

SCOTTISH BORDERS COUNCIL'S



EDUCATION IMPROVEMENT PLAN 2020-21





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EDUCATION IMPROVEMENT PLAN 2020-21

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EDUCATION IMPROVEMENT PLAN 2020-21

1. INTRODUCTION

The academic year 2019/20 was a challenge for all Local Authorities across Scotland. Our staff, children and young people and parents responded strongly to the challenge presented by Covid-19 and we can be very proud of the actions taken to reduce the impact of this devastating illness. Clearly the Plans set out in last year's Improvement Plan remain relevant, not only because some were unable to be fully achieved as a result of school closure, but because of the commitment made to Staff to consolidate our approaches to Improvement. Our strategic priorities remain unchanged but have been updated and our proposed actions focused accordingly. These actions reflect National Best Practice, research and experience.

Our Improvement Plan reflects the overall vision of Scottish Borders Council and this Education Plan sits as part of the wider Children's Services Plan and other strategic Planning across the council.

This Education Plan reinforces our priorities, the actions we will undertake to support these, the intended outcomes and the measures of success. This year's Plan continues to be 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.

Our Staff are our biggest resource. It is our intention therefore to ensure that Staff Development, Professional Learning and the delivery of excellent Staff Training will be, for the next five years, at the heart of our drive to be an excellent Education authority.

While we can evidence that progress has been made over recent years in relation to narrowing the poverty-related gap, our drive for continuous Improvement remains relentless, and we will continue to ensure that all of our children, regardless of background, have every opportunity to succeed. The priorities and actions in this Plan provided systemic stability in order to support this ambition.

The plan focuses on improving Learning and Teaching; developing Inclusive Practices; and enhancing partnerships to support Family Learning. High quality Learning is key to the success of learners. It is essential that we provide all learners with an Education which best develops their skills for life, Learning and work. The sector leading, Inspire Learning



will continue to 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 continue to improve the standard and quality of service that we provide.

Lesley Munro

DIRECTOR

YOUNG PEOPLE, INCLUSION AND ENGAGEMENT

EDUCATION IMPROVEMENT PLAN 2020-21

2. NATIONAL CONTEXT

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

They are:

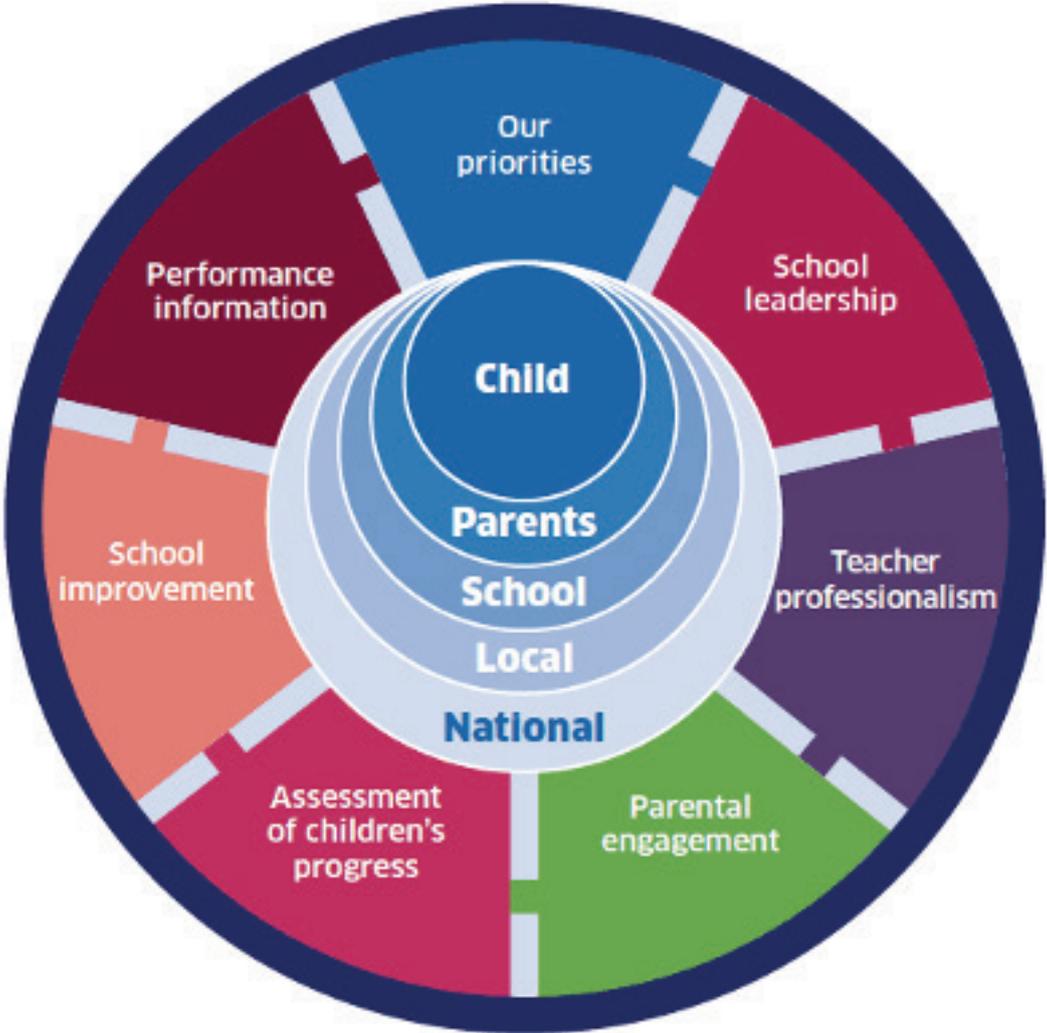
- Improvement in attainment, particularly in literacy and numeracy
- Closing the Attainment gap between the most and least disadvantaged children
- Improvement in children's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for young people

