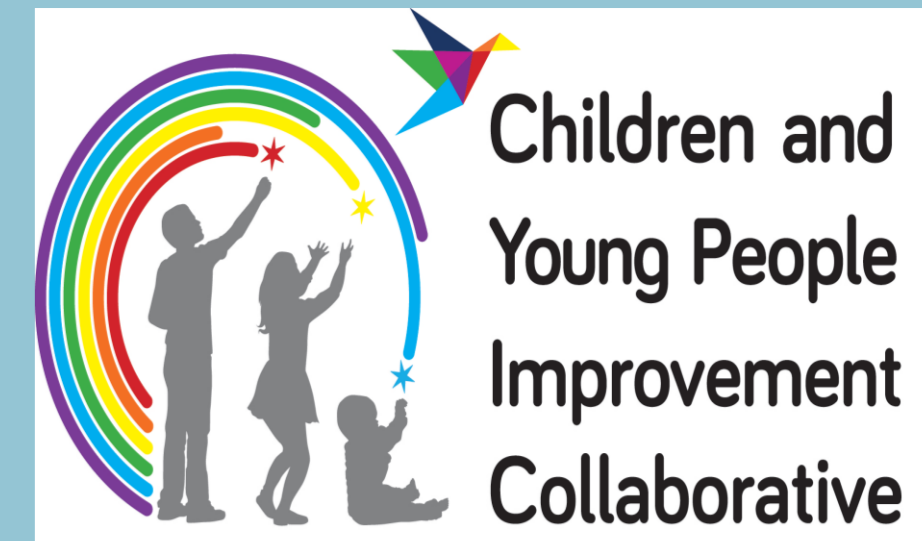
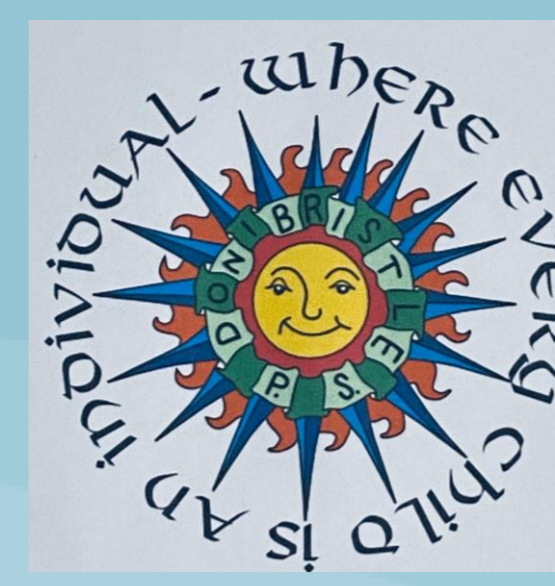


Increasing Learner Engagement

Kirsty Renton, Class Teacher, Donibristle Primary School
Lynne Tobin, Principal Teacher, Fife Pedagogy



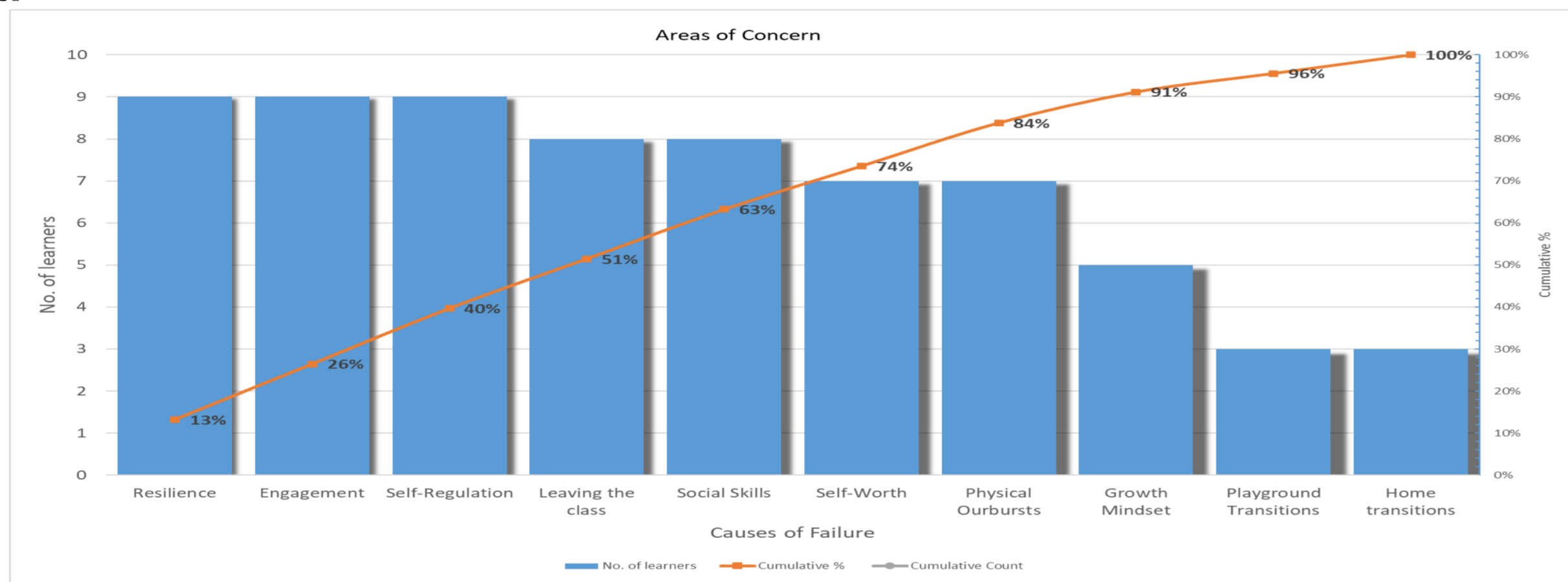
As schools started to return to 'in person teaching' (albeit with a number of mitigations) during the COVID-19 pandemic, this project was part of a group study across 4 primary school settings to explore how we can best improve learner wellbeing, relationships & engagement with learning during a challenging time for all.

