

Focus & Rationale

The focus of this term's assessment scrutiny is to demonstrate the impact of the Story Time Show sessions on progress in learning behaviours/engagement supported through this literacy intervention.

What is the Story Time Show?

The show was conceived during the Covid pandemic by Gwyn McCormack at Positive Eye. Gwyn and her company deliver training and advice for professionals and families, teaching and supporting children and young people with visual impairment and/or complex learning needs. The show is a themed story written and presented virtually by Gwyn. The show includes songs and props written and designed by Gwyn and her team. The session begins with personalised shout outs welcoming named children and moves on to a story. The story has: clearly defined structure, repeated lines, rhyming language and phrasing, intonation and volume shifts, accents/dialects, introduces characters and props in small, staged steps, involves actions and call response, music/song, integral visually stimulating props [including Gwyn] and images that support all aspects of visual support and development.

Why was the Story Time Show commissioned?

The school development plan this year has an overarching theme of 'Year of Language and Literacy'. Developments in this area have been planned and delivered for: CPD, performance management objectives for all staff, school projects and themed days, curriculum enrichment sessions [S4L], resourcing. The Story Time Show covered several of these areas, it offered a bespoke story/literacy session for pupils with complex learning and sensory needs, CPD for staff on sensory story delivery, and resourcing ideas and CPD for VI. It also gave opportunity for our staff teams to develop and raise awareness of their formative assessment practice and language for assessment, specifically against the Engagement Model.

How do we measure impact?

School uses the DfE Engagement Model to assess progress for our pupils following a pre-formal/semi-formal curriculum pathway. Pupils are assessed formatively in all aspects of their provision including play, directed teaching sessions, and informal teaching strategies, off site learning. The five areas [5 lenses] for assessment in learning behaviours are: exploration, realisation, anticipation, persistence, and initiation. Observations are noted against these areas and evidenced through short 'wow' post it observations, Tapestry- annotated photographs, video clips. Individualised progress narratives with a corresponding sliding scale are completed annually as summative assessments.

Who was involved in the project?

All class leads with Primary/Secondary phase pupils accessing a pre-formal/semi-formal pathway were invited to take part in the Story Time Show 'Winter Wonderland', two out of three classes participated. Gwyn shared music and the story content and format prior to the show to enable planning for cross curricular activities. Ten pupils in total were observed over two consecutive weekly Story Time sessions, a range of Tapestry and post it observations were made to evidence the engagement by pupils. Some evidence noted engagement across both sessions to note change or progress.

Green Class	5 Lenses of Engagement Observations Recorded & Evidenced		
	Session 1	Session 2	Further Information
Pupil A	Exploration Initiation	Realisation Initiation Persistence	Initial engagement was positive, pupils' realisation of a new and exciting visual show was clear and captured attention, especially when their name was called. Pupils initiated and responded to the show by vocalising, stilling and turning, moving arms and legs, verbally responding within context, smiling and laughing. There was a general increase in pupils' engagement levels from Session 1 to 2. Engagement quality increased as well as the amount of different engagement areas noted. Anticipation was observed in most pupils as the session began and Gwyn introduced the show, increased persistence as pupils anticipated what was happening and therefore motivated to engage for longer. Extraneous factors that supported engagement included the environment, for Session 2 most pupils accessed the darkened small sensory room. The combination of repeated and routine story activity and optimum environmental support enhanced learning and opportunities to develop engagement. High staffing levels with supporting story sensory props also impacted positively on the learning experience. It should be noted that for some health needs also impacted negatively on some pupils' engagement.
Pupil B	Realisation Initiation Anticipation Persistence	Exploration Realisation Initiation Anticipation Persistence	
Pupil C	Realisation Initiation	Exploration Realisation Initiation Anticipation Persistence	
Pupil D	Realisation Initiation	Realisation Initiation Anticipation	
Pupil E	Initiation Anticipation Persistence	Initiation Anticipation Persistence	

Purple Class	5 Lenses of Engagement Observations Recorded & Evidenced		
	Session	Session	Further Information
Pupil A	Realisation		The observation notes were for one session and didn't specify which session it was, for one pupil there were observations for each session. Initial observations were positive and demonstrated a good level of engagement, especially around realisation as pupils attended to the sound and visual sensory impact of the show- looking to and locating the screen and stilling, smiling, and becoming animated. Again, the name call supported realisation and anticipation. Pupils were persistent in attending and maintaining focus for a period, one pupil tolerated wearing their hearing aids for the whole session. Where a second session was observed anticipation was noted indicating the pupil remembered the show and routine from the previous week and initiated interaction with a supporting adult. The sessions were presented to the whole class in a classroom environment, a smaller group in a smaller space may have given more impact and supported engagement further. A baseline initial observation [session 1] followed by comparative observations [session 2] would have given opportunity to demonstrate/evidence further progress. Where comparative observations were made it showed increased engagement.
Pupil B	Initiation Realisation Persistence		
Pupil C	Realisation Anticipation Persistence		
Pupil D	Exploration Anticipation Realisation		
Pupil E	Initiation Anticipation Persistence	Initiation Anticipation Realisation Persistence	

Blue increase in engagement. Yellow maintenance of engagement.

Conclusion and Actions

- The Story Time Show has a positive impact on supporting and increasing engagement levels for pupils with complex learning needs accessing a pre-formal curriculum.
- The Story Time Show and Positive Eye have supported VI awareness in some classes and impacted directly on practice e.g., black backgrounds for presenting symbols, high contrast symbols, learning props given high contrast colours, signing puppet in high contrast colour scheme. Staff follow and access Gwyn's FB page for links, ideas and to support/inform their teaching.

Next Step

- Upload the Story Time Show recordings to SharePoint as a resource for staff to use again and use the above outcomes to support delivery.