

Working Together to Increase Pupil Motivation

Learning My Way: St John's Primary School

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Rationale

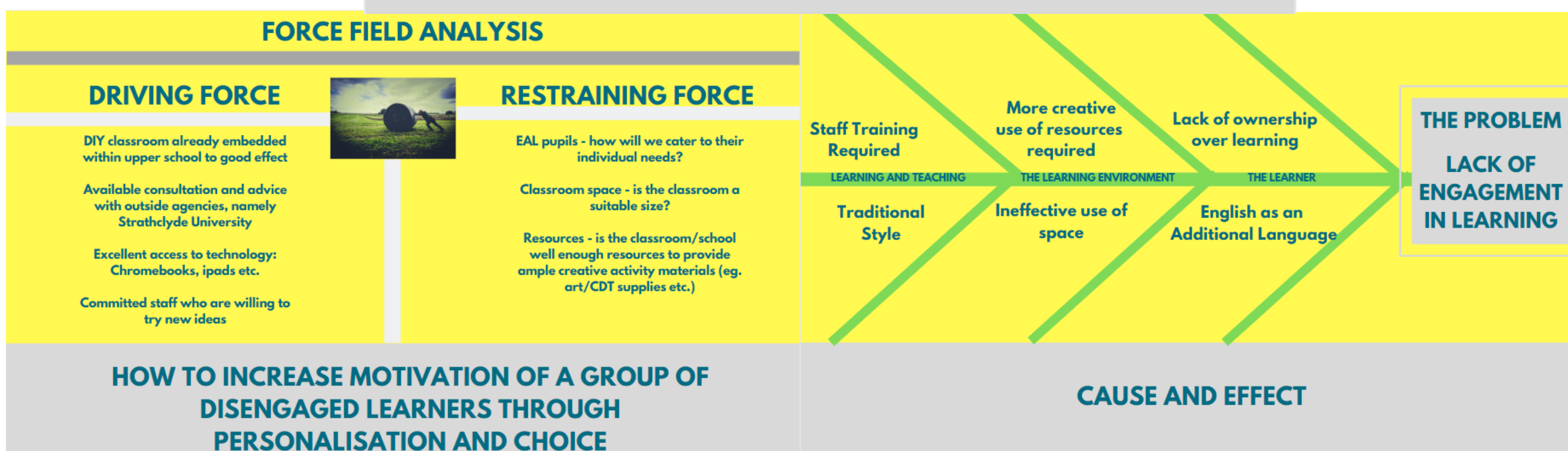
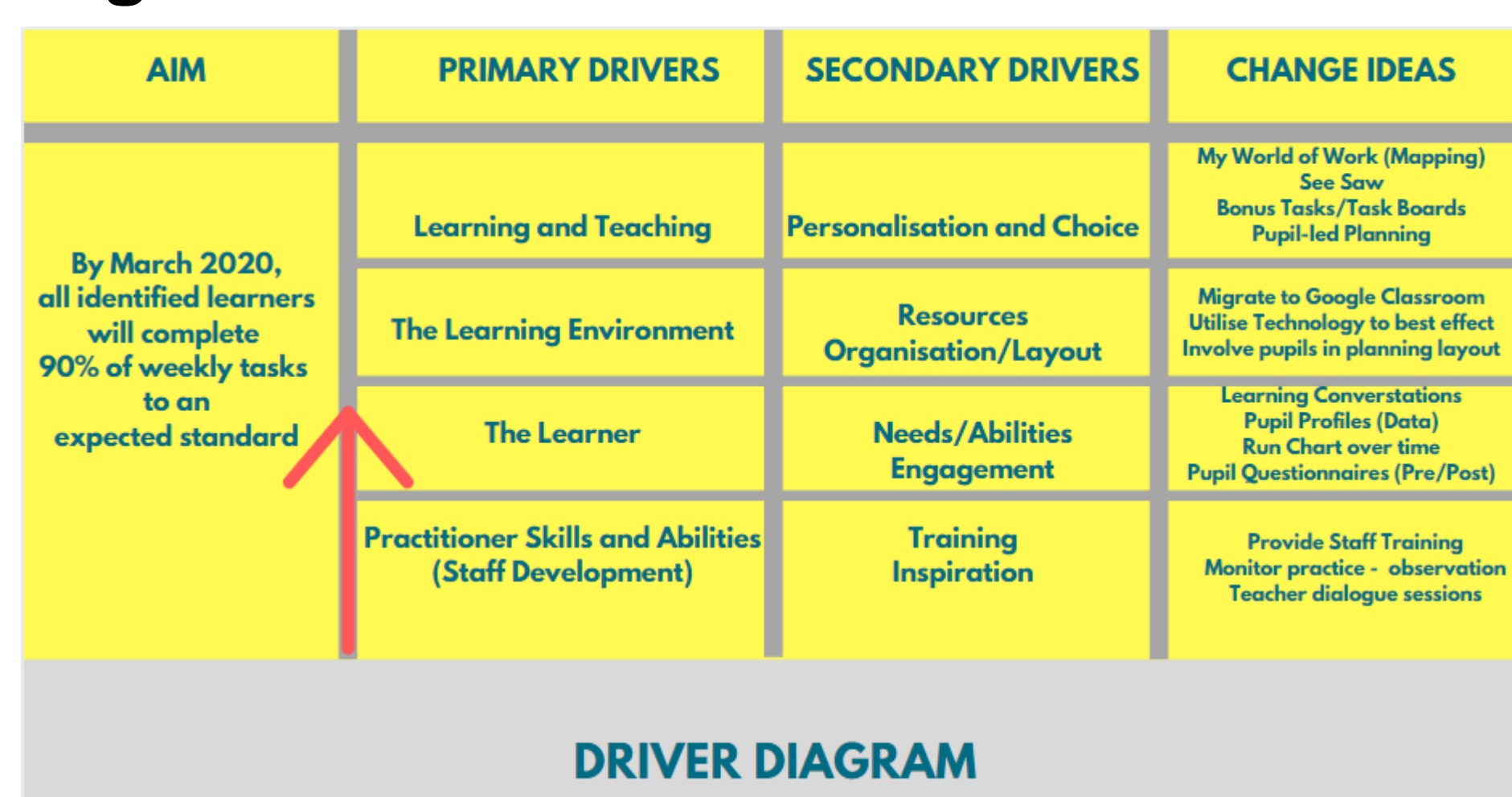
We noticed a lack of motivation to engage in learning activities in some pupils in Primary 6. We considered possible barriers to learning as well as commonalities across identified pupils. English as an Additional Language (EAL) was one identified area of focus. Having implemented child-led pedagogy to positive effect last year, we believed that giving more ownership over learning by way of personalisation and choice would have an impact on the identified pupils. This is important as increased motivation is likely to lead to gains in attainment and personal sense of achievement which is something we want for all learners. The child-led pedagogy approach previously implemented was named by pupils as 'DIY Classroom'. The premise of this approach is that pupils have more autonomy over the order and content of tasks throughout the day. The teacher works closely with pupils to design learning experiences which take account of prior learning with opportunities for challenge and application.