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:



EDUCATION IMPROVEMENT PLAN 2020-21

3. LOCAL CONTEXT

'We are an ambitious Local Authority, well placed to ensure that all our children and young people continue to benefit from living and growing up in the Scottish Borders.

We promise that:

We will continue to have a relentless focus on Improvement.

That our children and young people will learn in establishments where all staff expect everyone to succeed to the best of their ability.

That our Staff have the opportunity to continue to develop their practice and skills through involvement in high quality Professional Learning and Training.

That we ensure that Scottish Borders is a place where every child is valued and included.

That our Education establishments are places where our children's unique talents, skills and abilities will be nurtured, valued and respected.

Our aim will be not to exclude any child or young person from our Inclusive Schools.

We will ensure every young person leaving our schools can look back and be completely satisfied that they were supported by skilled, capable and caring Staff, to be the best they can be.

We will ensure that our children benefit from a curriculum that provides breadth, depth and challenge.

That every child and young person's school career provides opportunities to learn in an environment that promotes creativity, entrepreneurial talent, self-awareness and confidence.

When we deliver on these promises then we can be sure that our young people will attain, achieve and contribute to the economic success of the Scottish Borders. We will do this while maintaining 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.

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 4 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 early phase teachers



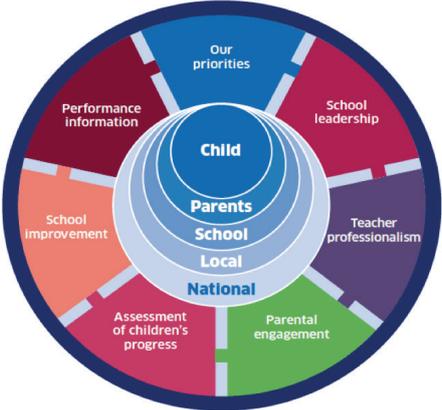
STRATEGIC PRIORITY 1

Develop high quality learning and teaching through Inspire Learning 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

Ensure the senior phase curriculum has breadth, depth and challenge for all our young adults through a variety of qualifications in the senior phase. Those opportunities will lead to an increase in levels of attainment and achievement that supports individual aspirations and economic activity in Scotland.

- Increase attainment in literacy and numeracy across the BGE to a stage average of 85% by June 2023. In addition, we will close the poverty related attainment gap by 10% by June 2023.
- Ensure high quality education throughout the BGE and Senior Phase through the Inspire Learning programme in developing pedagogy through technology



STRATEGIC PRIORITY 1

1.1 Ensure the senior phase curriculum has breadth, depth and challenge for all our young adults through a variety of qualifications in the Senior Phase. Those opportunities will lead to an increase in levels of Attainment and Achievement that supports individual aspirations and economic activity in Scotland.

| NIF KEY DRIVER | WHAT ARE WE GOING TO DO? | WHAT IS THE EXPECTED IMPACT? | HOW WILL WE MEASURE THIS? |
|--|--|--|---|
| Assessment of Children's Progress | Schools will deliver a Senior Phase which ensures appropriate pathways for young people and provides the best opportunities for them to achieve a range of qualifications. | Increased Attainment within the Senior Phase, including number and quality of accreditation. | Data Analysis. SQA examination results. |
| Performance Data | Schools will implement recommendations of the Senior Phase expectations paper. | Each School will ensure that year on year, throughout the duration of the Plan, Attainment and wider Achievement will improve: - | Information from Insight. CLD Database Secondary Attainment Meetings. |

STRATEGIC PRIORITY 1

1.2 Increase Attainment in Literacy and Numeracy across the BGE to a stage average of 85% by June 2023. We will aim to close the poverty related Attainment gap by 10% by June 2023.

| NIF KEY DRIVER | WHAT ARE WE GOING TO DO? | WHAT IS THE EXPECTED IMPACT? | HOW WILL WE MEASURE THIS? |
|--|---|---|---|
| Assessment of Children's Progress | <p>Support and improve approaches to assessment and moderation to improve practitioner skills in Planning and Assessment.</p> <p>Further develop SBC QAMSO Network and model of Moderation and extend to include Inter-Authority Moderation.</p> | <p>Practitioners are more skilled in the effective use of Moderation to inform Learning, Teaching and Assessment.</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>Reduce the poverty related Attainment gap by 5%.</p> | <p>Qualitative and quantitative feedback from QAMSOs.</p> <p>Number of QAMSOs attending Networks.</p> <p>Level of moderation activity taking place in and across schools. Authority QA visits.</p> <p>SNSA Assessments. Progress & Achievement Tracking.</p> <p>External validation including SBC, SEIC, Education Scotland and Care Inspectorate.</p> <p>SNSA and SQA results across SIMD levels</p> |
| Performance Information | <p>Schools/settings 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>All staff will be able to interpret relevant data for Improvement.</p> | <p>QIO Attainment visits.</p> <p>Data analysis.</p> <p>Number of Staff undertaking Data Literacy Training.</p> |

