Cambridge Attitudes Insight Pilot

Handbook for Teachers

Contents

Introduction

Welcome to Cambridge Attitudes Insight

We believe in taking a holistic approach to understanding and supporting students. Appreciating each student as a whole person can really help to understand how well they are doing in school, and why. There are several different areas of insight that every teacher can gain, to build up a profile of each student. We have an assessment which measures wellbeing, the Cambridge Wellbeing Check, that builds up part of this student profile. We are now piloting a new attitudes assessment for primary schools. In our context we are interested in attitudes to learning and their impact on learning progression.

Following the latest research we have decided to focus on two key areas, engagement and confidence, which have been shown to have an impact on how learners interact with and ultimately progress in their studies. We report findings in a way that will help you identify any students with low levels of engagement and/or confidence, that may require additional support in their studies.

By taking part in the pilot of the assessment, you will be helping us to further develop the questionnaire to make the best assessment possible to help learners. We are excited to go on this journey with you and look forward to any feedback that you provide on your experiences with Cambridge Attitudes Insight.

What is included in the Cambridge Attitudes Insight pilot?

The Cambridge Attitudes Insight pilot includes:

- the Cambridge Attitudes Insight assessment – a digital, student led assessment comprising 36 questions
- this Handbook for Teachers
- a group report which enables you to view your data by year group, class, gender or an individual student. Please note, as we are currently piloting the assessment, individual results should be further validated in follow-up conversations with individual students to understand the responses they have given to the assessment.

After the pilot of the assessment and report, we hope to expand on what we currently provide based on the feedback we receive from teachers and students.

What does Cambridge Attitudes Insight measure?

Building on the InCAS attitudes assessment we have designed a new questionnaire to measure attitudes towards learning, mathematics and reading. We are focusing on the attitudes of engagement and confidence in these areas, as research shows these attitudes affect student learning experiences and outcomes. Engagement and confidence make up two of Cambridge International Education's five learner attributes or desirable learning habits.

We define engagement and confidence as follows:

A student's level of positive **engagement** indicates how often the student feels they have focused concentration on a task that feels enjoyable and interesting. A student's engagement impacts how productive they are when taking part in a learning activity.
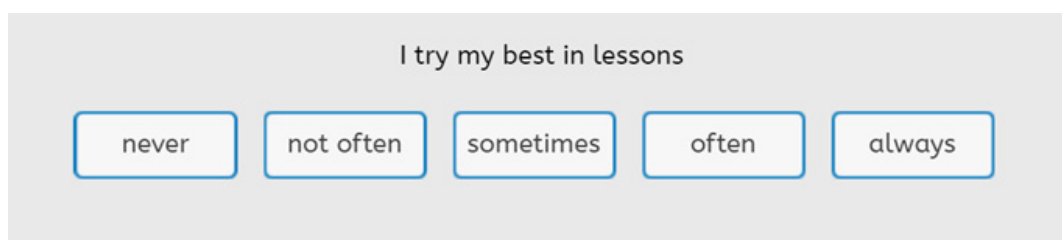
The student's level of **confidence** indicates how often they feel a sense of assuredness in themselves and their capabilities. A student's confidence impacts how they participate in learning activities and how well they progress in their studies.

Students with high levels of engagement and confidence feel they are enjoying their education, getting the most out of it, and reaching their potential. Attitudes are subjective, meaning students in similar circumstances, and with similar ability profiles, can experience different levels of engagement and confidence.

Before using the assessment

How does Cambridge Attitudes Insight measure students' attitudes?

The digital assessment comprises 36 questions. The assessment has accompanying audio which reads instructions and the questions to the students. Students are asked to self-report the frequency that they experience different thoughts, feelings and behaviours when learning, doing mathematics work, and reading, by selecting one of the answer options. Students respond to each question using a 5-point Likert scale with answers ranging from 'never' to 'always'. At the start of the assessment, students are informed that there are no right or wrong answers to the questions, that they can change their responses if they want to, and if they do not want to answer a question, they can move onto the next question instead. Here is an example question:

How can I use Cambridge Attitudes Insight within my school?

