

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. Quality Improvement methodology provided the opportunity 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.

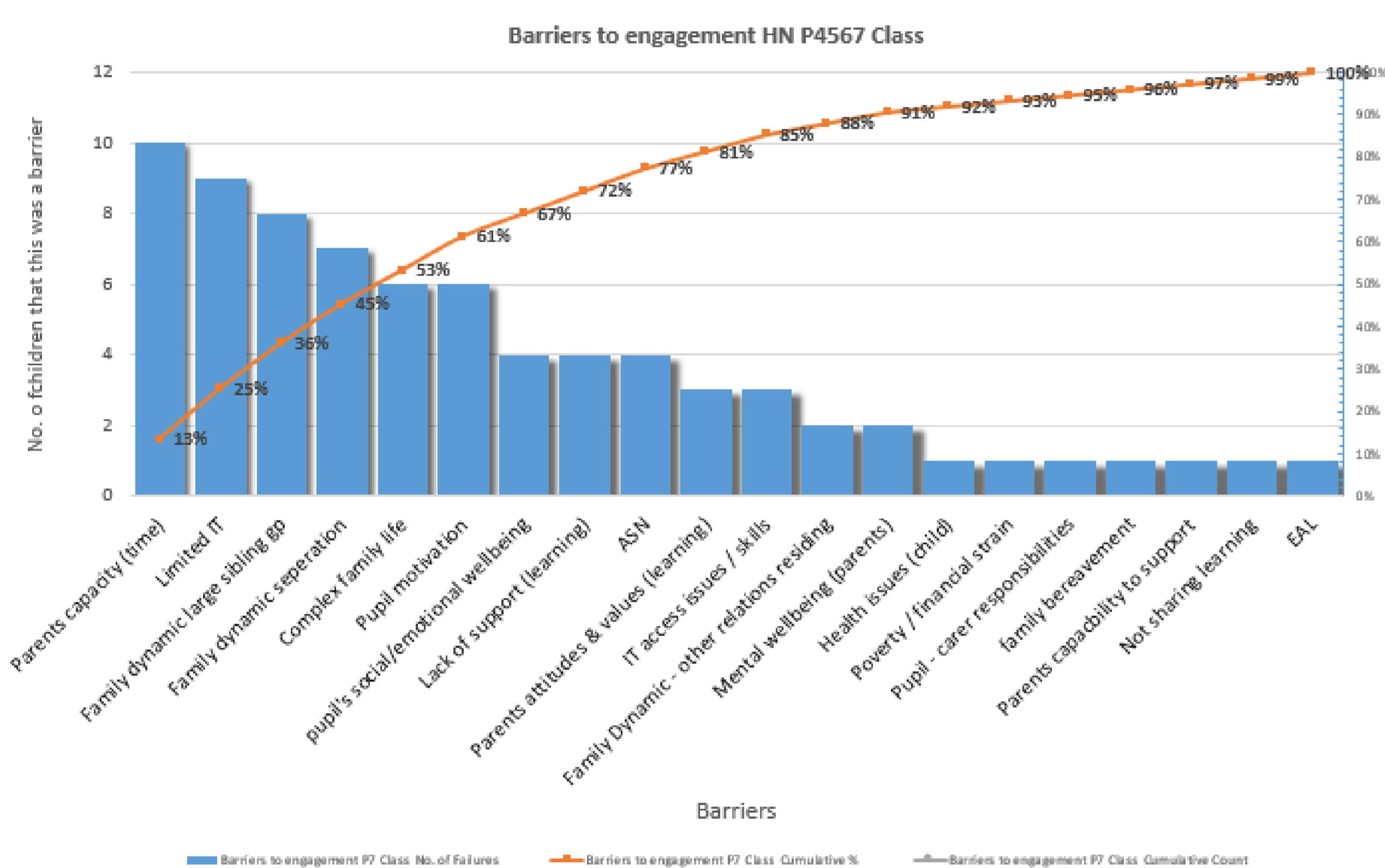
By 30th May 60% of P4,5,6 & 7 will be engaging* in academic learning (Baseline: sporadic between 8-37%).

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 calls.
- Used Quality Improvement tools to gain a better understanding of children's home circumstances and barriers for learners.
- A Pareto chart enabled us to identify barriers to engagement- parents capacity, limited IT and family dynamics (large sibling groups) 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.

