

SCOTTISH BORDERS COUNCIL'S



ACHIEVING EXCELLENCE IN LEARNING

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# EDUCATION IMPROVEMENT PLAN 2019-20





# CONTENTS

## ACHIEVING EXCELLENCE IN LEARNING EDUCATION IMPROVEMENT PLAN 2019-20

1. INTRODUCTION	3
2. NATIONAL CONTEXT	5
3. LOCAL CONTEXT	7
4. STRATEGIC PRIORITY 1 – DEVELOPING HIGH QUALITY LEARNING, TEACHING AND ASSESSMENT	10
5. STRATEGIC PRIORITY 2 – DEVELOPING INCLUSIVE PRACTICE	15
6. STRATEGIC PRIORITY 3 – IMPROVING PARTNERSHIPS AND FAMILY LEARNING	23
7. STRATEGIC PRIORITY 4 – DEVELOP HIGH QUALITY LEADERSHIP AT ALL LEVELS	27

# ACHIEVING EXCELLENCE IN LEARNING EDUCATION IMPROVEMENT PLAN 2019-20

## 1. INTRODUCTION

In line with the overall vision of Scottish Borders Council, the children's services directorate have set out clear priorities within this education plan. This education plan, sits as part of the wider Children's Services Plan and other strategic planning across the council.

This education plan outlines our priorities, the actions we will undertake to support these, the intended outcomes and the measures of success. It is both aspirational and inclusive, and makes use of a wide range of data which reflects the needs of our children, young people and families in Scottish Borders.

Although very good progress has been made over recent years in relation to narrowing the poverty-related gap, our drive for continuous improvement is relentless, and we continue to ensure that all of our children, regardless of background, have the best chance to succeed. The priorities and action in this plan have been developed to support this ambition.

The plan focuses on improving learning and teaching; developing inclusive practices; and enhancing partnerships to support family learning. We believe that a high quality learning is key to the success of learners. It is essential that we provide them with an education which best develops their skills for life, learning and work. The Inspire Learning project will enrich the quality of learning and enhance digital skills for every child and young person. Our focus on school leadership ensures that Scottish Borders continues to invest in its leaders at all levels to provide the very best staff in our schools.

Scottish Borders Council has a very clear ambition to develop independent, achieving people; to empower vibrant communities; and to develop a thriving economy, with opportunities for everyone. We believe the priorities set out in this plan will support and challenge our staff to further improve the standard and quality of service that we provide.

**Michelle Strong**

Chief Education Officer

CHILDREN & YOUNG PEOPLE'S SERVICE



# ACHIEVING EXCELLENCE IN LEARNING EDUCATION IMPROVEMENT PLAN 2019-20

## 2. NATIONAL CONTEXT

The document, **'The National Improvement Framework for Scottish Education: Achieving Excellence'** published in 2016, set out the National Priorities for Education.

**They are:**

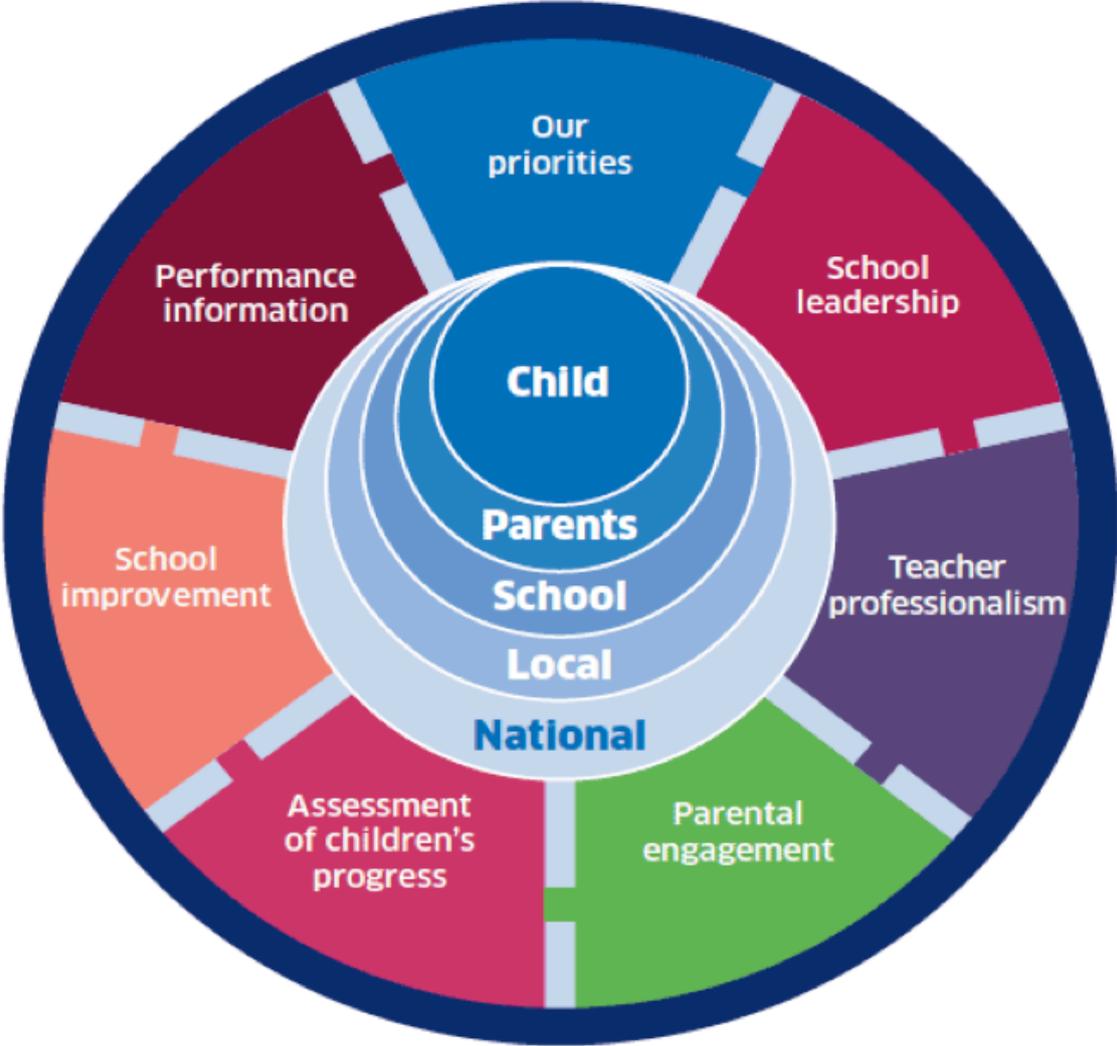
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for young people

