

What Scotland Learned Exemplar

What specific activities did you do over lockdown that you wish to highlight? (max 200 words)

Over lockdown, our school worked closely with families to capture and share learning that was taking place at home. We decided to use the four contexts for learning as a focus and our first step was to share with parents and carers what these were. We emailed a copy of our school's curriculum booklet which explained what learning might look like in each context to most of our parents and carers. We posted paper copies to the small number of families who we knew were not online. Each week, we focused on one of the four CfE contexts for learning and invited our learners and their families to tell us about their experiences and successes in any format they chose. We also encouraged contributions from all staff to show we are all learners. The short summaries, photos or films were collated by email, glow and in a very small number of families we picked up directly from families, (physically distancing). We shared a few examples every Friday through our school Twitter page and website (and print outs for the families not online) to recognise and celebrate the achievements of children, young people and their families.

Who did it involve, including partners or other community organisations? (max 50 words)

This involved our practitioners, our children and young people, our families and our partners. Staff shared examples of learning from their remote classrooms, children and young people shared photographs or personal achievements from their learning at home and families and partners also contributed by adding photographs or sharing activities. Some partners were involved in setting class or whole school challenges e.g. our Active Schools' co-ordinator set a skipping challenge.

What difference did this make? (max 200 words)

This approach helped to recognise learning across the four contexts and encouraged our children and young people and their families to talk about their experiences and to show that they were valued by the school. It helped us all recognise that learning comes in many different formats and can take place anywhere.

Our Parent Council have fed back how important it was that we included every family in the school, even though not all families could participate each week. We feel our school community is stronger as a result and that our partners valued the opportunity to get involved in this initiative.

'I felt proud to see my drawings on the school website and knowing that my teacher knows how hard I was sometimes working at home. The skipping was my favourite. I did 126 skips before I tripped. My dad only did 38.'

Quote from p6 pupil

How has this changed your outlook, practice, work and how might this have an impact long term?

This has helped us to have an increased understanding of the interests of our children and young people as well as of their strengths and talents. It has strengthened our partnership with families by giving equal value to learning that is generated in the home with learning that is provided by the school.

By collating individual, class and whole school examples of learning across the four contexts, we now have a valuable record of learning during lockdown that is helping to shape our curriculum offer.

This has helped to increase the understanding that all four contexts contribute to the curriculum. We are now exploring ways of adapting planning to ensure all four contexts are represented in our learning experiences. It's also helped us to have more conversations with learners about the skills they develop both in and out of school. The data collected is also being used to inform individual learner journeys and is helping our children and young people to articulate their skills, successes and achievements and to inform their next steps.