Measuring the impact of Learning Mentor Interventions

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Rationale for improving the monitoring of the work of learning mentors

Learning mentor posts in Brighton and Hove schools are increasingly being funded through the Pupil Premium allocation. As a result, learning mentors need to be able to provide evidence that the work they do to develop the social and emotional skills of children and young people supports children and young people to make progress in learning, and that mentoring interventions are “Narrowing the Gap”.

The Ofsted Evaluation Schedule, 2012 states that:

“Inspection is primarily about evaluating how individual pupils benefit from their school. It is important to test the school’s response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support.”

Learning Mentors therefore play a key role in supporting the needs of groups of pupils and these tools will provide evidence of the impact of this work.

How can we evidence the link between improved emotional wellbeing and attainment and academic progress?

Schools may already have effective systems for identifying and monitoring progress. These tools suggest a package of methods for measuring progress and impact. If mentors use the assessment, evaluation and monitoring systems suggested they will be in a good position to evidence the extent to which they are supporting children and young people’s ability to make progress with their learning. The tools will provide data on the social and emotional development of mentees and will show how that development prepares them for learning. These tools have been developed by Brighton & Hove’s Learning Mentor Co-ordinator in partnership with Learning Mentors from Brighton & Hove schools.

All the tools have been designed to be simple and practical to use. These materials are available electronically and should be adapted to meet the needs of your pupils / students and your school setting. These tools have been designed to measure the impact of one to one mentoring, but can easily be adapted for use to evaluate the effectiveness of small group interventions.
Learning Mentor Impact Tools:

1  Ready to Learn Questionnaire

This is a numerically scored survey about a child/young person’s ability to manage their behaviour in school and so access learning effectively.

This should be completed by the learning mentor and teacher together before the intervention begins. It will ascertain the teacher’s perception of the needs of the child/young person within the classroom in terms of their access to learning. This information will be used to plan the intervention. The questionnaire should be repeated at the end of the mentoring intervention and the two data sets compared to provide evidence of impact.

2  All about Your Child

Two numerically scored questionnaires to be completed with parents or carers – one before mentoring starts and again when mentoring finishes

This questionnaire should be completed with the child’s parents / carers to elicit their views of the learning and behavioural needs of their child. This process, if carried out appropriately will also engage the parent / carer in the support being provided to their child. As with the teacher’s questionnaire, this is to be repeated with the parents when child is exited as it can from quantative data that shows evidence of an improved attitude, mental health or emotional wellbeing as perceived by parent or carer, at home and at school.

3  All about You

A numerically scored questionnaire for the child/young person that is to be completed with the mentor at the start and the end of the mentoring intervention

Children/young peoples self perception needs to be recorded both at the start and end of the mentoring process so it can provide further evidence of the success of the programme.

4  Classroom observation and/or playground/lunchtime observation

This observation must be documented to show the types and frequency of behaviour observed within a fixed time scale. The observation needs to be done at the start and end of mentoring intervention so that the results can be compared and it can form quantative data to evidence development. Behaviour observed should inform target setting and the assessment of the impact of intervention.
Target setting

Having built up a full picture of the needs of the child, a mentor will be in a position to identify the child/young person’s barrier to learning and to set targets to work towards during the course of a mentoring intervention. Target setting should be done in collaboration with the class teacher and contribute as appropriate to learning / progress targets that the teacher has set for the child. Once a relationship has been built with the child/young person, or once the child/young person is able to engage with this, then the targets should be negotiated with them so that the wording is child/young person generated and meaningful to them. In primary schools, this may be after the initial relationship building stages of mentoring have begun, but in secondary, this might be much earlier in the process.

With the new emphasis on narrowing the attainment gap mentors will have to show that they have an impact on children and young people’s ability to learn, as well as on their emotional wellbeing.

