
**Please find attached reports in respect Items 4, 5 and 6
on the agenda for the above meeting**

4.	Children and Young People's Services - Education Standards and Quality Report 2017-18 (Pages 3 - 64) Consider report by Service Director Children and Young People. (Copy attached.)	15 mins
5.	Dyslexia Policy (Pages 65 - 98) Consider report by Service Director Children and Young People. (Copy attached.)	15 mins
6.	Exam Results 2017-2018 (Pages 99 - 108) Consider report by Service Director Children and Young People. (Copy attached.)	15 mins

This page is intentionally left blank



CHILDREN AND YOUNG PEOPLE'S SERVICES – EDUCATION STANDARDS AND QUALITY REPORT 2017-18

Report by Service Director, Children & Young People

EXECUTIVE COMMITTEE

2 October 2018

1 PURPOSE AND SUMMARY

- 1.1 The report provides the Executive Committee with a summary of progress in Educational standards of attainment and achievement across early years settings, additional support needs provisions and schools in the Scottish Borders.**
- 1.2 The report also presents a summary of progress in relation to the expectations set out in the National Improvement Framework (NIF) which sets out the national priorities for Education and expectations regarding the key drivers of improvement: school leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information. The key priorities for school session 2018/2019 are set out within the drivers and these set the context within which all education settings base their improvement plans.

2 RECOMMENDATIONS

- 2.1 It is recommended that the Executive Committee:-**
 - (a) Note the overall positive progress being made by the Education Service in delivering the National Improvement Framework in Scottish Borders Council Early Years settings and schools.**
 - (b) Agree the improvement priorities and action plan for improvement in school session 2018/19, as detailed in Section 5 in Appendix 1.**

3 BACKGROUND

- 3.1 All Scottish Borders Council education establishments have been focused on the key priorities set within the National Improvement Framework (NIF):
- (a) Improving attainment, particularly in literacy and numeracy;
 - (b) 'Closing the attainment gap' between the most and least disadvantaged children and young people;
 - (c) Improving children and young people's health and well-being;
 - (d) Improving employability skills and sustained, positive school-leaver destinations for all young people.
- 3.2 The progress made in school session in 2017-2018 is contained within the Education Standards and Quality Report in Appendix 1. It is important to note that there is a legislative requirement to report on progress within the NIF on an annual basis to the Scottish Government and to set out the improvement plan priorities for the year ahead within the nationally established key drivers for improvement: teacher professionalism, school improvement, leadership, assessment of children's progress and performance information. These drivers provide a framework for the Council's Education Service Improvement Plan, including the identification of measureable outcomes and the evidence that will be gathered to inform progress and support strategic planning for continuous improvement.

4 SUMMARY OF PROGRESS

- 4.1 ***Improving attainment in literacy and numeracy*** – Standards have been maintained across all aspects and school stages, ie there are positive attainment trends in both areas. For school leavers, significant improvement has been evidenced with an increase of over 4% in National 5 English and an increase of 3% of S4 pupils achieving a literacy award; an increase of 9% in National 5 Maths and an increase of 4.5% S4 pupils achieving a numeracy award.
- 4.2 ***'Closing the attainment gap'*** – Overall progress in attainment has improved with performance in the highest 20% of pupils and the middle 60% of pupils being greater than the virtual comparator and national. However, attainment of pupils in deciles 1 and 2 is lower than the national picture. At school level there is significant evidence of the attainment gap being closed within the Broad General Education, but extensive work remains in improving the attainment of pupils in deciles 1 and 2 in examinations in the Senior Phase. Every school in the Borders has a 'closing the gap' attainment action plan and a 'virtual school' has been established to track and monitor the impact of targeted actions upon the progress of pupils in deciles 1 and 2. Strategically actions have been identified to tackle particular work to address key areas where the attainment gap is most persistent: writing and numeracy in Primary 4 and all aspects of literacy and numeracy in Primary 7.

- 4.3 ***Improving children and young people's health and well-being*** – There has been an extensive focus on improving inclusion, equality and health and well-being in all Scottish Borders education settings. This is detailed on page 26 of the Standards and Quality Report in Appendix 1. A wellbeing survey was undertaken with all S2 pupils and all primary school pupils from Primary 3 to 7. This survey will now provide an opportunity to track progress in this area and support the identification of key actions to be taken to further enhance wellbeing of pupils. It should be noted that a further report on the work being carried out in this area will be presented at a forthcoming Executive.
- 4.4 ***Improvement in employability skills*** – Positive and sustained destinations continue to improve year upon year in the Scottish Borders: 95.83% of school leavers in 2016/17 were in a positive destination and this was more than 2% above the national average. Extensive partnership working is ongoing to ensure that destinations are aspirational and tailor made to the needs of the young person. The report in Appendix 1 evidences increased partnership working and participation levels both within the senior phase of school and post school for 16-19 year olds. The support of Community Learning and Development and a wide range of local partnerships, including the work in progress linked to the South of Scotland Partnership and Borderlands, ie the links to Economic Development, are vital to the ambition of ensuring all young people attain the best possible, positive and sustained destinations.

5 CONCLUSION

- 5.1 The Education Standards and Quality Report for 2017/2018 evidences positive progress in the four National Improvement Framework priorities. These priorities are also impacted upon positively by a range of improvement approaches being taken in collaboration with a range of partners, eg Mental and Emotional Health Strategy with the NHS. A report on progress in partnership working will be outlined in a paper to the Executive later in the year when the updated Children and Young People's Partnership Plan is brought to the Executive.

6 IMPLICATIONS

6.1 Financial

There are no costs attached to any of the recommendations contained in this report.

6.2 Risk and Mitigations

A risk register is in place for the Education Service, with risks identified and managed following the Corporate Risk Management Policy and framework. Controls are in place for these risks and further mitigation actions identified as necessary to ensure the achievement of these priorities.

6.3 Equalities

It is anticipated that there are no adverse impact due to race, disability,

gender, age, sexual orientation or religion/belief arising from the proposals in this report.

6.4 **Acting Sustainably**

There are no significant impacts on the economy, community or environment arising from the proposals contained in this report.

6.5 **Carbon Management**

There are no significant effects on carbon emissions arising from the proposals contained in this report.

6.6 **Rural Proofing**

This report does not relate to new or amended policy or strategy and as a result rural proofing is not an applicable consideration.

6.7 **Changes to Scheme of Administration or Scheme of Delegation**

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

7 CONSULTATION

7.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR and the Clerk to the Council have been consulted and their comments have been incorporated into the final report.

Approved by

Donna Manson

Service Director, Children & Young People Signature

Author(s)

Name	Designation and Contact Number
Michelle Strong	Chief Officer, Education

Appendix: Standards and Quality Report (Appendix 1)

Background Papers:

Previous Minute Reference:

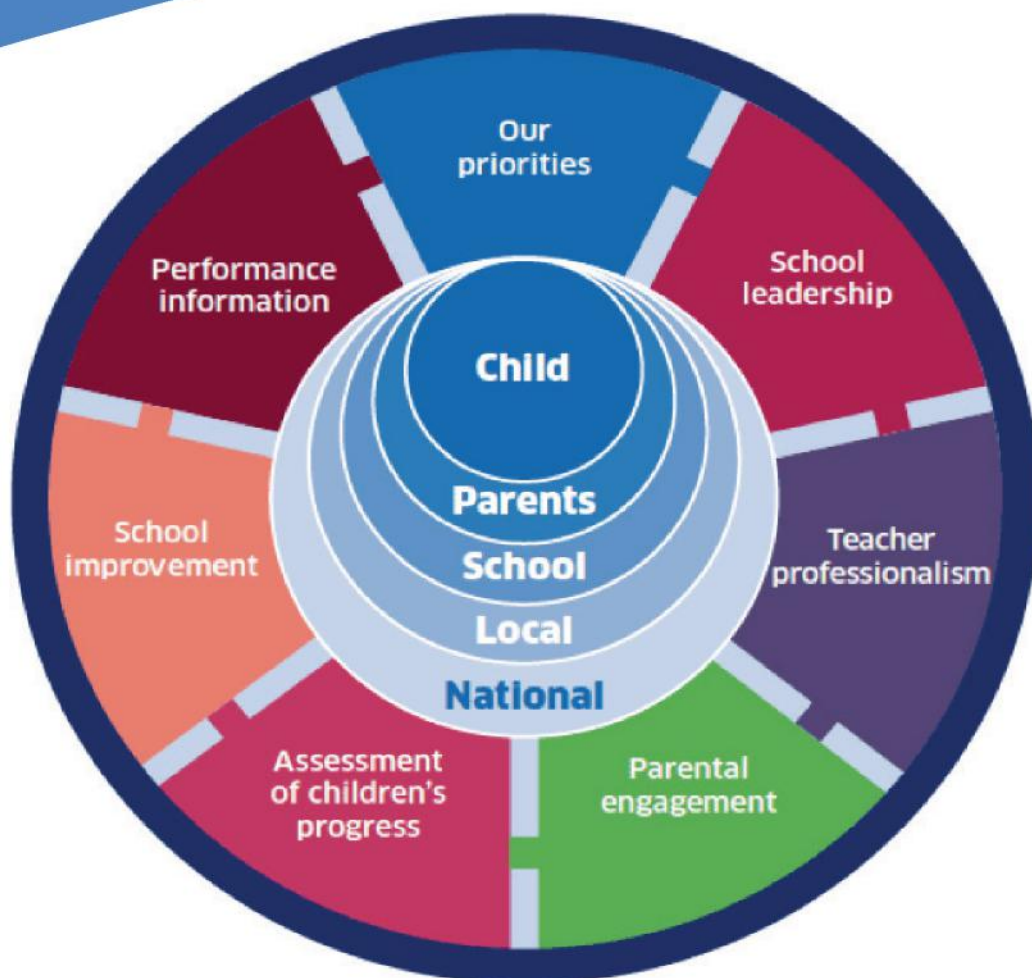
Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Michelle Strong can also give information on other language translations as well as providing additional copies.

Contact Michelle Strong (Tel 01835 824000) at Council Headquarters, Newtown St Boswells, Melrose TD6 0SA.

Draft Children and Young People's Service

Appendix 1

STANDARDS AND QUALITY REPORT 2017-



CONTENTS

CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

FOREWORD	3
1. OUR CONTEXT	5
• Key Contextual Statistics	6
2. OUR PRIORITIES 2017-18	7
3. REVIEW OF PROGRESS FOR 2017-18	11
4. NATIONAL IMPROVEMENT FRAMEWORK (NIF)	39
• Drivers for Improvement	43
5. OUR KEY PRIORITIES FOR 2018-19	45
• Summary of Priorities for 2018 -2019	47

CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

FOREWORD

Dear Reader

Each year SBC's Children & Young People's Directorate creates a Service Improvement Plan setting out ambitious targets for improvement. These targets continue to address national priorities and are based upon:

- National Improvement Framework (NIF) Drivers
- Self-evaluation of previous performance
- Consultation with stakeholders

In the Scottish Borders the Council works with partners and families to ensure that all our children and young people benefit from an aspiring educational experience that enables them, no matter what their starting point, to fulfil their potential and realise their ambitions. As a Service we are addressing the emotional health and wellbeing of our young people through the introduction of Growing Confidence training for young people, staff and families, and working towards LGBTi status in all secondary schools.

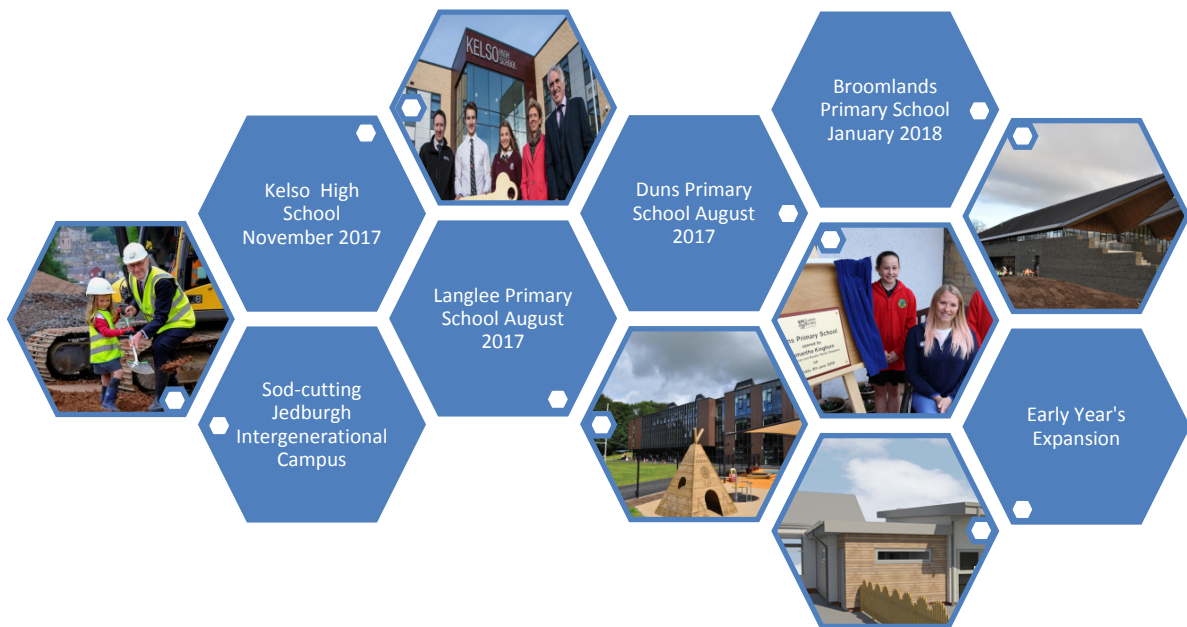
It is widely accepted that poverty has a significant impact on learners. During session 2017-18 schools were granted additional monies from the Scottish Government through Pupil Equity Funding (PEF) to provide targeted interventions to improve attainment of those most affected by poverty. The Education Service is seeing green shoots in terms of narrowing the attainment gap between the most and least deprived in Scottish Borders as well as an increased confidence in learning.

SBC's Education Service (within the Children and Young People's Directorate) is increasingly working with our local authority partners in the South East Regional Improvement Collaborative; City of Edinburgh, East Lothian, Fife and Midlothian. Together the Collaborative are addressing common challenges, sharing learning experiences and co-producing resources to support practitioners. Although in its infancy, practitioners who have been involved so far are recognising the potential benefits for the children and young people in the Scottish Borders.

Every day I see staff in schools, in learning settings and in headquarters striving to do their very best for the families they serve. Throughout this report you will read evidence of impact of the hard work and dedication of all Scottish Borders Council staff, children and young people, parents / carers. We have much to be proud of and I wish to thank everyone for their hard work and commitment. As a Council we are continuously striving for excellence and equity in all that we do whilst recognising that there is always room for improvement and, therefore, welcome your feedback on any aspect of our Education Service. We look forward to hearing from you.

Yours sincerely

Michelle Strong
Chief Education Officer – Scottish Borders Council



CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

1. CONTEXT

Scottish Borders is a rural local authority where 30% of the population live in settlements of less than 500 people or in isolated hamlets. Geographically Scottish Borders covers a large area – 1,827 square miles – travelling from West Linton (West) to Eyemouth (East) taking approximately 90 minutes by car. The largest town is Galashiels followed by Hawick. The only other towns with a population of over 5,000 are Peebles, Kelso and Selkirk. Almost half of the population have been resident in their locality for over 10 years, which is higher than the Scottish average.

For catchment purposes, Scottish Borders is divided into 9 clusters each with a secondary school and various numbers of associated primary schools. In total there are 9 secondary schools and 63 primary schools. There are 3 Roman Catholic schools situated in Peebles, Galashiels and Selkirk. There is a primary and secondary Inclusion and Wellbeing Service and 1 additional support needs primary school which is designed to cater for children with autism. In addition there are 4 primary and 4 secondary enhanced provisions which meet the needs of young people with severe and complex additional needs.

This session Scottish Borders Council continued its investment in the school estate by opening four new/refurbished Centres; Broomlands Primary School, Duns Primary School, Langlee Primary School and Kelso High School, as well as making a significant investment in improving existing provision e.g. the creation of the new Complex Needs base within Galashiels Academy. The expansion of Early Years' provision to 1140hrs continues to be implemented through a phased approach that has been guided and shaped by the creation of a Scottish Borders Child Poverty Index which has helped us identify the areas of greatest need, using a variety of measures; the Council is on target for full-implementation by 2020.

Overall, there is a well-educated and skilled workforce in the Scottish Borders with a lower proportion of people of working age with lower or no qualifications. For the last 5 years Scottish Borders has consistently surpassed leaver destinations compared to Scotland as a whole.

KEY CONTEXTUAL STATISTICS



CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

2. PRIORITIES 2017-18

The key priorities for all local authorities, schools and educational settings set out within the National Improvement Framework are:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

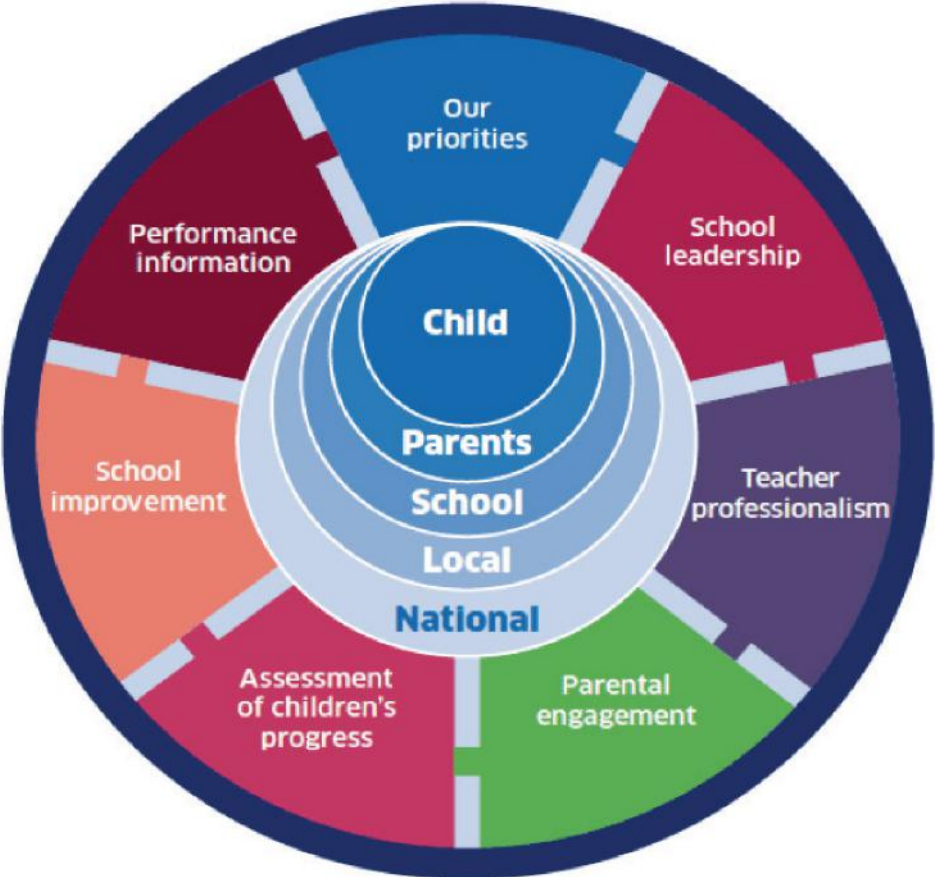
As well as these four priorities the Education Service has been involved in other significant developments including the Early Learning Childcare (ELC) expansion, Review of the School Estate, Digital Learning Strategy and partnership working developing a Mental and Emotional Health Strategy; all of which have been designed to have a positive impact on children and young people in the Scottish Borders. The Education Service has also embraced the Year of Young People (YOYP) 2018.

The Education Service Improvement Plan and individual school improvement plans reflect these priorities. The Standards and Quality Report (for the Education Service) and reports for individual schools highlight the progress and impact made in relation to each of these priorities. From 2017 Local Authorities and Schools are asked to gather evidence on key drivers for improvement, and to analyse and identify where they can make further improvement. These are detailed in the National Improvement Framework (NIF) 2018.

DRIVERS FOR IMPROVEMENT

These drivers are:

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children’s progress
- School Improvement
- Performance information



MAPPING KEY PRIORITIES TO THE NIF DRIVERS FOR IMPROVEMENT

PRIORITY 1

Improvement in attainment, particularly in literacy and numeracy

- 1.1 Enhance the quality and impact of leadership at all levels within schools/settings through targeted Quality Improvement Officer visits, Headteacher Engagement Days, Professional Learning opportunities for all staff – School Leadership/ Teacher Professionalism / School Improvement
- 1.2 Promote partnership working through sharing effective practice where positive outcomes for children and young people can be evidenced, including: collaboration with other agencies; involvement of Community Learning and Development; – Parental engagement/ Assessment of children’s progress / School improvement

Further develop a shared understanding of standards in the teaching and assessment of Literacy and Numeracy at the Broad General Education (BGE) within and across schools through planned Professional Learning opportunities for all staff and making wider use of Quality Assurance & Moderation Support Officers (QAMSO) undertaking national training in moderation – Assessment of children’s progress / Teacher Professionalism

- 1.3 Use evidence-based research to develop Strategies in Raising Attainment; Literacy and Numeracy in Early, First and Second Level, and Learning, Teaching and Assessment to inform schools’ policies and practices, incorporating a set of measures to track children’s progress and attainment in literacy and numeracy in Early Learning & Childcare (ELC) - School improvement

PRIORITY 2

Closing the attainment gap between the most and least disadvantaged children

- 2.1 Support schools in developing, implementing and evaluating targeted interventions for our most vulnerable children and young people through regular visits from the Pupil Equity Funding (PEF) secondees, professional learning opportunities for all staff, and local authority documentation – School improvement / School leadership / Teacher professionalism
- 2.2 Engage with parents/carers of our most vulnerable or disadvantaged groups of learners – Parental Engagement
- 2.3 Develop a robust system to track schools’ progress in order to monitor and evaluate the effectiveness of interventions including Developing Young Workforce (DYW), Inclusion, Pupil Equity Fund (PEF) , School Improvement Plans (SIPs)–School improvement / School leadership
- 2.4 Support 4 identified schools in developing, implementing and evaluating targeted interventions through regular visits from Quality Improvement Officers and partners including Educational Psychology, PEF secondees, consultants and professional learning opportunities for all staff – School improvement / School leadership / Teacher professionalism

PRIORITY 3

Improvement in children and young people's health and wellbeing

- 3.1 Improve the experience and outcomes of our most vulnerable children and young people by improving the consistency and support for wellbeing in schools and settings through whole staff professional learning. – School Leadership / Teacher Professionalism / School Improvement / Assessment of children's progress
- 3.2 Develop a Parenting Programme to support and promote positive experiences and outcomes for our most vulnerable children and young people in schools/settings – Parental engagement / School improvement

PRIORITY 4

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

- 4.1 Improve the experience and outcomes of all learners by supporting schools, to review their curriculum rationale and pathways, and where necessary amend to ensure they reflect the potential partnerships, entitlements and varying needs of their learners and will lead to sustained positive destinations for those in the senior phase - School improvement / Assessment of children's progress

CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

3. REVIEW OF PROGRESS

PRIORITY 1

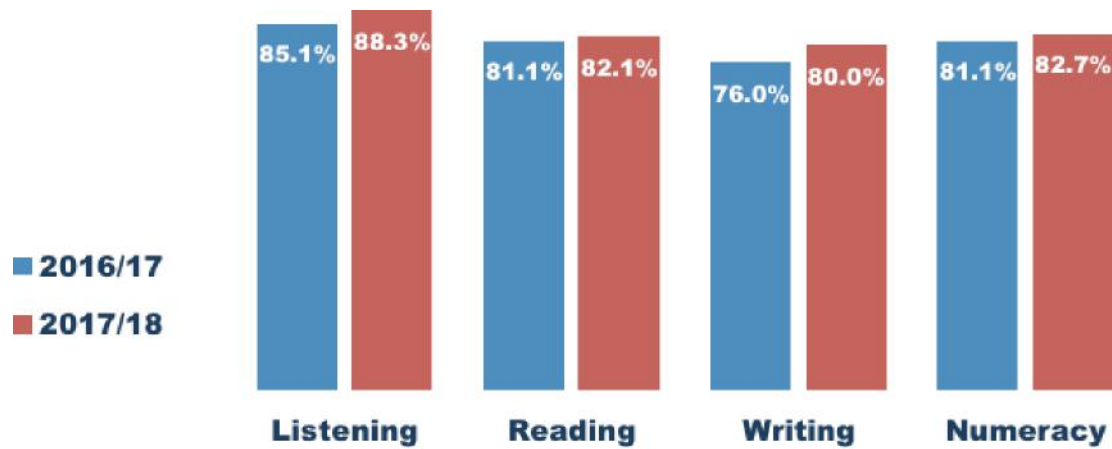
Improvement in attainment, particularly in literacy and numeracy

The National Improvement Framework achievement of a level data was submitted by schools in June 2018 to the Scottish Government. Attainment and Achievement have been a key focus in all Headteacher Engagement Days, held in the Borders, Quality Improvement events and Support and Challenge visits from SBC Quality Improvement Officers. Scottish Borders Council participated in the national Quality Assurance Moderation events, sending representation for most levels and subjects to each meeting and collecting evidence of holistic assessment for feedback. A clear message was given to all Headteachers at the start of the year and reinforced within the Quality Improvement Framework document that the expectation was that all schools participated in moderation activities within and across schools. During QIO audit Visit 1, Headteachers were required to share with their QIO their Quality Assurance Plan for the year. From that, there was evidence that all schools are engaging in moderation activities, albeit at varying levels.