Cambridge Attitudes Insight can be used in your school to gain understanding of your students' attitudes to learning, mathematics and reading. During this pilot we will report scores on engagement and confidence across these three areas. As this is a pilot, please use the scores as a starting point to discuss areas of concern with individual students, to find out why they responded in the way they did. You can then tailor support to your students' individual needs. You can use the results of the assessment to identify students who have indicated that their attitude is low in one or more areas. To build a fuller picture of a student's attitudes, you can compare the results of the assessment with other sources of information about the student. These could include teacher observations and conversations with members of the school community who know the student well. This is particularly important when attitudes are more negative. It is important to note that the assessment is not a diagnostic or clinical tool. It cannot be used to diagnose mental illness or mental health difficulties. Instead, specialist assessments conducted by appropriately qualified clinicians are needed. We have included some 'Teacher Tips' on page 19 to help assist you with strategies for supporting the engagement and confidence of your students.

Which students can use Cambridge Attitudes Insight?

The assessment is suitable for students in the school year in which they turn 6, up until the school year in which they turn 11. In schools in England and Wales, these are Years 1 to 6. The questions have been written using a low reading difficulty and will be read aloud to the student. If a student struggles to understand any words within the assessment or how to interact with the assessment, please assist them as necessary. We would welcome any feedback you have on the student's experiences with the assessment.

There is no time limit to complete the assessment, so students can take as long as they need to. We suggest that students with special educational needs and disabilities (SEND) are provided with the opportunity to complete the assessment alongside their classmates wherever possible. Special accommodations could involve the student completing the assessment in a separate room, and a teaching assistant entering the student's responses into the device for them.

When in the school year can I use Cambridge Attitudes Insight?

The assessment can be taken at any time throughout the academic year; however, we recommend that you administer the assessment to your students in the second half of term one (from November in England and Wales). This is so the students have time to form opinions on subjects they are learning, and how they feel they are performing in lessons.

How often can I use Cambridge Attitudes Insight?

You can use the assessment once a year with your students. Students in different classes or year groups do not need to use the assessment in the same assessment window, and can use it over a number of days, weeks or months.

For students who report more negative attitudes, we would advise regular pastoral catch-up conversations take place after using the assessment to continually support the student in improving their feelings of engagement and/or confidence.

Please note: the assessment is designed to be taken once in an academic year. If you choose to resit a student for a second time, it will overwrite the results from the previous sitting in your report.

Setting up the assessment

What equipment is needed for the Attitudes assessment?

You will need a desktop computer or laptop for each of the students in the session, and to use the web browser Google Chrome. The assessment has audio accompaniment so each student will need a set of headphones.

Please read over the general technical requirements for Cambridge Insight assessments on our website here: **https://www.cambridge.org/insight/general-technical-requirements**.

Logging in

To access the assessment platform, go to **https://www.cambridge.org/insight/** and select Cambridge Primary Insight from the Login menu at the top right of the page.

Use the login details you would use to access your Cambridge Primary Insight assessments.

If you have forgotten your password, click the Forgotten password link, enter the email address linked to your account and click Reset password. You will then receive an email with further instructions.

Uploading student information

Using your CPI students already in the Cambridge platform

If you have already uploaded your student information for CPI, you will be able to assign these students to the Attitudes Insight assessment without uploading their information again.

See the 'Assigning students to the assessment' section of this guide for more information on how to do this.

Importing new students in bulk via a CSV spreadsheet

1. Log in to the Cambridge Primary Insight assessment platform.

2. Select the 'Students' section from the left-hand menu.

3. Select 'Import Students' from the top right. If not already done, download and complete the template.

4. Select the file with your student details for upload. Note - if you are unable to upload your spreadsheet, it is likely you are missing a compulsory column header, or you have used a naming convention the platform is not expecting.

5. An 'Academic Year' box will appear below the blue banner. Select your academic year from the drop down and click 'Continue'.

6. The system will complete some checks on your file, and you will be taken through a series of screens. Follow the on-screen prompts, and once you're finished on each screen, select 'Continue' until you reach the 'Review and confirm' screen.

7. Select 'Confirm and Import' on the bottom right if you're ready to add in the selected students.

Manually adding students

You can also add students to the system manually. This may be a quicker option if you only have one, or a small group of students to add.

1. Log in to the Cambridge Primary Insight assessment platform.

2. Select the 'Students' section from the left-hand menu.

3. Select 'Add Student' from the top right.

4. Complete the sections of the form that are relevant to you, noting the compulsory fields with an asterix (*), and select 'Save and Close' when you're finished.

Assigning students to the assessment

You can use these instructions to assign students to an assessment for the first time, or to change the list of students you have assigned to an assessment (note you can only remove students if they are yet to start the assessment).

