

Working Together to Improve Engagement in Learning

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Rationale: Approximately 63% of our pupils live in Deciles 1 and 2. The results of the PASS survey carried out with S1 pupils indicated a significant number of pupils were already disengaging from school and had little self-belief. Pupils didn't have the resilience to resolve conflict with peers and this was impacting on the learning environment. Everyone involved saw the importance of improving this situation and wanted to find a way to meet their needs.

Aim: By January 2020, 50% of pupils in the focus group will show a sustained increase in engagement of at least two levels in line with the adapted Leuven Scale.

Method

- Ishikawa diagram with staff and pupils
- Forcefield analysis
- Teacher observations of pupils in different learning environments
- Pupils self-scaling
- Gathering of qualitative and quantitative data

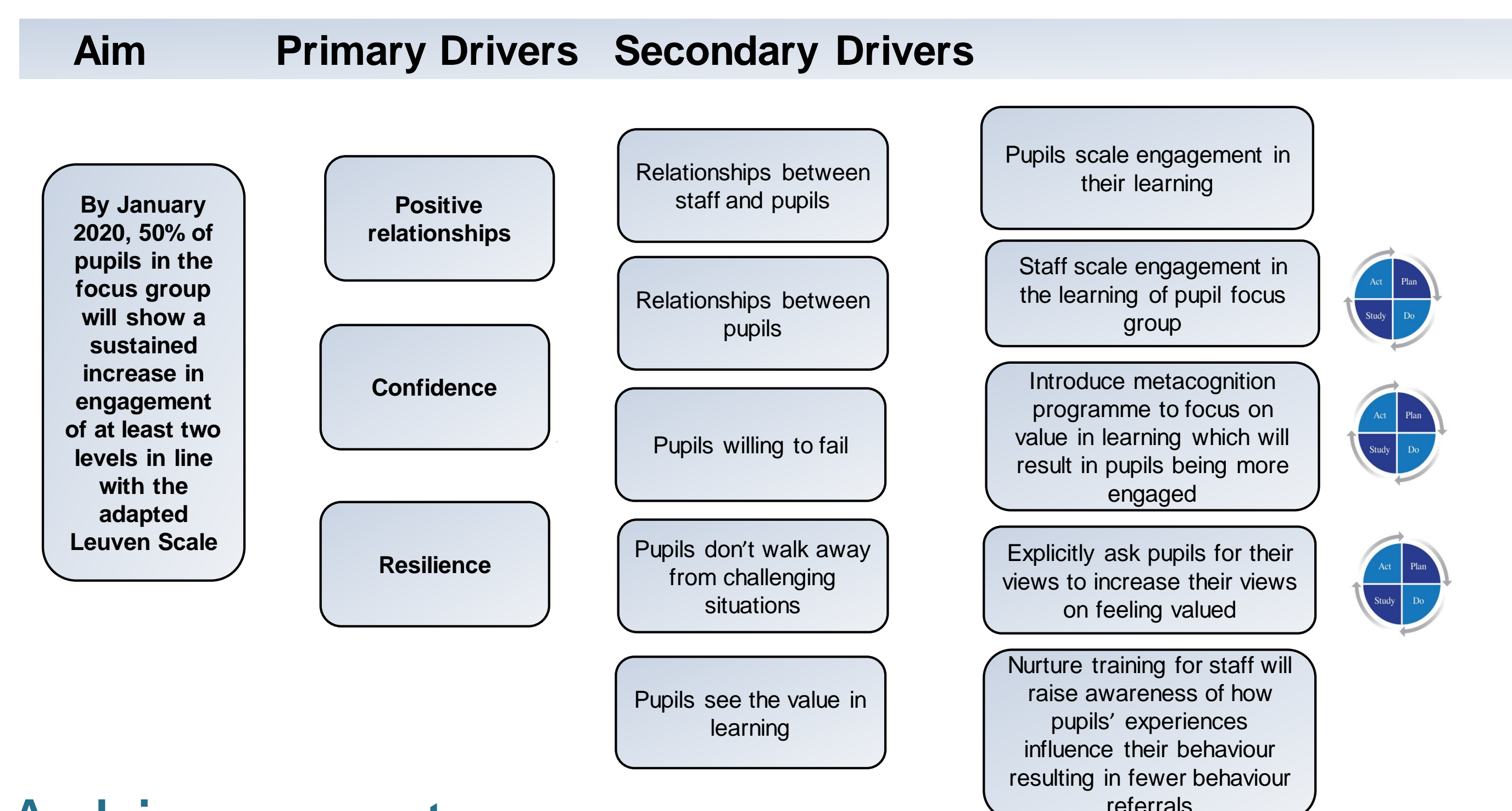
Please rate yourself at the end of each period for how you felt. Please be honest, this will help us to understand how you feel.

