



BRONZE APPLICATION

INTRODUCTORY SECTION

SCHOOL NAME		Newarthill Primary		
LOCAL AUTHORITY		North Lanarkshire		
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 Emotion Works information and staff queries have been discussed during staff meetings after school and sharing of good practices between our staff has been encouraged.				

DO YOU HAVE A NURSERY?	no	DO YOU HAVE ANY NURTURE OR ASN CLASSES? No
HOW MANY PRIMARY 1, 2, 2/3 CLASSES	2	
HOW MANY PRIMARY 3/4, 3, 4, 4/5 CLASSES	2	
HOW MANY PRIMARY 5/6, 6, 7 CLASSES	2	

EMOTION WORKS SCHOOL LEAD 1		SCHOOL LEAD 2 / ACCOUNT MANAGER*	
Name	Michelle Franchitti	Name	Jennifer Gray
Job title / role	PEF Teacher	Job title / role	Class Teacher/HWB Lead
email	nlfanchittim@northlan.org.uk	email	nlgayj2@northlan.org.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 Mrs Gray and Miss Franchitti are in charge of updating seats and making sure that all staff can access 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 Results from a recent staff survey show that 7 out of 9 teachers can successfully access the website. Our school lead has now supported the 2 new staff members to login successfully. Our new staff (Aug 22) have been set up and shown where the getting started content is.

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

All teaching staff have participated in In-service training focussed on 1 cog at a time approach. All teachers have been emailed and given a paper copy of the *Getting Started with Emotion Works Training and the teaching checklist*. During a staff meeting after school, all teachers were shown how to access the website and find relevant resources. A section of our August in-service day was used to show all teachers how to access relevant documents and resources to support the learning and teaching of the 1 cog at a time roll out.

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.

All class teachers have taught 1 cog-at-a-time to their classes and have used resources from the Emotion Works website or Facebook page to deliver Emotion Works lessons. Some class teachers have explored the Emotion Works links through Literacy with their classes. Class teachers have used media clips (especially Christmas adverts to explore the cogs in more detail).

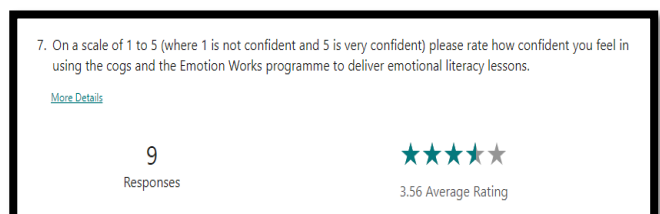
TEACHER FEEDBACK

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 majority of teaching staff at Newarthill Primary felt that their experience of Emotion Works to date has helped them to deliver emotional learning experiences and support their pupils' wellbeing. Almost all staff feel some degree of confidence in using the Cog-curriculum and feel that Emotion Works learning is having a satisfactory impact on the majority of their pupils. Feedback from teaching staff has been used to inform further training opportunities to ensure all staff feel confident.



3. SCHOOL ENVIRONMENT

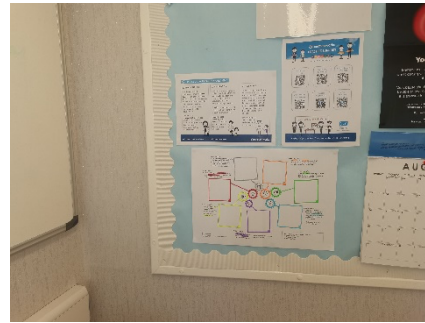
STAFFROOM

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

As a staff team, we regularly discuss possible causes of behaviour, background information and ways to regulate strong emotions. We use this information to support individual and small groups of pupils as and when required.



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

Every 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.

Photo (Upper Primary) featuring 7 Cog Model



P5/6 and P7 classes



Photo (Middle Primary) featuring 6 Cog Model



P3/4 and P5



These classes have been working on different lessons, only focussing on the displayed cogs at the time of the photo being taken but have previously displayed all 6 cogs.