Consequently, it can be worthwhile to have two targets for each mentee – one social and emotional target related to their sense of self and their emotional well being, and one related to their readiness to learn, and/or their progress in learning. This second target will be arrived at through discussion with the teacher, but there should be an explicit relationship between this target and the social / emotional / behavioural one. In some interventions the learning mentor work may impact directly on the learning target; for example if they are doing extra numeracy or literacy support with that child or young person. In other cases, for example work on developing social and emotional skills may develop self-esteem and hence a child’s ability to access the curriculum.

Example Emotional, Social, Behavioural targets:

Reduction in number of recorded behaviour incidents
“I will be able to control my emotions so that when I feel angry I can keep myself calm”

Increase in number of children they can play with
“I will have at least three friends I can go and play with at break”

Able to work with others in small group work
“I can listen to other people’s ideas and wait my turn to speak up”

Other areas that may be covered by Emotional, Social or Behavioural targets may be
• improved punctuality
• increased attendance
• increased ability to ask for support when needed
• increased ability to recover from mistakes
• increased ability to manage strong feelings

**Example Learning Target:**

This target, arrived at through discussion with the class teacher, may be informed by and related to the child’s current learning target in class, or depending on the needs of the child, it may be related to their ability to access learning – their “readiness to learn”. The learning mentor is not necessarily expected to work on this directly, but to remove potential barriers to progress towards this target by, for example, increasing motivation or ability to work with others.

• A child’s **Mentoring** Learning target may be very closely related to their **Class** Learning target. For example, if the teachers target for the child in literacy is to use a range of connectives to link ideas in a sentence, the Mentoring Learning target related to that could be
  • “I will use my literacy word bank to help me make my writing even better”

• However, a target for a very withdrawn child who needs to develop their readiness to learn through an increase in contribution to class discussion, their mentoring Learning Target may be
  • “I will be able to put my hand up and contribute at least once in literacy”

**5 Learning mentor log**

When a mentor exits a child / young person, they can draw together the quantative data from the parent and child questionnaires, the Ready to Learn forms and observations to show an overview of progress made against targets. It is to be expected that an intervention will not necessarily lead to progress in all areas, but a review of progress may inform the next type of intervention needed for that child / young person.

**End of Year Review**

At the end of each academic year, mentors could produce an end of year report on their one-to-one mentees that details the following for each child; progress made in Ready to Lean questionnaire, number of exclusions (term by term), attendance data as a percentage (term by term) sublevel progress over the year and exclusions or behaviour log term by term.
Tool 1

Ready to Learn Classroom Questionnaire

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>At Least Once a Week</th>
<th>At least three times a week</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can accept school’s behaviour policy being implemented without argument</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Stays in class for a whole session</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Asks questions appropriately (without calling out, and at the appropriate times)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Is able to listen to whole class teaching input</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Can work in a small group co-operating with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Can work alone unsupervised when required</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Can follow adult instructions together with the rest of the class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Can talk through ideas well with learning partner</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Uses appropriate language to staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Stays on task throughout a lesson or session as appropriate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Resists the temptation to get up and wander around at inappropriate times</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Will try to start a task on his/her own</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Can manage interacting with other children during playtimes and lunchtimes well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Can manage transitions well (ie. between playground and classroom)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Can bounce back after an outburst, argument or sanction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
<td></td>
<td>/ 60</td>
</tr>
</tbody>
</table>
Tool 2

Parent/Carer discussion/questionnaire prior to intervention

All about Your Child
(Before mentoring begins)

Name of Learning Mentor: 
Name of parent/carer(s): 
Name of child being discussed: 
Date of meeting:

4 = yes    3 = most of the time    2 = to some extent    1 = no

Do you feel that your child is happy in school?
4 3 2 1

Do you feel that your child has friends?
4 3 2 1

Do you feel confident that your child is making good progress in school?
4 3 2 1

Do you feel your child’s behaviour is good at home?
4 3 2 1

Are you confident that your child behaves appropriately at school?
4 3 2 1

Total score /20

What would you like to see change?