How involved were you in your class?

1. Not much. I was daydreaming, I wasn't very interested, I was easily distracted.
2. A bit. I was working but I wasn't really concentrating. I didn't try very hard.
3. Mostly. I was working hard; I was motivated, and I only got distracted for very short periods.
4. All the time. I tried my best for the whole lesson. I didn't get distracted by anything around me.

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7

Process Change



Achievements

- Successful introduction of metacognition programme identified by staff and pupils
- Pupils engagement in use of QI tools
- Pupils feedback on involvement in the project

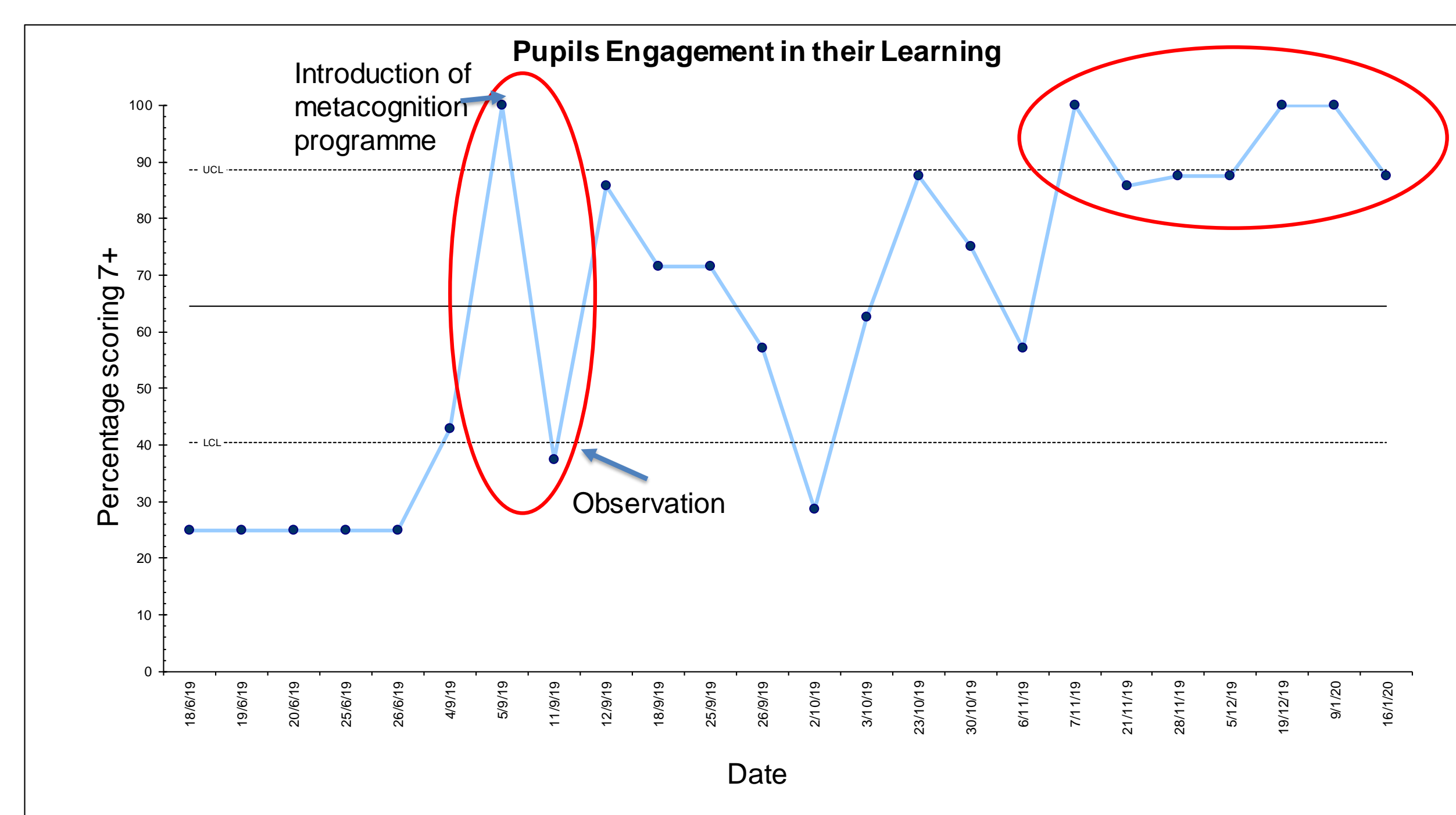
I liked talking to people about my learning.

