

### SCHOOL SELF REVIEW – SEAL CURRICULUM RESOURCE

It is suggested that you use this tool to identify what you have already achieved in implementing SEAL, and where you might want to move on to next. It may be useful to highlight statements that describe your schools state of implementation or systems that are already in place. Implementing SEAL effectively in a school is a journey, over a number of years. Most schools would highlight statements in the 'focusing' column in the early stages, adding to these from the other columns over time. The grid should thus be seen as a planning tool rather than a tool for making judgements about effectiveness

	<b>FOCUSING</b>	<b>DEVELOPING</b>	<b>ESTABLISHING</b>	<b>ENHANCING</b>
<p><b>Leadership, management and managing change</b></p> <p><b>Policy development</b></p> <p><i><b>Possible indicators:</b> SEAL and emotional well-being vocabulary is evident in conversations and meeting notes Behaviour policy reflects SEAL and emotional health and well-being</i></p>	<p>Appropriate targets for implementation of the SEAL curriculum resource are set in the school improvement plan.</p> <p>Coordinator(s) with responsibility for the organisation and development of SEAL (including the curriculum resource) within the school have been agreed.</p>	<p>Existing policies are reviewed in consultation with the whole-school community and a framework for implementation is established to ensure a stronger focus throughout the school on the social, emotional aspects of learning.</p> <p>The school leadership team are committed to promoting SEAL and have good knowledge of the approach and are familiar with the content of the curriculum resource.</p>	<p>Appropriate targets are included in the school improvement plan to ensure that SEAL (including the curriculum resource) is integrated throughout all aspects of school life.</p> <p>Responsibility for implementing SEAL has been embedded within management and pay structures, job descriptions and included in induction arrangements.</p>	<p>There is active governing body involvement in the on-going development and reviewing of SEAL.</p> <p>Performance management meetings include a focused discussion about SEAL across the breadth of responsibilities, in relation to the school improvement plan.</p> <p>When other relevant school policy is reviewed account is taken of SEAL.</p>
<p><b>Curriculum planning and resourcing</b></p> <p><i><b>Possible Indicators</b> Objectives and learning outcomes and learning opportunities are included in planning. Resources are available to enhance SEAL curriculum resource.</i></p>	<p>The curriculum resource has been distributed to all teachers and they have become familiar with them.</p> <p>Appropriate time has been allocated within staff meetings to support the teaching of each theme.</p>	<p>Time has been allocated to the class based elements of the SEAL curriculum resource.</p>	<p>Short and medium term planning have been completed for whole school delivery of SEAL, including reflection to ensure there is progression in learning.</p>	<p>Monitoring is in place to ensure that plans for delivery are being implemented to a high quality.</p>

<p><b>Learning and teaching</b></p> <p><b>Possible indicators:</b>  <i>Children can discuss experiences of individual or group learning relating to SEAL curriculum resource.</i></p> <p><i>Staff observe increased independent application of whole school approaches (class charter, calming down, problem solving)</i></p> <p><i>Children Services providers report increased awareness by children of social and emotional understanding</i></p>	<p>Assemblies are used to focus learning at the beginning of a theme and celebrate achievement at the end of a theme.</p> <p>All children have opportunities to experience class-based learning opportunities taken from the curriculum resource.</p>	<p>Discrete class based learning opportunities are provided in a regular and planned sequence.</p> <p>Consideration is given to ensure that there is a balance of learning and teaching approaches that enhance the learning of SEAL.</p> <p>Learning opportunities from SEAL are identified and delivered across the curriculum</p> <p>Children actively participate in SEAL curriculum activities, including group work,</p> <p>Whole school aspects of SEAL are promoted (e.g. calming down techniques, Peaceful Problem Solving)</p>	<p>Whole school aspects of SEAL (e.g. calming down techniques, problem solving, peer mediation) are used consistently through school both inside the classroom and around the school.</p> <p>Children use the Gold set at home.</p> <p>Key learning is revisited when appropriate, so that children continue to apply it.</p> <p>The SEAL curriculum resource framework of learning objectives and outcomes are used for class based work within PHSE and citizenship.</p> <p>SEAL curriculum resource framework of learning objectives and outcomes are used for class based work across all subjects.</p> <p>Social and emotional aspects of learning are reflected in interactions between adults and pupils, including approaches to promoting positive behaviour. Children are encouraged to draw on own experiences</p>	<p>Learning objectives and outcomes from SEAL are explicitly promoted across the curriculum and the principles are embedded within all subjects.</p> <p>Learning opportunities from the SEAL curriculum resource are used, modified and enhanced to meet the needs of the children and school.  <i>Plans in place to use smiley faces to indicate where children feel they have met SEAL learning intentions]</i>  The relevance of SEAL is made explicit including its importance in achievement, health (including emotional health), social climate and behaviour. <i>[this is an issue raised in Draw and write audit of 'what makes you healthy]</i></p> <p>Children are encouraged to refer to and make appropriate use of social and emotional aspects of learning across the curriculum and in choices about behaviour and attendance.</p>
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<b>School culture and environment</b>  <i>Indicators:</i> <i>Rapport between staff and children</i>  <i>Non-structured times reflect SEAL learning e.g. playground etc.</i>	<p>All members of the school community, including mid-day supervisors, are aware of key objectives and approaches to SEAL.</p>	<p>The learning community environment is developed and resourced. It is monitored, including stakeholder feedback.</p>		<p>Community parent/carer 'champions' support other parents/carers in becoming involved with work on SEAL</p> <p>Opportunities to notice and celebrate the children's achievement with social, emotional and behavioural skills are used to their full.</p>
<b>Giving pupils a voice</b>  <i>Possible indicators:</i> <i>School council agenda identifies and records issues relating to SEAL and emotional health and well-being.</i>  <i>Children show an understanding of SEAL and that it is about on-going learning and application.</i>	<p>Learning and teaching approaches encourage the active involvement of the children</p> <p>Children have been involved in negotiating and agreeing the class charter. <i>[this will be done in September New Beginnings]</i></p> <p>The relevance of SEAL is made explicit to the children. .</p>	<p>Children are actively involved in developing and maintaining the negotiated class charter.</p> <p>The learning and teaching approaches used are selected to ensure the children are actively involved in shaping their learning. For example through the use of collaborative group work, circle time and philosophy for children</p> <p>Children are encouraged to set success criteria for the achievement of SEAL intended learning outcomes in discrete and cross curricular opportunities</p>	<p>Children are provided with opportunities to express their views. For example by questionnaires, involvement in class meetings and school councils</p> <p>The children take an active part in their learning and are encouraged to give feedback about their learning and how they have applied this outside the current learning context.</p>	<p>Children are involved in monitoring and evaluation of the effectiveness of their learning of SEAL</p>
<b>Provision of pupil support services</b>  <i>Possible indicators</i>			<p>The school have identified how to support children who find it hard to access learning from the SEAL curriculum resource</p>	<p>Whole school aspects are considered when engaging with Children's Service providers and the voluntary</p>

