

Increasing Pupil Engagement at Morgan Academy

THE BALANCING ACT



Children and Young People Improvement Collaborative

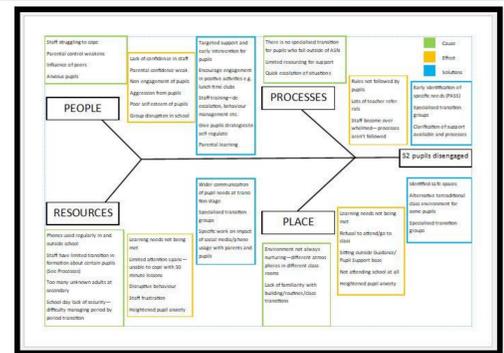
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Data indicates a significant increase in behaviour referrals in certain pupils between S1 and S2. Early identification of and intervention with targeted pupils could reduce behaviour referrals and increase engagement.

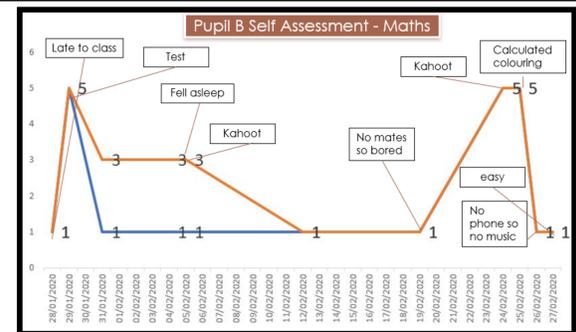
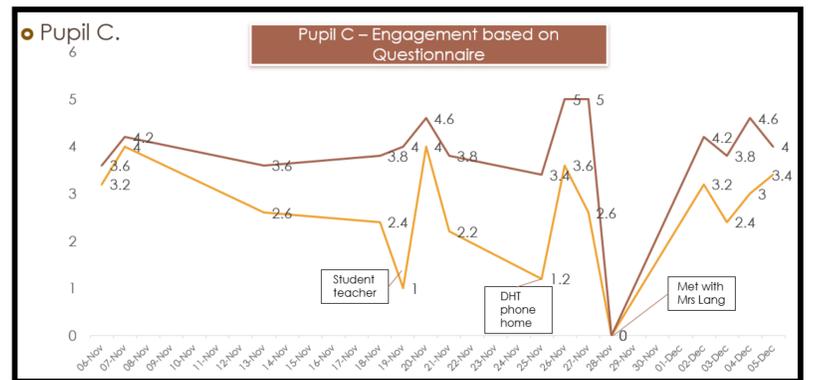
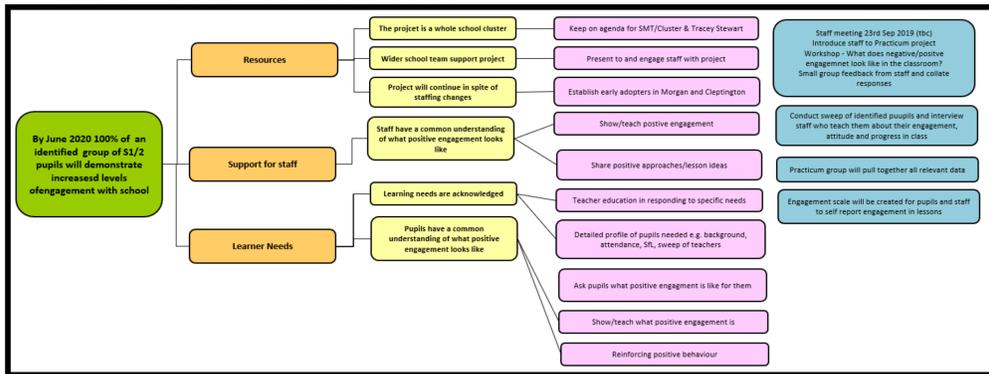
Aim: By June 2020, 100% of an identified group of S2 pupils will demonstrate increased levels of engagement with school.

Method

- Behaviour referral data was gathered to identify a group of pupils with a high number of behaviour referrals in S1 who were not receiving specific targeted intervention. After consultation with Guidance staff and SMT, 5 pupils became our target group.
- We worked with this group and the whole school staff to identify what positive engagement looked like in Morgan Academy. This helped form the basis of an engagement scale on which pupils and staff could measure rates of engagement in lessons. Parents were also consulted.



Results



Process Change

- Teachers willing to work on this project with our target group were identified. English and Maths were the main subject areas due to the frequency pupils access these subjects.
- Pupils and teachers were initially asked to rate engagement by completing a questionnaire at the end of a lesson which generated their ranking on the engagement scale.
- In the latter weeks of the project, pupils and staff used self reporting instead of the questionnaire and pupils took ownership in developing their own run charts.

Date:	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1. In today's lesson, I completed all the activities without stopping.	1	2	3	4	5
2. I put a lot of effort into today's activities.					
3. I was not distracted in the lesson today.					
4. I found myself looking at the ceiling or the walls quite a few times today.					
5. In today's lesson, I did not realise how quickly the time went as I was focused on my work.					

Achievements

- Increasing collaborative working across the school.
- Increase staff awareness of pupil engagement and nurturing approaches to education.
- Key links have been highlighted between behaviour in class and classroom routine and teacher relationships.

Key Learning Points

- Pupils and staff have a similar understanding of what positive engagement looks like in class. This is not always achievable for pupils but they are usually able to say why they were not engaged.
- Pupil/teacher relationship and dialogue as well as lessons with short, changeable activities are the key factors to ensuring positive engagement.
- As a whole school, we need to do further questioning and research into the effectiveness of our traditional interventions like behaviour cards and detentions as these did not prove to have any sustained, positive change.

What Pupils Say About Engagement

- You work harder if you have something to look forward to
- When the work is too easy I don't feel motivated
- Some teachers target you if you've been in trouble before', 'if teachers are in a bad mood they take it out on you
- Sitting still - sometimes I need to move, but I get in trouble for moving
- Being good at what you are doing makes learning easier

Conclusions

- Pupils taking ownership of their own run chart was beneficial as it formed a basis of discussion of what was going well and not so well in class. We were able to use more appropriate questions, like "Can you tell me why you rated yourself a 5?"
- Relationships and building these through face-to-face interactions with pupils is vital.
- Reflective responses can be gathered from pupils using the data available and appropriate questioning.
- Both staff and pupils engaged well with the process and some staff found that the relationships they had with pupils strengthened as a result of participating.
- Pupils and staff have a very similar understanding of what positive engagement looks like with pupils and staff regularly reporting similar results.

Scale / Spread

- To continue to increase staff knowledge and awareness around this project and for other staff members to have an opportunity to incorporate strategies into their practice.
- To incorporate our findings into our nurturing approaches to education strategy.
- Review of our interventions when faced with challenging behaviour and incorporation of strategies into the school's behaviour for learning policy.