emotion works
School Award Programme

BRONZE

BRONZE APPLICATION

INTRODUCTORY SECTION

SCHOOL NAME	*Pathhead Primary*		
LOCAL AUTHORITY	*Fife*		

WHEN DID YOU FIRST START USING EW IN YOUR SCHOOL?		*2019*	

WHAT KIND OF EW PACKAGE DOES YOUR SCHOOL YOU CURRENTLY HAVE? – please highlight below

6-month Trial	Full 1 year Basic	Full 2-year Premium	Full 3-year Platinum	Annual renewal

WHAT KIND OF TRAINING IN EW HAVE YOUR STAFF EXPERIENCED? – please highlight below

Inservice whole staff training pre-Covid	1 or 2 staff attended open training pre-covid and cascaded	Online Recovery Programme Training Aug 2020 - June 21	Online Training since August 2021: 'Getting Started' & Literacy Programme

OTHER TRAINING APPROACH
Please provide information

DO YOU HAVE A NURSERY?	*yes*	**DO YOU HAVE ANY NURTURE OR ASN CLASSES?**
HOW MANY PRIMARY 1, 2, 2/3 CLASSES	*4*	*Nurture across the school with designated teacher (LM) co-ordinating*
HOW MANY PRIMARY 3/4, 3, 4, 4/5 CLASSES	*2*	
HOW MANY PRIMARY 5/6, 6, 7 CLASSES	*5*	

EMOTION WORKS SCHOOL LEAD 1		SCHOOL LEAD 2 / ACCOUNT MANAGER*	
Name	*Lynsey McDonald*	Name	*Claire McGovern*
Job title / role	*PT, Lead of Health and Wellbeing*	Job title / role	*Office Staff*
email	*lynsey.mcdonald@fife.gov.uk*	email	*Claire.mcgovern@fife.gov.uk*

* If you don't already have a second school lead, please allocate a second person on your staff team who can manage your school website accounts & memberships

EVIDENCE SECTION

1. EW SCHOOL / STAFF MEMBERSHIP & WEBSITE MANAGEMENT
Both school lead/s know how to allocate & manage the website memberships or 'seats' for our staff team. We have a process in place to keep our EW school account up to date by removing or allocating new 'seats' when staff leave or join our team.
Supporting Statement *LM is in charge of updating seats and making sure that all staff are up to date with accessing the website.*
We have recently checked that all teachers (and SLT/support staff if required) have a website membership set up with their personal email addresses and everyone has confirmed they can access the members area of the website and know where the 'Getting Started' content is.
Supporting Statement *Staff changes Aug '22 - added new nursery staff and probationer, removed staff who had left*

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2. STAFF DEVELOPMENT

GETTING STARTED / 1-COG-AT-A-TIME TRAINING

Class teachers have worked through the Getting Started **training** modules on the website as summarised in the *Getting Started with Emotion Works Training & Teaching Checklist.*

Or, for longer term EW members –

Class Teachers have been Introduced to Emotion Works and the 1-cog-at-a-time approach via Emotion Works face-to-face Introductory training in the past / the #EWrecovery Programme website / the older website training pages / from colleagues and practice sharing events / or other ways.
Teachers now have a copy of the *Getting Started with Emotion Works Training & Teaching Checklist,* and are aware of new training, resources & website support available to them.

Supporting Statement
Original 2-part Cluster Training delivered by Claire Murray 2019
Also online training using Recovery Training & Getting Started training led by LM 2020/2021

GETTING STARTED / 1-COG-AT-A-TIME TEACHING

Class teachers have worked through the Getting Started **teaching** modules and delivered learning activities as summarised in the *Getting Started with Emotion Works Training & Teaching Checklist.*

Or, for longer term EW members –

Class Teachers have delivered the 1-cog-at-a-time approach using ideas and resources shared at previous face-to-face training / the #EWrecovery Programme teaching content / older website resources & ideas / other sources.
Teachers now have a copy of the *Getting Started with Emotion Works Training & Teaching Checklist,* so they are aware of new teaching ideas, resources & practice support available to them.

Supporting Statement
Our first year of using EW was quite exploratory for each class, dipping into practice ideas and trying things out. We worked through the 10-week Recovery Programme schedule and the Literacy programme. Teachers varied their timetable depending on their class.

