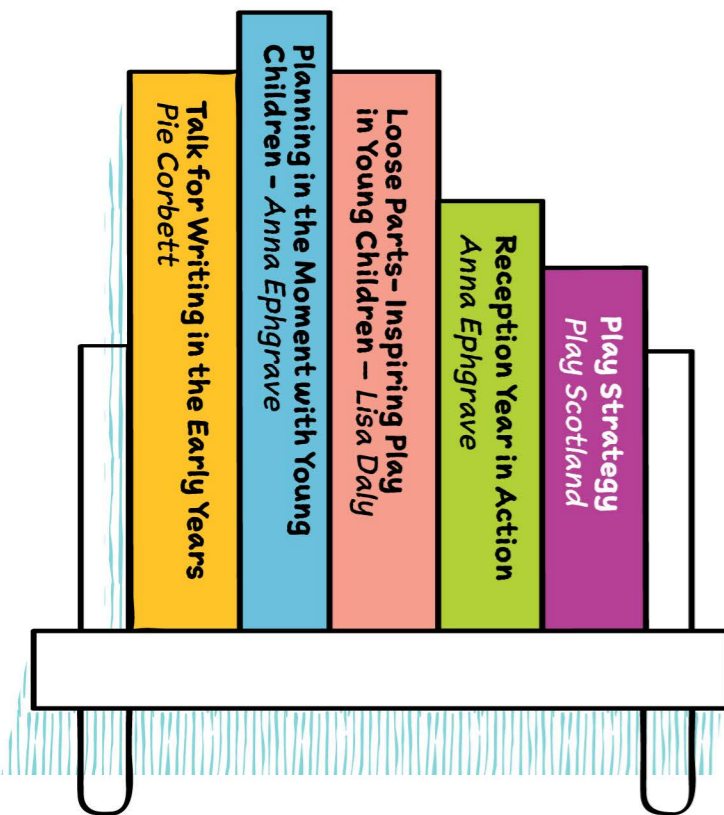


BLOG

There have certainly been challenges over the past three years but these have been worthwhile when we have children engaged in their learning, children who work well independently, who lead the learning, who are excited about learning, who talk enthusiastically about new skills they are learning and, quite simply, love coming to school.

WELLSHOT'S

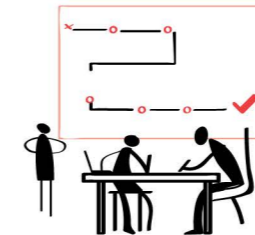
Bookshelf of Reading and Research



Wellshot Primary is situated in the East End of Glasgow. 86.5% of our families live in SIMD 1. 20% of our children are EAL and we have 40% placing requests into the school. A good percentage of our children were achieving Early Level but did not achieve First Level in P4, which had an effect on achievement of Second Level by the end of P7. We formed a focus group consisting of SLT, PT and class teachers to look carefully at our PI Pedagogy. We concluded that there was not sufficient depth of knowledge and understanding at this stage and agreed that our priorities were to look at pedagogy, opportunities for children to lead the learning, to facilitate independent learning, to embed skills for life learning and work, to look carefully at the curriculum and to fully engage families in the learning. In short, we needed to change!

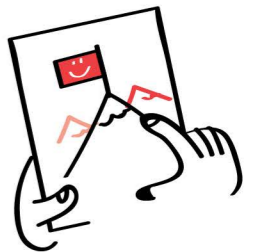


We embarked on extensive research to identify excellent practice and found two schools in other authorities who had more experience of different approaches and we arranged visits to them. We worked with Glasgow University on an Action Inquiry Approach to change, then joined a focus group with several schools in Glasgow who were also looking at Playful Pedagogy.



As a result, we began to form a clearer picture of how Playful Pedagogy would look in Wellshot Primary and made sure this was on our School Improvement Plan and linked our Pupil Equity Fund. We made it relevant to our children and families, considering our context and curriculum. We adapted our accommodation and considered staffing.

Once we had established our plans for the coming session 2016-2017, it was extremely important to fully involve the parents and carers of the PI children for the next session. Constant evaluation of our new approach was done through robust tracking and assessment. I met regularly with all staff involved to interrogate our interventions and analyse all of our data on engagement and attainment. This was necessary also to inform our future planning.



Our first PI children to be involved are now in P3. We have had to look ahead each year to how this approach will look in the next stage. This year we have had the challenge of looking at how this will look in P4 for 2019-2020 and thereafter throughout the school.

Jennifer McCluskey, headteacher