STRATEGIC PRIORITY 1

1.2 Increase Attainment in Literacy and Numeracy across the BGE to a stage average of 85% by June 2023. We will aim to close the poverty related Attainment gap by 10% by June 2023.

| NIF KEY DRIVER | WHAT ARE WE GOING TO DO? | WHAT IS THE EXPECTED IMPACT? | HOW WILL WE MEASURE THIS? |
|---------------------------------------|--|--|---|
| <p>Teacher Professionalism</p> | <p>Schools/settings will implement Scottish Borders:</p> <ul style="list-style-type: none"> • Learning, Teaching and Assessment Framework • Literacy and Numeracy Strategies • Early Literacy Framework <p>Develop the work of school-based Literacy and Numeracy Champions.</p> <p>Create a Family Learning offer to support understanding of Literacy and Numeracy development.</p> | <p>Ensure all staff have a consistent approach to Teaching Literacy and Numeracy, aligned to the strategies, leading to improved Attainment and outcomes for children and young people.</p> <p>Champions will lead Staff development within local settings and further develop knowledge and expertise of all.</p> <p>Improvement in parents' levels of engagement, understanding and ability to support Learning.</p> <p>Improving pedagogical approaches to Literacy and English and Numeracy and Mathematics through increased access to high quality Staff development.</p> <p>School Level engagement with key principles of LTA Framework.</p> | <p>Early Years tracking records including those across Emerging Literacy.</p> <p>Transition records.</p> <p>ACEL Data and SNSA results.</p> <p>Track establishment engagement with Champions programme and Network.</p> <p>Track opportunities and levels of engagement through tracking and monitoring systems</p> <p>Feedback from Parent Councils.</p> <p>HT Feedback during QA visits with attainment focus based on available data.</p> <p>SBC Learning, Teaching and Assessment Framework in place and respective Twitter feeds accessed regularly.</p> |

STRATEGIC PRIORITY 1

1.3 Ensure 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>School Improvement</p> | <p>Embed the revised Quality Improvement Framework (QIF) and introduce the SBC Support Agreement.</p> <p>Schools/settings will continue to refine their systems for tracking and monitoring progress to ensure that all children and young people fulfil their potential.</p> <p>Secondary schools to further embed Inspire Learning Digital Learning Strategies into core pedagogy. Primary Staff to begin developing digital pedagogy.</p> <p>Support schools/settings to collaborate within SBC, SEIC and other partners to improve outcomes.</p> | <p>A robust QIF supports and challenges schools, with the ongoing cycle of self-evaluation and Improvement Planning.</p> <p>Increase engagement and pace; improved feedback; increased confidence in digital skills.</p> <p>Head Teachers and Practitioners engage in Professional Learning and Development opportunities including as SEIC Associates.</p> | <p>Increase the percentage of schools/settings which self-evaluate against the HGIOS4/ HGSOELC Quality Indicators in line with external validation.</p> <p>QIO Visits, SBC Review, Education Scotland and Care Inspectorate inspections.</p> <p>Feedback from parents and children on the quality of Learning in our schools/ setting gathered through HMIe inspections and SBC Review.</p> <p>No school /setting will have unsatisfactory or weak grading resulting from Inspection by 2022. All schools/settings are rated good or better for all 4 key Quality Indicators by 2023.</p> <p>Apple Teacher/Microsoft Innovative Educator Awards. Quality Improvement Reviews Attendance at Regional Training Centre.</p> <p>Data analysis of ACEL, SNSA and SQA results from all Practitioners.</p> <p>School Improvement Plans and School Improvement Reports demonstrate progress across all key measures.</p> |