Tool 2

Parent/Carer discussion/questionnaire after intervention

All About Your Child
(After mentoring ends)

Name of Learning Mentor: ........................................................................................................................................
Name of parent/carer(s): ........................................................................................................................................
Name of child being discussed: ...................................................................................................................................
Date of meeting: ........................................................................................................................................

4 = yes  3 = most of the time  2 = to some extent  1 = no

Do you feel that your child is happy in school?
4  3  2  1

Do you feel that your child has friends?
4  3  2  1

Do you feel confident that your child is making good progress in school?
4  3  2  1

Do you feel your child's behaviour is good at home?
4  3  2  1

Are you confident that your child behaves appropriately at school?
4  3  2  1

Total score /20

What if anything do you think has changed since our last discussion?
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........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
Tool 3

Discussion with child/young prior to intervention

All About You
(Before mentoring starts)

Name of Learning Mentor: 
Name of child/young person: 
Date of meeting: 

4 = yes   3 = most of the time   2 = to some extent   1 = no

Do you feel happy when you are in school?
4  3  2  1

Do you feel that you have good friends?
4  3  2  1

Are you learning well in school?
4  3  2  1

Are the people you live with happy with how you are when you are at home?
4  3  2  1

Do the staff at school feel happy about how you behave?
4  3  2  1

Total score /20

What would you like to change?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Tool 3
Discussion with child/young person after intervention

All About You
(After mentoring ends)

Name of Learning Mentor: .................................................................
Name of child/young person: ............................................................
Date of meeting: ...................................................................................

4 = yes    3 = most of the time    2 = to some extent    1 = no

Do you feel happy when you are in school?
4  3  2  1

Do you feel that you have good friends?
4  3  2  1

Are you learning well in school?
4  3  2  1

Are the people you live with happy with how you are when you are at home?
4  3  2  1

Do the staff at school feel happy about how you behave?
4  3  2  1

Total score /20

What has changed?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
# Tool 4

## Behaviour Observation

**Name of Child:**

**Date:**

**Time of observation:**

**Where observation took place:**

<table>
<thead>
<tr>
<th>Positive behaviours witnessed</th>
<th>Tally of frequency</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviours causing concern witnessed</th>
<th>Tally of frequency</th>
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<tbody>
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</tbody>
</table>
## Tool 5
### Learning Mentor Log

Name of child:  
Year Group:  
Date mentoring started:  
Date mentoring ended:  

<table>
<thead>
<tr>
<th></th>
<th>Prior to intervention</th>
<th>After intervention</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
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<tr>
<td>Behaviour incidents</td>
<td></td>
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<tr>
<td>Brief comments on</td>
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<tr>
<td>observations of child</td>
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<tr>
<td>Other data</td>
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<td></td>
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<tr>
<td>Ready to learn scores</td>
<td></td>
<td></td>
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<tr>
<td>All about me scores</td>
<td></td>
<td></td>
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<tr>
<td>All about my child</td>
<td></td>
<td></td>
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<tr>
<td>Learning Target identified</td>
<td></td>
<td>Not achieved=1  Partially achieved=2  Achieved=3</td>
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<tr>
<td>Emotional / behavioural / Social Target identified</td>
<td></td>
<td>Not achieved=1  Partially achieved=2  Achieved=3</td>
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<tr>
<td>Other target if relevant</td>
<td></td>
<td>Not achieved=1  Partially achieved=2  Achieved=3</td>
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Comment on the barriers to learning identified

Brief description of intervention

Comment from class teacher on child's progress against the learning target

Comment from class teacher on child's progress against the emotional, social, behavioural target

Comment from parent/carer on the impact of mentoring

Follow-up date / actions:
## Tool 6

### End of Year Mentor Caseload Report

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Yr</th>
<th>Ready to learn Survey (+ or -)</th>
<th>Curriculum levels</th>
<th>Attendance %</th>
<th>Behaviour Log Incidents</th>
<th>Exclusions</th>
<th>Date mentoring started</th>
<th>Date mentoring ended</th>
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Name of Mentor: .................................................................

Report for year ending July