

Rationale

Many of our vulnerable children were finding it difficult to engage in remote learning. Within our P7 class we were aware that children were facing equity issues and they were likely to suffer the greatest impact on their learning. We identified vulnerable learners' that had not engaged in remote learning since lockdown. We wanted to build on our strong relationships with children and test out whether enhanced support would mitigate barriers increasing their engagement in academic learning.

Aim: By 30th 01st July P7 Learner will be regularly* engaging in a learning activity (Baseline: nil). *Regularly - 3 times per week.

Method

- Daily improvement data demonstrating pupil engagement at an individual level.
- We attempted to test this change idea with another pupil in the first instance but no contact was made due to the child residing with extended family.
- We identified another learner who had not actively engaged in academic learning since lockdown.
- Quality Improvement Methodology supported us to plan our improvement project, establish an explicit aim and measures. We used Run charts to display our data and interpret, analyse whether changes were leading to improvements in the learner's engagement..

Process Change

- Support learner to complete one Daily learning task (10-15 mins).
- For PSA to check in daily with learner at a time that suits.
- PSA will support 1:1 support over the telephone to complete learning activity (Power of 2).

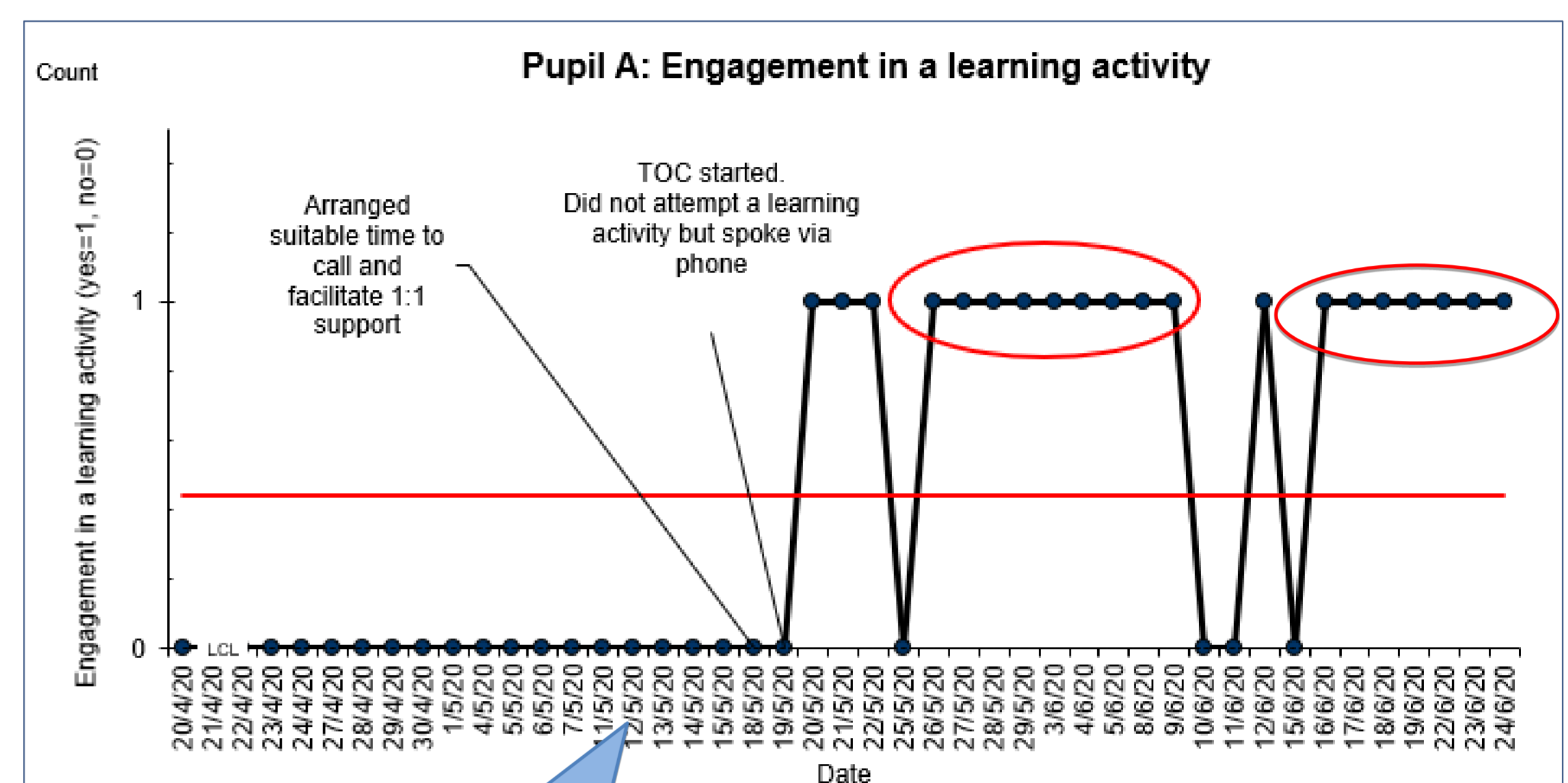


Achievements

- **Improvement Aim was achieved!**
- A child who had not engaged in academic learning since lockdown began to consistently engage in meaningful learning.
- Disengaged family felt supported throughout a challenging time.

"If we didn't have a phone call. Pupil A would not have managed any contact with the school. He was able to do a short job/chat as he knew the call was coming every day". (Guardian)

Results



Our run chart demonstrates the **impact** we achieved on our learner's engagement in academic tasks!

"I was more than happy to contribute 1:1 learning with Pupil A at home. Although at times he needed a little boost to partake in the task I would say it was a positive outcome as he completed a task almost daily that he wouldn't have otherwise managed." (PSA)

Conclusions

Bespoke daily 1:1 phone calls supported learner to engage in academic learning and led to significant improvement in pupil's engagement levels.

Key Learning Points

- Child's relationship with Pupil Support Assistant was key to success.
- Child was receptive to 1:1 support and answered calls after first ring and eager to engage.
- Whole class home learning tasks were too ambitious for this child. A short daily learning activity was more attainable and motivational for the child and when achieved provided a sense of success.
- Child was easily distracted and required continuous prompts and encouragement to focus on the academic task.
- 1:1 support enabled child to engage in academic learning for the first time since lockdown.
- Although daily support required staff time and commitment, PSA felt that it was valuable use of their time and delivered impact.
- A learning activity (Power of 2) that the learner and PSA was familiar with made the daily activity manageable and contributed to academic continuity.
- Child was interested and keen to participate in Minecraft learning environment but it was difficult to support this technology.
- Child's guardian was grateful for daily 1:1 support.