



EDUCATION AND LEARNING DIRECTORATE ANNUAL REPORT

August 2020 - August 2021

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Introduction

This annual Education Report reports on activity for 2020-2021, it forms part of ongoing self-evaluation for improvement across our Directorate, and at the same time takes account of a review of priorities related to the COVID-19 pandemic and the impact of the second national lockdown that began in January 2021.

In schools and Early Learning and Childcare settings, education professionals have adapted practice to changing circumstances and national and local COVID-19 restrictions and guidelines. They have worked creatively and innovatively to address the emerging needs of young people and families in response to periods of school closures and remote learning over the course of the session. They have throughout focused on recovery and have worked in collaboration with their school communities and a range of partners to identify interventions and mitigations to address the impacts of the pandemic on learning, achievement and health and wellbeing, including mental health and wellbeing. A Relationship-focussed Guide for Schools Reopening has been central to our COVID-19 response and this framework will underpin the work we do throughout 2021. Details of the preparation, interim guidance and consultation process are included within this report and prioritised within the plan for 2021/2022.

We know that children and young people have good experiences in our schools and early years establishments and have good outcomes from their learning. The executive summary of improvements sets out these strengths and this is evidenced in Our Data and Outcomes section. From this analysis, we know that attainment for children and young people across Dumfries and Galloway continues to be in line with or better than comparators, and there has been a general picture of improvement prior to the disruption to education and impact of the COVID-19 pandemic across the whole country over session 2020-21.

We know there are areas we can improve within and across our settings and our authority will continue to strive for excellence and equity through effective self-evaluation and improvement approaches. Our priority for 2021/22 is to continue the process of recovery that has begun in session 2020-21. A focus will be on interventions to raise attainment and mitigate the impact of the pandemic for all learners and for our most vulnerable children and young people, particularly children and young people who are subject to child protection processes, are care experienced and those with additional support needs. Our ongoing priority to strive for excellence and equity and promote recovery for all learners will form part of our transformation agenda and will include a focus on Review of Support for Learners, Time for Inclusive Education and Respect for All.

A continuing priority for this coming year is for focused and improved targeted support and collective interventions across all agencies to raise aspirations explicitly and collectively for our most vulnerable children and young people and respond specifically to the needs of young people and their families which have emerged from the COVID-19 pandemic. These shared commitments are reflected in our Children's Services Plan which was agreed by the Multiagency partnership in June 2020 and the Local Child Poverty Report agreed by Dumfries and Galloway Council on 25 June 2020 with a scheduled review and update in autumn 2021.

Integral to our improvement agenda is an expectation that all establishments have a systematic approach to quality assurance and moderation, data analysis, evaluating and improving the quality of learning experiences and promoting stakeholder involvement as key strategies in improving learning, raising attainment and narrowing the poverty related attainment gap. This is reflected in our annual Education Plan and in establishments via school improvement progress reports, improvement planning and Pupil Equity Fund (PEF) planning sheets. This report takes account of what we know, informed by our National Improvement Framework report, and sets out our improvement priorities and outcome measures for next year, in conjunction with our Children's Services plan and Regional Improvement Collaborative plan. It takes account of our Council's Transformation agenda, and the impact COVID-19 has had on the learning, attainment and wellbeing of children and young people.

The pandemic has influenced and impacted aspects of the Council's Transformation agenda which will shape the future models of delivery for education in our region over the coming years. Some aspects have been accelerated, for example our digital strategy and investment in IT infrastructure, whilst some other work related to the school estate has been paused due to restrictions.

Context for 2020/2021

Education Services contributes to Dumfries and Galloway Council priorities by delivering a school education which will provide a good start in life for all our children. We are committed to giving all our children and young people an equal chance to fulfil their potential through striving for excellence and equity in every aspect of the work of the service. This commitment has never been more relevant and important as Education Services work to mitigate the impact of the COVID-19 pandemic. Dumfries and Galloway have worked closely with national Government, schools and Early Learning and Childcare settings (ELC settings) to ensure that plans for the safe and compliant operation and functioning of all settings are in place. The local authority has worked with schools, ELC settings, staff, partners, including Trade Unions, to develop local recovery plans and risk assessments and have responded to changes as they have come about in order to support and maintain effective education provision. Throughout 2020/2021 these arrangements have been reported to Council, the Ad Hoc COVID-19 Sub-Committee, Education & Learning Committee and the Response, Renewal and Recovery Subcommittee. Papers are available

<https://www.dumgal.gov.uk/article/15143/Council-meetings-agendas-and-minutes>


Our recovery arrangements have been submitted to Scottish Government and Education Scotland as required; headteachers, school staff, children and their families are well placed to consider the local approaches required to ensure they continue to maintain their function and a high degree of awareness of the need to protect public health. The priority continues to be ensuring that children, staff, and our communities remain safe and are protected from COVID-19.

The refreshed Education and Learning Business Plan for 2021/22 and the End of Year Performance Report and Exception reports for 2020/21 were agreed by Elected Members in May 2021 and are available.

<https://dumfriesgalloway.moderngov.co.uk/documents/s30246/Education%20and%20Learning%20Directorate%20Business%20Plan%20Refresh%202021%2022%20and%20End%20of%20Year%20Performance%20Report%20.pdf>

Our Aim is to:	Provide the best start in life for all our children.
Our Commitments are:	
➤	Ensure early intervention, in particular to keep our region's most vulnerable children safe
➤	Invest in creating schools fit for the 21st century which are at the heart of our communities
➤	Raise ambition and attainment, in particular to address inequalities
➤	Support children to be healthy and active

Dumfries and Galloway's population and context

Dumfries and Galloway is the third largest region in Scotland covering 6,426 sq. km (8.2% of the total land area of Scotland)	The population of Dumfries and Galloway is 148,860 (National Records of Scotland), around 2.7% of the total population of Scotland.
 <p>The map shows the Dumfries and Galloway region in Scotland, highlighted in green. Key locations marked include Stranraer, Portpatrick, Newton Stewart, Gatehouse of Fleet, Whithorn, Kirkcudbright, Castle Douglas, Dumfries, Lockerbie, Gretna, and Wanlockhead.</p>	<ul style="list-style-type: none"> ➤ 2019 estimates show 18.5% of the population in Dumfries and Galloway are in the 0 to 18 years old age bracket compared to the national average of 19.9%.
	<p>By 2028</p> <ul style="list-style-type: none"> ➤ The population of Dumfries and Galloway is projected to <u>decrease</u> by 2.8% to 144,575 ➤ The overall population of Scotland is expected to <u>increase</u> by 1.8% ➤ The 0 to 15 age group is projected to see the largest percentage decrease with a 14.2% reduction.
<ul style="list-style-type: none"> ➤ Over the next 10 years, the population of Dumfries and Galloway is projected to decrease by 5.8% due to natural change (more deaths than births). Total net migration within Scotland is projected to result in a population increase of 2.9% over the same period. 	

Dumfries and Galloway is one of the most rural areas of Scotland (Scottish Government Urban Rural Classification 2016) with 20.9% of the population living in remote rural locations compared to national average of 5.9%. This is characterised by small settlements of 4,000 people or less spread across a large area. Of our 16 secondary schools, 43.8% have fewer than 500 pupils and of our 97 primary schools, 44.3%, have fewer than 50 pupils.

In the school pupil census, September 2020, 32.5% of all pupils had an additional support need recorded compared to the national value of 32.3%. 335 school children in Dumfries and Galloway were reported as looked after at time of the census, a decrease of 4 on the previous year.

Key Reference Documents linked to this report.

The refreshed Education and Learning Directorate Business Plan for 2021/22 was agreed by Members in May 2021 to reflect the work of the Directorate as Local Education Authority.

The Education and Learning Business Plan takes account of the statutory responsibility on the Council to ensure that there is adequate and efficient provision of school education in their area, as set out in the Education (Scotland) Act (1980) and in securing improvement in the quality of school education as set out in the Standards in Scotland Schools etc Act (1980) and Education (Scotland) Act 2016. This Annual Report and Plan required by Scottish Government sets out the steps the authority has and plans to take to reducing inequalities of outcome for pupils and the steps that the authority proposes to take during the planning period in pursuance of the National Improvement Framework (NIF).

The National Improvement Framework (NIF) for 2021, published on 17 December 2020, sets out the vision and priorities for Scottish education and the national improvement activity that needs to be undertaken to help deliver those key priorities. The **vision** for education in Scotland is set out within the NIF as:

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors; and:
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

The **priorities** for the National Improvement Framework 2021 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The National Improvement Framework (NIF) Evidence Report is usually an annual requirement

from Education Scotland, however, no NIF Evidence report has been requested for session 2020-21. From aspects for improvement as identified from all school improvement plans, Dumfries and Galloway Council must produce and publish an Authority Annual Plan to capture the ambitions and actions for all schools in Dumfries and Galloway over the next school year (August 2021–July 2022). All school improvement plans will be submitted by June 2021. The Annual Plan along with this report will be prepared for Members’ consideration at Education and Learning Committee in October 2021.

- Appendix 1a - Pupil Equity Fund (PEF) Spend Summary Report (March 2021)
- Appendix 2a - Dumfries and Galloway Attainment Report (March 2021)
- Appendix 3a - Scottish Attainment Challenge (SAC) Report 2021

Executive Summary

Informed by national priorities, national guidance in relation to the COVID-19 pandemic and the local context, the Local Authority provides clear strategic direction to education leaders about the priorities for improvement and recovery.

During this reporting period (20/21), exceptional challenges have been experienced and schools have worked tirelessly to overcome issues related to social distancing and sporadic pupil/staff absences to plan, to deliver and sustain intervention work as effectively as possible. The pandemic has resulted in the latest evidence showing that in many instances, the Poverty Related Attainment Gap has widened, and more families are being affected by poverty than prior to COVID-19. In Dumfries and Galloway, some of the geographical, rural challenges have a greater impact, especially digital connectivity during periods of remote learning.

The National Context and Developments

- In 2020, the Scottish Government commissioned an independent review of Curriculum for Excellence by the Organisation for Economic Co-operation and Development (OECD) to help us better understand how the curriculum is being designed and implemented in school, and to identify areas for improvement. The OECD published its findings in June 2021 and the Government has since published its response which is available. <https://www.gov.scot/publications/oecd-review-of-curriculum-for-excellence-scottish-government-response/>
- The Scottish Government has committed to work with practitioners, learners, parents and other key stakeholders to co-design a detailed implementation plan, to be published by early September. The Curriculum and Assessment Board will be expected to play a key role in driving this work, alongside the Scottish Education Council and the new Children and Young People’s Education Council.
- The Government’s implementation plan will set out the roles and responsibilities of all involved in delivering improvements, and the indicators to be used to measure progress and

undertake systematic reviews of implementation. This work will require to be embedded within the improvement plan for Dumfries and Galloway as the detail becomes available.

- We are confident that our leaders at all levels within Dumfries and Galloway are well placed to respond to the expectations of the CfE implementation plan as we work to align and to balance the expectations of local, regional and national priorities.
- A report on the current position of Poverty and Deprivation in Dumfries and Galloway 2020 commissioned by D&G Council states that DWP/ HMRC statistics 'Children in Low Income Families: Local Area Statistics' March 2020 provides data on the number and percentage of children aged 0-15 years who are living in households with below 60% median income before housing costs. Dumfries and Galloway had 6,141 children (26.2%) living in households below 60% median income before housing costs. This figure has increased by 2.8% since 2015. Dumfries and Galloway has the fifth highest increase of all local authority areas in Scotland and has had the highest increase in child poverty since 2015 within its peer group. This has implications for our work in schools to close the Poverty Related Gap. However, encouraging evidence from the report finds when using the SIMD domains, Dumfries and Galloway performs best in its peer group in the following areas:
 - Education
 - Employment
 - Health
 - Income

Key Strategic Projects

Completed - Delivery of Early Learning and Childcare 1140 hours

Ongoing - Transformation; Digital Strategy (*detail in Digital Strategy Section*)

-Transformation; Dumfries Learning Town 2 (*detail in School estate, DLT, Health and Safety section*)

-Transformation; Review of Support for Learners including Time for Inclusive Education and Respect for All

- A strategic commitment to effective self-evaluation leading to an evidence informed approach to improvement, supports an outcome focused methodology in delivering excellence and equity. Staff across our schools and Early Learning and Childcare settings make effective use of research and are becoming more confident in their use of data to plan and lead improvements aimed at improving outcomes for all children and young people and mitigating the impact of the COVID-19 pandemic.
- Due to the constraints imposed by the pandemic and in accordance with Scottish Government Ministerial direction and the absence of external assessment information from the Scottish Qualifications Authority (SQA), estimated grades were awarded to young people in August

2020. As a consequence of this change, *the 2020 Insight data cannot be used to directly demonstrate subject, school or authority improvement compared with previous years.*

- Despite the absence of comparable year on year data to make like for like direct comparison, a summary of 2020 results and available information and data across Dumfries and Galloway reflect the ongoing trend of increasing positive achievement over a 5-year period.
- **No national Curriculum for Excellence data was uplifted in 2020. Consequently, there was no availability of national or local authority data to make comparisons with previous years.**
- A local authority 'snapshot' of projected Curriculum for Excellence levels for June 2021 was undertaken in February 2021. This showed the expected impact of periods of lockdown and remote learning on anticipated progress. This snapshot data was used by schools to identify and plan strategies, approaches and mitigations to aid the recovery of learning with a particular focus on literacy, numeracy and health and wellbeing, including mental health and wellbeing.
- Prior to the pandemic, overall, schools across Dumfries and Galloway showed an improving trend over time of raised attainment in Literacy and Numeracy in both the Broad General Education and Senior Phase. The impact on the continuation of this trend cannot yet be clearly defined as session 2020-21 results and attainment data will not be available until after August 2021.
- In Attainment vs Deprivation a similar level of performance in all SIMD deciles is recorded to virtual comparator values. In decile 1, the most deprived decile, the average tariff points reported for Dumfries and Galloway young people, is less than half the value of the least deprived decile. However, over time, attainment of young people from SIMD 1 has shown improvement.
- All schools in receipt of Pupil Equity Funding report that it is being used to reduce inequality of educational outcomes and experiences for identified children and young people. Some planned interventions and identified Pupil Equity Fund plans have been affected and impacted by a range of aspects and consequences of the COVID-19 pandemic. Periods of remote learning and restrictions on the movement of young people and staff have also presented challenges in how schools utilised Pupil Equity Funding over session 2020-21. Schools have allocated Pupil Equity Funding to address literacy, numeracy, health and wellbeing needs, financial barriers, increase participation and parental engagement, in line with National Improvement Framework priorities and drivers. The Curriculum and School Improvement team of central officers have collected data and information from schools about the use and impact of Pupil Equity Funding to compile a PEF Impact report. This has been used to help identify and plan a range of professional learning for practitioners and has contributed to the identification and development of mitigations and interventions through collaborative working between central officers and education professionals and partners. More detail can be found in the Literacy, Numeracy, Health and Wellbeing, Parental Engagement and Pupil Equity Funding sections below.

- Across Dumfries and Galloway schools continued to demonstrate a growing awareness of the need to use data evidence, effective self-evaluation and evidence-based research to identify and prioritise the most effective interventions. In addition, the Excellence and Equity Raising Attainment Groups have focused on professional dialogue and professional learning to address and advise on appropriate interventions with a focus on literacy, numeracy and health and wellbeing including mental health and wellbeing.
- The latest published [Child Health 27-30 Month Review Statistics](#) showed that the coverage of the review was 95.2% (93.6% in the previous year) for Dumfries and Galloway in 2019/20 compared to 89% (91.7% in the previous year) nationally. A new or previously known concern was noted for at least one aspect of the child's development in 15.1% of reviews compared to 15.7% the previous year and 14.3% nationally.

School Leadership

Work began in session 2019-20 around developing an empowered systems approach utilising guidance on developing empowered systems from Education Scotland. An 'empowered system' is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels in an empowered system. An empowered system is built on mutual trust, cooperation, and highly effective communication. In an empowered system head teachers and Local Authorities are partners, each contributing and supporting each other and respecting the different role each plays.

A key role of the local authority is to bring about improvement in education provision through empowering schools and their local community, head teachers, teachers, parents and children and young people.

In Dumfries and Galloway, the local authority is working in partnership with schools and school leaders to develop Professional empowerment to continue to move towards sustainable high-quality implementation and professionally led educational improvements within and across classrooms and schools. Local authority Education Officers have engaged with school leaders to develop empowered relationships and responsiveness to local needs, priorities, changes, and challenges. This has been particularly important in session 20-21 as schools responded to the pandemic to meet the needs of young people and families within their own individual contexts and changing circumstances. Schools have further developed ownership of improvement and have responded to and utilised professional judgement, data and evidence as part of their decision-making processes. The local authority and schools have worked in partnership to develop co-ownership of change and improvement that is essential to realise the ambitions of excellence and equity for all learners and address the poverty-related attainment gap. The pandemic has seen the emergence of additional challenges in closing the attainment gap and the local authority will continue to work in collaboration with schools and partners through empowered systems working to identify, prioritise and mitigate its impact.

Health and Wellbeing

In seeking to deliver best possible health and wellbeing for all children and young people, a strategic approach to improving wellbeing is being taken. Dumfries and Galloway Children's Services Plan 2020-2023 has a priority re Mental Health. The Multiagency Mental Health Workstream (chaired by Health) is in place to take forward this priority and the improvement focus agreed. The Principal Educational Psychologist represents education on this group.

A multi-agency Mental Health in Schools strategic group, led by the Principal Educational Psychologist, and encompassing partners from Schools, Early Years, Public Health, Education Psychology, Clinical Psychology, CAMHS, GIRFEC, Youth Work and Lifelong Learning and Wellbeing, leads the schools work in relation to Health and Wellbeing. This group reports to the Mental Health workstream group. In the past year a multiagency mental health pathway draft has been created and this will be shared with all partners, parents and young people by the end of September 2021. A further priority for the Mental Health in Schools Group is to oversee the full implementation of the Counselling in Schools project.

The Counselling in Schools project has been set up by an implementation team from Educational Psychology and Youth Work and continues to be overseen by both services. 10 youth work counsellors have been fully trained and are in post. Since August 2020 every secondary school in Dumfries and Galloway has had an identified allocated counsellor who is available to them up to 2 days per week. Overall the counselling in schools project is running at 95% capacity with many schools using 100% of their allocated time. The delivery model for the upper stages of Primary has been delayed by COVID-19 restrictions because the intention is to develop a cluster model using evidence-based group work interventions focussed on specific needs such as loss and anxiety. COVID-19 guidance has meant that young people from different schools have not been able to meet to do group work. Since August 2020, 350 young people have received in-person support in school. 74% of the young people referred identify as female. Nearly half (48%) of the referrals have been for young people in S2 and S3. 50% of presenting issues relate to anxiety, stress and depression. The data from the counselling in schools project is feeding back into and informing the Mental Health in Schools group ongoing priorities. Pre and post measures are used to measure impact. Since August 2020, 91% of young people have reported an improved outcome following access to a counsellor. There have been 18 onward referrals to more specialist services. In January 2021 the oversight group noted an increased number of referred young people were identifying as young carers. This has led to a joint piece of work between Youth Work and Young Carers and the formation of specialist group work sessions.

The Mental Health in Schools group priorities include building capacity of school staff to improve their understanding of mental health and to support schools to take forward a whole school framework. The group will be using nationally produced materials to take forward these priorities next session, as well as developing the use of the ECAMHS module for school staff who require more in-depth knowledge, e.g. pupil support staff.

Following a survey of school staff and multiagency partners in December 2020, the Educational Psychology Service has created a new service improvement plan with a focus on mental health

development. This work will feed into the Mental Health in Schools building capacity and whole school framework priorities and will also see the production of a local critical incident policy and protocols. To improve Educational Psychologist accessibility, a virtual consultation pilot ran from April 2021 – June 2021. Although not restricted to mental health issues, the data from this period indicates that the most reported primary need related to social, emotional and behavioural needs. During the pilot 64 virtual consultations took place. 75% of consultees were from primary schools, with the most discussed age group being in p5 and p6. 20% of the children discussed were disadvantaged by living in poverty, 20% were care experienced. 81% of consultees reported that the consultation “helped me know what to do next”. 89% reported that the virtual consultation system increased the accessibility of educational psychologists. 85% of respondents recommended that the educational psychology service continue to offer virtual consultation slots. Moving forward, the educational psychology service will continue to offer virtual consultation alongside in-person work and develop further impact measuring.

From March 2021 – June 2021 the Educational Psychology Service has offered a telephone consultation service for parents of children not already known to the service. 14 parents have used this service will all reporting that it has helped them feel more confident in knowing how to support their child.

The educational psychology continues to quality assure mental health resources and share them on the GLOW COVID-19 Wellbeing tile. Self-care and supporting anxiety in children and young people are the most frequently accessed categories.

A Better Relationships, Better Learning conference in May 2019 led to the formation of a working group of Headteachers and Supporting Learners Officers to develop a Dumfries and Galloway Relationships framework which focusses on the key strategies of nurture, restorative and solution focussed approaches. In August 2020, an interim publication entitled ***A Relationship-focused Guide for Schools Reopening*** was created to help schools when they reopened and included advice and guidance around positive strategies and staff and pupil wellbeing. A draft full framework document was completed in May 2021 and has been circulated for consultation, with a view to the framework being launched early next session.

Educational psychologists are continuing to complete their accreditation in Video Interactive Guidance and will use this approach to support the reflective practice and nurturing approaches of Better Relationships, Better Learning. The accreditation process was delayed during the COVID-19 period, but one educational psychologist has now completed her full training, one educational visitor has completed her mid-point review, and one member of the educational psychology management team has qualified to accredit VIG practitioners and will now complete further training to become a qualified VIG supervisor.

Curricular Health & Wellbeing

In seeking to deliver improved health and wellbeing outcomes for children and young people, the ‘*Being Well, Doing Well*’ - *Excellence and Equity Strategy*’ for delivering the 2 – 18 Health and Wellbeing Curriculum in Dumfries and Galloway’s Schools’ was disseminated to schools and early learning and childcare (ELC) settings in September 2020. Created in consultation with the Health and Wellbeing (Curriculum) Group, the strategy is intended to achieve consistency in standards and

expectations across Dumfries and Galloway's schools – in line with 'A Curriculum for Excellence' health and wellbeing experiences and outcomes. The group consisted of early learning and childcare, primary and secondary senior and middle leaders, education authority officers, and representatives from Education Scotland, Active Schools and NHS Dumfries and Galloway. Due to COVID-19 physical distancing restrictions, the strategy was launched online on 13th May 2021 as part of the regional Health and Wellbeing (2021) Conference, with 74 delegates (teaching and non-teaching staff) from early years, primary and secondary sectors in attendance.

There is scope for schools and early learning and childcare settings' use of the strategy to impact positively for children and young people, enabling clearer identification of measurable outcomes and key actions to improve health and wellbeing - at the planning for improvement stage. The strategy should empower staff to work flexibly to shape curriculum delivery together with partners to meet the needs of children and young people, considering the context specific to the school, setting and local community.

In working to build staff capacity to deliver improved health and wellbeing outcomes for children and young people, and considering COVID-19 related physical distancing restrictions, Education and Learning Directorate worked collaboratively with school leaders and partners such as Education Scotland and NHS Dumfries and Galloway to shape and deliver online professional learning over Session 2020-21. In particular:

- The 'Being Well, Doing Well' 2021 Conference offered opportunities for school/ELC staff to reflect on curriculum delivery and to consider next steps against key organisers within the Health and Wellbeing curriculum.
- The Scottish Government funded Educational Institute of Scotland (EIS) Promise to Act (PACT) teacher professional learning programme was promoted to support teaching staff to mitigate against the poverty impact of COVID-19 on children, young people and families.
- Learning and teaching of Relationships, Sexual Health and Parenthood (RSHP) was offered to support teachers (primary and secondary) and ELC staff to deliver this aspect of the Health and Wellbeing curriculum, supported by Education and Learning Directorate's *'Guidance to Schools and Early Learning and Childcare Settings on the Learning and Teaching of Relationships, Sexual Health and Parenthood (RSHP) May 2021'*.

All Conference materials were made available in GLOW and will be shared via the Health and Wellbeing Teams site in Session 2021-22.

To mitigate the impact of COVID-19, Health and Wellbeing continued to be prioritised in school improvement progress reports and plans with Pupil Equity Fund (PEF) supported interventions to increase physical activity and target children and young people for personal, social and emotional development. Throughout academic session 20-21, to support the wellbeing of staff, children and young people, Education and Learning Directorate Officers continued to signpost to Education Scotland and the General Teaching Council of Scotland's Health and Wellbeing related resources and professional learning via the Engage Weekly Update circulation.

Improved integration of Active Schools within curriculum and school improvement is supporting children, young people and families to be physically active.

Active Schools

The Active Schools Team's support for recovery was included in the *'Education and Learning COVID-19 Appendix to School Improvement Plan (21-22): Supporting Schools to Stabilise and Recover.'* The support from Active School focused on facilitating opportunities for children to engage in physical activity and to work with schools where the Headteacher was happy to receive support in line with COVID-19 guidance.

Based on responses to the Active Schools Support Feedback Survey for 2021, there is evidence of positive impacts on the health and wellbeing of pupils through the delivery of sport and physical activity support during 2020-21 – as described by respondents to the survey:

N = 95 respondents (Teachers)

- 75.8% of respondents strongly agreed that our support helped pupils to develop teamwork and social skills with a further 17.9% agreeing.
- 75.8% of respondents strongly agreed that Active Schools helped pupils to reconnect with physical activity after lockdown with a further 17.9% agreeing.
- 56.8% of respondents strongly agreed that the sessions “hard to reach” pupils with a further 25.3% agreeing.
- 86.3% of respondents of school staff responded to say that the Active Schools physical activity and sport sessions were fun and safe with a further 8.4% agreeing.
- 78.9% of respondents strongly agreed that sessions were adapted to include all pupils with a further 12.6% agreeing with this statement.

Headlines show that having the team in schools has had a positive impact on the children but also the feedback clearly outlines the benefit to building capacity directly with staff. 92% of respondents to the survey stated that the sessions had built the capacity of staff to help pupils reconnect through physical activity.

Active Schools has developed 15 modules within Dumfries and Galloway Active Schools Actify Hub. The modules created included Physical Activity Cards, Orienteering, the #DGMilesforSmiles and #DGReptup virtual challenges, there was also the Virtual Super 4s Cross Country event added in place of the regular Super 4s PEPAS event. An online platform that was developed to share resources, virtual challenges and events, as well as places of interest for health and wellbeing activities within the region. Content was added throughout the 20-21 academic year in preparation for school returns following the periods of lockdown and to support physical, online and blended learning approaches.

ACTIFY

The team used social media platforms to share links to Actify and to direct users to the appropriate modules working with other council partners including Active Communities, Disability Sport and Primary Physical Education teachers to share content from them as well. There have been 4666 unique views onto the platform.



Virtual Challenges

The Active Schools team has run community physical activity challenges via our social media platforms and Actify with over 6000 page view between January and March 2021 on the three online challenge modules. The #DGMilesForSmiles gained national recognition winning the Public Sector Walking Champion category of the first-ever Paths for All Scottish Walking Awards with 4500 people signing up to take part.

Early learning and Childcare

Early Learning and Childcare in Dumfries and Galloway embraces a play pedagogy approach in high quality enabling learning environments that fully support all children to play, learn and develop skills and knowledge, building on previous experiences through a supportive, inclusive, nurturing ethos.

Children's early experiences are critical to their development and can impact on their health and wellbeing, help them to fulfil their potential and can influence their lifelong outcomes. High quality early learning and childcare plays an important role in improving children's outcomes and in closing the poverty related attainment gap. Flexible, accessible childcare is also important for the wider family and community, enabling parents to access work or training opportunities.

The expansion to 1140 hours of Early Learning and Childcare becomes a statutory duty in August 2021. Dumfries and Galloway is one of sixteen councils that are already delivering 1140 hours in full and have been since August 2020.

As at May 2021 92% of children were taking over 600 hours with 55% taking the full 1140 hours. The number of children and uptake of hours by provider is set out in the table below. Children accessing a blended placement with one or more providers are counted in the provider where they take the majority of their hours to avoid double counting.

Uptake of Hours	2-Year-olds			3- and 4-Year-olds			5-year-olds			Total number of children	% of children
	LA*	PVI	CM	LA	PVI	CM	LA	PVI	CM		

600 hours or less	11	15	2	134	77	1	3	3	0	246	8
>600 hours, <900 hours	6	19	3	239	145	7	9	11	0	439	15
>900 hours, <1140 hours	4	38	2	246	326	11	11	11	0	649	22
1140 hours	28	37	11	1032	370	36	82	27	1	1624	55

*LA: Local authority; PVI: Private, Voluntary and Independent Providers; CM: Childminding Services

The local authority delivers 61% and funded providers deliver 39% of Early Learning and Childcare provision across Dumfries and Galloway through 45 local authority nurseries, 39 private and voluntary providers and 40 childminders. An additional two childminders have been accepted onto the Early Learning and Childcare Flexible Framework to deliver funded places from August 2021 and a private provider is in the process of developing an outdoor nursery site which will offer further choice and flexibility for families. High quality provision delivered by all of these services is underpinned by a National Standard that all settings will have to meet going forward.