As part of Raising Attainment in English and Mathematics in secondary schools, Principal Teachers agreed a three year programme of "learning rounds", where each school would host all the Principal Teachers. This year, three secondary schools hosted a full day of learning rounds in Maths and two schools hosted in English. These sessions were facilitated by a Quality Improvement Officer. The agenda for the day was agreed with school staff in the department and the activities included focus groups of pupils and staff, lesson observations, professional dialogue around the curriculum, sharing of key resources and feedback. Feedback from school staff was positive in that other staff in these departments would now like the opportunity to be part of the process. Positive impact for learners included new resources/materials, new plans for revision and access to new courses; other Maths departments are now offering Personal Finance as part of the curriculum; Digital and online resources/ approaches are being shared with other schools; and Course outlines and assessment shared.

Strategic groups involving Education Practitioners, CLD, Educational Psychologists, Speech and Language Therapists, and Occupational Therapy Practitioners from across the Local Authority were set up to lead on the development of Literacy and Numeracy. Although both the Literacy and Numeracy groups are in their infancy, key decisions have been agreed for next session. For example, in developing literacy, the group has decided to develop the wider language and literacy strategy and will be addressing not only emerging literacy at early level as first suggested, but investing in training for 0-3yrs, CfE 1st Level and CfE 2nd Level. Schools will be phased in gradually with full implementation over a 3 year period. Full implementation of an effective Language and Literacy and Numeracy Strategy will be expected in all schools by the beginning of session 2021/22.

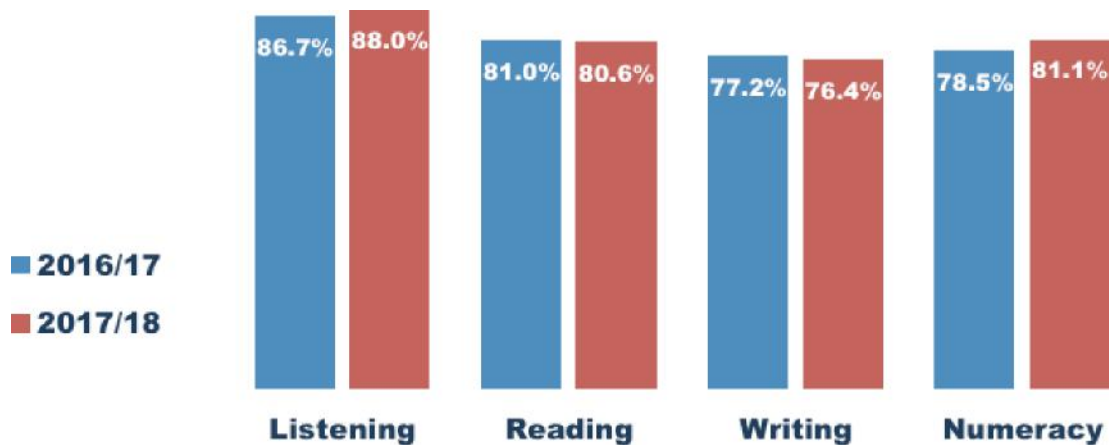
PRIMARY 1 NIF DATA JUNE 2018 (ACHIEVED EARLY LEVEL)



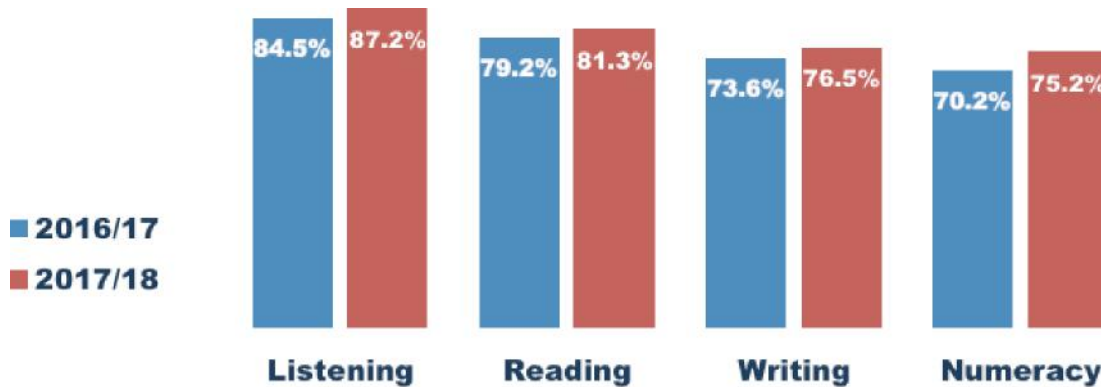
Since 2016/17 attainment at P1 has increased across all four subjects. In listening/talking, the attainment has not only increased from session 2016/17 (but is higher than that reported in 2015/16). Reading is showing a more modest increase of 1.0% on last year's attainment but is still well below 85.8% achieved in 2015/16. Attainment in writing at P1 has increased by a significant 4.0% but that is still 1.8% less than the attainment in writing in 2015/16. Similarly, attainment in numeracy is showing a modest increase of 1.6% on last session but this is still 3.4% less than the attainment posted in 2015/16.

PRI MARY 4 NIF DATA JUNE 2018 (ACHIEVED FIRST LEVEL)

Session 2017-18 has seen a small increase in children attaining 1st Level at P4 for listening/talking and numeracy since 2016/17. The increase of 1.3% is modest but results for listening and talking are showing year on year improvement. Attainment in numeracy has increased by 2.6% and results are showing year on year improvement. Performance in reading and writing has fallen by -0.3% and -0.8% respectively but the performance data overall for P4 has been relatively stable over the three years.

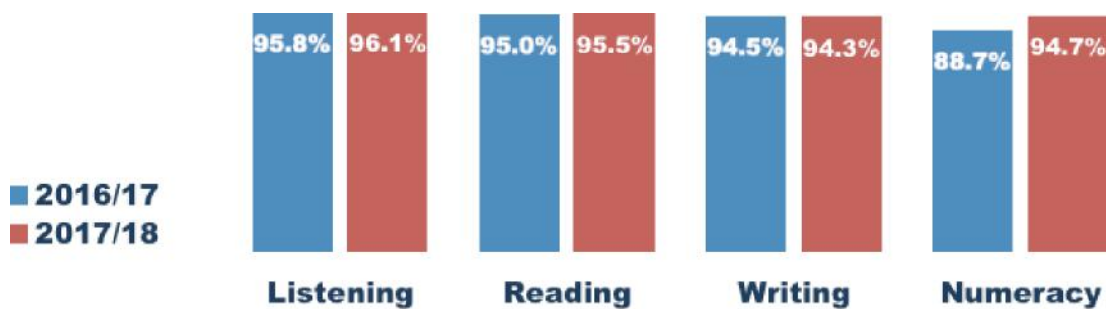


PRIMARY 7 NIF DATA JUNE 2018 (ACHIEVED SECOND LEVEL)

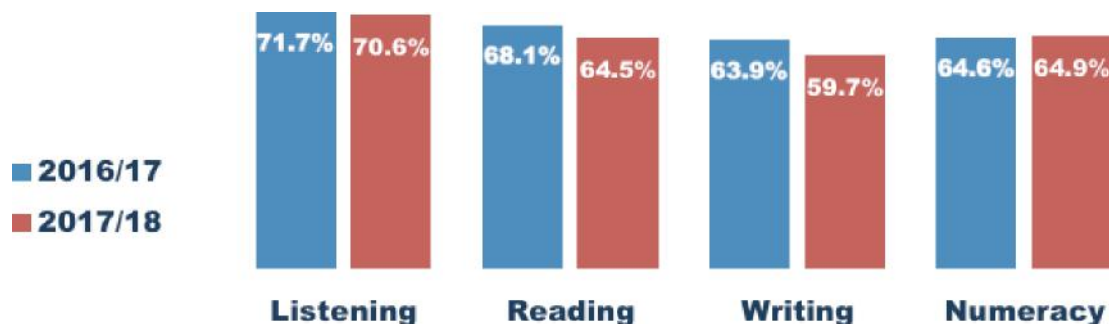


Session 2017-18 has seen a positive improvement in the percentage of children in P7 achieving listening, reading and writing at 2nd Level and a significant increase in those achieving 2nd level in Numeracy.

S3 NIF DATA JUNE 2018 (ACHIEVED THIRD LEVEL)



S3 NIF DATA JUNE 2018 (ACHIEVED FOURTH LEVEL)



There is a minor increase in S3 attainment at 3rd Level for listening/talking and reading; 0.4% and 0.6% respectively. There is a minor decrease of -0.2% in writing. These changes are minor and would not be recognised as statistically significant. In addition, attainment for literacy and numeracy is >93% in all areas which would be above the average for Scotland for last session. There has been a significant increase in the percentage of S3 achieving 3rd Level in numeracy with an improvement of 6.1% on the previous year.

For S3 achieving 4th Level, there is a notable decrease for reading and writing at -3.5% and -4.2% respectively. The reporting of moderation activity by secondary schools suggests that there needs to be considerably more planned understanding and sharing the standard activities across the secondary schools.

With all Curriculum for Excellence levels (CFE) it is important to recognise that year on year this is a new cohort of pupils, therefore variations are to be expected.

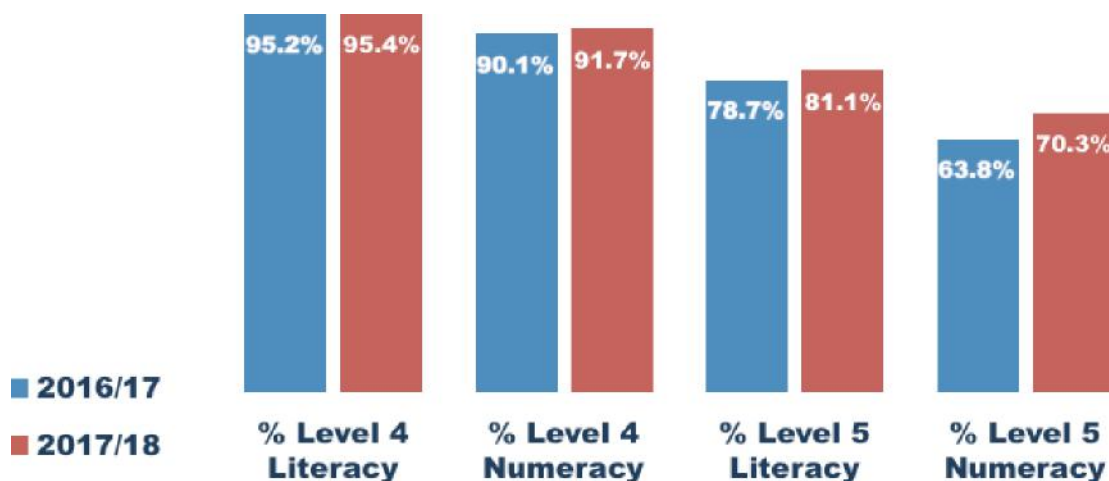
Overall the attainment data within the National Improvement Framework is evidencing a positive and consolidating trend of attainment from primary 1 through until S4. The levels being reported are above the national average and sitting within the second quartile in national attainment tables.

IMPROVEMENT IN THE NUMBER AND LEVELS OF NATIONAL QUALIFICATIONS GAINED

National qualifications are achieved in the senior phase (S4-S6) of secondary school. Pleasingly over the last 3 years in the Scottish Borders there has been a year on year improvement in the majority of measures. A greater number of qualifications are being gained by our pupils and school leavers are leaving with qualifications at a higher level.

2017 LEAVERS LITERACY & NUMERACY

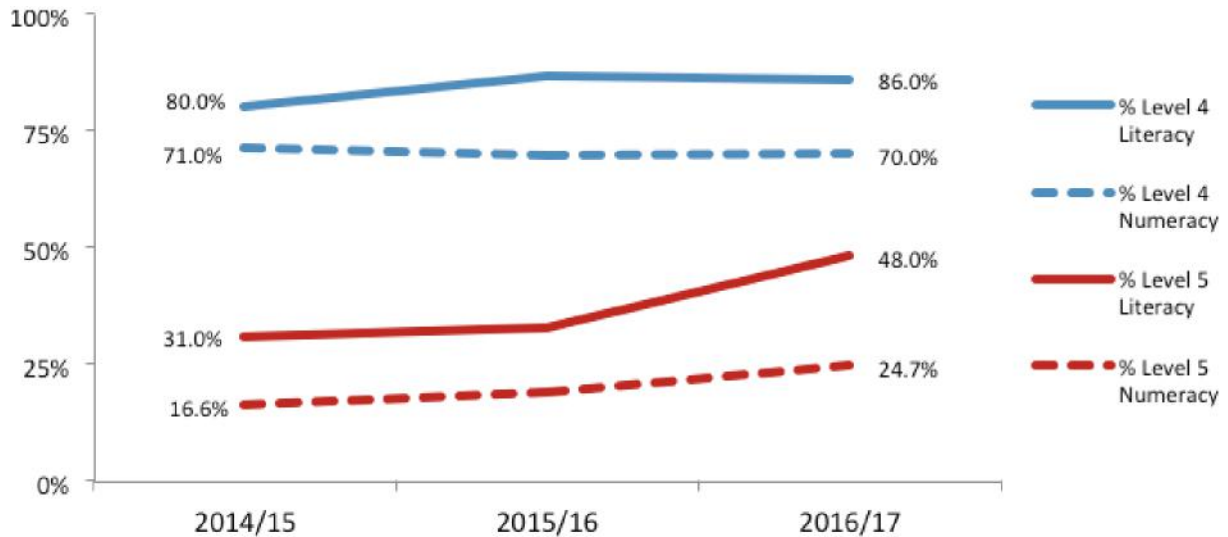
LITERACY & NUMERACY: ALL LEAVERS (SOURCE: INSIGHT MARCH 2018)



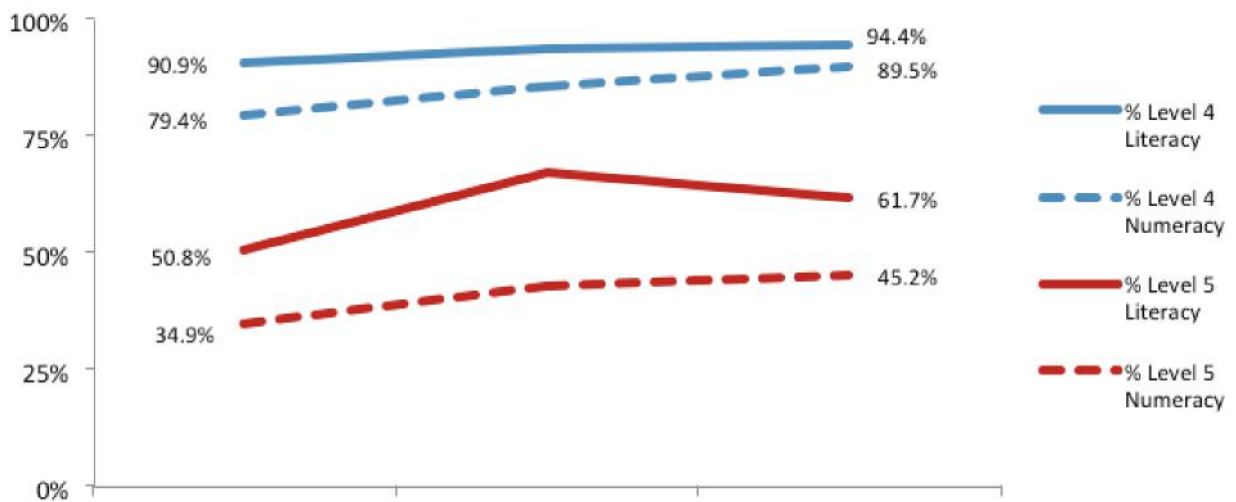
Session 2017-18 has seen an increase in the number of leavers achieving literacy and numeracy at SCQF 4 and remains in line with the virtual comparator. Performance in numeracy shows an increasing upward trend over three years. At SCQF Level 5 there has been improvement in performance in literacy and numeracy over three years and performance is now in line with the virtual comparator.

S4 LEAVERS LEVEL 3, 4 & 5

S4 LEAVERS - LEVEL 4 & 5



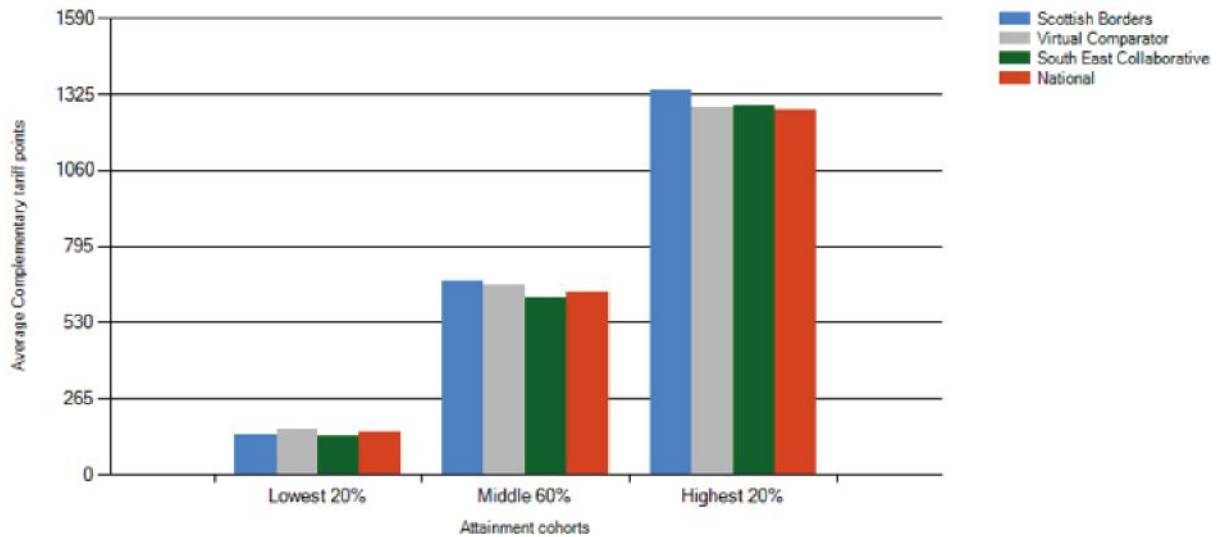
S5 LEAVERS LEVEL 4 & 5



S4 Performance in Literacy at SCQF Level 5, 2017 is greater than the Virtual Comparator. S4 performance at SCQF level 5 numeracy has improved over the last three years. S5 Performance in Numeracy at SCQF Level 4, 2017 is greater than the Virtual Comparator. Pleasingly 94.59% of young people in S4 gained an award at Nat 5 English in 2017. 78.65% of young people in S4 gained an award at Nat 5 Maths in 2017. 89.67% of young people in S5 gained an award at Higher English in 2017. 84.25% of young people in S5 gained an award at Higher Maths in 2017.

ALL LEAVERS 2017

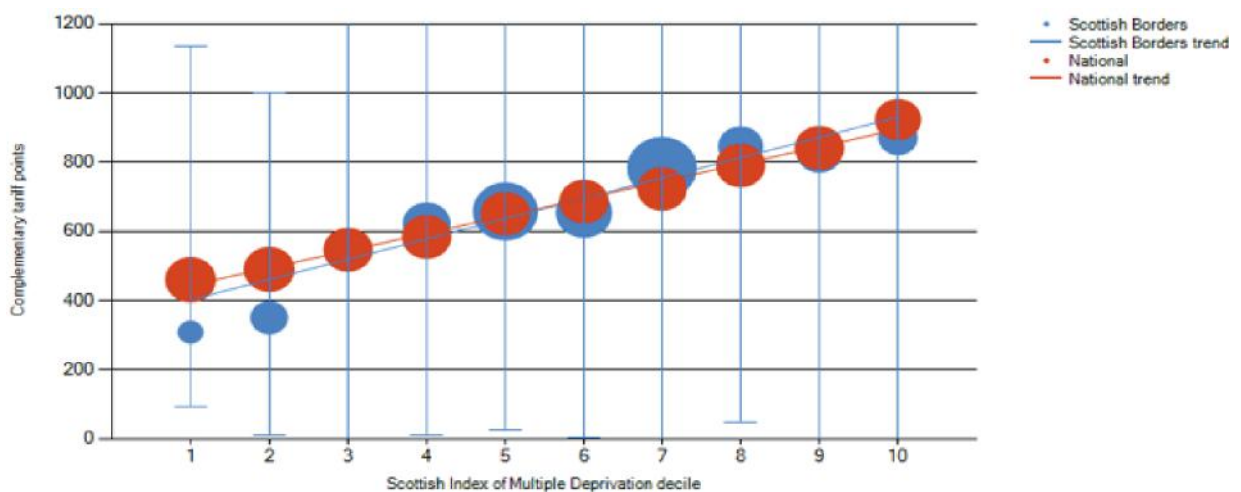
IMPROVING ATTAINMENT FOR ALL AVERAGE COMPLEMENTARY TARIFF POINTS



2017 performance for those in Lowest 20% is lower than our Virtual Comparator. Performance in Highest 20% is greater than your Virtual Comparator. Performance in the middle 60% is in line with the virtual comparator.