**The improvement framework documentation notes further that:**

*'Everyone working in Scottish Education should be clear about how they can contribute to addressing these priorities. Local authority and school improvement plans should reflect these priorities and ensure the clear line of sight between local and national expectations. There may be further improvement priorities at school level based on local needs and school self-evaluation.'*

National Improvement framework for Scottish Education Achieving Excellence and Equity 2017 pg 2.

These four National Priorities for Education are set in the context of the **seven drivers for improvements** as detailed below:



# ACHIEVING EXCELLENCE IN LEARNING EDUCATION IMPROVEMENT PLAN 2019-20

## 3. LOCAL CONTEXT

'We are committed to and focused on ensuring that all our children and young people living in the Scottish Borders have a good childhood and are prepared for adulthood.

We will maintain a strong focus on early intervention and prevention, building resilience and supporting children, young people and families to develop the skills and capabilities that enable them to navigate the challenges of modern life.'

### **Integrated Children Service's Plan 2018 – 2021**

## PURPOSE OF THE PLAN

This plan describes our strategic priorities which have been developed to support the shared vision. It also details the key actions which we will take to ensure the best possible outcomes for children and young people in the Scottish Borders.

Our 3 strategic priorities below articulate well with the National Improvement Framework (NIF) Priorities.



**These priorities remain constant to ensure progress is made in each area over a 3 year development period:**

## STRATEGIC PRIORITY 1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our schools and settings

- Increase the variety of qualifications on offer in the senior phase leading to an increase in levels of attainment and achievement
- Increase attainment in literacy and numeracy across the BGE to 85% by June 2023
- Provide high quality education throughout the BGE and Senior Phase.

## STRATEGIC PRIORITY 2

Developing Inclusive Practice

- Promote and develop inclusive practices across all our schools and settings
- Achieve equity ensuring every child and young person has the same opportunity to succeed
- Deliver improved Health and Wellbeing outcomes for children and young people

## STRATEGIC PRIORITY 3

Improving Partnerships and Family learning

- Improve access to family learning opportunities and support parents to assist their child's learning
- Deliver improved levels of parents' and other partners involvement in school improvement processes
- To further develop parental representation and involvement in the life of the school

## STRATEGIC PRIORITY 4

Develop high quality leadership at all levels

- Continue to provide high quality professional learning for current and aspiring leaders
- Provide high quality professional learning for teachers, practitioners and support staff
- Continue to develop 'Grow your own' teachers for Scottish Borders

## LOCAL CONTEXT – OUR LOCAL AUTHORITY

Scottish Borders is a rural local authority covering a large area – 1,827 square miles – taking approximately 90 minutes by car to travel from East to West. There are 16,838 children and young people in our early years, primary, and secondary schools and centres.

For catchment purposes, Scottish Borders is divided into 9 clusters each with a secondary school and various numbers of feeder primary schools. In total there are 9 secondary schools and 63 primary schools. 48 Primary schools have early Learning & Childcare provision, there are 4 Early Years Centres and 36 Funded providers. There are 3 Roman Catholic schools situated in Peebles, Galashiels and Selkirk. There is a primary and secondary Inclusion and Wellbeing Service and 1 special primary school which is designed to cater for children with autism. In addition, we have 4 primary and 4 secondary enhanced provisions which meet the needs of young people with severe and complex additional needs. These provisions cover all areas of Scottish Borders.

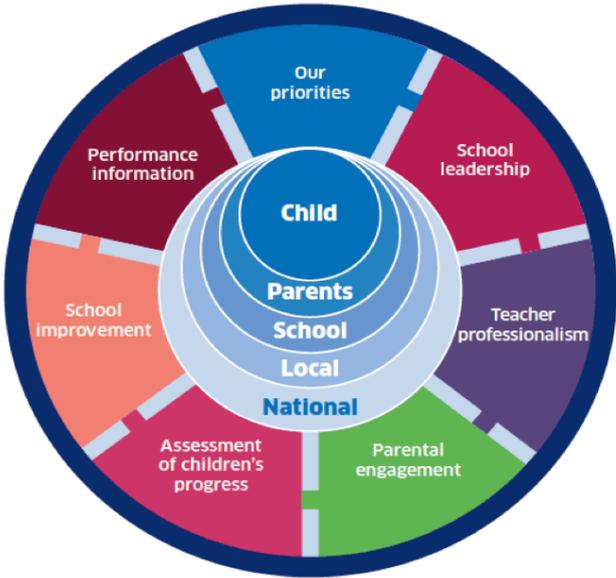
24% of children in the Scottish Borders live in families with limited resources with 10.4% of P1-S3 pupils in receipt of free school meals. The new SBC Child Poverty Indicator (CPI) takes into account a range of measures to provide a CPI score for each school. This CPI was used to agree the phased implementation of 1140 hrs for Early Learning & Childcare.



# STRATEGIC PRIORITY 1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our schools and settings

- Increase the variety of qualifications on offer in the senior phase leading to an increase in levels of attainment and achievement
- Increase attainment in literacy and numeracy across the BGE to 85% by June 2023
- Provide high quality education throughout the BGE and Senior Phase.



