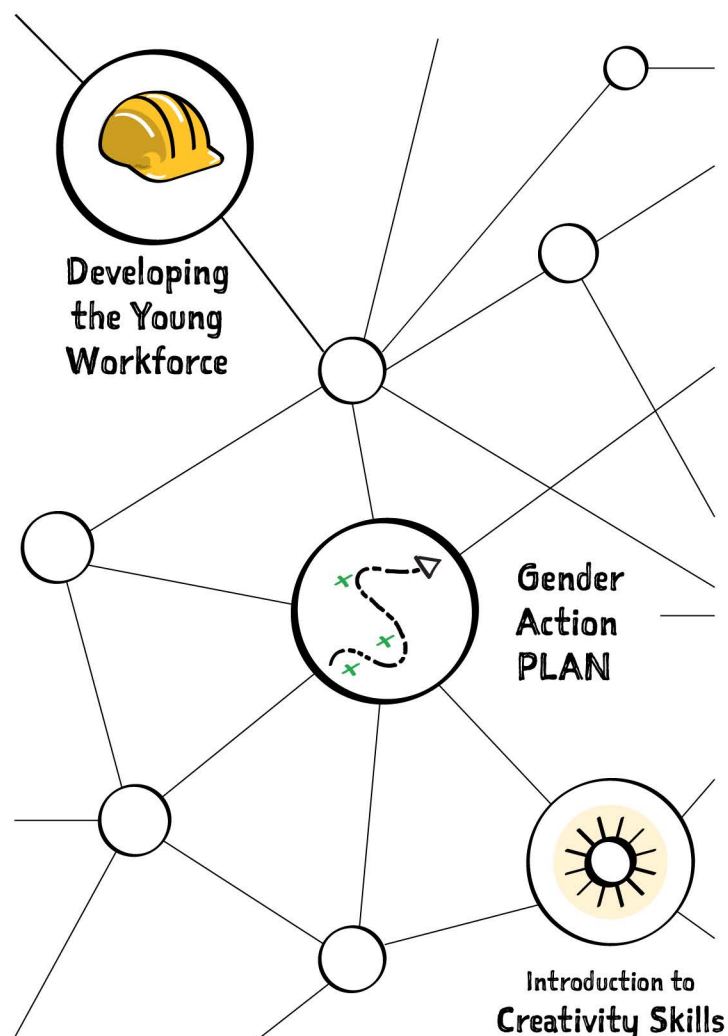


# BLOG

**DUNNIKIER PRIMARY SCHOOL**  
Bookshelf of Reading and Research



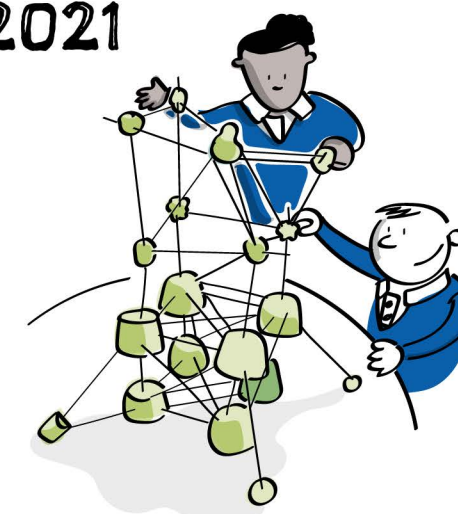
We began our approach to **DYW** and **STEAM** (science, technology, art, engineering, maths) in session 15-16 when self-evaluation identified a lack of confidence in teaching science and in particular in developing skills within this curricular area. We also identified that pupils across N-P7 lacked understanding of the discreet components of **STEAM** and their relevance to life and work.

**2015-16.** We initially made links with our cluster secondary school in order to utilise the expertise of their staff and pupils. This became a one-day event where S6 science ambassadors set up and shared experiments with all pupils and staff at carousel stations. This engendered enthusiasm in pupils, built confidence in staff, enhanced collaborative working and improved collegiate connections. We invited local engineering companies along and held an engineering day. All pupils accessed companies and interviewed invited guests. Children began to demonstrate an understanding of what engineering is and skills for work.

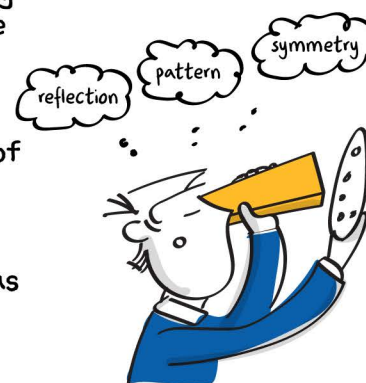
**2016-17.** We devised and implemented a science skills progression using local and national examples. We surveyed pupils about gender bias and stereotyping which led us to challenge and develop aspiration. We linked with our parent body and created a parent directory for inviting parents to share their skills and talents in school.

**2017-18.** Children beginning to use language of skills during learning experiences. We overtly linked learning across the curriculum to World of Work (WOW) through our consistent 4-part model lesson approach. What? Why? How? Apply? 1. What? (Are we learning Es and Os) 2. Why? (Skills) 3. How? (Context) 4. Apply? (WOW). This was one of the most impactful interventions in providing equity of learning experiences and prioritising DYW in all lessons at all stages. Practitioners were integrating learning about the world of work naturally into play. The 4 part model was highlighted as good practice in our internal Learning Partnerships and is still in place.

**2018-19.** We held a careers week. Children voted for careers they wanted to find out more about. We also included less common careers to ensure diversity (for example, aircraft engineer, architect). This developed children's awareness of a range of occupations. Our art specialist created gender free visual aids to support younger children in lessons to match skills to the world of work eg note taking/reading/making lists – graphics for nurse, doctor, secretary, shop keeper. This supported children to see the importance and transferable nature of core skills. We reviewed and improved our 4 part model. We introduced DYW challenges to our 'Wider Achievements' awards which included a 'take your child to work' day for P7s. Pupils visited local businesses and a local care home to extend to their experiences of working environments. We requested classes have a visitor or a trip once each term in relation to DYW. We prioritised creativity/ DYW as a standing item for discussion on our termly AA (attainment and achievement) tracking meetings.



**CHILDREN** developing relevant skills through **MOTIVATING** and **ENGAGING LEARNING EXPERIENCES**



Beyond inspection **2019-20** and **2020-21**, focus on digital literacy within skills for life and work. Aiming for Education Scotland STEMnation Award and currently developing Young STEM Leaders.

**Ann Hatch, headteacher**  
**Jillian Golightly, depute headteacher**

