

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.

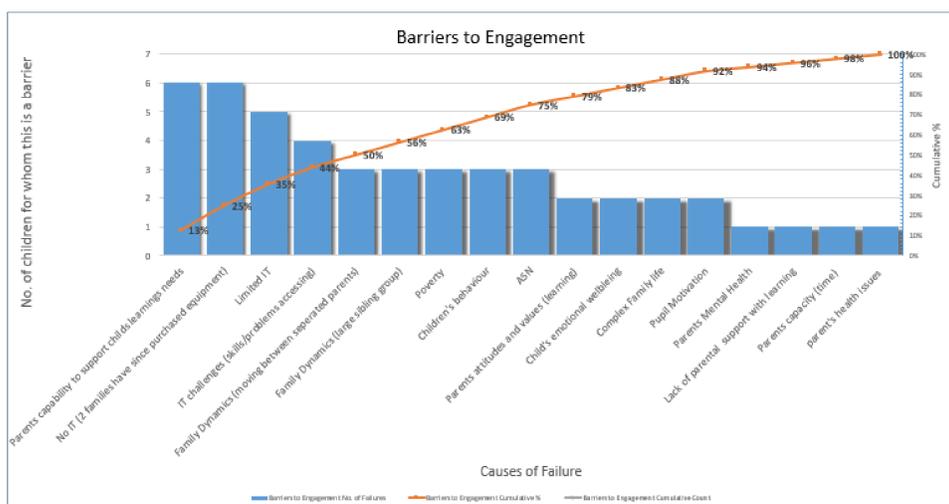
By 30th May 85% of P4 will be engaging* in academic learning (Baseline week 1 varies between 19-48%).

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

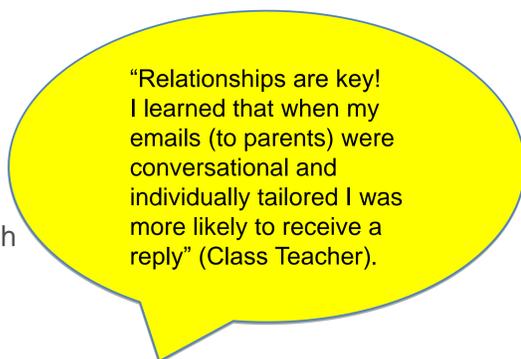
- Established an Improvement Team.
- Received Quality Improvement coaching support through weekly WebEx calls.
- Used Quality Improvement tools to gain a better understanding of children's home circumstances and barriers to learning.
- A Pareto chart enabled us to organise barriers- Parents capability to meet children's learning needs and lack of IT 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', measures and change ideas to test.

Process Change

- Class virtual meetings.
- Check in phone calls (Senior Leadership Team/Class Teacher)
- Class Teacher liaising directly with parents through email.
- Peer support.
- Differentiated / personalised work.

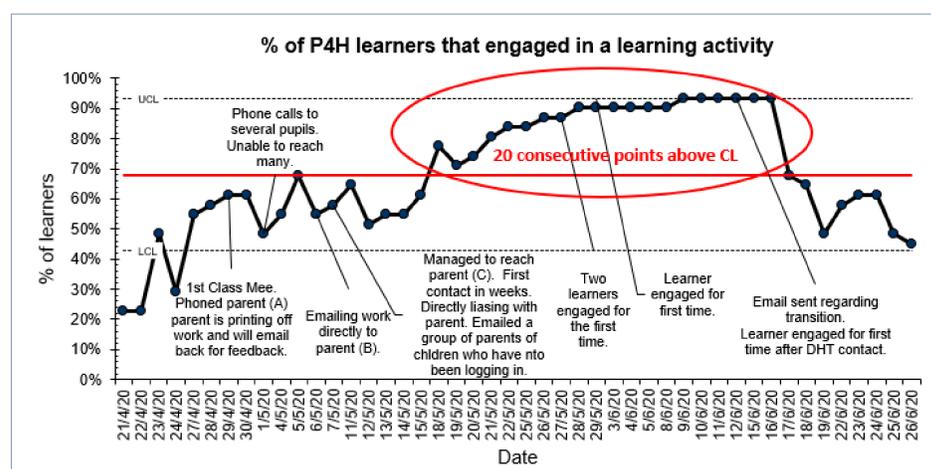
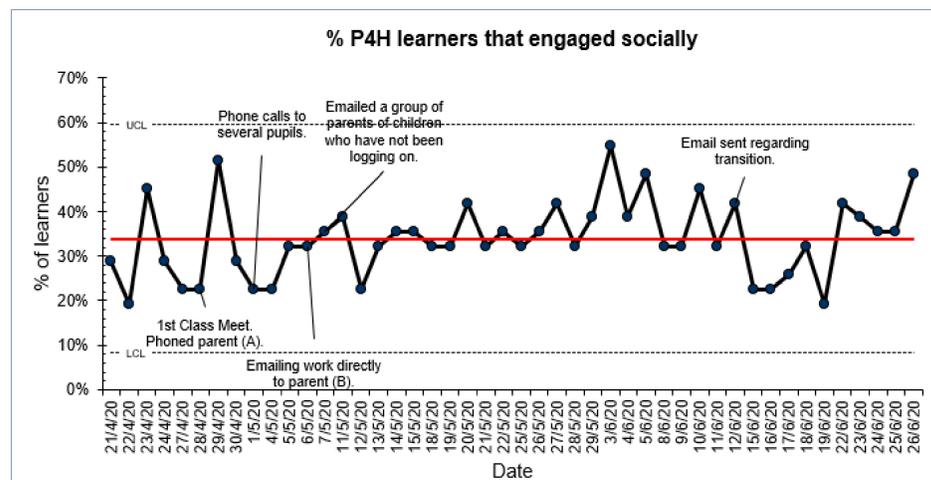


Achievements

By 26th May 2020, the class teacher held evidence that over 85% of learners were consistently engaging* in a learning activity.

This improvement work marks my first improvement project and this has sparked my interest in pursuing further experience and professional learning in QI.

Results



Conclusions

Direct contact with parents (email/phone) provided an opportunity to build rapport and mitigate barriers. Many parents reported Teams challenging and requested work to be emailed directly. This resulted in improved engagement.

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' in order to be clear in terms of our improvement aim and measurement plan.
- Tracking pupil engagement daily provided an in-depth overview of engagement at a glance.
- Direct contact with parents strengthened parent-teacher relationship.
- Engagement dropped off near the end of term as pupils/parents motivation wavered.

Next Steps

- Set up smaller intimate Teams with peers.
- Targeting peer groups to see whether friendships can encourage social interaction and engagement.