

The West Partnership presents:

Coatbridge High School, North Lanarkshire

Wellbeing App

This storyboard details how Coatbridge High School developed a Wellbeing App resource to support the health and wellbeing of their pupils. We hear how they built on existing digital infrastructure to provide an easy-to-access repository of health and wellbeing resources.

What was the problem?

Health and Wellbeing is an important part of the Curriculum for Excellence. Its importance has no doubt been elevated by the pandemic, which has posed several challenges for pupils, staff, and the wider school community. It's not always easy for pupils to talk about issues around health and wellbeing and some pupils are unlikely to self-refer to support services. Providing support to these pupils is important to meet their health and wellbeing needs.



Why is this important?

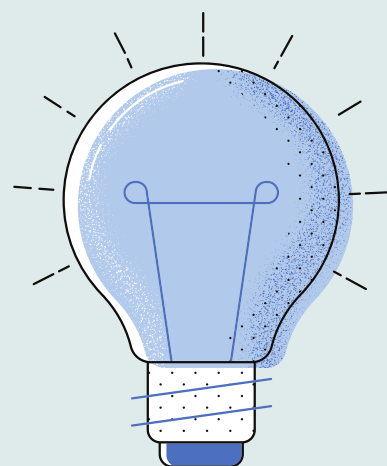
Health and wellbeing is important for a number of reasons. Firstly, staff have a duty of care regarding their pupils and should ensure the wellbeing of their pupils. Secondly, the progress of learning is intricately linked to pupil wellbeing. If wellbeing is not present then learning is likely to be hampered. Thirdly, wellbeing has been prioritised during the pandemic, with the challenges of social distancing posing a particular challenge to wellbeing.



Aims of the change to practice

The project had a number of aims:

- 1) To increase the awareness of health and wellbeing
- 2) To provide an accessible library of support resources



What did you do?

To meet the needs of pupils, the team aimed to develop an app that could host wellbeing resources in one convenient place. The app needed to be accessible to both pupils who would access it and staff who would contribute to its development. Several apps were initially audited, with the school's existing app provider (ConnectUS) being chosen in the end. Pupils' prior understanding of the app meant that they would not need to learn how to use it, and its accessibility for the team meant that you didn't need to be a tech wizard to update and maintain the resource library. The team then identified resources, from multiple agencies, that would be appropriate for the app. The app is live, with content added when appropriate. The team who developed the app informed the wider staff community of the purposes and functions of the app and were asked to publicise it within their classes. Parent and carers are also encouraged to download the app and are sent resources appropriate for them to support their child. This also gives them an awareness of all the resources and activities on the app in general.

What happened?

The team began the project in October and the app was live by January. After initial resources were found and placed on the app, the team trialed the app with their S1 cohort. Feedback was positive and led to the school-wide roll out of the app. Uptake amongst the school was quick. The app had been downloaded 90 times by the end of its first week being live. As a way of keeping awareness of the app high, the team have run a number of themed weeks with aligned launches of associated resources. Such weeks have been run around expressing yourself and staying safe online. More recently, the team ran a 7 days of positivity campaign, which encouraged pupils to complete a task a day to stay positive during the pandemic.



What are the key points you have learnt?

The team has identified several key learning points from their change to practice. Firstly, the team believes that informing staff of the purpose of the app and its functions was key to aiding the promotion of the app. School teachers were the key link that helped legitimise the app and its focus on health and wellbeing to pupils. Secondly, the team note that engagement has been higher with video content than with written content. This has aided their search for new resources and content and helps them plan for future updates. Thirdly, the team was keen to stress that the app did not require high-level technical skills to develop. The accessibility of the app meant that content could be uploaded without the need for specific IT support.



What next for the project?

The team have identified a few next steps for the app. Firstly, they intend on evaluating the impact of the app by auditing their users. This will help inform how they develop the app in the future. Secondly, they intend on considering how the app could be used to track learning wellbeing over time. The team will continue promoting their app and providing resources to their pupils.



The West Partnership presents:

Kilbarchan Primary School, Renfrewshire

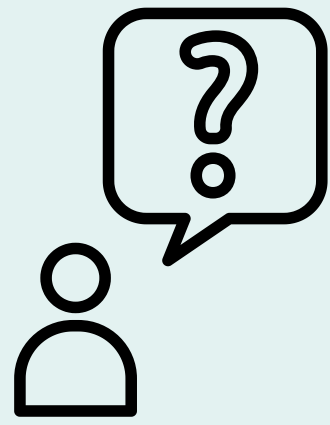
Tracking Learner Wellbeing



This storyboard details how the team at Kilbarchan Primary School in Renfrewshire used the Glasgow Motivation and Wellbeing Profile (GMWP) to track the wellbeing of their children. We hear how the tool was surrounded by systematic planning and effective follow up activities.

