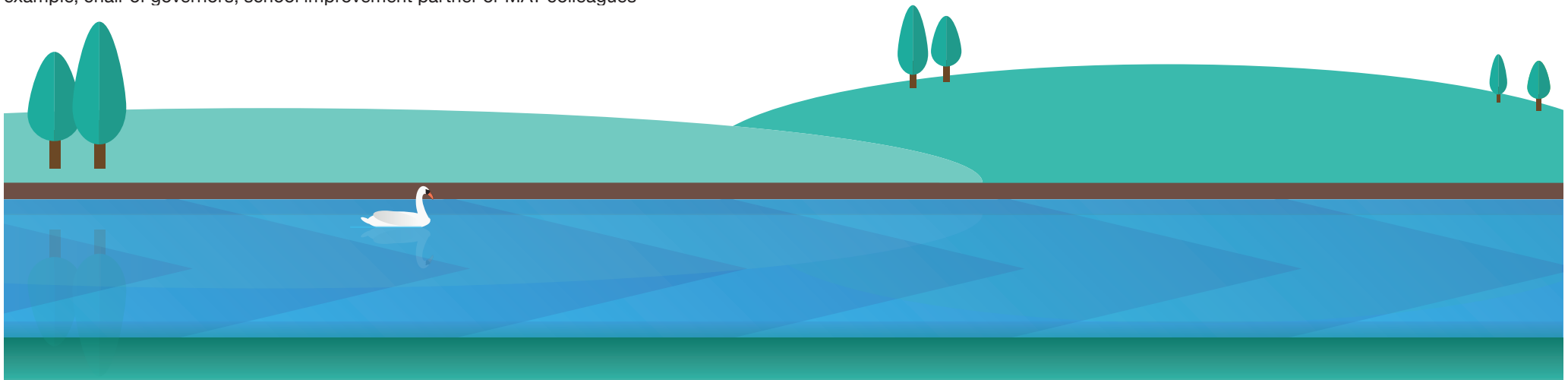
This tool accompanies the Education Endowment Foundation's Primary Social and Emotional Learning Guidance Report, which sets out five recommendations for teachers and school leaders to support primary school pupils' social and emotional development. The guidance draws on a recent review of the evidence funded by the Education Endowment Foundation (EEF) and the Early Intervention Foundation (EIF).

The self-audit review and discussion questions below aim to prompt a 'dialogic' approach to development, providing starting points for useful conversations. The conversations will shape your view on where your school is on the path to providing all your children with the social and emotional skills that underpin personal and academic development – from early stages to developed practice.

The tool represents a different way of thinking about an audit. We know that schools are under intense scrutiny, so this is not another 'tick box' process. The aim is to get you talking about your practice in ways that genuinely support you to understand what you are doing that is working, as well as promoting some new thinking and ideas.

This tool is for: teachers, leaders and governors

Use it: in a staff meeting, SLT session, peer review with external colleagues, or in a conversation between the headteacher and, for example, chair of governors, school improvement partner or MAT colleagues



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LEADERSHIP SELF-AUDIT

Big questions for discussion

- What do we want our SEL provision to achieve?
- What relative importance do we as a school place on SEL? How do we communicate this through our vision, values and practice?
- To what extent do we model and live the values underpinning our SEL approach as the adults in the organisation? Where is this strong or less strong? How can we develop this further?

The school is interested in SEL development as a way of improving children's behaviour, or their mental health and wellbeing

Any work on SEL sits within pastoral leadership structures

Staff working with targeted individuals or groups have had some training on SEL

The school vision refers to the importance of personal/ SEL development alongside academic achievement

There is a clear management structure, locating responsibility for SEL development

CPD opportunities are provided to some staff to develop, sustain and enhance SEL work

Leaders monitor the quality of SEL teaching and learning

The school's vision clearly integrates personal/ SEL and academic development. Pupils, parents, staff and governors have been involved in developing and renewing the vision