Based on 30% of the two-year old population being eligible for funded Early Learning and Childcare around 45% are currently accessing their entitlement. Officers are exploring the reasons and potential barriers to families taking up their place with a view to improving the uptake of eligible children. From August 2021 parents who have experience of care will also be eligible to apply for funded hours.

Arrangements for Key Worker Childcare

To allow our key workers to continue with their important roles within our communities, the service provided critical childcare for families who required it. Emergency childcare for children of keyworkers and vulnerable children was put in place immediately after the school closed, ie since week beginning 23 March. 12 Hubs were established quickly in our schools and arrangements for booking, staffing, meals and cleaning were efficiently implemented with great support from partners in the Council and across the LRP.

Under five emergency childcare for keyworkers and vulnerable children was provided at four of the 12 local authority childcare hubs, five private and voluntary providers and 51 childminders also offered emergency childcare. Provision was made available from 7 am until 8 pm at the hubs and at weekends if required.

To ensure the sustainability of the private and third sectors through this period, COSLA issued guidance to local authorities, stating that where private or third sector ELC settings, including childminders, were closed or children are unable to attend due to the pandemic, local authorities should continue to make payments for funded places for the duration of the closure. Dumfries and Galloway Council continued to make payments in line with this guidance. However, despite these payments, of the current 40 funded private and voluntary providers, only four remained open to deliver emergency childcare for keyworkers and vulnerable children and a further provider who was due to offer funded placements from August 2020 was supported to provide emergency childcare. This was particularly challenging for school hubs which are not equipped for childcare of under two year olds but had to quickly redesign services in conjunction with the Care Inspectorate to meet parental expectations when the PVI sector took business decisions to close.

Since 6 January arrangements were put in place for parent(s) at school level to request childcare where all adults in the home are key workers and required to attend work in person, and no alternative childcare is available. Following the return to school buildings for primary pupils in March the requirement on the Council to provide emergency childcare was removed. This work has, however, recognised the need of parents for childcare and their expectations of schools in this provision, particularly as we return to economic life. Clearer understanding on the provisions in the Act on responsibilities of Authorities in provision of Out of School Care will be prioritised in the Education Business Plan.

Throughout this year the delivery of Early Learning and Childcare has continued to be informed by National Guidance. This has meant that in larger nurseries children have needed to be cared for in groups of no more than thirty three children.

The core package of risk mitigations includes:

- enhanced hygiene and cleaning practices
- limiting children's contacts by managing cohort sizes
- maximising the use of outdoor spaces and access to fresh air
- strict adherence to self-isolation for those who have symptoms, and to other Test and Protect measures for all
- strict adherence to two metre physical distancing between adults, including parents at drop-off and pick-up times
- supportive use of face coverings

All providers have worked hard to ensure that these risk mitigations are in place to support the safe delivery of Early Learning and Childcare throughout the pandemic.

A number of national supports have been available to funded providers including:

- Coronavirus Job Retention Scheme; extended until 30 September 2021
- Transitional Support Fund
- Temporary Restrictions Fund (three rounds), as reported to Education & Learning Committee on the 13 May 2021
- Recovery Loan Scheme
- Nursery Rates Relief Scheme; extended until at least June 2023
- Childminding Business Sustainability Fund
- Self-Employment Income Support Scheme: a fifth and final grant has been announced covering May to September.

The Council has ensured that payments under the schemes that it is responsible for have been made timeously.

The COVID-19 pandemic has had a significant impact on planned capital works to support the expansion of 1140 hours of Early Learning and Childcare. A number of projects have seen a delay in the tender process and works on site.

There remains 5 projects to complete as part of the Capital programme. Of these projects 2 are on site with completion planned before September 2021, 2 are at tender stage and the final project aligns with investment in the wider School Estate Asset Class.

The Early Years Team continues to offer a wide variety of professional learning opportunities for all Early Learning and Childcare providers. These have been delivered virtually or produced as 'Sway' newsletters which can be accessed by all staff on any device. Much of the focus this session has been developing and supporting COVID-19 safe practice in response to national guidance. Officers have worked in partnership with Care Inspectorate to support staff to evaluate practice during the pandemic using the regulatory body's evaluation tool 'How Good Is our Care and Support during the COVID-19 pandemic?'. Services that have been requested to submit their evaluation to the inspectorate have received positive feedback. Most services not yet meeting the National Standard are also engaged in Care Inspectorate's National Improvement Programme to secure improvements.

A virtual In-service day was delivered to funded providers with workshops available on Loose Parts Play, Self-Evaluation for Self-Improvement, Familiarisation with Safeguarding Resources and Developing Number Knowledge. Recently over one hundred staff accessed Developing Number Knowledge sessions delivered in partnership with Education Scotland. Quality meetings are also offered at least once each term for all services to discuss quality and share practice, a focus this year has been on parental engagement through the pandemic. Throughout the pandemic local authority nurseries have used a variety of digital platforms to engage with families and support home learning. There has been a high level of engagement and settings have used this information to target support for individual children and families. Dumfries and Galloway Council were able to share case studies from several schools with Scottish Government as examples of high-quality practice. Officers have also delivered a comprehensive training programme to childminders to support providers with the delivery of Curriculum for Excellence for funded children. These have been well attended with positive feedback received.

Each service has a dedicated officer to support quality improvement through regular and bespoke support. Early Years Guidance materials have been refreshed and provide core principles which underpin consistent approaches whilst providing flexibility enabling services to reflect their own context. Achievement of a Level Pathways have been produced to support services to assess children's progress and plan for next steps in learning with a view to supporting moderation across all ELC services. The pathways have been well received by staff across the sector.

In partnership with Education Scotland Dumfries and Galloway Council continues to progress play pedagogical approaches in primary. Staff at Park Primary School have developed an evaluation toolkit, 'Navigating your way through Play: Putting Learners in the Driving Seat', which was presented to over one hundred and forty staff and was very well received. Plans are in place to further develop this work in partnership with colleagues across the South West Collaborative and through professional learning opportunities for teaching staff next session.

The Council has continued to work in partnership with Dumfries and Galloway College to support staff to undertake the relevant qualifications to work as an Early Years Support Assistant or Nursery Nurse with opportunities for wider Council staff to undertake the HNC Social Services (Children and Young People) SCQF Level 7 on a part time basis. The final cohort of staff are coming to the end of their courses prior to being matched into vacant posts when these become available.

In partnership with University West of Scotland the third cohort of Early Learning and Childcare staff are due to complete the BA Childhood Practice degree which is the qualification required for nursery managers. The Council is supporting a further cohort of 20 staff from August 2021 supporting succession planning for the sector. New nursery managers have benefitted from a comprehensive induction programme and regular professional meetings to support them in their new roles.

The Council has also supported almost 50 staff to undertake the Froebel in Childhood Practice course in partnership with the University of Edinburgh. This practical course supports pedagogical approaches and there are plans to support a further cohort which will support the delivery of high quality services and continuity of learning experience as children transition into primary.

Equity and Excellence Leads are in place in areas of high deprivation to provide children who face the greatest disadvantages with increased access to highly qualified staff with expertise in early childhood learning and development. These senior practitioners continue to support children's learning and development with a focus on improving early literacy skills. Staff are delivering Talking, Listening, Questioning (TLQ) interventions and report that the data evidences improvements in the communication skills of the children taking part. Staff have completed PEEP Learning Together training, a structured, evidence-based programme in which parents and children learn together to support family learning and parental engagement. Over fifty ELC staff are trained in PEEP and more than five hundred families across the region have engaged in programmes delivered by nurseries and other Council colleagues, with 100% parents reporting they have increased their confidence in their ability to support their child's learning. A blended approach to delivery was developed during the pandemic which included the sharing of interactive 'SWAY' newsletters and in some cases filming of nursery sessions to demonstrate PEEP Learning Together in action for parents. 5 senior practitioners have also completed PEEP Progression Pathway training enabling them to support parents to gain accreditation to access further study or employment. Plans are in place for the remaining 5 senior practitioners to complete their training in the next session.

Supporting Learners

The census return for November 2020 indicated a stabilising in the number of children and young people in Dumfries and Galloway attending schools who are assessed as having additional support needs.

32.5% of all pupils had an additional support need recorded in September 2020 compared to the national value of 32.3%. As of September, census 2020, 330 school children in Dumfries and Galloway were reported as looked after. This is a decrease of 13 looked after children on the previous year.

Of this cohort – 0.5% have a Coordinated Support Plan; 8% have an Individual Education Plan; 3.7% are Assessed as Disabled; 5% have a Child's Plan; and 19% are registered for Free Meal Entitlement (excluding P1 to P3) in primary and 15% in secondary stages.

In response to concerns about the quality of the census returns, specifically the categorisation of additional needs, further guidance was issued to all schools in Autumn 2020, to ensure children and young people were appropriately categorised. The census return highlights the following three reasons for support being identified for over 60% of the primary and secondary ASN cohorts:

1. Other moderate learning difficulty
2. Social, emotional and behavioural difficulty
3. Other specific learning difficulty (e.g. numeric)

The unprecedented rise in the number of a children and young people identified with ASN's has stabilised, both nationally and locally, though the complexity of needs continues to increase across all aspects of additional support. The disrupted learning experience as a result of the two lockdowns and the need to self-isolate, is expected to result in a rise in the identification of additional support needs.

As previously reported and highlighted in Angela Morgan's report, Support for Learning: All our Children and All their Potential, current demands on ASN resources are unsustainable unless all school resources are efficiently utilised in meeting the demands for support. An ambitious transformation programme has been commissioned by our Council to maximise the potential input of all education resources, particularly the offer in the mainstream classroom. In the context of significant disruption for schools, the focus for 2020/21 has been to create the conditions for change, in order to deliver on: building the capacity of staff to have the confidence and competence to deliver meaningful inclusion; and the realignment of existing resources against a restated understanding of universal and targeted support.

Improvement methodology is being applied to the transformation programme, using the three-step improvement framework for Scotland's public services.

1. a clear vision for change, with clearly articulated aims that can be driven forward.
2. create the conditions for change by empowering all our stakeholders to have confidence that the changes will deliver improvements.
3. implementation phase, a process of making the change to improve.

Prior to the schools reopening in August 2020 and in the context of needing to minimise the risk of infections between schools, all Supporting Learners staff were deployed into schools to provide immediate and consistent support for pupils and staff. The staff included: Additional Support for Learning Teachers; Learning Assistants; Autism, Care Experienced and Attendance officers; Primary and Secondary Inclusion teachers and learning assistants; and Specialist Teachers. This arrangement continued into the second lockdown and for the rest of the 2020/21 session. Over the session there was a 30% reduction in the number of Requests for Assistance received at the centre for schools seeking support for pupils. RfA's are part of Dumfries and Galloway's GiRFEC process for securing support from another service/ agency. There were increases in requests for assistance to English as an Additional Language (EAL), Educational Psychology, Visual Impairment (VI) and Primary Inclusion.

Service	No. of RFA's – Session 2019/2020	No. of RFA's – Session 2020/2021
Attendance	154	129
Autism	143	79
EAL	27	44
Educational Psychology	217	253

Educational Visitors	293	170
HI	9	3
VI	9	18
LAC	104	25
Primary inclusion	75	109
Secondary inclusion	114	32
	1145	862

During the 2020/21 session 11,699 learning assistant hours a week of were deployed across schools, with an additional 1,017 allocated per week to respond to changing and escalating needs. The level of complexity of need has increased, specifically in relation to primary aged young people identified with social communication needs, associated with autism and displaying distress behaviours. This cohort continue to require significant levels of targeted support and bespoke education packages to be able to access the curriculum. During the 2020/21 session there was a 10% drop in the number of requests to access Resourced Provision (Learning Centres, Behaviour Support Bases Special School and Day Education Placement) evidence a return to 2018/19 levels, predominantly due to the temporary closure of primary the inclusion bases. Work has continued the development of the new primary/ secondary Inclusion Hub in Dumfries and will open in August 2021.

Requests to the Resourced Provision Panel	Sept 2018 – Aug 2019	Sept 2019 – May 2020	Sept 2020 – June 2021
	63	72	65

Signs of Safety (SoS)

Safeguarding Network Meetings held between January and April, provided the opportunity to further explore SoS. This focus was more in depth than previous staff briefing sessions. The sessions provided the opportunity to reflect on best practice, and of how the relationship-based approach used within SOS might be transferable to/ align with Better Relationships Better Learning, as well as current GIRFEC assessment and planning practice. Seventy-two schools were represented at the training sessions. Many schools extended the invitation to pupil support teams and Primary Principal Teachers. 72% of attendees completed the evaluation. All participants agreed or strongly agree that:

- the session improved their knowledge and understanding of how Signs of Safety is used to improve children's safety.
- they would feel confident in taking part in planning processes which use a Signs of Safety approach.
- they were able to identify areas of good practice which they could incorporate into their own setting/work.

Participants fed back in comments that they would like to see current GIRFEC paperwork align with this practice, thereby, voicing approval of the review of GIRFEC paperwork going forward. One session is still outstanding and will be delivered in the summer term. In addition, some focussed work with staff at NWCC is taking place to explore how methodology can be adapted for improving outcomes for pupils.

Anti-bullying (Respectme)

As part of the Anti-Bullying three-year implementation plan, all schools were asked to submit a self-evaluation of their anti-bullying policy development. This has now been collated into a RAG document which shows that one third of schools have fully completed policy development. The RAG will be further followed up through the Child Protection Annual Checklist, where schools will be asked to confirm that the policy development has been carried out in collaboration with pupils, parents/carers, and staff.

Policy development was significantly impacted by COVID-19. Despite this, we undertook some trailblazing work in collaboration with Respectme. We were approached by Respectme to ask if we would consider being their single pilot site for a new Anti-bullying Impact Assessment. Schools who took part in this and were required to submit portfolios to demonstrate the impact of their anti-bullying policy development. The schools who engaged with this, were able to inform the further development of the national tool. This partnership project was recognised in the 2021 Pearson National Teaching Awards as “Highly Commended” in the “Impact Through Partnership” category.

Time for Inclusive Education (TIE)

In November 2018 CYPLL Committee made a recommendation (4.1)

“To look at experiences of LGBT young people in education, to monitor the improvements made to provide inclusive education across Dumfries and Galloway and share good practice and provide opportunities for mutual support and planning.”

Following this, a team led by Education Services, and supported by LGBT Youth Scotland, Youth Work Services, and which included young people from the Youth Council identified some key actions including:

Recommendation (2.2) *“All schools should be registered for or received their LGBT Charter Mark”.*

After forming a local Steering Group to progress the TIE recommendations, we are pleased to report that Education Services has been allocated funding to fulfil the recommendation above (2.2). Fifteen secondary schools will complete the Charter Mark by the end of session 22/23. One school is likely to undertake a collaborative review as an alternative to the Charter Mark.

Safer Schools

Over a third of our schools are now using the Safer Schools safeguarding app. The work to “on-board” further schools will take place next session. Evaluative processes are planned for session 22/23

Raising Attainment Strategy

Dumfries and Galloway’s Raising Attainment Strategy remains a key part of our improvement agenda in schools despite the impact of the COVID-19 pandemic on aspects of its delivery in session 2020-21.

The challenges brought about by the COVID-19 pandemic emphasised the importance of incorporating the underpinning key aspects of the Raising Attainment Strategy in order to focus on recovery of learning and the curriculum.

The local authority responded quickly to periods of lockdown, remote learning and the subsequent return to in school learning by supporting schools and settings throughout and undertaking the development of Recovery Curriculum resources, materials and support for remote learning. These materials, resources and support offered a phased approach to recovery of the curriculum and learning that aligned to the constraints and limitations imposed by national COVID-19 restrictions with sufficient flexibility to be able to respond appropriately as restrictions were gradually eased or relaxed over time.

The Raising Attainment Strategy underpins our commitment to improving outcomes by aiming to provide the best start in life for all our children and young people and an equal chance to make the most of their potential. Our aim and commitments of this strategy also take account of the National Improvement Framework priorities and drivers.

Dumfries and Galloway's approach to implementing and delivering Curriculum for Excellence (CfE) is at the heart of our Raising Attainment Strategy. In striving for excellence and equity, it focuses on wellbeing, equality and inclusion, approaches to improving learning, teaching and assessment, developing leadership at all levels to support change, enhancing partnership working and embedding approaches to securing improvement through a culture of self-evaluation.

Our authority wide approach to improving learning, raising attainment, and narrowing the poverty related attainment gap is underpinned by a very strong commitment to securing improvement through self-evaluation. Integral to our improvement agenda is an expectation that all establishments are empowered to have a systematic approach to quality assurance and moderation, data analysis, evaluating and improving the quality of learning experiences and promoting stakeholder involvement as key strategies in improving learning, raising attainment, and narrowing the poverty related attainment gap. This is reflected in our Annual Education Plan and in establishments via school improvement progress reports, improvement planning and Pupil Equity Fund (PEF) planning sheets.

The local authority Raising Attainment Strategy provides a strategic, systematic, and rigorous approach to securing improvement. Since its introduction in session 2017-18, there has been an increasingly clear focus on data analysis as a key driver for change and improvement. During session 2019-20, a significant number of schools used the authority wide tracking and monitoring system to monitor pupil progress through the levels of the Broad General Education. Plans to continue this throughout the authority in session 2020-21 were put on hold due to the urgent need to prioritise recovery. However, significant progress was made towards the end of the session when all primary schools submitted their Curriculum for Excellence attainment data using the four stages of progress model from the Raising Attainment Strategy. The tracking and monitoring system complements

existing senior phase tracking systems and provides a system which enables support and challenge across transitions and targeted groups of children and young people leading to improvement.

Dumfries and Galloway's approaches to assessment and moderation are providing an effective collaborative framework for establishments and learning communities to plan and moderate standards. Schools and clusters continue to work together to plan and moderate standards across the Broad General Education. However, this work has been impacted this session by the pandemic and the need to focus on recovery. In the summer term, Quality Assurance and Moderation Support Officers (QAMSOs) received professional learning support from Education Scotland Attainment Advisors and National Improvement Framework Support Officers around moderation and in particular digital approaches to moderation in response to the constraints imposed by the pandemic. This was in turn cascaded to schools, partnerships and clusters. This work contributes towards supporting practitioners to make confident judgements about achievement of a level and to raise attainment for all. Moving forward further work and support in this area is being developed in collaboration with the South West Education Improvement Collaborative (SWEIC) and the Education Scotland regional team. A suite of additional training for existing and new QAMSOs has been developed for session 21-22 in collaboration with Dumfries and Galloway's National Improvement Framework Regional Support Officer from Education Scotland.

Key aspects of our raising attainment work are being supported by professional learning opportunities for staff at all levels which is focused on improving outcomes for young people and children. Notwithstanding the impact of the pandemic, staff remain committed to engaging in continuous professional learning, enquiry and collaborative groups through national, local authority and school level activity. A wide range of professional learning opportunities are promoted with participation very much encouraged in the local authority and across the SWEIC. A positive outcome from the pandemic has been the increased accessibility and engagement of education professionals in professional learning through digital online platforms. A number of successful webinars, conferences, tutorials and events have taken place in session 20-21 with high levels of participation from education professionals and partners in Dumfries and Galloway.

In taking cognisance of National Improvement Framework priorities, authority wide Excellence and Equity strategic groups in Literacy, Numeracy and Health and Wellbeing groups established in session 2019 -20 have been further developed and strengthened to ensure that the full range of services within the Education and Learning Directorate, and those of our partners, work collaboratively with schools and early learning and childcare settings to maximise the impact of available resources. This has been particularly important as a vehicle for professional dialogue and engagement in response to the pandemic. The increasing use and familiarity of practitioners and partners in digital collaboration has had a positive impact on the ability of groups to meet together to develop and take forward strategies and improvement priorities. These practitioner / partnership groups support, guide and encourage the sharing of effective practice with schools and early learning & childcare settings to raise attainment and close the attainment gap. Revised Literacy and Numeracy strategies and mitigations to aid recovery in response to the pandemic are being taken forward as an outcome of the work and research by these respective groups.

Wider Achievement

The scope and range of achievements of young people in session 2020-21 was significantly impacted by the COVID-19 pandemic. Restrictions imposed by the pandemic meant that there were fewer opportunities for young people to access and participate in as wide a range of opportunities as they might expect to be able to choose from under normal circumstances. Sport, music, clubs and groups were particularly badly affected with many not able to operate due to restrictions. Similarly opportunities for work experience were impacted adversely as potential employers reduced engagement as they reacted and responded to the pandemic. COVID-19 risk assessments made work experience opportunities challenging to be able to undertake safely and consequently there was limited work experience activity.

A 'Recognising Skills and Achievements' policy was created early in session 2020-21 but the roll out of this policy in schools was put on hold due to need to prioritise response to the pandemic and recovery. This work will be progressed in session 2021-22.

Senior Phase Strategy

Dumfries and Galloway's Senior Phase Strategy was approved at Education Committee in September 2019 and a number of key priorities were identified moving forward. All secondary schools and several key partners including local colleges, SDS and DYW leads are represented on a Senior Phase Strategy group and there have been more regular meetings of the group throughout the session.

COVID-19 and national lockdowns, especially from January to April 2021, has had a significant impact on the focus for this group. The group had to prioritise mitigating the impact of lockdown on the existing senior phase cohorts to ensure they were able to access learning and teaching and that they were able to receive accreditation through the Alternative Certification Model implemented by SQA. Schools again had to ensure availability of appropriate ICT for all young people, and they continued to upskill staff and pupils in remote delivery.

Just under 500 young people across the authority had embarked on college courses and foundation apprenticeships predominantly with Dumfries and Galloway College, but also a small number with Barony college. This group were probably hardest hit with virtually no access to college campuses and workplace facilities to complete skills-based qualifications. Work to complete some courses will continue into next session.

Given the context of the pandemic the attention of the Senior Phase group therefore had to be reactive in dealing with the delivery of the Senior Phase curriculum and, as a result, some of the strategic priorities have stalled. Nevertheless, some progress has been reached in a number of key areas:

All secondary schools agreed to a partial alignment of the timetables for 2021-22 increasing the proportion of the week to 3 options columns. This has increased the viability of consortia arrangements, college courses, Advanced Higher hubs and Foundation Apprenticeships and will help to ensure a more equitable senior phase offer in all of the region's schools irrespective of geography or size of school.

The increased confidence of staff to consider and embrace virtual learning opportunities has been an unintended consequence of the COVID-19 shutdown but one that will provide scope to further expand the digital / virtual offer next session. 5 additional sites have been earmarked for hub and spoke updates through the College learning and skills network. There are plans for school staff and college staff to engage in joint training sessions to maximise the opportunities afforded by this investment. This should increase access to a wider curricular offer for all young people across Dumfries and Galloway.

Plans to extend the curricular offer through a digital Advanced Higher hub have also been progressed. Over 130 young people have applied to engage in 9 Advanced Higher subjects through @South-WestConnects, a collaborative network arranged through the South West Education Improvement Collaborative and a smaller group have expressed interest in joining one of four classes with Glasgow Caledonian University. Successful implementation of these pilot projects over the next academic year will provide evaluative evidence in order to drive forward this key objective and provide greater equity of opportunity across the region at SCQF level 7.

Foundation Apprenticeships, Apprenticeship Development

During the session 2020-21 the local authority developed and delivered Foundation Apprenticeships to our secondary school population offering Creative and Digital Media and Food and Drink Technologies to all S5-6 students via aligned options columns and a flexible delivery model. These frameworks continue to be of particular relevance to learner pathways as well as supportive of key economic sectors within our region. During this session the local authority delivered both courses in person where possible and online during restricted periods, working with one employer for each framework to deliver the virtual placement. For Creative and Digital Media this was Amey (as part of their South West Trunk Roads contract) and for Food and Drink Technologies this was Brown Brothers, Kelloholm.

The local authority is now working with a range of strategic partners to develop further a wide range of apprenticeships through the newly formed Dumfries and Galloway Apprenticeship Steering Group. The overall aim of this group is for partners to work collectively to achieve core actions aligned to key strategic policy drivers around increasing the capacity, awareness and access to apprenticeships and work-based learning. The work of this group will further support the development of work-based learning opportunities for young people in the region in the future.

Community Learning and Development Partnership

Planning and collaborating with partners is a vital part of service development and delivery. One way that the local authority does this is working with a wide range of colleagues through the Community Learning and Development (CLD) Partnership. The partnership exists to develop and deliver on key shared objectives around the Strategic Plan and “making a positive difference” within our communities as well as a number of other key strategic drivers and policy directives. The focus this year has been on reviewing and updating the terms of reference, CLD self-evaluation, the updated

Adult Learning Strategy and consultation to inform the new 3- year plan. The overarching theme of the group has been COVID-19 recovery.

Pupil Voice

Working in partnership with the Community Learning and Development (CLD) Partnership this year, the local authority has supported the consultation process that feeds into the development of the CLD 3-year plan. In doing so, our service alongside colleagues from Lifelong Learning facilitated 4 focus groups across the region, involving secondary aged pupils, seeking their views on key recovery and forward planning themes. The focus groups captured the views of 30 young people S1-5 from 10 of the region's secondary schools. Participants commented on their experiences of learning during the pandemic, the effects on their local communities as well as specifically sought views on climate change.

Digital Strategy

A Dumfries and Galloway Digital Strategy for Education is being taken forward which aligns with the four key national objectives that are central to successful digital learning and teaching:

- **Skills of our Educators**
- **Access to Technology**
- **Curriculum and Assessment**
- **Leadership**

Skills of our Educators - We currently plan and offer comprehensive career long professional learning (CLPL) at all leadership levels. Opportunities are made available for staff throughout their career, from sessions with Trainee teachers as part of the Trainee Induction Scheme, through to class teacher sessions which develop staff to deliver digital learning effectively. Support staff will be supported in their use of digital technology to enhance existing procedures. Programmes for class teachers and support staff will be managed through existing CPD system to ensure access for all, but also through engagement with the ICT Development Team.

Access to Technology - There are a number of initiatives currently to develop the ICT infrastructure in schools which support improved access to digital, these include:-

- **WIFI Upgrade** – All 114 schools across the region have now been completed.
- **Bandwidth Upgrade** – 35 of our primary schools will receive a bandwidth upgrade as part of a national Rural Gigabit Project, completion date for all 2020/21 session. Seeking funding from Full Council to facilitate upgrades to remaining sites.
- **SD-WAN Technology** – All 16 secondary schools now have this technology which enables BYOD, with a view to roll out to all primary sites in phase 2.
- **Windows 10 Rollout** – All 16 secondary schools are now on W10 operating system with primary schools due to be completed by Dec 2020.
- **Bring Your Own Device (BYOD)** – All secondary schools completed March 2020 with all primary schools as part of Phase 2.

- **Hub and Spoke Digital Delivery** - Funding from South of Scotland Economic Partnership (SoSEP), Education and Learning collaborating with Dumfries and Galloway College to deliver distance learning by using a Hub and Spoke model. The aim of the Digital Hub and Spoke project is to allow students across the region access to courses and learning offered by the Dumfries and Galloway College regardless of their geographical location. In 2019/20, four schools in Dumfries and Galloway have been identified as recipients to become Digital Spokes. A further 5 digital spokes in Secondary schools will be rolled out in 2020/21.
- **Software** - Core software, including the recommended software from Scottish Qualification Authority (SQA) is made available to all learners and teachers. Wherever possible software purchased will be industry standard to maximise the development of appropriate skills for work.

Dumfries and Galloway's digital infrastructure however remains inconsistent – this presents challenges for schools and at times can create barriers to delivering improved experiences and outcomes for children and young people.

Curriculum and Assessment - To support our educators and children and young people, the use of Glow (the national educational intranet) is central to accessing learning and teaching resources, sharing good practice, collaboration, and opening up learning beyond the communities that we live in. It is a (safe) place for developing digital literacy, sharing resources, facilitating social media type activities and creating pupil profiles which assist children in recording their learning achievements. This universal resource can provide children and young people with a seamless transition of study between school and home. It also provides an opportunity for parents to engage in their children's learning. The potential of Glow can be maximised by increased engagement in Glow by all learners and staff as a place to share, innovate and learn.

Leadership - Our Strategy document sets out the developments to infrastructure and approaches to drive innovation and investment in digital technology for learning and teaching across the Education and Learning directorate. It provides information to support local planning and leadership of change in schools. A number of groups involving a range of stakeholders have been set up to provide a collegiate and collaborative approach to plan for current requirements and the future direction of provision, considering both strategic and operational needs.

COVID-19 Digital Response

In conjunction with our Head Teachers, we identified vulnerable pupils and families across Dumfries and Galloway who would not have access to a suitable device at home in order to participate in digital learning from home. We re-purposed existing ipads from schools and distributed to all primary pupils who had been identified. Laptops were recovered from secondary schools, wiped and loaded with W10 image and distributed to all secondary pupils and staff who did not have access to a suitable device at home. To date, 1225 devices have been distributed and 153 pupils with no access to wifi at home have been provided with either a cellular ipad, mifi unit or dongle.