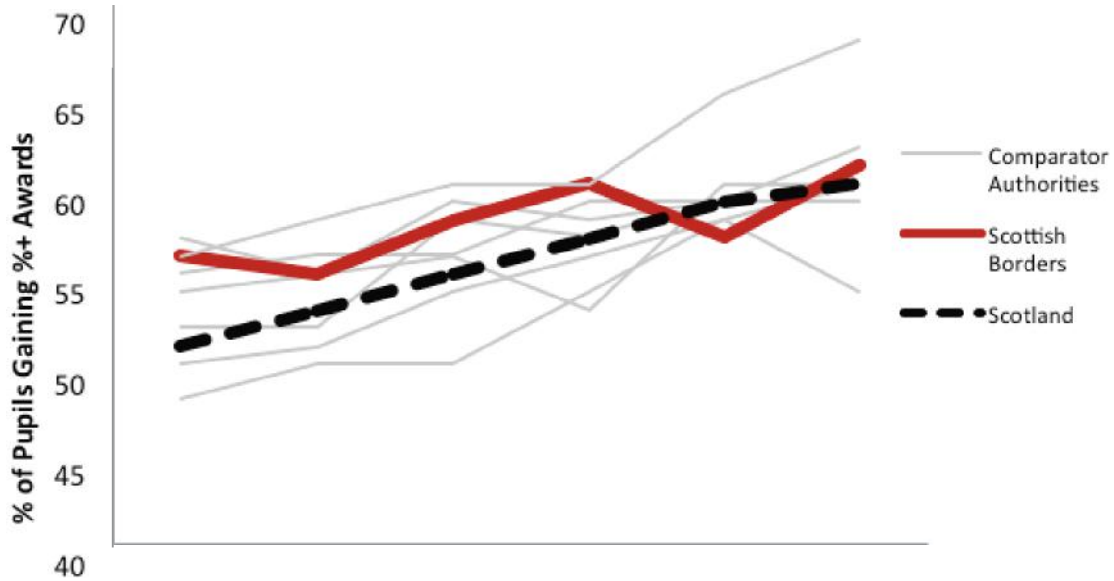
ALL LEAVERS ATTAINMENT BY SIMD INDEX

TACKLING DISADVANTAGE BY IMPROVING THE ATTAINMENT OF LOWER ATTAINERS RELATIVE TO HIGHER ATTAINERS ATTAINMENT VERSUS DEPRIVATION

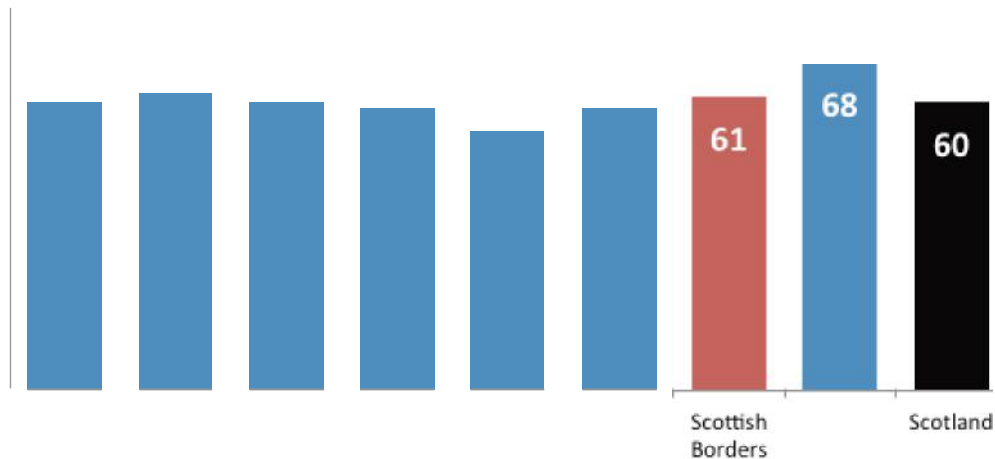


In SIMD decile 1 (most deprived) SBC performance is much lower than the National picture. In SIMD decile 2, our performance is much lower than the National picture. In SIMD decile 7, our performance is greater than the National picture. All other SIMD deciles remain consistently in line with the national measurement. Further work is required to narrow the attainment gap between the most and least deprived in Scottish Borders schools.

BREADTH & DEPTH: ALL LEAVERS

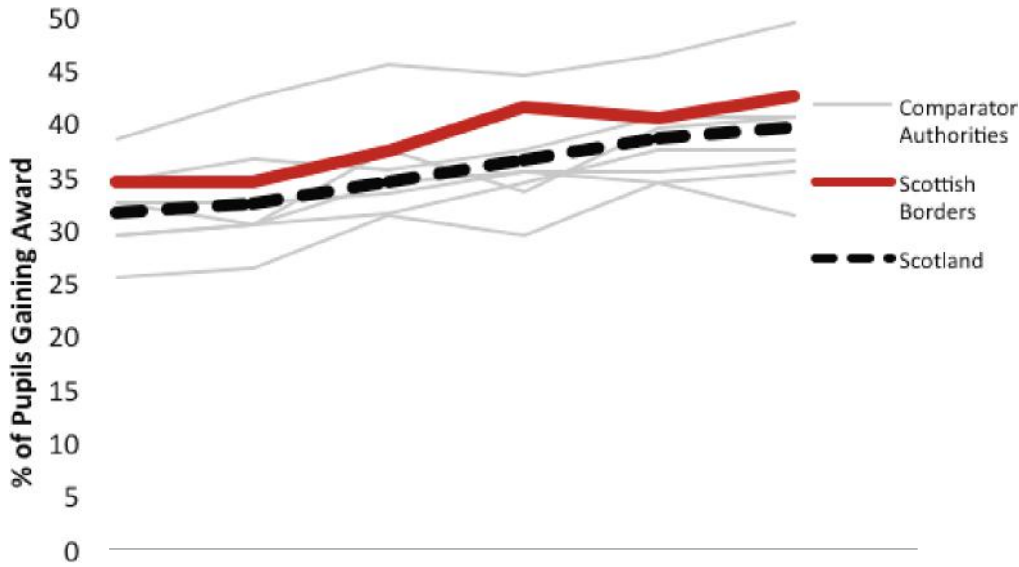


% OF PUPILS GAINING 5+ AWARDS AT LEVEL 5
CHN4 - % OF PUPILS GAINING 5+ AWARDS AT LEVEL 5 2016-17

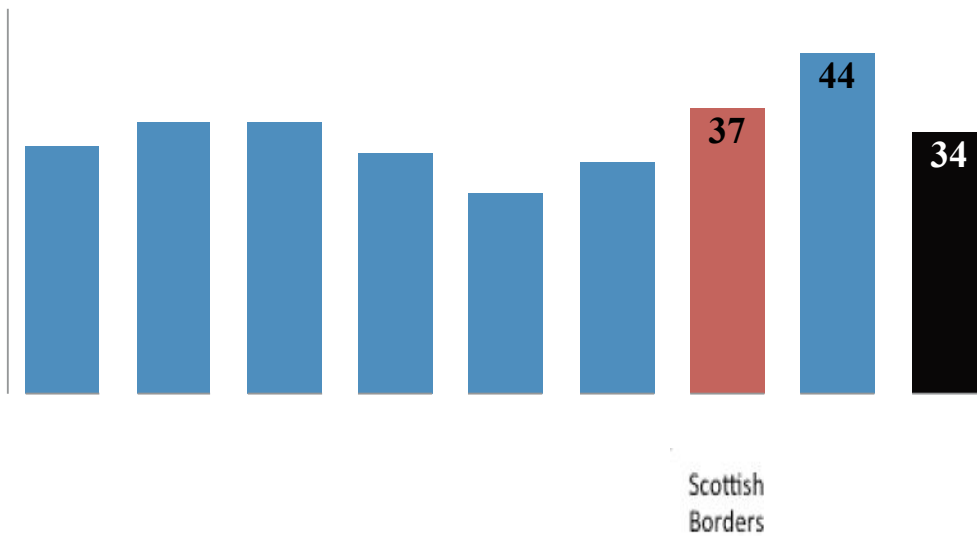


At level 5 there is an upward trajectory with more school leavers gaining 5 or more awards. Apart from one year Scottish Borders is above the national average and above a number of its comparator authorities.

% OF PUPILS GAINING 5+ AWARDS AT LEVEL 6



CHN5 - % OF PUPILS GAINING 5+ AWARDS AT LEVEL 6 2016-17



At level 6 a greater number of Scottish Borders leavers are gaining 5 or more qualifications. By comparison with Scotland and other local authorities this is a positive picture for Scottish Borders.

The performance of leavers in 2017-18 who have achieved five or more qualifications at SCQF Levels 5 and 6 shows a positive increase around 4 % at both levels from 2016. In total, young people in Scottish Borders gained accreditation in 158 different SCQF accredited courses from SCQF Level 1- 8.

Overall, SBC school leavers are gaining a higher level of literacy and numeracy awards than ever before and above comparators.

SUMMARY OF PROGRESS FOR PRIORITY 1

In Broad General Education, from P1 to S3 standards were maintained or improve across all aspects of literacy and numeracy. For all school leavers there has been an improvement in literacy and numeracy.

NEXT STEPS

- Improve the teaching of Early Literacy and Numeracy in all schools and settings.
- Ensure greater consistency of standards in learning, teaching and assessment.
- The Central Team will engage in regular dynamic challenge across schools and settings
- Further develop more appropriate learner pathways in the secondary curriculum



Awards – Earlston High School

PRIORITY 2

Closing the attainment gap between the most and least disadvantaged children

SUPPORTING SCHOOLS WITH TARGETED INTERVENTIONS

To support schools in developing, implementing and evaluating targeted interventions for our most vulnerable children and young people, Scottish Borders Council seconded two promoted practitioners to serve as Attainment Officers (AOs). Support has included issuing Local Authority guidance, supporting Headteachers in carrying out analysis and identification of need, identifying and signposting to appropriate interventions. The AOs have also supported schools to consider wider poverty proofing measures. The AOs have met regularly with Headteachers, school clusters and school teams to discuss progress and plan next steps, share knowledge gained through their own Professional Learning as well as establishing links with other local authority leads.

This dedicated resource provided by the Local Authority has ensured a consistent level of support, rigour and monitoring has been applied across all schools. Consequently, all schools have quantitative and qualitative measures in place to track and monitor the impact of Pupil Equity Funded interventions and to evaluate and report impact.

Headteachers also received training in how to use Quality Improvement Methodology to plan and measure impact of their chosen interventions. Around 50% of schools are now using the Model for Improvement for their Pupil Equity Funded interventions, while others are using the methodology to plan whole school improvement. This has helped Headteachers plan interventions that are appropriate, structured, aligned and measured. The Deputy First Minister and the Head of Improvement Programme from Scottish Government have been sufficiently impressed with the improvement work in Scottish Borders to visit a few of our schools, including the Earlston Cluster who have shared their resources for the good of all the most vulnerable and disadvantaged children young people in the area.

This targeted support was welcomed by Headteachers. Examples of good practice and impact can be found in the Headteacher Survey (June 2018).

The Pupil Equity Funding (PEF) was introduced in 2017. Schools have reported an improvement in terms of pupil experience and some are beginning to see an impact on attainment levels. Across Scottish Borders there has been an increase in attainment in pupils from Quintile 1 (SIMD 1 & 2) from P1. As a year group average in 2016/17 67% attained national benchmark standards which increased to 74% in 2017/18. There has been an increase in listening/talking and reading in P4.

In S3 there has been an increase in Listening, Reading and Numeracy. As a year group average in 2016/17 88.75% attained national benchmark standards which increased to 93.25% in 2017/18. Overall there has been a narrowing of the poverty related attainment gap.

SBC recognise that there is a need to target work in P4 (writing and numeracy) and especially P7 (all areas) next session to ensure the attainment of our quintile 1 pupils improves. With this in mind we are looking to complete some structured and targeted work with our main Quintile 1 schools next session.

2017 and 2018 CFE DATA

PERCENTAGE OF ALL P1 CHILDREN ACHIEVING THE CFE EARLY LEVEL, BY QUINTILE

P1 2017 - 18				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	82%	66%	74%	74%
SIMD2	82%	77%	76%	76%
SIMD3	90%	85%	81%	84%
SIMD4	89%	83%	81%	85%
SIMD5	95%	90%	85%	90%

P1 2016 - 17				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	75%	66%	66%	61%
SIMD2	83%	79%	66%	76%
SIMD3	84%	81%	75%	82%
SIMD4	89%	84%	81%	84%
SIMD5	90%	88%	82%	93%

PERCENTAGE OF ALL P4 CHILDREN ACHIEVING THE CFE LEVEL 1 OR HIGHER, BY QUINTILE

P4 2017 - 18				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	76%	67%	56%	60%
SIMD2	73%	69%	68%	70%
SIMD3	90%	82%	78%	82%
SIMD4	94%	85%	81%	87%
SIMD5	91%	85%	82%	87%

P4 2016 - 17				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	72%	66%	61%	70%
SIMD2	84%	75%	72%	75%
SIMD3	86%	79%	76%	74%
SIMD4	91%	87%	81%	80%
SIMD5	94%	87%	84%	84%

2017 and 2018 CFE DATA

PERCENTGE OF ALL P7 CHILDREN ACHIEVING THE CFE LEVEL 2 OR HIGHER, BY QUINTILE

P7 2017 - 18				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	59%	54%	48%	44%
SIMD2	78%	74%	72%	67%
SIMD3	89%	83%	78%	76%
SIMD4	91%	85%	79%	80%
SIMD5	95%	88%	84%	86%

P7 2017 - 18				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	59%	54%	48%	44%
SIMD2	78%	74%	72%	67%
SIMD3	89%	83%	78%	76%
SIMD4	91%	85%	79%	80%
SIMD5	95%	88%	84%	86%

PERCENTGE OF ALL S3 CHILDREN ACHIEVING THE CFE LEVEL 3 OR HIGHER, BY QUINTILE

S3				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	94%	97%	94%	88%
SIMD2	80%	81%	79%	76%
SIMD3	88%	87%	82%	84%
SIMD4	93%	87%	89%	93%
SIMD5	100%	100%	100%	100%

S3				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	92%	92%	92%	88%
SIMD2	97%	94%	93%	92%
SIMD3	95%	95%	94%	92%
SIMD4	97%	96%	96%	92%
SIMD5	91%	89%	87%	91%

ENGAGING WITH PARENTS OF OUR MOST VULNERABLE OR DISADVANTAGED LEARNERS

In line with the national priorities and the National Improvement Framework Drivers, all schools are encouraged to explore ways to maximise the engagement with their families for the benefit of learners. Targeted support is offered to those families whose needs are negatively affecting their health and wellbeing and their learning. Strong partnership approaches can provide meaningful support to families, building up trust and facilitating a change in life chances for parents as well as children.

In Galashiels, for example, parents are encouraged to drop into the Langlee Early Years Centre after dropping off their children and using the Centre to develop social links and support. Professionals from a range of agencies working with children 0-8 years run drop-in sessions, clinics and activities.

The centre offers a range of support groups, including:

- Drop in - a place for parents to come in for support and company in a relaxed and safe environment where they are offered support from the Early Years Welfare Benefits Officer, Childsmile and Midwives when required.
- Parents are signposted where to access the support they need which may include Domestic Abuse Advisory Service (DAAS), Community Safety, and the Department of Work & Pensions (DWP)
- Parent Craft - run by the midwives for parents in the last semester of their pregnancy, offers support and reassurance before the arrival of their babies. Further support is given from Physiotherapists and breastfeeding mums at these classes.

The Scottish Minister for Childcare and Early Years conducted a good practice visit to the Langlee Early Years Centre to meet with parents and partner providers to view good practice. In June 2018, the Early Years Centre was elected as a finalist for the Scottish Education Awards in the Family and Community Category.

Other supports for parents across SBC include:

Incredible Years and Triple P (POPP) – parenting classes run in collaboration with CLD, Education and NHS staff, over either 8 or 14 weeks blocks involving 70 children and 79 caregivers. The principle aims include strengthening parent-child interactions and attachment; provide strategies for improving and managing behaviour; foster parents' ability to promote children's social, emotional and language development; support parents to support their children's learning and encourages parents to promote children's emotional regulation and social skills.

Pleasingly 73% of participating families completed baseline and exit data compared to a national average of 52%. 82% of those completing POPP groups have evidenced progress against the principle aims. Within this 82%, 73% of children have significantly reduced their levels of high risk behaviour

Learning Together Through Play (formerly known as PEEP) – a successful PEEP group is established with the aim of increasing employability, initially targeted at parents of the eligible 2s but open to all parents of early years age children; 59 parents/carers attended PEEP sessions delivered by the CLD service.

Of those that completed the program 50 parents reported an increased confidence in their parenting role. 45 reported feeling better able to support their children's learning. 27 reported improved family relationships. 13 gained accreditation through the Peep Progression Pathway (SCQF level 3 and 4).

Financial Inclusion – The Welfare Benefits Assistant has worked with our most vulnerable families and as a result of this support an additional £1 006, 705 has been realised from 340 referred cases. Flying Start - supports and enhances parents' understanding of mediated learning. It is a 6 week block and encourages children to be successful learners.

Breastfeeding Group – a peer group which offers support and guidance to all breastfeeding mums. U5s Group /Stay and Play Sessions - staff encourage parents to join in play, storytelling, rhyme time, art and many more activities.

Baby Massage – aims to develop increased attachment and bonding between mum and baby.

Holiday Clubs – breakfast/lunch and activity clubs run jointly by Health Improvement Team and volunteers.

Weaning & Cookery sessions – run by a Community Food Worker who supports pregnant women and new families to make positive food choices for their babies and children.

These different approaches to engaging with parents of our most vulnerable and disadvantaged learners are having significant impact. Those participating in the family learning classes are reporting increased aspirations for their children and, importantly for themselves. Parents are reporting improved parenting skills; increased persistence and uptake in breastfeeding; increased nutrition, stability and routine through holiday periods; and increase in income for many families and for some, access to further education.

THE SUPPORT FOR PARENTS STRATEGY

The Support for Parents Strategy has been developed by the Children and Young People's Leadership Group (CYPLG) to set out the aims and priorities that will guide the work of partners. The strategy covers parents, carers and families who support children and young people up to the age of 18 and older if they are care experienced young people. The main message is a stronger focus on 'family' in both adult services and children services with improved engagement with families who face the greatest challenges. The working group that developed the strategy will continue to meet in the short term to support implementation and embedding in of plans.

DEVELOPMENT OF A ROBUST TRACKING SYSTEM

Schools are increasingly using data to baseline children's learning, to diagnose barriers to learning and to measure impact of interventions. Secondary Schools have benefitted from a range of databases to help them analyse data and to track progress. Primary Schools are on a journey with this and we have seen significant progress this year in relation to measuring impact of intervention to narrow the poverty-related attainment gap. The introduction of the national BGE database will further support schools to compare and contrast schools similar to their own context. However we are keen to develop an SBC tracking system that includes a wide variety of measures not just attainment.

There has been a considerable amount of work with a couple of our schools to get better partnership working across the community to help some young people and families in crisis. Although early days there are positive indications about some of foundations laid.

SUMMARY OF PROGRESS FOR PRIORITY 2

The Poverty related attainment gap has been narrowed in P1 and P4 in both literacy and numeracy.

The Pupil Equity Fund has been effectively used in all allocated schools to support targeted interventions. Head Teachers have received training which has supported Poverty Proofing in all schools.

NEXT STEPS

- Continue to find ways to close the attainment gap in Literacy and Numeracy.
- Develop robust systems to track attainment.
- Work with parents and carers to develop partnerships which support family learning.
- Develop and evaluate the impact of Early Years Networks



Fiona Riddell, National Quality Improvement Champion, November 2017

PRIORITY 3

Improvement in children and young people's health and wellbeing

All settings are expected to adopt inclusive practices to ensure positive outcomes for all children and young people. The following National legislation requires consideration when planning and implementing inclusion across education settings: UNCRC (United Nations Convention on the Rights of the Child) – Rights Respecting Schools; Children and Young People Act (Scotland) 2014; (Curriculum for Excellence) CFE – Health & Wellbeing; Building the Ambition; National Improvement Framework; Scottish Attainment Challenge; Developing the Young Workforce and Getting It Right For Looked After Children 2015-20.

Scottish Borders Council believes that children have a fundamental right to proper care and protection. Children may need protection when their basic needs such as food and warmth are neglected or they may need protection from harm from other people. Scottish Borders Child Protection Multi-Agency Procedures are for all staff (including voluntary personnel) working within the Scottish Borders area. Everyone has a duty and responsibility to protect all children from harm. These procedures are to assist staff in identifying indicators which might suggest that a child is being abused or is at risk of abuse, advise what steps should be taken if there are concerns about a child and describe what happens once concerns have been reported. It is recognised that Safeguarding all children and young people requires strong partnerships.

IMPROVE THE CONSISTENCY AND SUPPORT FOR WELLBEING IN SCHOOLS AND SETTINGS

Significant investment in time and provision has continued to be provided in order to support inclusive practices in Scottish Borders Schools. This has been delivered through activities where participation and compliance has been compulsory as well as offering professional development opportunities for parties interested in developing further existing work. During session 2017-18:

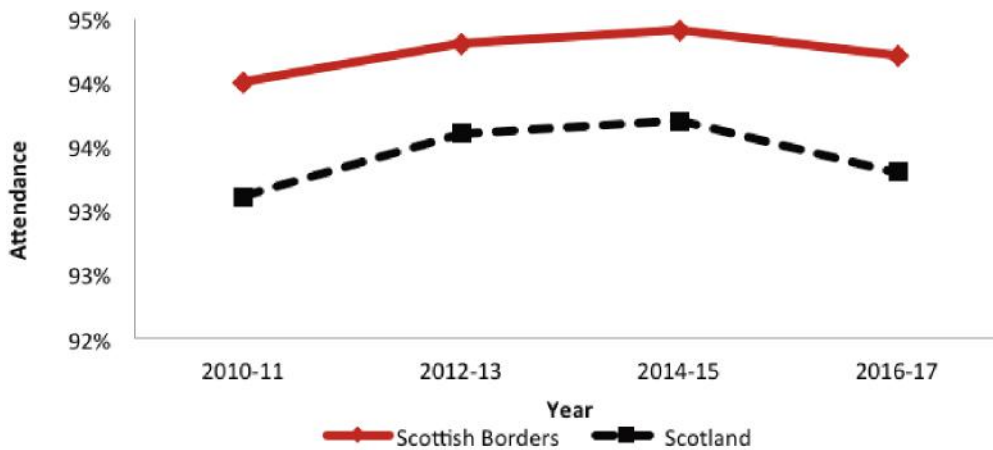
- A wellbeing survey was undertaken with all S2 pupils across all secondary schools and primary school pupils from P3 – P7
- Training and implementation of Growing Confidence (emotional health and wellbeing) has continued and received very positive feedback from the staff, students and families who engaged in the training
- A restructure of Additional Support Needs (ASN) to create an Inclusion and Wellbeing Service has been completed. There has been joint working across all enhanced provisions
- All secondary schools have been working towards achieving an LGBTi bronze award with one school gaining a silver award, 3 schools have gained bronze award and all schools on target to achieve the bronze award by October 2018.
- Professional Learning opportunities have been available on promoting inclusive practice, Child-Protection and Getting it Right for Every Child (GIRFEC) Multi-agency information sessions held across all clusters.
- A 3-18 years Sexual Health, Relationships and Child Protection Framework has been developed.
- An Inclusion Group was established which has supported the development of the Inclusion Strategy

PRIMARY WELLBEING SURVEY

Following analysis of the P3-P7 survey one of the key areas for development was to build resilience in our children and young people. The 'Building Resilience: promoting mental, emotional, social and physical wellbeing' pack has been purchased for all primary schools and training of a member of staff from each school took place in May 2018 for roll out in session 2018-19. This resource aims to support the development of children's mental and emotional health and wellbeing through a mix of teaching, reflection and interactive activities. This has been well received by primary practitioners who engaged in the training.