STRATEGIC PRIORITY 1

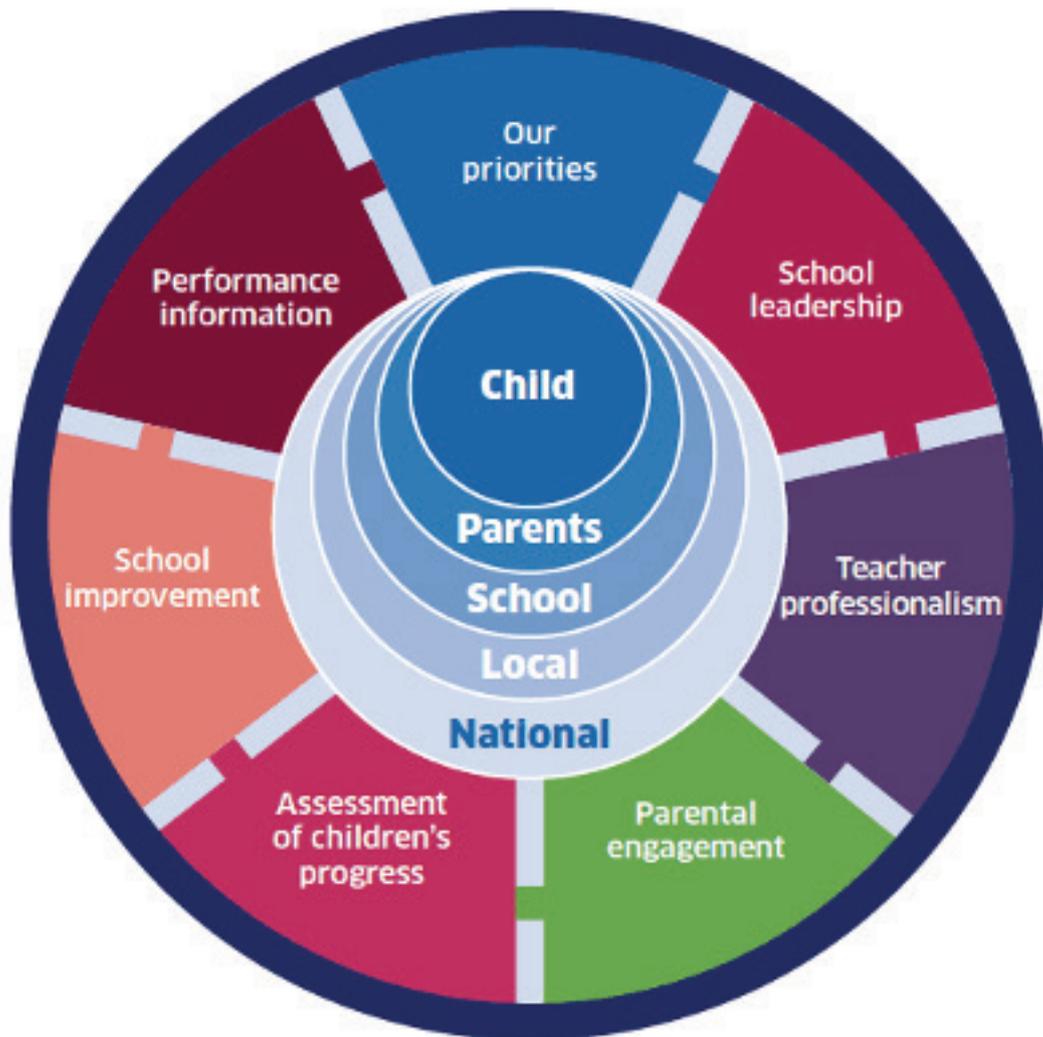
1.3 Ensure high quality Education throughout the BGE and Senior Phase

| NIF KEY DRIVER | WHAT ARE WE GOING TO DO? | WHAT IS THE EXPECTED IMPACT? | HOW WILL WE MEASURE THIS? |
|----------------------------------|---|--|--|
| <p>School Improvement</p> | <p>Implement Scottish Borders's expansion of Early Learning and childcare from 600 hours to 1140 to provide high quality Learning that meets the National Standard.</p> <p>Improve pedagogy, practice and collaboration in Early Learning and Childcare including engagement in the South East Improvement Collaborative (SEIC).</p> | <p>Quality provision for all children, ensuring they are supported to reach their full potential and have the best start in life.</p> <p>Staff and Leaders are highly skilled, knowledgeable.</p> <p>Effective practice is shared and used to improve quality across all settings/schools.</p> | <p>Ensure settings meet the National Standard and are graded good or better for 4 key Quality Indicators (QIs) for Care Inspectorate and HGIOELC.</p> <p>External validation demonstrates improving standards across all schools/ settings.</p> <p>Quality Improvement visits from Head Teachers/ Managers.</p> <p>Feedback from parents and children.</p> |