1. Log in to the Cambridge Primary Insight assessment platform.
2. Select the 'Assessments' section from the left-hand menu.
3. Select the relevant assessment by clicking on the blue link.

4. Click 'Select Students' from the top right.
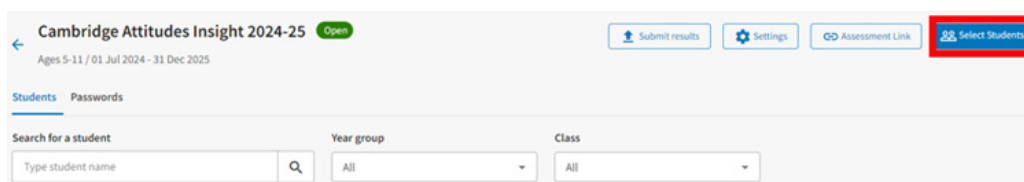
5. Place a tick in the box next to all students you want to sit this assessment (or to select all, use the tick box in the header row). You can use the 'Year group' and 'Class' drop down filters to refine your student list as well as searching for an individual student. Once you've selected students, click 'Confirm selection' below the table.

Accessing students' passwords

For students to access the assessment, they will need the assessment link and their personal password.
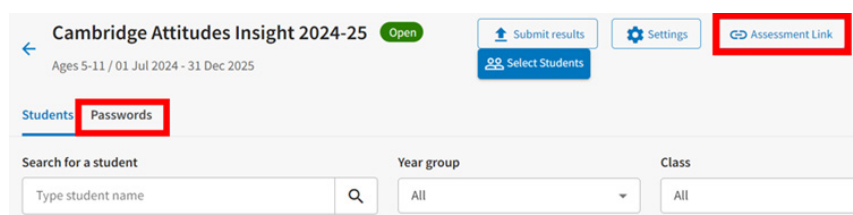
In the Students tab, you will be presented with the details of the students that have already been uploaded to the system.

Important: before you run the assessment, check that all the students you want to assess are assigned to the assessment.

Select the 'Passwords' tab to view the unique password for each student.

To export the passwords, click 'Download' in the top right corner. You will see the following options:

Download all as CSV
Download password list for all students selected for the assessment

Download selected as CSV
Download password list for the students selected on the list

Download all as PDF
Download password list for all students selected for the assessment

Download selected as PDF
Download password list for the students selected on the list

If you only want to select specific students, you will need to check the box next to their name before opening the download options.

Accessing the assessment link

Click on the assessment link button, accessible on either the 'Students' or 'Passwords' tab.

Select 'Copy URL' and 'Close'. Provide the URL to the students along with their unique password. The student will need to enter their password when they access the link.

Administering the assessment

How long does Cambridge Attitudes Insight take?

Cambridge Attitudes Insight is a simple, student-led assessment that takes about 15-20 minutes of screen time to complete. In most schools, you can use it comfortably within a lesson. There is no time limit to complete the assessment. Some students, particularly those with special educational needs and disabilities (SEND), can take as long as they need to complete the assessment. When appropriate, special accommodations may be used, such as a teaching assistant to enter the student's responses into the device for them. You will need to allow time early in the lesson to explain the assessment (please see the bullet points in *How should I administer the assessment*), answer any questions, and check that each student is set up correctly. You should also allow time to answer students' questions after they have taken the assessment.

How should I administer the assessment?

We recommend that you have several sessions with small groups of 4-6 students. This will allow you to support the students as they launch the assessment software, check the audio levels are correct for the student's headphones and to support any students who require additional help.

After you have started the assessment, there will be a 'Test the sound before you begin' screen. Please use the 'Test sound' button and ensure that the audio is at the right volume for the student and the headphones are working properly.

The assessment is student led as they listen to instructions and use the 'Next' button to move forward. If you have any students with SEND or EAL please provide any additional support as required. If any students struggle with any aspect of navigating, understanding, or knowing how to answer the questions, please assist them and note down any issues.

Students should feel that they have a safe, private space to answer the questions. They should not complete the assessment at home unless they are being supervised by a teacher in a remote learning situation.

There are instructions within the assessment that guide the student. You may decide to introduce the assessment yourself to your students and reinforce the main points within these instructions, by conveying the following information:

- You are about to answer some questions that ask what you think about learning, mathematics and reading.
- The questions are on a computer and there are instructions for you to listen to.
- You will be asked to answer each question by clicking an answer button.
- There are no right or wrong answers.
- You can ask for help if you need it.
- All the answers you give will be shared with your teacher in a report, so they can see what you think about learning, mathematics and reading.
- Answer honestly about what you think, as this will help your teacher to understand you better so they can help you to enjoy your lessons more.
- If you don't want to take part, please tell your teacher. If you decide part way through that you do not want to do it, you can stop and tell your teacher without explaining why or giving a reason.