STRATEGIC PRIORITY 1			
1.1 Increase the variety of qualifications on offer in the senior phase leading to an increase in levels of attainment and achievement			
NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<b>Assessment of Children's Progress</b>	<p>Schools will deliver a Senior Phase which ensures appropriate pathways for their young people and provides the best opportunities for them to achieve a range of qualifications</p> <p>Schools will raise the aspiration of students to study more qualifications at SCQF Level 5 in S4.</p> <p>Schools will establish an expectation of S5 students studying a minimum of 5 qualifications</p> <p>Schools will establish an expectation of S6 students engaging in a minimum of 21 hrs per week planned, purposeful learning.</p>	<p>Increased attainment within the Senior Phase, including number and quality of accreditations, including personal achievements in learning.</p>	<p>Data Analysis</p> <p>SQA examination results</p> <p>Information from Insight</p> <p>CLD Database</p> <p>Secondary Attainment Meetings</p>

**STRATEGIC PRIORITY 1**

1.2 Increase attainment in literacy and numeracy across the BGE to 85% by June 2023

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p><b>Assessment of Children's Progress</b></p>	<p>Support and improve approaches to assessment and moderation to improve practitioner skills in planning and assessment.</p> <p>Continue to engage in the national moderation Quality Assurance and Moderation Support Officer (QAMSO) programme</p> <p>Practitioners will be given the opportunity to be involved in the SEIC moderation programme.</p> <p>Roll out SBC model of moderation across schools.</p> <p>Provide opportunities for practitioners to further develop understanding the moderation process.</p> <p>Deliver holistic assessment training opportunities for practitioners</p>	<p>Practitioners are more skilled in the effective use of moderation to inform learning and teaching and are signposted to best practice through the work of the QAMSOs.</p> <p>Practitioners develop knowledge and skills to better support moderation within establishments.</p> <p>Clear guidance and advice so provided to support teacher judgement of a level.</p> <p>Headteachers develop knowledge and skills to support moderation within and across schools.</p> <p>Practitioners will further develop their expertise in assessment and moderation, enabling them to lead staff training within their own schools/clusters.</p>	<p>Feedback from QAMSOs.</p> <p>Participant Surveys.</p> <p>Feedback from Moderations Facilitators.</p> <p>Data Grab, ACEL and SNSA Assessments</p> <p>External validation including SBC Review, Education Scotland and Care Inspectorate.</p>
<p><b>Performance Information</b></p>	<p>Establishments will become data literate to improve learning and teaching</p>	<p>Staff at all levels are supported to use pupil data to plan and improve learning and teaching interventions matched to need.</p>	<p>QIO attainment visits</p> <p>Data analysis</p>

## STRATEGIC PRIORITY 1

1.2 Increase attainment in literacy and numeracy across the BGE to 85% by June 2023

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p><b>Teacher Professionalism</b></p>	<p>Schools will implement Scottish Borders Literacy and Numeracy Strategies.</p> <p>Establish Networks of school-based Literacy and Numeracy Champions.</p> <p>Further develop, trial and implement an Early Literacy Framework for all SBC schools and ELC settings</p> <p>Further develop authority wide training and support for practitioners in taking a Developmental Approach to Literacy.</p> <p>Support schools with developing evidence informed pedagogical approaches aligned to our Literacy and Numeracy Strategies</p> <p>Deliver training opportunities and signpost Professional Reading aligned to Literacy and Numeracy strategies.</p> <p>Develop Learning, Teaching and Assessment Framework/ Policy</p>	<p>More consistent approach to teaching Literacy and Numeracy leading to improved attainment and outcomes for children and young people.</p> <p>Champions will become lead practitioners in school for Literacy and Numeracy, further developing knowledge and expertise, enabling them to lead staff development and training within local settings.</p> <p>Staff and leaders across all Workstream 1 and 2 schools are highly skilled in supporting learners in Literacy in a developmentally appropriate way leading to stronger Literacy foundations and levels of achievement.</p> <p>School based staff aware of key school and LA priorities within Literacy and Numeracy.</p> <p>Increased numbers of staff accessing Professional Learning opportunities for Literacy and Numeracy</p> <p>Improving pedagogical approaches to mathematics and Numeracy through increased access to high quality staff development</p> <p>School Level engagement with key principles of LTA Framework</p>	<p>CfE and SNSA results</p> <p>Track establishment engagement with Champions programme and Network.</p> <p>Discussions and Feedback from Champions</p> <p>Continued improvement in levels of Literacy attainment at P1.</p> <p>SBC Local Hubs (online platforms accessed by staff) for: Learning, teaching and Assessment; Literacy; Numeracy.</p> <p>Literacy and Numeracy strategies finalised, hosted on Local Literacy and Numeracy Hubs and supported by respective Twitter feeds accessed regularly by school-based staff.</p> <p>Attendance at CLPL events.</p> <p>HT Feedback</p> <p>Scottish Borders Learning, Teaching and Assessment Framework in place and staff able to access Local Hub</p>

**STRATEGIC PRIORITY 1**

1.3 Provide high quality education throughout the BGE and Senior Phase.

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<b>School Improvement</b>	<p>Schools will continue to engage in rigorous self-evaluation for self-improvement.</p> <p>Schools will continue to refine their systems for tracking and monitoring progress to ensure that all children and young people fulfil their potential.</p> <p>Embed the revised Quality Improvement Framework (QIF).</p> <p>Take a proportionate and intelligence led approach to support and challenge of schools/ELC through the revised QIF.</p> <p>Support schools to collaborate within SBC and across SEIC.</p>	<p>Robust self-evaluation leading to accurate identification of school improvement priorities.</p> <p>A robust QIF supports and challenges schools, with the ongoing cycle of self-evaluation and improvement planning.</p> <p>Proportionate support provided to identified schools to secure improvement and raise standards.</p> <p>Headteachers actively engaged in professional learning and development opportunities as SEIC Associates.</p> <p>Practitioners engages in a range of activity across SEIC.</p>	<p>Increase the percentage of accuracy in self-evaluation of the quality indicators against external validation</p> <p>Increase the number of schools/ELC with a rating of good or better for all 4 key quality indicators (HGIOS4/ HGSOELC 1.3, 2.3, 3.1, 3.2)</p> <p>Data analysis of ACEL, SNSA and SQA results.</p> <p>Case studies.</p> <p>School/ELC self-evaluation.</p> <p>External validation including SBC Review, Education Scotland and Care Inspectorate.</p> <p>School Improvement Plans and School Improvement Reports.</p> <p>QIO visits and reports.</p> <p>Feedback from stakeholders on implementation of QIF.</p>

