



# WEST PARTNERSHIP PRIMARY CURRICULUM PROGRAMME

St. Patrick's Primary School, West  
Dunbartonshire



## Self Evaluation

Self-evaluation revealed that pupils were good at talking about their knowledge or personal targets, but not so confident in talking about their skills.



## Inquiry Question

Can problem based interdisciplinary learning promote pupils' skills awareness and development for a target group of children?



## Intervention

Practitioners implemented a problem based interdisciplinary learning intervention which allowed learners to engage in problem based scenarios that would require the application of skills to solve. The project was used with 10 pupils and ran for 8 weeks. A focus was placed on developing self and peer awareness of skills which were emphasised through the various problem scenarios that learners encountered.



## Evidence and Impact

Staff and pupil feedback was gathered on the impact of the pilot group. A survey was used before and after the intervention to measure both self-awareness from the pupils but also the professional judgement of their teachers. Data from both groups demonstrated increases across 6 competencies: 1) collaboration, 2) character, 3) critical thinking, 4) creativity, 5) citizenship and 6) communication. Qualitative feedback from pupils aligned with what the quantitative survey data suggested.



## Key Reflections

This collaborative action research project found that a problem based interdisciplinary learning project could increase pupil self-awareness of skills. Practitioners found the process of implementing research in their own establishments valuable, especially given the data that confirmed the improvements their intervention had produced.

For more information on the Primary Curriculum Programme, scan the QR code below.

