

## Rationale

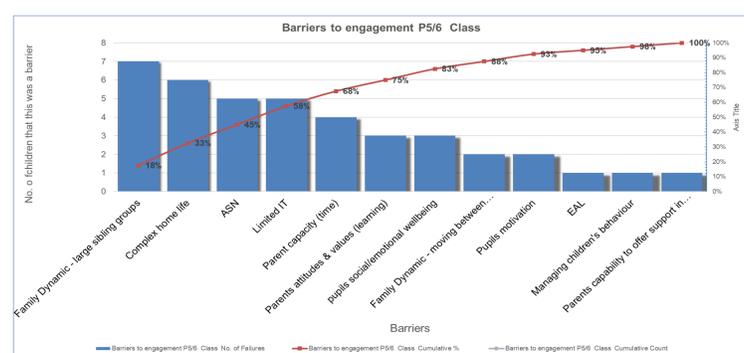
Due to Covid-19 schools and nurseries in Scotland were closed, with the exception of critical provision for children of key workers and vulnerable families. In response, we used Quality Improvement methodology to systematically plan and test out change ideas to support our children emotionally and academically during these unprecedented times and gain learning into 'what works' in terms of pupil engagement.

**By 30<sup>th</sup> May 60% of P5/6 will be engaging\* in academic learning (Baseline: 40%).**

**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.
- Received Quality Improvement coaching support through weekly virtual meetings.
- Quality Improvement tools enabled us to gain a better understanding of children's home circumstances and barriers to learners.
- A Pareto chart enabled us to identify barriers- large sibling groups, complex family situations and children's Additional Support Needs (ASN) posed significant challenges.
- Many children faced multiple barriers.



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

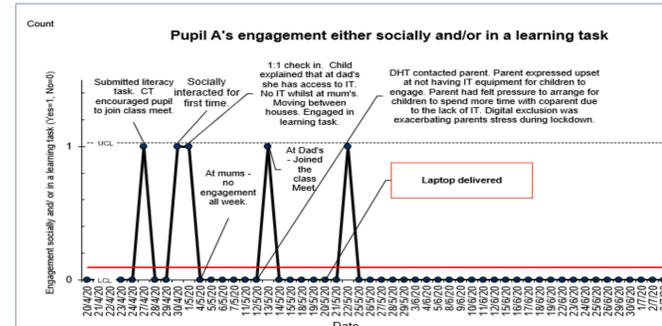
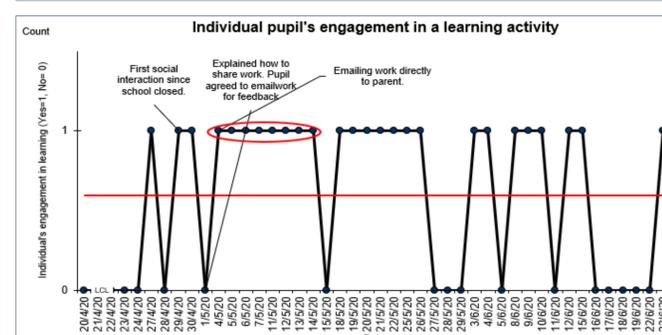
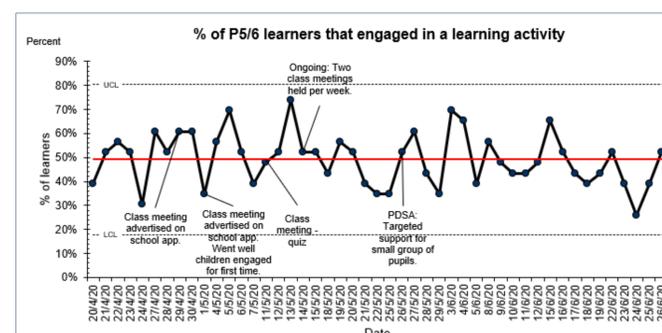
## Process Change

- Class virtual meetings.
- Check in phone calls (Senior Leadership Team/Class Teacher).
- Provision of IT.
- Set up a separate Microsoft Team for targeted support.
- Fortnightly face to face meetings for targeted pupils.

## Key Learning Points

- Many children faced multiple complex barriers making home learning challenging.
- A pivotal step was to agree an operational definition for 'pupil engagement'.
- Children enjoyed class meetings but this did not in itself encourage those who had not yet connected to do so.
- Additional Support Needs made home learning challenging. Two learners with ASN were unable to complete school tasks set.
- Garden visits offered opportunities for pastoral support. It was reassuring to be able to have a conversation face to face with children and families.
- Some parents preferred a paper pack however this method proved difficult to assess engagement and relied on follow up contact.

## Results



## Conclusions

- Pupil Engagement was lower than expected and improvement gains at class level proved challenging. We tested a number of high impact/low effort change ideas and have data demonstrating our improvement journey and learning.
- Provision of IT equipment to a family to overcome digital exclusion did not increase their engagement in online learning.
- Emailing work directly to parent led to improvement in pupil's engagement in learning.

"My child really enjoyed seeing their class teacher today. It has given him a boost and he seems in a much better place now that he knows you're still thinking about him." (Parent)

"I can only praise the commitment to my child's learning. We are so proud of her hard work, perseverance and determination now she can access her work easily." (Parent)

"Quality Improvement Methodology challenged my thinking. It made me step out with my comfort zone. I think, without this level of challenge, I may have accepted the levels of engagement opposed to exhausting change ideas." (Class Teacher)