

Maximising Engagement during Lockdown

Engagement within the learning environment generally refers to the relationship between the learner and the content or topic being pursued. While the highest levels of engagement are seen when the learner is passionate about the topic, significant levels of engagement can be achieved through a variety of strategies that actively involve the learner in activities and environments that make learning both interesting and challenging. Engagement with content leads to higher levels of learning (Whelan, C.1997).

How can you maximise engagement?



Partnership working with parents

- Expectations/routines are created and agreed with parents and pupils
- Communication channels are simple and accessible
- Learning platforms/routines are dependable, and known to all
- Share task/activities to be completed rather than learning intentions
- Practical suggestions of ways parents can support learning are given from how to support reading to senior phase study approaches
- Practical ways parents can support learners to self-regulate are shared: promotion of routines, reviewing what strategies helped them be successful, staying mind and body healthy.
- Review how families are managing remote learning, for example an online survey,
- Where appropriate, supportive regular phone calls home to parents/ pupils scheduled to include discussions about consistent learning routines and wellbeing (scripted, if necessary)



Maintaining motivation affiliation – a sense of belonging

- Regular check ins with pupil groups to recap learning and wellbeing check ins
- Small group tasks are arranged
- Online playtime/whole school calendar activities



Rigorous tracking of engagement

- Individual tracking of engagement
- Review engagement – participation rates and feedback from pupils on experiences
- Where is engagement strong and how can we share and spread that success?



Problem solving approach to non-engagement (see appendix a)



High quality T&L

- Quality before quantity Online/paper, synchronous/asynchronous, blended. See Remote learning policy/audit tool
- Consider learning through the eyes of the disadvantaged child (appendix 2)



Maintaining motivation agency - a belief in your ability to achieve your goals

- Appropriate learning at the correct level of challenge and support (additional support if required)
- Curriculum: relevance of learning experiences, offering choice, self-esteem and self-management. Independent learning support
- Goal setting for learning and/or routines
- Feedback on learning - ongoing dialogue, reflection and feedback with practioner in relation to own learning. Use of interactive tools can help retain key idea and knowledge, although is not a replacement for other forms of assessment.
- Mentor support



Maintaining motivation autonomy - a sense of self determination

- Supporting pupils to work independently For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.
- Peer interactions: outcomes including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.

Appendix 1 Problem Solving non-engagement exemplar: Working with the families to establish barriers to engagement



(If continued non-engagement becomes a concern for families with pupils in different establishments, a lead contact should be established to reduce families feeling overwhelmed)

Reason for non- engagement	Barriers reported nationally and locally *	Problem solving to remove barriers (entry level of intervention at schools' discretion)
Parent finding it difficult to support	No access to online learning/shared devices	↓↓ Encourage careful timetabling of live learning/check ins ↓↓ Provision of paper pack at home alongside provision in school ↓↓ Application for IT access/hardware <ul style="list-style-type: none"> • Norman (secondary pupils) • Barnardos hardship fund • PEF
	Not sure what work has been allocated or expected	↓↓ Communication channels/platforms explained ↓↓ Weekly calls to go over expectations
	Don't know how to use the technology	↓↓ Parents directed to help videos ↓↓ 1:1 support from Barnardos/Homelink/CLD ↓↓ Family training session in school
	Struggling to support more than one child/work commitments	↓↓ Support strategies of planning the day/ positive routines /study tips ↓↓ Share pupil 'stuck strategies' ↓↓ Share tips and hints ↓↓ Additional learning sessions arranged in school
	Won't do anything for me	↓↓ Advice on support self-regulation/study techniques/planning the day ↓↓ 1:1 calls ↓↓ Referral to Barnardos/Homelink/CLD ↓↓ Additional learning sessions arranged in school
	Not sure how to support learning	↓↓ Direct to 'how to' leaflets/ videos ↓↓ Email support ↓↓ Check in support calls ↓↓ Additional learning sessions arranged in school