STRATEGIC PRIORITY 2

Developing Inclusive Practice

- 2.1 Ensure that all of our Learning establishments are Nurturing and Inclusive.
- 2.2 Achieve equity for children and young people, ensuring their unique talents are valued and nurtured, each having the same opportunity to succeed.
- 2.3 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>School Improvement</p> | <p>Ensure that all learning establishments have fully embraced and implemented the guiding principles of SBC's Inclusion Framework and associated documents.</p> | <p>All Staff will be Inclusive practitioners and will understand their personal responsibility to deliver Inclusive Education across SBC.</p> <p>Inclusion principles are embedded at whole-school level over the next 3 years.</p> <p>Establishments, where appropriate, will reduce Exclusions and improve attendance.</p> <p>Key Staff confidently and competently deal with challenging situations.</p> <p>Reduced incidents of physical violence recorded on LEXI system.</p> | <p>School Exclusion and tracking & 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>Feedback from stakeholders through focus group and individual case studies.</p> <p>Analysis of individual school SIPs/WTAs.</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? |
|--------------------------------|---|---|--|
| Teacher Professionalism | SBC Nurturing Approaches - Continue to work in collaboration with Educational Psychologists, Glasgow City Council and the Scottish Government to deliver Training and roll-out SBC'S Nurturing Approaches to all Staff. | <p>The Training programme will be delivered to Staff at all levels from November 2020.</p> <p>Key personnel will continue to Plan and develop resources to support the systemic change of focus to ensure all Learning establishments are Nurturing by June 2022.</p> <p>Provide clear guidance and a framework for all stakeholders to implement Nurturing Approaches.</p> <p>A sustainable approach to nurturing relationships in all Learning establishments will be in place by June 2021.</p> <p>All schools will include this Training in their School Improvement Plans and Working Time Agreements from August 2020 for the next 3 academic sessions.</p> | <p>Minutes from Central Inclusion Team meetings and action points.</p> <p>Guidance and documents 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>Number of Staff trained on Introduction to Nurturing approaches.</p> <p>Number of Staff undertaking Targeted Nurturing Approaches Training.</p> <p>Tracking of Boxhall profiles (Pre and Post) undertaken. The development of a Nurture Base in every Secondary School and selected cluster Primary Schools by June 2021.</p> <p>Improved outcomes for those young people attending Nurture Bases.</p> <p>Feedback from key school staff on effectiveness.</p> |
| Parental Engagement | Create a Family Learning offer to support understanding of a nurture approach. | Create a Family Learning offer to support understanding of a nurture approach. | Create a Family Learning offer to support understanding of a nurture approach. |

STRATEGIC PRIORITY 2

2.2 Achieve equity for children and young person, ensuring their unique talents are valued and nurtured, each having 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>Assessment of Children's Progress</p> | <p>Update SBC's Attendance Policy to reflect the revised 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.</p> <p>There will be an emphasis on schools and partners working together to identify and support families to improve attendance and a pilot project will be undertaken.</p> | <p>Provide clear guidance and a framework for all partner agencies to improve attendance.</p> <p>Each cluster's multiagency Attendance panel will coordinate the delivery of support for children and families to improve attendance.</p> <p>Proportionate support on attendance provided to identified school, where required.</p> <p>Key Staff in participating School will provide targeted support to individual pupils. Improved pupil attendance and reduced exclusions.</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> <p>Analysis of exclusion & 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 Achieve equity for children and young person, ensuring their unique talents are valued and nurtured, each having 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>Performance Information</p> | <p>Virtual LAC School – To improve attendance, reduce exclusions and improve Attainment for all care experienced pupils.</p> <p>Develop and pilot a Mentoring Programme for all Looked After and Care Experienced children and young people by June 2021.</p> | <p>Increase the number of LAC pupils on track in the broad general Education in Secondary Schools by 10%.</p> <p>Decrease the temporary exclusion of LAC pupils in Primary Schools to 0%.</p> <p>Reduce the number of repeat exclusions for LAC pupils in primary and secondary schools to 0%.</p> <p>Increase number of LAC pupils of achieving 5 accredited Learning activities by 10%.</p> <p>Increase attendance of LAC secondary pupils by 10%. Decrease number of LAC in secondary schools' exclusions to 0%.</p> <p>Increased Attainment through robust tracking of all LAC pupils in and out of our Local Authority. Identified children and young people will have adult support for their Learning journey as part of the Mentoring Programme.</p> | <p>SEEMIS Attainment tracking 3 times a year. 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 Local Authorities.</p> <p>The creation of a Mentoring Training Programme.</p> |

STRATEGIC PRIORITY 2

2.2 Achieve equity for children and young person, ensuring their unique talents are valued and nurtured, each having the same opportunity to succeed.

| NIF KEY DRIVER | WHAT ARE WE GOING TO DO? | WHAT IS THE EXPECTED IMPACT? | HOW WILL WE MEASURE THIS? |
|--------------------------------|--|---|---|
| Teacher Professionalism | <p>Create a Pupil Equity Fund Strategic Group to support the recovery after Covid-19 pandemic to promote and share effective approaches to Planning and evaluation.</p> <p>Redesign and embed SBC Support for Learning Guidelines into practice across all interventions.</p> <p>Develop an SBC Attainment Challenge Plan with explicit outcomes for Improvement in conjunction with Education Scotland.</p> | <p>Greater understanding and knowledge of effective practice using PEF interventions.</p> <p>Increased expertise, knowledge and confidence in supporting learners.</p> <p>Consistent approaches are used across all Scottish Borders schools and settings.</p> <p>Provide clear expected outcomes for all Attainment Challenge Workstreams which all schools are working towards.</p> | <p>Strategic Group minutes demonstrating the sharing of effective practice.</p> <p>Support for Learning Teacher feedback.</p> <p>Quality Improvement visits.</p> <p>Progress and achievement data for targeted pupils related to the Attainment Challenge Plan.</p> |