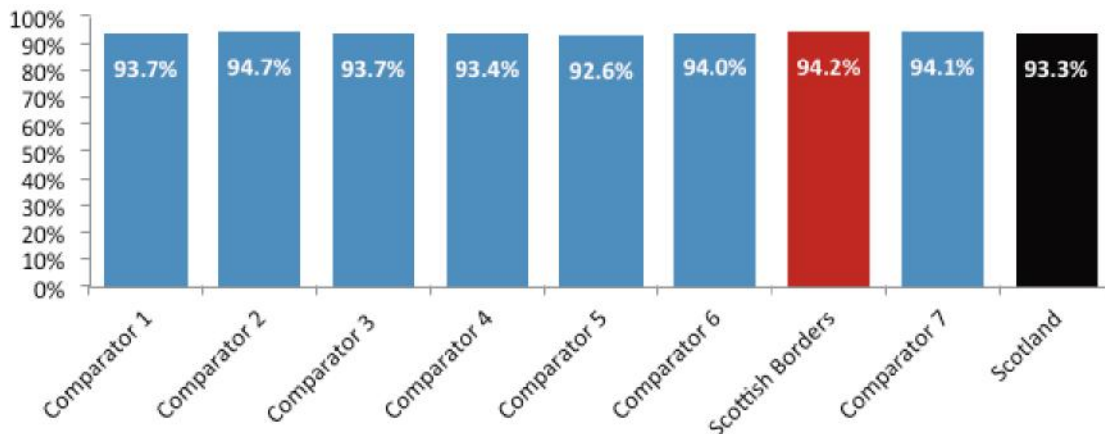
SCHOOL ATTENDANCE DATA

SCHOOL ATTENDANCE RATE



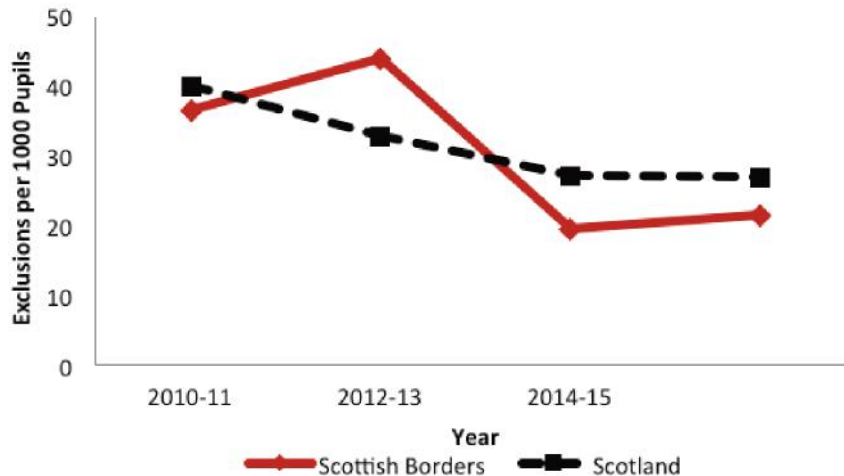
The attendance data is for session 2016-17, national attendance data for 2017-18 will be published later this year. The five year trend is positive. The data indicates that SBC school attendance remains positive and above the Scottish average. When compared with seven similar local authorities, SBC attendance is second highest. Monitoring attendance at primary and secondary level remains a priority.

SCHOOL ATTENDANCE RATE - 2016/17



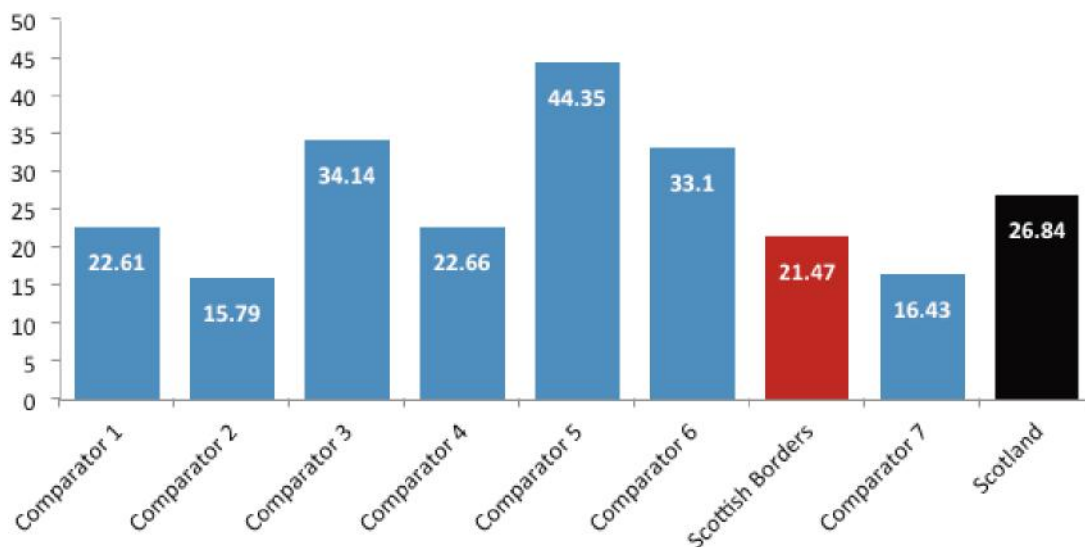
SCHOOL EXCLUSION DATA

SCHOOL EXCLUSIONS PER 1000 PUPILS



Exclusion statistics are for session 2016-17, with session 2017-18 data released later this year. The data highlights a marked decline in exclusions at a national level and at a local level. Scottish Borders has seen the greatest decrease in exclusions during this time. When compared with 7 similar local authorities SBC is third lowest and significantly lower than some. SBC are committed to inclusion and continue to develop practice, supports and curriculum to ensure all young people remain in school each and every day.

SCHOOL EXCLUSIONS PER 1000 PUPILS - 2016/17



SUMMARY OF PROGRESS FOR PRIORITY 3

Inclusion, Equality and Health and Wellbeing continue to progress across all our schools and settings. A wide range of training programmes and approaches are being actioned to support this.

NEXT STEPS

- Modernise the curriculum in secondary schools
- Implement and evaluate a range of health and wellbeing approaches and programmes
- Implement the Council's Inclusion Policy and Strategy
- Use data to improve outcomes for children and young people
- Implement expanded nursery hours in agreed phasing order
- Ensure that all schools are compliant with statutory requirements

PRIORITY 4

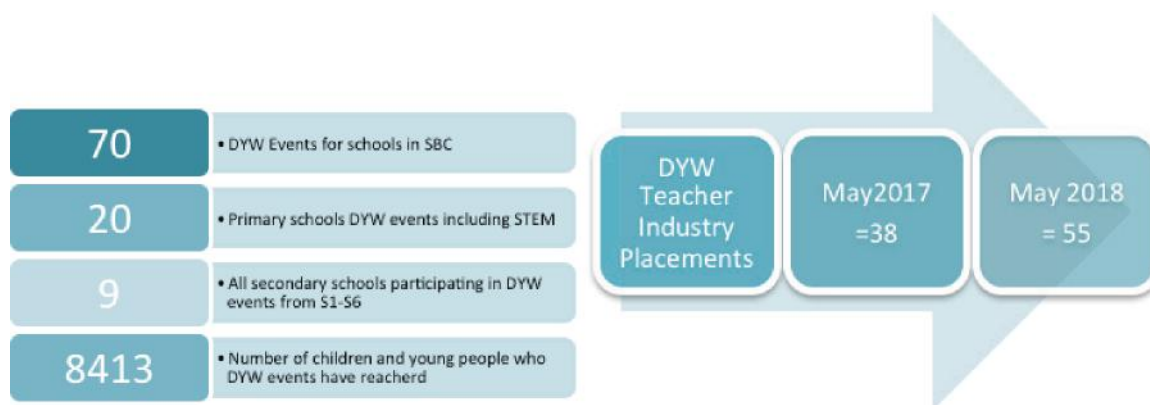
Improvement in employability skills and sustained positive school-leaver destinations for all young people

A priority within the National Improvement Framework is 'an increase in employability skills and sustained, positive school-leaver destinations for all young people.' The headline aim of Developing the Young Workforce (DYW) is to reduce youth unemployment by 40% by 2021.

Developing the Young Workforce Border is a partnership approach between the Council, Borders College and the DYW Business Group. As a partnership, children and young people have had the opportunity to participate in events where they developed their skills for learning, life and work. These events proved to be successful with young people, parents/carers, staff and business groups. Skills young people gained include leadership, negotiation, communication and problem solving. The views of young people are regularly gathered after each event. All nine secondary schools have a dedicated DYW representative who must attend monthly Schools and Pathways Partnership meetings where yearly DYW specific targets are set as part of the Borders Skills Partnership Group.

Of the ten DYW targets, three of the priorities for 2017-18 were fully met. These included every school hosting a careers fair, teachers participating in an industry placement and the development of a communication strategy between schools and the partners, including social media. Five of the 10 targets were partially met.

DYW PROGRESS IN 2017 - 18



MY WORLD OF WORK

My World of Work (MWOW) website helps children and young people to discover careers which match their skills, interests, education and experience. Schools are using this as the main way of tracking career management skills, identify and record individual areas of strength and how this helps to develop learners' knowledge of career education standards. Whilst positive progress can be evidenced with secondary schools there is still work to be done in developing this tool with primaries.

Scottish Borders is the joint top Local Authority in the South East Region with an average of 68% secondary schools having pupils registered on MWOW with four schools having 75% or above. The overall registration trend is positive across all schools.

Attainment meetings this year emphasised the need for improved accuracy in our SEEMIS data with regards to leavers. This will be monitored closely in the next session. In addition, schools still need to consider how work placement opportunities for young people with Additional Needs can be more consistent. This year staff knowledge and confidence increased to offer further opportunities for work inspiration visits.

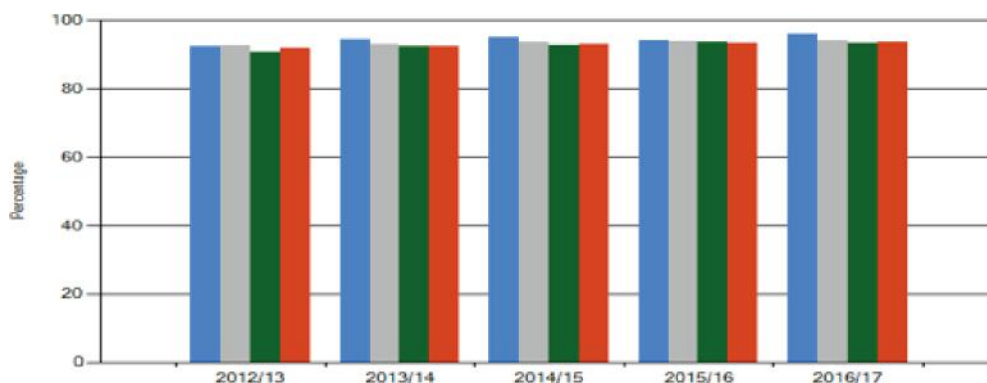
Some targets from this session will remain or increase so as to fully embed practice in those areas. There is scope for primary schools to continue to embed the careers education standards within their curriculum and to use My World of World for tracking skills and attributes. There is a growing opportunity for schools to work in partnership with the DYW Borders Team to develop opportunities with support from cluster DYW representatives.

POSITIVE DESTINATIONS

Students in the senior phase have improved positive and sustained destination levels

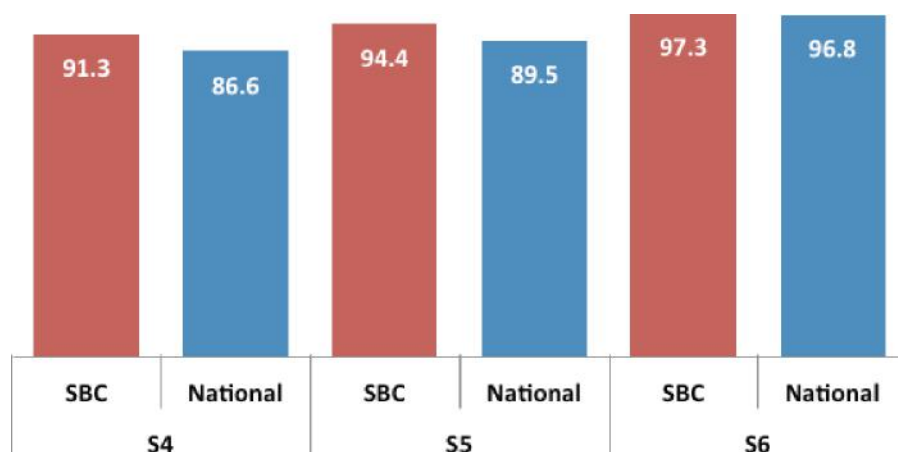
School Leaver destinations in the Scottish Borders remain very strong. The School Leaver Destination Report indicated that 95.83% of School Leavers in 2016-17 were in a positive destination in higher education, further education, employment, training or voluntary work. This was more than 2% higher than the national average and a rise from 94.25% in 2015-16. The five year trend in this measure shows positive progress.

INCREASING POST-SCHOOL PARTICIPATION PERCENTAGE OF SCHOOL LEAVERS IN A POSITIVE DESTINATION

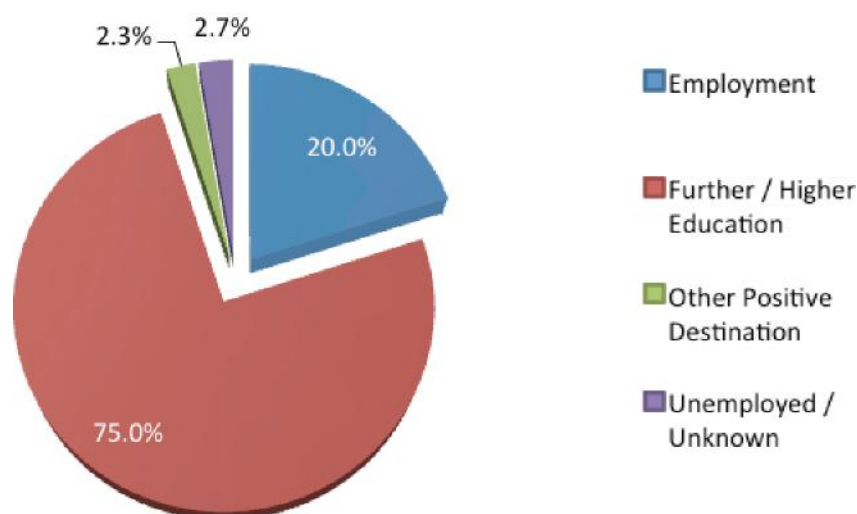


DESTINATION BY MEASURE: 2017 LEAVERS

2017 LEAVERS - POSITIVE DESTINATIONS



2017 S6 LEAVERS - DESTINATION TYPE



In 2017 59.33% of young people in S4 leave school to go into Further Education and 24% move into employment. 7% of S4 leavers leave without a positive destination, although this is considerably lower than the national rate of 12.66%. It is higher than we would like and we are committed to reducing this. 49.6% of young people in S5 leave school to go into further education, 10% into Higher Education and 30% into employment. 5% of S5 leavers do not have a positive destination. This is much lower than the national rate of 10% but we aim to reduce it. 20% of S6 leavers leave school and move into employment, 14% progress into further education and 60% to Higher Education.

POSITIVE DESTINATIONS FOR 16-19 YEAR OLDS

The Participation measure tracks sustained positive destinations for all young people in the 16 – 19 year old cohort, i.e. up to their 20th birthday. This is the third year that this measure has been published. The national participation measure report is published in the August of each year.

PARTICIPATION MEASURE REPORTS	2015 (13/14 COHORT)	2016 (14/15 COHORT)	2017 (15/16 COHORT)	2016 – 17 % CHANGE
National %	87.6	90.4	91.1	+0.7
Scottish Borders %	89.2	91.4	92.5	+1.2
SB performance against National	+1.6	+1.0	+1.4	+0.5

SBC remains above the national average for participation, with the gap widening by 0.5% over the past year. Only 6 Local Authorities saw a larger increase in participation over the past year. SBC's position remains constant, in the top half of Local Authorities for overall participation measure. SBC has a three year improving trend.

PARTNERSHIP WORKING

Schools/settings demonstrate increased partnership working

Vocational Education has contributed to the achievement and attainment of young people in the Senior Phase and supports the development of skills for work. As a result the range of vocational opportunities offered has been consistently reviewed and tailored to pupil aspirations and aligned to Regional Skills Assessment Data. This has provided high quality opportunities targeted to meet the needs of all pupils and has grown from 11 courses in 2012 to 30 in 2017. Courses are delivered in partnership with colleges, employers and other training providers allowing pupils to develop skills in their chosen subject as well as valuable work based learning to help them in their transition from school. 60 subjects were delivered through partnerships in 2017 although this number has reduced from last year consistent over a three year period; the level of entries and passes has a positive five year trend reaching its highest level for five years.

2017 INSIGHT PARTNERSHIP ATTAINMENT; UNGRADED COURSES

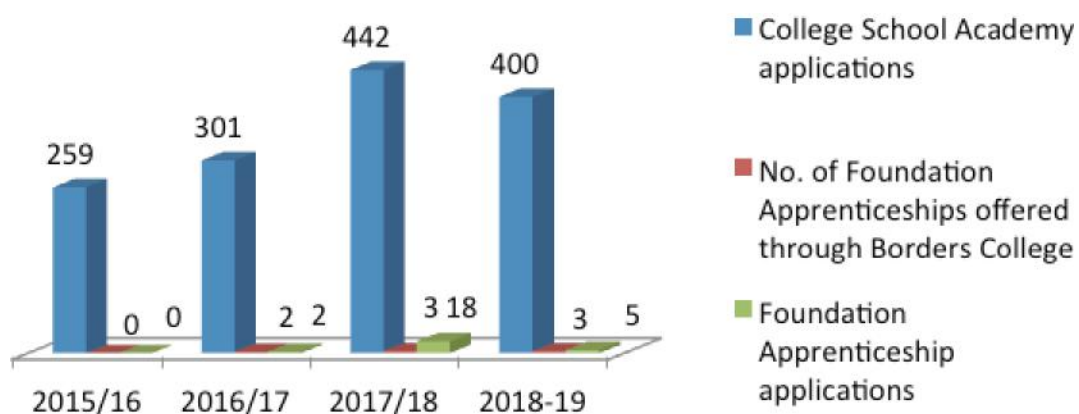
YEAR	NUMBER OF SUBJECTS	NO. OF ENTRIES	NO.OF PASSES
2012-13	19	56	56
2013-14	76	130	124
2014-15	67	159	137
2015-16	88	186	155
2016-17	60	200	190

All schools reviewed their offerings of vocational qualifications at the beginning of the school year. Examples of new courses added include, CLD Worker delivering the Personal Development Award at Level 4 in Hawick High School, the Certificate of Work Readiness in Berwickshire High School and the development of targeted pathways to provide 'Skills for Life', for six young people at Selkirk High School. Galashiels Academy plan to introduce woodwork as a new course and Pastoral Staff have delivered the Employability Award to all S4s. Peebles High School offers an SVQ in Hair & Beauty and 'Skills for Work' in Construction. Eyemouth High School is delivering Hair & Beauty and an NPA in Horticulture and is investigating a qualification in Marine Science. Jedburgh Grammar School has involved all S5 pupils in Saltire and Wellbeing Awards and Kelso High School has introduced Textiles and Music Technology vocational courses into S3 and these will be linked to Senior Phase courses of the same subjects providing additional Vocational Pathways. In BGE at Kelso High School, all S1s now undertake a Micro-Tyco Enterprise unit as an integral part of their Leadership Academy Programme Curriculum thus providing Enterprise/Leadership opportunities to all year groups. Schools including Kelso, Jedburgh and Galashiels Academy have embedded 'work based learning' into individual timetables. Earlston High School is delivering a Leadership Award at SCQF level 6 to all S6 pupils.

The nine secondary schools work closely with Borders College to provide a range of courses for pupils, whilst they are at school. This, 'Schools Academy' model has received 400 applications for the forthcoming academic year. This does not include Queen Margaret University Academy courses or the pupils who participate in in-school courses in Eyemouth, Hawick and Peebles delivered by College staff. More and more young people are benefiting from a blended learning experience suited to their needs and career aspirations.

Borders College has again offered three Foundation Apprenticeships (FA) for session 2018/19 though the take up is low and only the Business FA will run. Pupils who applied for the other courses will be offered alternative provision. Working with Skills Development Scotland (SDS) and the college, the Education Service will look at how to improve FAs for 2019-20 and the college will look to develop a new framework, ready for course choice time.

Schools/College Partnership



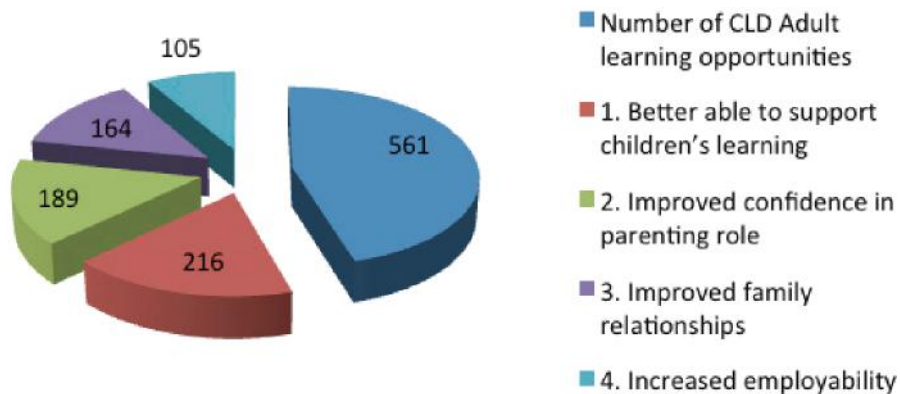
COMMUNITY LEARNING & DEVELOPMENT

Community Learning & Development Settings

Community learning and Development (CLD) continue to increase the levels of partnership working in Adult and Family Learning, Youth Learning and the CLD Strategic Partnership.

Adult and Family Learning

A key strategic priority for Adult and Family Learning was to increase Family Learning offers and target employability skills for the most vulnerable families. Improving partnership working has resulted in a wider range of learning for these adults. Work has taken place with the Early Years Team, Educational Psychology Service, third sector and the NHS. This has resulted in an improved range of parenting and family learning opportunities. PoPPs, Six Ways to Being Well (NHS), volunteering accreditation (Borders College and Volunteer Centre Borders) are all strong examples of this partnership working. Participants in CLD learning opportunities have reported successful outcomes as a result of their Family Learning experiences. The Family Learning and employability outcomes below represent a 59% increase on the previous year and for outcomes 1- 3 a four year increasing performance trend.



Youth Learning

In 2017/118 Scottish Borders Youth Voice further developed their successful partnerships with schools and Social Work. This has resulted in an increase in the number of schools achieving Rights Respecting Schools Status, 10, and our highest ever number of registered schools at 49. This has also led to improvements in the number of Looked After Children participating in the planning and policy development of Looked After Children & Young People in the Scottish Borders (See table below).

The CLD Youth Learning Team have continued to work with those young people that face the greatest barriers to engaging in mainstream education and are at the highest risk of negative destinations post school. Performance continues to improve on participation levels and achieving accredited awards.