Leaders consciously model SEL competencies themselves

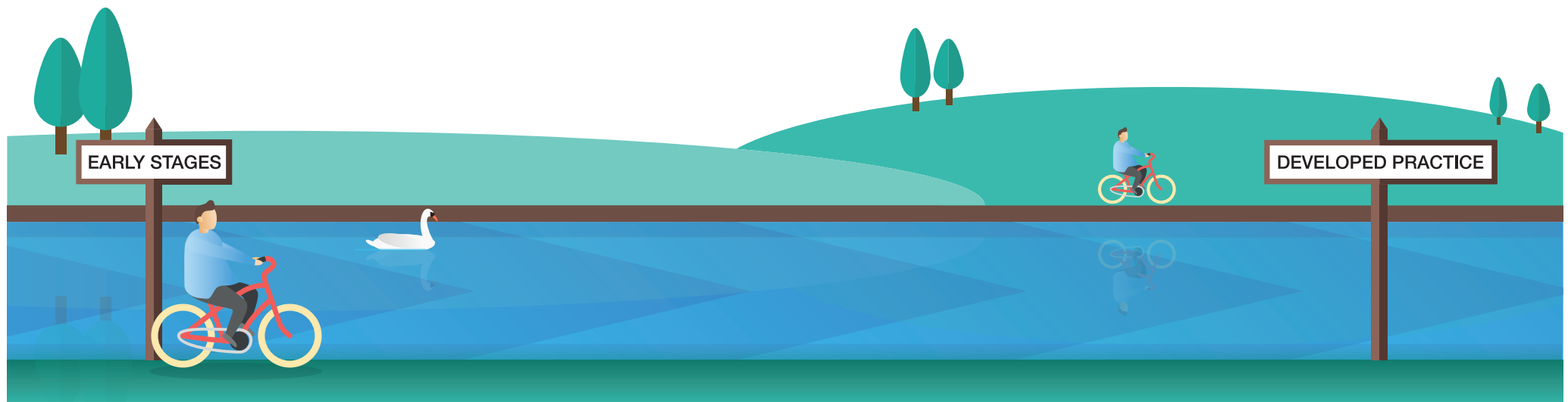
A team has been established with responsibility for SEL development... whilst all school staff contribute to planning how SEL will be taught and promoted in school

Regular CPD opportunities are provided to all staff to sustain and enhance SEL work, including opportunities for staff collaboration, mentoring and peer learning

Staff reflect on the quality of their SEL teaching and strive to enhance it, with support from leaders

Leaders evaluate the impact of SEL opportunities on children's behaviour and attendance, personal and academic development. They use impact data to refine and enhance the school's approach to SEL

Leaders plan for sustainability through for example curriculum reviews which build in opportunities for developing SEL across subjects, and through recruitment and induction arrangements for new staff



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CURRICULUM SELF-AUDIT

Big questions for discussion:

- How are we ensuring a basic entitlement to social and emotional learning for all children in all classes over time?
- To what extent do we understand the progression and cycle of SEL learning through the school?
- How are teachers making decisions about what to teach, and when?

Social and emotional competencies are taught to targeted children in 1-1 or small group work delivered by staff such as learning mentors or teaching assistants

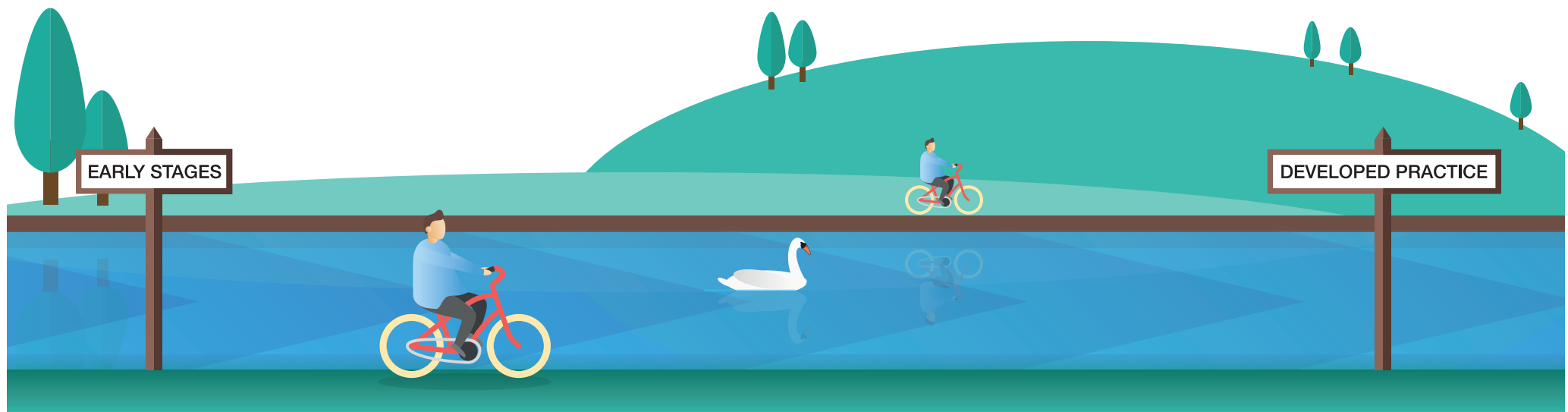
Social and emotional competencies are taught 'on the hoof' to classes as and when needed

Some teachers allocate dedicated curriculum time to teach one or more of the core SEL competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision making) to their class

Most teachers allocate dedicated curriculum time to teach several of the core SEL competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision making) to their class

SEL core competencies are regularly and explicitly taught by all teachers in all classrooms, all year round. All the core SEL competencies are taught

Appropriately chosen, effective learning methods are used and there is a clear, coordinated sequence/progression in children's learning from the EYFS through Year 6



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EVERYDAY TEACHING SELF-AUDIT

Big questions for discussion:

- Where do staff use everyday situations well to teach SEL skills? Who is great at it and what can we learn from them?
- How do we balance the needs of the academic curriculum with being able to respond to situations as they arise? How are we supporting and empowering teachers to use their professional judgement in this area?
- To what extent are all staff able to manage their own emotions in order to provide learning within crisis moments?