TEACHER FEEDBACK

Teaching Staff feel their experience of Emotion Works to date has helped them to deliver emotional learning experiences and support their pupils' wellbeing. There is increased confidence in using the Cog-curriculum and positivity about continuing to use Emotion Works in our school
As evidenced by before & after ratings on the Teacher Competencies Tool, general CPD feedback or another method.

Supporting Statement with information about your method of staff assessment / feedback
The Staff at Pathhead have fully embraced Emotion Works and incorporate it very well into the curriculum across a variety of IDL themes. There is an EW learning display in every classroom and also in other communal areas e.g. hall, office and SLT rooms
May 22 - Staff have been equipped with this checklist and it was discussed as a good tool.

3. SCHOOL ENVIRONMENT

STAFFROOM

We have a Staffroom Poster / Dialogue Tool on Display in our Primary staffroom (and Nursery / ASN provision staffrooms if applicable)

Supporting Statement
Yes - See photo
Triggers and regulation are discussed regularly as a staff, especially around staff being regulated to support dysregulated children

CLASSROOMS

Each class has a dedicated reference or learning display featuring cog language/symbols or cog visuals matched to the EW level they are working at.
BRONZE CLASS CHALLENGE: School Leads check in all classes, 1 x photo required from each stage

Supporting Statement
We can confirm each class has a dedicated display area for Emotion Works learning which includes 5 cogs in our P1&2 classes, 6 cogs for our P3-5 classes, and 7 cogs for our upper classes. The nursery are embracing the idea of a symbol environment to support foundation language support for the different starter cogs.

Photo (Upper Primary) featuring 7 Cog Model

P6 & P6/7classes

Photo (Middle Primary) featuring 6 Cog Model

P4 class display

Photo (Lower Primary) featuring 5 Cog Model
All lower classes have 5 cogs model posters on display

Infant classes have a check in system using the orange cog symbols

Photo (Nursery) featuring cog language / symbol prompts

Nursery children using the symbols and areas set up with the cogs

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COMMUNAL AREA / CENTRAL DISPLAY

There is at least one central / communal area in school that can be used as an EW reference point beyond the classroom (eg. in the assembly hall, playground, school library, a corridor etc.)
BRONZE SCHOOL CHALLENGE: Photo series or short video clip required including an account of where the resource is located and how it's used.

Supporting Statement
==Our office, main corridor, gym hall and all SLT offices have the cogs on display==

Photos or Video link (url)

==Ambassadors with the corridor EW display==

==Health and wellbeing lead/nurture room==

==and SLT office==

4. IMPACT ON LEARNING

emotion works PROGRESSION DOCUMENT including VOCABULARY, COG LEARNING and COG MODEL information

NURSERY / EARLY YEARS

• **FOUNDATION VOCABULARY for COG CONCEPTS**
BEFORE BEING INTRODUCED TO THE COG CONCEPTS...

I can use picture symbols to help me learn & represent words

I understand and can use at least 30% of the words and phrases identified in the EW foundation language word bank.

(see 'Vocabulary Progression - Foundation Language' doc)

LOWER PRIMARY / P1, 2

• **LEARNING ABOUT THE FIRST 5 COG CONCEPTS**

I am familiar with the first 5 cogs in terms of colour, title and symbol and I can give you examples of things associated with each cog in learning conversations using single cog resources.

• **UNDERSTANDING LINKS BETWEEN THE COGS**
I can 'make-a-link' between the orange cog and each of the other 4 starter cogs in a learning conversation using cog resources.

I can make 2-part, 3-part and 4-part links between different cogs in learning conversations using single cog resources and the 4-part model.

• **WORKING WITH THE 5-PART MODEL**
I can make links and discuss relationships between the first 5 cogs in learning conversations using the 5-part model.

MIDDLE PRIMARY (P3,4,5)

THE ONGOING EXPANSION of **VOCABULARY & LANGUAGE** ASSOCIATED WITH ALL COGS IS A FOCUS FOR DEVELOPMENT THROUGHOUT THE EMOTION WORKS PROGRAMME

Middle Primary classes new to Emotion Works could start off learning about the first 5 cogs / 5-part model before being introduced to the Intensity Cog and 6-part model (after a 5-cog 'fast track').
Alternatively, starting straight away with a 6-part model and all 6 cogs together may feel right for your class or group.

