

# PATHS TO SUCCESS

## SCHOOL NEWSLETTER AUTUMN TERM 2013/14

Dear colleagues,

Welcome to the fourth edition of the PATHS to Success newsletter. We would like to thank you all for your cooperation with the research visits that took place before the summer break. With your help we were able to collect interim outcome data on over 4,100 pupils across our 40+ PATHS and usual practice schools! Our team have been busy compiling your annual school-level feedback booklets and you should have received these in both hard-copy and via email.

With best wishes

*The PATHS to Success Research Team*



**PATHS Fact:** PATHS is now being implemented in every country in the United Kingdom thanks to a Big Lottery 'Realising Ambition' grant. Schools in England, Scotland, Wales and Northern Ireland will be implementing PATHS Plus, which combines the standard universal curriculum with targeted friendship groups.

### Positive adaptations of PATHS: Stamford Park Junior School

Staff and pupils at Stamford Park Juniors have been very innovative in their work with the PATHS curriculum. Here are some examples of what they have been doing:



PATHS display in school entrance including key concepts (e.g. control signals), updates and pupil work

## Stamford Park Junior School (contd.)

Most of the classes are incorporating Kagan strategies into PATHS lessons:

- In each class, each table has numbers in the centre (1-4) (pictured below). Teachers use this in a variety of ways but it worked particularly well when doing the Cooperative Learning Roles lesson (and any lesson using these roles) as the teacher can assign a role to a number, which eliminates arguments between pupils about who is going to adopt which role. The roles can be assigned to a different number each lesson.
- Many classes use “think, pair, share” during the discussion parts of lessons.
- In one lesson, which was about anger, one of the teachers used the “round robin” strategy to encourage all pupils to generate ideas in a group. Pupils wrote on an individual piece of paper how you might feel or what you might do if you were angry. They then swapped papers and added another example, e.g. stamp feet or cry. Finally, in groups, they decided whether each example would go into the ‘feel inside’, ‘show outside’ or ‘both’ category.



In one lesson, the class teacher played “With a Little Help From My Friends” as the pupils came in and discussed the importance of working together and supporting each other.

One class completed acrostic ‘feelings poems’ (see picture, left)

**Do you have examples of innovative PATHS practice in your school that you would like to share? If so, please let Kirsty, Craig or Emma know!**

## Update from your PATHS psychologists

As we head towards the winter term we continue to enjoy working with you all and drawing on your experiences of PATHS. It's hard to believe we're more than half way through our project! This half term, it's been great to see PATHS strategies being generalised by a variety of school staff and at various points in the school day. Using strategies such as compliments, ‘fingers linked, time to think’ and control signals outside of PATHS lessons allows children to gain valuable practical experience using these techniques and helps to consolidate their learning. Why not have all of the pupils doing ‘fingers linked’ before they go out for break and lunch next term?

Throughout this term you might see us around your school undertaking fieldwork visits with the Year 6 teachers as part of the next data collection phase. During this time we are still able to provide you with support, resources and training – just get in touch! Christmas is an enjoyable time for both pupils and teachers alike; keep up the PATHS compliments and use the control signals to help contain the festive excitement!

- Kirsty, Craig and Emma

## Evaluation update

Thank you once again for all your support with the research side of the project last year, particularly the hard work and cooperation with the interim teacher, pupil and parent surveys collected during the summer term. As noted overleaf, with your help we were able to collect interim outcome data on over 4,100 pupils across our 40+ PATHS and usual practice schools! Our team have been busy compiling your annual school-level feedback booklets and by now you should have received an electronic copy via email and a colour bound copy for your records. Please contact [alexandra.barlow@manchester.ac.uk](mailto:alexandra.barlow@manchester.ac.uk) if you have not yet received your school's feedback report.

As before, payment of c.£100 to cover teacher time will be given to all schools who complete teacher and pupil surveys at or above the agreed 85% response rate threshold, with pro-rata increases for larger schools. These are currently being processed, but if you have not yet provided your invoice can you please send these to Alex at the email address above.

The next step in the evaluation are the visits to the year 6 classes. Alex will be contacting schools soon to arrange these visits, which are scheduled to take place in early December.

Once again, thank you for your support with the evaluation, without this the project would not be possible!



Staff card used to prompt and reinforce control signals usage at Unsworth Primary School