At the end of the assessment, students will be presented with the following screen:
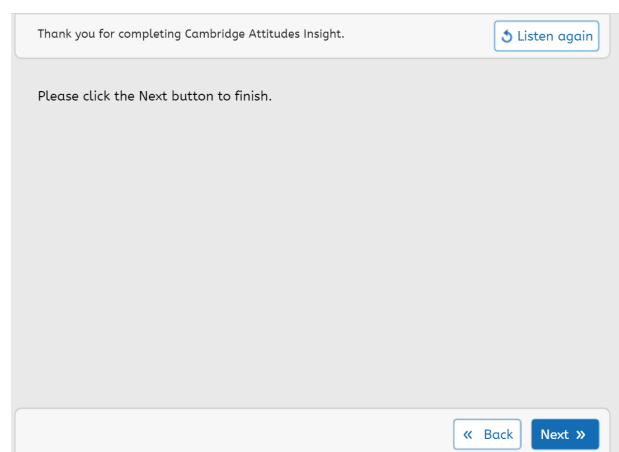
Please ensure the student clicks the 'Next' button to finish the assessment. They will then be presented with the following screen letting them know that their results have been saved and that they can now close the browser window.
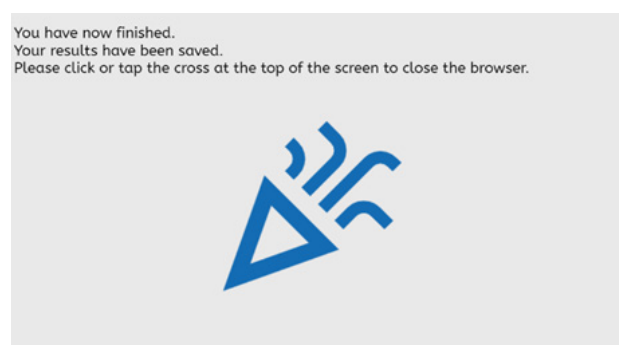
Safeguarding during the assessment

If for any reason a student was to become distressed during the session or after completing the assessment, please stop the assessment and support the student by implementing your school's safeguarding policy as appropriate.

## Obtaining feedback from students

As we are piloting the assessment, we would appreciate any feedback from yourself and your students to help us improve the assessment. We would be most grateful if you could return any feedback from your students to us, once they have completed the assessment. We would be interested to know answers to the following questions:

- What did you think of the questions?
- Did the questions make sense?
- Did you understand how to answer the questions?
- Was the woman's voice easy to understand?
- How did you feel when you were completing it? Did you enjoy it? Did anything worry you?
- Do you think it's a good thing you are being asked about what you think about learning, maths and reading?
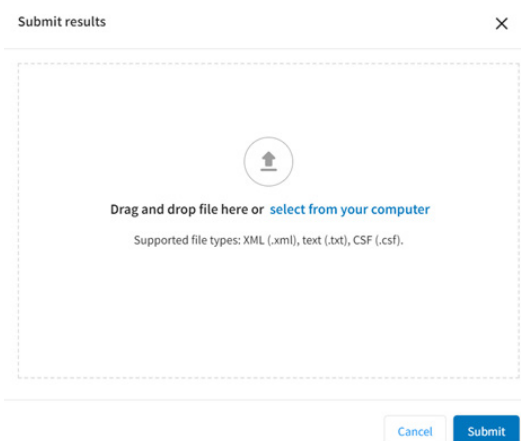- Do you think we asked the right questions?

Back-up procedure for saving results

There is a 'Submit results' button on every page in the Assessment section of the site.
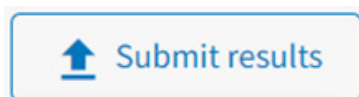
You will use this if the system is unable to save results back to Cambridge Insight automatically. When you click on 'Submit results', you will have the option to drag and drop the file.


Once you drag and drop the file, click 'Submit', and the results will be processed.

Sometimes the system is unable to save results back to Cambridge Insight. This usually happens because:

- A loss in internet connectivity
- The Firewall / filtering is blocking communications with Cambridge Insight's servers
- Saturation of a school's network bandwidth (e.g., too many students accessing WiFi for large data transfers, simultaneously).