YOUTH LEARNING OUTCOMES	NUMBERS ACHIEVING	% INCREASE/DECREASE ON PREVIOUS YEAR
Youth Achievement Awards	124	1% increase
SQA Units	125	2% increase
Activity Agreements	24 (sustained positive destinations)	no change (service at full capacity)
Youth Work and Schools	1,396 participants	5% increase
LAC Big Voice	45 participants	100% New this year
Young People involved in service design or improvement	1026	53% increase

CLD Strategic Partnership

The Partnership in its second year continues to develop its work through nine Local Learning Partnerships focusing on our most vulnerable learners, families and those furthest from the labour market. On key outcome measures we have seen an improved performance with a dip in formal employability awards accreditation being the only negative. This is due to other training opportunities with Job Centre Plus as well as less capacity of third-sector partners. Moving forward there will be a greater focus on ensuring that engagement leads to accreditation.

OUTCOME	YEAR	YEAR 1	YEAR 2	%
Attainment, achievement and inclusion	Accredited awards achieved	Not recorded	215	100%
	Parent/carers registering positive outcomes for their families	474	520	+9%
Employment and Income	Participants in Employability skills	231	519	+44%
	Participants evidencing increased employability	214	249	+8%
	Participants gaining nationally recognised	115	89	-26%

Learners receive their entitlement to L1+2 within 'Improving Employability'

While this priority was included in the service delivery plan targets for 2017-18, it has not been addressed. Schools individually have Languages 1+2 within their BGE curriculum entitlement and curriculum plans in preparation for full implementation of the Languages 1+2 Policy by 2021. In recent HMIE inspections, Education Scotland noted that the modern language learning pathway needs to be implemented with greater consistency across the curriculum to ensure a clear and consistent approach to the implementation of the 1 + 2 modern language provision. There is further scope to develop experiences so that these are built into their everyday learning experience.

Recognising the importance of supporting schools in relation to this matter, plans are in place to work with colleagues from the South East Scotland Improvement Collaborative (SEIC) to develop this aspect.

SUMMARY OF PROGRESS FOR PRIORITY 4

An increasing trend, higher than the National average, of young people going onto positive destinations after they leave school. Improved outcomes for children, young people and families through greater engagement with a wide range of partners.

NEXT STEPS

For 2018-19 priorities will include:

- Modernise the secondary curriculum through partnership working
- Providing professional learning opportunities to support the implementation of a progression for employability across all year groups
- Continue to develop employability skills
- Work in collaboration with other authorities to deliver languages 1 + 2



Careers Education – Primary Schools



Teacher Placements – May 2018



DYW Borders gaining national interest



CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

4. NATIONAL IMPROVEMENT FRAMEWORK - DRIVERS FOR IMPROVEMENT



SBC is committed to developing leadership at all levels. In 2018, 7 aspiring Headteachers gained the Into Headship qualification. 12 existing Headteachers completed the Excellence in Headship course and 3 Senior Officers embarked on the Systems Leadership Programme with SCEL. We continue to encourage Masters Level study.

Through the Regional Improvement Collaborative a course for Middle Leaders was developed and has been delivered this year. Evaluation data indicates that these opportunities have enhanced people's professional skills and confidence.

A recent inspection of a large primary school highlighted highly effective leadership when inspecting QI 1.3 Leadership of Change.

During session 2018-19 the Professional Learning Programme will be aimed at empowering leaders to develop their skills to empower others to take ownership for their own learning and to ensure the highest quality of learning and teaching.



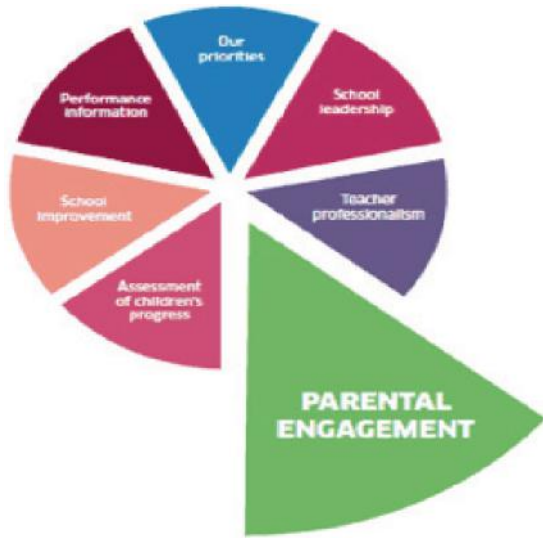
Research tells us that the greatest impact on children’s progress and achievement is the Teacher. Aware of this the Council is focussed on improving the overall quality of the teaching workforce through recruitment and through Professional Development.

For the last 2 years the Council have been growing their own teacher workforce, in partnership with the University of Highlands & Islands and the University of Dundee. In 2018/19 the programme is extending to include Primary Education and Teachers of Science, Technologies, Engineering and Maths (STEM). We continue to explore other innovative approaches to growing our workforce and deliver education.

Recognising the need to develop teachers as enquiring professionals who are confident in teaching literacy, numeracy, health and wellbeing, ICT and data literacy to enhance learning, the Council provides a robust induction programme for those new to the profession or new to the Local Authority. New leaders benefit from a mentoring programme. Experienced and excellent practitioners support both programmes.

Each year all staff engage in a professional review which identifies aspects for development. Professional update every 5 years ensures the high standards and professional development requires of the teaching profession are adhered to.

Schools continue to build capacity within the school through teacher learning communities and practitioner enquiry. Kelso High School was awarded the GTCS Excellence in Professional Learning award for the broad range of opportunities that staff are benefitting from.

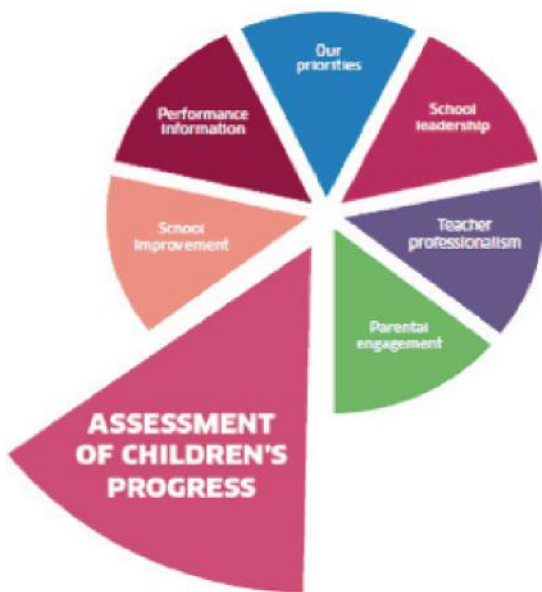


Children’s and young people’s attainment and achievement increases when parents and carers engage in children’s learning, and when they live in a supportive environment. Family learning encourages learning together and helps to break the inter-generational cycle of deprivation and low attainment.

The Council are always looking for ways to maximise its engagement with parents, carers and families. This year Parent Council representatives have met to discuss national aspects such as the Education Bill Empowerment of Schools consultation, the implications of ‘Included, Engaged and Involved 2’ and the introduction of Standardised Assessments as well as explored local policy developments and approaches such as building resilience through Growing Confidence.

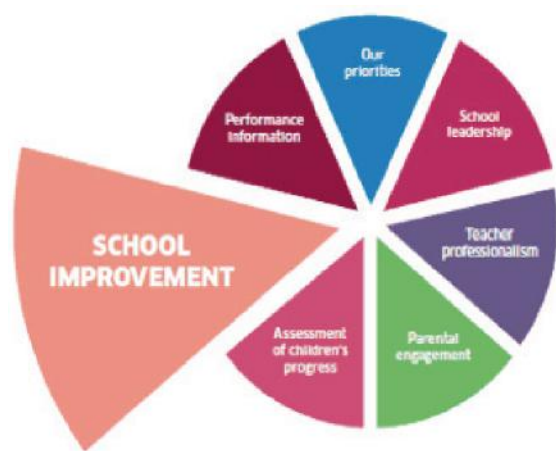
Schools are increasing the voice of pupils and parents in schools and this is leading to improvements at a local level. However more can be done to improve communication and learning at home. Throughout 2018/19 a Parental Engagement Strategy will be developed, in conjunction with families, so that all schools and those who support schools can effectively engage parents as partners in learning.

The Council will also support the implementation of the national ‘Parent Club’.



Assessment of children’s progress is based on what children learn and achieve throughout education and how they are prepared for life beyond school. This can include a range of evidence such as CFE levels, skills, qualifications and other awards, positive destinations and the quality of careers information and guidance available to young people.

Regular and accurate assessment of Children’s Progress is vital both for the learner, the teacher and the school. Improved data use ensures interventions and achievements are as good as they can be.



The Council has increased their moderation activities within schools and across schools. A recent survey indicated increased confidence in the validity of data as a result of this activity.

In spring, children across Scotland were assessed using the Scottish National Standardised Assessments (SNSA). All Schools took part and results indicated a strong correlation between SNSA and CFE levels, which validated Teacher judgement.

The introduction of Pupil Equity Funding (PEF) saw a greater need to analyse data, especially those learners living in poverty. To ensure impact from the interventions schools needed to benchmark learners and regularly assess progress. This has proved very effective across many schools. The use of data has identified where good practice exists and high impact interventions have been shared with other schools and local authorities.

Secondary Teachers continue to use Insight (Scottish Government Senior Phase benchmarking tool) to analyse Senior Phase data. Twice yearly Senior Leaders engage with Officers about this data and areas for development.

School Improvement focuses on the quality of education as well as the quality of partnerships to support children and young people's broader needs.

There is a strong focus on self-evaluation leading to self-improvement, with many schools involving a greater range of partners in such processes and developments.

Annually, schools report improvements through their school improvement report. There is evidence of a greater range of learning opportunities for children and young people to experience and the number of awards that schools gain as a result of the innovative and creative work they are involved in is increasing. This year several national awards were attained in schools such as the Digital School award, International School Award, SLIF award, RHS Gardening award, Gold Sports Award, QI National Champion award to name a few.

Schools are supported and challenged to improve by Education Officers. All schools produce a School Improvement Plan,(SIP) based on the National Improvement Framework (NIF) priorities to raise attainment in literacy and numeracy, close the attainment gap, improve health & wellbeing and increase employability and destinations.

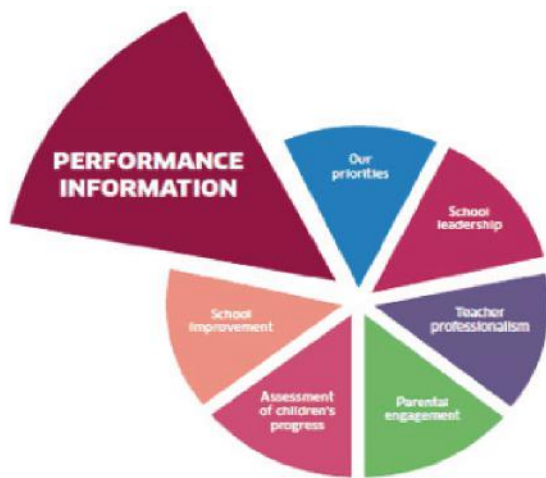
Schools are encouraged to focus on improving the quality of learning and teaching so that every child receives a high quality experience every day as well as Getting it Right for Every Child (GIRFEC). As well as raising attainment schools are tasked with improving attendance and reducing exclusions to ensure schools are maximising the time children spend at school.

Analysing evidence helps to identify where things are working well and where action is required. Schools are using a rich and diverse range of data to focus on improvement. Education Officers are using data to bring a sharper focus to its discussion with schools and to identify best practice to share with others. Secondary Schools have always analysed attainment data but not to the depth they currently are. Primary staff are also embracing its use not only to track progress but to assess wider measures such as participation, attendance etc.

The drive to Close the Attainment Gap saw school leaders trained in improvement methodology. 50% of schools are using this to measure the impact of interventions of Pupil Equity Funding. It is hoped that the use of improvement science will roll out even further this year.

Schools are using SEEMIS to capture data such as bullying and equality data. This will be used to inform policy development.

During session 2018-19 schools will extend the use of data to ensure effective use is made to secure improvement and to enhance learning and teaching. The introduction of a Scottish Government BGE Improvement tool, a universal SBC tracking system and a bespoke tracking system for our most vulnerable will help to achieve better outcomes for Borders children.



SUMMARY OF PROGRESS IN RELATION TO NIF DRIVERS FOR IMPROVEMENT

The Council is pleased with the overall progress made in relation to the six drivers for improvement. Evaluation data highlights the aspects that we need to focus on and these will be reflected in the education service improvement plan for 2018- 19.



CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

5. KEY PRIORITIES FOR 2018 ONWARDS

Scottish Borders Council remains committed to the four National Improvement priorities; improving attainment, closing the attainment gap, improving health & wellbeing and developing employability and sustained destinations. Within each of these key areas the Council will set specific targets for improvement which will be linked to the self-evaluation of progress made during school session 2017-18 and the next steps identified within this report.

IMPROVING LEARNING

Although the Council is pleased with the progress made we are keen to do even better and recognise that there is room for improvement in relation to Literacy and Numeracy across all levels. Strategic Groups have already been set up to drive forward development of these subject areas with the decision taken to develop Literacy at the 4 key stages: 0-3 yrs. / Early / 1st level / 2nd level. A partnership approach will be taken, involving multi-agencies as well as Local Authority partners within the Improvement Collaborative.

Nationally it is recognised that Looked After Children (LAC) achieve less well academically. To combat this Scottish Borders will develop a Virtual School for LAC pupils to ensure regular tracking of progress and interventions resulting in improved outcomes and life chances for them.

INCLUSION

It is the Council's ambition that all of our children will be fully included in their school and educational experience. As an Education Service it is recognised that the curriculum offer in the secondary sector, and for those with Additional Support Needs, requires modernisation. There is also a greater need for improved consistency of Language 1+2 provision in the primary sector. Further work is required to develop classroom relationships and practice in all our schools and settings and this will be achieved by training staff in restorative approaches creating more nurturing school environments at every age and stage of the learner journey.

PARTNERSHIPS

Research states that when parents and carers are involved in supporting learners at home their achievement increases. The Council are committed to developing a strategy to support parents as partners in learning as well as build on existing partnership working that improves outcomes for young people whether at school or beyond the school day.



LGBT Silver Award – May 2018 – Peebles High school

CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

SUMMARY OF PRIORITIES FOR 2018/2019

This plan sets out how we will continue to improve Education for children and young people in the Scottish Borders. The plan focuses on schools and teachers but we recognise that many other people and services contribute to children and young people's learning and development from 2 years old to 18 years old.

The plan presents SBC's commitments under the National Improvement Framework and encompasses the current priorities set out to ensure excellence and equity for all children in Scotland.

These priorities are:

- Improvement in Attainment, particularly Literacy and Numeracy
- Closing the Attainment Gap between the most and least disadvantaged children
- Improvement in children and young people's Health and Wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The key drivers for improvement provide a framework for our service improvement plan and allow us to set measureable outcomes and identify the evidence we will gather to inform our progress. This will ensure we can plan strategically for continuous improvement.

DRIVER FOR	SCHOOL LEADERSHIP
Priorities	<ul style="list-style-type: none"> To empower and enable leadership at all levels to ensure school improvement and improved outcomes for all children and young people.
Associated Drivers	<ul style="list-style-type: none"> Teacher Professionalism School improvement
Outcome measure	<ul style="list-style-type: none"> Through review and inspection processes there will be an increase of schools graded as good or better for leadership of change (1.3). A Leadership Strategy and action plan which will empower and enable schools leaders The majority of Head Teachers are involved in leading strategic change at Local Authority or National Level.
Evidence we will gather	<ul style="list-style-type: none"> Information from reviews and Inspections. Feedback from the Head Teachers Survey and PRDs. Tracking of leaders within the service as to their involvement in leadership of change at cluster, Local Authority and National Level.
What will this tell us	<ul style="list-style-type: none"> The capacity for improvement at school level The future direction of strategic approach to developing leadership at all levels. Engagement of Senior Leaders leading change at strategic level.
Short term actions	<ul style="list-style-type: none"> Actions will arise from 2018-19 Quality Improvement Practicum
Short term measure of progress	<ul style="list-style-type: none"> Actions will arise from 2018-19 Quality Improvement Practicum

DRIVER FOR	TEACHER PROFESSIONALISM
Priorities	<ul style="list-style-type: none"> • Continue to support and develop our workforce to ensure high quality learning experiences to raises
Associated Drivers	<ul style="list-style-type: none"> • Leadership • School Improvement
Outcome measure	<ul style="list-style-type: none"> • Successful recruitment drive to increase the number of high quality teachers with particular reference to • Develop a framework to support teachers through the early phase of their career • Career long Professional Learning matched to Local and National priorities • An Induction Programme to support staff moving to promoted posts • Increase the range of Masters Level Learning available in order to develop the professional skills and competence of our workforce.
Evidence we will gather	<ul style="list-style-type: none"> • Number of students recruited and successfully completed the 'Grow your Own' programmes • Number of probationers who gain full standard for registration • Number of staff engagement in early and middle leadership opportunities
What will this tell us	<ul style="list-style-type: none"> • Success of local recruitment programmes • Impact of early phase framework on teacher confidence in delivering literacy, numeracy and health and wellbeing. • Impact of career long professional learning on the quality of teaching and learning. • Quality of the programmes for probationers • Quality of the programme for promoted staff
Short term actions	<ul style="list-style-type: none"> • Actions will arise from 2018-19 Quality Improvement Practicum
Short term measure of	<ul style="list-style-type: none"> • Actions will arise from 2018-19 Quality Improvement Practicum

DRIVER FOR	PARENTAL ENGAGEMENT
Priorities	Support partnership approaches that develop parents understanding and ability to enhance their child's learning in ways that improve educational outcomes.
Associated Drivers	<ul style="list-style-type: none"> • Teacher Professionalism • School Leadership
Outcome measure	<ul style="list-style-type: none"> • 5% increase in Family Learning Outcomes <ul style="list-style-type: none"> - Better able to support children's learning - Improved confidence in parenting role - Improved family relationships • Improve levels of parental support for children's and young people learning • Improve levels of parental engagement, involvement with their school • Improve the Health and Wellbeing of all children and young people by June 2020
Evidence we will gather	<ul style="list-style-type: none"> • Parental and schools survey data • Data from family learning programmes • Attainment data • Health and Wellbeing survey
What will this tell us	<ul style="list-style-type: none"> • The impact of Family Learning programmes on educational outcomes for children and young people • Areas of improvement in our partnership working with parents • Levels of parental engagement in school improvement processes
Short term actions	<ul style="list-style-type: none"> • Actions will arise from 2018-19 Quality Improvement Practicum
Short term measure of	<ul style="list-style-type: none"> • Actions will arise from 2018-19 Quality Improvement Practicum

DRIVER FOR	ASSESSMENT OF CHILDREN'S PROGRESS
Priorities	<ul style="list-style-type: none"> • Improve the attainment, achievement and health and wellbeing of all children and young people
Associated Drivers	<ul style="list-style-type: none"> • Leadership • School Improvement
Outcome measure	<ul style="list-style-type: none"> • Increase attainment in Literacy and Numeracy to 85% of all children and young people by June 2020 • Improve the Health and Wellbeing of all children and young people by June 2020 • Increase the variety, attainment and achievement of qualifications in Senior Phase • Improve positive, sustained destination for targeted groups of young people • Young people report effective career information and guidance
Evidence we will gather	<ul style="list-style-type: none"> • Termly update of percentage of children and young people on track to achieve national benchmarks • SNSA data • Health and Wellbeing Survey (P3-7,S2) • Insight data • Skills Development Scotland data and data hub
What will this tell us	<ul style="list-style-type: none"> • Attainment trends in Literacy and Numeracy and identified areas for targeted intervention • Attainment across quintiles • Evidence of progress in narrowing the gap • Numbers of target group vulnerable young people in sustained, positive destinations • Areas of improvement in Health and Wellbeing • Range of qualifications and levels of achievement • Levels of career management skills
Short term actions	<ul style="list-style-type: none"> • Actions will arise from 2018-19 Quality Improvement Practicum
Short term measure of progress	<ul style="list-style-type: none"> • Actions will arise from 2018-19 Quality Improvement Practicum

DRIVER FOR	SCHOOL IMPROVEMENT
Priorities	<p>Curriculum Modernise the Senior Phase curriculum including employability skills and further develop inclusive learner pathways</p> <p>Learning & Teaching Improve the quality of learning, teaching and assessment in focusing on Literacy and Numeracy</p> <p>Quality Improvement Further develop the quality improvement framework to empower school improvement.</p>
Associated Drivers	<ul style="list-style-type: none"> • Assessment of children's progress • Performance information • Teacher professionalism
Outcome measure	<ul style="list-style-type: none"> • Increase in the number of schools graded good or better Learning, Teaching and Assessment and Raising Attainment and Achievement • Improve teacher confidence in teaching literacy & numeracy • Increase the variety and offer of qualifications in the senior phase including vocational awards • Develop staff confidence in using digital technology in learning • Update quality improvement framework to reflect Scottish Borders Council priorities and structure • Improve tracking of Literacy and numeracy for children and young people with ASN through the use of milestones
Evidence we will gather	<ul style="list-style-type: none"> • Percentage of schools / settings graded at good or better Learning, Teaching and Assessment and Raising Attainment and Achievement identified through inspections/reviews and schools own self-evaluation • Improving attainment trends in Literacy and Numeracy and identified areas for targeted intervention • Insight and Seemis data on senior phase provision including vocational awards • Head teacher survey data
What will this tell us	<ul style="list-style-type: none"> • The quality of learning, teaching and assessment • The effectiveness of moderation of achievement of a level • Improvement in Literacy and Numeracy attainment • Improvement in Senior Phase curriculum • Staff confidence in digital learning
Short term actions	<ul style="list-style-type: none"> • Actions arising from 2018 practicum
Short term measure of	<ul style="list-style-type: none"> • Actions arising from 2018 practicum

DRIVER FOR	PERFORMANCE INFORMATION
Priorities	<ul style="list-style-type: none"> • Develop dashboards to track attainment, attendance and exclusions at local authority
Associated Drivers	<ul style="list-style-type: none"> • Assessment of Children’s Progress • School Improvement
Outcome measure	<ul style="list-style-type: none"> • Through analysis of data identify areas for improvement • Through analysis of data identify effective practice • Through analysis of data set targets for attendance, exclusions and closing the poverty rated attainment gap
Evidence we will gather	<ul style="list-style-type: none"> • Attendance data • Attainment data (Teacher judgement data, SNSA) • Exclusion data • Data for targeted groups • Skills Development Scotland data hub
What will this tell us	<ul style="list-style-type: none"> • Trends in attainment, attendance and exclusions for all children and young people • Trends in attainment, attendance and exclusions for all children and young people across the Local Authority by quintiles • Trends in attainment, attendance and exclusions for all children and young people across the Local Authority by targeted groups (LAC/ poverty related and other targeted groups) • Range of qualifications and levels of achievement by children and young people • Numbers of pupils in sustained, positive destinations including targeted groups
Short term actions	<ul style="list-style-type: none"> • Actions will arise from 2018-19 Quality Improvement Practicum
Short term measure of progress	<ul style="list-style-type: none"> • Actions will arise from 2018-19 Quality Improvement Practicum

You can get this document on audio CD, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an officer to meet with you to explain any areas of the publication that you would like clarified.

CHILDREN AND YOUNG PEOPLE'S SERVICES
Scottish Borders Council | Headquarters | Newtown St
Boswells MELROSE | TD6 0SA
[email: aworrell@scotborders.gov.uk](mailto:aworrell@scotborders.gov.uk)



Printed in the Scottish Borders. Designed by Scottish Borders Council Graphic Design Section. KG/09/18.