Crisis moments are used to teach children to be aware of their emotions and those of others, and to manage their emotions

Real-life classroom and playground situations are used outside of the context of the immediate event to teach children SEL skills

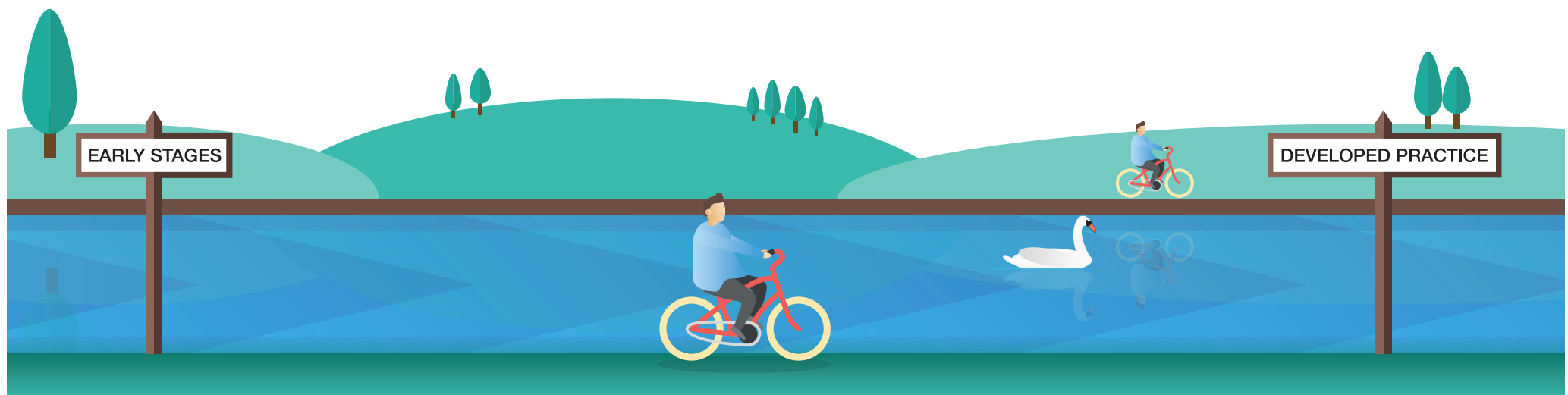
Most teachers model the SEL skills they want children to adopt

All teachers consistently and explicitly model basic SEL skills they want children to adopt – such as articulating and regulating emotions

SEL is embedded across a range of subject areas, and in some classrooms, children are regularly engaged in collaborative learning

All staff consistently and explicitly model the SEL skills they want children to adopt – such as articulating and regulating their emotions, and using a structured problem-solving approach to decisions or conflicts

SEL is embedded across the curriculum and opportunities for collaborative learning are frequent in every class



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WHOLE-SCHOOL ETHOS AND ACTIVITIES SELF-AUDIT

Big questions for discussion

- To what extent do we have a shared language for SEL learning?
- How does this connect with our behaviour and anti-bullying policies?
- How do we ensure that referring to SEL is a normal part of many routines and practices?
How can we make it the easy and automatic thing to do?
- To what extent are we clear that SEL is something we need to learn and that, just like every subject, there are things we all find easier and harder?

Children are praised for using SEL skills such as being aware of and managing their feelings, or showing empathy to others

Assemblies promote some SEL skills

School systems for noticing and celebrating children's successes are used by most staff to promote SEL

Assemblies are often planned to promote SEL

Adults generally use SEL skills in their interaction with each other and with children

School behaviour and anti-bullying policies are mostly consistent with SEL principles

Schoolwide norms/rules are based on agreement about how everyone will use SEL skills in the way they behave and treat one another

School systems for noticing and celebrating children's successes have been planned to support SEL development and are used by most staff

Assemblies regularly and explicitly support children's SEL development

Some work has been done to engage parents with the school's approach to SEL

Children are given opportunities to apply SEL skills to contribute to the local community

Children and families have helped shape SEL-based schoolwide norms/rules

School behaviour and anti-bullying policies are based on the principle that poor behaviour indicates a need for extra help with SEL, in the same way that children struggling with academic learning receive extra help with reading, writing or maths

School systems for noticing and celebrating children's successes have been planned to support SEL development and are used by all staff

Assemblies regularly and explicitly link a whole-school SEL focus with children's classroom work on SEL

Parents and the wider community understand how the school approaches SEL, and are supported in reinforcing SEL development at home

The school physical environment has been carefully planned to support SEL development, for example through calm-down corners/worry boxes/playground friendship stops

EARLY STAGES

DEVELOPED PRACTICE

