

## Rationale

Due to Covid-19 schools and nurseries in Scotland were closed. In response, we used Quality Improvement methodology to systematically plan and test out change ideas to support our children emotionally and academically during these unprecedented times and gain learning into 'what works' in terms of pupil engagement. Digital connectivity has become a lifeline for learners and we were keen to test whether children engaged in online learning.

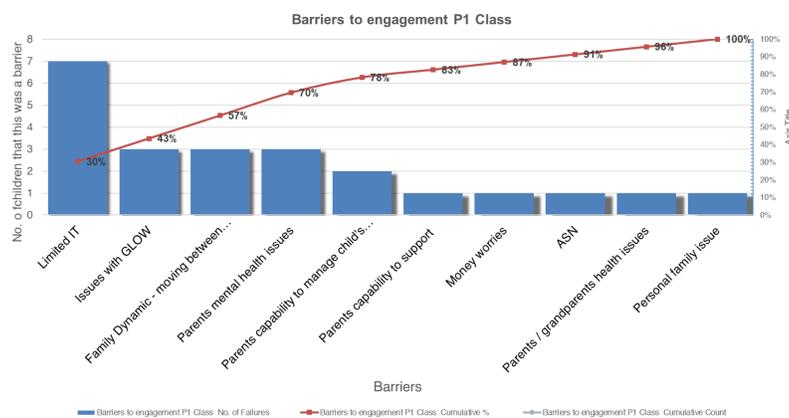
**By 30<sup>th</sup> May 85% of P1C will be engaging\* in academic learning (Baseline: 36%).**

**Operational Definition:**

\*engaging: piece of work submitted, child indicates 'hand in' function and you know through contact with the child/parent that they have engaged in learning.

## Method

- Established an Improvement Team (Teacher and Depute Head).
- Engaged in weekly Quality Improvement coaching support using virtual platform (WebEx).
- Quality Improvement tools enabled us to gain a better understanding of children's engagement levels, home circumstances and barriers to learning.
- A Pareto chart enabled us to identify barriers: the main barrier was digital access – lack of device and issues connecting to GLOW platform.



- The Model for Improvement provided a route map to establish improvement aims, agree our operational definition of 'engagement', measures and change ideas to test.

## Process Change

- Virtual meetings; providing a hook to encourage pupils to join.
- Personal check in phone calls / emails (Depute Head / Teacher).
- Home learning Packs were delivered.
- Where appropriate pupils were offered access to the activity centre.
- Sought and acted upon feedback from parents e.g. adapted learning activities being offered.

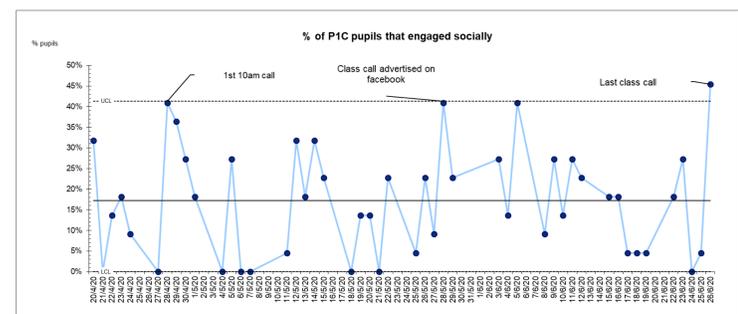
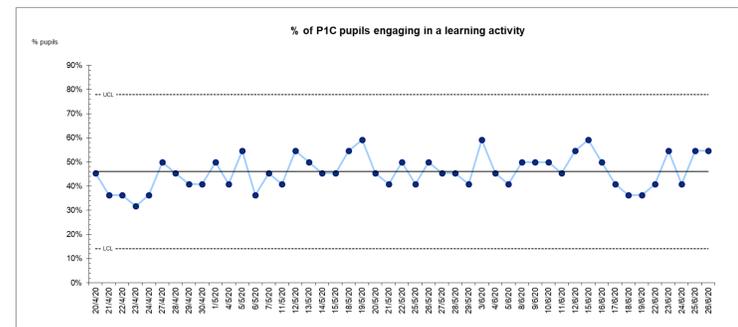
"After looking at how many children engaged with GLOW activities over the week, we thought about what types of things we could do to try to encourage more children to logon. I consulted with parents and used the data to analyse what types of learning activities were getting the most engagement."

Class Teacher

## Achievements

- 86% of learners provided evidence at some point that they had engaged in learning.
- We tested a number of change ideas and supported the needs of individual families.

## Results



## Conclusions

- Pupil Engagement daily was lower than expected (between 32% -59%) and sustainable improvement gains proved challenging. (For some learners engagement was sporadic).
- Children engaged in learning activities more than engaging socially.
- Digital access: lack of IT provision and IT skills proved difficult for some families.
- Contacting, understanding and addressing families individual needs led to increased engagement in learning.

## Key Learning Points

- Daily measurement of engagement levels was manageable and provided a framework to monitor engagement. A pivotal step was to agree an operational definition of engagement.
- Asking parents what would make things easier provided rich feedback that we were able to act upon e.g. parent's preferred activities that their child could do independently (word documents, video and online games). Limited craft resources meant some children had difficulty completing more active tasks.
- Children enjoyed class chats, they were good for the children who were joining and kept them engaged.
- Some parents preferred a paper pack (giving the option to have a printed pack sooner may have led to increased engagement levels). Though this proved difficult to assess engagement and relied on follow up contact.
- Being able to see the children would have been beneficial. I would have been able to read body language, provide more active activities, assess more easily and encourage peer support.