## STRATEGIC PRIORITY 1

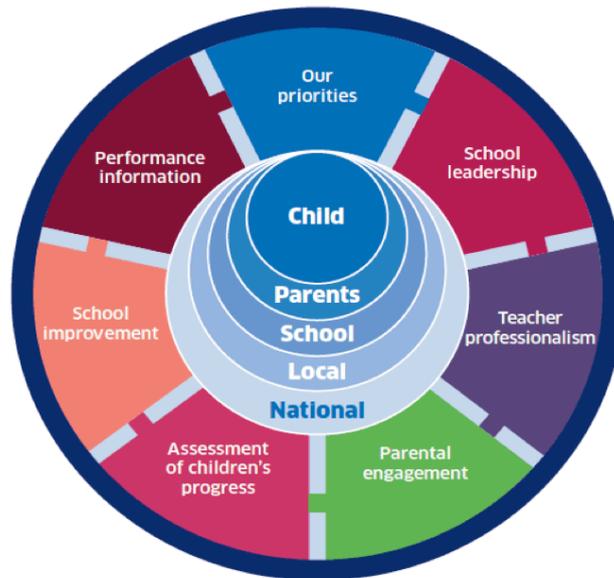
1.3 Provide high quality education throughout the BGE and Senior Phase.

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p><b>School Improvement</b></p>	<p>Implement Scottish Borders's expansion of early learning and childcare from 600 hours to 1140 to provide high quality early learning and childcare that will meet the needs of children and families</p> <p>Use a proportionate and intelligence led approach to support quality of provision in early level.</p> <p>Pursue and improve approaches for sharing best practice focusing on how children learn across the early learning and childcare provision</p> <p>Continue to actively engage in the South East Improvement Collaborative workstreams to further develop our practice in realtion to:</p> <ul style="list-style-type: none"> <li>• High quality workforce</li> <li>• Strong pedagogical leadership</li> <li>• Professinonal collaboration</li> </ul>	<p>Children are given the best start in life and are supported to reach their full potential</p> <p>Scottish Borders early learning and childcare expansion plan continues to ensure that quality is at the heart of service delivery</p> <p>Staff and leaders are highly skilled, knowledgeable and are effectively supporting children in their learning and development</p> <p>Effective practice is shared and used to improve quality across all Scottish Borders early years establishments</p>	<p>1140 hours of early learning and childcare is available to children across Borders</p> <p>External validation including Education Scotland and Care Inspection</p> <p>QI visits</p> <p>Discussions with Staff</p> <p>S&amp;Q Reports</p> <p>Feedback from establishment headsj</p> <p>QI Visits</p> <p>Feedback from colleagues at South East Improvement collaborative meetings</p>
<p><b>School Leadership</b></p>	<p>Continue to provide high quality professional learning, for senior leadership teams, focusing on self-evaluation for self-improvement.</p>	<p>Leadership capacity and confidence is developed and enhanced.</p> <p>Robust self-evaluation leading to accurate identification of school improvement priorities.</p>	<p>Qualitative feedback from participants focusing on capacity and confidence.</p> <p>School/ELC self-evaluation.</p> <p>External validation including Education Scotland and Care Inspectorate.</p> <p>School Improvement Plans and School Improvement Reports.</p> <p>QIO visits and reports.</p>

## STRATEGIC PRIORITY 2

### Developing Inclusive Practice

- Promote and develop inclusive practices across all our schools and settings
- Achieve equity ensuring every child and young person has the same opportunity to succeed
- Deliver improved health and Wellbeing outcomes for children and young people



## STRATEGIC PRIORITY 2

2.1 To promote and develop inclusive practices across all our schools and settings

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p><b>School Improvement</b></p>	<p>Complete and finalise SBC's Inclusion Strategy and Policy and embed this across all schools and settings</p> <p>Implement Guidance on Restraint and Physical Intervention in Scottish Borders Schools</p> <p>Implement targeted model of staff training for supporting Physical Intervention (Team Teach)</p> <p>Review inclusion of vulnerable SEBN pupils through redesigning our current Inclusion &amp; Wellbeing Provision (The Arches)</p>	<p>All staff will have clearer understanding and expectations of inclusion and their responsibility within SBC's framework</p> <p>Inclusion principles are embedded at whole-school level</p> <p>Reduction in exclusions and improved attendance</p> <p>Key staff will have a clear understanding around de-escalation and communication strategies, reducing the need for physical restraint.</p> <p>Key staff confidently and competently deal with challenging situations</p> <p>Reduced incidents of physical violence recorded on LEXI system</p> <p>Pupils learning needs are met locally, within their own community and transitions are minimised.</p> <p>Fewer pupils are accessing alternative provision</p>	<p>School exclusion and tracking &amp; monitoring statistics</p> <p>Feedback from key staff and observations during Quality Improvement visits (QI 3.1 focus)</p> <p>Reducing exclusions – work to decrease average/repeat exclusions</p> <p>LEXI data analysis</p> <p>Feedback from stakeholders through focus group and individual case studies</p> <p>OG referral data</p> <p>Number of pupils educated within their own local community</p>