Aim: By March 2020, learners will complete 90% of weekly tasks to an expected standard.

Method

- Implementation of 'DIY Classroom' within the Primary 6 class
- Tailored tests of change related to change ideas
- Use of run charts to evaluate impact over time (one pupil v small group v whole class)

Process Change



Achievements

We have worked together very well as a team due to existing relationships. In addition to formal meetings, we have engaged in regular dialogue over time which has meant that the project has remained at the forefront of our minds. Implementing change ideas has had a positive impact on the group of learners who appear to be more motivated and engaged in their learning. Pupil X, who was more disengaged than the other identified pupils, is also making some improvement and is more willing to apply himself to tasks.

Key Learning Points

We had to consider the drawbacks of a team within the same establishment to ensure that the project wasn't lost in amongst daily routines, however, we feel that the benefits of the strong working relationship outweigh the concerns.

It was important that the project wasn't guided by a pre-conceived idea due to previous implementation of a similar approach in a different context. To ensure this didn't happen, we had to remind ourselves to stick closely to the Model for Improvement in order to track progress over time.

We had no prior knowledge of the Model for Improvement and have developed new skills in implementing the PDSA cycle and considering primary/secondary drivers which led to the introduction of change ideas. Completing run charts was also new to us and provided us with a tool that we look forward to using in future practice to measure the impact of change ideas over time.

We quickly realised that our target group had to be narrowed due to an unexpected increase in motivation across the group. We then began to focus more specifically on one pupil who continued to display a significant lack of motivation. Through more focused consideration of Pupil X's learning experiences, we gained a deeper understanding of the barriers to learning and ways in which he was more likely to engage, for example,

Results

Chart A indicates the percentage of tasks completed by the small group (13 week period) and Chart B indicates the percentage of tasks completed by Pupil X (16 week period).