Dumfries & Galloway Virtual School

The Dumfries & Galloway Virtual School was set up in session 2020/21 to provide online learning activities for children and young people who were unable to attend school due to COVID-19 related

restrictions. Learners, with an absence of more than 20 consecutive days, who were 'shielding' for their own, or immediate family medical needs, were referred to the Dumfries & Galloway Virtual School by their base school. A team of four virtual teachers were employed from October 2020 to June 2021, two covering primary aged learners, and two covering the broad general education and senior phase of secondary.

Virtual Learning was provided through MS Teams on GLOW, with close links between the learner's base school and the Virtual School, ensuing programmes of learning were suitable and learners continued to progress along with their peers.

During planning conversation, involving the school, the parent/carer and the virtual teacher a plan for virtual learning was developed for each learner. This plan was agreed by all involved and reviewed regularly.

Virtual School Team – Overall Data

Number of Shielding Learners engaged - **24 learners**

Total Number of Teaching Hours **364.16 hours**

	Primary	Secondary BGE	Secondary Senior Phase	Total
Number of Referrals	18	11	10	39
Number of Learners engaged	11	7	6	24
Number of Conversations with Schools (*not including emails/Teams conversations)	94	7*	19*	120
Number of Conversations with Parents/Carers	34	16	9	59
Number of Conversations/inputs with Learners	322	218	263	803
Cumulative Hours	192.55	99.46	129.26	421.27
Teaching Input Hours	161.6	88.95	113.61	364.16

In May 2021 an evaluation of the Dumfries & Galloway Virtual School was undertaken. Views and impact of the Virtual School Programme were sought from all stakeholders including learners, parents, base school and virtual teachers. A bespoke Microsoft Form was issued to each stakeholder group.

Seven primary-aged learners completed the appropriate evaluation form, covering children from P1 through to Primary 5. Out of 5 stars these 7 learners rated the overall experience of the virtual school as 4.86 stars. All learners highlighted that they enjoyed the virtual teachers sessions and that the

virtual teachers got to know them well, and helped them become more confident. All learners also reported that the virtual teacher inputs helped them keep up with new learning from their school.

Asked which parts of your Virtual School inputs the primary learners enjoyed the most they identified, "I liked doing literacy the most because I want to be an author when I grow up," and, "I enjoyed doing times tables best as it really helped me with my 3 times table."

No broad general education secondary and only three senior phase pupils completed the online survey. However, results from these three young people indicate that all were happy with the virtual learning inputs received and all felt supported by their virtual teachers. All report that they were encouraged to do their best by the virtual teachers. Asked which parts of your Virtual School inputs they enjoyed the most comments included, "Face to face meetings," and, "I enjoyed being able to get help with my work as it made me catch up on a lot of schoolwork." One senior learner also commented, "The virtual teachers were very helpful to me and I believe that they have during difficult times helped keep me on track with my schoolwork, hopefully leading to better grades."

Sixteen parents/carers also responded to the evaluation survey of the Dumfries & Galloway Virtual School. These represent 3 from Primary 1-3, 3 from Primary 4-7, 5 from Secondary 1-3, and 5 from Secondary 4-6.

All respondents identified that their children enjoyed the Virtual School support inputs, and that their child received sufficient help and support from the virtual teachers. 94% indicated that the virtual teacher inputs supported their child with their emotional wellbeing.

All respondents indicated that they felt comfortable approaching the virtual teachers with questions, suggestions and/or a problem. 94% noted that they received helpful, regular feedback about how their child's learning was developing. All respondents noted that the Virtual School allowed opportunities for their child to develop and improve their skills in working independently and appreciated the flexibility offered for where and when their child was able to access their support sessions.

Parents/carers noted "My son really enjoyed his time with his virtual teacher, he looked forwards to the meetings and all of his learning was made fun, cannot thank them enough", "I can't express my gratitude enough to the teachers who have been fab. They have built my son's confidence to learn and developed relationships with him that gave him the control over his learning and progress." "Seeing a different face, other than immediate family, was a huge boon. Thank you very much indeed for the virtual support through this difficult time." "My child is really enjoying her virtual teacher sessions. She always looks forward to seeing her teacher and completing tasks. This is a fantastic service and we really appreciate it. Thank you."

Eighteen school-based staff responded to the evaluation survey of the Dumfries & Galloway Virtual School, representing 11 primary & secondary schools. 6 evaluations were completed in respect of primary aged learners, and 12 from secondary. The responses from teaching staff across the primary and secondary sector were markedly different, perhaps due to the subject nature of secondary education, and a learner working with a much wider range of staff than in primary. This is something to be explored further should the Dumfries & Galloway Virtual School be required again in the future.

78% of staff felt that communication channels and arrangements to transfer planned learning to the virtual teachers was appropriate and manageable. A member of staff noted, “A brilliant support, much appreciated by both the school team and the family. A much-needed bridge in learning after being at home for so long.” Another member of staff highlighted, “The virtual teacher has been a great support and having spoken to the learner over the telephone he is loving the lessons being provided online and seems to have built up a really good relationship. I am very glad that the learner has been supported in this way as we were not able to do this from school.”

78% of respondents also noted that continuity of learning was enhanced by the virtual teacher inputs. 78% also responded that the virtual teachers supported provision of learning activities to ensure engagement, considering the age and stage of development of learners, was appropriate. A member of teaching staff noted, “The virtual teacher explained her role clearly and we kept up to date with each other via email and telephone. Communication was both excellent and useful. I felt supported in delivery of my planned teaching. The virtual teacher fulfilled their role very successfully.”

73% of staff identified that the shielding learner's learning benefited from the support inputs from the Virtual Teacher. A member of staff highlighted, “My experience working with the virtual school has been very positive. I have been able to provide continuity for my learner and all home learning sent home has been enhanced by the support provided by the virtual teacher on MS Teams. Communication has been effective throughout. My learner really enjoys working with their virtual teacher and looks forward to their sessions every week. We have been able to ensure progress continues while learning at home.”

Science, Technology, Engineering & Mathematics (STEM)

Between August 2020 and June 2021 17 CLPL sessions were facilitated by the DG STEM team, all of which were held virtually. These sessions were delivered by a range of partner organisations including Education Scotland, SSERC and Glasgow & Aberdeen Science Centres. Over these 17 ‘live’ virtual CLPL sessions 300 staff from early years (47), primary (188), secondary (45), Additional Support for Learning (6) and Other (14) participated in high quality professional learning, equating to 520 cumulative hours. CLPL delivered to date covers the themes: Young STEM Leader Programme, Improving Gender Balance & Equalities and Digital School Awards, SubSea UK, SWAY & Microsoft Forms and Castle CSI.

Of the evaluations collated during this reporting period 80% of respondents rated the CLPL experiences as very good or excellent, and a further 20% rated the CLPL as good. In terms of improved confidence in planning and delivering high quality STEM experiences 40% reported to a great extent, and a further 47% to some extent. Asked if the events have improved knowledge and skills about STEM content 40% reported to a great extent, and a further 30% to some extent. In addition to planned CLPL a number of schools have asked for bespoke CLPL support. These have included work on narrated power points, SWAY, animation, use of greenscreen.

In February 2021 the STEM work within Dumfries & Galloway featured strongly in the Raising Aspirations in Science/STEM Education (RAiSE) Legacy Report. This national report, published by the Wood Foundation examines the impact of the RAiSE programme in local authorities which have exited the two-year formal funding period, profiling how the foundations developed by the RAiSE

intervention have been grown and further embedded by local authorities. The legacy report is available [here](#).

Dumfries & Galloway's fourth annual STEM conference was launched in April 2021. Following last year's successful online conference this format was further developed. The conference was hosted within a dedicated GLOW Team and shared within a Microsoft Staff Notebook. In addition to the four keynote speakers, over 45 workshops & marketplace offerings were available for practitioners to engage with as part of the online professional learning offer. These workshop & marketplace materials were provided by a wide range of local and national partners and were suitable for all within the education system from early learning & childcare settings through to senior phase and beyond.

The online conference has also been shared nationally by Education Scotland has been shared across a number of local authorities participating in the RAiSE programme. Practitioners and partners have been very positive of the conference materials; "Really impressive resource that has given us lots of ideas for how to improve our own professional learning," "It was great to see the range of information available and good to know that it'll be a long-lasting resource," "A huge amount of work involved, providing schools with much needed support," and, "A power of work has gone in to developing this conference offer this year and in working with a wide range of partners to bring to life such a rich offer of support, resource and partnership opportunities for practitioners."

The DG STEM Team continue to work with Glasgow Science Centre who successfully secured funding to offer their Castle CSI Learning Lab programme free to 15 schools across Dumfries & Galloway. The project is aimed at Primary 5-7 learners, covering Curriculum for Excellence Second Level Numeracy & Social Subjects outcome with a forensic anthropology focus. 500 learners benefited from this project.

In partnership with Education Scotland's Improving Gender Balance and Equalities (IGBE) 6 CLPL sessions took place over the course of this session. These were entitled Is STEM for the masculine and brainy? Why are girls less likely to feel they are good at STEM? IGBE Self-evaluation Framework - an Introduction, Play-based Learning and Gender Balance, IGBE Data through a gender lens – using data to improve equitable outcomes, IGBE Interactions and Gender Balance. Practitioners were provided with short video content prior to the dialogues and invited to share ideas and experience through facilitated discussion.

Over these 6 'live' virtual CLPL sessions 58 staff from early years (43), primary (9), secondary (3), and Additional Support for Learning (3) have participated in high quality professional learning, equating to 58 cumulative hours. These sessions, and additional resources and support materials were made available through a D&G IGBE Team on GLOW

During lockdown 1 (March – June 2020) and lockdown 2 (January – March 2021) the DG STEM team produced and published weekly Learning at Home Challenge Packs. These packs provided additional opportunities for practitioners to share learning challenges across the curriculum with learners at early, first, second & third levels.

DG STEM Challenges Session 2019/20 - No of downloads of STEM Learning Packs at each level.

Week (Lockdown 1)	Early Level	First Level	Second Level	Third Level	Total
1	390	557	445	178	1570
2	302	424	294	113	1133
3	199	290	193	63	745
4	173	290	163	68	694
5	162	238	133	57	590
6	150	212	146	53	561
7	101	150	134	42	427
8	158	233	183	53	627
9	103	172	111	37	423
10	88	128	88	27	331
11	64	105	74	19	262
Total	1890	2799	1964	710	7363

In July 2020 it was reported that the DG STEM Challenges Session 2019/20 had been downloaded **6375** times. Over session 2020/21 these have been downloaded a further **988** times, bringing the total downloads to **7363**.

Between January and March 2021 the Lockdown 2 challenge packs were created weekly by the Virtual Teacher Team. These have been downloaded a total of **4901** times.

DG STEM Challenges Session 2020/21 - No of downloads of STEM Learning Packs at each level.

1	277	361	775	63	1476
2	169	279	295	42	785
3	122	192	181	18	513
4	100	191	201	21	513
5	130	175	175	20	500
6	55	160	186	13	414
7	38	121	226	10	395
8	40	105	141	19	305
Totals	931	1584	2180	206	4901

In total the DG STEM Challenges have been downloaded **12,264** times. Over the 19 weeks of two remote learning periods this equates to an average of **645** downloads per week.

Feedback from practitioners has been very positive and includes; “We've been enjoyed your STEM activities from the ' D&G Learning at Home tile,” “I just wanted to say thank you for the weekly STEM Challenges. I think these are fantastic and we have been adding them to our class Teams group each week,” and, “Thanks for putting together the weekly STEM packs. I think they are an excellent resource that teachers are lucky to be getting. I forward them to our staff weekly and last week asked for some feedback. Individual class teachers responded in a similarly positive light. They are great and the differentiated levels are being shared with some of our secondary colleagues too.”

The Young STEM Leader Programme continues to be supported across Dumfries & Galloway. 10 Primary and 9 Secondary schools have previously participated in this new national programme. 13 practitioners attended a CLPL session on the Young STEM Leader Programme this session. Across

Dumfries & Galloway there are now 24 centres able to deliver the Young STEM Leader programme. This includes 11 primary schools, 11 secondary schools and two local youth centres.

Three schools/clusters were awarded funding from the Enhancing Professional Learning in STEM grant, totalling £13,183.25. The DG STEM team have guided schools with through this process and have supported associated evaluation activity.

The local authority STEM Strategy Partnership Group (College Hub Group) continues to meet on a regular basis. This group includes representation from our own ESMT (Education Services Management Team), from our local colleges and universities, from our DYW, SDS and D&G Chamber colleagues and from our partners in lifelong learning. The Dumfries & Galloway Regional STEM Strategy was published in September 2020. The group are now working to meet the aspirations of this strategy, & the associated action plan, and is making good progress in promoting and developing joint working within and across the represented organisations.

Learning for Sustainability

Learning for Sustainability (Lfs) is a cross-curricular approach which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. In Dumfries and Galloway, the whole-school and community approach to Learning for Sustainability weaves together global citizenship, sustainable development education and outdoor learning. Learning for Sustainability is an important component of Curriculum for Excellence, an entitlement for learners and a core part of teachers' professional standards. It supports the development of knowledge, skills and the values at the heart of the curriculum's four capacities and provides a mechanism for promoting and working towards the UN's Sustainable Development Goals.

A Dumfries & Galloway Learning for Sustainability Partnership Group has been established and meets three times per year. The group has a wide representation from various areas of Dumfries & Galloway Council and partnership organisations.

A Dumfries & Galloway Learning for Sustainability Action Plan 2020/21 was created in August 2020, and this has underpinned the work on Learning for Sustainability to date. The D&G Learning for Sustainability Action Plan 2020/21 takes cognisance of the Scottish Government's 2030 Learning for Sustainability Action Plan, and Dumfries & Galloway's Climate Emergency 12-point plan.

Between August 2020 and June 2021 14 Career Long Professional Learning (CLPL) sessions focusing on Learning for Sustainability have been facilitated in a virtual format. These sessions have been delivered by the partner organisations including West of Scotland Development Education Centre (WOSDEC), Young Enterprise Scotland and Keep Scotland Beautiful. CLPL delivered to date covers the themes: An introduction to Lfs, Getting Started with the Sustainable Development Goals, Climate Ready Classrooms, One Planet Picnic and Eco Schools Action Plans & Evaluations and Circular Economy. Over these 14 CLPL sessions 223 staff from primary (123), secondary (30) and Community Learning & Development/ Youth Work (24) have participated in high quality professional learning, equating to 315 cumulative hours.

Of the evaluations collated during this reporting period 90% of respondents rated the CLPL experiences as very good or excellent. In terms of improved confidence in planning and delivering high quality LfS experiences 60% reported to a great extent, and a further 30% to some extent. Asked if the events have improved knowledge and skills about LfS content 30% reported to a great extent, and a further 60% to some extent.

Working with the Early Phase Officer CLPL sessions specifically aimed at supporting newly qualified teachers with aspects of Learning for Sustainability took place in February 2021. Plans are in place to include this aspect with the newly qualified teacher programme next session with dates three dates identified in February and May 2022.

Dumfries & Galloway's first Learning for Sustainability Conference was launched on 4th June 2021. The conference was hosted within a dedicated GLOW Team and shared within a Microsoft Staff Notebook. In addition to the five keynote speakers, over 40 workshops & marketplace offerings were available for practitioners to engage with as part of the online professional learning offer. These workshop & marketplace materials were provided by a wide range of local and national partners and were suitable for all within the education system from early learning & childcare settings through to senior phase and beyond. Practitioners and partners have been very positive of the conference materials; "A real power of work to bring together this online event. LOTS of workshops and resource ideas shared," "A huge thank you for sharing this. Please pass on my thanks to everyone involved as I know how much work it takes to pull together such a high-quality event," "Yet another example of D&G being the trailblazers," and, "Wonderful to see this all come together."

Working in partnership with the Waste Services Team, Education and Learning Directorate have been able to offer a number of opportunities to schools. A successful naming competition for the new fleet of Refuse Collection Vehicles (RCVs) was held recently. There were 289 entries to the competition with 24 RCVs being named by 40 successful learners. The competition was judged by the Chair and Vice Chair of the Communities Committee, the Infrastructure Manager and an RCV Operative.

Schools and families have also been offered the opportunity to obtain black recycling boxes from the Waste Service Team for use in settings and school for recycling, for garden planters and for other purposes. There have been 471 requests for these boxes with a total of 163 requests for school use and 308 from families. Over 4200 black boxes have been requested and will be delivered to schools over the coming weeks.

An Outdoor Learning Sub-group has been established with membership including representation from the Education & Learning Directorate, Dumfries & Galloway Outdoor & Woodland Learning and the Education & Learning Committee. This group have met monthly and have worked to produce an outdoor learning practitioner survey, and Outdoor Learning Narrative and created an Outdoor Learning Team on GLOW. The group continue to will now continue to meet termly to support evaluation activity and next steps, including a CLPL offer.

Working in partnership with Dumfries & Galloway Outdoor & Woodland Learning Group (DG OWL) a survey was created for primary teaching staff focussing on Outdoor Learning. This survey was completed by 70 Dumfries & Galloway practitioners, representing 27 schools/partnerships. This report informs planning and identification of next steps and supports baseline measure data.

The Dumfries & Galloway Outdoor Learning Narrative has now been published. This resource contains information to support Early Learning & Childcare settings and Primary & Secondary Schools as they work to meet aspirations nationally and locally to embed outdoor learning as a highly effective pedagogy across the education system. The Narrative draws together information from Scottish Government, Education Scotland and a range of national organisations and partners in support of Outdoor Learning. The document sets out the vision for Outdoor Learning within Dumfries & Galloway and includes a wide range of further reading and reflective questions. Examples of national good practice are shared, and a useful self-evaluation tool is included to support setting and schools moving forward with Outdoor Learning.

To support the vision for Outdoor Learning in Dumfries & Galloway a new Microsoft Team entitled DG Outdoor Learning has been established and is available to all practitioners on GLOW. This work has been completed in partnership with DG OWL. Within the DG Outdoor Learning Team there are a number of channels containing resources and further reading. Channels include; Benefits of Outdoor Learning; Case Studies/Good Practice; Activities; Risk, Practical Guidance; Funding; Partners in Outdoor Learning and Improving Outdoor Space. Recorded and Live Career Long Professional Learning (CLPL) to support outdoor learning in Dumfries & Galloway can also be found within this virtual space.

To enable schools to make best use of their school grounds and wider community spaces, the DGi provision has been utilised to support school to access up to date maps of their local area. To date 10 schools have requested maps of their settings, both with a focus on their school grounds and within the wider community.

Working with Dumfries & Galloway Parent Council Forum (DGPCF) a survey has been produced for parents in relation to Outdoor Learning. This is in response to the raised profile of Outdoor Learning at the time of COVID-19 recovery, questions raised at a local level by Parent Council Chairs, as well as National Parent Forum of Scotland and Scottish Government discussions on Outdoor Learning. Feedback from this survey will form a baseline to work from when designing CLPL for practitioners, as well as a picture of how parents see Outdoor Learning within Dumfries & Galloway. It will also support the development of information materials to further develop parents' understanding of Outdoor Learning.

Across Dumfries & Galloway a number of ELC Settings, Primary & Secondary Schools continue to engage with the Keep Scotland Beautiful Eco School Awards. Over this session Dalbeattie Primary and Beattock Primary have all been successful in being awarded Green Flag Status. As of April 2021, 23 Primary Schools and 2 Secondary Schools currently hold a Green Flag Award.

As of April 2021, 27 Dumfries & Galloway school were involved in the UNICEF Rights Respecting Schools Awards Programme. The Rights Respecting Schools Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond. 1 school (Beattock) has achieved Gold status, 1 school (Brydekirk) has achieved silver status and 22 schools have achieved bronze status. A further 3 schools have registered to begin their RRSA journey.

Nine of our secondary schools currently engage in The Wood Foundation's Youth and Philanthropy Initiative (YPI). These schools are Annan Academy, Dalbeattie High School, Douglas Ewart High

School, Dumfries Academy, Dumfries High School, Lockerbie Academy, Moffat Academy, North West Community Campus and St Joseph's College. YPI is a powerful active citizenship programme, empowering young people to make a difference in their communities while developing a range of skills. YPI engages a full year-group of students, developing skills and confidence through a contextualised learning experience. The programme raises awareness of social issues and local charities and is a vital means of devolved, locally driven grant-making.

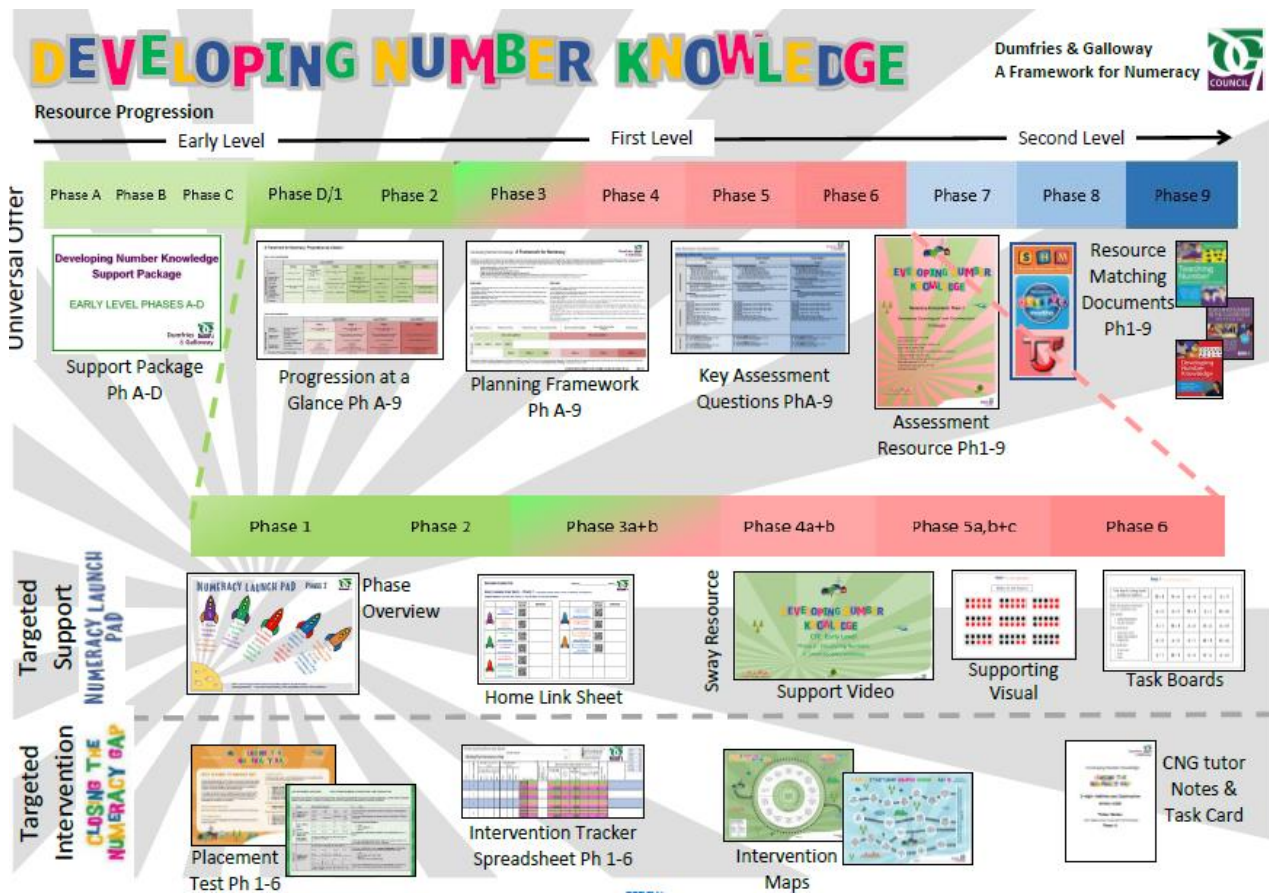
Over session 2019/20, 8 Dumfries & Galloway schools participated in the John Muir Awards. These schools included two secondary schools, Castle Douglas High School & Dalry High School and seven primary schools, Castle Douglas, Gelston, Crossmichael, Kells, Dalry and Kirkcudbright. In total 51 learners being awarded the John Muir Discovery Award. Much of this work was completed in partnership with the Galloway Glens Landscape Partnership.

Maths & Numeracy

The Dumfries & Galloway Framework for Numeracy is becoming embedded across Dumfries & Galloway schools. An overview of the Framework has been created to highlight the three approaches of Developing Number Knowledge, Numeracy Launch Pads and Closing the Numeracy Gap.

A new Teams site entitled Dumfries & Galloway Framework for Numeracy has been developed. This launched in August 2020 and to date has **623** members, representing **102** settings or schools have joined this MS Team. This equates to 408 teaching staff and **215** non-teaching staff. Within this Team channels have been created for the three approaches outlined above. Within each channel practitioners will find resources and support materials. The Team also has channels including Financial Education, Recorded CLPL & Live CLPL.

To support practitioners with Developing Number Knowledge (DNK) materials have been developed at early, first and second levels. Materials include progression pathways, planning support & diagnostic materials and assessment activity. The new DNK Assessment Resources, covering Phases 1-9 Early to Second level were launched in August 2020 and have been very much welcomed by schools as part of the recovery process. To date these have been viewed online **1413** times.



Working with colleagues in the Early Years Team and Education Scotland a three-part course has been created to support Developing Number Knowledge within Early Learning & Childcare settings. This three-part course has been attended by **179** practitioners, including **166** from local authority sector, **9** from the private, voluntary & independent sector and **4** childminders. **77%** of respondents rated the CLPL experiences as very good or excellent, with a further **21%** rating the CLPL as good. In terms of improved confidence in planning and delivering high quality Maths experiences **15%** reported to a great extent, and a further **46%** to some extent. Asked if the events have improved knowledge and skills about Maths content **23%** reported to a great extent, and a further **70%** to some extent.

Numeracy Launch Pads is a new resource, developed by the Excellence and Equity Numeracy Group in collaboration with Supporting Learners. It is being specially designed to support children's learning during the COVID-19 recovery phase. This first series of Numeracy Launch Pad supports Structuring Numbers for Addition and Subtraction. The 10 Launch Pads match Phases 1- 6; Curriculum for Excellence Early to end of First Level.

Each Launch Pad is presented on a Sway and maps out key learning intentions and success criteria. Learners and their parents/carers are provided with QR codes to link learning to video clips designed to support focused teaching and learning. Practice Task Boards are also included which schools may wish to print to support learning. Numeracy Launchpads are used to support classroom teaching and foster consistency in assessment, learning and teaching; to support blended learning and promote shared understanding between home and school; and to support learners who have

additional support needs and consolidate *Closing the Numeracy Gap* interventions, within class or at home. To date Numeracy Launch Pads have been viewed **15,338** times.

Materials are also available to support the Closing the Numeracy Gap intervention. The intervention packs are closely aligned to the Framework so that class teachers can immediately identify emerging gaps in children's learning and have a set of tools (the intervention packs) to close these gaps at the earliest opportunity. The intervention packs are proving to be an excellent tool in raising attainment by deepening understanding and helping children to feel more engaged, motivated and successful.

The Closing the Numeracy Gap programme has been very well supported across schools. A recent survey demonstrates how widely the intervention materials are being used. **67** teachers in **65** schools are leading Closing the Numeracy Gap interventions, and at least 376 learners had benefitted from the intervention resources. A detailed report is available entitled 'Closing the Numeracy Gap Intervention Year 2 Review 2020-21' has been produced by colleagues in Supporting Learners.

To support asynchronous professional learning during lockdown a number of recorded PowerPoints and SWAYs have been developed. These include Developing Number Knowledge – **228** views, The Stages of Arithmetical Learning – **179** views, Numeracy Launch Pads – **234** views.

Between August 2020 and June 2021 17 CLPL sessions have been facilitated. These sessions were delivered by members of the Excellence & Equity Numeracy Group, Education Scotland's Maths & Numeracy Team and SUMDOG. Over these 17 'live' virtual CLPL sessions 1025 staff registered from early years (476), primary (449), secondary (22), Additional Support for Learning (68) and others (10), equating to **1518.25** cumulative hours.

Of the evaluations collated during this reporting period **75%** of respondents rated the CLPL experiences as very good or excellent, with a further **22%** rating the CLPL as good. In terms of improved confidence in planning and delivering high quality Maths experiences **20%** reported to a great extent, and a further **70%** to some extent. Asked if the events have improved knowledge and skills about Maths content **18%** reported to a great extent, and a further **73%** to some extent.

To facilitate the re-establishment of the secondary Maths & Numeracy Network an MS Teams has been established to support communication between secondary practitioners. This is proving particularly successful with 77 members, representing all 16 secondary schools across Dumfries & Galloway. Key channels of discussion include Blended Learning; Exam Diet, Maths Week Scotland; Education Scotland; and SWEIC.

Working within the senior phase a number of secondary schools across Dumfries & Galloway and across the SWEIC have expressed an interest in the new SQA Higher Applications of Mathematics. An online group has been created to support dialogue and communication across the four SWEIC local authorities as schools work to introduce the new Higher Applications on Mathematics. The group is being facilitated by Education Scotland, and provides practitioners a space to meet, to plan, and to work together on planning, assessment and resources to support the introduction of this new

qualification. At SWEIC level the group consists of 26 members, 5 of these are from Dumfries & Galloway.