**STRATEGIC PRIORITY 2**

2.1 To promote and develop inclusive practices across all our schools and settings

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<b>Teacher Professionalism</b>	<p>SBC Nurturing Approach - Work in collaboration with Educational Psychologists and Scottish Government to create and develop a whole authority nurturing approach and framework for all staff.</p> <p>Update SBC's Attendance Policy to reflect the new guidance launched by Scottish Government in Included Engaged and Involved Part 1: A Positive Approach to the Promotion and Management of Attendance in Scottish Schools. There will be an emphasis on schools and partners working together to identify and support families to improve attendance</p>	<p>A workforce training programme will be developed for delivery to staff at all levels from August 2020</p> <p>Key personnel will be identified to plan and develop resources</p> <p>A sustainable approach to nurturing relationships in all schools and centres will be in place for start of session 2020-21.</p> <p>All schools will include this training in their school improvement plans and Working Time Agreements</p> <p>The policy provides clear guidance and a framework for all stakeholders to improve attendance.</p> <p>Development of a multi-agency attendance panel to support children and families to improve attendance</p> <p>Increase in attendance across all schools and settings</p> <p>Recording</p>	<p>Minutes from Central Inclusion Team meetings and action points</p> <p>Document produced outlining the Scottish Borders model.</p> <p>Programme and timetable of staff training for all schools</p> <p>School Improvement Plans and Working Time Agreements for session 2020-21 will reflect this as a priority.</p> <p>Feedback from key school staff on effectiveness</p> <p>Attendance statistics on SEEMIS</p> <p>Minutes and action points from Inclusion Strategic Group (Attendance Working Party) will reflect this in all schools</p>

## STRATEGIC PRIORITY 2

2.2 To achieve equity ensuring every child and young person has the same opportunity to succeed

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p><b>Assessment of Children's Progress</b></p>	<p>Complete and finalise a framework for staged intervention – a support document for schools to provide guidance on a staged approach to meet all learners' needs.</p> <p>Identify schools where additional support is required. -track and monitor attendance of targeted ASN pupils in secondary schools as part of Inclusion Practicum, piloting individual phone calls home and positive conversations</p>	<p>Schools will have clear guidance to support decision-making in local settings, to address concerns, assess and meet needs of children and young people at the earliest opportunity</p> <p>Key staff demonstrate increased confidence in understanding appropriate levels of support and accessing local resources</p> <p>Higher quality of additional support for learning</p> <p>Learners will be supported to access learning to improve attainment, achievement and reach their full potential.</p> <p>Reduction in Stage 4 interventions</p> <p>Increase in number of successful referrals at Stage 4</p> <p>Proportionate support provided to identified schools, where required</p> <p>Key staff in participating schools will provide targeted support to individual pupils</p> <p>Improved pupil attendance and reduced exclusions</p>	<p>Referrals to partner agencies data</p> <p>Key staff feedback from QI visit (3.1)</p> <p>Individual children's profiles</p> <p>Minutes from multi-agency meetings</p> <p>ASN SEEMIS data analysis</p> <p>Analysis of exclusion &amp; attendance data of universal and targeted groups</p> <p>PDSA action plan and record (Improvement Methodology)</p> <p>Feedback from key staff in participating schools</p>

**STRATEGIC PRIORITY 2**

2.2 To achieve equity ensuring every child and young person has the same opportunity to succeed

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p><b>Performance Information</b></p>	<p>Virtual LAC school – Data indicates the need to develop outcomes for young people in secondary schools in both the BGE and Senior phase</p> <p>Organise DYW LAC event for S2/3 pupils</p> <p>Work in partnership with corporate parenting groups and placement groups to ensure all SBC pupils are tracking in and out of LA</p> <p>Develop a mentoring programme for all looked after and care experienced children and young people</p>	<p>Increase the number of pupils on track in the broad general education in Secondary schools</p> <p>Increase number of pupils of achieving 5 accredited learning activities</p> <p>Increase in attendance of LAC pupils</p> <p>Decrease number of LAC exclusions</p> <p>Increase confidence and understanding in young people of the opportunities within local workplace or further education</p> <p>Increased attainment through robust tracking of all LAC pupils in and out of our authority</p> <p>All children and young people will have adult support for their learning journey</p>	<p>SEEMIS attainment tracking 3 times a year</p> <p>SQA results</p> <p>SEEMIS attendance data</p> <p>SEEMIS exclusion data</p> <p>Individual young people feedback</p> <p>SEEMIS Attainment data</p> <p>Attainment data from Educational Psychologist Service to be collected when visiting other LAs</p> <p>Children and young people will experience success through the programme</p>
<p><b>School Improvement</b></p>	<p>SAC schools – continue to support identified schools with individual plans</p> <p>Continue to provide support and challenge to all schools around Pupil Equity Funding interventions</p>	<p>Increased attainment in pupils working within BGE through the work of the “alternative learning environments”</p> <p>Targeted interventions are impacting positively on the attainment and achievement of identified young people</p> <p>The poverty related attainment gap is reduced</p>	<p>SEEMIS tracking data three times a year</p> <p>Individual tracking sheets for participating schools</p> <p>School reviews and QI visits</p>