DYSLEXIA POLICY (2018)

Report by Service Director, Children and Young People

EXECUTIVE COMMITTEE

2 October 2018

1 PURPOSE AND SUMMARY

- 1.1 **This report seeks approval for a new Dyslexia Policy.**
- 1.2 The identification of literacy difficulties including dyslexia is an area of concern for staff, pupils and parents. Parents have raised concerns regarding the 'diagnosis or labelling' of dyslexia. This policy provides a very clear and robust framework based on national guidance and advice and offers support for schools and parents in this difficult area.
- 1.3 The purpose of this guidance is to set out Policy in this area and to ensure that all staff are aware of their responsibilities and roles to support children and young people who have, or may have, dyslexia. This involves the identification of dyslexia in a timely fashion and the provision of timely effective adaptations and interventions (including technological solutions).
- 1.4 It is important that all children and young people experience consistently high standards of practice and support. This Policy will support this to be achieved.

2 RECOMMENDATIONS

- 2.1 **It is recommended that the Executive Committee agree to the adoption of the Dyslexia Policy (2018).**

3 BACKGROUND

- 3.1 In a Headteacher survey (carried out in June 2017), well over 95% indicated they would welcome training and support for staff in dyslexia. This is an area which has an active public profile. There is no statutory definition of dyslexia and approaches and recommendations vary.
- 3.2 A working group was formed of classroom practitioners, support for learning teachers and Educational Psychologists to construct the Policy and the operational guidance to be used by schools. This group consulted widely across all schools and stakeholders.
- 3.3 Staff in schools have identified targeted professional learning and support around identification of dyslexia as an area of priority. Parent Council Chairpersons have raised the early identification of dyslexia and our schools' responses to the diagnosis as an issue across both primary and secondary schools.
- 3.4 Literacy skills are fundamental in today's society. For many years it has been recognised that some young people have particular difficulties with learning to read, write and spell. In the past, such difficulties have been variously described as specific difficulties, specific learning difficulties, or dyslexia.

4 DYSLEXIA POLICY

- 4.1 Dyslexia can have a profound impact on children's feelings and confidence. It is therefore crucial to ensure that all children and young people in schools in the Scottish Borders who have dyslexia are identified at the right time and provided with appropriate support to ensure that they do not lose confidence in their ability to succeed.
- 4.2 All teachers have a role in supporting pupils who have or who may have dyslexia. What is required is an integrated approach which provides understanding and support to all pupils as and when they need it. All teachers therefore need to have an appropriate awareness of dyslexia.
- 4.3 This Policy (attached at Appendix 1) sets out the expectations for all staff, as well as teachers, with relevant experience, skills and knowledge, who will have a more specialist role. Where appropriate, advice and additional support can be sought from the school educational psychologist and from a range of allied health professionals. It is important to emphasise that such teachers may appropriately co-ordinate the assessment and identification of dyslexia.
- 4.4 There has been a significant amount of consultation on this Policy over a period of time, resulting in this revised document. The Policy is aligned with research evidence and national policy in this area. Moreover, the Policy is founded on the national definition of dyslexia.
- 4.5 This Policy is supported within the wider Inclusion Strategy and Policy, which was presented to the Executive Committee on 19 June 2018 and will be presented for final approval following further consultation.

- 4.6 This Policy is also supported by a comprehensive set of operational guidelines, which will support schools to identify relevant strategies and approaches to enhance the educational experiences of our young children. The Council's approach will ensure a consistent experience for all children and young people living in the Scottish Borders.

5 IMPLICATIONS

5.1 Financial

There are no costs attached to any of the recommendations contained in this report.

5.2 Risk and Mitigations

- (a) The Policy has been long awaited by a number of stakeholder groups and will be of interest to these groups. However, the Policy is aligned with research evidence and national policy in this area. Moreover, the Policy is founded on the national definition of dyslexia.
- (b) The risks of not having consistent policy in this area outweigh the risks of adopting this Policy.
- (c) The biggest risks are reputational, arising from a hesitancy on part of staff to identify dyslexia in a timely fashion. This adoption of a formal Policy position in this area provides support to staff and will reduce the risks in this area.

5.3 Equalities

There are no adverse equality implications; rather the adoption of this Policy will actively support the equalities agenda.

5.4 Acting Sustainably

There are no significant impacts on the economy, community or environment arising from the proposals contained in this report.

5.5 Carbon Management

There are no significant effects on carbon emissions arising from the proposals contained in this report.

5.6 Rural Proofing

This report does not relate to new or amended policy or strategy and as a result rural proofing is not an applicable consideration

5.7 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

6 CONSULTATION

6.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR and the Clerk to the Council have been consulted and their comments have been incorporated into the final report.

Approved by

Donna Manson

Service Director, Children & Young People Signature

Author(s)

Name	Designation and Contact Number
Christian Robertson	Quality Improvement Manager

Appendices: Appendix 1: Policy and Procedures: Children & Young People with Literacy Difficulties Including Dyslexia

Background Papers:

Previous Minute Reference: Executive, 19 June 2018

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Christian Robertson can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose TD6 0SA.

Scottish Borders Council

Policy and procedures: children and young people with literacy difficulties including dyslexia.

Foreword

Literacy skills are fundamental in today's society. For many years it has been recognised that some young people have particular difficulties with learning to read, write and spell. In the past such difficulties have been variously described as specific difficulties, specific learning difficulties, or dyslexia. The present policy has been developed by a dyslexia working group following the launch by the Scottish Government of the national toolkit. This toolkit, re-launched in summer 2012 as *'Addressing Dyslexia,'* is a comprehensive resource for all teachers, parents and other professionals. This emphasis is important; all teachers should play a direct role in supporting the development of literacy skills across the curriculum. Strong and effective strategies for supporting literacy development cannot be separated from effective strategies and procedures for identifying and supporting dyslexia. What is required is an integrated approach which provides support for all pupils as and when they need it. All teachers therefore need to have an appropriate awareness of the development of literacy skills and of the principles, resources and materials which are relevant to providing effective help to those who need it. The importance of effective whole school approaches for supporting literacy should not be underestimated. Not all pupils who experience some difficulty will be identified as having dyslexia, but for those who require it, each school will have access to teachers with relevant experience, skills and knowledge who will have a more specialist role. It is important to emphasise that such teachers may appropriately co-ordinate the assessment and identification of dyslexia. Where appropriate, advice and additional support can be sought from the school educational psychologist and from a range of allied health professionals.

Dyslexia can have a profound impact on children's feelings and confidence. In supporting children and young people in our schools with dyslexia we all need to ensure that they do not lose confidence in their ability to succeed. Our job is to support all our pupils, to foster their development as individuals, to reach their full potential nurturing their strengths as well as supporting their challenges with learning. Knowledge and understanding about how to support literacy skills for those experiencing difficulties has grown considerably in recent years. What is needed is a mix of well-evidenced teaching approaches that promote literacy for all children combined with targeted interventions for those with most difficulty. Technological solutions need to be available to those who can benefit from it.

Donna Manson, Service Director, Children & Young People.

Writing an essay is:

' the most awful thing in the world and all the right words are ending up spelt wrong '

Secondary pupil in a Scottish Borders school

Contents

	Page
1. Situating dyslexia within the wider local and national priorities	6
2. Definition of dyslexia	6
3. Key messages	8
4. The National Toolkit	9
5. GIRFEC and the Additional Support for Learning (ASfL) Act	9
6. The importance of a positive, confident and inclusive school culture	11
7.1 The process to be followed in investigating whether dyslexia should be identified	13
Flowchart 1: Process of assessing literacy difficulties and identifying dyslexia in primary school	14
Flowchart 2: Process of assessing literacy difficulties and identifying dyslexia in secondary school	15
7.2 <u>Supporting pupils with literacy difficulties including dyslexia</u>	17
7.3 When is it appropriate to identify dyslexia? Classroom strategies for supporting children with literacy difficulties including dyslexia	18
7.4 What evidence is needed?	19
7.5 How does the decision making process work? The two key questions	20
7.6 How to report the decision?	22
8. Assessment and Intervention	23
9. Arrangements for pupils identified as dyslexic under previous policies within or external to Scottish Borders Council	24
10. Literacy difficulties, dyslexia and SQA arrangements	27
11. Post-school transition and dyslexia	27
12. Operational Guidelines	28
13. Acknowledgements	29

A separate Operational Guidance has been written to support the implementation of this policy. Relevant parts of the operational guidance will be referred to throughout this policy

In this document the term '*parents*' will refer to parents, carers or guardians, and the term '*pupil*' will refer to children and young people.

For ease some of the main references cited throughout the document can be followed up through referring to Section 11 of the Operational Guidance which provides a summary of links.

DRAFT

1. Situating dyslexia within the wider local and national priorities

This dyslexia policy should be considered within the context of Scottish Borders Council's wider approaches for supporting inclusion and literacy. A key question in the identification of dyslexia asks for evidence that difficulties are persistent despite the child or young person being provided with appropriate learning opportunities. Therefore, this policy assumes the delivery of high quality curriculum in literacy for all from the early years onwards. Implementation of this dyslexia policy also relies on a collaborative approach in all schools which delivers well evidenced programmes to support literacy for all children combined with targeted interventions for those with difficulty. Pupils need to be actively taught how to read through accessing appropriate instruction and experiences for developing and extending their literacy skills, ensuring prior knowledge is built upon. . Such an emphasis maximises the development of literacy skills and ensures that pupils will generally be considered for identification of dyslexia after they have received provision of both universal and individually targeted programmes and continue, nevertheless, to demonstrate persistent difficulties.

This approach reflects the principles emphasised both in the national definition of dyslexia and in the national toolkit. It is also consistent with the national priorities which emphasise the need to support literacy and pupil wellbeing across the curriculum. All teachers have a responsibility for supporting and developing wellbeing and literacy skills (as outlined in the General Teaching Council for Scotland's professional standards for Registration of Teachers). The approach outlined in this policy requires commitment and support from all teachers, classroom staff and parents to identify those presenting with literacy needs and to provide appropriately tailored resources and support. Such an approach is best delivered through a staged approach to assessing, supporting and reviewing needs such as has been established in Scottish Borders over many years. Evidence is gathered throughout this process of ongoing literacy assessments, intervention and review. The process begins during the child's early years and continues throughout primary and secondary education. The staged approach is appropriate for identifying and supporting pupils presenting with a range of additional support needs including dyslexia.

2. Definition of dyslexia

The 2009 working definition of dyslexia followed in this guidance and noted below was developed by the Scottish Government, Dyslexia Scotland, a wide range of stakeholders and the Cross Party group on Dyslexia in the Scottish Parliament. The aim of this particular definition is to provide a description of the range of indicators and characteristics of dyslexia as helpful guidance for educational practitioners, learners, parents/carers and others.

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities.

These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- *auditory and /or visual processing of language-based information*
- *phonological awareness*
- *oral language skills and reading fluency*
- *short-term and working memory*
- *sequencing and directionality*
- *number skills*
- *organisational ability*

Motor skills and co-ordination may also be affected.

<http://addressingdyslexia.org/what-dyslexia>

The national guidance developed in Scotland on dyslexia goes on to say that:

'Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds.

It is a hereditary, life-long, neurodevelopmental condition. Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement.

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.'

This Scottish Borders Council policy emphasises that there is no single identifying pattern for dyslexia. Instead dyslexia should be understood as a functional descriptor for a range of presenting patterns which impact detrimentally upon reading, writing or spelling. It is critical to recognise however that each individual learner experiencing difficulties with reading, writing and spelling may also demonstrate wider patterns of associated difficulties that will require appropriate recognition and support.

The working definition highlights that difficulty with literacy is not the only factor to consider when identifying dyslexia. A number of associated difficulties may be relevant to an individual's experience of dyslexia. For example challenges with motor co-ordination. Identifying these may be very relevant to supporting children who are experiencing difficulties with literacy (especially writing). However, no single associated difficulty or feature (or combination of features) should be regarded as evidence of the presence of dyslexia (as the identification model for dyslexia rests on response to targeted literacy intervention over time).

3. Key messages

This policy replaces the previous SBC guidance (2002) on 'Understanding, identifying and responding to specific learning difficulties/dyslexia'. There are some key points to note, each of which is important:

- Adoption of the national definition for dyslexia means that the term, 'dyslexia' can now be used to refer to difficulties with learning to read, write or spell (or a combination of these).
- Dyslexia should only be identified when the child or young person's difficulties persist despite provision of appropriate learning opportunities. The identification and assessment of dyslexia requires an ongoing process of information gathering over a period of time in the learning context. All professionals involved have a responsibility to contribute to this process.
- It is not appropriate to identify dyslexia on the basis of a single test carried out at one point in time.
- It is important that all children experiencing difficulties with any aspect of literacy are identified and appropriately supported. It is to be expected that literacy difficulties will always be identified and targeted prior to a decision to identify dyslexia.
- Dyslexia will *usually* not be identified earlier than the P3 stage because assessment involves implementation and evaluation of targeted intervention over a significant period of time.
- The identification of dyslexia is a collaborative process co-ordinated by the designated learning support teacher who will consult with all involved including young people, parents, class teachers and key specialists, for example educational psychologist, occupational therapist and/or speech and language therapist, as required.

4. The National Toolkit

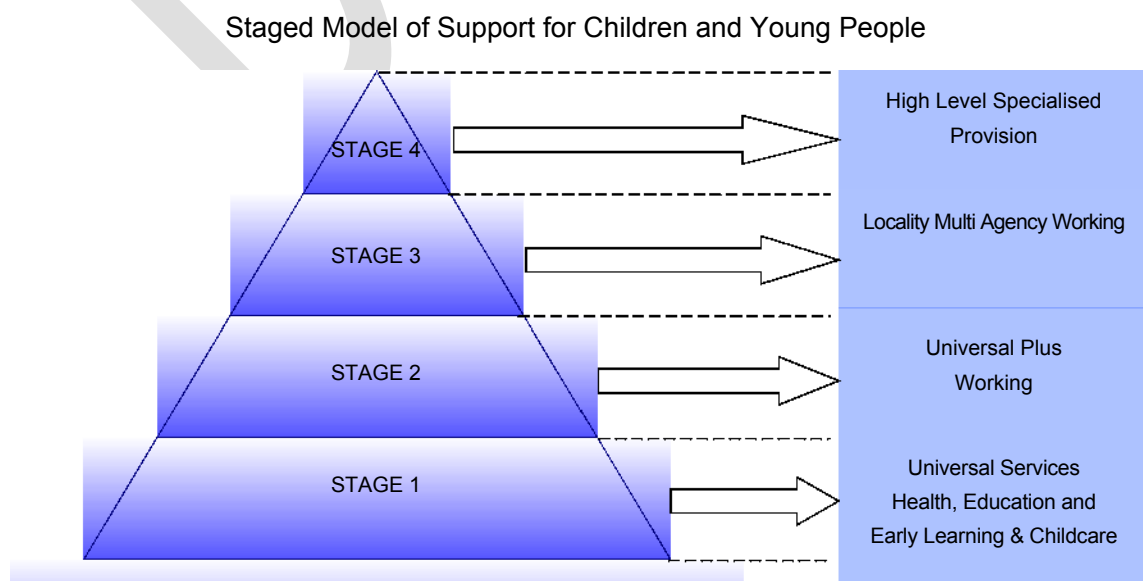
In June 2010 the Scottish Government launched an online national resource the Addressing Dyslexia Toolkit. In 2017 the toolkit was redeveloped to improve user navigation and it continues to support Curriculum for Excellence. The Toolkit is a comprehensive resource set within the Scottish context for inclusive education and has a range of free resources and information for all educational practitioners. New free online professional learning opportunities are available to support practitioners further develop their pedagogy and practice for dyslexia, inclusive practice and literacy. Many approaches and strategies for dyslexia (as promoted in the toolkit) are appropriate and beneficial in teaching literacy for all learners.

This Scottish Borders' policy sits alongside the national toolkit. The link for the national toolkit is <http://www.addressingdyslexia.org/>

This Scottish Borders' policy identifies the key procedures and processes to be followed in all schools in Scottish Borders and also highlights specific resources that have been identified, developed and promoted in Scottish Borders.

5. GIRFEC and the Additional Support for Learning (ASfL) Act

GIRFEC (*Getting It Right for Every Child*, Scottish Government, 2008) is the national framework which aims to ensure improved outcomes through staged and collaborative intervention. This approach places the child at the centre of the process. The approach is designed to ensure that children get the help they need when they need it. This staged approach is often represented using the "GIRFEC Triangle". The GIRFEC triangle used in Scottish Borders is shown below.



This triangle depicts a four-level framework of support ranging from Universal Services to those offering progressively greater degrees of specialisation.

The framework is intended to ensure that appropriate and proportionate support can be deployed from a range of services when required.

Scottish Borders Council uses the GIRFEC Staged Model of Support to identify, assess and support ALL needs, including all learning needs. The principles for identifying and responding to difficulties with literacy are the same as for all other types of need. What is distinctive is the focus and nature of assessment and support.

When considering support for these learners *The Additional Support for Learning Act* (2004, as amended) is also relevant. This emphasises the following values and principles for effective assessment and intervention:

- adopting the least intrusive and most effective course of action
- taking a holistic view of the pupil and their circumstances, and what they need to grow and develop and achieve their potential
- seeking, taking account of and noting the views of the pupil and parents and involving them fully in the assessment process and in finding solutions
- ensuring that parents and the pupil understand, and are asked to agree to, the aims of any assessment and the purposes of any action proposed
- ensuring that assessment is an ongoing, integrated process of gathering and evaluating information, planning, providing for and reviewing services for the individual
- taking into account issues of diversity and equality and ensuring that outcomes do not discriminate against the pupil and their families
- working in partnership with parents to develop skills to support children's education and health and wellbeing

Together, *The Additional Support for Learning Act* and the *Getting it right for every child* approach carry some important implications for practice in supporting learners who are experiencing difficulties with literacy.

It is important to consult with the child at an early stage about their experience of the learning process, about what is challenging, and about what helps.

Whilst it is important to provide effective support it is also important to consider how to do this sensitively and proportionately. In recognition of SBC pupils' feedback during the consultation on this Policy, schools should consider the possible impact upon learners' confidence and self-esteem of receiving support within or outwith the classroom. School staff should actively seek and respect learners' preferences about how they access support; and should communicate these preferences to those who

teach and support them. Schools also need to seek and respect learners' preferences about how widely information about their support needs is shared.

In the case of support for literacy difficulties it is envisaged that most learners' needs will be effectively met by universal services; namely Class Teachers (Stage 1). Class Teachers remain responsible for meeting a learner's needs when support requires to be enhanced through consultation, assessment and intervention from other specialist services from Stage 2 or above (e.g. Support for Learning Teacher, Speech & Language Therapy Services, Educational Psychologist).

Initial concerns should be registered and responded to by the Class Teacher, who will then consult with parents or carers and colleagues within school (eg the Support for Learning Teacher) as required. Evidence of the learner's progress will be gathered over time and this will inform decisions about teaching approaches and targeted interventions. Where further advice, assessment or intervention from specialist services is required this should be integrated into the continuing processes of teaching and learning for which universal services remain responsible. The emphasis when seeking specialist multi-agency support should be on acting to support effective teaching and learning, and effective planning of future teaching and learning; rather than on external assessment to identify a disorder or deficit.

6. The importance of a positive, confident and inclusive school culture

Curriculum for Excellence emphasises the fundamental importance of positive relationships in school as a pre-requisite for effective learning and achievement. All pupils (and staff) need a sense of belonging and wellbeing in their (school) community. Hand-in-hand with the requirements to support literacy and numeracy, all teachers have a vital role in supporting emotional wellbeing to ensure all pupils are supported to develop positive relationships and have confidence in their ability to succeed.

The HMIE *Literature Review of current approaches to the provision of education for children with Dyslexia* (HMIE 2007) strongly emphasises the emotional impacts of experience of Dyslexia. It positions *facilitating a positive sense of self* as a key dimension of effective teaching and intervention (section 2.2.3 pp.13-15).

Survey evidence from a Manchester Metropolitan University (MMU) study carried out pupils with dyslexia indicates that a crucial, even the over-riding, factor associated with academic success is what has been described by Mike Johnson as the '*emotional climate of the classroom*' (cited in British Dyslexia Association, *Dyslexia Friendly Schools Pack*, page 24). How classroom teaching is organised and experienced can have a great impact on what pupils think and feel about their capacity to learn and, through this, how they see themselves. Critically, what learners with dyslexia require is, what Dyslexia Scotland describe in one of their publications, as '*empathic and effective class teachers*' (*Supporting pupils with Dyslexia at primary school, Book.3 The upper primary*, 2011).

One of the dyslexic pupils who contributed to the MMU survey described what good teachers do as follows:

'They notice when you are having problems and they don't dismiss you by ignoring you and your questions. When I am stuck I know I can put my hand up and not get shouted at for not listening. The teacher smiles at me and then explains again, doing at least two examples with me.' (British Dyslexia Association, Dyslexia Friendly Schools Pack, p 24)

Mike Johnson helpfully summarises the perspectives from dyslexic learners as follows:

'Overall, it is clear that these pupils have no difficulty recognising the learning environment in which they can succeed. It is interesting that the underlying theme is the emotional climate in the classroom rather than any specific techniques or special methodology. They want calmness and security, the feeling that teachers might actually like them and are enthusiastic about their subject, quiet recognition of their difference and the provision of two key structures, differentiation and support.'

This all builds up to a picture that suggests that enhancing the achievements of pupils with dyslexia does not make unreasonable demands on teachers at either primary or secondary phases of education, it is the way .. teachers go about teaching and organising classrooms that are seen as either facilitating or frustrating. The key comes in understanding how each pupil thinks and feels. ' (British Dyslexia Association, Dyslexia Friendly Schools Pack, p 24)

Literacy difficulties and dyslexia have the potential to profoundly damage feelings, self-esteem and confidence. It is therefore vital to ensure that class or subject teachers provide pupils with calmness and security, recognition of their strengths as well as their needs and a willingness to adopt flexible approaches which recognise, and embed, the ways they learn best. It is also important that when pupils are experiencing difficulties that teachers mediate the responses of other pupils. This includes effective management of unhelpful reactions, as well as effective modelling of supportive and affirming responses.

School leadership should promote a school culture which supports all staff to effectively meet individual needs whilst ensuring that pupils experiencing challenges have appropriately broad opportunities to develop and demonstrate their strengths across the curriculum. In this way, self-esteem and social recognition will be actively promoted. The goal is to develop learners who have a balanced and informed understanding of their strengths and difficulties, are motivated to learn, assured in their use of learning strategies and have the confidence to ask for help whenever and wherever they need it. This presumes that early and ongoing perspectives from the pupil are sought regarding their experiences of the learning process, both in terms of those aspects that are challenging and those supports that are most enabling. Parents also may possess key information regarding how the pupil's learning is affecting their social confidence and life skills; and schools should promote a culture that encourages pupils and parents to request appropriate support. Active home support is crucial to enable pupils to fully achieve their literacy potential. In this way schools will ensure that the support available at the universal Getting it right for

every child stage (i.e. within classroom) will be maximised and the numbers requiring more focused involvement of ASN / SfL staff for targeted (e.g. IEP) and specialist stages (e.g. CSP) will be minimised.

7.1 The process to be followed in investigating whether dyslexia should be identified

In relation to literacy difficulties, the process of assessment, support and review will be delivered collaboratively and follow a staged approach. Over time this process will support staff to:

- provide a baseline measure of pupil's abilities and skills in literacy
- build a profile of pupil's literacy development in terms of strengths, difficulties and needs over time
- provide targeted and effective intervention

Support provided will be the least intrusive to deliver effective intervention but will emphasise a positive and holistic approach which builds health, wellbeing and confidence. In this model assessment is therefore linked integrally with intervention. Evidence of progress over time will be an important part of the assessment. Evaluation of this progress will ultimately inform the decision as to whether identification of dyslexia can be evidenced.