What was the problem?

The social distancing measures put in place to respond to COVID19 have undoubtedly had an impact upon children and young people. This impact is likely to be unequally felt and the team at Kilbarchan needed a process of identifying pupils who would benefit from targeted support.



Why is this important?

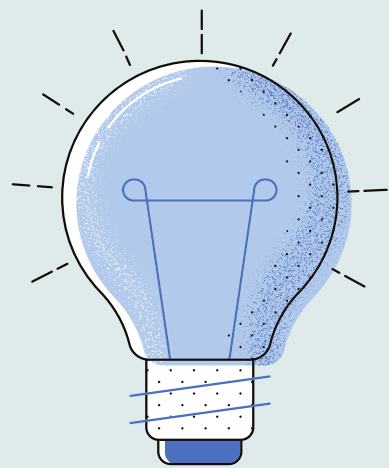
The wellbeing of pupils is important for a number of reasons. Firstly, we have a moral imperative to provide school environments that are welcoming to our children and young people. Secondly, learning is facilitated by the presence of wellbeing. Thirdly, having data that allows us to intervene to improve wellbeing is likely to impact on educational inequalities now and in the future.



Aims of the change to practice

The project had a number of aims:

- 1) To better understand the wellbeing of pupils
- 2) To gather meaningful data on pupil wellbeing
- 3) To respond effectively to wellbeing data generated by the tool.



What did you do?

Using PEF money, the school has dedicated time to out of class activities relating to health and wellbeing. Tracking wellbeing is one area of this work. The team at Kilbarchan initially used the Stirling Children's Wellbeing Scale to capture the wellbeing of their pupils. While the tool was a useful way of capturing data, the time required to manually analyse the data was costly. With support from the councils central team, the Kilbarchan staff shifted to using the 20-point Glasgow Motivation and Wellbeing Profile (GMWP). The team attended a support session on implementing the GMWP, provided by Education Scotland and Glasgow City Council. This helped clarify understanding of the tool and how to plan interventions around its use. One of the main benefits of the tool was that it had a predesigned easy-to-use analysis resource which directed the user towards specific interventions based on wellbeing indicators. This removed some of the time required in analysing other tools and generating next steps. The GMWP also provided a method of capturing data for the whole school, individual classes and individual pupils. Information on the GMWP can be found here:

<https://blogs.glowscotland.org.uk/glowblogs/gmwp/2020/07/03/hello-world/>

What happened?

The tool was first used in September 2020, at the beginning of the first term. The link to the tool survey was presented on a Google classroom - a tool the school was already using. In 30 minute slots, each year group would fill the 20-point scale - with the teacher talking through each question to aid understanding. Data for the entire school was collected in 2 days. The results of the survey revealed wellbeing across the school and identified clearly pupils which needed more support. The lead practitioner then presented to all teachers explaining the purpose of the survey and next steps. Pupils were then given a 1-1 meeting to discuss their answers. Digging deeper into the reasons behind particular answers allowed the team to better understand what the survey data was telling them. The pupil and teacher together would agree targets and next steps that would address the areas identified by the tool and the 1-1 discussion. Class and school targets were also created. Children would record the target and keep it in their personal tray to act as a reminder.



What are the key points you have learnt?

A number of key lessons were learnt. Firstly meeting learners needs had to be central to the process with some pupils receiving printed copies or being supported in smaller groups. Secondly, as the process was new, interacting with other practitioners from within the same local authority was good for understanding best practice around using the tool. Thirdly, it was important to explain the process to all staff in the school as a whole team effort was required to complete the task. This also meant that teachers understood why they were having 1-1 meetings with pupils and setting targets. Fourthly, it became apparent that support around the use of tools is more important than the tool itself. Data needs to be put into practice for it to be useful.



What next for the project?

In the short term, the team plan on surveying pupils again in the spring. At this point, current scores will be compared to previous ones and the impact of interventions will be known. The team intends on reviewing the entire process at the end of the year.



The West Partnership thanks: Kim Ralston of Kilbarchan Primary, and Fiona Hewitt, Development Officer – Health and Wellbeing, Renfrewshire Council.
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