The South West Education Improvement Collaborative (SWEIC) Numeracy Group continue to meet and provides the opportunity for local authority leads to design, develop and deliver numeracy approaches across the 4 local authorities. Working with colleagues across SWEIC an online professional Learning Team has been created to share professional learning across the four local authorities. This was launched in November 2020 and now has 424 members. 177 of these members are from Dumfries & Galloway. Within this Team a Staff Notebook has been created to host a wide range of anytime, anywhere numeracy and Maths focused CLPL inputs, resources, and sources of inspiration. To date there are 16 different workshop inputs available to staff. As of April 2021, these materials have been viewed over 1318 times.

The SWEIC Numeracy Group are also working closely with ITE colleagues at University of Glasgow, Crichton Campus. During session 2020/21 nine third year MAPE students had the opportunity to study 'Enhanced Mathematics'. This facilitates the study of maths progressions across primary and early secondary, with students having opportunities to experience learning in both sectors. This course aims to enable student to further develop the subject-specific and pedagogical knowledge and professional skills that will enable them to plan and deliver effective learning, teaching and assessment in Mathematics in the lower secondary stage.

An increasing number of schools across Dumfries and Galloway took part in Maths Week Scotland 2020. Twenty schools and Early Learning & Childcare settings across Dumfries & Galloway were successful in being awarded funding from the Maths Week Scotland Small Grants Fund, totalling £10,649.68. Given the nature of COVID-19 restrictions in place across schools and settings a large percentage of these funds were allocated to outdoor learning resources and games to support maths & numeracy. Working closely with the Excellence & Equity group evidence from schools was collated to produce a Maths Week Scotland 2020 report, which is now available on GLOW.

Literacy

Raising Attainment in Literacy Interventions

The period 2020/2021 has been one of the most challenging for improving literacy outcomes for our learners. The impact of school closures and absences through self-isolation is still current in June 2021. Latest research into the effects carried out by Education Endowment Foundation in 20/21 shows there is a growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:

- Pupils have made less academic progress compared with previous year groups
- There is a large attainment gap for disadvantaged pupils, which seems to have grown

Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in

previous years. The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.

[Best evidence on impact of COVID-19 on pupil attainment | Education Endowment Foundation | EEF](#)

Schools in Dumfries and Galloway have been very mindful of the impact on learning and the following interventions have been used in schools to mitigate these effects. There are currently plans in place to train further trainers in these interventions to increase capacity.

Closing the Literacy Gap (CLG) is an evidence-based literacy intervention for P1-3 and some P4s, developed within Dumfries and Galloway and proven to close the poverty related attainment gap. It is an intensive, targeted approach designed to accelerate progress in both reading and writing. The underlying philosophy is children best learn to read and write if encouraged to use a variety of interconnected skills, processes and behaviours - rather than one particular method or approach. The intervention's *Framework for Learning* being developed currently, runs parallel to, and complements most schools' literacy programmes, sharing the same objectives and success criteria but breaking each into smaller, more achievable steps. Success is key to motivating learners and accelerating progress.

Fastlane Reading is an adaptation of *Closing the Literacy Gap*, designed to target learners in P4-7 who experience delays in reading accuracy and fluency. It is a short-term reading intervention, delivered one-to-one by a specially trained Learning Assistant. and uses Levelled Texts and the same proven pedagogy as *Closing the Literacy Gap*. It promotes high quality learning and teaching experiences which run parallel to most schools' literacy programmes and, crucially, promotes progress that is sustained beyond intervention.

Literacy Ladders and *CLG@home* were specially designed to support learning at home during the recent COVID-19 Pandemic, and 'Catch-up' literacy programmes on return to school. Both resources offer access to levelled texts (with Scholastics' permission to photocopy), and a range of age-group-appropriate, evidence-based literacy tasks designed to accelerate progress in reading accuracy, fluency and comprehension.

Building Capacity to Effectively Deliver D&G's Literacy Interventions

CLG and *Fastlane Reading* practitioners expertly use the intervention materials and evidence-based strategies to evidence the accelerated development of reading and writing skills.

Intervention Lead Teachers provide strategic leadership for the programmes, are suitably experienced to give support with teaching of the intervention literacy, have time to participate in initial training and to train and support Learning Assistants, whilst liaising with the SMT and parents. In addition, they use intervention support materials to provide their schools with detailed, measurable evidence of progress and impact for analysis and evaluation.

Learning Assistants have time to engage fully in training sessions and are timetabled to support carefully planned blocks of interventions. They use their enhanced professional understanding of children's literacy development to expertly 'notice, prompt, and praise' a wide range of interconnected literacy skills, driving measurable improvements in learning - with high expectations, raised aspirations and a determination to make a difference.

Children become active learners who know how to solve problems as they read and write. They become empowered learners and their confidence and self-esteem soar. Within the classroom, they read and write with improved confidence and access the wider curriculum with greater success.

75 Closing the Literacy Gap Lead Teachers (29 ASLTs & 46 other teachers) in 53 primary schools now strategically manage CLG’s high-quality assessment process, supported by 54 CLG-experienced Learning Assistants. At least 317 learners in P1-4 benefitted from CLG intervention over session 2020-21, and 329 were supported by CLG@home during the 2nd lockdown.

47 Fastlane Reading Lead Teachers (15 ASLTs & 32 other teachers) in 43 primary schools now strategically manage Fastlane interventions, alongside 72 Fastlane-experienced Learning Assistants. At least 115 Learners in P4-7 benefitted from this intervention during 2020-21.

Literacy Ladders is a new resource, specially created to support blended learning and, should there be a need, learning at home. With high levels of engagement in Stephen Graham’s webinars and D&G’s Developing Balanced Literacy approach, class teachers across the Authority are finding the resource materials valuably support their classroom learning and teaching and Catch-up programmes. 109 teachers (33 ASLTs and 76 other teachers) in 67 schools are currently using Literacy Ladders, supported by 112 Learning Assistants. At least 570 learners have benefitted from Literacy Ladders over the session.

How widely were D&G’s intervention materials used across the Authority, and by whom? (2020-21)

D&G Intervention	Number of schools	Number of Learners	Number of Lead Teachers	Number of Learning Assistants
Closing the Literacy Gap	53	317	29ASLTs 46 others	54
CLG@home	53	329	29 ASLTs 44 others	73
Literacy Ladders	67	570	33 ASLTs 76 others	112
Fastlane Reading	43	115	15 ASLTs 32 others	72

Targeted Support and Professional Development for COVID-19 Recovery

Supporting Learners, in consultation with D&G’s Literacy and Numeracy Strategy groups, set about supporting schools’ COVID-19-Recovery with high-quality targeted support materials and professional development opportunities.

Scholastic Education extended copyright permissions for D&G schools to photocopy the ‘Short Read’ texts incorporated within our two D&G Literacy Resources – Literacy Ladders and CLG@home. Guidance Sections for Class Teachers who chose to use them as ‘Catch-up’ programmes were provided, alongside live webinars to support practitioners new to levelled texts and intervention methodology. Supporting Learners funded one copy of Literacy Ladders for each Learning Centre and each Additional Support for Learning Teacher. In consultation with D&G’s Print Unit, 52 schools purchased their own copies of the CLG@home Resource Folder, and 72 purchased copies of Literacy Ladders.

A calendar of synchronous and asynchronous PL opportunities was offered in support of schools' intervention work, and ambitions for Excellence and Equity. Although some were postponed in January, most literacy intervention offers were re-started in March once learners returned to school (see following 2 tables).

The narrated PowerPoint '*An Introduction to Literacy Ladders*' was downloaded 145 times during the Spring term school closure, and the narrated '*CLG@home*' presentation downloaded 74 times. A further 25 schools engaged in *Closing the Literacy Gap* training. In total, 43 new Lead Teachers (20 ASLTs , 23 others) and 3 supporting LAs completed 8-session experiential online or 'in-school' PL courses. Feedback from all participants has been very positive, and the improved outcomes for learners evidenced through Final Outcome Reports and/or '*CLG Scrapbook Pages*'.

A new 4-session course, *Fastlane Reading for New Lead Teachers*, was offered though Microsoft Teams during the Summer term. 10 teachers from 10 schools completed the online course, and an additional 4 schools opted for 'in-school' training – 13 new Lead Teachers and 9 Learning Assistants in all.

In summary, there were 221 Literacy Intervention PL bookings - 119 bookings from ASLTs, 18 bookings from HTs/PTs, 19 bookings from CT/PEF/COVID-19 Recovery Teachers, and 28 bookings from Learning Assistants. These teachers now report improved confidence in leading and managing CLG, Fastlane and Literacy Ladder interventions, and training Learning Assistants to support the learning and teaching.

An Authority-wide Literacy Teams site has been created – *D&G Developing Balanced Literacy*. All D&G's intervention materials are now stored within one place, making them accessible to all practitioners. The Literacy site, only created in April, currently has 292 members.

SUMMARY OF 2020-21 CLPL LITERACY INTERVENTION COURSES

	PL Model	Mode of Delivery	ASLTs	SMT	CT/ PEF/Covid Teachers	LAs	TOTAL
1.	Update on ASL Interventions	MS Teams	32				32
2.	CLG@home during School Closure	MS Teams	27				27
3.	Literacy Ladders during School Closure	MS Teams	31				31
5.	CLG - New Lead Teachers	Teams	17	2	2	6	26
6.	CLG - In-school model	Wigtown/Garlieston	1	3	5	4	13
		Applegarth/Hutton	0	3	3	3	9
		Nethermill	0	1	1	1	3
		Lockerbie	1	1	1	2	5
		Schechan	1	1	0	3	5
7.	Fastlane - New Lead Teachers	MS Teams	8	2	0	1	11
8.	Fastlane - In-school model	St Columba's	0	1	1	4	6
		Whithorn/Garlieston	1	3	5	3	12
		Nethermill	0	1	1	1	3
TOTALS			119	18	19	28	183

SUMMARY OF RECORDED CLPL LITERACY INTERVENTION POWERPOINTS (2020-21)

Title	Platform	Targeted Practitioners	1 st March 2021	9 th June 2021
Support Learning at Home with D&G's CLG@home	Narrated PowerPoint	ASLTs, LAs, CTs	54 views	74 views
Support Learning at Home with D&G's Literacy Ladders	Narrated PowerPoint	ASLTs, LAs, CTs	101 views	145 views

How D&G's Literacy Interventions Supported Remote Learning during the second Lockdown

Based on our experience of the first lockdown and the unexpected school closure, we were better prepared for the second. Because schools had invested in copies of the Literacy Ladder and CLG@home Resource Folders, we were able to support remote teaching and learning should there be further COVID-19-related disruption, whether it be from staff/families isolating or further lockdowns.

The second lock-down and resulting school closures brought about an incredible team effort to ensuring learners with additional support needs were able to access high-quality literacy resources, designed not only to mitigate against learning loss, but to support on-going learning at home. Learning assistants and teachers went above and beyond, hand delivering the packs following social distancing and giving feedback and support remotely through Teams. Local Council teamwork also enabled delivery and collection of resources aligned to Free School Meal delivery.

More than 661 learners were supported at home with CLG@home and Literacy Ladder packs. In many cases, these learners were further supported by live, online lessons. 175 learners were supported with 876 online lessons. (This last number includes numeracy lessons, but most were literacy).

Evidenced learner engagement was very high, ranging from 67% for CLG@home to 75.7% for Literacy Ladders.

And on return to school, teachers gathered and returned data to evidence the impact of remote support. Only 4% of 225 learners supported by CLG@home experienced learning loss. Conversely, teachers reported CLG@home helped 'mitigate against leaning loss' for 25% of learners, and for a remarkable 61%, it supported 'continued progress' whilst learning at home. In relation to Literacy Ladders, feedback data was less robust due to the high percentage of 'don't know' responses. However, only 2% of the 436 learners reportedly experienced 'loss of learning' during lockdown, with 16% experiencing 'mitigation against learning loss', and 36% benefitting from 'continued progress' whilst learning at home.

How learners were remotely supported during School Closure, and impact of support.

	Number of learners	Evidenced Learner Engagement	Evidenced Impact (on return to school)				Online Lessons
			Loss of learning	Mitigated against loss of learning	Continued progress	Don't Know	
Individualised home packs (mostly literacy)	129	72.8%	27%	33%	36%	2%	175 learners were also supported with 876 online lessons (Mostly literacy)
CLG@home/CLG	225	67%	4%	25%	61%	9%	
Literacy Ladders	436	75.7%	2%	16%	36%	45%	

Talking, Listening , Questioning Intervention (TLQ) & Pre-TLQ

Research from Speak for Change (2021) Oracy All-Party Parliamentary Group Inquiry, Oxford Language Report 2020, and Education Endowment Foundation 2019-20 have highlighted the impact of COVID-19 on children's spoken language. All are in agreement that the pandemic has widened the language gap across all ages and increased the imperative to act now in order to narrow gaps in outcomes. School closures had a negative effect on the spoken language development of 3 out of 5 learners eligible for pupil equity funding, compared with 1 in 5 for the most advantaged pupils. The recommendation that it is imperative to act early and support parents to engage with their child's early learning as this is key to boosting young children's language skills and improving their cognitive development and educational achievement. Dumfries and Galloway's TLQ (aimed at Early Years Nursery/P1-2) and Pre- TLQ (aimed at younger children aged 3-4) interventions are going to prove crucial tools to close this widened gap.

The following example from one school using TLQ, while disrupted by school closures, shows progress despite the challenges of this school year.



TLQ Progress Summary and Comments

Your setting:	W Primary School		Your name:	F H								
Start date of TLQ intervention:	September 2020		Finish date of TLQ intervention:	May 2021		How many weeks of TLQ did you complete? 18						
Boy or Girl? Child's age at start of TLQ? <i>Do not give name</i>	EAL? Yes/ No	P1 only: Eligible for Free School Meals? Yes/No/0.6%	Information					Grammar				
			Before TLQ		After TLQ			Before TLQ		After TLQ		
			Total score	Age equivalent	Total score	Age equivalent	Progress achieved	Total score	Age equivalent	Total score	Age equivalent	Progress achieved
e.g. Boy 4 years 6 months	No	Yes	24	3 years 9 months	34	6 years 9 months	3 years 0 months	16	3 years 10 months	26	6 years 3 months	2 years 5 months
Boy 4 years 7 months	N	Y	17	<3y 6m	36.5	8y	>4y	8	<3y 6m	24	>8y 6m	>4y
Girl 4 years 9 months	N	N	24.5	3y 11m	36.5	8y	4y 1m	16	3y 10m	34	5y 9m	1y 11m
Girl 6 years 4 months	N	Y	28	4y 3m	36.5	6y 9m	2y 6m	16	3y 11m	28	5y 9m	1y 10m
Girl 5 years 6 months	N	N	27	4y 6m	34	8y	3y 6m	17	3y 10m	24	6y 3m	2y 5m

Comments/feedback from staff and parents have included

In what ways have you seen improvement in talking and listening skills

- Confidence in speaking out in front of the class
- Answers to questions being more focused and relevant
- Waiting turns to speak and not interrupting each other during the sessions and at home
- The children have enjoyed the sessions and like the activities
- Increased communication and vocabulary

What has been challenging about TLQ?

- The COVID-19 lockdown has unfortunately made it difficult to complete the whole course



Pre-TLQ is for children aged 3-4 years old who struggle with attention and listening skills.


Aims to improve eye contact, turn taking, listening, attention and engagement.

Pre TLQ training was received by 26 staff this session with a joint approach from Education and Learning and Speech and Language Therapy. All Senior Practitioners, including the five new recruits, are now trained in Pre-TLQ. The training has also been rolled out to five other settings across the region. There are now Pre-TLQ trained staff in eighteen settings across the region. Due to COVID-19 and ELC closures, it has been difficult for practitioners to have time to run the two blocks of six Pre-TLQ sessions with the children which are required to collect full data but early data collected, mainly from settings who managed to get to the mid-point data input rather than the end point, highlight the positive impact even a brief Pre-TLQ input has on children’s communication skills. Not all data collected has been submitted yet but an example from one setting, who worked with four children,

shows that in the pre-assessments 2 children were scored as red, 1 as amber and 1 as green in Social Development and after the Pre-TLQ block 2 children were amber and two were green. In Listening and Understanding 2 children were red and 2 were amber to start with and at the end of the block 1 was assessed and amber and 3 were green. It is expected that other settings who had the opportunity to complete a 6 week block will submit similar results. Feedback from settings are that they see benefits already: *"progress seen, especially in listening and attention"* *"children have enjoyed it"* *"seen an increase in children's confidence to speak"*. COVID-19 has had a big impact on the roll out in terms of 'bubbles' and quiet space to undertake the Pre-TLQ intervention but Practitioners report they will be continuing next school term. Interest has been shown in having other staff in the settings trained too as benefits have been evidenced.

Words Together

Research has shown that talking and listening interventions should support the parent-child interaction (Law et al 2017) and show parents *how* to engage in home learning activities. Words Together is a D&G created intervention which aims to help parents support their child's early literacy skills. It focuses on 5 key messages and schools work in partnership with home to introduce and reinforce these skills. D&G has worked closely with EY, SALT and Scottish Govt. Improvement Advisor and commenced a training programme which was interrupted by COVID-19. During this time Family Learning and Early Years staff worked to create and share five Sways for parents which were shared on social media to sustain some progress during lockdown.



Quiet Time

Created by The Early Learning and Childcare Senior Practitioners, in partnership with Speech and Language Therapy.

[Go to this Sway](#)

Words Together training commenced again, when schools returned, with the programme being rolled out to ten new settings, which were specially selected. Twenty practitioners from a total of twenty settings, ten of whom are Senior Practitioners (EELs), attended two sessions with before the

training had to be suspended once more due to ELC settings being closed. A Teams site was developed with networking and resources being shared online. Practitioners have remained positive and motivated however and have been supported by Education staff and Speech and Language Therapy through an informal online discussion session which provided opportunities for questions and peer support. Feedback from these sessions showed despite the limitations, interactions had shown an improvement in parents understanding of language development and they had noticed their child using phrases and sentences instead of single words to communicate. Dates have been planned to recommence the training next session when more data can be gathered and further evaluation undertaken.

Excellence and Equity Literacy Professional Learning





Stephen Graham, who is a world renowned CPD trainer in the pedagogy of literacy, explicitly linking talking, listening, reading and writing who has now delivered 'Creating A Balanced Reader and Writer' for Dumfries and Galloway over 3 sessions last May/June. In September, building on the success of these three live webinars from Australia, and responding to feedback from D&G staff, we then rolled out another 5 sessions specifically designed to look at 5 different text types, the comprehension within these and how to raise attainment in writing as well as the other areas of literacy. Writing is an area many schools in Dumfries and Galloway are working to improve at first, second and third CfE levels. Latest data on June 2021 CfE levels indicate a further gap exacerbated by the Pandemic and school closures. Due to this and as feedback from classroom practitioners has been so positive, we are now offering further sessions (five in 2021, followed by four in 2022) to delve more deeply into each of the different text types and embed practice. Currently we have 28 schools and 171 teachers registered to participate. We are hoping that when COVID-19 restrictions are relaxed, Stephen will be able to follow these sessions up with a live conference, here in D&G as was originally planned.

1 + 2 Languages

Education and Learning Directorate, Dumfries and Galloway Council has made good progress implementing the Scottish Government's 1 + 2 Languages policy, which specifies that in tandem with learning in literacy and English, children and young people learn a first additional language (the L2) from P1 through to S3, and a second additional language (the L3) from P5 onwards to S3. Initially, the 1+2 Languages Programme was due to be fully implemented in all schools by August 2021; however, due to the COVID-19 pandemic, the Scottish Government has extended the timeline to August 2022.

100% of primary and secondary schools responded to the Education and Learning Directorate's regional 1 + 2 Languages (2021) survey issued in April 2021, generating valid qualitative and quantitative information, which post-analysis, provided a clear indication of progress implementing

the 1 + 2 Languages programme in Dumfries and Galloway's schools. When considered against the 2019 survey, the data evidenced that schools continued to make progress implementing the policy – despite COVID-19 related challenges. However, a few primary schools reported context specific impact of COVID-19 and the focus on the Recovery Curriculum - Literacy, Numeracy and Health and Wellbeing had reduced opportunities for language learning, resulting in 'slippage' delivering full entitlement in the L2 – in particular, as evidenced in the table below.

Sector	The L2 % Schools Delivering Entitlement: P1 – P7 & S1 to S3		Trend	The L3 % Schools Delivering Entitlement: P – P7 & S1 to S3		Trend
	March 2019	April 2021		March 2019	April 2021	
Primary	94%	82%		43%	77%	
Secondary	75%	94%		50%	88%	

In terms of L2 delivery this session, seventeen primary schools were not yet delivering full entitlement, i.e., children were not learning the second additional language continuously and progressively from P1 to P7. Fourteen of these schools delivered partial entitlement and three schools did not deliver language learning in Session 20-21. COVID-19, teacher movement and training were highlighted as factors put forward as impacting delivery of learners' entitlement. In respect of the L3, twenty-two schools indicated COVID-19, competing priorities, teacher movement and training were factors.

It should be noted the Education and Learning Directorate's reviewed and revised French and Spanish Programmes of Learning / Planners, with associated resources and materials on GLOW, were disseminated in August 2020 via Engage Weekly Update, to support primary schools' delivery of learners' entitlements. The revised programmes and accompanying pre-populated planning include suggested learning and teaching activities, assessments and video clips for use by teachers. The programmes / planners are fully aligned with Curriculum for Excellence experiences and outcomes, and the benchmarks and will be shared via the Modern Languages Teams site in Session 2021-22. In terms of delivering language learning entitlement in the secondary sector, two of sixteen secondary schools provided partial entitlement to the L2 and L3 this session, offering a choice from French or Spanish before S3; thereafter, some pupils did not continue with a language. Staff availability, subject expertise and timetabling were highlighted as factors impacting delivery of full entitlement.

Throughout School Year 2020-21, Education and Learning Directorate maintained focus on building primary teachers' capacity to deliver the L2 and L3, and improving the quality of language learning, teaching and assessment. By way of Engage Weekly Update, teachers were signposted to:

- On-line professional learning delivered via Education Scotland Webinars.
- Broad General Education: Language Learning Progression Framework: First to Fourth CfE Level (Education Scotland) on the National Improvement Hub
- Education Scotland's Modern Languages Hub on GLOW
- Online learning offers - West OS, E-Sgoil / Scotland's Centre for National Languages (SCILT) Senior Phase.

In addition, four teachers participated in the Education Scotland / Scotland National Centre for Languages (SCILT) GTCS recognised Leadership in Languages 2021 Programme delivered on 18th & 19 June 21.

It is anticipated the steps taken would continue to impact positively on teachers'/schools' capacity to deliver L2 and L3 entitlements, and the quality of children and young people's language learning experiences. To this end, the survey information has helped Education and Learning Directorate to plan together with Education Scotland support to enable all Dumfries and Galloway's schools to fully implement the national policy by the extended deadline of August 2022. An Education Scotland support session is scheduled to take place by District early in September 2021 – at the start of the new school year.

Music

Youth Music Initiative (YMI)

There has been significant positive change in Youth Music Initiative projects over the past year. With the support of Creative Scotland, a progressive framework from early years has been developed which intends to enable children and young people to achieve their potential in or through music making.

Process and procedures have been established within the D&G YMI programme to ensure compliance with statutory, legal and council policies. Work has been carried out with Legal Services support to ensure robust, compliant contracts for partners and freelance musicians and work on this is on-going. Charanga Music licences and training were offered to all staff in ASN, Primary and ELC settings (including childminders) which now provides a complete music programme for Curriculum for Excellence Early to Second Level with a dedicated programme for Additional Support Needs.

Music Technology, Traditional Whole Class Music, Looked After Children Song Writing, Learning Centre Music, Primary Music Support, Accordion, Brass, Early Years and Kodaly Music projects were successfully delivered online through Teams or through the use of pre-recorded videos.

The D&G YMI Early Years video sessions from tutor Emily Smith had several thousand views.

D&G Soundtrap Music Technology project now has a channel on Spotify where pupils are able to publish their compositions.

Class teachers reported that in some cases, YMI projects were the only contact young people made with school throughout school closures, particularly for disadvantaged or young people with barriers to learning.

Feis Rois adapted their project successfully for school closures working with classes through Teams on a 'Sound Postcard'. Pupils explored and recorded sounds at home and sent them to their music tutor to create a class track. These were then attached to a QR code and sent on postcards they had designed to family members and pupils from other schools participating in the project to listen to.

All tutors developed resources which have been widely shared and accessed online.

YMI Looked After Children Song Writing pilot project has been successful in engaging care experienced young people from three primary schools. Pupils are currently working with Grant Dinwoodie on recording finished tracks for sharing.

There has been an approximately 45% increase in pupils applying for IMS lessons following their whole class YMI project.

Instrumental Music (IMS)

During school closures resources were made fully online for pupils. A pilot scheme for live Teams lessons was established that enabled fully live lessons from the start of the second school closure in January. IMS lessons were successfully marketed online for the first time- nearly 400 applications were received which is nearly double the previous year. Due to the success of the innovative online lessons, the IMS is now offering lessons face to face, online to school and online to home giving the service a greater geographical reach. This is an important aspect as Dumfries and Galloway distances have previously been a barrier to meeting need. New music instructors teaching woodwind and percussion have been successfully appointed. Timetabling of lessons has been revised to ensure maximum pupil contact time is utilised and travel time is only in the timetable where necessary. This has enabled the service to offer places to almost 700 pupils for August 2022. Instructors' timetables are now compliant with teachers terms and conditions. All music instructors have established Teams pages for pupils and secondary music teachers which has been invaluable for sharing of resources online. Videos have been created and shared for new start woodwind pupils and videos of drum kit pieces for National 5 to Advanced Higher have been recorded to support music staff and pupils throughout the region.

School Leadership / Teacher Professionalism / Workforce Development

The Dumfries and Galloway annually updated School and Early Learning & Childcare (ELC) Workforce Profile continues to highlight the need to support the development of leadership capacity at all levels in our schools and ELC centres to ensure that there are sufficient numbers of experienced colleagues who have the appropriate professional learning to undertake leadership positions across Dumfries and Galloway.

With the ongoing COVID-19 endemic, there is the need to develop improved leadership resilience. As an authority we have a continuing commitment and interest in developing the capacity, competence and confidence in our aspiring and existing school and ELC leaders. This session has seen all professional learning being offered through digital means. Even using this delivery model, there is interest in and demand for places on the locally delivered Professional Learning for School Leaders programme, Education Scotland accredited Dumfries & Galloway 'Introducing School Leadership' Programme (ISL), the SCQF Level 11 Middle Leadership Programme in association with the University of Stirling, the SCQF Level 11 in Enhanced Practice (Leadership & Management) in association with the University of Glasgow (Dumfries Campus), the Into Headship Programme, the In Headship (IH) Programme and the Excellence in Headship Programme. Additionally, this year, Education Scotland introduced the Excellence in Headship (Stretch) programme for very experienced headteachers.

Professional Learning Programme	Participants 2019/20	Participants 2020/21
Introducing School Leadership	33	25
Professional Learning for School Leaders	Numbers varied depending on course content	Numbers varied depending on course content
Middle Leadership (U of Stirling)	3	2

Middle Leadership (U of Glasgow)	5	4
Into Headship	7	8
In Headship	2	1
Excellence in Headship	8	3
Excellence in Headship (Stretch)	-	3

Annual review of the leadership development opportunities for staff uses a range of self-evaluation strategies and ensures that there is a continuous and integrated leadership framework for staff. Data gathered informed the provision offered through the leadership development opportunities at both a local and national level in session 2020/21. Planned evaluation of local and national leadership programmes has provided evidence of successful participation, completion and subsequent impact on school performance, outcomes for learners, recruitment and succession planning. With ISL, the in-school project had to be suspended due to school closure during Term 3 which reduced the impact of the programme.

Continued support for SCQF Level 11 Funding from the Scottish Government has provided support for teachers to undertake SCQF Level 11 professional learning in association with the University of Glasgow (Dumfries Campus) on the MSc Enhanced Practice in Education (eight teachers in 2020/21). The funding above has also supported teachers to undertake SCQF Level 11 professional learning in areas of their personal interest (fourteen in session 2019/20). We are awaiting clarification as to whether this central Scottish Government support will continue for session 2021-22.

The Dumfries and Galloway Trainee Induction Programme, Introducing School Leadership Programme and Teaching Fellows are three examples included in a wide range of highly valued locally delivered professional learning and development activities which support our schools' empowerment agenda. There is an agreed secondment policy/ procedure across the SWEIC which aims to increase opportunities for relevant staff.

The local authority's Professional Learning Reference Group (PLRG), comprising of practitioners at all levels and teacher association representatives, advises and responds to the Headteacher Strategy Groups in relation to the development of a culture of ongoing Professional Learning for all teachers to maximise the learning and the life chances of all learners. During the COVID-19 response and recovery phase it was decided to temporarily suspend the group while the focus was clearly on the schools' return and the requirement to focus on health and safety issues.

