

SEAL AND THE SCHOOL SELF EVALUATION FORM

A TOOL TO HELP A SCHOOL DRAW EVIDENCE OF THE IMPACT OF SEAL TO SUPPORT SEF COMPLETION

| Relevant SEF section | Stage of development of school in relation to SEAL, including examples of questions and evidence. Assess your school against the questions to identify your development priorities | | | |
|--|--|---|--|--|
| | FOCUSING → | DEVELOPING → | ESTABLISHING → | ENHANCING → |
| 2. Views of learners, parents/carers, community and other stakeholders | <p>How have pupils been involved in negotiating and agreeing the school and class rules that reflect the principles and processes of SEAL?</p> <p>How do learning and teaching approaches encourage the active involvement of pupils?</p> <p>How are parents/carers made aware of SEAL?</p> <p>How are social and emotional skills promoted at home?</p> <p>What systems are in place for consulting stakeholders?</p> | <p>How are pupils actively involved in developing and maintaining the systems for rewards and sanctions?</p> <p>How are pupils encouraged to give feedback about their learning and how have they applied this in another context?</p> <p>How has the school consulted with parents/carers, including hard to reach groups, on what they would like the school to do to support their child's SEAL learning?</p> <p>Are family learning opportunities linked to SEAL offered to parents?</p> <p>How does the school use the views of relevant stakeholders when developing SEAL approaches within the school?</p> | <p>How are pupils involved in monitoring and evaluating the whole-school impact of SEAL?</p> <p>How are pupils involved in actively shaping their learning?</p> <p>How are parents/carers involved in evaluating the impact of SEAL?</p> <p>How are the views of stakeholders, parents/carers, others in the community and learners collated and shared?</p> | <p>How are pupils involved in designing and implementing systems to monitor and evaluate the whole-school impact of SEAL?</p> <p>How are pupils involved in monitoring and evaluating the effectiveness of their learning of SEAL?</p> <p>Does the school develop parent/carer SEAL champions?</p> <p>Does the school provide a range of opportunities to support parents?</p> <p>How are the collated views of all used when contracting with external agencies to promote SEAL?</p> |
| | FOCUSING | DEVELOPING | ESTABLISHING | ENHANCING |
| 3. Achievements and standards | <p>How is pupil learning assessed against learning outcomes from SEAL?</p> <p>How is the whole-school focus from SEAL used to celebrate achievement?</p> <p>What opportunities are provided for pupils to identify their social and emotional skills?</p> | <p>How is qualitative and quantitative evidence used to determine the impact that SEAL is having on learning, behaviour and attendance in school?</p> <p>Has the school identified how to support pupils who need additional help in this area?</p> <p>What opportunities are provided for pupils to discuss their progress with regard to the development of social and emotional skills?</p> | <p>How is evidence of the pupils learning of social and emotional skills collected? How is this evidence used to target support and for forward planning?</p> <p>Does small-group work support whole school focus for some pupils?</p> <p>How are pupils encouraged to make the link between their social and emotional skills and other learning?</p> | <p>How is evaluation data used to inform future planning including review of whole-school developments, learning and teaching approaches, curriculum content and progress measures?</p> <p>Is pupil progress tracked in relation to their additional needs and how is provision subsequently amended?</p> <p>What opportunities are there for pupils to reflect upon how they have used social and emotional skills across school and at home?</p> |
| | FOCUSING | DEVELOPING | ESTABLISHING | ENHANCING |
| 4. Personal development and well-being | <p>How has the school audited curriculum opportunities for the development of social and emotional skills and their contribution to emotional health and well-being?</p> <p>Does the school undertake regular anti-bullying audits in line with the principles of the DCSF Anti-Bullying Charter?</p> | <p>Has the school leadership team considered how SEAL fits into the curriculum and included it within the curriculum map, long and medium term plans?</p> <p>How is the school curriculum used to develop and enhance the school's anti-bullying charter?</p> | <p>How is the delivery of SEAL monitored and evaluated to ensure that it takes account of the school's changing needs and priorities?</p> <p>How is the impact of the school's work to reduce bullying monitored and how does this inform and enhance future action?</p> | <p>How are social and emotional skills actively promoted across all subjects and throughout the school day?</p> <p>Can the school recognise and demonstrate links between the development of social and emotional skills and their role in reducing bullying?</p> <p>How are these links used to reduce incidents of bullying throughout the year?</p> |
| | FOCUSING | DEVELOPING | ESTABLISHING | ENHANCING |