Photo (Lower Primary) featuring 5 Cog Model

P1/2 and P2/3



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 Health and Wellbeing resource room/multi-use classroom and both lower and upper school playground areas all have the cogs and related language displayed. Children are encouraged to use the cogs in these areas for 1-1 or small group support/discussions and check ins when required.

Photo of playground cogs








Health and wellbeing room/Multi-use classroom



4. IMPACT ON LEARNING

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

NURSERY / EARLY YEARS	MIDDLE PRIMARY (P3,4,5)	UPPER PRIMARY (P6,7) also S1,2
THE ONGOING EXPANSION OF VOCABULARY & LANGUAGE ASSOCIATED WITH ALL COGS IS A FOCUS FOR DEVELOPMENT THROUGHOUT THE EMOTION WORKS PROGRAMME		
<p>• FOUNDATION VOCABULARY for COG CONCEPTS BEFORE BEING INTRODUCED TO THE COG CONCEPTS...</p>  <p><i>I can use picture symbols to help me learn & represent words</i></p> <p><i>I understand and can use at least 30% of the words and phrases identified in the EW foundation language word bank.</i></p> <p>(See 'Vocabulary Progression - Foundation Language' doc)</p>	<p>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.</p>	<p>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.</p>
<p style="background-color: #00AEEF; color: white; padding: 2px;">LOWER PRIMARY / P1, 2</p> <p>• LEARNING ABOUT THE FIRST 5 COG CONCEPTS</p>  <p><i>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.</i></p> <p>• UNDERSTANDING LINKS BETWEEN THE COGS</p> <p><i>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></p> <p><i>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.</i></p> <p>• WORKING WITH THE 5-PART MODEL</p> <p><i>I can make links and discuss relationships between the first 5 cogs in learning conversations using the 5-part model.</i></p> 	<p>• LEARNING ABOUT THE INTENSITY COG</p> <p><i>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.</i></p> <p>• UNDERSTANDING LINKS BETWEEN THE COGS</p> <p><i>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></p> <p><i>I can explain how the Intensity cog works alongside the 5-part model.</i></p> <p>• WORKING WITH THE 6-PART MODEL</p> <p><i>I can make links and discuss relationships between the first 6 cogs in learning conversations using the 6-part model.</i></p> 	<p>• LEARNING ABOUT THE INFLUENCES COG</p> <p><i>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.</i></p> <p>• UNDERSTANDING LINKS BETWEEN THE COGS</p> <p><i>I can 'make-a-link' between the Influences cog and each of the 6 other cogs in learning conversations using single cog resources.</i></p> <p><i>I can explain how the Influences cog interacts with the 5-part and 6-part models.</i></p> <p>• WORKING WITH THE 7-PART MODEL</p> <p><i>I can make links and discuss relationships between all 7 cogs in learning conversations using the 7-part model.</i></p> 

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 relative to their age and level of learning.

	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 current 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 – We have 2 pupils in our school who have extensive additional support needs and work with our Ed Psych. These pupils have some awareness of the cogs and the purpose of them in relation to emotional literacy however require intensive support to identify emotions in themselves and related vocabulary.

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 have attended an online networking event, have reached out to an EW school advisor etc.

Yes, some staff have joined FB community and, as a school, we follow the Emotion Works page 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

Emotion Works learning is shared regularly on Twitter by several staff.

When we started out with our 1-cog at a time rollout, we shared an Emotion Works leaflet with our parents/families. This leaflet and Information PowerPoint has been uploaded to our school website to share information with parents and pupils at home too.

Although we had a lower than expected response rate, data from a recent survey (June 2022) that was sent to parents showed that 33% of respondents were aware of our Emotion Works programme. The same 33% also felt that learning about Emotion Works was having a positive impact on their child's ability to talk about their emotions and have a better understanding of emotional literacy. As a result of these figures, we have planned a Stay and Learn event for later on this year to encourage our parents to learn more about the Emotion Works programme and how it works in our school.