**East Renfrewshire School Improvement Partnership Methodology**

Uplawmoor Primary School

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| **Phase One: Performance Information Analysis and Outcome Focussed Planning** |
| **Step One: Analyse pupil performance information** |
| Through analysis of pupil performance information a group of 3 learners have been identified to target in order to improve engagement and participation in order to lead to improvements in attainment.  **Target Group:**  Lowest Performing 20% working within First Level in Literacy Primary 4  **Number of Pupils:**  3 Pupils to be included in analysis  **Detail the rationale for selection (SIMD, gender, LAC, ethnicity, lowest performing 20%):**   * Pupils who have performed in bottom 20% * Standardised test scores inconsistent and not in line with teacher judgements on classroom performance * Pupils require significant encouragement to participate / engage in learning * Pupils seek support where it is felt they are able to work independently |
| **Step Two: Identify SMART outcomes for the target group** |
| Following intervention which will be guided by research, higher participation and engagement in learning are expected leading to improvements in attainment. The research questions being:  **Can a planned and coherent intervention improve resilience, participation and engagement in learning leading to improved attainment?**  **Has directed parental workshop had impact on learners in relation to the key question?**  **Expected SMART outcomes:**  The children will be able to:   * Demonstrate resilience in their learning * Demonstrate ability to reflect on and identify their next steps in learning * Demonstrate ability to work independently * Improve on their current attainment |

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| **Phase Two: Exploring and Understanding the Target Group’s Performance** |
| **Step One: Explore the strengths of and pressures on your target group** |
| What are the factors that impact (positively/negatively) on this identified group of learners? You may want to consider the following (please note these are examples and not an exhaustive list).   * School learning environment – e.g. expectations of pupils, staff/pupil relationships, peer relations, quality and deployment of teaching and support staff, pedagogy, parental engagement * Parental factors – e.g. engagement with pupils learning, relationships with school staff, value for education, parental educational experiences, parental physical, mental and cognitive health, parenting skills * Pupil factors – e.g. SHANARRI, Aspirations for future, motivation for learning, pupils physical, emotional/mental and cognitive health, pupil involvement in their learning |
| **Strengths/positive factors:**   * Teacher has taught this group at an earlier stage in the school and knows the children well * Small class with additional support for learning teacher allocated time within the class * Pupils perform well when supported and encouraged to persevere in learning activities   **Pressures/negative factors:**   * Lack of resilience * Lack of engagement without encouragement / support * Inability to work independently * Poor concentration skills * Inconsistency in performance and teachers judgements |
| **Step Two: Evaluating the significance of the factors identified** |
| Consider ways in which you can test (confirm/disprove) the significance of the factors outlined (e.g. existing school information, research evidence, assessment, professional enquiry, questionnaires, focus groups).  **Confirmed strengths/positive factors:**   * Pupil consultation on themselves as a learner pre and post intervention * Parental consultation on their child as a learner * Assessment data   **Confirmed pressures/negative factors:**   * Resistance to change * Ability to change of mindset of child * Lack of engagement by parent   **Helpful Tip**   * Appendix 1 may be helpful in recording the above information |

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| **Phase Three: Intervention and Evaluation Planning** |
| **Step One: Identifying evidenced based interventions through research/professional enquiry** |
| **Through professional enquiry and reviewing the research literature, explore relevant evidence based interventions?**   * Conduct professional reading linked to Building Learning Power Programme. * Complete online units which suggest strategies to help children become more resilient and engaged in their learning.   **What evidence based interventions could you implement to address the identified pressures of the target group?**  Implement the following from Building the Learning Power:   * C3B4Me * 5 B’s – Brain, Board, Box, Buddy, Boss * Wall Displays * If /Then prompts * Integrate BLP strategies/language into SC/plenaries   **What actions could you take to build on the identified strengths of the target group?**  Children have good relationships already with peers and this will be encouraged and further developed through collaboration with a ‘Buddy’ as part of the 5 B’s.  **Are there areas where the evidence base for improvement is weak?**   * We haven’t identified any particular areas of weakness with the evidence based interventions at this stage, just a lot of time will be required for staff to read and implement the online materials and for pupils to become familiar with the strategies |
| **Step Two: Action Planning** |
| **Research question/s (no more than 2 or 3):**  *UPS original question - Can a planned and coherent intervention improve resilience, participation and engagement in learning leading to improved attainment?*  *Question agreed by 3 class teachers for lesson study - Can the approaches of Building Learning Power improve the resilience, resourcefulness and reflectiveness of pupils?*  **What are you going to do?**   * Carry out MALS to gain understanding of children’s perception of themselves as learners * Introduce concept of ‘stuckness’ * Introduce ‘stuck’ strategies, (C3B4me / 5B’s / If-then prompts etc ) to children to enable them to be more resilient and independent (be able to get themselves ‘unstuck’) * Use the language of BLP * Use language of BLP in LI/SC and plenaries to allow children opportunities to be reflective * Celebrate examples of becoming ‘unstuck’   **What are the timescales - When are you going to do it? How long are you going to do it for?**   * January to April 2018   **Who is going to be involved?**   * UPS / Hillview / St Thomas’s * 3 pupils identified from P4 from UPS - FB/BH/BM * 3 class teachers – Jenny Meighan / Stacey Walker / Lucy Melville * 3 SMT –Fiona McKay / Brendan Doherty / Melanie McCurran * Chris Atherton( ED Psych) and Jaclyn Andrews (SIPP leader)   **How will the intervention be evaluated in the short and long term?**   * MALS * Class observations * Peer observations and follow up discussions * On-going formative assessment   **Do you intend to have a control/comparison group (i.e. a group of pupils who have similar needs who do not receive the intervention but take part in the pre and post evaluation for comparison purposes)?**  No |