STRATEGIC PRIORITY 2

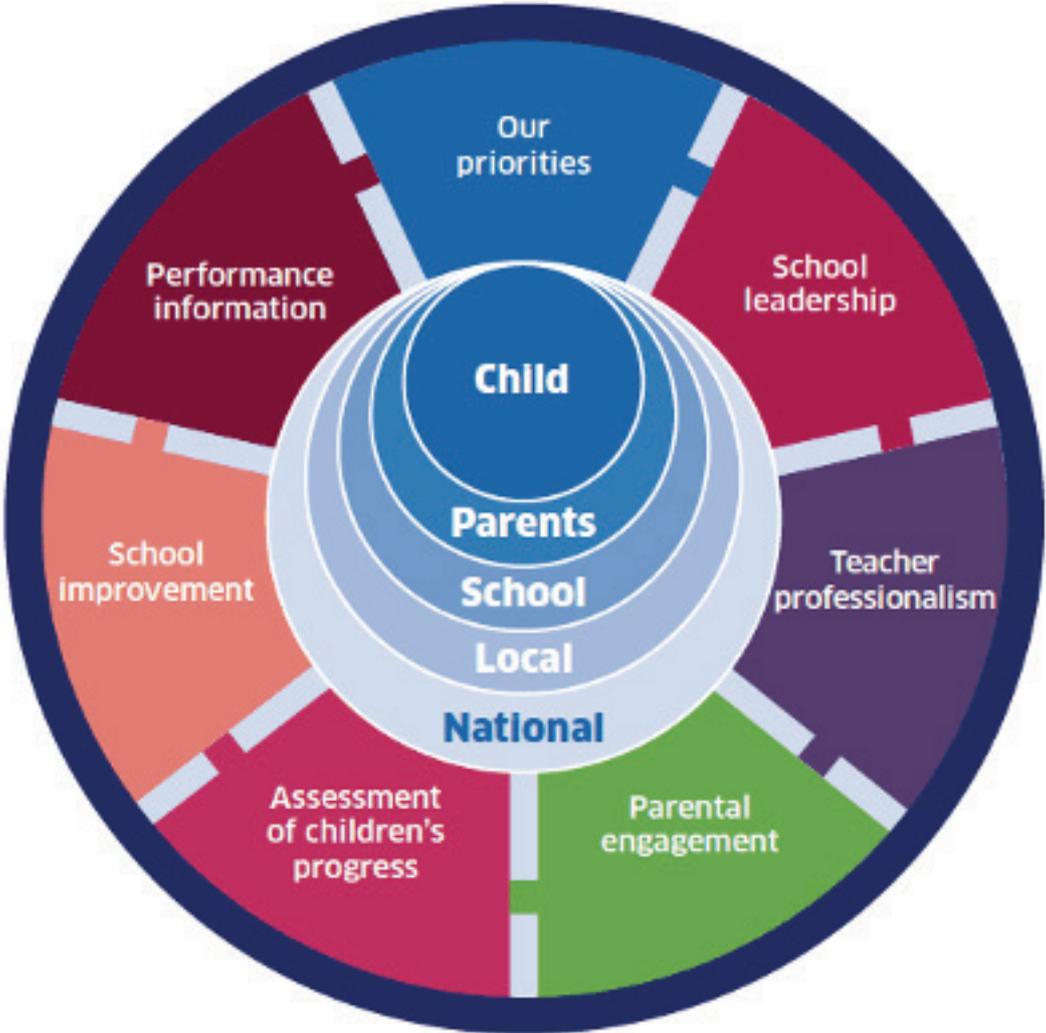
2.3 To deliver improved Health and Wellbeing outcomes for children and young people

