

## Work-Related Learning

King's Oak Primary School Greenock is situated in an area of high deprivation. In 2017, the school used some of its Pupil Equity Funding (PEF) to fund a Full Time Community Learning and Development (CLD) Worker based in the school. King's Oak's feeder high school, Inverclyde Academy also used PEF money to fund a Full Time CLD Youth Worker to provide an alternative programme which would help raise attainment.

Inverclyde CLD are an SQA Centre. This means they are in a position to offer a wide range of learner qualifications and Staff professional development, covering SCQF1 to SCQF8. In addition to providing accredited learning opportunities for all learners, a number of staff are trained assessors, and external verifiers for the SQA.

The transition to high school can be a very challenging time for pupils. Especially when teachers start to talk of qualifications and exams. This can be even harder for pupils who may not have someone at home to support these conversations.

As part of the P7 transition programme, the CLD Worker worked in collaboration with the local CLD Service and the SQA to pilot SQA accredited learning with P7s. The Personal Achievement units at SCQF1 were selected for the pilot. In this award, the pupils could choose from 20 different units, all of which have the same structure, plan to do a task, carry out the task and then reflect on your actions. There are 10 units which develop independent life skills, for example, looking after a home. There are 10 units which involve the pupils taking an active role in their school, or wider community. For example, helping with a fundraising activity.

All pupils were given support to complete one unit as a class activity. They were then given the opportunity to complete as many units in their own time. Booklets explaining the award structure were produced for the parents. They also contained information on how parents could become involved, both in their child's accredited learning, and gain qualifications of their own.

### **The impact**

By the end of year 1 the school year, 50 of the 52 pupils had achieved at least SQA unit. Some went on to complete 6 and gain a Gold certificate.

### **Scaling Up**

A follow on to the successful pilot, the units at SCQF2 were introduced for 2018/2019. The CLD Worker also introduced a lunchtime drop-in 2 days per week which provided support using a FE/HE tutorial model. The lunchtime sessions provided the pupils with an opportunity to take ownership of their own learning. To start to engage in the sort of lunchtime learning club they would be able to access in high school. They also proved to be very popular with at least 20 pupils attending each session. In year 2 there was no cap on the number of units the pupils could work on independently. One of the pupils had completed all 20 units before the Easter break.

### **Progression**

As the pupils transition to high school, they are now able to engage in mature conversations about SQA accreditation, and the skills they have developed. In addition, the CLD Worker in the high school provides opportunities for pupils to progress to [Personal Development Awards at SCQF2, 3 and 4](#). This ensures there is a clear accreditation progression pathway for pupils engaging in an alternative curriculum, and not just traditional subject based qualifications.

## **Unintended Impact**

Parents were given the opportunity to provide witness statements for their children. This meant that the CLD Worker had an opportunity to engage parents in conversations about their own learning. This results in groups of parents achieving SQA accreditation in the school with progression to college courses.

## **Why does it work?**

The CLD Worker customised all the SQA paperwork and associated tasks, making them relevant to the pupils and local community. (I can get some copies if you want to see it). This meant that the pupils could see the relevance of the activity

It was a CLD opt-in model. Pupils who participated were able to choose the units they wanted to complete. Each unit has a notional 10hr time allocation, but in this project the pupils set their individual pace.

Turnaround for certification with the SQA and CLD is very quick. Pupils would receive their SQA certificates within one month from completion. This is much quicker than the Dynamic Youth and Hi5 Awards they were also working towards.

Parents were involved. Both in the school, and supporting pupils at home.

The Primary 7 teachers were trained and supported to deliver the initial unit in the classroom.

## **Contact Details**

@KingsOakFH and @KingsOakSchool are both open Twitter Feeds.