The identified learner was often unsure of tasks after literacy inputs at home base. They were distracted, fiddle with things or would frustrate those nearby. They would then either approach a teacher to request instructions again or be off task during independent activities, leading to a decrease in attainment for literacy.

AIM: By end of Dec '21 increase identified learner level of engagement* from 2 to 4 for during daily literacy lessons * as measured via Leuven Scale.

Method

- An improvement team was set up across the schools to identify common barriers to learners & provide mutual support for the practitioners involved.
- Learners were selected due to observable challenges in class – resulting in difficulties in regulating emotions, positive relationships/wellbeing and engagement with learning.
- The pareto chart below highlights the areas of concern for the improvement team. Due to the impact on the identified learner **engagement** was the focus area for the identified learner in the current project.



- Pupil voice was essential in allowing the learners to share views & concerns, which enabled potential change ideas to be trialed:

I don't listen if I don't think I'm going to be successful.

When people have annoyed me I try to frustrate them.

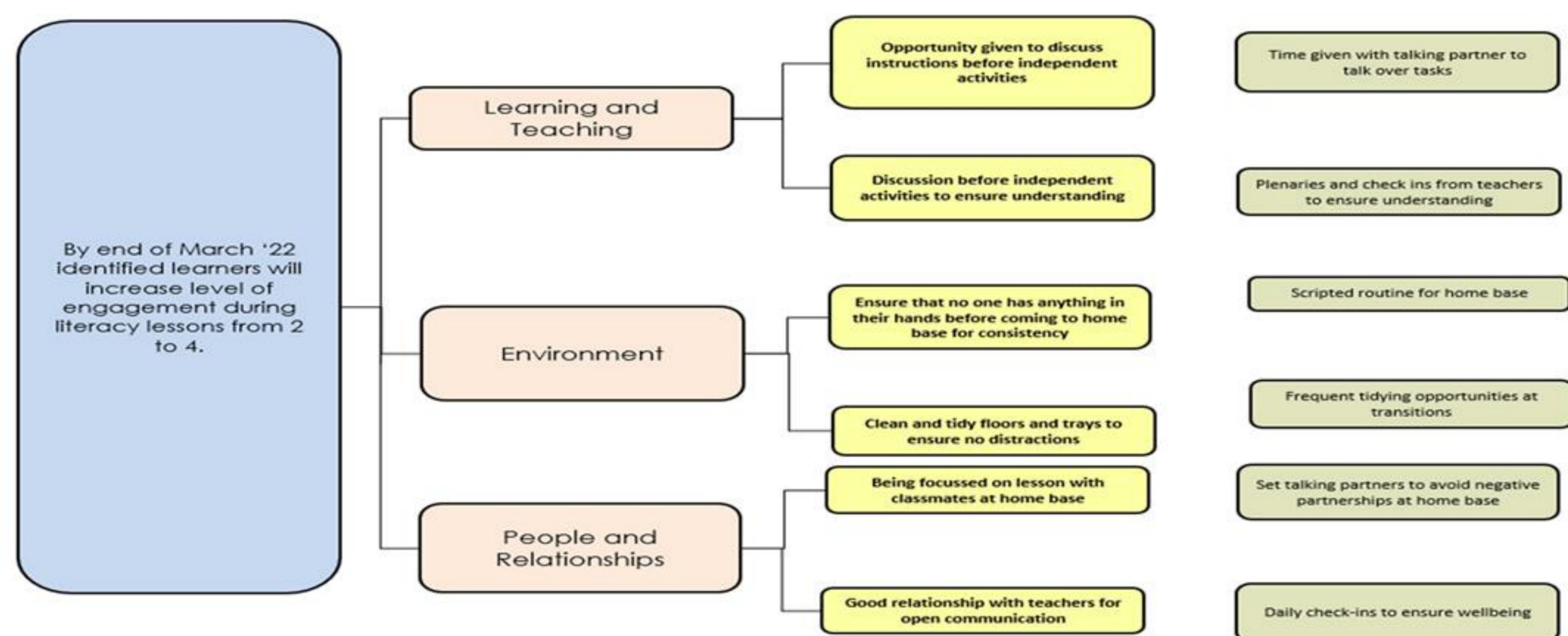
I don't always like working with other people.