| NIF KEY DRIVER | WHAT ARE WE GOING TO DO? | WHAT IS THE EXPECTED IMPACT? | HOW WILL WE MEASURE THIS? |
|--|---|--|--|
| Assessment of Children's Progress | <p>Review the totality of the current Service Provision across Emotional and Mental Health Services for Schools, taking into consideration the implementation of Scottish Government School Counsellors by September 2020 and the Mental Health Strategy actions 2017-27.</p> <p>In response to the effects of Covid-19, consider the effect of the Health and Wellbeing of children and young people and Staff as they return to school.</p> | <p>Young people will have access to increased support around Emotional Health and Wellbeing including group and individual counselling as required.</p> <p>The needs of children and young people and Staff will be recognised and supported during the phased return to school.</p> <p>Improved ethos and culture around emotional health and wellbeing across all secondary schools.</p> | <p>Revised contract in place and new service implemented by December 2020.</p> <p>Impact Report from Quarriers reporting improved Health and Wellbeing outcomes for young people.</p> <p>Minutes and actions from Education Recovery Group.</p> <p>Feedback from central staff and school staff.</p> |
| School Improvement | <p>Continue Strategic Partner Agency Group to develop Plans to support the national focus on physical activity, child healthy weight and diabetes prevention.</p> <p>Two pilot projects- Whole systems change – Eyemouth Cluster Child healthy weight – Multi-agency Early Years focus.</p> | <p>Greater understanding and awareness of developing Pilot Project Plans to meet national focus.</p> | <p>Participating school Action Plans and Evaluations.</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
- 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? |
|----------------------------|---|---|--|
| Parental Engagement | <p>Schools will: Collaborate with parents to examine school communications and reporting mechanisms (school handbook, website, SIR, reports) Within this consider the use of the opportunities with Inspire Learning.</p> | <p>Improvement in parents' levels of engagement, understanding and ability to support Learning.</p> | <p>Feedback from Parent Councils and assess progress through our 1:1 surgery.</p> <p>Over the next two years, measure recorded Learning Offers and findings from PIEC 2 As above and sampling reporting. (effective practice from each Cluster).</p> |
| School Improvement | <p>Use the information gathered from the Parental Survey on Home Learning and the Learning from practice during COVID 19 response to further develop approaches and consistency to develop parents capacity to support Learning at Home Establish the work of our Strategic Guidance Group in partnership with SEIC and Education Scotland. This group will cover ELC, Primary, Secondary and CLD. They will: Increase the breadth and consistent delivery of the CLD/Early Years Family Learning Offer.</p> | <p>Parents report a greater degree of confidence in support Learning at home. Learning at Home is high quality and accessible to all. Increased awareness and consistency in parents' capacity to support Learning suitable to the school's context.</p> <p>Appropriate Learning Offers will be provided. Opportunities for Family Learning across schools will be increased for targeted families by 10% by June 2022.</p> <p>Improved accreditation and progression levels in target schools.</p> | <p>Repeat Home Learning Survey for all parents in May 2021 Monitored through school SIRs and 1:1 surgery.</p> <p>Track opportunities and levels of engagement with tracking system (CLD MIS).</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? |
|--------------------------------|---|--|---|
| Parental Engagement | Schools will embed the use of the Audit Toolkit in School Improvement processes. | Improved levels of Parental Engagement in Improvement processes. Schools begin to identify underrepresented groups of parents and form plans to increase levels of equity from the parent body. | Surgeries, RAG S&Q and feedback from PC Networks and Strategic Co-production Groups. |
| School Improvement | | | |
| School Leadership | Strategic leaders will develop clear strategic expectations on key stakeholders' involvement in the evaluation process. | All Head Teachers will have a full understanding of Parent Council Legislation and good practice in involving parents in School Improvement. | Annual review of this strand in SIPs/SIRs. Year 2, Measures from PIEC 2. |
| Teacher professionalism | Reduce barriers to participation for parents in strategic development e.g. through increasing opportunities to network remotely with parents. | All schools/settings will consult with their parent forum and parent council throughout the improvement planning process. | QIO visits and surgeries Review self-evaluations and ascertain confidence levels in selfevaluation. Strategic Guidance Group Tracking and Monitoring system. Survey Parent Councils in April and evaluations from participants in strategic opportunities. |

STRATEGIC PRIORITY 3

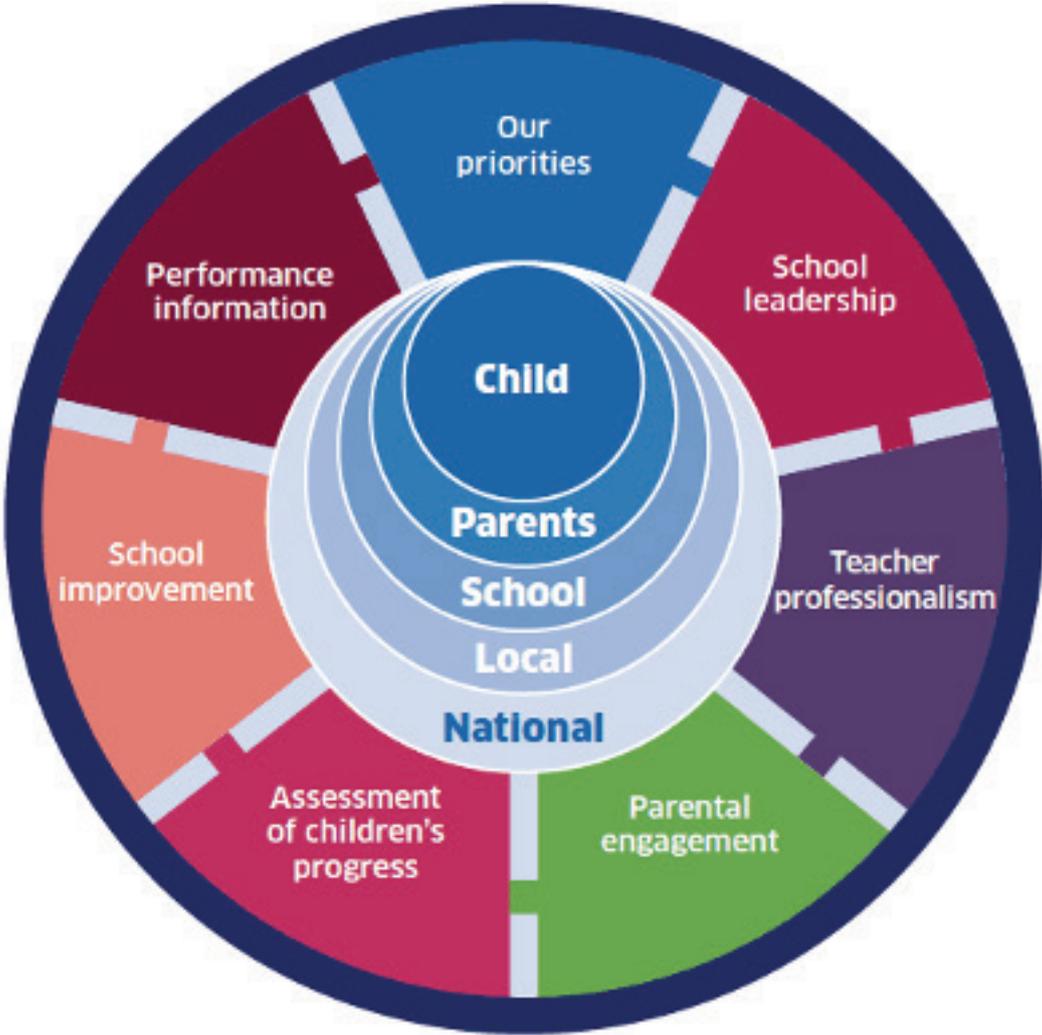
3.3 To further develop parental representation and involvement in the life of the School

