

# Level Best

## Introduction

Level Best is a self-improvement tool that helps students **change their own** lives for the better. By targeting things that **they** want to change.

At Consett Academy we are introducing the Level Best tool with a targeted group of Year 7 and 8 students to provide them with a strategy to change their learner behaviours, resulting in improved engagement and academic progress.

Each student will be provided with a Level Best 'Coach' and a 'Nudger'.

**Why?** - *Because happy kids, achieve more.*

We can **be better**. We must start from the perspective that when students are upset and sometimes refusing to do the 'right' thing they're not enjoying themselves. Targets, reports, reward systems may work for some, but not for all.

By asking them what *they* want to change, we put them in control. Level Best works best with students who often can't be reached, but have a hunch that things could be better. Level Best can help them through difficulties they face and also help all staff in school support students better.

## Coaching

Students are identified for Level Best if they regularly get their behaviour wrong and pastoral intervention is required.

Coaching begins with the 3 steps outlined below:

### 1. **Find a quiet place to talk.**

Coaches will set aside a good chunk of time, at least 20-40 minutes, although time is precious this is an investment. They will talk to the student, listen to what they say and resist the temptation to lecture or set targets.

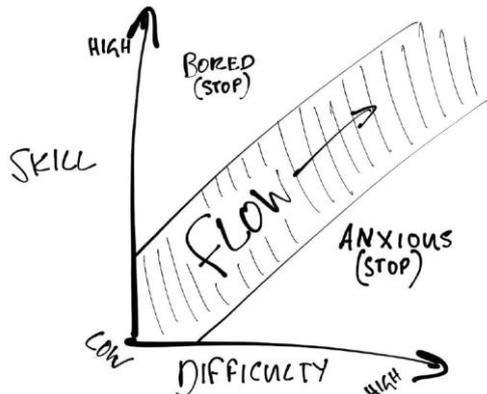
### 2. **Explain to the students what Level Best is and how it can help.**

Example of what a coach will say to a student:

*'Level Best is a system designed to help you improve. It can help you change things about you that you don't like, or things that get you into trouble. **You** decide what **you** want to improve and Level Best will help you.'*

### 3. Tell them about *Flow*.

Students often identify strongly with this concept. It's used in gaming - they want the player to achieve *Flow* so that they continue to play the game. *Flow* is a great way to explain why a student may struggle in class.



All students begin Level Best at Level 1 and over time will progress through the levels to ultimately reach Level 3.

## Levels

### Level 1 - Things you want to change

*'Sometimes I am off task. I lose concentration. I disrupt my friends learning.'*

Level 1s are written in the first person. They are things student want to change about themselves or their situation.

#### Level 1s will not contain the following:

Opinions of other people, names of families and friends, addictions, habits or self-diagnosis of conditions or illness.

#### Level 1s will contain the following:

Facts and feelings. True statements about themselves or their situation. Stuff they want to change. Level 1s focus on the *result* of the problem, rather than the problem.

### Level 2 - Things you want to be true

*'I have learned how to stay on task longer and improved my concentration. I have a good relationship with most of my teachers.'*

Level 2s are 'facts that aren't true yet'. Students want them to be true, Level Best will help them make them become true, but until they 'go green' on the RAG rating outlined below, they're not true yet.

Level 2s will be written straight after Level 1s.

## RAG Rating

Within the context of Level Best, the RAG rating is described as:

**Red means never.**

**Amber means sometimes.**

**Green means always.**

As students' progress through Level 2, they are rated with a very simple system that relates to how frequently they behave like the person described in Level 2.

After reading or hearing their 'nudger' read out each Level 2, the student should say a colour that represents how true they are. The objective of Level 2 is to get three greens.

## Nudgers

Think of a nudger as a mentor for Level Best. A nudge is to ask someone about their Level Best. As a nudger, their job is to nudge and nudge often. Nudges will happen anywhere, at anytime: standing in a lunch queue, they see their Level Best student. They will ask them, 'How are your colours?' It's as easy as that.

## Targeted Intervention

Just like academic improvement, therapeutic progress doesn't happen by accident.

Problems at home, peer pressure and a million other potential nightmares can and probably **will** affect our students every single day. Level Best provides a road map for when they get lost.