The PLRG will be reformed for session 2021-22. The PLRG aims to:

- increase the understanding of PL expectations for all teaching staff; develop consistency in the understanding of the purpose, process and procedures in relation to the expectations of Professional Review & Development, Professional Learning and Professional Update;
- review the systems in place and analyse the emerging trends in relation to PRD process and engagement;
- further develop a culture of Coaching across the service.

Given the update of the GTCS Professional Standards, with effect from 1 August 2021, it will be a key task of the PLRG to update all policies and procedures impacted by these changes.

The authority has developed a strategy to establish a programme of Professional Learning to sustain a coaching culture across Dumfries & Galloway by August 2022. COVID-19 impacted on the authority's ability to deliver this professional learning and it will return to be a focus once the major restrictions are lifted.

School Estate, DLT, Health and Safety

School Estate – Asset Class

The commitment to the council priority of 'Invest in creating schools fit for the 21st century which are at the heart of our communities' is fundamental in the management plan across our schools. Investment in the asset class continues in line with the allocated capital funding available and with the agreed priority investment strategy. At any point in time there is a three-year investment plan which ensure the correct level of planning and engagement can be met, ensuring all investment delivers the best outcomes for the school community.

The COVID-19 pandemic has impacted on the volume of projects finished, or more significantly the time taken to finish them. The key factor behind this is actually not risk mitigation and a reduction in work force availability, it has been the availability of construction materials due to factories and manufactures going into furlough and closing their doors for a period of time. The construction industry is bouncing back, but there is competing demand for limited supplies and this impact is still being felt over halfway through 2021.

Despite this significant investment in projects across 2020-21 has seen improvements in a number of primary and secondary schools, as well as the move to 1140hrs of free early learning and childcare and the need for large scale investment in nursery buildings. Some of the larger projects, for example Kelloholm Primary School refurbishment and the Nursery works at Laurieknowe are of a scale that bridges two financial years, however the funding configuration gives the flexibility to deliver projects of this nature in this way.

Dumfries Learning Town – Phase 2

The original DLT Phase 2 proposals included a blend of refurbishment and replacement of five schools across the Dumfries Burgh. Detailed work was undertaken to cost these plans and the solutions as identified proved unaffordable. Following a robust options appraisal exercise, the following solutions were determined to be the most cost effective and pragmatic, whilst still retaining the overall ambitions as laid out within the Dumfries Learning Town Business Case, and are fully aligned with the Scottish Government's Learning Estate Strategy which was published in September 2019:

- Dumfries High School (new build on existing site)
- Loreburn Primary School (relocate to the Minerva building on the Dumfries Academy Campus)
- Noblehill Primary School (remove from proposals and invest in backlog maintenance through the 1140 hours and school asset class programme)
- Laurieknowe Primary School (remove from proposals and invest through the 1140 hours and school asset class programmes)
- Dumfries Academy (part refurbished and to include Loreburn Primary relocated to the Minerva building)

This revised solution will address the issues identified in the condition surveys recently undertaken whilst still meeting the ambitions of the Dumfries Learning Town programme Business. Funding support from the Scottish Government has been confirmed for the replacement of Dumfries High School, and as a Council funding has been agreed for the partial refurbishment of Dumfries Academy and the Minerva building for the relocation of Loreburn Primary School.

Dumfries High School is at end of life and has significant and high-risk backlog maintenance issues. The school also has limited accessibility to upper floors and the plans to replace this school will include a reduction in the school capacity to one which better aligns with actual pupil numbers.

The existing PE facilities are contained within a standalone space on the school campus, with associated external facilities which supports athletics and field sports. All the facilities are utilised by the wider community after core hours, with the management of this delivered through the Greystone Foundation.

The re-build would deliver enhanced Science, Technology, Engineering, Arts, Mathematics (STEAM) learning through a hub and spoke model of learning. Classrooms will be equipped with the latest technology to ensure actual and virtual (digital) access for senior phase learners from across Dumfries & Galloway's schools. We will plan to provide STEAM teacher education in partnership with the University of Glasgow, where there will be a teaching 'hub' for early phase (student teachers and probationer teachers) to develop and enhance their skills. The STEAM hub will develop links with the local and wider community to enhance and build the workforce for the future, ensuring appropriately skilled young people who are able to fulfil emerging roles in the job market in particular with a focus on renewable energies.

Dumfries Academy consists of various elements constructed at significantly different times using a wide palette of materials and construction methods. Whilst funding from the Scottish Government was not secured, locally the Council has aligned funding from the strategic projects allocation to partially refurbish the facility. The significant investment will focus on overall mechanical and electrical upgrades, addressing specialist provision, welfare, and improvements to the PE facilities.

Loreburn Primary School also has significant backlog maintenance issues and is not functionally suitable. Its suitability rating is poor compared to other schools of its age and size, with limited ability to effect any change due to the history of the building. The building started life as part of a college complex, converting to a secondary school, with a final change to the current primary school configuration in 1980. The building was never designed as a primary school, which inevitably leads to compromises across various elements of use. It has poor accessibility for staff, pupils or parents, the teaching spaces have been created out of larger spaces which are not conducive to modern teaching methods, the associated spaces are poor with no internal assembly/PE space, cramped dining facilities, limited staffroom and office accommodation etc for a school of this size. Externally there is limited hardstanding with no ability to extend due to the landlocked nature of the site, and there is no dedicated green space for the school to access.

It is envisaged that works to the Minerva building will include a full fabric upgrade along with works to deliver accessibility and teaching spaces that are fit for purpose.

Delivery of these projects will reduce the school estate by a further 5,612m², making best use of existing facilities, and will provide modern, fit for purpose facilities fully supporting the learner journey.

Health and Safety

Education and Learning Health & Safety Officers have been working through the departments Health & Safety Plan. Whilst all actions have now been addressed work is ongoing to undertake a new audit throughout the service to identify gaps and identify areas for improvement.

A significant resource has been placed to directly supporting all schools within the estate through the COVID-19 pandemic. A series of Risk Assessments, Safe Working Procedures and guidance notes have supported schools at all levels. This work has been backed up through a programme of audits throughout the region to assess compliance.

Announced inspections have taken place and CO₂ levels have been tested. All sites have been under 1000ppm (Upper limit is 1500ppm). Any site that has been within 80% of the upper limit has had dataloggers installed to get a weeks' worth of readings.

An Education & Learning staff health surveillance programme, facilitated by Genesis Occupational Safety & Health has been created to support identified staff.

Improving the knowledge base of our school leaders through the appropriate level of training has been a key focus of the department. Improving the level of competence of our Headteachers and School Support Managers to IOSH level in Health & Safety has played a key role in the improvement of Accident and Incident reporting as well as dealing with Health & Safety matters first hand.

Compliance with relevant fire regulations requires all buildings identified as being at risk from fire are examined and risk assessed. An extensive programme of fire risk assessment rollout has been established with all secondary school Fire Risk Assessments now completed. The roll out continues to be implemented in Primary schools, prioritising the larger schools or higher risk schools first.

Statutory compliance inspections have been completed by Continental Sports Ltd with maintenance and service review of all sports equipment in our school estate.

An Education & Learning Operational Procedure Manual has been produced for all schools' staff to provide critical information on all matters related to health & Safety in schools from Monthly Housekeeping inspections, School trips and Building Safety Compliance Checks.

Education Scotland Involvement and Professional Learning

No Education Scotland inspections took place in session 2020-21 due to the COVID-19 pandemic. This afforded a unique opportunity for Education Scotland engagement with the local authority that would not otherwise have been possible.

Education Scotland partners were able to work in collaboration with education professionals to develop opportunities for professional dialogue and delivery of a range of professional learning opportunities with the local authority and schools.

Education Officers from the central team engaged in professional learning and reflection activity with officers from Education Scotland. The focus for this work was quality assurance and effective self-evaluation of the work and activity of the central team in relation to further developing excellence and equity through effective self-evaluation and strategic improvement planning. This work will be continued in session 21-22 with a focus on 'leadership of change', a key quality indicator from 'How Good is our School' (HGIOS4) and How Good is Our Early learning and Childcare (HGIOELC).

Work began around further developing and building local authority internal capacity in relation to effective self-evaluation and quality improvement practices including exemplification of effective practice contributed by Education Scotland colleagues and local authority officers. This took the form of a small core group of identified central officers and Headteachers working alongside officers from Education Scotland meeting virtually to develop enhanced methodology and practice that will be incorporated in focused 'collaborative reviews' of schools when these are able to resume when COVID-19 guidelines allow.

Officers from the Curriculum and School Improvement Team and The Education Scotland Attainment Advisor for Dumfries and Galloway have continued to work closely with headteachers and school leaders on the effective use of Pupil Equity Funding and mitigations to identify and prioritise the use of this resource to facilitate recovery and measure the effectiveness and impact of interventions.

The South West Education Improvement Collaborative (SWEIC) National Improvement Framework Development Officer has worked alongside the Attainment Advisor and local authority Education Officers to deliver professional learning to local authority Quality Assurance and Moderation Support Officers (QAMSOs) in relation to moderation and achievement of a level within the Broad General Education (BGE) phase. This included support around 'digital moderation' and a Microsoft Teams space was created on GLOW for QAMSOs to engage in professional dialogue and sharing of ideas and resources. Further training for existing and new QAMSOs is planned for session 21-22.

Although no Education Scotland Inspections took place in session 2020-21, a number of schools reported on progress made in response to Education Scotland Inspection findings from previous inspections from session 2019-20. This took the form of progress letters issued to parents from the Head of Education and Chief Education Officer detailing progress made against inspection findings and recommendations. The timescales and prioritisation of some of this improvement work was impacted by the pandemic and progress will continue in session 2021-22.

Parental Involvement and Engagement

The local authority continues to build formal and informal networks of support for parents through a number of mechanisms. These include support for individual parents/families engagement with schools, complaints and comment processes, parent councils, online training resources and information sharing of local and national changes to education policies and practice. Parental Involvement and Engagement (PIE) is embedded at a strategic and senior management level within the Directorate with representation of the Dumfries and Galloway Parent Council Forum (DGPCF) on

the Education and Learning Directorate Committee. This engagement is augmented by regular liaison with senior management and officers, on such matters as Partnership Review and Supporting Learners Transformation programmes. A significant piece of work has been undertaken to update Education and Learning Directorate Volunteer Policy (targeted for parents/carers) to welcome and support greater parental involvement in schools in line with Investors in Volunteers Quality Assurance Process. This has been delayed due to COVID-19 restrictions but it is hoped will result in D&G become one of the first Councils in Scotland to achieve the UK quality Charter Mark for best practice in working with volunteers that include parents. Work continues to progress with DGPCF as a partner in sharing key messages with families and parent councils, contributing to Family Learning, Cost of the School Day and targeted parental communications. The officer with responsibility for parental involvement and engagement continues to support parental engagement agendas locally and as part of the national network of officers with responsibility for Parental Involvement (SPION).

The Directorate continue to embed parental voice in their strategic reflection of the National Improvement Framework, and work with Parent Councils. 2021/2022 will see the review of the Parental Involvement and Engagement Strategy that will aligned with the work of the Lifelong Learning Team and also include targeted engagement for Parents through the Children’s Services Plan – Priority 6 Action Plan – Improving how we support parents and carers to meet the needs of their children and young people. Implementation of Parental Involvement Strategies at Authority and School level remain a priority given restrictions for parents as a result of COVID-19.

Lifelong Learning



Family Learning

The Lifelong Learning Service continue to work to support improved life chances for children and families through the delivery of a wide range of family learning interventions, targeted within areas of identified need within Dumfries and Galloway, with a priority given to the following key catchment areas:

- Stranraer (including Park & Belmont School catchment)
- Newton Stewart
- Whithorn
- North West Dumfries (including Lochside/Lincluden catchment.
- Upper Nithsdale (including Sanquhar and Kelloholm catchment)
- Annandale and Eskdale (including Lockerbie and Annan catchment)

Lifelong Learning staff are also responsible for the delivery of adult learning opportunities, and therefore relationships established with staff through family learning supports the smooth transition between family learning and other adult learning opportunities where appropriate.

Family learning continues to be embedded within the Dumfries and Galloway Children's Services Plan 2020-23 with a key priority being 'improving how we support parents and carers to meet the needs of their children and young people', and a further aim for 'Parents and Carers have access to learning opportunities which enable them to improve their life chances and be better placed to meet the needs of their child'.

We have continued to expand our delivery of PEEP, increasing delivery capacity from 28 to 75 deliverers. Participation in Peep programmes is positively impacting on parents and families, with 100% of participants in the 20/21 academic year agreeing that they are more confident supporting their children's learning. PEEP sessions are also building parental capacity by providing opportunities for parents to work towards accredited qualifications and progress to other positive destinations, with many examples of parents going on to volunteer, or continue with learning, and in some cases progressing to employment. The Lifelong Learning team has worked with Dumfries and Galloway College and the Employability team to identify parents who have participated in the Peep programme to undertake a Learning Assistant course through D&G with Employability paying for the fees. Throughout COVID-19 in the 20/21-year delivery has continued using virtual SWAY documents and has been given to all local authority nurseries who have trained Peep staff members. This has been going out to approximately 200 families throughout lockdown.

Other key family learning initiatives which are delivering positive outcomes, and which continue to be implemented include Roots of Empathy; STEM family after-school clubs, Brew and Blether, Play and Learn, Words Together; Digital learning programmes; Helping Hands, Wider Achievement; Holiday programmes and Home Link resource bags, such as Story Sacks, Rhyme Time and Top Tots Activity Bags. Lifelong Learning Service staff are also working with Head Teachers, other colleagues, Parent Councils and other community partners to maximise PEF opportunities aimed at raising attainment and closing the poverty related attainment gap. Staff also attend/contribute to both the excellence and equity numeracy group and the excellence and equity literacy group. Within the 2021 academic year approximately 2000 adults and 2500 children participated in Family Learning programmes delivered by the Lifelong Learning Service.

Due to COVID-19 face to face delivery of family learning opportunities ceased in March 2020. In response, the Lifelong Learning Service established a wide range of digital learning opportunities which were made available via social media, or through Zoom, WhatsApp and other digital solutions. These activities have been well received by local families and there has been a high level of engagement. One of the Lifelong Learning Social media accounts has grown its followers from less than 1.5K to over 9k, and some of our posts with learning opportunities have had reach of over 1.8 million, with many other learning providers and families in the UK engaging with our content.

Many teachers, nurseries and Dumfries and Galloway's school staff have worked in partnership with the team to facilitate home learning resources for families. The central Early Years and Education team as well as the DG STEM team have also contributed. Lifelong Learning have recently received a STEM grant from Education Scotland through the Southwest CLD group to upskill staff in STEM activities.

The National Review of Family Learning – Supporting Excellence and Equity continues to be utilised alongside the new Family Learning Framework in helping to shape delivery, inform and improve practice. The Lifelong Learning team in partnership with education are looking at an authority wide review of family learning following Education Scotland Thematic review report.

Children's Services Plan

While services have individual Business Plans which reflect and reference the need for partnership working, in line with statutory responsibilities, Dumfries and Galloway also have a Children's Services Plan. The focus of the Children's Services Plan is to identify those key priorities and areas for improvement that can only be delivered through multi-agency working by partner agencies.

Our current Children's Services Plan covers the period 2020 to 2023. In comparison with the previous plan (2017-20) our current plan has more of a focus on vulnerability and the areas where improvements can only be delivered by working together effectively. The plan has six priorities, these are that by working together with our children, young people, their families, and communities:

1. Children and young people are safe and free from harm
2. The life chances and outcomes for care experienced children and young people improve
3. The impact of poverty on children and young people is reduced
4. The mental health and wellbeing of children and young people improves
5. Children and young people with complex needs and disabilities are enabled to reach their potential
6. How we support parents and carers to meet the needs of their children and young people improves.

The Education and Learning Directorate plays a key role in delivery of the Children's Services Plan as follows.

Priority 1

Education are contributing to this priority by undertaking safeguarding and child protection aspects within all areas of education. This includes regular review and updating of child protection policy and training for all staff, work on Signs of Safety, anti-bullying initiatives like 'Respect Me' and Time for Inclusive Education (TIE) and 'Safer Schools', as detailed earlier in this report.

Priority 2

Priority 2 is delivered through our Corporate Parenting Action Plan in which Education is leading on Raising Attainment – one of the four corporate parenting priorities in Dumfries and Galloway. Raising Attainment is underpinned by the following pledges:

- We will develop and promote the role of Corporate Parents for raising academic attainment and promoting wider attainment and participation.
- We will contribute to Dumfries and Galloway's aspiration that young people will be in positive and sustained destination, and as part of the Young Person's Guarantee, support 100% of them to move into and sustain positive, meaningful destinations beyond school and be supported by appropriate training.
- We will improve the educational attainment of care experienced children by removing barriers to learning, improving tracking and monitoring, improving attendance, reducing exclusion and providing equal access to opportunities.
- We will develop, deliver and support intervention and prevention initiatives targeted at children and young people, aged between 0 – 26 to improve their wellbeing and attainment levels.

To help close the attainment gap between looked-after young people and their peers, Education established a bespoke Care-Experienced Raising Attainment Group and a dedicated team whose main focus is to build capacity of the system to support children and young people. Initially, this work has targeted those looked-after and care-experienced children and young people who are currently underperforming in school. Furthermore, teachers working in this area have been trained in key interventions including Catch-up Literacy, Catch-up Numeracy, Nurture, Emotion Works and Seasons for Growth bereavement/loss support.

Going forwards, Education will:

- Use data on looked-after children to monitor and review school performance and individual needs.
- Continue to work to reduce exclusions of looked-after children; and to improve attendance.
- Improve the tracking and monitoring of looked-after children's attainment.
- Build capacity and develop the role of Looked-After Children's Champions in schools.
- Improve positive destinations for looked-after children.
- Support school staff to identify care-experienced children and young people.

Priority 3

We know that children living in poverty are more likely to:

- have poor physical health
- experience mental health problems
- have low sense of wellbeing
- underachieve at school
- have employment difficulties in adult life
- experience social deprivation
- feel unsafe
- experience stigma and bullying at school.

As such, much of the work reported in the Education Plan is underpinned by the professional responsibility of teachers, as set out in the GTCS standards, to promote social justice, and the national improvement priority to close the poverty related attainment gap. Specifically, and related to the Council and NHS responsibility to produce Child Poverty Action Plan and Report, the Children's Services Plan encapsulates this statutory reporting requirement and the report is available

<https://dumfriesgalloway.moderngov.co.uk/documents/s22461/local%20child%20poverty%20action%20plan%20appendix%20final.pdf>

The Plan for 2020/23 was agreed in September 2020 and will be refreshed for 2022/23. It will be focussed around the three main Drivers of Poverty which are driven by structural or institutional factors, and the six priority groups, as required by Government Guidance. It will be focussed for this year, on the impact and the specific actions required to mitigate the economic effects of COVID-19.

We already know that those experiencing poverty have been hardest hit in the first Response stage; and it is clear from all forecasts that there will be a lasting impact that must be addressed in the 'Recovery' and 'Restart' stages. Prioritisation and flexibility, using evidence and engagement, will be key to getting this right, in particular maximising opportunities from new ways of working and delivering outcomes. In addition, the new South of Scotland Enterprise Agency, the Borderlands

Inclusive Growth Deal and the refreshed Employability and Skills Partnership provide exciting opportunities for innovation and bold action.

Priority 4

One of the primary aims under Priority 4 in the Children's Services Plan is to *ensure that all children and young people have access to the mental health and wellbeing support that they need when they need it. This includes a breadth of access, close to home and in a timely manner, matched to the needs expressed.*

Education are working together with partners in Health to achieve this aim through the development of a Wellbeing Hub model. This will provide support to children and young people, and those working with them regarding mental health and wellbeing. This will include the development of a pathway to include universal well-being, strengths-based approaches, and remote and online resources accessible to all.

Priority 5

One of the 4 high-level aims under Priority 5 is that *Educational pathways and the range of options for children with complex needs (including Autism Spectrum Disorders and social communication disorders) will be strengthened in order to improve outcomes.*

Education and Learning are leading on the delivery of this aim. This involves establishing a Pathway that will:

- focus on reconfiguring resource provision for children with complex needs across Dumfries and Galloway.
- reconfigure services and approaches, including staged intervention approach, within Supporting Learners to more effectively target those with most complex needs.

Priority 6

Priority 6 aims to support parents and carers to meet the needs of their children and young people. This includes for example, development of a continuum of structured and coordinated parenting support which empowers parents/carers to meet the needs of their child; and provision of a range of learning opportunities for parents/ carers to improve their life-chances. Education and Learning are contributing towards the delivery of this priority - working together with partners from Lifelong Learning, Health services, Youth Work, Social Work and Employability and Skills. Within this priority, one of the aims is that parents and carers are able to have their voices heard with regard to meeting the needs of their child, and Education and Learning are leading on the delivery of Parent Surveys which will contribute towards the achievement of this aim.

Data and Outcomes Narrative

Attainment in the Broad General Education: Achievement in Literacy and Numeracy

School closures and remote learning during lockdown meant that schools were not able to carry out the full range of ongoing assessment, standardised assessments, SNSA assessments and moderation activities they would normally undertake to enable them to gather robust achievement of a level information and pupil progress data in a common format across the authority. This in turn meant

that all schools and local authorities nationwide were unable to carry out the annual pupil attainment and progress data collection exercise and no national uplift of Curriculum for Excellence progress and achievement data took place.

2020 SQA Attainment -Appendix 1 shows trend data from the initial SQA release of results in August each year for S5 and S6 taken from the SEEMiS BI Tool for accumulated data. This is before Insight incorporates all other data from the Scottish Curriculum Qualifications Framework (SCQF)

In 2019/20 achievement in S5 showed an increase in overall performance with 60.38% achieving 1 or more awards at SCQF Level 6, 41.12% achieving 3 or more awards at SCQF Level 6, and 15.97% achieving 5 or more awards at SCQF Level 6. The five-year trends are showing improvements for all 3 measures.

S6 performance saw improvements in all areas in 5 trends across 1+, 3+ and 5+ Highers achieved as well as 1+ Advanced Higher. Improvements on the previous year shows slight dips in performance for all 3 Higher measures but an improvement in 1+ Advanced Higher.

In summary in S4 - National 5 entries increased by 11%. National 4 entries increased by 16% National 5 A- C passes increased by 4%, National 5 passes overall increased by 9%.

Insight Comparison Data - Achievement in **Literacy** @ National 4 for 2020 school leavers across Dumfries and Galloway was up by 0.2% on previous year's (2019) performance and remained above Virtual Comparator (VC) value. **Literacy** @ National 5 saw an increase of 1.11% but is below VC value.

Achievement in **Numeracy** @ National 4 for 2020 school leavers across Dumfries and Galloway was down by 0.52% on previous year's (2019) performance and was slightly below VC value. **Numeracy** @ National 5 saw an increase of 3.53% but is below VC value.

The national benchmarking measure **improving attainment for all** (average complimentary tariff scores) shows school leavers attainment in Dumfries and Galloway 2020 for the lowest 20% was above the VC and national averages. The middle 60% was below our VC and national averages. Values for the highest 20% was also below the VC and national averages.

When considering **attainment versus deprivation** across Dumfries and Galloway, the attainment of young people (2020 leavers), based on complimentary tariff points across the Scottish Index of Multiple Deprivation (SIMD) deciles 1 – 10 is overall similar or slightly better than the VC averages. The majority of the cohort are in deciles 4, 5 and 6 where attainment is very similar or above virtual comparator, as are deciles 2 and 8. Deciles 1, 3, 7, 9 and 10 are all slightly below virtual comparator average. An average attainment gap of 442 total tariff points exists between the performance of young people in SIMD Decile 1 and those in SIMD Decile 10. This is a smaller gap than VC values.

Breadth and Depth - The proportion of young people leaving school and achieving awards at SCQF level 4 (2020) is above VC for 1+ to 5+ awards. Attainment at SCQF level 3 is broadly in line with the VC. The proportion of young people achieving awards at SCQF level 5 (2020) is above VC for 1+ to 5+ awards.

The proportion of young people leaving school achieving awards at SCQF level 6 in 2020 is below the VC for 1+ to 5+ awards. The proportion of young people achieving awards at SCQF level 7 in 2020 is very similar to the VC for 1+ 2+ 3+ awards.

Curricular Areas - In 2020, the % of young people attaining qualifications in English, Maths, Expressive Arts, Sciences and Social Subjects and for awards recognising wider achievement was greater than the Virtual Comparator values. In 2020, the % of young people attaining qualifications in Technologies, Health and Wellbeing and Languages (apart from English) was lower than the Virtual Comparator.

Partnership Course Summary - In 2020, a number of young people in Dumfries and Galloway gained qualifications at SCQF level 4 to SCQF level 7 in neighbouring secondary schools. In 2020, a number of young people from Dumfries and Galloway gained qualifications at SCQF levels 4, 5 and 6 through Dumfries and Galloway College and SRUC (Scotland's Rural College) Barony campus.

Opportunities for All - The Opportunities for All (OfA) Annual Participation Measure identifies the participation status of the wider 16-19 cohort and can be used as an indicator of success for the youth guarantee partnership. The latest participation measure shows that 91.9% of our 16-19 year olds are participating in training, education employment, or personal development, compared to 92.1% nationally.

The following table shows 69% of our 16–19 year olds were in education as of August 2020 (school/college/higher education). This figure is similar to the results from previous years.

Dumfries and Galloway Participation Measure					
	2016	2017	2018	2019	2020
Education	69%	70%	69%	69%	69%
Employment	20%	21%	22%	21%	21%
Training	2%	2%	2%	2%	2%
Not Participating	3%	3%	3%	3%	3%
Unconfirmed	6%	4%	4%	6%	6%

Please note: figures are rounded to the nearest whole number

The Youth Guarantee partnership has a tracking and monitoring subgroup which accesses Dumfries and Galloway data via the 16+ Data hub to inform policy, planning and service delivery and determine the impact of the Opportunities for All commitment. Through close partnership working with Skills development Scotland (SDS) and Employability & Skills, there has been an increased focus on the use of 16+ data to help inform partnership delivery of the Youth Guarantee.

In 2021, Dumfries and Galloway used 16+ data to record preferred routes for 87% of school leavers against a national average of 80% and preferred occupations for 85% in comparison to a national average of 78%. Dumfries and Galloway recorded anticipated leave dates for 91% of school leavers in comparison to a national average of 86%. Despite these figures being above the national average, they represent a slight percentage drop from 2020. This is likely to be a consequence of increased challenges in communication with some young people during periods of lockdown and remote

learning. The 16+ data contributed significantly to ensuring that relevant information was available to help support young people to transition to positive and sustained post school destinations.

The pandemic also had an impact on the numbers of young people who were able to move on to positive destinations. Positive destination figures show a 2% drop on the previous year to 92.7% and changes in destination by type show a drop in young people's employment but an increase in those going on to higher education.

Attendance & Exclusions

Attendance

Overall school attendance for both Primary and Secondary schools has increased over the five years 2016/17 to 2020/21. Primary pupil attendance for 2020/21 has increased by 1.7% compared to 2019/20 and currently stands at 95.9%. Authorised absence is 3.12%, unauthorised 0.98%. Over the same period the attendance of Looked After and Accommodated Children (LAC) young people receiving free school meals (FSM) and young people with an Additional Support Need (ASN) has remained the same at 93.7%, 93.2% and 94.6% respectively. Variation by SIMD decile shows a pattern with young people living in decile 1 attending on average 93.6% against those in decile 10 attending 97.9%.

Secondary school attendance has increased both in the 5-year timeframe as well as in the last year. Attendance during academic year 2020/21 shows an increase of 2.3% against the previous year and a 5-year pattern that is up 1.4%. Attendance for LAC has also improved significantly over the last 5 years with a 4.2% increase in the last year, taking this figure to 87.5%. FSM average has increased by 3.4% to 87.2% and ASN average has increased by 2.1% to 90.5%. Attendance by SIMD decile has improved in the last year by 3% to 89.5%. These data also show a slight closing of the gap from young people who are LAC, ASN or from lower SIMD decile homes.