If this happens during the session, the student will be able to complete the assessment, and they will see the following warning at the end:
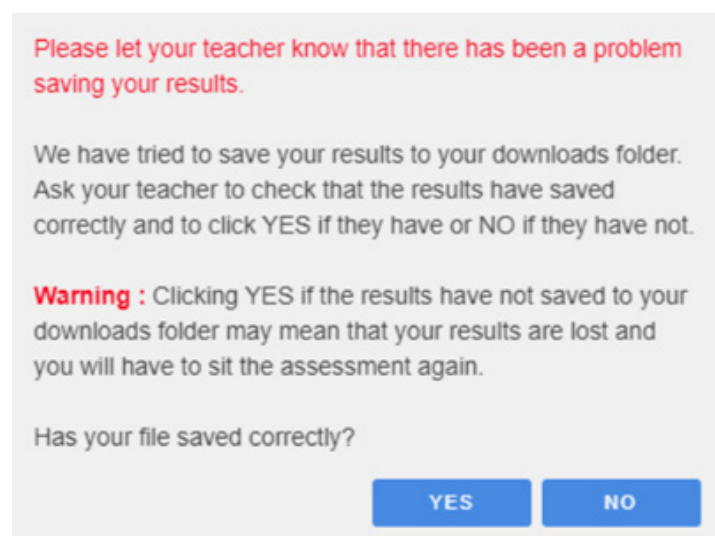

We call this the save failover process. The invigilator needs to check the .CSF file has correctly saved to the 'Downloads' folder.

If the save failover has saved correctly, the user will see a "CEM_RESULTS_FINAL_XXX.CSF" (where XXX is a long string of numbers and letters) file appear in the bottom left-hand corner of the browser window. This may look slightly different, in different browsers. The invigilator can also open the browser's 'Downloads' folder and check if a result file with that name has appeared with a creation date/time within the last minute or so.

We recommend invigilators copy this file immediately to a USB drive or a common server location, to facilitate easy upload to Cambridge Insight.

If you are satisfied the results have saved correctly, they can click 'YES'. You will then see the following dialog, and the test will finish as normal:
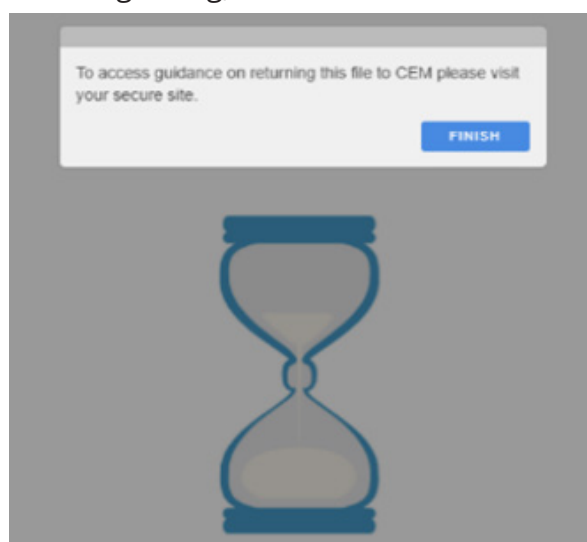
If the file has NOT saved correctly, the invigilator should click 'NO', and the system will attempt to save the results again. The system attempts to save the file to the 'Downloads' folder up to five times, and the user will see the same dialog each time, assuming they do not click 'YES'. If you are still unable to verify a file has been saved to the 'Downloads' folder, you will be taken to the copy & paste dialog.

As a last resort, when the user has clicked 'NO' five times, the system will display a dialog containing the raw result XML and a 'COPY' button. Users should click the 'COPY' button and then paste the contents into a Notepad (or similar) file and can drag and drop the file into the 'Submit' result pop-up window.
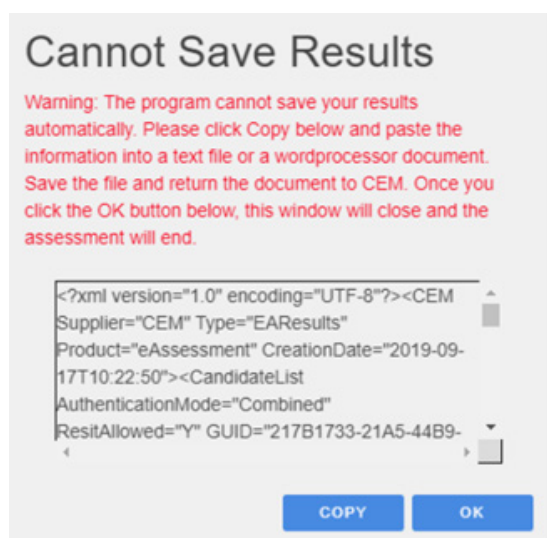
It is essential that invigilators are aware of the save failover routine and instruct students to put their hand up if they see any of the above screens.