Chart A

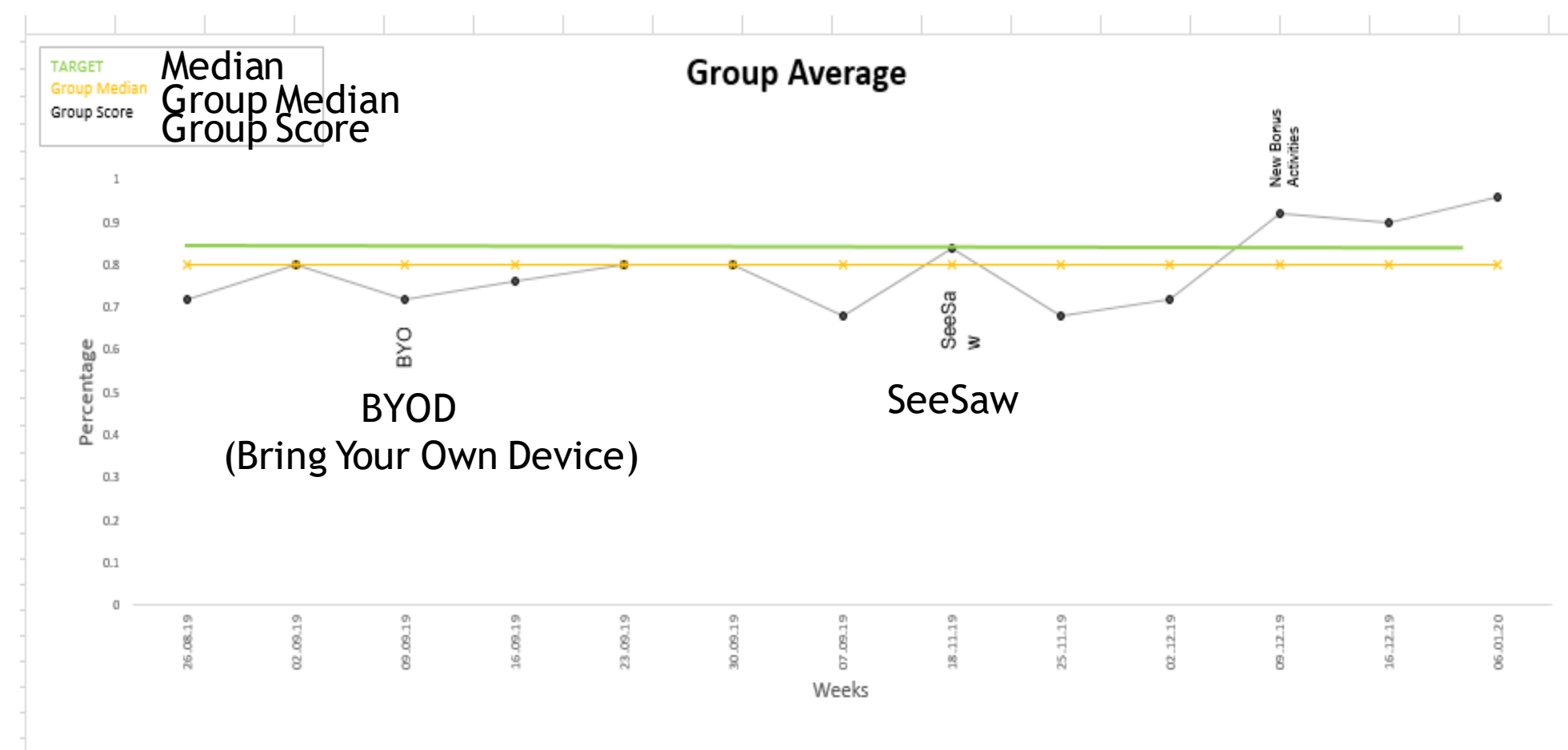
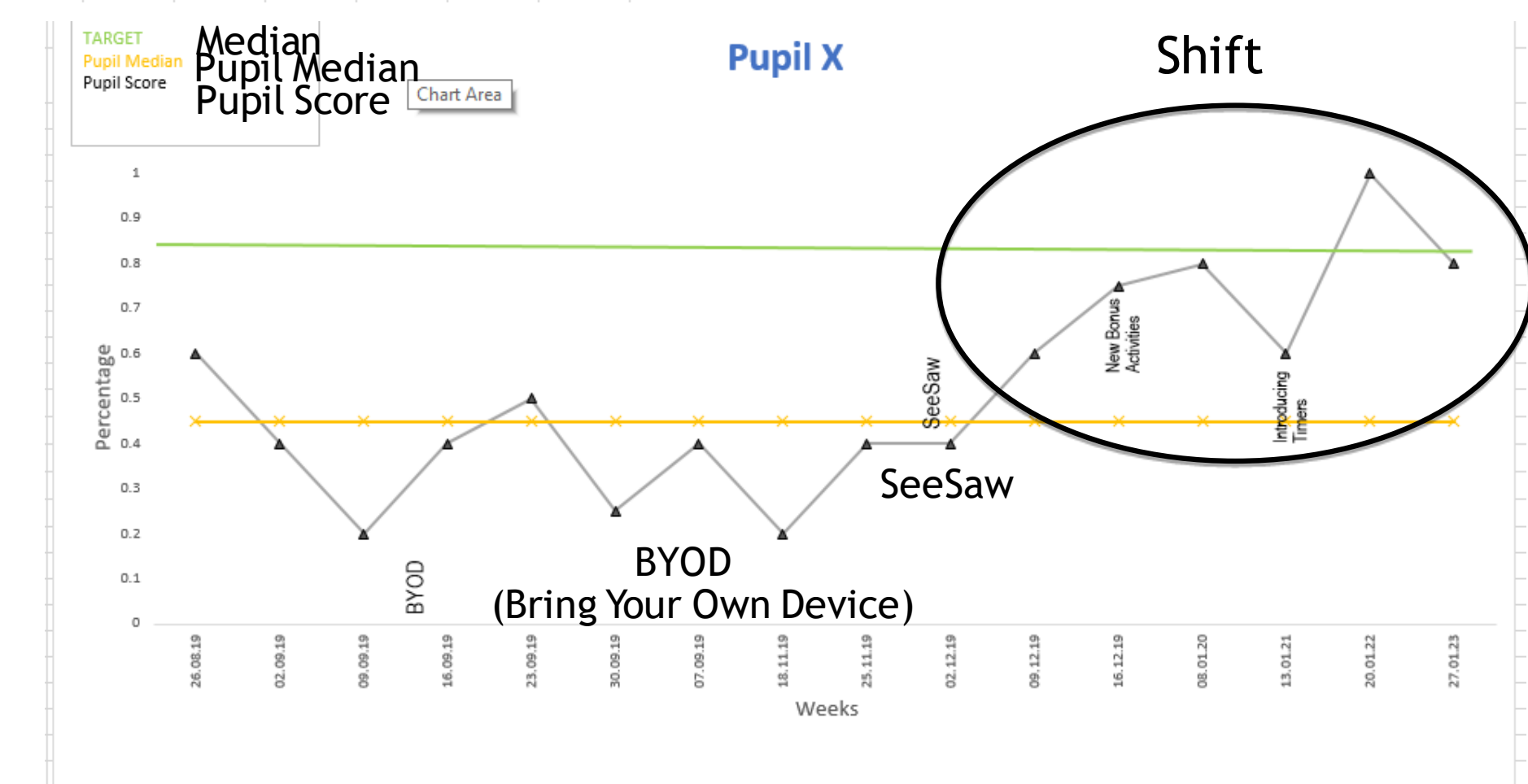