Pupil motivation:	Day turned into night / not participating	<ul style="list-style-type: none"> ⇓ Share tips on managing the day/week giving some autonomy around where, when learning tasks are completed ⇓ Given support with independent learning strategies ⇓ Depending on age and stage : check ins at different times ⇓ Prompts from office staff that group/class check ins are about to begin ⇓ 1:1 weekly/daily check ins ⇓ Referral to Barnardos/Homelink/CLD
	Too hard/too easy	<ul style="list-style-type: none"> ⇓ Review 'stuck strategies' ⇓ Extension work agreed ⇓ Ensuring that learning builds on prior learning ⇓ Additional online learning support agreed (recovery /outreach teacher) ⇓ Additional learning sessions arranged in school
	Don't feel they belong:	<ul style="list-style-type: none"> ⇓ Regular class/group wellbeing check ins arranged ⇓ Family learning online fun sessions (Wellbeing Wednesdays) ⇓ Group tasks/activities issued ⇓ Supervised virtual playtimes with small friendship groups ⇓ Additional learning sessions arranged in school
	Work boring, better things to do	<ul style="list-style-type: none"> ⇓ 1:1 chat to eliminate other reasons ⇓ Weekly 1:1 check in ⇓ Referral to Barnardos/Homelink/CLD ⇓ Additional learning sessions in school <p>If a pattern within the class:</p> <ul style="list-style-type: none"> ⇓ Discussion with pupil group on how they prefer to learn, content, context ⇓ CT directed to engagement principles above ⇓ additional training offered link ⇓ support given via QA processes

* Barriers above, identified from national (Connect survey and Stepping Stone case studies) and from local feedback (Inverclyde Barnardos survey) from 2020 lockdown.

Appendix 2

Urgent Action Required – addressing disadvantage

Create effective Distance learning through the eyes of disadvantaged children through the pandemic; based on the following principles:

1. **Accessible:** High clarity, specific instructions, dependable in format, encourages routine. – limit all barriers to accessing and completing learning.
2. **Sequenced:** Ordered and progressive, does not assume high levels of inference or cultural context. – random content in the wrong order does not support learning and progression.
3. **Proportionate amount:** Is achievable, meaningful, and encourages completion – too much work will encourage opt-out.
4. **Engaging and compelling:** Build in hooks and engaging tasks that encourage return and continuation of learning. – reducing disadvantaged propensity to self-deselect.
5. **Human interaction:** The more we can give a sense of human interaction and narrative with the more likely it will generate motivation.
6. **Validation and feedback:** Encourage further working by validating and acknowledging completed work.

References/further reading:

[Urgent Action Required | addressing disadvantage | Dan Nicholls \(wordpress.com\)](#)

[Webinar Catch Up – DigiLearn \(glowscotland.org.uk\)](#)

[WP-Achieve3000-5 Strategies to Ensure Student Engagement Online.pdf \(formsite.com\)](#)

[Learning at home – Stepping stones case studies | Practice exemplars | National Improvement Hub \(education.gov.scot\)](#)

[The Motivated School](#)

[Connect Parent/Carer Survey: How are you doing? – SCVO](#)

[Top 8 eLearning Barriers That Inhibit Online Learners Engagement With eLearning Content - eLearning Industry](#)

[Parents and carers engaging in home learning - A checklist for schools.pdf \(educationendowmentfoundation.org.uk\)](#)

[Learning at home – Stepping stones case studies | Practice exemplars | National Improvement Hub \(education.gov.scot\)](#)

Barnardos survey for Inverclyde

[Rapid Evidence Assessment summary.pdf \(educationendowmentfoundation.org.uk\)](#)

[Supporting parents and carers at home - What schools can do to help.pdf \(educationendowmentfoundation.org.uk\)](#)

<https://www.ukessays.com/essays/education/engagement-in-classroom-participation-education-essay.php>

[COVID-19 Education Recovery Group \(CERG\)](#)