However, some students may forget to tell the teacher and simply click 'YES' when they see the Save Failover Dialog and close the assessment.

The teacher will need to ask the student to log into the machine where they took the assessment, open the internet browser's 'Downloads' folder and look for the .CSF file. If this has happened for several students, they will need to do it several times. This is why it is best to copy the files to a USB stick or central file server when it happens.

Results from the assessment

How to access the report

1. Log in to the Cambridge Primary Insight assessment platform.
2. Select the 'Data and Reports' section from the left-hand menu.
3. Click anywhere on the 'Attitudes pilot summary of scores' report tile.
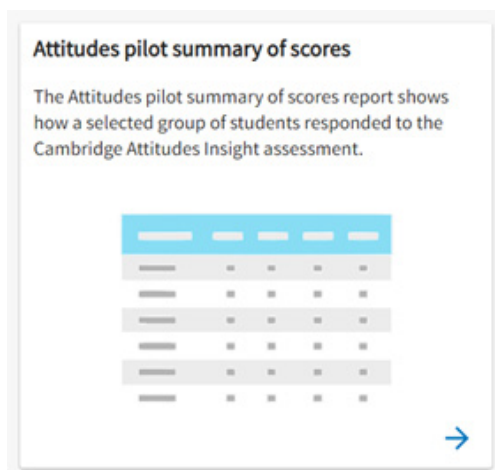
4. A panel will open at the right of the screen for you to set your filters (you will get the opportunity to change these once you're in the report). Once you've chosen your filters, select 'Go to report'.

If you want to **download a report**, you will need to select 'Download' from the top right of the report you want to download. You'll then need to choose whether you're downloading for the current report view or the entire year group, and then create a file name. Once you select 'Submit', the report will start to generate. You will need to go back to the main 'Data and reports' screen and select the 'Downloads' tab (above the report tiles). The requested report will appear here when it's ready to be downloaded.

How are students' responses reported?

The students answer each question by choosing from five options: never, not often, sometimes, often and always.

To create our report, we code the students' responses numerically as below.
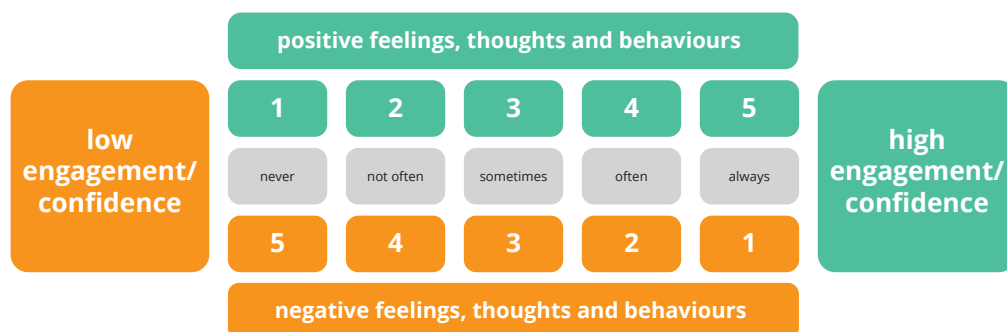
Most questions are worded positively and responses to them are coded as 1 = 'never', 2 = 'not often', 3 = 'sometimes', 4 = 'often' and 5 = 'always'. However, some questions are worded negatively. Responses to them are reverse-coded. That is, 1 = 'always', 2 = 'often', 3 = 'sometimes', 4 = 'not often', and 5 = 'never'. This means that a higher score always means a higher level of engagement or confidence.

How to interpret the report

Once you have selected your report (see *How to access the report* section), you will be presented with a report like this. You can make further selections on this page, such as changing the year group or class selected, viewing the data by gender or selecting individual student names.