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| **Phase Four: Action (Implement intervention)** |
| * Teacher carry out pre MALS assessment * Teacher will record initial observations * Teacher will introduce the language and strategies of the BLP * Encourage the use of language / strategies over the 6 week period * Carry out peer observations using lesson study plan and evaluate children’s progress in line with focus questions:   + - Do they use the language of BLP?     - Do they utilise the strategies of BLP?     - Do they demonstrate resilience in their learning?     - Do they accurately reflect on their learning? * Teacher carry out post MALS assessment and evaluate * Teacher record observations |

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| **Phase Five: Evaluation and Reflection** |
| **Step One: Measuring impact and outcomes** |
| **Following evaluation of the intervention (as planned in phase 3):**  **What impact has the intervention had?**   * Pupils observed using language of BLP, (stuck , unstuck, persevere, 5Bs etc during lessons) * Pupils observed independently using strategies of 5Bs, (brain, board , book, box, buddy) to help them when they get stuck * Pupils observed using the learning wall and the 5Bs to help them with editing writing. Focus group were often able to help themselves get unstuck before asking the teacher * During plenaries, focus pupils observed saying ‘I got stuck with how to spell a word so I used a dictionary’ and similar. Pupils have also demonstrated a new attitude to being stuck – a recognition that being stuck means they are learning something new and seeing it as a challenge   **Have the SMART outcomes been achieved? Please describe.**   * *Target 1 – Demonstrate resilience in their learning* (Target children observed persevering on task during peer visit and by class teacher ) * *Target 2 – Demonstrate ability to reflect on and identify their next steps in learning* (During plenaries, target pupils used language such as ‘I got stuck with how to spell a word so I used a dictionary’) * *Target 3 – Demonstrate an ability to work independently* (Target children were observed during peer visit absorbed with their task and using the strategies of ‘buddy’ and ‘books’ to help them work as a pair to proof read a text) * *Target 4 – Improve on their current attainment*  (Target children have improved their ability to edit writing when working with a buddy) |
| **Step Two: Critical Reflection** |
| **What have you learned?**   * Using ‘stuck strategies’ and the language of BLP can have a positive impact on children’s resilience, reflection and ability to work independently. * The importance of working with colleagues and sharing good practice across schools in the authority, beyond the cluster * The effectiveness of using a ‘lesson study’ style approach for carrying out peer observations * That for editing writing, children work much better when paired with another child. They help each other to spot errors in their work more easily * How to make the best use of assessment tools   **What went well?**   * Class teachers worked really well together and a very supportive environment was created * Children really responded positively to the introduction of Building the Learning Power * In MALS post assessment, the following improvements were noticed:   + - * + All 3 focus pupils were more positive about being given difficult work to do (Q7)         + 2/3 more positive about problem solving (Q9)         + 2/3 more positive about working out what to do next if they get stuck (Q10)         + 2/3 more positive about thinking carefully about tasks (Q14)         + 2/3 more positive about solving problems (Q15)         + 2/3 more positive about considering themselves as clever (Q17)         + 2/3 more positive about knowing how to be a good learner (Q18)         + 2/3 more positive about liking using their brain (Q19)         + 2/3 now ‘don’t agree’ that ‘learning is difficult ‘(Q20)   **What didn’t work so well?**   * Some of the questions in the MALS maybe don’t quite tie in with what you are trying to assess, (for e.g. the MALs tries to assess if the children find learning/school work difficult but the BLP approach tries to encourage children to realise that they need to be getting stuck and that things should be tricky! Children could now ‘*agree’* when responding to the statement ‘*learning is difficult’* but be responding in a positive way to the statement rather than a negative way. Same is true for the statement ‘learning is easy’.   **Is there anything that could have been done better?**   * Class teachers to be more involved in initial stages – helping to identify children to be involved, (Stage 1 and 2 needed to be completed very early – really before the teacher has chance to get to know the class, identify issues, think of interventions etc). * Have more knowledge of the whole process from earlier on, (despite having been at the training day, it has been a bit of a learning curve as we have gone through the process). * If working as a team, it would be helpful if all schools had the same wording for their research question from the start. * Understand more clearly how Ed Psych can help. Although help was offered, it wasn’t really until the end of the process that the teachers involved began to understand how they could have helped. * Involve parents earlier. (There will be a parent workshop on resilience offered in May and the parents of these three pupils will be targeted to attend but it would have been better if that could have happened sooner). * Use another assessment tool alongside the MALS. * We were looking at children’s ability to proof read and edit their own work. Next time I would choose something that can be more easily measured at the start and end. |
| **Step Three: Planning for Improvement** |
| **What are you going to do now?**   * Continue to use BLP as means of encouraging resilience, resourcefulness, reflectiveness and independence * Introduce new strategies based around ‘managing distractions’ in order to further improve children’s resilience, resourcefulness, reflectiveness and independence |