The flowcharts below outline the process of assessment and intervention of literacy difficulties in primary and secondary schools respectively.

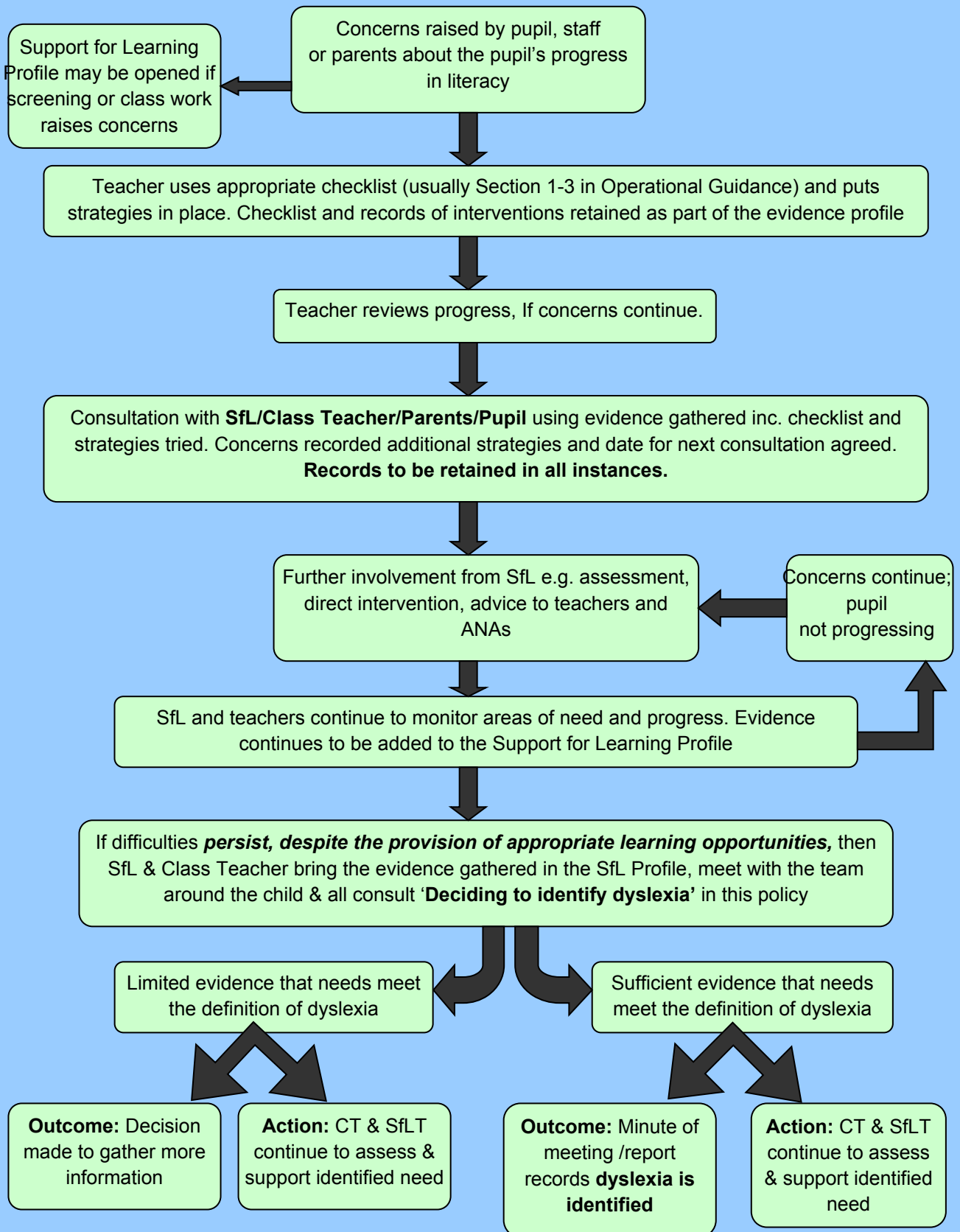
- For the Primary process (Flowchart 1) please note that evidence may be gathered on the Early Level Checklist – Early Learning and Childcare and P1 (see Section 1 of the Operational Guidance).¹ However it is not appropriate to identify dyslexia for pupils at this stage. Rather the focus will be on identification of needs, providing effective intervention, and continuing assessment.

The following points apply to both Primary and Secondary processes:

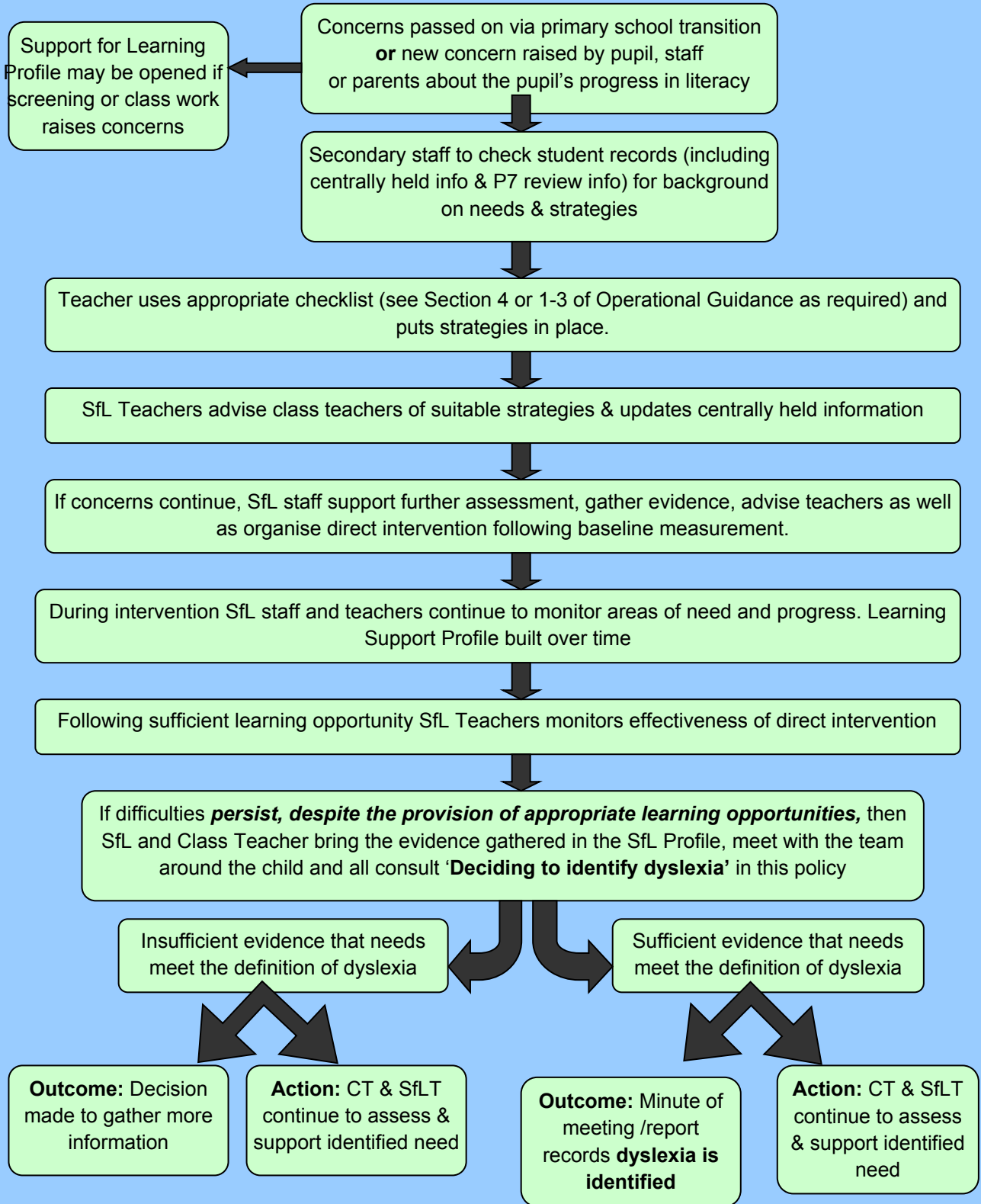
- The flowcharts capture the common core processes that should be included in schools' procedures; however individual schools may add additional detail
- Optional consultation with Educational Psychologist and other professionals/ colleagues is available at any point

¹ Please note that the checklists included in this policy have been adapted from the national materials in the toolkit; however it should be emphasised that the present policy supports the use of the toolkit checklists as an alternative.

FLOWCHART 1: Process of assessing literacy difficulties and identifying dyslexia in primary school



FLOWCHART 2: Process of assessing literacy difficulties and identifying dyslexia in secondary school



*All evidence gathered and stored in the Pupil Profile will be helpful in respect of any SQA Assessment arrangements

Schools must follow 'Additional Support for Learning' legislation. This means all pupils with additional support needs will be supported by an ongoing process of assessment, planning, provision of support and review, irrespective of whether their needs are identified as dyslexia or not.

In keeping with the principles of assessment and intervention outlined above, parents, and the pupil will be involved in an ongoing way and this includes the decision making processes relating to the identification of dyslexia.

The process of identifying dyslexia may be triggered by the pupil, parents or the professionals working with the pupil. Confirmation of dyslexia can help the pupil understand their literacy difficulties and improve self-esteem.

Please refer to Section 10 'Identification of dyslexia, conceptual issues' within the Operational Guidance for a more detailed summary of how dyslexia has been conceptualised in this policy. This information is particularly intended for those with a specialist role in supporting and identifying pupils presenting with dyslexia.

7.2 Supporting pupils with literacy difficulties including dyslexia

Support needs change over time and strategies implemented will change to reflect this. Intervention for pupils with literacy difficulties/dyslexia is dependent on comprehensive ongoing assessment of their strengths and difficulties. This helps teachers to target their intervention appropriately and modify it depending on the pupil's response to that intervention.

This policy offers ideas for classroom strategies and choice of teaching approaches and interventions for pupils. Efficient recording and transfer of information during transition times from class to class, teacher to teacher and/or school to school is central for planning and continuing support.

Effective early literacy teaching

It is recommended that all early literacy instruction should:

- have a strong focus on developing phonological awareness
- emphasise a structured and progressive phonics approach
- teach fluency through exposure to different texts suitable for the level of the reader alongside teaching phonics

- teach vocabulary explicitly using multisensory approaches e.g. spoken word, printed word, object, picture, motion
- embed literacy learning in talking and listening and other language based teaching
- teach sight recognition for key words
- teach comprehension skills

For further information about support strategies and approaches designed for mainstream teachers see Section 8: Strategies to support pupils with literacy difficulties/ dyslexia in the mainstream classroom in the Operational Guidance. Additionally the national toolkit provides a wealth of advice and resources.

7.3 When is it appropriate to identify dyslexia?

National guidance (cf HMle report, *Education for learners with dyslexia*, 2008) advises that assessing children for dyslexia at the Early Learning and Childcare stage is premature. The position taken in this policy is that identification in the early level years (i.e. generally Nursery and Primary one) is inadvisable.

It is unhelpful to identify dyslexia prematurely i.e. before the pupil has had sufficient opportunity to receive targeted, and as necessary, specialist interventions designed to address their individual learning needs. Identification would only be appropriate where robust assessment, teaching and targeted intervention have been in place for several years. Dyslexia will therefore *usually* not be identified earlier than the P3 stage because assessment involves implementation and evaluation of targeted intervention over a significant period of time.

Although it is not appropriate to identify dyslexia in the early years it should be emphasised that all young children will benefit from programmes and experiences designed to support literacy. It is important that relevant staff identify and support children experiencing any difficulty and provide effective intervention. In this policy the Early Level Checklist – Early Learning and Childcare and P1 (see Section 1 of the Operational Guidance) should be used to build up an individual profile to identify needs and assist targeting of early support. This will help to lessen the impacts in later years.

Just as it is unhelpful to identify dyslexia prematurely it is also generally unhelpful to delay identification. Schools are encouraged to complete identification of dyslexia as soon as they are confident that they have sufficient evidence in the Dyslexia Profile.

It is important to note that the requirements associated with school work change over time and, in the secondary school years particularly, the amount of reading and writing increases. In addition, in response to increasing demands, other associated difficulties may become apparent. Some pupils who have experienced –and

overcome - difficulties in learning to read, write or spell may experience new patterns of challenge (e.g. from the demands associated with lengthy reading requirements in exam papers or the associated working memory or processing demands). It is important for all secondary staff to be alert and responsive to these needs as, and when, they occur. It is also important that secondary schools are able to identify dyslexia promptly through gathering relevant evidence effectively. Such patterns of development are recognised in the Addressing Dyslexia Toolkit which provides guidance for all staff at every stage. Identification of dyslexia in the secondary school years does not therefore need to imply that there has been a failure to appropriately identify dyslexia before this. ²

The assessment of dyslexia in children and young people is a process rather than an end-product. The information provided in the assessment should support the planning for the learner's next steps and this will require monitoring due to the changes and challenges which will occur as the child grows and the curriculum develops. For example, the difficulties experienced in P6 may not be exactly the same in S3 – they may be harder or easier and other challenges may replace them.

7.4 What evidence is needed?

The basis of identifying dyslexia is from the evidence gathered during the ongoing process of assessing and supporting literacy difficulties.

The process of gathering evidence may take account of;

- observations
- samples of work
- checklists
- information about adaptations made and/or interventions tried
- information about the pupil's response to interventions
- information about the pupil's strengths and needs from professionals and parents
- information from the pupil
- relevant factors in developmental history (eg delayed milestones, hearing or sight difficulties, speech or language impairment, experience of trauma or neglect, head injury etc)
- standardised, criterion referenced and dynamic assessments (see section8)

² A formal identification of dyslexia is not required in order to access Scottish Qualifications Authority (SQA) Assessment Arrangements – this process is needs led, it is not dependent on a 'label' –see section 10 below.

All these materials will be added to an ongoing profile which can be accessed by relevant staff.

7.5 How does the decision making process work? The two key questions

The Scottish Government's working definition of dyslexia and the pupil's profile are at the core of decision making. The decision making process involves assessing the evidence gathered over time against the requirements of the definition.

The first sentence of the definition (see section 2 above) gives two key questions; both must be answered with a yes to identify dyslexia.

More information about the two key questions is given below.

Key Question 1: Is there evidence of difficulties in learning to read, write and/or spell?

This must include one or more of the following:

- Significant decoding and word recognition difficulties including difficulties in rate of reading
- Slow progress in writing such as writing speed, technical skills, and planning and organising ideas
- Significant spelling difficulties across the curriculum
- Evidence may be reflected in standardised assessment scores that are significantly below average

Refer to Section 1-4 of the Operational Guidance for the four checklists covering the Curriculum for Excellence levels. These tools have been adapted from materials in the national toolkit and can be used as an initial assessment tool or to add to the evidence profile of the pupil. Completion of these tools should be informed by teacher observations and assessment. If significant difficulties are identified these tools should be used to gather information regarding progress over time.

It is important to note that some pupil's difficulties may emerge or become more significant at a later stage.

Key Question 2: Is there evidence that these difficulties are persistent despite the child or young person being provided with appropriate learning opportunities?

It is important to note that it is the type, persistence and severity of the pupil's needs and not the existence of dyslexia that determine the type, frequency and content of intervention.

Is there evidence that the support on offer in school has been appropriate in level, content and frequency?

Have appropriate universal support strategies and targeted interventions (such as those summarised in Section 8 and 6 respectively within the Operational Guidance) been introduced and reviewed that target the specific needs of the pupil?

Has the powerful and enabling support provided by Information and Communication Technology (ICT) been considered and, as appropriate, been explored and reviewed? Please refer to Section 7: Using ICT to support pupils with literacy difficulties/dyslexia in the Operational Guidance for detailed practical advice.

Has evidence been gathered over a sufficient amount of time, to show that the pupil has experienced appropriate supports?

Is there evidence of factors in the pupil's life (other than dyslexia) that may have limited their engagement in appropriate learning opportunities? The impact of these factors needs to be taken into account before identifying dyslexia. Examples of factors that fall into this category are:

- The only types of support provided are *not* evidence-based as having significant impact on literacy difficulties or dyslexia, e.g. movement based programmes such as DORE and Brain Gym
- The pupil having missed substantial amounts of school
- A disrupted period in school, for example, rapid changes in teaching staff
- Factors in the pupil's home life that have prevented them fully engaging with learning
- Health issues that have prevented them fully engaging with learning, including sensory impairment
- Emotional or behavioural issues that have prevented them from fully engaging with learning
- English as an additional language
- Specific speech and language difficulties

- Motor difficulties
- Developmental disorders (e.g. Autism)

The current definition of dyslexia is wider in the sense that it may now encompass children with a broader range of difficulties than in the past. However, there may be cases where other descriptors may provide a better explanation for the pupil's difficulties. In such cases professional judgement should be exercised in consultation with those involved (including parents) about whether it is meaningful to identify dyslexia.

Educational psychologists, Speech and Language Therapists, Occupational Therapists, and other specialised practitioners are available for consultation as required.

7.6 How to report the decision

The language we use when discussing dyslexia is important. There is a need for consistency, confidence and clarity in how we communicate with parents regarding identification (or not) of dyslexia. It can be expected that a pupil's support needs will change over time. It is important to safeguard, as far as possible, that a pupil is not incorrectly identified as having dyslexia. The following reflects current national guidance and should be followed:

- Avoid terms such as 'dyslexic tendencies', 'signs' or 'indicators of dyslexia' and 'at risk of dyslexia' as these can be potentially confusing for pupils and parents.
- A pupil is either identified as having dyslexia or not (as reflected in the Scottish Government definition).
- A pupil is **identified** (not 'diagnosed') as having dyslexia.
- Modifiers such as 'mild', 'moderate', or 'severe' should only be used to describe the present impact on learning. These terms should not be used to describe the severity of dyslexia as they cannot be reliably quantified but rather exist on a continuum.
- If there is insufficient evidence to support the identification of dyslexia ongoing difficulties with literacy may be indicated. All progress is reviewed over time and this does not necessarily preclude future identification of dyslexia.

Identifying dyslexia is a collaborative process – parents, professionals and the pupil should be involved as fully as possible at every stage of the process. The decision making may be done in a meeting where the team around the child collaboratively

reviews the evidence and makes a decision as to whether identifying dyslexia is appropriate.

It is important to consult with everyone concerned and adopt a sensitive approach to how and when this information is communicated with the pupil.

If the evidence indicates that the child has dyslexia, the reasons for this decision should be carefully explained and recorded. Similarly if the evidence indicates that the child does or does not have dyslexia, or is insufficient to determine this either way, the reasons for this should be carefully explained and recorded, and next steps, if relevant, outlined.

For examples of report wording see Section 9: Assessment and intervention profile: Suggestions for wording feedback to stakeholders within the Operational Guidance.

Whatever the decision, it is important to emphasise the continued support the pupil will receive.

8. Assessment and Intervention

Assessment is fundamental to what teachers do on a daily basis for all pupils. Teachers interpret evidence in relation to the progress of a child toward the goals of a particular section of work. Next steps are decided according to what has been achieved and what problems have been encountered. This assessment evidence can come from a variety of sources, such as:

- Day-to-day work
- Observations
- Specifically constructed summative assessments
- Standardised assessments

This policy stresses the importance of high quality learning and teaching of which assessment is an integral part. The following types of assessment will have particular relevance to this policy:

- Formative assessment/AfL – seeking and interpreting evidence, through day to day activities, for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how they are going to get there.
- Teacher-constructed summative assessment tasks at the end of a block of learning.
- Criterion referenced assessment – e.g. tasks made up of items with right or wrong answers to determine whether specific phonic skills or sight words being taught are secure.

- Assessment through teaching to explore and clarify whether a child responds well to particular teaching approaches or to adaptations in the learning environment (dynamic assessment).

Such assessments will feature as part of regular and ongoing teaching practice by all class teachers for all learners.

Use of criterion referenced assessments

To determine whether there is evidence that a child is presenting with dyslexia, specific criterion referenced assessments repeated over time may be appropriate. Used over time they can capture accuracy, fluency and level of consolidation. They also have the advantage that, as well as measuring progress, they can be very individualised and, when used appropriately, will indicate clearly what needs to be taught next. They may also be adapted flexibly to carry out dynamic assessment.

Use of standardised (or norm referenced) assessments

These assessments generate a standardised measure of how a child performs on a fixed series of assessments compared with other children of the same age. It is important to bear in mind that presentation is inflexible and that there can be detrimental effects on a pupil who is administered age appropriate assessment tools when this is not appropriate to their attainment level. In such circumstances, these assessment results will not be purposeful and may undermine confidence. Such superfluous assessments should be avoided on the basis of advice of relevant members of staff.

It is important to select a test with a suitable age range to permit future re-testing. Standard scores should be used in preference to age equivalent scores when conclusions need to be drawn as to whether a child is dyslexic or not. This is because standard scores provide a more reliable measure of progress over time.

Use of screening assessments for dyslexia

No specific dyslexia screening assessments are recommended in this policy (although evaluative comments on some are given in Section 5 of the Operational Guidance). Schools will carry out general literacy screening assessments in accordance with requirements agreed at Authority, Community Learning Board or school level. These literacy assessments may provide early evidence of pupils who are experiencing some challenge and contribute to their individual pupil profile. However, the approach taken in this policy is to promote the use of checklists administered by classroom teachers (supported as required by support for learning teachers) over a period of time to build up a pupil profile (cf Sections 1-4 of the Operational Guidance).

Considerations when determining Interventions

Given that identification of dyslexia rests on limited response to appropriate targeted intervention over time, conclusions need to take into consideration whether the intervention(s) provided meet the criteria for effective literacy intervention (cf Section 6 of the Operational Guidance). Assessments need to coincide with the period of time during which the child has been receiving targeted intervention.

Section 6 of the Operational Guidance in this policy provides details about catch-up interventions that are used in primary and secondary schools in SBC, along with evidence of their effectiveness. In commenting on effectiveness this policy has drawn on reviews published by Greg Brooks. Section 6 of the Operational Guidance provides a link to his latest review (*'What works for children and young people with literacy difficulties?' 2013, fourth edition*) along with a complete list of all the interventions which are featured in the fourth edition. Section 6 of the Operational Guidance also identifies other interventions for which the evidence is less robust than for those cited in the fourth edition. This includes some locally used interventions that are currently not supported by empirical evidence but which some SBC practitioners regard as useful.

It should be emphasised that the levels of effectiveness demonstrated in published studies reflect the specific conditions which applied during the intervention study (e.g.) the target population, duration, frequency and quality of teacher/adult support etc. Mere use of an evidenced intervention in another context does not guarantee equivalent results. Similarly, use of an approved intervention which currently lacks robust empirical evidence may, especially when delivered intensively, be very effective. It is important that practitioners make informed judgements about the interventions to be used in the light of the specific needs and context.

Notwithstanding the specific conditions required for individual intervention programmes to be effective, the following general guidance may be helpful when considering the appropriateness of a catch-up programme:

- Good classroom teaching remains central to effective practice in supporting learners with literacy difficulties.
- Is the approach to be used structured and systematic?
- Before choosing an intervention, consider the practicalities. Remember that the levels of effectiveness demonstrated in published studies are based on specific standards regarding amount and quality of teacher support for the intervention. So consider:
 1. Will the sessions to be provided be sufficiently frequent to be effective?
 2. Will the sessions to be provided be sufficient in duration to be effective?
- In order to work best ICT interventions should be precisely targeted and skilfully mediated by an adult (teacher or assistant). Adequate time should be committed

to using the diagnostic tools within ICT interventions in order to ensure that the intervention is appropriately targeted, and that pupil progress is assessed robustly.

