

What are we working on?

EPS are piloting Scottish Government resources using an action research model.

The topics covered are the prevalence of trauma; responding to trauma; attachment and attunement; self-regulation and staff wellbeing and will be offered to staff in upper primary and secondary schools.

Compassionate and Connected Classroom

A literature review and needs analysis with secondary staff indicated that training and materials in evidence-based studying and learning strategies would be useful.

A universal training package is being developed for piloting with secondary curricular staff during session 19-20.

Effective Studying and Learning

Wave 3 & Hi 5 are literacy interventions with a strong evidence base. Wave 3 is aimed primarily at P2/3 children who are struggling to develop their literacy skills. Hi 5 is aimed at P5-S2 pupils to promote literacy skills, with a focus on reading comprehension.

The service continues to train more staff and in-house trainers, in order to support the sustainability of these intervention.

Wave 3 & Hi 5

EPS and EY colleagues are collaborating on the implementation of learning through play with a group of schools, with an initial focus on P1.

An action research model is being used to support staff development. The eventual expectation is for all P1 classes to deliver learning through play.

Learning through Play

Perth & Kinross EPS

For further information please contact the team at

EcsPsychologists@pkc.gov.uk

Follow us on [Twitter](#) - Perth & Kinross EPS @PerthEPS

Precision Teaching

Precision teaching supports individual pupils to achieve high levels of accuracy and fluency of the targeted skills.

This year EPS will train further primary and secondary PSAs to deliver Precision Teaching in Numeracy. We will also deliver training in Precision Teaching in Literacy.

Resolutions Mentoring

As part of the Developing the Young Workforce mentoring programme, EPs are contributing workshops on the application of positive psychology for young people. Mentors are also trained to support the young people to practise and embed the learning in real situations, through their conversations at an individual level.

Secondary Mental Health

EPS and CAMHS facilitate a network of senior staff to discuss aspects of mental health in their context. The focus is on a supported, confidential opportunity to reflect on key themes, good practice and the impact and challenges of this work, with a focus on both pupil and staff wellbeing.

Self-Regulation

Effective Executive Functions have been found to be critical for school success and predictive of a number of outcomes

The service will lead Self-Regulation in Action with a group of practitioners from early years, primary and secondary with the focus being to address the attainment gap.