

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 50% of P1 will be engaging* in academic learning (Baseline: 30%).

Operational Definition:

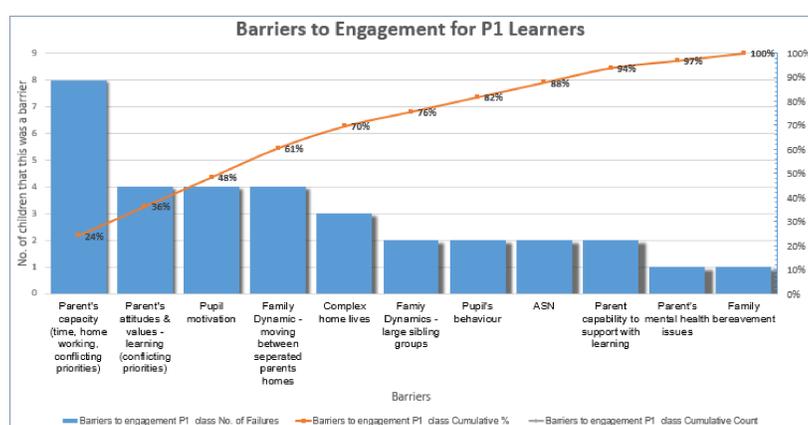
*engaging: piece of work submitted, child indicates 'hand in' function and you know through contact with the child/parent that they have engaged in learning.

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 to learners.
- A pareto chart enabled us to identify barriers to home learning. Parents time to support children due to working commitments posed a significant challenge.
- Many children faced multiple barriers.

"As a key worker it is tricky juggling work and home schooling. We're trying our best to do what we can, when we can." (Parent)

"The pareto really gave me an insight into the challenges children and families were facing. I hold a deeper understanding of their home circumstances and challenges of home learning." (Class Teacher)



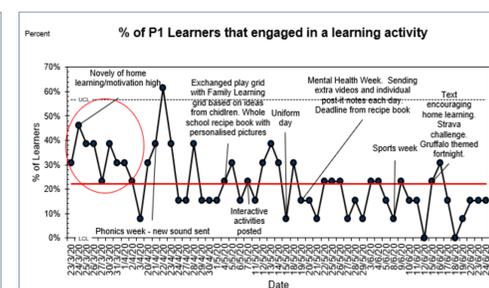
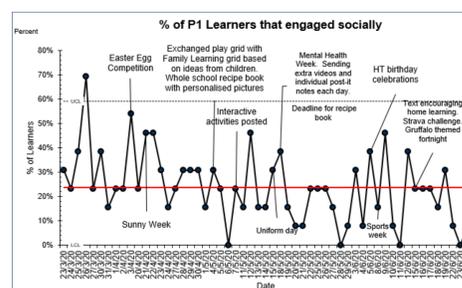
- The Model for Improvement provided a route map to establish improvement aims, agree our operational definition of 'engagement', measures and change ideas to test.

Process Change

- Check in phone calls from class teacher and Senior Leadership Team.
- Targeted messages sent directly to parents through Seesaw.
- Whole school promotion of home learning.
- Daily video's & post-it notes offering encouragement and support.
- Transition video's from Class Teacher and Pupils Support Assistant.
- Themed weeks e.g. mental health, sports, the Gruffalo.
- In collaboration with Speech & Language Therapy Service targeted improvement work for individual learners.



Results



Conclusions

Despite efforts and rich learning, engagement remained sporadic with none of the changes tested leading to lasting improvements.

Key Learning Points

- 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.
- Home learning proved challenging for many families. It was a novelty at the start of lockdown but children and parents motivation wavered as the months went by.
- The majority of P1 learners will have been dependent on support and guidance to access and undertake online learning activities. Many parents reported they were struggling to juggle home learning and other commitments.
- One way video calls proved difficult with P1 children. Inability to host two way video interactions with learners posed a significant barrier and stifled opportunities to test creative ways of supporting P1 learners with their learning activities.
- Seesaw was considered an easy virtual platform to access. Despite this some families preferred paper resources.
- Parents welcomed contact. Even parents who are normally reluctant to engage within the school building were chatty during regular check ins.
- When contact was informal and conversational parents were more likely to reply.
- Lockdown broke down perceived hierarchy strengthening parent and teacher relationships. It opened up conversations to speak about personal circumstances with teacher-parent referring to one another on first name basis.

Next Steps

- To build on positive interactions through Seesaw.
- Continue to use virtual platforms to improve and enhance transitions for children.