Context

Mosspark Primary School is a medium sized school with 11 classes including around 268 pupils in the Mosspark area of Glasgow. The school serves a catchment area in the south of Glasgow . The school's SIMD profile can be found on the SIMD Map.

FME is 23.7% and 20.5% of the pupils are categorised as living in SIMD deciles 1 or 2.

The school is in receipt of Pupil Equity Funding as part of the Scottish Attainment Challenge(SAC) and is using this funding to develop digital learning approaches, particularly in numeracy to raise attainment and close the poverty-related attainment gap. This is being developed through the activities of a Principal Teacher appointed with a specific digital learning remit (1).

Data Analysis

School data (2) for numeracy indicate gaps between chronological age and maths age which will subsequently be plotted against SIMD deciles.

The School has also made use of the Glasgow Motivation and Wellbeing Profile (3) to assess pupils' emotional wellbeing.

Data analysis has led to the development of the school's approach to improving learning and teaching in classrooms (4) Leading to a schedule of staff development activities (5) throughout the year. The school considers that the digital learning approaches are showing positive results in pupil attainment (6).

MOSSPARK PRIMARY SCHOOL
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Intervention

Using digital learning to raise whole school attainment in numeracy with a specific focus on SIMD 1 & 2 learners.

Useful information

- An interactive Yammer Group event with Mosspark will take place on Glow soon: Contact us to be notified when this will take place!

The unfolding story: August 2018

Data gathering processes across the school using the local authority tracking system were supported by quality feedback meetings with staff which take place four times a year. The school also uses a standardised numeracy assessment commercial package. This identified learners who were performing at lower than expected levels. This feedback is shared with parents at parents evenings to support next steps in learning.

Following staff engagement in CLPL sessions (7) using digital learning approaches in numeracy it was considered that this approach might be beneficial to introduce in the school for all learners. The Senior Leadership Team wanted to explore the use of this approach specifically with learners who are the target group of the SAC. One result of this was the appointment of a Principal Teacher Raising Attainment (1) for Digital Learning who is leading on the approach as well as supporting the capacity building of staff in digital learning approaches. This post is funded through the school's normal staffing budget.

The school felt that digital learning in numeracy was an effective approach because it also reduced anxiety levels for some learners resulting from working with others and this would subsequently build learner confidence. Learners are able to engage with the approach individually through using their own login and working on their own while engaging virtually with others or other learners in class if they want to. The approach can also be accessed by learners at home which can facilitate increased parental engagement. The nature of the approach involves elements of gaming which motivates pupils to engage with the approach and maintains their interest. A member of staff funded through PEF, focuses specifically on a target group of learners in SIMD 1 and 2 in Primary 3/4 in the first instance by gathering data (6) around their progress and improvement in numeracy using the digital learning package. This is also supported by the standardised assessments in the commercial package. The school finds that most learners in the target group are making progress from their baseline assessment scores. The school now uses a measure of wellbeing (3) developed by Glasgow Council to explore developments in learner confidence in numeracy. The school now plans to extend the use of the approach with learners beyond the initial target group and at other stages of learning. The school is also beginning to explore similar approaches in relation to literacy, as well as extend the current approach using individual tablets for all learners.