• **LEARNING ABOUT THE INTENSITY COG**
I am familiar with the Intensity cog in terms of its colour, title & symbol. I can give a definition of what it represents with examples of emotion intensity descriptions.

• **UNDERSTANDING LINKS BETWEEN THE COGS**
I can 'make-a-link' between the Intensity cog and each of the other 5 starter cogs in learning conversations using single cog resources.

I can explain how the Intensity cog works alongside the 5-part model.

• **WORKING WITH THE 6-PART MODEL**
I can make links and discuss relationships between the first 6 cogs in learning conversations using the 6-part model.

UPPER PRIMARY (P6,7) also S1,2

Upper Primary classes new to Emotion Works could also be 'fast tracked' through the 5-cog and 6-cog material before being introduced to the Influences Cog and 7-part model if a staged approach is preferred.
Alternatively, the 7-part model can be the starting point and all 7 cogs looked at together from the start if that seems right for your class or group.

• **LEARNING ABOUT THE INFLUENCES COG**
I am familiar with the Influences cog in terms of its colour, title & symbol. I can provide a definition of what it represents with examples of positive and negative influences on emotional responses.

• **UNDERSTANDING LINKS BETWEEN THE COGS**
I can 'make-a-link' between the Influences cog and each of the 6 other cogs in learning conversations using single cog resources.

I can explain how the Influences cog interacts with the 5-part and 6-part models.

• **WORKING WITH THE 7-PART MODEL**
I can make links and discuss relationships between all 7 cogs in learning conversations using the 7-part model.

Given the EW learning goals for the Nursery / Lower Primary / Middle Primary / Upper Primary Stages summarised in the 2022 Progression Document, please rate how well you feel pupils in the following year groups are progressing with their learning at this point in their Emotion Works learning journey.

	No Progress	Limited progress	Satisfactory Progress	Good Progress	Excellent Progress
Nursery pupils age 3+	0	**1**	2	3	4
Nursery pupils age 4+	0	1	**2**	3	4
P1 pupils	0	1	2	**3**	4
P2 pupils	0	1	2	**3**	4
P3 pupils	0	1	2	**3**	4
P4 pupils	0	1	2	**3**	4
P5 pupils	0	1	2	3	**4**
P6 pupils	0	1	2	3	**4**
P7 pupils	0	1	2	3	**4**
If you have pupils with identified Additional Support Needs (including Nurture, ASD, Learning Disabilities, Communication Needs etc.), please rate their Emotion Works progress relative to their general level of learning.					
***ASN pupils** working at CfE 2nd level*	0	1	2	**3**	4
***ASN pupils** working at CfE 1st level*	0	1	**2**	3	4
***ASN pupils** working at CfE Early level*	0	**1**	2	3	4

Please provide any insights / explanations re. any groups who you feel are not yet making satisfactory progress
Comment

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5. THE EW COMMUNITY & OUR SCHOOL COMMUNITY

We have connected in some way with the **Emotion Works online community**. For example, a number of staff have joined the private facebook group, we follow @EmotionWorksCIC on Twitter, we've attended an online networking event, have reached out to an EW school advisor etc.

Supporting Statement
Yes, most staff have joined FB community. Several members of staff have shared their own classroom practice/ ideas on Twitter.

Parents are aware of the Emotion Works Cogs and the learning that has taken place in their child's class and school to date. For example, using…

- *'A cog prompt sheet to take home'* activity from www.emotionworks.org.uk/members-dashboard/getting-started-with-component-model-teaching/
- Example parent information flyers or presentations from the website www.emotionworks.org.uk/resources/parent-information-slideshow or facebook practitioner group
- A parent showcase event, open afternoon or similar

Supporting Statement
EW learning is shared regularly on Twitter by LM, and on seesaw to all families.

When we started out with our 1-cog at a time roll-out this Sway was created and shared with parents https://sway.office.com/sQJkBD3lVQ9FQHbe?ref=Link

Parents of our Nurture pupils have been invited in for 1:1 and small group support. Some parents have folders of symbols at home. We have other examples of more recent parental engagement but will save for later award criteria.

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