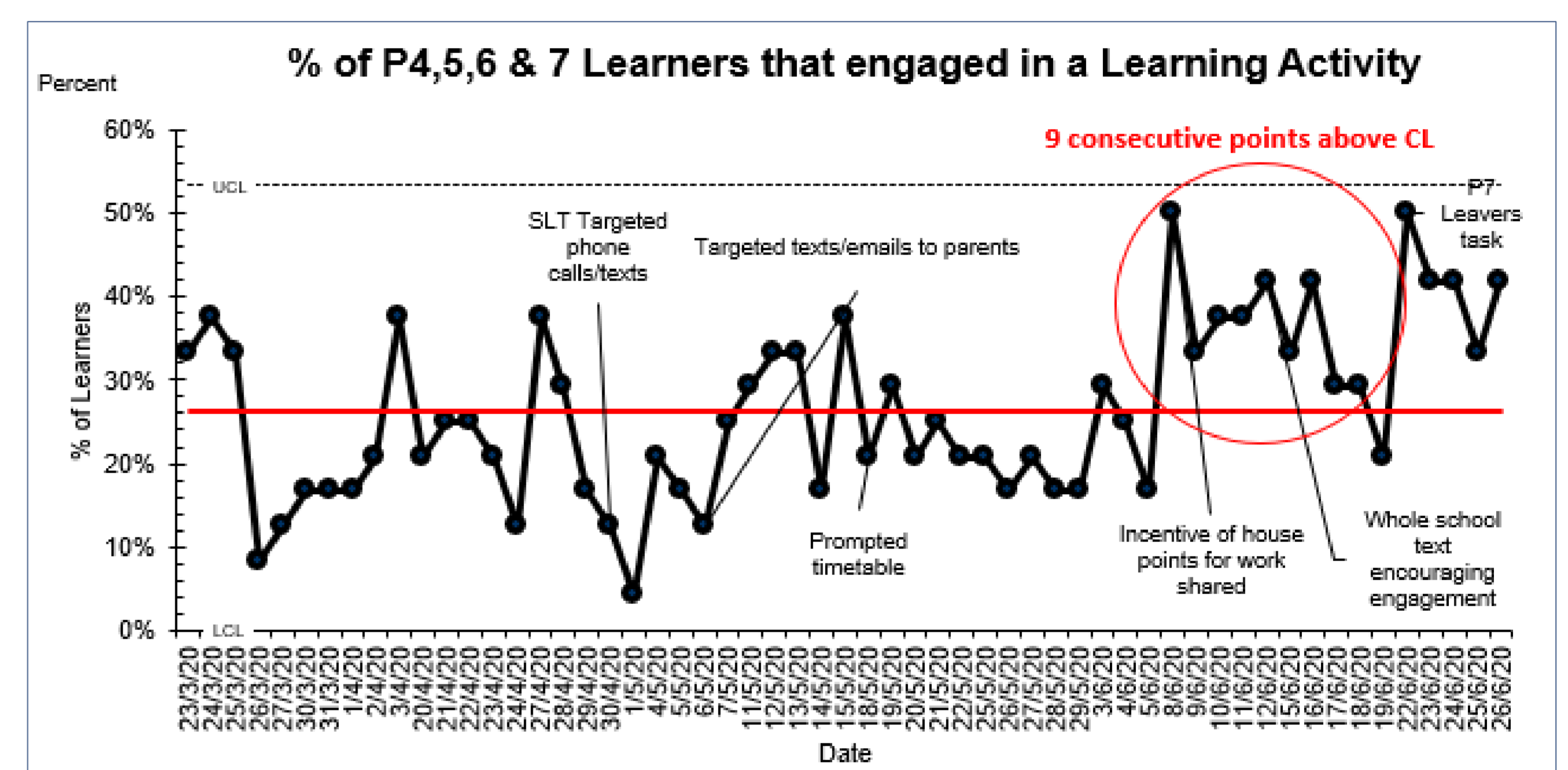
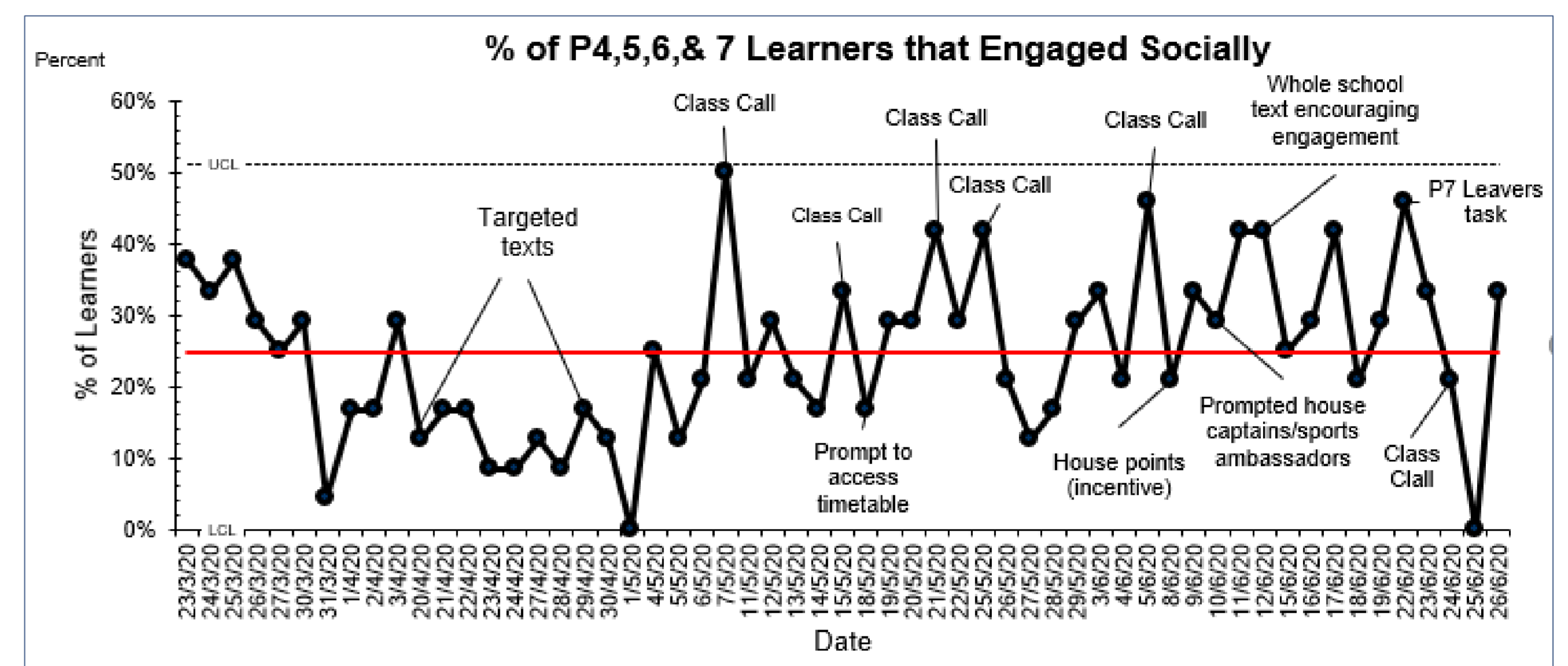
Process Change