- Some interventions for pupils who are experiencing difficulties with spelling can be effective if they are highly-structured, targeted and delivered systematically “little and often”. Generally, such schemes are more successful in enabling children to grasp relatively regular spelling patterns.
- Targeted intervention can be effective in improving comprehension skills. It is important to enable children who are having difficulties with reading to experience rich, exciting texts. Activities that enable them to explore the texts’ meaning will embed the relevance of reading by relating it to their wider experience; and will enable them to experience and practise using new vocabulary.
- A small number of recommended schemes are specifically targeted at upper primary and early secondary pupils. Those recommended may be effective in supporting pupils to continue to make gains in reading that will enable them to better manage the secondary curriculum.
- Structured Reading Partnership interventions (which involve assistants, parents and other appropriate adults as pupils’ reading partners) can be very effective. To be effective these schemes require provision of training and ongoing support to the reading partners; and robust systems to enable partners and the class teacher to review progress.

Where an evidence based intervention is being implemented as outlined above, Brooks concludes that, if the catch-up programme meets the child’s needs ‘*Good impact – sufficient to at least double the standard rate of progress – can be achieved, and it is reasonable to expect it*’ Brooks, 2013, p18). Class teachers and SfL teachers have a role in collaboratively monitoring a learner’s response to strategies and interventions and the gains being made over time. If a strategy or intervention is not giving the expected results the needs of the learner should be reconsidered and the strategy or intervention modified.

Further, there will be some pupils with persistent difficulties who may not respond well to intervention, even though it is appropriately selected and skilfully delivered. Their progress may be very limited or very slow. This group of pupils may benefit from intensive, one to one instruction. It is important to note that while failure to respond to intervention(s) may indicate dyslexia, the impact of social emotional difficulties or other barriers to learning should also be considered.

Factors that support a good response to Intervention

Multiple factors will influence a learner’s responsiveness to well-structured interventions.

Professional literature recognises many *protective factors* which may support the successful acquisition of literacy skills. It is widely recognised that learners may be more likely to respond to effective teaching and to well-structured interventions when:

- they have had positive early experiences of exposure to print in various forms
- people in their life value reading; and home and school work effectively in partnership to support the pupil's progress
- they have a positive view of themselves as learners
- they practise reading
- they have strong phonological awareness
- they have good articulation
- they recognise letters, sounds and have good rapid automatic naming (RAN)
- they have good short-term memory which is central in learning to read and spell
- they have good oral language skills (a prerequisite to reading comprehension)
- they have extensive vocabulary and good expressive syntax and grammar
- teachers ensure that teaching of phonology, vocabulary and print mutually reinforce one another. Work on phonological skills for reading should be embedded within a broad approach that involves graphic representation, reading for meaning, speaking and listening.
- they have supportive social networks
- all staff, parents and peers support and understand their difficulties.

9. Arrangements for pupils identified as dyslexic under previous policies within or external to Scottish Borders Council

When the method of identifying any condition or difficulty changes there may be some concern raised as to whether pupils previously identified as dyslexic will still be considered dyslexic under the new guidelines. This policy is very clear that there are no expectations that children previously identified as dyslexic should be re-assessed for the purpose of identification. However, all pupils with literacy difficulties or dyslexia, will be involved in ongoing assessment and monitoring to identify their

current needs and to review the effectiveness of the intervention they are receiving. Thus, if requested or it was felt necessary, it would be within current procedures to apply the new identification process to support or refute the previous identification of dyslexia.

Where schools are approached by parents, pupils or others with a privately commissioned report by an external agency indicating that a pupil has been identified as dyslexic, the school is under no obligation to adopt this view. Nonetheless, it is important to emphasise that the education authority is required legally to take account of such reports and advice as a part of the evidence gathering procedure. Such reports and advice should be added to the pupil's profile. Schools must also seek and take account of the views of parents and, where appropriate, of pupils themselves in relation to such reports and advice. However, any single stand-alone assessment does not on its own provide sufficient evidence for identification of dyslexia. Information gathered and views held by partner agencies and external services are an important part of understanding a pupil's needs and this policy encourages the consensual sharing of information.

10. Literacy difficulties, dyslexia and SQA arrangements

Where there is evidence of significantly improved performance, pupils undertaking assessments (internal or external) may receive some form of assessment arrangements (AA). It is important to emphasise that entitlement is based on evidence. Identification of dyslexia is not a necessary requirement for the provision of AA; conversely, on its own, identification of dyslexia is not sufficient evidence for the provision of AA.

AA should reflect as far as possible the young person's normal way of learning and producing work. Requirements for AA should be considered on a subject by subject basis.

Current and more detailed information can be found at this link:

<http://www.sqa.org.uk/sqa/14976.html>

11. Post-school transition and dyslexia

If a pupil has been identified as dyslexic then they may be eligible for support in higher education.

Pupils with a disability entering higher education are eligible for extra support through the Disabled Students Allowance (DSA). Students with dyslexia may qualify for this support. Detailed information about DSA can be found on the Student Awards

Agency for Scotland website: <http://www.saas.gov.uk> . Before leaving secondary school any young person can request a report or statement from the school confirming that they have dyslexia and detailing support needs and history of any support given. This may be provided to prospective employers or education institutions. Further post school transition information is available on the Addressing Dyslexia toolkit, Dyslexia Scotland and Dyslexia Unwrapped.

<http://addressingdyslexia.org/post-school>

<https://www.dyslexiascotland.org.uk/our-leaflets> - Employment and the Workplace

https://unwrapped.dyslexiascotland.org.uk/info-and-support/articles?field_age_group_tid=14

12. Operational Guidance

Operational Guidance is key to supporting classroom practitioners and senior management identify and address literacy difficulties including dyslexia. A comprehensive toolkit has been developed to support the implementation of this policy in schools. This guidance consists of the following:

- Early Level Checklist
- First Level Checklist
- Second Level Checklist
- Third, Fourth and Senior Level Checklist
- Assessment tools used in Scottish Borders Council
- Effective interventions used to support literacy difficulties/dyslexia in SBC
- Using ICT to support pupils with literacy difficulties/dyslexia
- Strategies to support pupils with literacy difficulties/
dyslexia in the mainstream classroom
- Assessment and Intervention Profile; Suggestions for
wording feedback to stakeholders
- Identification of dyslexia; conceptual issues
- Useful Links

13. Acknowledgements

This policy update has been developed by a Scottish Borders Council Dyslexia working group. The members of this working group would particularly like to acknowledge the following resources as having made a particular contribution to the present policy:

- The national dyslexia toolkit. <http://www.addressingdyslexia.org/>
- What works for children and young people with literacy difficulties? The effectiveness of intervention schemes, Fourth Edition. Greg Brooks (2013) http://www.interventionsforliteracy.org.uk/widgets_GregBrooks/What_works_for_children_fourth_ed.pdf
- British Dyslexia Association dyslexia friendly schools resource pack http://www.bdadyslexia.org.uk/files/dfs_pack_English.pdf
- HMle report, 2008: Education for learners with dyslexia <http://www.addressingdyslexia.org/sites/default/files/resources/Making%20Sense%20Dyslexia%20Report%202014.pdf>

Education Scotland 2014: Making Sense: Education for Children and Young People with Dyslexia in Scotland – [National Improvement Hub – Making Sense Report](#) In addition the working group would like to acknowledge the particular value to the present work of the policy documentation generated by Stirling Council published on the web as Stirling Council Education: Policy and procedures for assessing, identifying and meeting the needs of children and young people with dyslexia.

In addition the Local Authority is grateful for guidance and advice provided by Fran Rinaldi, Development Officer – Dyslexia and Inclusive Practice, Education Scotland.

This page is intentionally left blank



EXAM RESULTS 2017/18

Report by Service Director, Children and Young People

EXECUTIVE COMMITTEE

2 October 2018

1 PURPOSE AND SUMMARY

- 1.1 **The purpose of this report is to inform the Executive Committee of the progress schools are making in the Broad General Education for P1 to S3 and Senior Phase S4–6 Scottish Qualifications Examinations for session 2017/18.**
- 1.2 In 2017/18 all areas of Literacy and Numeracy in the Broad General Education in P1, P4, P7 and S3, apart from Second Level Numeracy, were above 75% and in particular Listening and Reading were above 80%. Most staff in schools are gaining in confidence in teacher judgement levels due to increased moderation activities in and across schools. For session 2018/19, all schools will be set new targets in Literacy and Numeracy to ensure that Scottish Borders meets the Scottish Government's stretch aim of 85% for 2020.
- 1.3 The Senior Phase SQA exam results are part of the attainment journey in the Scottish Borders for young people in S4–6. These results do not include the wider achievement awards, which are on the qualifications framework at the same level and were attained by young people last session. We are committed to looking at both attainment and achievement and exam results tables are only a small part of the work carried out in schools. The Education Service will give a further update to the Executive Committee on attainment and achievement in March 2019 when all the data is available.
- 1.4 Our ambition is that young people in the Senior Phase have the greatest opportunity to attain the highest level of qualification and, as a consequence, we encourage a positive presentation policy rather than a narrowing of opportunity. The number of presentations across the Scottish Borders was consistent with 2017 with approximately 6,000 at National 5, approximately 4,000 at Higher and a small increase at Advanced Higher. There has also been a positive shift in the number of pupils being accredited in a broader range of subjects at the more challenging National 5/SCQF Level 5 award. It should be noted that this is the first year of the new assessment arrangements for Higher.

2 RECOMMENDATIONS

- 2.1 It is recommended that the Executive Committee note the trends and progress that schools are making, in the Broad General Education and Senior Phase in terms of attainment and the identified areas for improvement.**

3 ATTAINMENT

3.1 Attainment in the Broad General Education

- (a) The Broad General Education is from 3–15 years of age. There are National Benchmark levels that most pupils in this phase of their education have to meet in Literacy and Numeracy. The achievement of these levels is based on teacher judgements, which are quality assured through moderation activities around teacher planning and pupil work. The National Stretch Aim is that by 2020 85% of all pupils will attain their relevant benchmarks.
- (b) The National Benchmark Levels are set out below:

Level	Achieved by most pupils by the end of
Early Level	Primary 1
First Level	Primary 4
Second Level	Primary 7
Third Level	Secondary 3
Fourth Level	some pupils by end of S3

3.2 Primary

The tables below show the percentage of children who have achieved the national benchmark in Literacy and Numeracy for a particular level. The evidence is based on the judgement of the teacher and the standard is moderated by other staff in the school and with other schools within the cluster. Through these procedures, staff in schools are more confident in applying the standard. National Standardised Assessments were implemented in session 2017/18 for P1, P4 and P7 children, though data from these assessments are purely for diagnostic purposes only so that schools are able to identify areas for improvement.

Year	P1 Achieved Early Level			
	Listening	Reading	Writing	Numeracy
2016/17	85.10%	81.10%	76.00%	81.10%
2017/18	86.90%	80.90%	77.70%	80.50%
Difference 2017 and 2018	1.90%	-0.20%	1.70%	-0.60%

Year	P4 Achieved First Level			
	Listening	Reading	Writing	Numeracy
2016/17	86.7%	81.0%	77.2%	78.5%
2017/18	88.0%	80.6%	76.1%	79.5%
Difference 2017 and 2018	1.3%	-0.4%	-1.1%	1.0%

Year	P7 Achieved Second Level			
	Listening	Reading	Writing	Numeracy
2016/17	84.50%	79.20%	73.60%	70.20%
2017/18	85.50%	80.00%	75.10%	73.80%
Difference 2017 and 2018	1.00%	0.80%	1.50%	3.60%

3.3 Secondary Broad General Education

In 2017/18 the percentage of young people who have achieved Level 3 in Literacy and Numeracy by the end of S3 were above 94%. All secondary schools are above the Scottish Government's Stretch Aims for 2020 for Third Level of 85%, though there is still room for improvement in moderation of Third Level.

Year	S3 Achieved Third Level or Better			
	Listening	Reading	Writing	Numeracy
2016/17	95.80%	95.00%	94.50%	88.70%
2017/18	96.10%	95.50%	94.30%	94.70%
Difference 2017 and 2018	0.30%	0.50%	-0.20%	6.00%

3.4 Achievement in Senior Phase S4–6 Qualifications

(a) Overall Attainment

The tables below show the gradings awarded at National 5, Higher and Advanced Higher in 2018 compared to 2017. The overall pass awards evidence an improving trend.

Total attainment	2018					2017				
	A	B	C	D	Overall	A	B	C	D	Overall
Nat 5	2,186 36.8%	1,265 21.3%	1,084 18.3%	718 12.1%	88.4%	2,230 35.6%	1,445 23.1%	1,228 19.6%	411 6.6%	84.8%
Higher	1,090 26.9%	996 24.6%	940 23.2%	412 10.2%	84.8%	1,232 29.4%	1,066 25.5%	936 22.4%	331 7.9%	85.2%
Adv. Higher	155 29.1%	151 28.3%	119 22.3%	46 8.6%	88.4%	177 33.8%	139 26.5%	116 22.1%	27 5.2%	87.6%

(b) Literacy and Numeracy

There has been a particularly positive trend in Literacy and Numeracy, with more young people in S4 than ever attaining success:

- (i) 98% of S4 achieved a Literacy award, an increase of 3% from 2017;
- (ii) 97% of S4 achieved a National 5 English award, an increase of 4%

from 2017;

- (iii) 92% of S4 achieved a Numeracy award, an increase of 4.5% from 2017;
- (iv) 86.3% of S4 achieved a National 5 award in Maths, an increase of 9% from 2017.

There was 'standout' progress at National 5 for Physical Education, Music and Spanish compared to 2017 and there is room for improvement in National 5 Media and Design & Manufacture.

(c) Higher

This year's Higher results demonstrate a consistently positive trend with the percentage of young people gaining an award at Higher remaining at 85%. It should be noted that this is the first year of the new assessment arrangements for Higher.

There was significantly positive progress evidenced in Chemistry, Business Management, History and Physical Education compared to 2017 data and there is room for improvement in Biology, Graphic Communication and Design & Manufacture.

(d) Advanced Higher

The percentage of young people gaining an award at Advanced Higher has risen very slightly at 89%, compared to 2017. In addition, there has been an increase of 1.5% in the number of S6 pupils leaving with five Highers or more and a small increase in presentation levels. Attainment in Music and Geography has shown positive improvement from 2017 levels, but there is room for improvement in Graphic Communication and Modern Studies.

Nationally, results in the Technology subjects have shown a reduction in attainment levels for 2017/18 and Education Scotland will be supporting the Council in working with staff in these subjects to raise attainment next session.

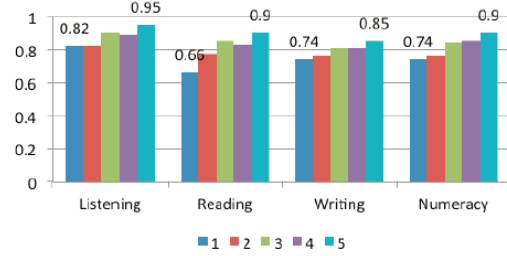
(e) Closing the Poverty Related Attainment Gap – Broad General Education

The data tables below show the Poverty related attainment gap has been narrowed in P1 and P4 in both Literacy and Numeracy. The Pupil Equity Fund has been effectively used in all allocated schools to support targeted interventions in Literacy and Numeracy for identified groups of children and young people

SIMD is the Scottish Index of Multiple Deprivation, which is used as a measure in closing the attainment gap. SIMD Quintile 1 is the most deprived areas and SIMD Quintile 5 is the least deprived areas. In rural areas SIMD is calculated using postcodes so there may be small variations in accuracy.

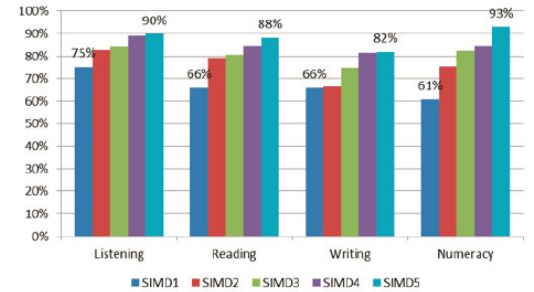
2018 CFE DATA

PERCENTGE OF ALL P1 CHILDREN ACHIEVING THE CFE EARLY LEVEL, BY QUINTILE

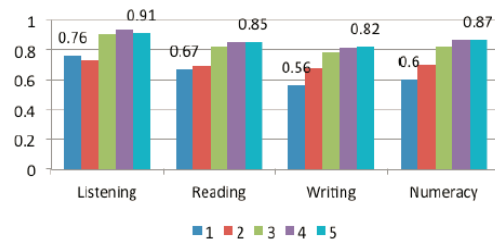


2017 CFE DATA

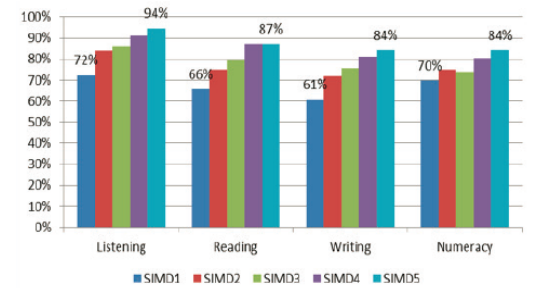
PERCENTGE OF P1 CHILDREN ACHIEVING THE CFE EARLY LEVEL, BY SIMD QUINTILE



PERCENTGE OF ALL P4 CHILDREN ACHIEVING THE CFE LEVEL 1 OR HIGHER, BY QUINTILE

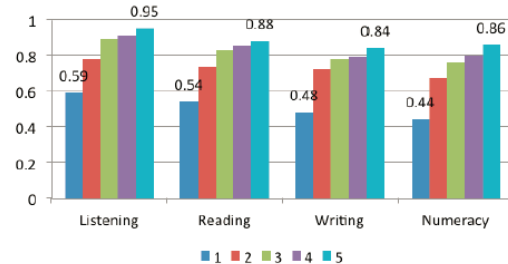


PERCENTGE OF P4 CHILDREN ACHIEVING THE CFE LEVEL 1 OR HIGHER, BY SIMD QUINTILE



2018 CFE DATA

PERCENTGE OF ALL P7 CHILDREN ACHIEVING THE CFE LEVEL 2 OR HIGHER, BY QUINTILE

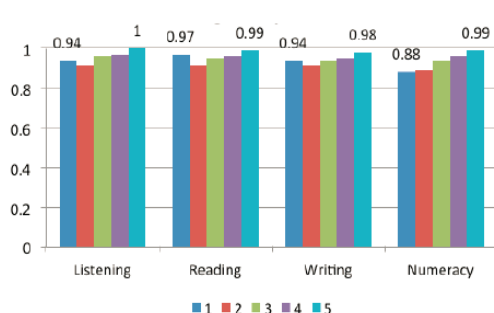


2017 CFE DATA

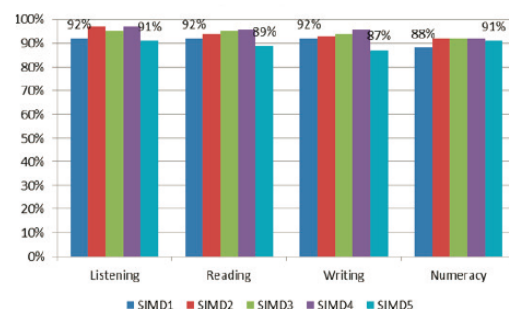
PERCENTGE OF P7 CHILDREN ACHIEVING THE CFE LEVEL 2 OR HIGHER, BY SIMD QUINTILE



PERCENTGE OF ALL S3 CHILDREN ACHIEVING THE CFE LEVEL 3 OR HIGHER, BY QUINTILE



PERCENTGE OF S3 CHILDREN ACHIEVING THE CFE LEVEL 3 OR HIGHER, BY SIMD QUINTILE



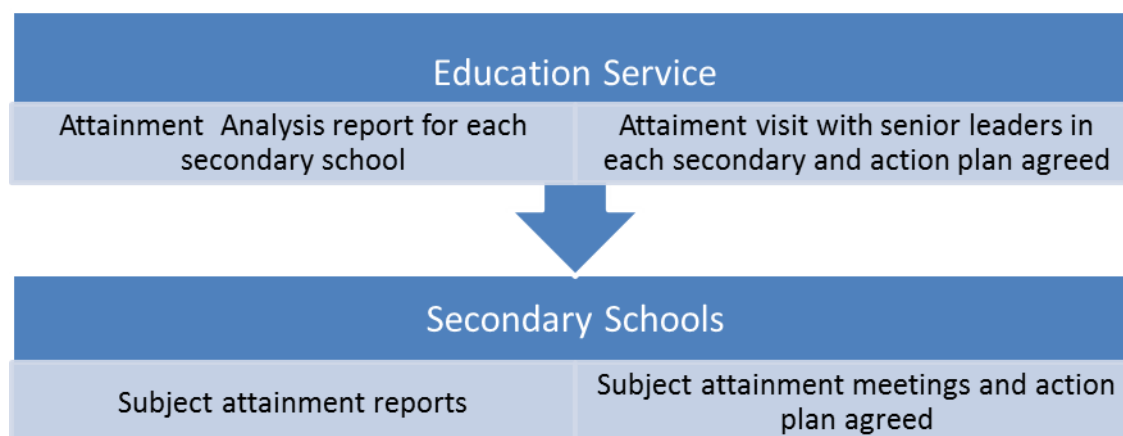
(f) Senior Phase Closing the Gap Performance

The table below shows that overall attainment for young people living in SIMD Quintile 1 compared to 2017. The trends below reflect the overall trend for all young people in Scottish Borders where there is progress being made at National 5 and Advanced Higher and room for improvement at Higher. This data will change when the qualifications update comes through in February. This update encompasses exam awards that were appealed as part of the post-results service, retrospective accreditation and wider achievement awards.

Row Labels	Diet	Presentation	A-C%	A-D%
Nat 5	2018	270	62.22%	79.62
	2017	240	66.66%	74.58
Higher	2018	123	61.92	81.3
	2017	146	71.92	84.24
Adv. Higher	2018	15	73.33	73.33
	2017	0	0	0

(g) Next Steps

A thorough data analysis of SQA exam results is now underway in preparation for the release of the Scottish Government Insight benchmarking tool in the month of September. This tool will be used by senior officers to analyse each secondary schools attainment data and to identify success and areas for improvement. Schools will then do their own detailed analysis.



The same process will happen again in March with the updated release of Insight data. This meeting will focus on the attainment of school leavers and wider achievement and vocational attainment.

For primary schools, senior education staff will meet with Headteachers on a termly basis to monitor attainment levels in literacy and numeracy. Primary Headteachers also hold attainment meetings with class teachers at each stage.

4 IMPLICATIONS

4.1 Financial

There are no costs attached to any of the recommendations contained in this report.

4.2 Risk and Mitigations

There are no risks associated with this Report.

4.3 Equalities

It is anticipated that there are no adverse impact due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals in this report.

4.4 Acting Sustainably

There are no significant impacts on the economy, community or environment arising from the proposals contained in this report.

4.5 Carbon Management

There are no significant effects on carbon emissions arising from the proposals contained in this report.

4.6 Rural Proofing

This report does not relate to new or amended policy or strategy and as a result rural proofing is not an applicable consideration.

4.7 **Changes to Scheme of Administration or Scheme of Delegation**

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

5 CONSULTATION

5.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR and the Clerk to the Council have been consulted and their comments have been incorporated into the final report.

Approved by

Donna Manson

Service Director, Children & Young People Signature

Author(s)

Name	Designation and Contact Number
Catherine Thomson	Quality Improvement Officer

Background Papers: N/A

Previous Minute Reference: N/A

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Catherine Thomson can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose TD6 0SA.

This page is intentionally left blank