### Tackling Educational Disadvantage (TED)

### Self-evaluation

#### Blue Section: Collaboration, dialogue, and behaviours

#### July 2023

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# SERVICES FOR SCHOOLS

**Collaboration, dialogue, and behaviours**

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| **A Focus on learning behaviours** | **Key Strength/****Key Priority?** | **Responses and Reflections*** How do you know?
* What evidence do you have?
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| **1a** | Are leaders working deliberately to create a community of learners (staff and pupils)? |  |  |
| **1b** | Does the school’s culture make it safe to explore both successes and failures as learning opportunities?  |  |  |
| **1c** | Do leaders place emphasis on the emotional and social aspects of learning, as well as the cognitive? |  |  |
| **1d** | Is provision in place to ensure pupils (and staff) develop increasingly effective learning behaviours? |  |  |
| **1e** | To what extent does feedback focus on learning behaviours as well as outcome? |  |  |

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| **Metacognition and self-regulation** | **Key Strength/****Key Priority?** | **Responses and Reflections*** How do you know?
* What evidence do you have?
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| **2a** | Do teachers and leaders model learning with clarity, revealing hidden thought processes? |  |  |
| **2b** | Do staff and pupils articulate their thought processes so that learning is made visible? |  |  |
| **2c** | Do teachers explicitly teach the metacognitive cycle, ensuring that the processes of planning, monitoring and evaluating are modelled, scaffolded, and assessed? |  |  |
| **2d** | Are pupils supported to reflect on the metacognitive process with feedback? |  |  |

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| **Collaboration and dialogue** | **Key Strength/****Key Priority?** | **Responses and Reflections*** How do you know?
* What evidence do you have?
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| **3a** | To what extent are all pupils engaged in planned and structured classroom talk? |  |  |
| **3b** | Are pupils taught to listen to other effectively and do staff model this?  |  |  |
| **3c** | Are pupils explicitly taught to collaborate effectively with a wide range of peers, with clear modelling, assessment and feedback focused on how to speak and listen to others? |  |  |
| **3d** | Are [dialogic approaches](https://my.chartered.college/impact_article/its-good-to-talk-moving-towards-dialogic-teaching/) explicitly taught and used to deepen learning? |  |  |
| **3e** | Do pupils and staff collaborate with a wide range of peers? |  |  |

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| **Behavioural foundations** | **Key Strength/****Key Priority?** | **Responses and Reflections*** How do you know?
* What evidence do you have?
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| **4a** | Are relationships prioritised as a foundation of positive behaviour, with staff recognising that strong relationships create the conditions for pupils to succeed? |  |  |
| **4b** | Are kindness and empathy clearly evident in day-to-day practice, with staff understanding the many aspects of pupils’ lives that can impact on behaviour? |  |  |
| **4c** | Do staff work with pupils and families to unpick and address the underlying causes of behaviours? |  |  |
| **4d** | Do staff understand attachment theory and the impact of trauma and adverse childhood experiences on learning, and are they equipped to respond effectively? |  |  |
| **4e** | Does explicit teaching and scaffolding of behaviour support pupils to meet high expectations, with staff recognising that some pupils may need more support than others? |  |  |