Primary Attendance Tables

Gender	2016/17	2017/18	2018/19	2019/20	2020/21
Female average	94.7%	95.0%	95.2%	94.4%	96.1%
Male average	94.6%	94.7%	95.0%	94.0%	95.7%
Overall average	94.6%	94.9%	95.1%	94.2%	95.9%

LAC	2016/17	2017/18	2018/19	2019/20	2020/21
LAC average	93.7%	95.0%	94.8%	92.9%	93.7%
Not LAC average	94.7%	94.9%	95.1%	94.2%	96.0%
Overall average	94.6%	94.9%	95.1%	94.2%	95.9%

FSM	2016/17	2017/18	2018/19	2019/20	2020/21
FSM average	93.3%	92.5%	92.5%	94.4%	93.2%
Not FSM average	94.8%	95.3%	95.6%	94.0%	96.7%
Overall average	94.6%	94.9%	95.1%	94.2%	95.9%

ASN	2016/17	2017/18	2018/19	2019/20	2020/21
ASN average	94.6%	93.4%	93.7%	92.8%	94.6%
Not ASN average	94.8%	95.6%	95.8%	94.8%	96.5%
Overall average	94.6%	94.9%	95.1%	94.2%	95.9%

Secondary Attendance Tables

Gender	2016/17	2017/18	2018/19	2019/20	2020/21
Female average	90.9%	90.6%	91.2%	90.3%	92.7%
Male average	92.0%	91.6%	92.1%	90.7%	92.9%
Overall average	91.4%	91.1%	91.7%	90.5%	92.8%

LAC	2016/17	2017/18	2018/19	2019/20	2020/21
LAC average	84.0%	85.5%	85.1%	83.3%	87.5%
Not LAC average	91.6%	91.3%	91.8%	90.8%	92.9%
Overall average	91.4%	91.1%	91.7%	90.5%	92.8%

FSM	2016/17	2017/18	2018/19	2019/20	2020/21
FSM average	86.7%	85.7%	85.7%	83.8%	87.2%
Not FSM average	92.1%	91.9%	92.5%	91.8%	93.9%
Overall average	91.4%	91.1%	91.7%	90.5%	92.8%

ASN	2016/17	2017/18	2018/19	2019/20	2020/21
ASN average	88.7%	88.1%	88.9%	87.4%	90.5%
Not ASN average	92.6%	92.7%	93.0%	92.2%	93.9%
Overall average	91.4%	91.1%	91.7%	90.5%	92.8%

Exclusions

Primary pupil exclusions have fallen to a value of 3.56 per thousand. This shows a significant reduction over 5 years from 10.71 in 2016/17, as well as a reduction in the last year from a figure of 5.24 in 2019/20. Exclusions for LAC young people are still higher in primary schools with the 2020/21 data sitting at 24.32 exclusions per thousand, however this shows a reduction over 5 years from 101.7 exclusions. This data shows both a reduction in LAC exclusions but also that this reduction is happening at a faster rate than overall reductions in primary pupil exclusions. Exclusion data for young people with FSM shows a 5-year reduction from 40.4 per thousand to 10.24. Again, this is both a reduction and a closing of the gap against the overall reduction in the average exclusion rate. For young people with ASN, there is again a significant reduction from 36.78 exclusions per thousand to 10.61 over the last 5 years and this shows a closing of the gap against the overall average exclusion

figure. Considering primary exclusions by SIMD decile, in 2020/21 there was no clear pattern of exclusions, with exclusions being comparatively evenly distributed across the deciles.

Secondary school exclusions have remained very consistent over the past 5 years with the rate falling very slightly in the last year to 32.6 exclusions per thousand. Considering LAC exclusions, there is very significant reduction in the 5-year pattern from 170.9 exclusions per thousand pupils in 2016/17 to 95.4 in 2020/21. This shows a closing of the gap against the overall exclusion average. A similar pattern is seen in FSM pupils with a 5-year drop from 111.2 exclusions per thousand to 74.4 exclusions per thousand, this also shows a significant closing of the gap. Exclusions for secondary young people with ASN shows a similar pattern with a reduction from 79.9 exclusions per thousand to 62.1 exclusions per thousand over 5 years, again this shows a closing of the gap against the overall secondary exclusion average. In terms of secondary exclusions by SIMD, the 5-year pattern shows that young people from lower SIMD deciles continue to be more likely to be excluded, however the difference between the lowest deciles and the highest deciles is greatly reduced.

In April 2018, the authority introduced a zero target for looked after pupil exclusions and it is still yet to meet that target and is sitting at **24.32** per thousand for LAC in primary schools which equates to **8** separate incidents of exclusion

Primary Exclusions per Thousand Pupils Tables

Gender	2016/17	2017/18	2018/19	2019/20	2020/21	LAC	2016/17	2017/18	2018/19	2019/20	2020/21
Female average	4.5	4.05	1.35	0.96	0.96	LAC average	101.7	127	20.77	14.41	24.32
Male average	16.65	27.56	16.75	9.33	6.05	Not LAC average	8.62	12.93	8.81	4.93	2.90
Overall average	10.71	15.62	9.2	5.24	3.56	Overall average	10.71	15.62	9.2	5.24	3.56

FSM	2016/17	2017/18	2018/19	2019/20	2020/21	ASN	2016/17	2017/18	2018/19	2019/20	2020/21
FSM average	40.4	42.78	17.06	12.16	10.24	ASN average	36.78	42.1	25.3	14.53	10.61
Not FSM average	7.97	10.03	7.62	3.34	1.47	Not ASN average	1.04	2.44	1.41	0.96	0.27
Overall average	10.71	15.62	9.2	5.24	3.56	Overall average	10.71	15.62	9.2	5.24	3.56

Secondary pupil exclusion rate for 2020/21 is showing a reduced value of **32.6**. In April 2018, the authority introduced a zero target for looked after pupil exclusions and although the LAC average exclusion value has greatly reduced on the previous years, it is still yet to meet that target.

Secondary Exclusions per Thousand Pupils Tables

Gender	2016/17	2017/18	2018/19	2019/20	2020/21
Female average	19.4	24.0	22.0	17.8	17.4
Male average	43.2	56.4	57.5	48.2	48.1
Overall average	31.3	40.4	39.7	33.0	32.6

LAC	2016/17	2017/18	2018/19	2019/20	2020/21
LAC average	170.9	370.1	374.1	155.1	95.4
Not LAC average	27.9	34.0	34.2	28.6	30.1
Overall average	31.3	40.4	39.7	33.0	32.6

FSM	2016/17	2017/18	2018/19	2019/20	2020/21
FSM average	111.2	93.4	115.0	85.4	74.4
Not FSM average	19.3	32.7	31.0	22.6	23.3
Overall average	31.3	40.4	39.7	33.0	32.6

ASN	2016/17	2017/18	2018/19	2019/20	2020/21
ASN average	79.9	82.2	91.8	67.5	62.1
Not ASN average	10.8	19.2	14.7	14.3	44.6
Overall average	31.3	40.4	39.7	33.0	32.6

Summary

During this reporting period (20/21), exceptional challenges have been experienced and schools have worked tirelessly to overcome issues related to social distancing and sporadic pupil/staff absences to plan, to deliver and sustain intervention work as effectively as possible. The pandemic has resulted in the latest evidence showing that there are variations across schools, sectors and stages in how the Poverty Related Attainment Gap has been affected from pre pandemic levels. More families are now being impacted by poverty than prior to the COVID-19 pandemic. In Dumfries and Galloway, some of the geographical, rural challenges have a greater impact, especially digital connectivity during periods of remote learning.

A report on the current position of Poverty and Deprivation in Dumfries and Galloway 2020 commissioned by D&G Council states that DWP/ HMRC statistics 'Children in Low Income Families: Local Area Statistics' March 2020 provides data on the number and percentage of children aged 0-15 years who are living in households with below 60% median income before housing costs. Dumfries and Galloway had 6,141 children (26.2%) living in households below 60% median income before housing costs. This figure has increased by 2.8% since 2015. Dumfries and Galloway has the fifth highest increase of all local authority areas in Scotland and has had the highest increase in child poverty since 2015 within its peer group. This has implications for our work in schools to close the Poverty Related Gap. However, encouraging evidence from the report finds when using the SIMD domains, Dumfries and Galloway performs best in its peer group in the following areas:

- Education
- Employment
- Health
- Income

August 2021

Glossary

AEP – Annual Education Plan
ASN - Additional Support Needs
BGE - Broad General Education
CfE - Curriculum for Excellence
CIAG - Children Integrated Agency Group
CLPL - Career Long Professional Learning
Clusters - A term used to describe a secondary school and associated primary schools
CNG – Closing the Numeracy Gap
DGPCF - Dumfries and Galloway Parent Council Forum
DYW - Develop the Young Workforce
EPS - Educational Psychologists
FA programme - Foundation Apprenticeship programme
GIRFEC - Getting It Right for Every Child
LAC - Looked After Children
LNCT – Local Negotiating Committee for Teachers
NIF - National Improvement Framework
PEEP - Peers Early Education Partnership
PEF - Pupil Equity Funding
PIE - Parental Involvement and Engagement
PIN - Parents Inclusion Network
PLRG - Professional Learning Reference Group
QAMSO - Quality Assurance and Moderation Support Officers
SAC - Scottish Attainment Challenge
SCN – Severe and Complex Needs
SCQF - Scottish Curriculum Qualifications Framework
SDS - Skills Development Scotland
SIMD - Scottish Index of Multiple Deprivation
SRUC - Scotland’s Rural College
SWEIC - South West Educational Improvement Collaborative
VC - Virtual Comparator (from Insight Benchmarking Tool)

Appendix 2: 2019/20- 2022/23 EDUCATION PLAN (updated annually to reflect NIF priorities and national reporting requirements)

<p>Our Commitments are:</p> <ul style="list-style-type: none"> • Ensure early intervention, in particular to keep our region’s vulnerable children safe • Invest in creating schools fit for the 21st century which are at the heart of our communities • Raise ambition and attainment, in particular to address inequalities • Support children to be healthy and active 	<p>National Improvement Priorities:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and the least disadvantaged children and young people • Improvement in children and young people’s health and wellbeing • Improvement in employability skills and sustained , positive school leaver destinations for all young people.
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NIF Priority - Improvement in attainment, particularly in literacy and numeracy

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Links to Childrens Services Plan	Links to SWEIC Plan	P
Teacher Professionalism <i>(see also teacher professionalism in Empowerment section below)</i>	In collaboration with key partners: Build staff capacity to deliver language learning and teaching (in particular the emergent L3 – Spanish) in the BGE. Improve the quality of language learning and teaching.	Improved quality of language learning and teaching.	Qualitative comments within Education Scotland reports. High quality language learning and teaching in 80% of the schools sampled.				√	Foc cap deli qua asse Faci Dire prom teac lear Wel Lang Fran (Edu Lang lear Scot (SCI have kno

								lang lear
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	Ensure new Scottish Government funded Early Learning and Childcare Senior Practitioners are trained as Communication Champions, and in TLQ to deliver programmes in ELC centres in areas of high deprivation	Improved language and communication skills for children attending ELC	Pre and post assessment using Renfrew Action Picture Test	P2C1M06Q &C_PR01	√	√	√	5 se Com 202 All S in P deli with disr curr
	Support high quality professional learning for staff at all levels with a particular focus on literacy and numeracy Continue to provide bespoke support to individual establishments and practitioners on aspects of Literacy and Numeracy - Closing the Gap .. 'to ensure consistency, progression and sustainability Continue with Literacy and Numeracy Excellence and Equity Meetings to disseminate key local and national priorities and to provide networking opportunities Literacy - Continue to embed & extend evidence-based approaches to the teaching of	Teachers will demonstrate increased skill, knowledge and confidence in teaching reading and writing Improved pupil attainment in reading writing and numeracy Within the context of literacy identification of Dyslexia is a key focus Teachers will demonstrate increased skill, knowledge and confidence in teaching numeracy.	Reader engagement surveys Track establishment engagement with the School Libraries Monitor children and young people participation in planned programmes and impact on individual attainment Stakeholder engagement CfE SNSA results SQA Literacy and Numeracy results Closing the Numeracy gap impact evaluation report	P2C1M06Q &C_PR01 P2C3M06Q &C_PR01	√	√	√	Exce In re has Wri Lea and Step A Ba Dun May succ Aust D&C sess diffe with in w

	<p>reading and writing as highlighted by Excellence and Equity in Literacy Group. Continue to provide a range of high quality CLPL at all levels to deepen understanding of the Literacy interventions and share good practice Numeracy - Continue to embed & extend evidence-based approaches linked to the nine pedagogical themes for numeracy and developing number knowledge as highlighted by Excellence and Equity in Numeracy Group Continue to provide a range of high quality CLPL at all levels to deepen understanding of the Numeracy interventions and share good practice</p>		<p>Achievement of Level data</p>					<p>liter Dun imp leve indi Pan and prac now follo dee and scho part COV will with orig scho app Exce Betw CLPL sess Exce Edu Teac virtu fron seco Lear 151 Wo Sup pro</p>
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	Contribute to Numeracy Excellence and Equity group priorities, including the development of Numeracy with Nurture	Completion of agreed tasks and measurement of outcomes within Numeracy E&E plan. Improvement in executive function for targeted children. Improvement in attunement of staff with targeted children.	Seek feedback on EPS contribution to E&E plan. Data gathering and analysis.	SLT3		√	√		EPS with susp scho funda part used rega 120 Psy Nur shar Equ plan
Performance Information <i>(see also performance</i>	Progress the Education Authority's language 1 + 2 implementation by August 2021	Increasingly, children and young people are receiving their entitlement to language learning through a raised awareness and agreed language 1 + 2 approach in schools and clusters.	100% primary and secondary schools delivering language learning and teaching in the second language (L2). 75% primary and secondary schools delivering language learning and teaching in the third language (L3).				√		To s enti Dire eng Offe Sup

<p>information in Empowerment section below)</p>			<p>Increased % of young people taking a language national qualification.</p>					<p>Take and Edu for Bite and imp initi scho</p> <p>In te regi in A prim the The 94% incr enti The 43% from</p> <p>Prim enal Dire and Plan mat imp end</p>
	<p>Support all establishments to become data literate to improve learning & teaching Continue to provide a programme of CLPL in addition to bespoke support to establishments to improve the analysis and use of data and</p>	<p>Staff at all levels are supported to use pupil data to plan and improve learning and teaching interventions matched to need Every school is data literate</p>	<p>Training evaluations QI Attainment Meetings Minutes of INSIGHT meetings QI school visits QI 3.2 evaluation</p>	<p>P2C3M08Q &C_PR01</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>In M SNSI leas mea Onli Offi</p>

	<p>ensure appropriate interventions are identified and embedded</p> <p>Work with schools to support embedding the Dumfries and Galloway Raising attainment strategy to ensure that high quality approaches are being used across all schools to successfully impact on pupil attainment.</p> <p>Develop and support the use of the BGE Benchmarking Toolkit to support and secure improvement in schools. Continue to support use of Insight senior phase benchmarking tool to support and secure improvements in learner outcomes.</p>	<p>Data is used effectively to improve learning and teaching and increase attainment</p> <p>Staff at all levels confidently using benchmarking tools to support and secure improvements</p>	<p>Achievement of Level data</p>				<p>v</p>	<p>As r rene arou Seve virtu and train anal data sess prev The proc upli tool 202</p>
<p>*Parental Engagement</p> <p><i>(see also parental engagement in Empowerment section below)</i></p>	<p>Ensure that parents are provided with opportunities to access relevant support, advice and information to enable them to be involved in their child’s learning.</p>	<p>Increased awareness of parental involvement and engagement</p>	<p>Recorded through collaborative Reviews in our primary and secondary schools under Quality Improvement 3.2</p> <p>Information shared with Parent Forum once per term to cascade to wider parent councils</p> <p>One DGGov Delivery email per month to inform parents/carers of involvement and engagement opportunities and information</p> <p>Develop and publish a range of information leaflets for parents</p>					<p>Stra thro Regi and add COV 48 c by p deli from pare Prom sess Pare from Con prin</p>

	information to support learning and improve attainment through the BGE	Robust approaches to measuring pupil progress over time	All schools able to effectively track progress through the BGE Achievement of Level data						to u Prog sche data Mod foun for s MIS arou avail train
	Ensure that parents are provided with opportunities to access relevant support, advice and information to enable them to be involved in their child's learning.	Better understanding of assessment and participation	Recorded through collaborative Reviews in our primary and secondary schools under Quality Improvement 2.3 Information shared with Parent Council once per term to cascade to wider parent forum						Coll sec be r Par incr piec caso

NIF Priority - Closing the attainment gap between the most and the least disadvantaged children and young people

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Links to Childrens Services Plan	Links to SWEIC Plan	
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<p>School Leadership</p>	<p>Develop understanding and knowledge in the principles of Signs of Safety, for senior staff with a remit for child protection.</p>	<p>Better assessment and planning to resolve, minimise or eliminate risk.</p>	<p>Multi agency evaluation of signs of safety</p>		<p>√</p>	<p>√</p>		<p>Sing Com Sett</p>
<p><i>(see also School leadership in Empowerment section below)</i></p>	<p>Work with Headteachers to implement transformational change to more efficiently meet the needs of children and young people with Additional Support Needs (ASN)</p>	<p>All school-based staff will feel more confident in their ability to meet the needs of children and young people with ASN</p>	<p>Reduction in requests for additional resources (RFA's) Reduction in requests for assistance from specialist services Lower exclusion rates Improved attendance rates Improved attainment rates Reduction in parental complaints Increased number of Individual Education Plan (IEP) targets met Reduction in day placements and inclusion base placements Quality assurance of ASN pupil education planning (such as IEPs and CSPs) Fewer Team Teach reports and accident/incident reports Reduction in staff absences</p>	<p>SLT3</p>	<p>√</p>	<p>√</p>		<p>The subs acti exp tran Serv edu Com hea focu amb The mar scal This lock Incl sche app ASL clus fram dep and 30% for The atte plan</p>
<p>Teacher Professionalism</p>	<p>Implement the Stages of Intervention framework</p>	<p>Fewer requests for support from additional resources and specialist services Lower number of exclusions</p>	<p>Set benchmark from local information and measure in 12 months Set benchmark from local and national indicators and measure in 12 months</p>	<p>SLT3</p>		<p>√</p>		<p>Stag com COV sign</p>

<i>(see also teacher professionalism in Empowerment section below)</i>	Develop a system and framework using Video Interactive Guidance and Video Enhanced Reflective Practice to support Care Experienced Education Team priorities	Contributes to improving attainment Increased number of Individual Education Plan (IEP) targets met Reduction in day placements and inclusion base placements Production of an effective system and protocols. Increased use of nurturing/solution focussed approaches.	Benchmarking from national indicators and local attainment levels Set benchmark from local indicators and measure in 12 months Set benchmark from local indicators and measure in 12 months Feedback from CEET and school staff on changes in practice. Feedback from Care Experienced young people.	SLT3				imp sche of In One com inte visi
<i>(see also performance information in Empowerment section below)</i>	Improve attendance by adopting a more targeted approach by Supporting Learners Service in identifying, escalating and addressing low attendance. Develop Early Learning and Childcare Framework to commission providers including childminders to deliver Early learning and Childcare on behalf of Dumfries and Galloway Council Develop an audit tool in line with the National Standard and undertake Quality Assurance of all Early Learning and Childcare Providers (including local authority classes, private and voluntary providers and childminders) Phase three implementation of 1140 hours expansion programme August 2019	Improved statistics in relation to attendance under 60% Sufficient provision of Early Learning and Childcare offering parents quality, flexible services that meet their needs. Improved Early Years Team knowledge and understanding of settings performance in relation to meeting the National Standard by August 2020. Using quality assurance processes to inform the operational work of the team will ensure that providers are best supported to comply with the National Standard from August 2020	Compare against baseline information for 2018/2019 Care Inspectorate grades across all themes of Good or above Compliance with National Standard for Early Learning and Childcare External validation including Education Scotland Quality Assurance visits Discussions with staff S&Q Reports	P2C3M05Q &C_PI01 P2C1M03L &R_PI01	√ √	√	√	The to s whe con give late dela supp fam The in F Two ont 202 One com has A Na deve sess and mee con serv assu

	Phase four implementation August 2020	Children have early access to increased hours of Early Learning and Childcare provision	1140 hours of Early Learning and Childcare is available to children across Dumfries and Galloway					6 lo eng Imp imp plan insp prov have Mar may curr
	Refine the use of data to inform service delivery and resource allocation (such as red amber green (RAG) risk register, exclusions, attendance, attainment, violence and aggression, staff wellbeing) Continue to use data to support and challenge schools to reduce exclusions and improve attendance and engagement	Resources are more effectively deployed to address service pressures Supporting Learners staff will be better equipped to engage with schools on exclusions, attendance and engagement	Evidence from audit of early intervention through effective deployment of resources to minimise service pressures, disruptions Local indicators Lower exclusion rates Higher attendance rates Improved attainment rates	SLT3 SLT3	√ √	√ √		Pha has a sta The as p the com 202 fina the Viol suspe dow 202 of p tern sche Mar (see Lim Mon for 2

	Implement the Looked After Children (LAC) Raising Attainment plan with a particular focus on building capacity of staff and partners and map the journey of care-experienced children and young people in collaboration with social work and health	Completion of LAC Raising Attainment Plan Completion of education priorities within the Corporate Parenting action plan.	Reduction in LAC exclusion, Improvement in LAC attendance, improvement in LAC attainment at Level 4. Feedback from care experienced young people						New mov Aug LAC upd Upd com
*Parental Engagement <i>(see also parental engagement in Empowerment section below)</i>	Implementation of PEEP programme to support parental engagement in areas of deprivation Further promote access to Early Learning and Childcare for eligible two year olds Undertake Parental survey to inform delivery models of expansion of Early Learning and Childcare	Parents are better equipped to support early learning and progress towards developmental milestones of children accessing Early Learning and Childcare Increase in number of funded places for eligible two year olds 1140 hours is delivered through a flexible, accessible delivery model within geographical areas.	Implementation of PEEP in nurseries supported by Scottish Government funded Excellence and Equity Leads (ELC Senior Practitioners). Uptake of places through NAMS Families access Early Learning and Childcare which meets their needs Parental feedback	P2C1M03L &R_PI01		√	√	√	Ove mon regi deli coll they their lear was incl new nurs Lea seni PEE ena accr emp rem com Aro acc are

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	<p>Improve use of social media, and timely, appropriate communication using plain English and parent-friendly-language to ensure that the wider parent forum is aware of services and opportunities to support their children</p> <p>Implementation of parental involvement and engagement strategies Provide and share expertise on parental involvement and engagement. Case Studies and best practice.</p> <p>Consider available data on deprivation, employment, community resources as part of parental involvement and engagement strategies.</p>	<p>Raised awareness across parent community</p> <p>Increased participation in events and activities that show the impact of parents as partners in learning</p> <p>Increased awareness of practical steps and projects</p> <p>Raised awareness across parental forums of Pupil Equity Funding and Scottish Attainment Challenge</p>	<p>Evidence both qualitative (views, feedback, evidence of impact from what parents say) and quantitative (data, statistics, satisfaction figures).</p> <p>Recorded through collaborative Reviews in our primary and secondary schools under Quality Improvement 3.2</p> <p>Gathered as best practice examples and shared across schools.</p>						<p>DGC from mar DGC June (DG</p> <p>DGC Dec repr note cons prom and</p> <p>Exer part rem Febr</p> <p>Imp Invo Stra rem</p>
*School Improvement	In collaboration with the Scottish Government, Education Scotland and SWEIC, increase capacity of Headteachers and staff to use data effectively to identify gaps and measure the impact of	Appropriate, timely interventions improve outcomes for children and young people.	School improvement progress reports evidence positive impact of strategies and actions - particularly for Pupil Equity funded interventions.		√	√		√	The tear Sup inte

<p>(see also School Improvement in Empowerment section below)</p>	<p>interventions to improve outcomes for children and young people.</p>		<p>% of schools reporting improvement against the NIF measures and sub-measures.</p>					<p>colla SWE capa acro data imp Effe bee self- refle Chil reco the This supp colla Offi Scot Imp Hea Effe prio focu well and dep</p>
	<p>Provide high quality education throughout the BGE and Senior Phase and support establishments to narrow the outcomes gap for disadvantaged groups</p> <p>Ensure that staff and resources, secured through Pupil Equity and Attainment Challenge funding are providing targeted supports to the most disadvantaged children and young people as appropriate</p> <p>Use a proportionate approach to support and challenge schools</p>	<p>Improved outcomes for all young people, particularly the more vulnerable, throughout the BGE and Senior Phase</p> <p>More robust approaches to tracking and monitoring the progress of children and young people to ensure they are being supported and challenged to achieve their potential</p> <p>Targeted interventions are impacting positively on the attainment and</p>	<p>Data analysis of CfE, SNSA and SQA results Views of children and young people through focus groups School leaver destination Data School improvement plans and Standards and quality reports QI visits and reports School collaborative reviews and reports PEF Planning and Impact reporting Feedback from key stakeholders External validation including Education Scotland and Care Inspectorate</p>	<p>P2C3M01Q &C_PI06</p> <p>P2C3M07Q &C_PI13</p> <p>P2C3M07Q &C_PI14</p> <p>P2C3M07Q &C_PI15</p>	<p>√</p> <p>√</p>	<p>√</p>	<p>√</p>	<p>SWE The mee loca deli loca Gro colla Scot Cric Wor Imp</p>

	<p>As part of the SWEIC regional improvement collaborative, work with teachers and practitioners across the four local authorities to further develop skills through collaboration to support professional learning, drive innovation and improvement in learning and teaching, use data to raise attainment and close the poverty related gap .</p>	<p>achievement of identified children and young people.</p> <p>The poverty-related attainment gap is reduced</p> <p>A robust quality improvement framework supports and challenges schools, supporting the ongoing cycle of self-evaluation and improvement planning across establishments Proportionate support provided where required to secure improvement and raise standards</p>	<p>Dumfries and Galloway schools' engagement with PEF workstream activities and events</p>	<p>P2C3M07Q &C_PI16</p> <p>P2C3M01Q &C_PI01</p> <p>P2C3M01Q &C_PI02</p>				<p>teach Gall sche atte Sept repr was Scot Tea and Mod stud repr rela turn sens prob curr grou to in solv alge man</p> <p>PEF flexi barr caro lear alon add jott etc. han guid cont year to e thei incr</p>
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	<p>Provide 1140 hours of high quality Early Learning and Childcare across Dumfries and Galloway that will meet the needs of children and families ensuring the recruitment of quality staff and leaders.</p> <p>Further develop training programme for Early Learning and Childcare staff and improve approaches for sharing best practice focusing on developmentally appropriate children’s experiences in line with best practice across all providers.</p> <p>Develop a Dumfries and Galloway model for tracking, monitoring and profiling children’s progress through early learning</p>	<p>Children are given the best start in life and are supported to reach their full potential.</p> <p>Staff and leaders are highly skilled, knowledgeable and effectively support children in their learning and development.</p> <p>Dumfries and Galloway’s Early Learning and Childcare expansion plan continues to ensure that quality is at the heart of service delivery.</p> <p>Effective practice is shared and used to improve quality across all Dumfries and Galloway’s early years establishments</p> <p>Robust tracking and monitoring systems meet the needs of children and families within the context of the early years setting.</p>	<p>High quality staff are recruited to deliver 1140 hours of Early Learning and Childcare is available to children across Dumfries and Galloway</p> <p>External validation including Education Scotland and Care Inspections</p> <p>Quality assurance and improvement visits</p> <p>Discussions with staff S&Q Reports</p> <p>Children are making appropriate progress in line with their age and stage of development</p>	<p>P2C1M03L &R_PI01</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>Sta Aug The to u Pra Univ cour and high lear into</p> <p>Prof Earl have as ‘S acce of th deve prac Offi Care eval usin ‘How the have eval rece</p> <p>A vi func on L</p>

		Improved outcomes for learners through more effective deployment and delivery of schools based and specialist provision	Establishment of Inclusion Hub in Dumfries. Reduction in use day education placements. Staff satisfaction reporting						Form (sch to th muc the
	Build the capacity of school staff to meet the needs of all learners with additional support needs	School staff will feel more confident in their ability to meet the needs of children and young people with ASN which in turn will allow those children & young people to access the full curriculum	Improved attainment rates Reduction in requests for alternative education provision Reduction in requests for additional support Reduced transport costs	SLT3	√	√			An l for n face writ Edu con: 61 v ther pers issu con: beh eval con: that repo know
	Raise the attainment and improving the educational experience of targeted care-experienced children and young people	More Care-Experienced pupils will be attaining at appropriate levels to their age and stage, as well as going on to positive and sustained destinations	Lower exclusion rates for care-experienced pupils Higher attendance rates for care-experienced pupils Improved attainment rates for care-experienced pupils	SLT3					Abo
	Implementing and communicating structural changes within the Supporting Learners Service	Redefined and communicated structure, roles and responsibilities for the Supporting Learners Service	New Supporting Learners structure in place by end of 2019/20 session	SLT3					As a 48 c by p deli from pare No s Incl
	Work together to address barriers that limit parents' Involvement and engagement	Sharing of best practice between schools and early learning and childcare settings AND via parent conference and forums. Support and challenge Parent Councils to ensure they are inclusive and represent the demographic of parents.	Attendance data at qualities and inclusion training for Parent Councils						

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	Build the capacity of school staff to keep children safe	Understanding and knowledge in the principles of Signs of Safety, for senior staff with a remit for child protection	Multi agency evaluation of signs of safety evidencing better assessment and planning to resolve, minimise or eliminate risk.	SLT3	√	√			Sim Co Set

	<p>Support secondary school having access to a counsellor</p>	<p>Provide opportunity for early support for young people experiencing mental health issues through having counsellors in school</p> <p>Local initiatives to support access to Mental Health support</p>	<p>Number of young people with access to a counsellor</p> <p>Evaluation of programme supported by local business</p>	<p>P2C4M07L &R_PR01</p>	<p>√</p>	<p>√</p>		<p>All to cou an ser sch sho Or ser wo mo wh wh Sch yo im co to EP: bo Pa in i fee</p>
	<p>Cool to Talk – interactive digital intervention</p>	<p>Provide a support mechanism for young people in partnership with NHS</p>	<p>Roll out of Cool to Talk Programme</p>	<p>P2C4S2 CYPLL1</p>				<p>No cha</p>