| 5. The quality of provision | <p>Are staff provided with time to familiarise themselves with SEAL resources and develop their skills?</p> <p>Is a needs and provision analysis carried out to ensure that SEAL enhances, rather than replaces, good practice and meets the needs of the school?</p> <p>Are members of staff enthusiastic about SEAL and have an understanding of why it is important?</p> <p>How are school staff supported in being aware of their own emotional needs?</p> <p>Are approaches in place for supporting emotional health and well-being of pupils, parents/carers and professionals?</p> <p>What systems are in place to support all staff to develop effective learning and teaching approaches to SEAL?</p> | <p>Has time been allocated to the class-based elements of SEAL and learning and teaching approaches considered?</p> <p>Have whole-school aspects of SEAL (e.g. calming down techniques, problem solving, peer mediation) been introduced across the school both inside and outside the classroom?</p> <p>Do teaching and non-teaching staff have a knowledge of SEAL and model the social and emotional skills and agree ways that it may inform their practice?</p> <p>Are there informal arrangements in place to support the emotional health and well-being of all staff?</p> <p>In what ways do staff consider the emotional needs of the wider community, including parents/carers in the experience of pupil's learning?</p> <p>What systems are in place to ensure that SEAL learning takes place across the school day including non-structured times?</p> | <p>How are Assessment for Learning approaches used to ensure that SEAL learning opportunities are used effectively and that learning is enhanced?</p> <p>Can consistency in the approaches drawn from the principles of SEAL be demonstrated? Are these aligned with existing school policies and practice?</p> <p>Is the purpose of focusing on social and emotional skills made explicit, particularly how they contribute to the ECM outcomes?</p> <p>Are formal systems in place to support the emotional well-being of staff?</p> <p>Is the work to develop SEAL reviewed regularly, including the use of pupil and parent/carer voice?</p> <p>Is feedback from across the whole school community used?</p> | <p>How is a continuum of provision made available to all pupils to support them with the development of social and emotional skills? This includes small group-work and personalised support.</p> <p>How are whole-school approaches embedded into practice, including multi-service professionals and non-teaching staff?</p> <p>How do all staff develop ideas for supporting SEAL within a whole-school framework. Does this involve modifying, adapting and developing resources for use inside and outside the classroom?</p> <p>Are systems in place to share and celebrate how staff can use their own social and emotional skills to promote pupil's learning e.g. staff circles of support, coaching?</p> <p>Is evaluation data used to demonstrate impact of approaches and inform priority areas?</p> <p>Is feedback evaluated to inform review and planning?</p> |
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| 6. Leadership and management | <p>Has the school made a clear commitment to implementing SEAL with identification of initial steps, such as appointing a co-ordinator?</p> <p>Does the school have a clear, shared behaviour policy that includes the teaching of social and emotional skills?</p> <p>Have introductory social and emotional skills CPD materials been used within school? Has this involved midday supervisors and non-teaching staff?</p> <p>Do leaders and managers in the school have high levels of understanding of social and emotional skills and appropriate pedagogical approaches to promoting social and emotional skills?</p> | <p>Through school self-evaluation, has the school identified SEAL as a priority in the school improvement plan?</p> <p>Has the behaviour policy been reviewed in the light of SEAL to ensure it explicitly identifies the role of social and emotional skills in promoting positive behaviour?</p> <p>Are staff encouraged to notice and celebrate the use of social and emotional skills?</p> | <p>Are specific actions with measurable and time-limited outcomes integrated into the school improvement plan?</p> <p>When school policy is reviewed, is account taken of how it impacts on SEAL development?</p> <p>Have areas of SEAL that staff may find difficult been identified and tailored CPD planned – for example in listening skills, circle time, and open-ended discussion?</p> <p>Are there formal arrangements for the celebration of social and emotional skills?</p> | <p>How has SEAL been embedded within management and pay structures, job descriptions and induction arrangements?</p> <p>Is the ethos of SEAL reflected in all school policy, mission statements and values?</p> <p>How are staff skills, knowledge and understanding continually updated through CPD and group and individual reflection?</p> <p>Is there full use of opportunities both within school and the broader community, to notice and celebrate social and emotional skills?</p> |