<p><i>Referrals to support services show that focused support has been given</i></p>			<p>or who need additional help in this area.</p>	<p>sector.</p> <p>There is a continuum of provision available to children to support them with the development of the social and emotional aspects of learning. This includes small group work and personalised support.</p>
<p><b>Staff professional development, health and welfare</b></p> <p><i>Possible indicators: Rapport between adults in school.</i></p> <p><i>SEAL responsibilities are included in staff structure following TLR review</i></p>	<p>Staff are interested and enthusiastic about promoting SEAL.</p> <p>School staff are aware of their own emotional needs.</p> <p>All school staff have received initial CPD within school. This includes midday supervisors and non-teaching staff.</p> <p>Resources are available to help staff acquire the skills, knowledge and understanding about SEAL</p>	<p>Teaching staff are committed to promoting SEAL.</p> <p>Staff have a knowledge and understanding of SEAL, they apply it amongst themselves and model it e.g. solution focussed approach, conflict resolution, assertive strategies.</p> <p>Some staff meeting time is allocated to discussing implementation of SEAL and for using the Purple set</p> <p>All members of staff have knowledge of the social and emotional aspects of learning and model, coach and promote it across the school day.</p>	<p>Opportunities to develop the teaching skills required to promote SEAL are provided e.g. through teacher coaching, observation of peers.</p> <p>Areas that staff may find difficult have been identified and appropriate tailored CPD planned - for example, in listening skills, dealing with emotionally sensitive issues, P4C, circle time, open-ended discussion, active learning, drama, group work.</p> <p>Staff skills, knowledge and understanding are continually being updated through CPD and group and individual reflection.</p>	<p>Staff collaborate with Children's service providers / voluntary sector to address social and emotional well being of school community.</p> <p>Staff have high levels of understanding of the social and emotional aspects of learning and appropriate pedagogical approaches to promoting SEAL</p>
<p><b>Partnerships with parents/carers and the</b></p>	<p>Parents /carers are aware of SEAL through information sent</p>	<p>SEAL is introduced to parents/carers in workshop</p>	<p>Family SEAL workshops are held for parents/carers.</p>	<p>The school has developed and regularly offers family learning</p>

<p><b>community</b></p>	<p>home, parents meetings and by attending assemblies.</p> <p>Systems are in place for involving stakeholders in consultation, planning and implementation. <i>[through governors]</i></p> <p>Progress measures for SEAL curriculum resource are agreed and linked to whole school planning.</p>	<p>sessions or parents evening. Children's progress in developing SEAL is discussed with parents and carers during parents' evenings and reports.</p>	<p>Parents/carers have been consulted on what they would like the school to offer them to support their children's SEAL learning.</p>	<p>courses linked to the SEAL curriculum resource.</p>
<p><b>Assessing, recording and reporting achievement</b></p> <p><b>Possible indicators:</b></p> <p><i>Reports to parents include comments about learning about SEAL.</i></p> <p><i>Assessment procedures for children with emotional, social and behavioural difficulties reflect SEAL.</i></p>	<p>Whole school focus from SEAL curriculum resource is used to celebrate and mark achievement. <i>[this was discussed at todays meeting]</i></p>	<p>Children's learning is assessed against intended learning outcomes from SEAL curriculum resource. <i>[planned]</i></p>	<p>Parents/carers are involved in evaluating the impact of SEAL.</p> <p>Assessment of pupil progress is monitored, including impact of intervention strategies.</p> <p>Evidence (both hard and soft) indicates that the programme is having a positive impact on learning, behaviour and attendance in school.</p> <p>Children can articulate their personal development and discuss their progress. They realise that their skills are relevant across school and at home.</p>	<p>Pupil assessment and tracking is shared across staff to inform planning for whole school improvement.</p> <p>Evaluation data informs review of learning and teaching: approaches, curriculum content and progress measures.</p>

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