	<p>Schools Health and Wellbeing Group (Excellence and Equity Group)</p>	<p>Re-establish group with partners to provide focus on delivering HWB programmes across schools</p> <p>Ensure compliance with new guidelines on school nutrition</p>	<p>Regular updates from HWB group to both Curriculum and School Improvement Group and Headteachers</p> <p>Number of positive Schools Nutrition Inspection</p> <p>Development of a new school meals menu</p>		√	√	√	<p>Cre an rep chi an off Ed NH dis an 20</p> <p>Du the Ma We 74 sta sec Gro cor acr in he ou</p>
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<p>Teacher Professionalism</p>	<p>Increase number of ELC practitioners trained in Solihull approach.</p>	<p>Children receive appropriate care and support in nurturing environments</p>	<p>Care Inspectorate theme Care and Support evaluations are Good or better</p> <p>Number of Early Learning and Childcare Practitioners trained</p>	<p>CYPLLKEY02</p>	<p>√</p>	<p>√</p>	<p>A F Tra del pra pro</p>
<p><i>(see also teacher professionalism in Empowerment section below)</i></p>	<p>Provide 2 hours of high quality PE lessons in all schools</p>	<p>Support primary class teachers in developing high quality PE programmes</p>	<p>A range of age appropriate PE programmes will be developed and rolled out to all schools</p> <p>Number of teaching staff attending CPD on new programmes</p>	<p>√</p>	<p></p>	<p></p>	<p>PE in exp Ed Go rel 10 in</p>
<p>Performance Information</p> <p><i>(see also performance information in Empowerment section below)</i></p>	<p>Active Schools Programme</p>	<p>Deliver active schools programme across all schools as set out in SportScotland delivery plan</p> <p>Extending programme delivery to include developing understanding of nutrition and health</p> <p>Improve links with NHS Anti-Obesity initiatives by developing “Health Zones” in schools through existing Sports Leaders</p> <p>Improve links between active school sessions and breakfast club provision</p>	<p>Develop case studies to demonstrate impact</p> <p>Physical Activity Survey – by Cluster</p> <p>Development and roll out of a “fuel facts five minutes” as part of Active School sessions.</p> <p>Number of Health Zones developed in schools.</p> <p>Developing links between early morning activity and food sessions</p>	<p>P2C4M05Q &C_PI02</p> <p>P2C4M05Q &C_PI03</p> <p>P2C4M05Q &C_PI04</p> <p>P2C4M05Q &C_PI05</p>	<p>√</p>	<p></p>	<p>The ad im Act ph sch 20 20 Ov Tea • •</p>

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	Develop emotionally based non-attendance protocols in partnership with Child and Adolescent Mental Health Services (CAMHS) to support young people who are not attending school due to anxiety issues.	Production of a multiagency protocol to support young people who have emotionally based non-attendance.	Develop emotionally based non-attendance protocols in partnership with Child and Adolescent Mental Health Services (CAMHS) to support young people who are not attending school due to anxiety issues.	SLT3		v			The We mu pre cor Me pri sta pat cor
*Parental Engagement <i>(see also parental engagement in Empowerment section below)</i>	Develop understanding and knowledge of positive behaviours in school by working with RespectMe and Parent Councils as part of schools' expectation to involve children, young people and parents/carers	Increased engagement and involvement of Parent Councils in positive behaviour / Anti-bullying policies in schools	Reduction in the number of complaints around bullying behaviour AND Self-Evaluation Pro-Forma within Education Services Anti-Bullying Policy to be collated August 2020.						The Ed (Ag ide The 20 exp du The Gu Ap Ch

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<p>*Assessing Children's Progress</p> <p><i>(see also Assessing Children's Progress in Empowerment section below)</i></p>	<p>Multi agency project with NHS to share data from 27-30 month assessment with the relevant nursery for children and families who receive additional support from health.</p> <p>Streamline Personal Plans and ensure robust strategies are in place to support children's safety, health and welfare needs.</p>	<p>Focused joined up planning for children across services to better support planning and interventions to improve outcomes for children.</p> <p>Children to make good progress towards developmental outcomes</p>	<p>Number of nurseries receiving information from health service</p> <p>NHS – Ages and Stages Questionnaire Pre-school assessment data</p> <p>Robust Personal Plans in place for all children with 28 days of commencing an Early Learning and Childcare service</p>	<p>P2C3M01Q &C_PI19</p>		√	√		Gu Pe
<p>*School Improvement</p> <p><i>(see also School Improvement in Empowerment section below)</i></p>	<p>Progress Council Recommendations – Linked to Time for Inclusive Education (TIE) Campaign which is supported by the Scottish Government</p> <p>Development of individual school anti-bullying policies as part of 2019/2020 School Improvement Plan</p>	<p>More inclusive school policy and guidance</p> <p>Decrease in bullying incidents in relation to protected characteristics</p> <p>Raised awareness across school community</p> <p>Consistent approaches in developing anti-bullying guidance</p> <p>Safer school communities</p>	<p>Through information collated as part of Safeguarding Health Checks Business reporting through SEEMiS Bullying and Equality Module. Staff and pupil focus groups</p> <p>Self-Evaluation Pro-Forma within Education Services Anti-Bullying Policy to be collated August 2020.</p> <p>Key Performance Indicators to be agreed across Police and Education Services to evaluate the strategy</p>			√			15 en ses sch col alt LG Sch inc pro Pile

	<p>Develop the Police Youth Engagement Officer partnership</p> <p>Replicate Police Partnership within Fire and Rescue Service</p> <p>Launch of Multi-Agency “Incidents Involving Weapons – Linked to Schools Guidance”</p>	<p>Equitable service across schools</p> <p>Increased pupil safety in relation to specific risks i.e. fire/water</p> <p>A consistent approach to monitoring and responding to weapon related incidents</p>	<p>Fire and Rescue Service delivery and evaluation reports.</p> <p>Central recording and Police Recording and reporting</p>					<p>Co</p> <p>Co</p>
	<p>In partnership with headteachers develop a bereavement support framework and resources for schools.</p> <p>Contribute to the mental health focus of the Health and Wellbeing Excellence and Equity group priorities</p>	<p>Completion of framework and a suite of accessible resources.</p> <p>Completion of agreed tasks within the plan and measurement of mental health outcomes for young people.</p>	<p>School staff will report increased confidence to support young people and staff members at times of bereavement</p> <p>Reduction in RFA requests for mental health support for young people. Improved school attendance.</p>		√		<p>EP</p> <p>ba</p> <p>Te</p> <p>pe</p> <p>EP</p> <p>arc</p> <p>an</p> <p>the</p> <p>Thi</p> <p>psy</p> <p>Sim</p> <p>psy</p> <p>dif</p> <p>an</p> <p>crit</p>	<p>L B</p> <p>Ga</p>

NIF Priority – Improvement in employability skills and sustained , positive school leaver destinations for all young people.

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Childrens Services Plan	SWEIC Plan	Progress August 2020 – Current	Adjustments linked to COVID-19 Recovery
School Leadership <i>(see also School leadership in Empowerment section below)</i>	Develop understanding and knowledge of the SCQF framework to inform curricular provision in the senior phase	All children and young people will have equity of opportunity in terms of the senior phase offer available to them	Number of schools with SCQF Ambassador status	P2C4M04Q&C_PR01	√	√		All sixteen secondary schools were accredited as SCQF Ambassador schools in 2019. More flexible curricular offers have been extended in the majority of schools with more vocational options and National Progression Awards on offer.	Further progress has stalled because of COVID-19 lockdowns. Some pupils were unable to complete certification in courses that relied on practical workshop delivery or on work placements. This priority will need to be revisited in August 2021.
	Build capacity to implement the key workstreams within the Dumfries and Galloway Senior Phase strategy document, i.e. improving the curricular offer, ensuring appropriate advice and support, extending partnership working, engaging with new delivery approaches, and ensuring targeted support for our most vulnerable children and young people. Key focus of work to also include:	The senior phase offer will ensure pupils have access to a wide range of courses, awards and pathways to better prepare them for a sustained positive destination Increased range of subjects / opportunities available to young people Greater use of the Bridge as a learning facility	Reviews of progress towards key priorities identified in the Senior Phase Strategy Numbers of young people accessing s 'the Bridge' as a learning facility Increased range of subjects available Maximising and making more	P2C4M04Q&C_PR01	√	√		In planning for the curricular offer 2021-22 all sixteen secondary schools have agreed to implement a transitional model for 2021-2022 where alignment has been extended to 3 option columns. This has had the effect of extending opportunities across all geographic areas of Dumfries and Galloway and the SWEIC. This has ensured the vision for an increased offer for Advanced	Original plans to move to a fully aligned 33 period week by August 2021 were postponed due to the pandemic. Discussions are already underway to revisit this model for a later start – possibly August 2022. COVID-19 lockdowns reduced the scope of the Bridge as pupils from across Dumfries Learning Town and the wider authority had to be protected within same school bubbles or indeed they were working at home.

	<ul style="list-style-type: none"> • Further development of networking arrangements in Dumfries and piloting in other areas across Dumfries and Galloway • Pilot and develop digital learning as a priority through use of digital hubs. 	<p>More feasible class sizes so maximising use of resource to benefit all pupils Across Dumfries and Galloway young people have access to and are benefiting from a digital learning resource to expand range of courses available to them</p>	<p>efficient use of resource Number of young people using digital learning resource as mode of delivery to access classes - maximising resource and increased accessibility.</p>				<p>Higher, Foundation Apprenticeships and for vocational courses has been realised. The offer of Advanced Highers that will be delivered digitally through the SWEIC has been named @South-West Connects and already in excess of 130 applications for 9 courses have been received. Advanced Higher provision across the authority will also benefit from a pilot with Glasgow Caledonian University - a further three courses are on offer. Both schemes will be delivered primarily through digital delivery. The College offer has also been streamlined and plans are in discussion to increase the proportion of their courses that will have at least some digital delivery. A further 5 schools will be equipped with hub and spoke</p>	<p>Plans for a new management structure to promote and extend the use of the Bridge are in place for 2021-22.</p>
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								technology through the SOSEP funding and joint plans to upskill school and college staff in capitalising on delivery digitally are underway.	
Teacher Professionalism <i>(see also teacher professionalism in Empowerment section below)</i>	Support high quality professional learning for staff at all levels and in all sectors with a particular focus on embedding employability skills and the Career Education Standard and entitlements within the curriculum Further evolve and develop curriculum rationales, the curriculum offer and opportunities for personal achievement, to maximise school leavers' skills and meet the needs of society and employers Support schools to further expand their range of opportunities for skills development and wider personal achievement through creative and innovative	Professionals in all sectors will be more aware of the Career Education Standard entitlements and will increasingly consistently incorporate these into planned learning 2-18 Learners' employability skills will be increased with an increase in confidence and awareness of career management skills An expansion of curricular and non-curricular courses, programmes and skills development opportunities	School reviews where appropriate	P2C3M01Q&C_PI06	√	√	√	DYW school coordinators recruited in all secondary schools. Series of monthly professional learning opportunities this session for coordinators with inputs from key partners – Developing the Young Workforce, Skills Development Scotland, Employability and Skills, Gateway, Education Scotland, Scottish Borders and local and national 3 rd sector partners. Re-introduction of WorkIT as the tool for arranging work-based	The impact of COVID-19 on normal SQA processes and the introduction and implementation of the ACM has limited secondary schools' capacity to focus on this area. This has limited the pace of continued improvements. However, a solid foundation has been established and we are well placed to take this area of work forward next session. Health and Safety measures and associated risk assessments have limited schools to seeking virtual work

	<p>curricular and non-curricular approaches and effective partnership working</p>	<p>leading to increases in employability skills and positive and sustained leaver destinations</p> <p>Children and young people will be better equipped for the world of work in terms of qualifications, confidence and interpersonal skills.</p> <p>A more consistent approach will be evident across schools in successfully supporting young people into positive and sustained post school destinations</p>					<p>learning opportunities, both virtual and on-site. Gateway have engaged with local employers to populate the work experience database, resulting in both a greater number and wider diversity of opportunities available to senior phase students. New relationships with employers have also led to an increase in the number of post-school opportunities, for example, modern apprenticeships.</p>	<p>placements for the large part this session. Restrictions have eased in the summer term and we have started to see the benefits of WorkIT re. on-site placements too which bodes well for next session.</p>
	<p>Support high quality professional learning for staff at all levels to use the SCQF framework to ensure learners can access a curriculum that provides a range of pathways that supports sustained and positive destinations</p>	<p>Raised levels of attainment will be secured by ensuring a comprehensive suite of appropriate qualifications and awards is on offer to all young people</p>	<p>Interrogation of Insight data Interrogation of tracking data/ assessment data in schools including NQ results, numbers accessing vocational courses, FAs etc</p>	<p>P2C3M01Q&C_PI06</p>	<p>√</p>	<p>√</p>	<p>A number of professional learning workshops were arranged with national Insight lead. These were promoted with Senior School Management teams and were very well attended. A number</p>	

								of schools have followed this up with dedicated sessions to interrogate their own data.		
	<p>Support high quality professional learning in STEM for staff in early years, primary and secondary.</p> <p>Continue to provide bespoke support to individual settings, schools and practitioners on aspects of STEM, including learners accessing The Bridge.</p> <p>Continue to engage with local STEM organisations and partners to support schools & settings to deliver STEM learning opportunities in their local contexts.</p> <p>Continue to meet as a D&G STEM Partnership Group to disseminate key local and national priorities, to provide networking opportunities and work together to meet the aspirations of the STEM strategy.</p>	<p>Practitioners/ Teachers will demonstrate increased skills, knowledge and confidence delivering STEM experiences.</p> <p>Learners will demonstrate increased skills, knowledge and confidence in STEM learning.</p> <p>Improved and planned partnership working opportunities creating high quality learning experiences for our learners.</p>	<p>Ongoing evaluations as part of CLPL activity.</p> <p>Ongoing evaluations as part of bespoke support.</p> <p>Heat Map of school engagement with DG STEM team.</p> <p>Monitor children and young people's participation in planned programmes.</p> <p>Monitor engagement activity with partners.</p>				√	√	<p>DG STEM</p> <p>Between August 2020 and June 2021 17 CLPL sessions were facilitated by the DG STEM team, all of which were held virtually. These sessions were delivered by a range of partner organisations including Education Scotland, SSERC, Glasgow Science Centre and Aberdeen Science Centre. Over these 17 'live' virtual CLPL sessions 300 staff from early years (47), primary (188), secondary (45), Additional Support for Learning (6) and Other (14) participated in high quality professional learning, equating to 520 cumulative hours. CLPL delivered to date covers the themes: Young STEM Leader</p>	<p>DG STEM</p> <p>Dumfries & Galloway's fourth annual STEM was launched in April 2021. Following last year's successful online conference this format was further developed. The conference was hosted within a dedicated GLOW Team and shared within a Microsoft Staff Notebook. In addition to the four keynote speakers, over 45 workshops & marketplace offerings were available for practitioners to engage with as part of the online professional learning offer. These workshop & marketplace materials were provided by a wide range of local and national partners and were suitable for all within the education system from early learning & childcare settings</p>

								<p>Programme, Improving Gender Balance & Equalities and Digital School Awards, SubSea UK, SWAY & Microsoft Forms and Castle CSI.</p> <p>In partnership with Education Scotland's Improving Gender Balance and Equalities (IGBE) 6 CLPL sessions took place over the course of this session. These were entitled Is STEM for the masculine and brainy? Why are girls less likely to feel they are good at STEM? IGBE Self-evaluation Framework - an Introduction, Play-based Learning and Gender Balance, IGBE Data through a gender lens – using data to improve equitable outcomes, IGBE Interactions and Gender Balance. Practitioners were provided with short video content prior to the dialogues and invited to share</p>	<p>through to senior phase and beyond.</p> <p>Due to ongoing COVID-19 restrictions, and the redeployment of the DG STEM Team, learners have been unable to access The Bridge for the planned series of inputs. It is hoped that next session the DG STEM team will be able to continue to inputs linked to DYW sector pathways. Learning and teaching packs based on previous inputs/themes from the DG STEM inputs at The Bridge are now available on GLOW. These packs include lesson plans based on the themes of Food & Drink. Colour & Light, Energy Sources & Sustainability, Engineering and Genetics, Inheritance & Forensics.</p> <p>During lockdown 1 and 2 the DG STEM team produced and published weekly Learning at Home Challenge Packs. These packs provided</p>
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							<p>ideas and experience through facilitated discussion.</p> <p>The Young STEM Leader Programme continues to be supported across Dumfries & Galloway. 10 Primary and 9 Secondary schools have previously participating in this new national programme. 13 practitioners attended a CLPL session on the Young STEM Leader Programme this session. Across Dumfries & Galloway there are now 24 centres able to deliver the Young STEM Leader programme. This includes 11 primary schools, 11 secondary schools and two local youth centres.</p> <p>Three schools were awarded funding from the Enhancing Professional Learning in STEM grant, totalling £13,</p>	<p>additional opportunities for practitioners to share learning challenges across the curriculum with learners at early, first, second & third levels. In July 2020 it was reported that the DG STEM Challenges Session 2019/20 had been downloaded 6375 times. Over session 2020/21 these Lockdown 1 challenges have been downloaded a further 988 times, bringing the total downloads to 7363.</p> <p>Between January and March 2021 the Lockdown 2 challenge packs were created weekly by the Virtual Teacher Team. These have been downloaded a total of 4901 times. Over the DG STEM Challenges have been downloaded 12,264 times. Over the 19 weeks of two remote learning periods this equates to an average of 645 downloads per week.</p>
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							<p>183.25. Support has been provided to schools through this process and the associated evaluation activity. Schools submitted their final reports to Education Scotland in May 2021.</p> <p>The local authority STEM Strategy Partnership Group (College Hub Group) continues to meet on a regular basis. This group includes representation from our own ESMT (Education Services Management Team), from our local colleges and universities, from our DYW, SDS and D&G Chamber colleagues and from our partners in lifelong learning.</p> <p>The Dumfries & Galloway Regional STEM Strategy was published in September 2020. The group are now working to meet the aspirations of this strategy, & the</p>	
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								associated action plan, and is making good progress is promoting and developing joint working within and across the represented organisations.	
Performance Information <i>(see also performance information in Empowerment section below)</i>	Staff at all levels to build understanding of key performance information / data required to evaluate provision in the Senior Phase and inform planning for the future	Increasingly, children and young people are receiving their entitlement to a range of progressive curricular pathways in all schools and clusters.	Authority review of option choice offers Review of HGIOS4 Q12.2 Curriculum		√	√		Despite the constraints imposed by the pandemic, The Senior Phase Strategy Group has continued to meet to drive forward planned strategic change and improvement. Despite this, work on aligned timetable columns across the authority has been established creating curricular space to enable expansion and development of a range of curricular offers in the Senior Phase. Increasingly a range of data (eg SDS, 16+ Data Hub, Regional DYW, DYW Coordinators) is being utilised to inform curriculum rationales and local, context driven	The pandemic has had a significant impact on the continued roll out of the Senior Phase Strategy and the work of the Senior Phase Strategy group. Work has had to be refocused to prioritise and address the requirements of the Alternative Certification model (ACM) for SQA awards in 2021. The enforced switch to remote learning and digital provision brought on by the pandemic has led to accelerated progress in aspects of digital provision and has created a virtual space for curriculum development and expansion that can be delivered across a wide geographical

								<p>solutions to curricular provision to meet the needs of learners across academic and vocational pathways. Utilising data to identify need has led to an Advanced Higher Digital Hub being established across the SWEIC which now in its first year offers 9 subjects. A range of partners collaborate and use data to inform identification of skills gaps and possible areas for curricular development. The use of data and performance data at all levels to evaluate provision is an ongoing area for development. Professional learning opportunities around the use of Insight data has been delivered to secondary SMT staff increasing capacity in interrogation of attainment data and school contextual information.</p>	<p>area (across the SWEIC) with efficient and effective deployment of staff and more equitable access for young people.</p> <p>The immediate responses and priorities required to address the challenges presented by the pandemic has impacted on the capacity of schools and the local authority to reflect on the full range of curriculum pathways and their ability to employ normal levels of reflection, review, scrutiny and interrogation of data to help inform the entire range of curriculum offers and learning pathways. The pandemic has focused attention on pathways and positive, sustained destinations for school leavers as an immediate priority. As the immediacy of response to the pandemic recedes, capacity and focus on</p>
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									wider aspects will be restored.
	Review data relating to % leaving schools with sustained and positive destinations	Staff at all levels are supported to use pupil destination data to plan and improve the effectiveness and relevance of the senior phase curriculum Every school is data literate Data is used effectively to improve learning and teaching and increase attainment	Interrogation of Insight data Interrogation of tracking data/ assessment data in schools including NQ results, numbers accessing vocational courses, FAs etc	P2C3M01Q&C_PI06	√	√		The local authority has worked in close partnership with Skills Development Scotland (SDS) to more consistently capture and make effective use of 16+ data for young people across the authority. This has resulted in an increase in data available to help inform required support and signposting for young people and a reduction in unknown post school destinations. SDS partners have presented professional learning in the capture and use of 16+ data for secondary SMT at Senior Phase Strategy meetings. This, along with schools' increasingly effective understanding and use of a range of data including Insight data and tracking data, is	Performance information has been significantly impacted by the COVID-19 pandemic. No CfE data was uplifted in June 2020 and SQA exam arrangements for 2020 meant that data was not comparable with previous years' data. For 2021, the Alternative Certification Model (ACM) was introduced with awards based on teacher judgements. The pandemic focused the need for schools to develop processes including the use of a wide range of data to identify and prioritise recovery needs in response to the impact of the pandemic on learning & teaching and curriculum breadth. Key focus areas in Early Learning and Childcare and the Broad General Education phase across sectors were literacy, numeracy and health & wellbeing

								beginning to contribute to improving the effectiveness of the Senior Phase offer and curriculum. Across all sectors, a range of formative assessment, summative assessment data and standardised assessments (including SNSAs) are being used increasingly effectively to improve learning and teaching, identify and close attainment gaps and raise attainment. Next steps are to further develop professional learning around the effective use of data to inform next steps in learning, inform curriculum development and raise attainment.	including mental health. A snapshot of projected Curriculum for Excellence levels (CfE) at P4, P7 and S3 was gathered by the authority in February. This data was shared with schools and clusters to help inform priorities for recovery and areas for possible intervention and mitigations. CfE data will be uplifted in June 2021 at P1, P4 and P7. This will help further inform recovery priorities, identify gaps and provide areas of focus to raise attainment.
	Review specific data around looked after young people care leavers and those with ASN to access suitable training and learning opportunities to help get them into work	Targeted support for looked after and care experienced young people will be effective Outcomes and life chanced for our	Interrogation of Insight data Interrogation of tracking data/ assessment data in schools including NQ results, numbers		√	√		There was very limited opportunity to progress this action about young people with Additional Support Needs as usual routes for post	

		most vulnerable will improve Young people with additional support needs are better prepared for the world of work and employability Increased numbers of young people with additional support needs are moving into positive and sustainable destinations post school	accessing vocational courses, FAs etc					school destinations not available due to COVID-19. Work ongoing through Children with Disability Strategy Group to look at transition planning between children and adult services, with a particular focus on positive destinations [including third sector opportunities].	
Parental engagement <i>(see also parental engagement in Empowerment section below)</i>	Ensure representation from Dumfries and Galloway Parent/Carer Forum are included in relevant local authority policy development groups and Parent Councils for arrangements for self-evaluation at school and local authority level. Launch Pupil Council GLOW group as part of pupil / parent / School triad of engagement	Increased, acknowledged and valued contribution to policy that is shared with Parent Council Chairs for sharing with wider parent forum Recording of pupil voice alongside parental involvement qualitative data	Recording and reporting through Dumfries and Galloway Parent/Carer forum Self-evaluation report					DGPCF and DGC work strategically at officer, directorate and Committee level. DGPCF is referred to as a Strategic Group with terms of reference. DGC report to and through DCPCF and work in collaboration on survey and communication engagement with parents across the region. With regards to pupil voice this action is embedded in the D&G Youth Council	Weekly meetings established DGPCF engagement on Transformation/Family Learning/ Respectme/DYW and Mental Health & Wellbeing working groups In relation to pupil / parent/ school triad – work with Pupil Councils delayed due to COVID-19 but now embedded as part of D&G Youth Council Action Plan (agreed August 2020)

								<p>action plan is that every school should have a Pupil Council, and this should be treated with the same importance as Parent Councils (i.e., there should be a dedicated education officer that provides support and guidance to schools for pupil voice). This will include a Pupil Council Charter. Pupil Councils should be involved in informing, implementing, and assessing school policies to ensure a consistent approach to dealing with behaviour and supporting the most vulnerable/at risk.</p>	<p>Baseline data gathering delayed due to in school staff priorities around the ACM.</p>
<p>*School Improvement</p> <p><i>(see also School Improvement in Empowerment section below)</i></p>	<p>Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers</p> <p>Support schools to offer a wider range of personal achievement opportunities</p>	<p>An increase in the number of young people gaining accreditation for personal achievement programmes</p> <p>Children and young people will be better equipped for the</p>	<p>School leaver destination data</p> <p>Increased numbers of young people sustaining their post school destinations.</p> <p>Evidence from schools about programmes offered and the</p>	<p>P2C3M01Q&C_PI06</p>	<p>√</p>	<p>√</p> <p>√</p>		<p>A new leavers form has been introduced to ensure destinations data can be collected effectively.</p> <p>Sharing of Career Education Standard evaluation tool with DYW school coordinators for</p>	<p>Little progress due to impact of COVID-19.</p> <p>The impact of COVID-19 on normal SQA processes and the introduction of the ACM has limited secondary schools' capacity to focus on this area. This has limited the pace of</p>

	<p>Support schools to ensure that skills are a key element of learning and teaching across the curriculum in all sectors and that the language of skills is being used explicitly</p> <p>Support schools to embed the Career Education Standard 3-18 so that teachers have a greater awareness of their role in supporting all young people into positive and sustainable destinations post school</p>	<p>world of work in terms of qualifications, confidence and interpersonal skills. A more consistent approach is evident across schools in successfully supporting young people into positive and sustained post school destinations Improved leaver destinations</p>	<p>uptake and success of these S&Q reports and School improvement plans School Collaborative Reviews</p> <p>External validation including Education Scotland inspections</p>					<p>familiarisation with plans for its use as part of schools' self-evaluation and improvement planning for next session</p>	<p>continued improvements. However, with DYW school coordinators established in all secondary schools we are in a strong position to now progress with further embedding of the Careers Education Standard across the curriculum based on strong evaluative evidence and strategic improvement planning.</p>
	<p>Support schools to work collaboratively, with local colleges and partners and with SWEIC partners to audit and improve senior phase provision</p>	<p>Effective networks to ensure a wide range of choices and pathways will be available</p>	<p>Evidence from the senior Phase Strategy Group</p>			√	√	<p>Some discussions about future opportunities have taken place with local colleges. Pilot partnerships with SWEIC and University of Glasgow are in place to deliver Advanced Highers from August 2021</p>	<p>Little progress due to impact of COVID-19 and restructuring of both local colleges.</p> <p>Further development of a digital offer across all schools will be a priority next session</p>

Empowering Schools *(linked to improvement priorities, NIF Priorities and Drivers above)*

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Childrens Services Plan	SWEIC Plan	Progress August 2020 – Current	Adjustments linked to COVID-19 Recovery
School Leadership	<p>Induction Programme for Nursery Managers</p> <p>BA Childhood Practice, Second and Third Cohort</p> <p>HNC Childhood Practice; targeting career changers from across the Council to be appropriately qualified as practitioners in ELC aligned to 1140 hours expansion programme</p> <p>Ensure new Early Learning and Childcare staff engage with the new National Induction Resource</p>	<p>Nursery Managers will be able to confidently undertake all aspects of their role to secure positive outcomes for children</p> <p>Second cohort will complete BA Childhood Practice, in preparation for leadership roles within Early Learning and Childcare. Improved quality of provision for children accessing funded hours. Third Cohort will commence BACP in August 2019</p> <p>Qualified and skilled workforce</p>	<p>Care Inspectorate Grades of Good or above across all themes</p> <p>Compliance with National Standard</p>	P2C1M03L&R_PR01	√	√	√	<p>New nursery managers have benefitted from a comprehensive induction programme and regular professional meetings to support them in their new roles. In partnership with University West of Scotland the third cohort of Early Learning and Childcare staff are due to complete the BA Childhood Practice degree which is the qualification required for nursery managers. The Council is supporting a further cohort of 20 staff from August 2021 supporting succession planning for the sector. New nursery managers</p>	

								<p>have benefitted from a comprehensive induction programme and regular professional meetings to support them in their new roles. In partnership with Dumfries and Galloway College to support staff to undertake the relevant qualifications to work as an Early Years Support Assistant or Nursery Nurse with opportunities for wider Council staff to undertake the HNC Social Services (Children and Young People) SCQF Level 7 on a part time basis. The final cohort of staff are coming to the end of their courses prior to being matched into vacant posts when these become available.</p> <p>Nursery Mangers are ensuring new</p>	
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								staff engage with National Induction Resource.	
	Support and strengthen strategic leadership to support and challenge schools' continuous improvement through a self-improving system of collaborative reviews	<p>Build and support the capacity of schools to evaluate their provision and improve the quality of services they provide.</p> <p>Support school's own self-evaluation and quality improvement systems.</p> <p>Support, promote, develop and share good practice across schools.</p>	<p>Participation in school collaborative reviews including evaluation reports re involvement</p> <p>Number of collaborative reviews led by Headteachers</p>				√	<p>The constraints imposed by the pandemic has required the local authority to think differently and seek alternative approaches to the development of this aspect of the Education Plan. Strategic leadership has been supported throughout the pandemic through a variety of different mechanisms and approaches including: Education Officer engagement with Headteachers using digital / virtual technology, Education Scotland professional learning webinars, Attainment Advisor and National Improvement Framework Development Officer</p>	<p>Due to government guidelines restricting the movement and mixing of people in response to the pandemic, it has not been possible to carry our collaborative reviews in schools. Consequently the local authority has sought alternative methods and approaches to develop, support and strengthen strategic leadership and to support and challenge schools' continuous improvement.</p> <p>The expected legislation on the United Nations Convention on the Rights of the Child (UNCRC) will require engagement with schools, school leaders and education professionals to further build capacity of schools and Early learning and Childcare settings to evaluate their provision and improve the quality of services they provide in relation to UNCRC.</p>

								<p>engagement with headteachers and senior leaders, opportunities for Headteacher to participate in collaborative forums around remote learning and recovery of learning, teaching and the curriculum. School Improvement Planning guidance has been updated in response to the impact of the pandemic and the continuing focus on recovery. The local authority has worked collaboratively with Education Scotland partners to create a range of engagement opportunities at headteacher and central officer level to further build capacity around aspects of quality assurance. In preparation for the future evolution and restart of Collaborative Reviews,</p>	
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								professional learning opportunities are being created for headteachers and senior leaders. Increased capacity around the development of strategic leadership is being built within a core group that includes headteachers and central officers. This core group will participate in future Collaborative Reviews and help to disseminate effective practice.	
	Develop an evidence-based approach to school leadership through a robust workforce strategy which responds to leadership needs by: a. providing relevant Professional Learning for leaders/ potential school leaders; b. signposting relevant Professional Learning for school leaders/ potential school leaders; c. further develop leadership opportunities across	a>The teacher workforce profile will reflect teachers' capacity to meet the relevant Professional Standards in readiness to assume school leadership positions. b> Increased numbers & quality of those applying for school leadership positions.	Numbers of teachers undertaking Introducing School Leadership, SCQF Level 11 leadership, Middle Leadership, Into Headship, Excellence in Headship and local delivery courses. Evaluation of impact from those		√		√	In general, the numbers of staff undertaking Masters-level or leadership learning during 2020-21 remained strong although the number completing the ISL programme were slightly down on previous years.	Delivery of all leadership professional learning courses moved online in session 2020-21. With ISL, the in-school project had to be suspended due to school closure during Term 3 which reduced the impact of the programme.