The report shows the mean scores in each of the three areas (learning, mathematics and reading) for engagement and confidence, for each student in your selection. You can use the report to evaluate the engagement and confidence levels of your group. You can quickly see how students' attitudes compare with one another. Also, you can spot students with low engagement or confidence scores in one or more areas.

As this is a pilot of the assessment and report, please further validate the findings by using other information available to you to help build a picture of how students are feeling about their schoolwork. This report should not be shared with students. We recommend that you follow-up any low scores by having individual conversations with students to understand why they have negative views in those particular areas.

Please note, as students can choose not to answer questions, it is possible that their mean scores are not made from the full range of questions in the assessment.

The mean scores are presented for engagement and confidence, for learning, mathematics and reading, and can be interpreted as follows:

A score of over 3.5 indicates a high frequency of positive attitudes (engagement or confidence), or a low frequency of negative attitudes (engagement or confidence). On average, the student has positive thoughts, feelings and behaviours in this learning area 'often' (a score of around 4) or 'always' (a score of close to 5). The student is 'not often' (a score of around 4) or 'never' (a score of close to 5) having negative thoughts, feelings and behaviours in this area.

A score of 2.5 to 3.5 indicates that on average, the student reports positive and negative attitudes of engagement or confidence 'sometimes' in this learning area.

A score of 1.5 to 2.5 indicates a low frequency of positive attitudes (engagement or confidence), or a high frequency of negative attitudes (engagement or confidence). On average, the student has positive feelings, thoughts and behaviours in this learning area 'not often' (a score of around 2). They are 'often' (a score of around 2) having negative thoughts, feelings and behaviours in this learning area.

A score below 1.5 indicates a very low frequency of positive attitudes (engagement or confidence), or a very high frequency of negative attitudes (engagement or confidence). These scores will be highlighted in red to show this is an area of concern. On average, the student is 'never' (a score of close to 1) having positive attitudes in this learning area. They are 'always' (a score of close to 1) having negative thoughts, feelings and behaviours in this area.

Remember, a higher score always means a higher level of positive attitudes (engagement or confidence).

As this is a pilot, we recommend that results are only shared with class teachers and pastoral staff who can use other information available to them regarding the students to interpret the findings.

What should I do once I have my students results?

Once you have reviewed the report, you will be able to identify any students with low scores. An average (mean) score that shows a student has responded that they 'never' experience positive thoughts, feelings or behaviours or that they 'always' experience negative thoughts, feelings or behaviours in a particular learning area is shown in red. These responses will be of most concern to you.

We recommend that you have follow-up conversations with these students to further validate the findings. This will encourage the student to open up and share any reasons for not engaging in learning, mathematics or reading. It will give students an opportunity to share areas that they don't feel confident.

In follow-up conversations with students we advise that care is taken to allow the student some control in the conversation as they have chosen to express feelings which may be quite personal to them and that they find difficult to discuss. A sense of trust must be developed between the student and teacher. The assessment provides the basis for a conversation to gain greater understanding of what is important for that student. It is also possible that a student may not be as well equipped to cope with a particular situation compared to their peers. It is important that they are made to feel that their feelings are valid, important and that they feel supported.

For example, if a student has a low score for engagement in mathematics, you could start by asking some simple questions such as:

'Do you enjoy maths?', follow-up with

'Do you do maths at home?', and ask further

'What do you like about maths?'

Reflect if the student's responses match the low score that they had? If not, ask them:

'Did you understand the questions in the assessment?'

'Did you know how to answer the questions?', and

'Did anything confuse you?'

If the responses from the student are showing a negative attitude and reflect the low score for mathematics engagement, you could follow-up with questions such as:

'What is stopping you from enjoying maths?'

'What would help you enjoy maths?'

'What would you like to be different about how you learn maths?'

'What have you done in maths that you would like to do more of?', and

'What are you able to do in maths that you are most proud of?'

After the conversation, try to consolidate from the information you know about the student, how they responded in the assessment and feedback you have just received, to conclude if the student still appears to have low engagement or confidence in a particular area.

Take some time to reflect on your findings for your students. Did any of the results surprise you? Do behaviours you observe in the classroom reflect these results? What proportion of your class/group have low scores, and are there particular areas of learning with more low scores than others? You may decide to focus your attention on individual students through targeted continued support or you could choose to boost the engagement and confidence of your whole class/group. We have provided some Teacher Tips on page 19 that can be used by class teachers with their students.

A student has asked to see their results of Cambridge Attitudes Insight. What should I do?