- Class Calls via Microsoft Teams.
- Focused individual learning tasks for targeted pupils with daily contact/check ins.
- Weekly timetable including learning intentions/success criteria with a morning breakdown of daily activities.
- Check in phone calls from Class Teacher and Senior Leadership Team.
- Theme weeks - Daily learning tasks leading up to an end of week activity i.e. movie week, health week.

Achievements

- We hold improvement data demonstrating pupil engagement at an individual level daily.
- There was a **shift** in the % of pupils engaging in a learning activity. By the 8th May over 40% of learners were **consistently** engaging* in a daily learning activity (baseline: sporadic between 8-37%).

Results



Conclusions

- Class Calls boosted the number of children socially engaging on that day but did not sustain engagement.
- Providing a group incentive i.e. house points led to an improvement in learners engaging/submitting learning tasks.

Key Learning Points

- A personalised approach worked for individuals, providing struggling learners with one focused task took pressure off and increased their engagement.
- Children engaged in particular tasks based on their interests e.g. one pupil only engaged in science tasks.
- Parents of larger families reported difficulties of managing children's academic tasks across different ages/stages.
- Targeted phone calls (SLT) managed to increase engagement with children who had not yet engaged in blended learning.
- Relationships matter – an impromptu face to face encounter led to pupil engaging in blended learning for the first time.
- Parents' perceptions surrounding expectations of home learning varied greatly with many families reporting they did not see it as a priority. Staff were reluctant to add pressure/challenge parents for fear of this having a detrimental impact.