	<p>the South West Educational Improvement Collaborative.</p> <p>To establish a programme of professional learning to sustain a coaching culture across education services (by August 2022).</p>	<p>c> School leaders' understanding and practice in relationship to the development of leadership at all levels is increased.</p> <p>Staff will demonstrate increased engagement, confidence and value. Staff will demonstrate increased empowerment to influence school improvement plans.</p>	<p>participating in the above.</p> <p>Impact on participants' performance and their schools.</p> <p>Staff wellbeing. Staff absence rates. Staff engagement/ feedback in appropriate Professional Learning related to effective Professional Review & Development and subsequent Professional Update.</p>	<p>P2C3M13L&R_PR01</p> <p>DG04_E&L</p>				<p>A decision was made to suspend the coaching programme during session 2020-21 as all in-person professional learning was paused.</p>	<p>Although entirely possible to run coaching training digitally, it was felt that the lack of in-person connection restricted the impact of the training. With the clear focus on COVID-19 recovery, school staff had other priorities during the year.</p>
	<p>Improve attendance by adopting a more targeted approach by Supporting Learners Service in identifying, escalating and addressing low attendance.</p> <p>Implement and quality assure multi-agency policy and practice</p> <p>Progress Council Recommendations – Linked to Time for</p>	<p>Improved statistics in relation to attendance under 60%</p> <p>More inclusive school policy and guidance Decrease in bullying incidents in relation to protected characteristics</p>	<p>Single and multi-agency audit Improved attendance rates</p> <p>Through information collated as part of Safeguarding Health Checks Business reporting through SEEMiS Bullying and Equality Module</p>	<p>SLT3</p> <p>SLT3</p>					<p>Evaluation in relation to targeted support proved a challenge due to Officers being deployed into schools however, we were able to use national comparators to evidence good practice.</p>

	<p>Inclusive Education (TIE) Campaign which is supported by the Scottish Government Development of individual school anti-bullying policies as part of 2019/2020 School Improvement Plan Develop the Police Youth Engagement Officer partnership Replicate Police Partnership within Fire and Rescue Service Launch of Multi-Agency “Incidents Involving Weapons – Linked to Schools Guidance”</p> <p>Develop quality assurance processes and measures</p>	<p>Raised awareness across school community Consistent approaches in developing anti-bullying guidance Safer school communities Equitable service across schools Increased pupil safety in relation to specific risks i.e. fire/water A consistent approach to monitoring and responding to weapon related incidents</p> <p>Identify, evidence and share good practice Measured improvements Identify barriers to improvement, and take action to address these</p>	<p>Staff and pupil focus groups Self-Evaluation Pro-Forma within Education Services Anti-Bullying Policy to be collated August 2020 Key Performance Indicators to be agreed across Police and Education Services to evaluate the strategy Fire and Rescue Service delivery and evaluation reports Central recording and Police Recording and reporting</p> <p>Through an overarching framework which collates and cross references all measurements set out within this plan under Supporting Learners.</p>	<p>SLT3</p>					<p>Delayed due to COVID-19 planning</p>
	<p>Support Headteachers and Senior Management Teams to discharge their</p>	<p>School managers will be more confident in</p>	<p>All Headteachers will complete IOSH Managing</p>					<p>Health & safety training was carried out digitally for new and aspiring</p>	<p>Throughout the COVID-19 endemic, there has been a significant focus on health & safety with</p>

	responsibilities under Health & Safety legislation	managing all aspects of H&S	Safely qualification All Senior Managers will be trained in carrying out Risk Assessments					headteachers as part of their induction. There was a pause in the IOSH qualification given the workload implications of the significant COVID-19 risk assessment processes that were required for all schools and settings. On a positive note, a greater number of staff have now engaged in the risk assessment process ensuring schools are safe environments for stakeholders.	weekly joint trade union meetings and regular risk assessment updates to ensure that all our schools and settings are operating in a safe manner.
Teacher Professionalism	Through the Professional Learning Reference Group (PLRG) to review the systems in place and analyse the emerging trends in relation to teachers' Professional Learning/ Professional Review & Development process and engagement in order to develop a consistent approach in the understanding of the purpose, process and	Increased understanding by teachers of Professional Learning and Professional Review Development expectations at all levels. Increased understanding, reflection and articulation of the General Teaching	Numbers of teachers undertaking annual Professional Review & Development. Compliance rates for Professional Update. Number of teachers being awarded General Teaching Council for Scotland's	P2C3M13L&R_PR01	√			PLRG suspended due to COVID-19. This was due in part to staff capacity but also largely due to the need to focus on COVID-19 response and recovery issues.	Group to be re-established in session 2021-22. All Masters-level learning delivered online. This will

	<p>procedures in relation to the expectations of Professional Learning/ Professional Review Development.</p> <p>Improved relevance of SVQF Level 11 (Masters) learning which meets teachers' development needs.</p>	<p>Council for Scotland's Professional Standards at all levels.</p> <p>Teachers show increased commitment, motivation and engagement in their own professional learning.</p>	<p>Professional Recognition. Evaluative data through staff surveys/ focus groups.</p> <p>Number of teachers undertaking SCQF Level 11 learning. Numbers of teachers achieving SCQF Level 11 awards. Feedback from teachers in terms of the impact of their learning in relation to stated outcomes.</p>					<p>Good uptake of Masters-level learning through partner universities. Additional Scottish Government grant funding received to financially support participants.</p>	<p>continue until early 2022 at the earliest.</p>
	<p>Support schools to begin implementing relational approaches such as Nurture, Restorative, Solution-Focused approaches and the Compassionate and Connected Classroom Provide training for trainers</p> <p>Coach-Consult for management teams and implementation teams in relation to implementation science</p>	<p>Schools will have: Created an implementation team Developed a clear vision Completed needs analysis in schools and identified which of the approaches they will adopt</p> <p>Teachers will have: Increased knowledge, understanding</p>	<p>Number of schools with relational approaches in their school improvement plans Number of people trained as trainers for their schools or cluster (List of attendees) Evaluation of training (evaluation data) Number of management teams receiving</p>	<p>SLT3</p>				<p>The Relationships Framework has been finalised and will be launched formally in August 2021 Publish final Relationships Framework and offer associated training to coincide with next year's SIPs Educational Psychology Service Coach consult ongoing with Counselling in</p>	<p>Due to COVID-19 we have been unable to measure the impact of this.</p>

	<p>Support schools with their data collection, analysis and next steps</p>	<p>and confidence in relational approaches</p> <p>Long term outcomes: Increase attendance Reduced exclusions (and referrals if applicable) Increased attainment Improvement in mental health and well-being</p>	<p>coaching and consultation (Minutes as evidence) Evaluation of coach/consult model Evidence of children/young people's voice</p>				<p>schools. This has led to all 16 secondary schools now utilising their allocated youth work counsellor. Youth work counsellor input is embedded within GIRFEC processes. Data being collected bi-monthly and this is feeding into wider educational psychology and youth work planning and the priorities of the mental health in schools group. Educational Psychology Service coach consult ongoing with Better Relationships, Better Learning framework development and implementation. Since August 2020 this has led to the completion of the final draft of the Better Relationships Framework in partnership with a group of head</p>	
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								<p>teachers and the formation of an implementation group to roll out the framework in schools.</p> <p>In response to the EPS HT survey in December 2020 the EPS has used data provided by schools to develop a 3 tier casework model based on the available data</p>	
	<p>Enhance the skills associated with parental involvement, parental engagement and family learning amongst practitioners with regional and external partners</p>	<p>Consistency of approach to parental involvement and engagement</p>	<p>Qualitative and quantitative data gathered at professional development opportunities Training events attendance and evaluation data</p>					<p>48 online training sessions were attended by parents from Dumfries and Galloway delivered by Connect Scotland ranging from specific Parent Council support to parental advice on learning at home.</p> <p>Data on training and support gathered though DGC and DGPCF PC survey Dec 2020 25% attended Connect Training</p> <p>No D&G led training was</p>	<p>Parental engagement at school and authority level has been restricted due to COVID-19 and therefore has changed practice.</p>

								delivered and evaluated	
	Support schools in delivering Digital Literacy by supporting teachers to use digital technology appropriately and effectively	A fit for purpose infrastructure that supports curriculum delivery Improved confidence in the use of digital technologies in classrooms	Completed roll out of Windows 10 operating systems across all schools Complete Wifi upgrade in all primaries Ability to support Bring Your Own Device in all secondary classrooms Software solutions which deliver consistency between schools while still providing for flexibility to meet the needs of all learners Develop a D&G Apple Store to ensure iPads can be used effectively in learning Continue to develop and provide online training resources and sessions in the use of systems/software		√		√	<p>Programme of work underway with all schools scheduled to be upgraded by Aug 2021.</p> <p>Proof on concept completed in April/May 2020, Pilot running across 2 secondary sites and 2 primary sites June 2021. On completion of testing, rollout to commence Aug 2021 due to be completed by Dec 2021.</p> <p>All secondary schools using W10 and rollout to primary schools has commenced with completion due by Dec 2021.</p> <p>Wifi upgrade completed across all secondary schools including BYOD. Completion date for primary schools Dec 2021.</p>	Delayed due to no access to schools

			<p>available in schools</p> <p>Develop Digital Champions Groups in every secondary school.</p> <p>Increase the number of schools who achieve a Digital Schools Award.</p> <p>Deliver distance learning opportunities through the use of appropriate blended learning approaches.</p>					<p>Software audit complete. Change in licensing model underway to enable all software to be accessed in cloud. Completion due by Dec 2021</p> <p>Due to commence from Jan 2022, once bandwidth and wifi upgrades across primary schools is complete.</p> <p>Ongoing</p> <p>Programme of engagement being developed to include the use of virtual desktop. Rollout commencing Aug 2021.</p> <p>This has been superseded by COVID-19. Blended learning approaches now widely used across all schools with</p>	<p>Unable to progress during COVID-19 but programme of engagement commencing Aug 2021.</p>
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								further opportunities to develop through introduction of Microsoft Innovative Educator (MIE) Programme	
Performance Information	Review existing policy and practice, and update as necessary in relation to ASN	Policies and practice comply with legislation and statutory guidance. All staff are aware of and use the relevant policies and procedures to inform their practice	Consistent application of policy and practice across schools. Reduction in parental complaints. Fewer requests for advice and support from central officers	SLT3				Reviews and policies updated and or being updated. Attendance Exclusions Looked After Education Guidelines Hosting (managed moves) Stages of Intervention	Delayed introduction of policies due to concerns about placing additional pressure on schools with COVID-19 recovery.
	Consider the role that co-design and participatory methods can play in delivering strong collaboration between parents and decision-makers.	Performance information to include data for Q12.7 Partnerships	Qualitative and quantitative data gathered from Individual School Improvement Plans					No action undertaken in this area due to Covid restrictions	Parental engagement at school and authority level has been restricted due to COVID-19 and therefore has changed practice.
*Parental Engagement	Review and implementation of Volunteer Policy in line with revised Council Volunteer Strategy	Consistent approach to engaging volunteers	Volunteer focus groups	SLT3				Policy updated – HT Strategy group agreement in May 2020 Changed to reflect to the quality assurance indicators for	Parental engagement at school and authority level has been restricted due to COVID-19 and therefore has changed practice. Unable to put updated policy into practice.

								Investors in Volunteering.	Hope to implement in 2021/22
	Production of acronyms guidance to break down barriers to engagement and involvement	Increased understanding of terms of reference used in Education and NHS	Recording and reporting through Dumfries and Galloway Parent/Carer forum Sharing on DGC Parental Involvement and Engagement page					Updated January 2021	
	Review and Development of School Handbooks to create a more accessible Continue to support our school parent councils with funding for parental involvement and engagement at school and regional level.	User-friendly format for parents and community partners. Continuation of Parent Councils in our schools	Primary and Secondary Head Teacher Strategy group and Dumfries and Galloway Parent/Carer Council annual review Summary report from CONNECT on activity and support					Ongoing Summer 2021 for updated guidance and information for Term 1 Session 2021/22	
	Undertake annual Parental Survey to support school improvement In conjunction with parent forum	The national Parental Involvement and Engagement (PIE) census aims to rationalise the collection of Parental Involvement and Engagement data by providing a set of questions that all authorities will be invited to ask	From the results of the survey at national and local level. The national working group will be instrumental in developing this area.					Scottish Government Parental Involvement and Engagement Survey (Census) did not take place Feb 2020. DGC and DGPCF undertook a Parent Council Survey in December 2020	

	<p>undertake annual Parent Council Conference</p> <p>In conjunction with parent forum develop and deliver training opportunities for parent councils</p>	<p>in their respective areas, which should result in comparable data being collected.</p> <p>Through a range of presentations and workshops provide support to parent councils in their role</p> <p>Training programme to include: Respect Me, Strength to Strength session on Inclusion, Connect opportunities</p>	<p>Feedback from conference collated and action plan drafted to inform future training opportunities</p> <p>Quantitative data on number of attendees Qualitative data from feedback gathered</p>				<p>Connect Scotland undertook two parental surveys. D&G parents contributed in 2020, April 2% and June 5.6% of national total of responses. (DGC normally 2.8% of allocation normally)</p> <p>The National Parent Forum of Scotland (NPFs) and Cost of the School Day project at the Child Poverty Action Group in Scotland (CPAG Scotland) undertook a national survey particularly about costs and money. D&G a return of 167 across Primary and Secondary sectors. Early learning and Childcare were not reflected in the survey. Nov/Dec 2020.</p> <p>Data and qualitative information will be used for the PIE</p>	
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								strategy review and training priorities for next session.	
*School Improvement	<p>In collaboration with the Scottish Government, Education Scotland and SWEIC, build staff capacity to:</p> <ul style="list-style-type: none"> • More effectively use 'How Good is Our School? 4' and 'How Good is Our Early Learning and Childcare?' to identify priorities for improvement. • Adopt a whole-school professional enquiry approach to secure improvement. <p>Engage with local and regional collaborative reviews aligned with families of schools.</p>	<p>Effective and accurate self-evaluation inform priorities for improvement.</p> <p>Targeted schools use research and a professional enquiry at whole school level to identify, inform and formulate agreed strategies and actions, resulting in improvement.</p> <p>School leaders and staff have increased capacity to support and challenge continuous improvement.</p>	<p>Positive feedback from schools involved in local and regional collaborative reviews.</p> <p>Validation of schools' evaluations.</p>				v	<p>Priorities for school improvement have been impacted by the COVID-19 pandemic with local authority and national advice and guidance identifying the need to prioritise recovery with a focus on literacy, numeracy and health & wellbeing. Updated School Improvement Planning advice has been in line with this guidance with 2020-2021 plans maintaining this focus and continuation of planned developments from 2019-20 plans and the 2021 updated National Improvement Framework (NIF) priorities. Local authority central officers have worked in collaboration with</p>	<p>The changing focus and prioritisation of 'recovery' in response to the pandemic has impacted significantly on the range, pace and variability of progress in relation to self-evaluation, school improvement planning and progress across the authority. Self-evaluation focus has been influenced by the pandemic with recovery of learning, closing the attainment gap and health and wellbeing, including mental health and wellbeing coming in to focus as priority areas. Despite these constraints, local authority central officers have continued to engage with headteachers and senior leaders across all sectors to support self-evaluation and improvement planning within the context of the pandemic and the identified National</p>

								Education Scotland colleagues to deliver professional learning for senior managers around leadership of change and key Quality Indicators from How Good Is Our School (HGIOS) / How Good is Our Early learning and Childcare HGIOELC). The impact of this has been to further build capacity and help schools and settings to employ effective self-evaluation, improvement strategies and approaches to understand, identify, prioritise and mitigate the impact of the COVID-19 pandemic.	Improvement Framework priorities and drivers. Next steps will be to reintroduce Collaborative School Reviews when health & safety and risk assessments allow. This will further build capacity leading to continuous improvement and raised attainment through effective self-evaluation.
	Ensure appropriate policies and procedures are in place to promote staff wellbeing, including reducing and minimising risk, and managing staff absence Develop and implement an Educational	All staff are aware of, and use the relevant policies and procedures to inform their practice. All staff appropriately supported through	Fewer staff absences Increased Return to Work interviews carried out. Reduced accident and incident reporting	SLT3 SLT3				By December 2020 EPS/EVS had received 120 calls to the telephone consultation	COVID-19 response telephone consultation service set up by Educational Psychology and Educational Visitor

	Psychology telephone consultation service to provide health and wellbeing early interventions which will contribute to improved mental health and wellbeing of all.	supervision sessions. School staff will feel able to provide focussed interventions at an earlier stage to support all young people.	Reduction in request for Assistance (RfA) to Educational Psychology Service Improved attendance Reduced exclusions					service. In response to the EPS HT survey in December 2020 the EPS has set up a virtual consultation service for education staff which will go live in April 2021. Half hour appointments are available one afternoon per week and are booked online using a Microsoft appointment system. Record keeping and evaluation are built in to the system. Education staff can discuss named young people (with consent) or general issues. Alongside this, the EPS has set up a parent/carer telephone consultation service for young people not already known to our service.	Services (see HWB section). Open to all parents/carers/education staff of all nursery/school aged children. At end of June 2020, 70 calls have been received and supported
	Develop and implement Better Relationships Better Learning by contributing to the	School staff will feel included, engaged and involved in the	Relationship Framework document	SLT3				The Relationships Framework has been finalised and will be launched	

	<p>development of the Dumfries and Galloway Relationships Framework in partnership with Headteachers</p>	<p>development of the D and G Relationships Framework. Schools will be empowered to implement change in their settings. A positive shift in culture and ethos in schools and services</p>	<p>Evaluation of the process with Relationships Framework Group participants QI 3.1 (HGIOS4) evidence Increased attendance Reduced exclusions (and referrals if applicable) Increased attainment Improvement in mental health and well-being SALSUS Data on children and young people's health and wellbeing Focus groups with school staff and children and young people</p>					<p>formally in August 2021</p>	
	<p>Work with national parent organisations to identify opportunities for effective and meaningful collaboration in improvement and all matters which are important to parents.</p>	<p>Consistent approach to working with parents Parental involvement and understanding of School Improvement Plans</p>	<p>Creation of parent friendly guide/template for School Improvement Planning for Schools and Parents</p>					<p>Scottish Parental Involvement Officers Network (SPION) including Review and collaboration on national review of the Complaints Handling Process (CHP) Scottish Government PIE Census</p>	

								Review of guidance on PIE act Review of Learning Together – National Action plan Shared Parenting – Equal Parents policy	
Invest in creating schools fit for the 21 st century which are at the heart of our communities	Develop a clear plan to fully implement phase 2	Update full lifecycle costs for current scheme and present to Members along with advice on new SG funding models. Act on Members decisions to develop a bid to Scottish Government for investment prior to August 2020	Clarity of Member decisions on actions to invest in the five schools in DLT phase 2	P2C2M02L&R_PR03				Members of Education and Learning agreed the way forward for investment in the phase 2 schools in January 2020. In November 2020 the bid for both Dumfries HS and Dumfries Ac (inclusive of Loreburn PS) was submitted to the Scottish Government. The bid was successful for Dumfries HS only. Members of Education and Learning Committee proposed to full council a funding package that would allow both projects to progress. At its meeting of 4 March 2020 full council agree to the	No measurable impact from COVID-19 at this stage.

								funding package and it was included within the 10 year capital finance strategy to the value of £74mil.	
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Appendix 3: Dumfries and Galloway Education Plan Update 2021-22

Introduction

Dumfries and Galloway Education and Learning Directorate produced an Education Plan in 2019 that sets out a comprehensive range of improvement priorities that were created to shape and form the basis of the authority's education improvement activity over a four year period. The plan covers from session 2019-20 to session 2022-23.

The priorities set out in the four year plan have been agreed and endorsed by Dumfries and Galloway Education and Learning Committee and each annual update of the plan incorporates National Improvement Framework annual updates. During the period of the plan, the COVID-19 pandemic has significantly impacted and influenced progress towards the initial priorities set in 2019-20.

Our Commitments are:	National Improvement Priorities:
<ul style="list-style-type: none"> • Ensure early intervention, in particular to keep our region's vulnerable children safe • Invest in creating schools fit for the 21st century which are at the heart of our communities • Raise ambition and attainment, in particular to address inequalities • Support children to be healthy and active 	<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and the least disadvantaged children and young people • 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 2021-22 update to the plan describes the improvement priorities under the heading 'What we are going to do,' notes progress made toward the improvement priorities under the section 'Progress August 2020 – Current' and incorporates the impact that the pandemic has had on those initial set priorities and adjustments necessary as a consequence under the heading 'Adjustments Linked to COVID-19 Recovery.'

The plan follows the structure and headings of the National Improvement Framework priorities and drivers and incorporates aspects of empowerment linked to the NIF drivers. It links to the wider Council Plan, Education Business Plan, Children's Services Plan and Regional Improvement Plan (South West Education Improvement Collaborative – SWEIC.) These links are referenced on the plan.

Consultation

Consultation is built into every stage of the creation of the plan and the plan draws on the outcomes of wider consultation linked to the Council Plan, Children’s Services Plan, Community Learning and Development Plan and the SWEIC Plan in its early stages of creation and in annual updates. Priorities are set taking into account feedback from consultation and annual National Improvement Framework updated priorities. As such, despite the plan being a four year plan, it is flexible, adaptable and responsive to changing circumstances as exemplified by a clear focus on all aspects of recovery of learning and the curriculum in relation to the COVID-19 pandemic in session 2020-21 and in planning for session 2021-22. The draft plan is subject to a range of consultation processes prior to submission to Scottish Government and final publication on the council website.

Consultation over a range of aspects of the work of the Education and Learning Directorate takes place utilising a range of formats and seeks the views of a range of stakeholders. Consultation takes place in different formats including surveys, focus groups, elected member seminars, Education and Learning Committee papers (link below) and Parent Forum discussions. Stakeholders include: pupils, parents, education professionals, elected members, partners and partner agencies.

The Education Plan 2019-2023 was agreed at Education and Learning Committee on 12th November 2019.

Dumfries and Galloway Council – Education and Learning – 12 November 2019

<https://dumfriesgalloway.moderngov.co.uk/ieListDocuments.aspx?CId=549&MID=4838>

Dumfries and Galloway Key Priorities for Session 2021-22

A summary of key improvement priorities for session 2021-22 drawn from the detail contained within the updated plan are recorded below under the headings of the four national priorities.

<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy.
<ul style="list-style-type: none"> ➤ Recovery of Literacy, Numeracy, Health & Wellbeing including mental health and wellbeing – with reference to local contexts and circumstances, utilise local authority data, SNSA, ACEL, Insight and other data appropriately and effectively to identify and target raising attainment approaches, strategies and mitigations in response to the impact of the COVID-19 pandemic.
<ul style="list-style-type: none"> ➤ In collaboration with SWEIC and other partners, plan, prepare and deliver a range of high quality professional learning for all sectors with a focus on literacy, numeracy and health and wellbeing linked to identified local need to bring about improvements in attainment, as part of the local authority Raising Attainment Strategy and in response to the COVID-19 pandemic.
<ul style="list-style-type: none"> ➤ In collaboration with SWEIC partners and Education Scotland Officers, further develop and build local authority capacity and empowerment of school leaders at all levels and in all sectors to further develop effective quality assurance and moderation processes

with a focus on leadership of change, learning, teaching and assessment, ensuring wellbeing, equality and inclusion and raising attainment and achievement.

- **Closing the attainment gap between the most and the least disadvantaged children and young people.**

- Review and utilise a range of data including Curriculum for Excellence (ACELE); SNSA data; Senior Phase data (e.g. Insight and SQA), along with other local and contextual data like the Scottish Index of Multiple Deprivation (SIMD) and Free School meals (FSM), to identify and Intensify support to close the literacy and numeracy poverty-related attainment gaps in all sectors.
- Work with Headteachers, education professional and partners to implement transformational change to more effectively meet the needs of all children and young people in line with recommendations from the 'Review of Additional Support for Learning Implementation, Support for Learning: 'All our Children and All their Potential.' (The Morgan Report 2020).
- Continue to build excellence and equity through empowered systems approaches with a focus on those young people with Additional Support Needs (ASN), care experienced young people, looked after young people and those who may experience adverse childhood experiences, discrimination or disadvantage.
- Further develop and build collaborative partnerships between SWEIC colleagues, central officers, school leaders and Education Scotland Attainment Advisors to support schools in utilising Pupil Equity Funding effectively through identifying the most appropriate, effective and impactful interventions to close the attainment gap between the most and least disadvantaged children and young people and to monitor and respond to evidence of impact and changing or evolving need.

- **Improvement in children and young people's health and wellbeing .**

- Undertake professional learning for education professionals in all sectors to raise awareness, knowledge and understanding of Scottish Government legislation linked to the United Nations Convention on the Rights of the Child (UNCRC).

- As part of the planned response to the COVID-19 pandemic, focus on recovery of health and wellbeing including mental health and wellbeing through a range of approaches, strategies and initiatives as set out in the Education Plan.
- In collaboration with the Scottish Government, Education Scotland, SWEIC and relevant partners/services, build leadership and staff capacity to improve health and wellbeing outcomes for children and young people.

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

- Aligning to the guidance in the updated narrative on 'Scotland's Curriculum' 2019, further evolve and develop curriculum rationales, the curriculum offer, approaches to learning, teaching and assessment and opportunities for personal achievement in all sectors with a particular focus on embedding employability skills and the Career Education Standard and entitlements within the curriculum taking into account the impact of the COVID-19 pandemic and the local and national context.
- In collaboration with SWEIC and National partners and organisations, continue to build the Senior Phase offer to meet the needs of all learners, society and employers with a focus on expanding the range of courses and options available to young people including expansion of digital and online courses and opportunities for accreditation and work experience.

Additional Priorities

- Invest in creating schools fit for the 21st century which are at the heart of our communities
 - Dumfries Learning Town Phase 2 developments