Talking to my friends makes me distracted.

I'm not always sure what the task is when I've been chatting to my friends.

Process Change

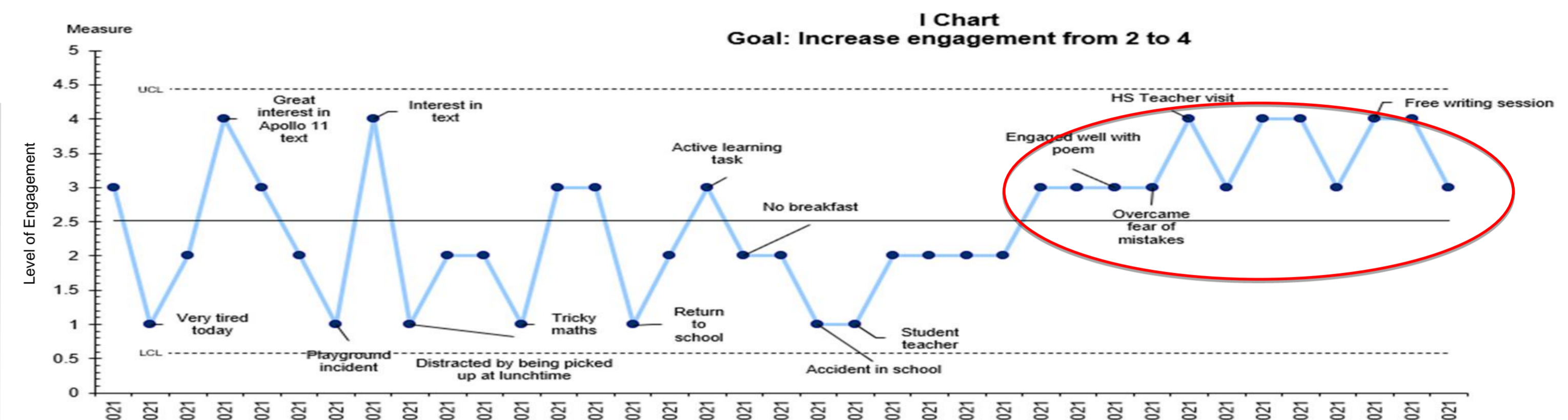
- A driver diagram was created to provide a clear structure of interventions planned for testing.



Achievements

- The identified learners successfully increased their level of engagement from 2 to 4 during daily literacy sessions.
- We learned what worked best to promote engagement.
- An increase in resilience was also achieved throughout the study period.
- Peer relationships are improving, with increased opportunities to work with others during literacy tasks.

Results



- An increase in learner engagement from 2 to 4 during literacy sessions was achieved.
- Dips in the chart were attributed to identifiable causes – mainly due to incidents in the playground, facing challenging tasks, changes of staffing & returning to school after absence.
- Ensuring that lessons were linked to learner interests promoted enthusiasm and a 'hook'.
- A visit from a High School teacher also motivated learner.

Conclusions

Both practitioner and learner conclusions were positive:

Staff Feedback:

- I now recognise how much wider circumstances impact my learners, and the understanding that the consistency my change has brought has helped my learner reintegrate into class and literacy where necessary because there is a 'safety net' available.

Learner Feedback:

- The talking partners have helped me feel more confident in the answers I am giving.
- I don't always enjoy who I am with because I don't like people, but I know it is something that is trying to help me with my literacy.

Key Learning Points

- I have recognized the impact that wider events from home have on the learner and their concentration during lessons.
- When there was consistency at home then having a talking partner to discuss tasks with led to higher engagement in literacy tasks.
- When things were less consistent at home, engagement remained a challenge during these lessons, and a more restorative approach to learning was necessary.
- One of the challenges was choosing fellow learners who would not be drawn off task by the chosen learner.
- Consistency is key in successfully implementing QI approaches.

Next steps

- Apply this research to learners who find engagement in literacy lessons challenging from different stages. This will allow us to determine whether this is a solution appropriate across ages and stages.
- Learning will be shared with colleagues in school to further test the effectiveness of approaches taken.