| NIF KEY DRIVER | WHAT ARE WE GOING TO DO? | WHAT IS THE EXPECTED IMPACT? | HOW WILL WE MEASURE THIS? |
|-----------------------------------|--|--|---|
| <p>Parental Engagement</p> | <p>Support and challenge all schools to implement the Parents as Partners Framework. Schools/ settings will develop a Parental Engagement and involvement approach for Early Years and Childcare.</p> <p>The Strategic Guidance Group will research, develop and disseminate effective Practices on recruiting, developing and celebrating volunteers.</p> | <p>Number of parents actively involved in Parent Councils and voluntary roles in schools increases.</p> <p>A greater more representative range of parents have a say in representative process.</p> <p>Establish models of Parental Involvement that support Teaching and Learning in ELC and set a pattern for ongoing Parental Involvement throughout their child's school career.</p> | <p>Forms questionnaire to Parent Councils. Strategic Guidance group T&M tool.</p> <p>School Audit profiles from the Audit Toolkit.</p> <p>School Handbooks, feedback from surgeries and include questions in PIEC2.</p> <p>S&Q statements \ Strategic Guidance Group T&M tool. Feedback from Parent Councils.</p> |

STRATEGIC PRIORITY 4

Develop high quality leadership at all levels

- Continue to provide high quality Professional Learning for all Staff including current and aspiring leaders
- Provide high quality Professional Learning for Early Phase Teachers
The focus will be on the key themes within the strategic priorities



STRATEGIC PRIORITY 4

4.1 Continue to provide high quality Professional Learning for all Staff including current and Aspiring Leaders.

| NIF KEY DRIVER | WHAT ARE WE GOING TO DO? | WHAT IS THE EXPECTED IMPACT? | HOW WILL WE MEASURE THIS? |
|--------------------------------|---|---|---|
| School Leadership | Continue to grow and develop our Professional Learning offer matched to SBC priorities and the Inspire Learning programme. | Increased offer of high-quality courses for all Practitioners. Up-skilled Practitioners who are confidence in undertaking Practitioner Enquiry. | Numbers of Practitioners undertaking and completing Professional Learning increases. Pre and post Course evaluations. |
| Teacher Professionalism | Empower current Scottish Borders Staff in the delivery of Practitioner Enquiry programmes to all Staff. (Leading Learning through Practitioner Enquiry Course and Probationer's involvement). Deliver the revised Coaching Framework, ensuring progression in skills from Early Phase Teachers to Systems Leaders. Plan and prepare for the delivery of a new Training programme particularly designed for support Staff. | Probationer Supporters Group lead their Probationer with their own enquiry across schools. Coaching approaches are further developed and utilised to support work in their schools. Evidence of coaching skills development across the Professional Learning offer for Practitioners. Improved coaching conversations during PRDs. Highly trained support Staff across schools. Increased confidence of Support Staff in carrying out their role. Support Staff who are multi-skilled increasing flexibility for their deployment within schools. | Increased number involved in delivery of Professional Learning Course evaluations. Coach database. Programme included in Professional Learning offer for 2020/21. Evaluations of courses delivered. Focus groups feedback. Increased number of Practitioners involved in coaching. Notes of Planning meetings. Training programme developed. Trained Trainers in place. |

STRATEGIC PRIORITY 4

4.2 Provide high quality professional learning for teachers and support staff through Inspire Learning

| NIF KEY DRIVER | WHAT ARE WE GOING TO DO? | WHAT IS THE EXPECTED IMPACT? | HOW WILL WE MEASURE THIS? |
|---------------------------------------|---|--|--|
| <p>Teacher Professionalism</p> | <p>In response to the effects of COVID 19 further develop the Induction and Professional Learning programmes for Probationers and Flexible Route Probationers.</p> <p>Empower RQTs to develop a Professional Learning Programme to support their needs.</p> | <p>Probationers and Flexible Route Probationers are better prepared for, and supported to, carry out their role.</p> <p>RQTs continue to be up skilled in areas which they required.</p> <p>RQTs capacity and confidence is further developed.</p> | <p>Probationers 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> |



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CHILDREN AND YOUNG PEOPLE'S SERVICES
Scottish Borders Council | Headquarters | Newtown St Boswells
MELROSE | TD6 0SA
email: SeniorMgtSupport@scotborders.gov.uk