Key Learning Points

- Use of QI tools during dedicated team time to gain deeper understanding of area for improvement
- Taking time to identify where an impact could be made
- Be prepared to change direction
- Sharing information with other staff at halfway point generated more interest in the project

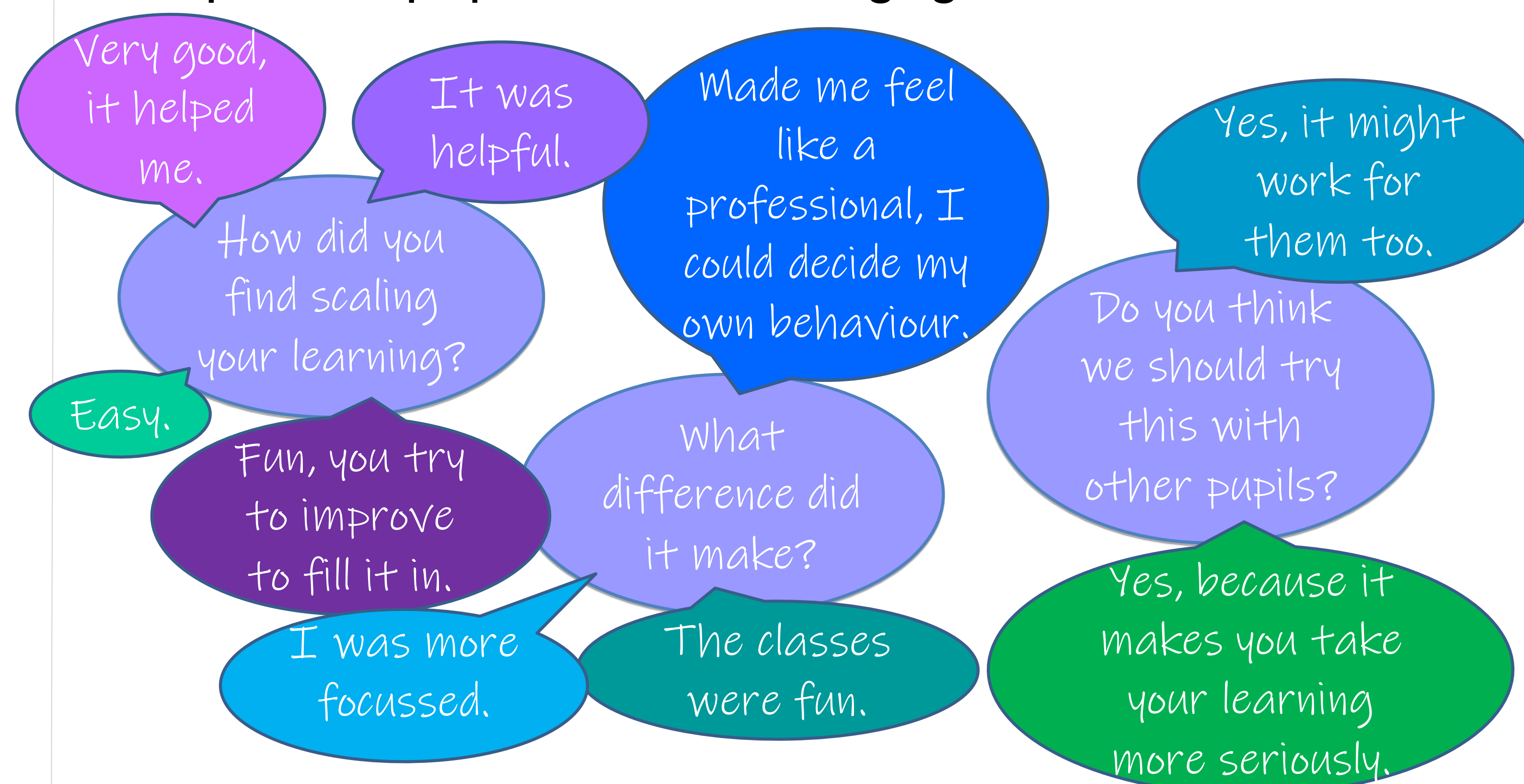
Results

After collecting baseline data, the metacognition programme was delivered in conjunction with teacher observation to track engagement. From 23rd October the data was gathered only from involvement in the metacognition programme.



Conclusions

Data indicates the aim of the project was achieved and the metacognition programme had a significant impact on pupils and their engagement.



Scale / Spread

- Focus on a single department and year group involving pupils and staff in regular scaling lessons
- Continue small focus group discussions to share learning between pupils and teachers
- Spread based on learning from scaling up