

GHLL interventions measuring progress.

When planning your GHLL interventions you will need to decide how you are going to measure progress against your interventions' outcomes. How you measure the progress children & young people make is left to your professional judgment as measurement techniques will vary according to the outcome you are working towards.

The 'target interventions' page, where you plan and report on your interventions, has a drop-down menu for you to select the type of measurement method/s you used in your baseline and final measure:

Measurement techniques

How is the improvement going to be measured (baseline and final measurement)? Tick as many as apply

- | | |
|---|--|
| <input type="checkbox"/> Attendance records for before and after school clubs | <input type="checkbox"/> Online Pupil Survey Data |
| <input type="checkbox"/> Authorised and unauthorised absences | <input type="checkbox"/> Results from questionnaires of young people |
| <input type="checkbox"/> Draw and Write Analysis | <input type="checkbox"/> School Meal uptake data |
| <input type="checkbox"/> Head / hand counts | <input type="checkbox"/> School Travel Survey |
| <input type="checkbox"/> Information provided in physical activity diaries | <input type="checkbox"/> Strengths and Difficulties Questionnaires |
| <input type="checkbox"/> Involvement in school council | <input type="checkbox"/> Other |
| <input type="checkbox"/> Lunchbox contents survey | <input type="checkbox"/> Songwriting Charity paper based evaluation form |
| <input type="checkbox"/> Modes of travel to school | <input type="checkbox"/> Boxall Profile |
| <input type="checkbox"/> Numbers of incidents in the playground | |

Please specify other measurement technique

Submit

Remember, the **same** method of progress measurement must be used at both the baseline and final measure. *If you know at the start of your intervention how you are going to measure progress then everything else will fall in to place.*

To help you further, here are some examples of measurement techniques which you can use or adapt as appropriate.

Counting

Some intervention outcomes lend themselves to simple counting of children and young people (C&YP).

For example, if your outcome is 'Increase in the number of C&YP who are eating fruit and vegetables in their lunchbox' then a simple monitoring of lunchboxes will suffice. The intervention tool asks you to define significant progress so in this case you may define that as 'pupils who bring fruit or vegetables in their lunchbox on four or more days in the week.' This means that you will have to monitor lunchbox contents for a period of a week in both your baseline and final measure.

NB If surveying food brought to school then this needs to be done in a way which is un-intrusive, encouraging and non-judgmental to pupils or parents.

As another example, if your outcome is 'Increase in number of C&YP who access support schemes run by peers' then a simple method of collecting data could be used, either by surveying pupils who have access to the scheme/s or those running it.' To determine significant progress you may wish to survey those pupils who have accessed the scheme/s and ask them to evaluate how positive and helpful they found the support.

Similarly, if your intervention is 'Increase in the no of C&YP who participate in the Daily Mile' then a simple count of pupils who do the Daily Mile will give you a figure for those who have made some progress (if this is a whole school initiative then one would assume that all pupils would make progress - unless for medical reasons they are unable to participate). Significant progress might be measured by asking pupils to *describe* the benefits of the Daily Mile to their physical, mental and emotional health.

Surveys

School based surveys can be a really useful method of collecting intervention data. Be clear in your mind what you are trying to measure and the best way to capture that data. Make the methodology as simple and straight forward as possible.

For example, if your intervention outcome is 'Increase in number of C&YP who understand and actively communicate the Five Ways to Wellbeing' you might use a simple survey such as the one below.

Name:
Name each of the Five Ways to Wellbeing: 1. 2. 3. 4. 5.
Give an example of an activity you can do to meet each of the Five Ways to Wellbeing: 1. 2. 3. 4. 5.
Give an example of one thing you have done to meet each of the Five Ways to Wellbeing in the last week: 1. 2. 3.

4.

5.

This survey could be done verbally with younger children or as a written task with older pupils. For your progress numbers you may decide that C&YP who successfully name all the Five Ways at the end of the intervention when they couldn't at the beginning have made *some* progress and those who could give clear examples of activities that support the Five Ways or who have done relevant activities for each of the Five Ways have made *significant* progress. Teacher observation of pupil behaviour can also contribute to the evaluation process and may form part of the qualitative data reported on the 'Targeted Interventions' tool.

Surveys which use scales can be a useful method for measuring progress which is otherwise hard to count in a more concrete manner. For example, if your intervention outcome is 'Increase in number of C&YP who demonstrate resilience' you could ask older pupils to complete a survey such as this:

Name:	Never				Always
For each statement tick the number that best represent your response.	1	2	3	4	5
I always try my hardest			✓		
I enjoy a challenge		✓			
I like to learn from my mistakes	✓				
I stay positive when things go wrong		✓			
I feel that it's more important to do your best than it is to succeed		✓			
When things get difficult, I find a way to cope					
I would describe myself as:					
Positive			✓		
Confident		✓			
Determined		✓			
Optimistic			✓		
Sensitive				✓	
Resilient		✓			

When pupils have completed the survey you could total the score for each pupil – the lowest score a pupil could record is 12 and the highest is 60. So, for the pupil above, the total score would be 26. When this is repeated at the final measurement stage you can then

see if each child's score has improved. A child whose score has gone up can be recorded as making *some* progress. You may decide that any child who has made progress of 15 or more points has made *significant* progress. Or you may decide that teacher observation of behavioural change is a better indicator of significant progress e.g. pupils who are less frustrated by making mistakes, willing to give a task a go etc.

See the appendix for an adapted version of this survey which could be used within the context of the Coronavirus pandemic

GHLL resources

Many of the GHLL resources have measurement techniques built into them and these could be used in determining progress relevant to your intervention outcome.

Primary:

- Counting Sleep: Baseline survey on page 6
- Focused for Learning: Baseline survey on page 3
- Make me a Superhero: No survey included but the one on resilience shown above could be used or adapted
- A Breath of Fresh Air: Has a simple baseline assessment which could be used to assess the intervention outcome around perception of social norms re smoking.

Secondary:

- Beyond Fed up: page 4
- Give and Get - consent: page 6
- Dementia project: page 9

In addition, questions used in the Pupil Wellbeing Survey (formerly the Online Pupil Survey) can be used and adapted to help you measure progress. Many of these questions use a five point ranking scale as described above.

And finally...

Hopefully the above guidance has been useful in helping you to plan how you are going to measure your intervention outcomes but if you have any queries or get stuck on anything then please do not hesitate to contact your assigned GHLL Lead Teacher who will be happy to assist.

May 2020

Appendix

Resilience survey adapted for use in the context of the Coronavirus pandemic

Name:					
For each statement tick the number that best represent your response.	Never				Always
	1	2	3	4	5
I can identify different emotions that I have experienced as a result of the pandemic					
I understand why I feel these emotions					
I understand that even though they may be hard to manage, they are normal					
I can stay positive when things are difficult					
I understand how 'giving/being kind' helps to improve my emotional wellbeing during the pandemic					
When things get difficult I understand how the 5 ways to well being can help me manage and improve my emotional health					
During the pandemic I would describe myself as:					
Positive					
Confident					
Determined					
Optimistic					
Sensitive					
Resilient					
Giving / Kind					