According to data protection law, children and young people have a right to be given a copy of their personal data. It is therefore essential that any requests from students to view their individual responses to the Cambridge Attitudes Insight are fulfilled. Please ensure parents/students are informed that this is a pilot of the assessment and to treat the scores as initial findings when you are communicating individual results.

Teacher Tips

We have some suggested teacher tips that you can use in your classroom to improve engagement and confidence in learning, mathematics and reading. These tips are based on research and best practice from teaching experts.

Top 5 tips to boost student engagement in your classroom

1. Use a variety of resources in your teaching: ensure you utilise teacher-talk, worksheets and textbooks, videos, audio and physical objects into your teaching.

2. Provide and acknowledge challenge: ensure there is sufficient challenge in the tasks you are setting and differentiate appropriately to support all learners.

3. Goal setting: develop project-based tasks that small groups of students can engage with. Outline the task and then ask the group to set incremental goals (steps) that need to be achieved on their way to completing the task. Once familiar with doing this in a learning environment, goal setting can be applied to student behaviour also.

4. Provide fair feedback: acknowledge errors where they occur, but avoid tones of disappointment or criticism, just state them factually. Focus on achievement and have ways to celebrate this, remembering that the achievement is not in a child's intelligence, but in their effort.

5. Reflect: ask students to reflect on the successes and failures of their approach to a task and consider how they might improve next time and also what they need to celebrate.

Top 5 tips to boost student confidence in your classroom

1. Embrace "yet": when children say "I can't do this" or "I've not got it right" and show despondency, add "yet" to their sentence. Promote the idea that learning is a journey through your words and displays in the classroom.

2. Draw attention to progress: factually state when a child has done something they couldn't previously do, for example: "Well done John: last week you made three errors in your multiplication test and this week you made no errors at all!"

3. Avoid praising intelligence and praise effort instead: ability is not fixed and all students are on their own learning journey. Praise their perseverance during challenges and their hard work to find solutions to problems, being specific in your praise and avoiding vague phrases such as "Well done".

4. Demonstrate mistakes and celebrate corrections: start by verbally acknowledging (modelling) when you make a mistake yourself and how you decide to go about correcting it. Build this into discussions with students, gently pointing out mistakes and then celebrating their correction, even if you've needed to offer support to help them reach that correction.

5. Avoid oversimplifying messages: saying "you can do anything" is not realistic and children of all ages see the failed logic in such messages. Acknowledge when things are difficult or present a challenge and validate your belief that your students will be able to find the right way to tackle the challenge when they've had time to consider it more deeply.

Top 5 tips to boost student confidence and engagement with mathematics

1. Devise mathematical tasks that require group thinking or working together in a group. Support the tasks with visuals or physical objects to bring the problem to life for students.

2. Give wait time. Focus on comprehension rather than speed as this can help maintain student engagement and alleviate anxiety associated with learning. Encourage students to work slowly and to build up speed by adding in fun challenges where they try to improve their own scores.

3. Devise mathematical tasks that are more open-ended and have more than one correct answer. This enhances engagement, understanding, and real-world problem-solving skills and offers an inclusive learning environment. Encourage students to share how they arrived at an answer and celebrate their successes, focusing on the process of arriving at an answer rather than the answer itself.

4. Challenge harmful stereotypes, openly stating that there is no such thing as a "maths person". Embrace the word "yet" when children say they cannot do or understand something when feeling frustrated.

5. Practise what has been taught repeatedly to move students towards mastery, ensuring you revisit concepts frequently to maintain confidence.

Top 5 tips to boost student confidence and engagement with reading

1. Select texts that appeal to student interests or experiences. Support the reading with visuals or physical objects to help bring the text to life.

2. Read aloud and repeat reading. Read aloud frequently, modelling the expression, pace and rhythm required for fluent reading. Asking students to repeat a reading of a text builds their confidence.

3. Use choral reading. This will ensure all students are reading the same text aloud, building confidence for those who might struggle with the vocabulary or with fluency (particularly useful for EAL and Dyslexic readers).

4. Give wait time. When listening to an individual student read, give them plenty of time to try to correct any mispronunciations. Only step in if they do not notice their own error. (If a child is making multiple errors in one sentence, the text is too hard for their ability).

5. Build in games and challenges. Build in challenges such as counting the number of errors made in a short reading, and then asking students to repeat the task and see if they can reduce their errors will build confidence and engagement. Asking students to read against the clock or read with a specific fact retrieval question in mind can help children read with purpose.