## STRATEGIC PRIORITY 2

2.2 To achieve equity ensuring every child and young person has the same opportunity to succeed

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p><b>Teacher Professionalism</b></p>	<p>Further develop the Support for Learning Teacher Network, in collaboration with Educational Psychologists, to provide:</p> <ul style="list-style-type: none"> <li>-a programme of professional learning around 3 themes:                             <ul style="list-style-type: none"> <li>Assessment &amp; assessment tools</li> <li>Nurturing Approaches</li> <li>Dyslexia identification &amp; moderation</li> </ul> </li> <li>-Update and revise SBC Support for Learning Guidelines</li> <li>-Improve consistency of practice across all schools</li> </ul> <p>Pupil Equity Funding – working with the Quintile 1 teachers to develop their knowledge of the impact of poverty and develop strategies to improve outcomes for young people</p> <p>Scottish Attainment Challenge – provide professional learning opportunities for PTs/ DHTs on attainment tracking and improved confidence in teacher professional judgement</p>	<p>Increased expertise, knowledge and confidence in supporting learners.</p> <p>Improvement in meeting learners’ needs through targeted support for learning intervention</p> <p>Increased confidence in using assessment and assessment tools to identify learning needs</p> <p>Improved confidence in Support for Learning teachers in identifying Dyslexia in learners</p> <p>The guidelines will provide clear guidance and is successfully implemented by all</p> <p>Consistent approaches are used across all Scottish Borders schools and settings</p> <p>Continued increased attainment in targeted learners.</p> <p>Reduction in Attainment Gap</p> <p>Practitioners are more knowledgeable and effectively use a variety of methodologies to improve outcomes for targeted learners.</p> <p>Improved confidence in teacher professional judgement</p> <p>Consistent, rigorous approach to tracking across the authority</p>	<p>Quality Improvement Framework</p> <p>Collective feedback from Educational Psychology team</p> <p>Individual Pupil Profiles/Case studies</p> <p>Support for Learning teacher feedback</p> <p>Feedback from participating establishments</p> <p>CLPL session evaluations</p> <p>Professional dialogue</p> <p>SEEMIS tracking data</p>

## STRATEGIC PRIORITY 2

2.3 To deliver improved health and Wellbeing outcomes for children and young people

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<b>Assessment of Children's Progress</b>	<p>Continue to develop and enhance the Resilience Practitioners role and support for young people in each secondary school.</p> <p>Continue to work in partnership with See Me, focused training across schools to support the develop of action plans in all secondary schools to support mental health &amp; wellbeing.</p>	<p>Young people will have access to increased support around emotional health &amp; wellbeing</p> <p>Improved ethos and culture around emotional health and wellbeing across all secondary schools</p> <p>Increased confidence in staff and senior pupils in supporting an inclusive culture around mental health and wellbeing</p>	<p>Impact report from Quarriers reporting improved health and wellbeing outcomes for young people</p> <p>Individual reports from all secondary schools relating to their individual action plans</p>
<b>Teacher Professionalism</b>	<p>Continue to raise the awareness of LGBT people and developing and promoting LGBT School Charters and Authority Charter in collaboration with LGBT Youth Scotland through:</p> <ul style="list-style-type: none"> <li>-ongoing professional learning opportunities for all authority staff</li> <li>-updating Respectful Relationships Policy</li> <li>-supporting establishments and settings to develop inclusive LGBT practice</li> </ul> <p>Continue to embed and extend the Growing Confidence programmes across all schools for staff, parents, children and young people.</p> <p>New for 2019/20 - staff health and wellbeing input and year 2 Building Resilience for primary schools.</p> <p>Develop and launch progressive curriculum framework in line with national benchmarks. (Drugs, alcohol and tobacco).</p>	<p>Staff will further understand LGBT identities and some of the practical support that young people might need.</p> <p>LGBT employees of SBC Children &amp; Families Service, service users or children &amp; young people will feel safe, supported and included.</p> <p>Staff will be confident in knowing where to direct young people for appropriate support</p> <p>Staff at all levels are skilled and confident to support and understand circumstances which can affect children and young people in our schools and settings</p> <p>Improvement in emotional wellbeing, peer relationships and resilience</p> <p>Increased confidence in staff delivering the framework</p> <p>Young people will have a progressive curriculum to appropriately meet their needs</p>	<p>Feedback from central key staff and school staff.</p> <p>Pupil Voice surveys, including Scottish Government Health &amp; Wellbeing survey</p> <p>Minutes and action points from LGBT groups within SBC.</p> <p>Staff training evaluations.</p> <p>Young people focus groups to evaluate process</p> <p>Feedback from Building Resilience programme in schools and settings</p> <p>Analysis of Scottish Government health and wellbeing survey</p> <p>Staff training evaluations</p> <p>Young people focus groups</p>

## STRATEGIC PRIORITY 2

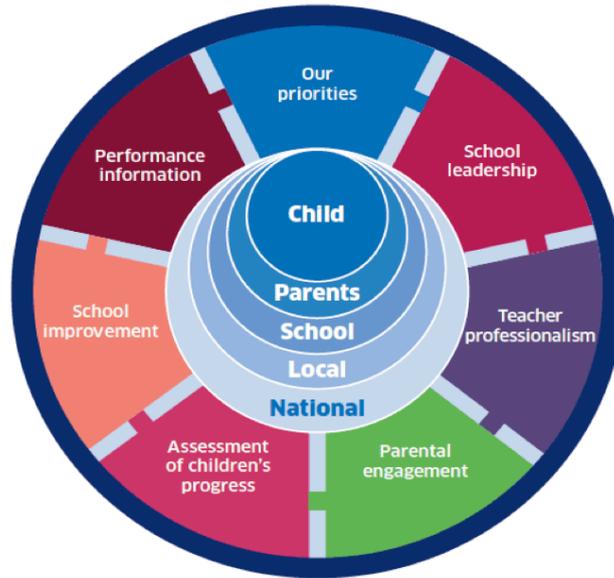
2.3 To deliver improved health and Wellbeing outcomes for children and young people

