



Spring Term 2  
(2021)

### Recovery Curriculum – Wellbeing & Involvement Assessments – Leuven Scales

As the children returned to school after the January/February national lockdown, we assessed the children's wellbeing and involvement levels to ensure they had the right level of support and care before moving on with academic learning. Observations of the children in class, at lunchtimes and during playtimes were made and discussed by staff. Additional information was gained from families and extra support was put in place where required. Extra support ranged from whole class activities- spending time in the bluebell woods, mindfulness activities, yoga, social skills games, to individuals having time with adults to process thoughts and feelings through self-regulation activities. Once wellbeing and involvement was high, learning continued securely.

Wellbeing and Involvement was tracked using Leuven scales:

This tool has been developed by a team based at the Research Centre for Experiential Education (Leuven University – Belgium) under the supervision of Dr. Ferre Laevers. The tool focuses on two central indicators when planning any educational work: 'Wellbeing' and 'Involvement'. Wellbeing refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to secure 'mental health'. Wellbeing is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

Laevers created a 5 point scale to measure both wellbeing and involvement. If there is a lack of wellbeing and or involvement, it is likely a child's development will be threatened. The higher the levels of wellbeing and involvement we can achieve for the child, the more we can add to the child's development. When there are high levels of wellbeing and involvement, we know that deep level learning is taking place.

The evaluation starts with assessing the levels of wellbeing and involvement using the tables.

The procedure is simple and can be compared to 'scanning': observe the children for about two minutes to ascertain the general levels of wellbeing and involvement using the five-point scale. The observation can focus on groups of children or can be used to focus on a particular individual. Unless a child is operating at 4 or 5, learning will be limited. However, children cannot peak at levels 4 or 5 all the time and levels will fluctuate throughout the day.

### Leuven Scale of **Wellbeing**

1. **Extremely Low** - The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn.
2. **Low** - The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3. **Moderate** - The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4. **High** - The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5. **Extremely High** - The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He / she is open and accessible to the environment. The child expresses self-confidence and self-assurance.





### Leuven Scale of **Involvement**

1. **Extremely Low** - Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2. **Low** - Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3. **Moderate** - Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4. **High** - Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5. **Extremely High** - The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

## The Leuven Scales for Wellbeing and Involvement

Wellbeing focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.

### Level

1		The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2		The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3		The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4		The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5		The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

## The Leuven Scales for Wellbeing and Involvement

Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.

### Level

1	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

We will also be using the Leuven Scales to track the effectiveness of our new Forest School provision in the Summer Term.