Chart B



Conclusions

Over the course of the project we have constantly linked progress made to the original aim: by March 2020, learners will complete 90% of weekly tasks to an expected standard. The identified learners within the group have made some progress in the regular completion of tasks set. Throughout the first 10 weeks, the data was variable, with positive results not being sustained over time. Comparing the group run chart to Pupil X's run chart, there is more variance in the individual pupil's results. Towards the end of the 16 week period, there was a shift for both the small group and the individual which is indicative of positive progress being sustained over a 6 week period. From observations and discussions with pupils, the coproducing of the learning environment was key to the sustained progress towards the end of the project.

Pupil Voice

Pupil X Pre and Post Questionnaire Responses

Question	Pre	Post
I am involved in planning my learning	4	10
I know the best ways in which I learn	3	10
I get to choose how I learn	10	5
I have opportunities for independent learning	10	10
I know when I am achieving and doing well	10	10
I am motivated to learn	7	10
I always finish my tasks on time	5	8
I use technology a lot in my learning	5	10
I spend enough time with the teacher each day	10	10
Rate yourself as a learner	6	10

It's better because there are more fun activities and when you're finished you don't sit there. There's always something to do.

Pupil A (Group)

It's very good because you can start whatever activity you want and you don't need to wait a couple of minutes to do it. Learning is more fun now.

Pupil B (Group)

It's better because you get to use your own opinion to go on what task you want. I didn't get to do that in P5. I enjoy learning now.

Pupil C (Group)

I like it way better because sometimes you're just not in the mood to do something and you get to choose which task you do. I enjoy it.

Pupil X

Scale/Spread

We have facilitated seminars on the overall approach of DIY classroom at authority level and beyond, however, we are looking forward to incorporating the results of this project into any future events we hold so that we are able to use data to validate our views that this is an effective approach.