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p><b>School Improvement</b></p>	<p>Children Protection up-date delivered to all staff to focus on awareness raising on ACEs and neglect.</p> <p>In collaboration with Educational Psychologists, pilot Compassionate, Connected Communities training resources and approaches in the area of “trauma-informed” practice in one secondary and one primary school.</p> <p>Support the delivery of Scottish Government and SBC health and wellbeing surveys to staff and children and young people.</p> <p>Create strategic partner agency group to develop plans to support the national focus on physical activity, child healthy weight and diabetes prevention.</p> <p>Continue to work with partner agencies and SEIC to focus on the continued development of early intervention and prevention across schools and consider Mental Health Strategy 2017-2027 developments.</p>	<p>Increased awareness around ACEs and neglect for all staff</p> <p>Improved culture and ethos around ACEs in all Scottish Borders schools</p> <p>Increased confidence and understanding around nurture, ACEs and trauma informed approaches in participating schools</p> <p>All staff in participating schools will have: -improved skills in responding to children/young people who have experienced adversity and/or trauma by integrating knowledge into practice</p> <p>Increased levels of wellbeing in children and young people in participating schools</p> <p>Information for all schools to analysis and decide on next steps depending on the feedback.</p> <p>Greater understanding and awareness of developing plans to meet national focus</p>	<p>Attendance registers</p> <p>Staff evaluations</p> <p>Participating school readiness questionnaires</p> <p>Evaluation of staff training.</p> <p>Feedback from key stakeholders through case studies and MAC minutes/action points</p> <p>Participating school evaluations</p> <p>Actions included within school improvement plan for session 2020/21.</p> <p>Minutes and action points from meetings.</p> <p>Feedback from stakeholder events</p>

## STRATEGIC PRIORITY 3

### Partnership and Family learning

- Improve access to family learning opportunities and support parents to assist their child's learning
- Deliver improved levels of parents' and other partners involvement in school improvement processes
- To further develop parental representation and involvement in the life of the school



## STRATEGIC PRIORITY 3

### 3.1 Improve access to family learning opportunities and support parents to assist their child's learning

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<b>Parental Engagement</b>	<p>Professional learning on Family Learning delivered to enhance understanding and practice in our schools a strand on how to develop parental support for children's learning. This will include creating resources to support schools in creating their learning offer.</p> <p>Identify priority schools for CLD coverage to further develop family learning offers</p>	<p>Schools review their parental communications to shift the emphasis to supporting learning and further develop their family learning offer. All schools will be aware of their responsibilities in ascertaining parental learning needs and delivering a learning offer suitable to the school's context</p> <p>Greater participation levels in target schools. Improved family learning outcomes in these schools</p>	<p>Annually measure improvements in family's literacy, numeracy and Health and Wellbeing. Year 2, Measure recorded learning offers and findings from PIE 2 Improvement in attendance and learning outcomes of targeted pupils.</p>
<b>School Improvement</b>	<p>Increase the breadth and consistent delivery of the CLD Family Learning offer</p> <p>Greater % of targeted families involved in family learning and increases in accreditation</p>	<p>Increased access to family learning for targeted families. Increase in proportion of targeted families engaging in family Learning.</p> <p>Improved recognition of learning and improved ability for learners to progress onto further learning.</p> <p>Greater participation levels in target schools. Improved family learning outcomes in these schools</p> <p>Increased access to family learning for targeted families. Increase in proportion of targeted families engaging in family Learning. Improved recognition of learning and improved ability for learners to progress onto further learning</p>	<p>Increased number of partnership agreements with the targeted schools. Improved family learning outcomes measured through CLD Management Information System (MIS)</p> <p>Increase in targeted learner profiles and participation levels of those learners in CLD MIS</p> <p>Improved accreditation and progression levels in CLD MIS</p> <p>Track impact on closing the gap attainment and achievement for pupils from key families in target schools.</p> <p>Year 1, Measure number of CLD partnership agreements at target schools.</p> <p>Outline need to record family learning offer in SIR</p>

**STRATEGIC PRIORITY 3**

3.2 Deliver improved levels of parents' and other partners involvement in school improvement processes

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<b>Parental Engagement</b>  <b>School Improvement</b>  <b>School Leadership</b>	<p>Deliver training sessions on Parent Council legislation and participative evaluation processes.</p> <p>Develop parental engagement toolkit as part of Parental Engagement Strategy.</p> <p>Develop clear expectations of the requirement of stakeholders' involvement in the evaluation process to be included in the Parental Engagement Strategy, also to be included in future SIRs.</p> <p>Work with PC Chairs forum on expectations and processes around involvement.</p> <p>Meetings with targeted SLTs in schools where Family Learning is a priority in this year's SIP to review evidence and practice on parental involvement and agree action plan.</p>	<p>All Headteachers will have a full understanding of Parent Council Legislation and good practice in involving parents in School improvement.</p> <p>All leadership positions within schools will be trained in Parental Engagement in improvement processes.</p> <p>Schools will have Clear expectations in 19-20 of professional learning, and evaluation of Family Learning QI by end of year.</p> <p>Parent Councils have greater understanding of their role.</p> <p>Greater levels of parental involvement in school improvement processes.</p>	<p>Evaluation of training sessions.</p> <p>Annual review of this strand in SIPs/SIRs</p> <p>Year 2, Measures from PIE 2</p> <p>Map participation levels of leadership posts in training and evaluate</p> <p>Evidence from QIO visits Review self-evaluations and ascertain confidence levels in self evaluation.</p> <p>Evaluation of learning developed and delivered with PC Chairs Forum</p> <p>Stakeholders evaluation of action plan</p> <p>Schools' evaluation of progress</p>

## STRATEGIC PRIORITY 3

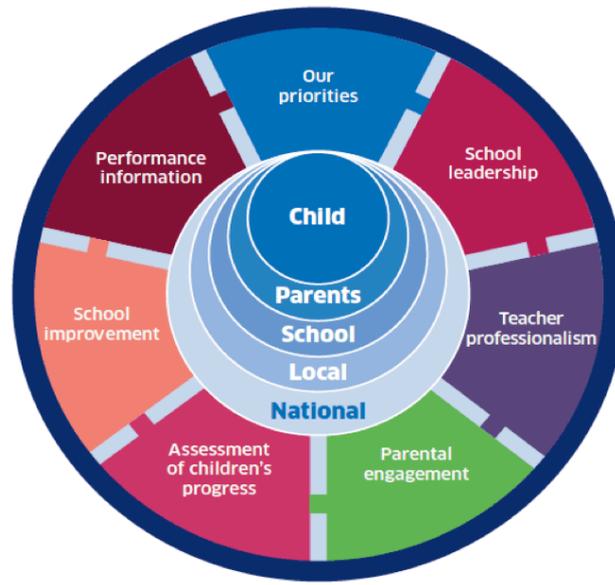
3.3 To further develop parental representation and involvement in the life of the school

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<b>Parental Engagement</b>	<p>Deliver the Parent Councils training offer</p> <p>Co-produce the Parental Engagement Strategy with parents and attendant Action Plan based on the findings of the PIE</p> <p>Develop Volunteering in School Guidance, training and resources. Pilot in targeted school/s (Practicum)</p>	<p>Clearer joint understanding of:</p> <ul style="list-style-type: none"> <li>parental and school roles in involvement the life and ethos of the school</li> <li>Parent Council's role in representing parents' views and working in partnership with the schools</li> </ul> <p>Better informed, supported and valued parent volunteers</p>	<p>Year 1 – Evaluate impact on understanding levels of engagement from PL and partnership working with PCs.</p> <p>Evaluation of pilot with participants and stakeholders PDSA</p>

## STRATEGIC PRIORITY 4

### Develop high quality leadership at all levels

- Continue to provide high quality professional learning for current and aspiring leaders
- Provide high quality professional learning for teachers, practitioners and support staff
- Continue to develop 'Grow your own' teachers for Scottish Borders



## STRATEGIC PRIORITY 4

### 4.1 Continue to provide high quality professional learning for current and aspiring leaders

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p><b>School Leadership</b></p>	<p>Develop a strategic plan which builds a Leadership Academy for Scottish Borders over the next 5 years.</p> <p>Current elements:</p> <ul style="list-style-type: none"> <li>-Introduce refreshed Induction Programme for all new head teachers</li> <li>-Refreshed leadership programme for middle leaders.</li> <li>-Following a pilot of 'First Steps in Leadership' course, expand this opportunity across the authority.</li> <li>-Empower current Scottish Borders promoted staff in the delivery of Practitioner Enquiry programmes to all staff.</li> <li>-Develop and introduce Coaching for Leadership for new Head Teachers.</li> <li>-Develop a coaching framework, ensuring progression in skills from early phase teachers to systems leaders.</li> </ul> <p>Empower establishment heads' working group to develop 4 professional learning leadership days for session 2019/20.</p> <p>Continue to work with Edinburgh University partnership and SEIC to develop and deliver leadership opportunities.</p>	<p>Practitioners across all levels are actively encouraged to develop their leadership capacity.</p> <p>Leadership capacity and confidence is new head teachers.</p> <p>Middle leaders are actively engaged in continued professional learning and development opportunities.</p> <p>Increased numbers of aspiring leaders undertaking courses.</p> <p>Existing middle leaders are leading professional learning.</p> <p>Course developed and delivered to cohort of new Head Teachers.</p> <p>Coaching approaches are further developed and utilised to support work in their schools.</p> <p>Evidence of coaching skills development across the professional learning offer for practitioners.</p> <p>4 well planned professional learning days delivered.</p> <p>Increased professional learning opportunities available out with the Scottish Borders.</p> <p>Development of new professional learning opportunities which are developed with partners.</p>	<p>Minutes/notes of progress towards strategy</p> <p>Produce draft Strategic plan with actions.</p> <p>Tracking of aspiring leaders career paths over 5 year period.</p> <p>Feedback discussions with participants/focus groups.</p> <p>Qualitative feedback from participants focussing on capacity and confidence.</p> <p>Numbers of participants successfully completing courses.</p> <p>Course evaluations/focus group feedback.</p> <p>Numbers involved in delivery of professional learning.</p> <p>Course evaluations.</p> <p>Course evaluations.</p> <p>Programme included in professional learning offer for 2020/21.</p> <p>Evaluation of professional learning days.</p> <p>Recording of new opportunities available and recording numbers attending.</p> <p>Course evaluations.</p>

## STRATEGIC PRIORITY 4

4.2 Provide high quality professional learning for teachers and support staff

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<b>Teacher Professionalism</b>	<p>Induction and professional learning programmes are further developed for NQTs and Flexible route probationers.</p> <p>Continue to support NQT mentors through further training.</p> <p>Empower RQTs to develop a professional learning programme to support their needs.</p> <p>Language Learning in Scotland – A 1+2 Approach</p> <p>Literacy/numeracy??</p>	<p>NQTs and flexible route probationers are better prepared for, and supported to, carry out their role.</p> <p>Professional learning supports NQTS and flexible route probationers to attain a 'satisfactory' outcome in their final profile submission to GTCS.</p> <p>NQTS are mentored and supported to a high level across all schools.</p> <p>RQTS continue to be up-skilled in areas which they required.</p> <p>RQTs capacity and confidence is further developed.</p>	<p>NQT sessions evaluations.</p> <p>Feedback from focus groups.</p> <p>Number of 'satisfactory' final profile recommendations.</p> <p>Feedback from focus groups.</p> <p>Session evaluations.</p>

## STRATEGIC PRIORITY 4

4.3 Continue to develop 'Grow your own' teachers for Scottish Borders.

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<b>School Improvement</b>	<p>Working in partnership with University of the Highlands and Islands further develop the secondary PGDE programme and introduction the primary PGDE programme.</p> <p>Continue the piloting of the PIM programme in partnership with University of Dundee for secondary STEM student inductees.</p> <p>Early years?</p>	<p>High quality input and support from University, SBC supporters and school placements.</p> <p>Students are well prepared and supported to carry out school placements.</p> <p>High quality input and support from University and school supporters.</p> <p>Students are fully involved in the life of the school for 4 days a week.</p> <p>Students are well prepared to teach allocated classes.</p>	<p>Numbers of satisfactory observations from placements.</p> <p>Numbers of secondary and primary PGDE students moving into Teacher Induction Scheme.</p> <p>Feedback from supporters, students and schools.</p> <p>Number of students becoming GTCS registered in June.</p> <p>Feedback from school supporters and students.</p>

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