



SOUTH WEST

Educational Improvement Collaborative

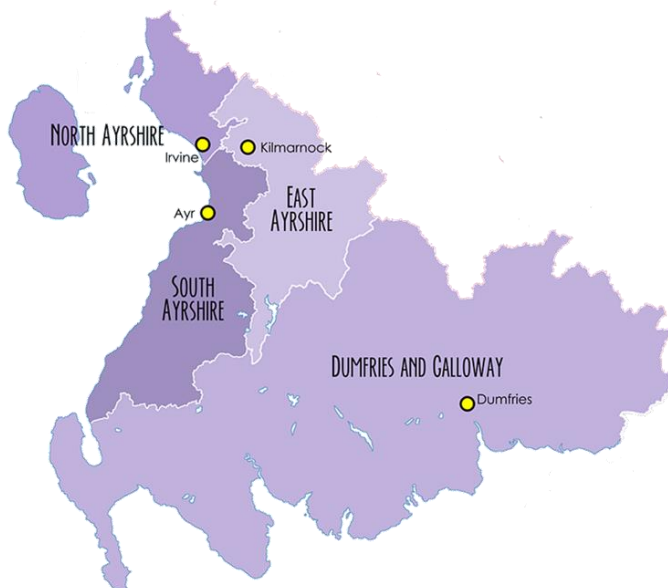
Report 2021/22

July 2022

The South West Educational Improvement Collaborative is a collaboration of four local authorities across the south west of Scotland: Dumfries and Galloway, East Ayrshire, North Ayrshire and South Ayrshire. It represents 512 educational establishments, early learning centres, primary, secondary and special schools and over 5000 teachers delivering to over 80,500 children and young people serving both urban and rural communities.

This report covers the period April 2021 – March 2022 detailing the work and of the SWEIC's three key workstreams – Closing the Poverty Related Attainment Gap, Planning for Learning Teaching and Assessment and e-Learning Implementation. Alongside these three key areas Early Years and Leadership outcomes have been embedded throughout the plan.

During this time, the country continued to deal with the impact of the COVID -19 pandemic with social distancing, school closures, working from home and self-isolating pupils and staff being among the constant mitigating factors facing schools throughout this time.



512
early learning
centres, primary,
secondary and
special schools



5000
teachers



80,500
children and
young people

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Background

In preparing the SWEIC Regional Improvement Plan 2021/22, it recognised and respected the enormous pressures that education staff at all levels were under, responding to rapidly changing situations in schools and appreciated that staff were fully focussed on engaging with children, young people and families. Our plan for 2021/22 therefore reflected our intention to support school recovery, reconnect with staff and learners and take forward our learning from lockdown.

Due to social distancing measures, school closures and lockdown, all SWEIC events and professional learning opportunities have continued this session to be delivered online. By offering SWEIC opportunities digitally, we have made very good progress towards implementing the SWEIC's recovery plan and have been able to engage with a much broader group of practitioners however it has not been possible to deliver all aspects of the plan due to limited capacity during education's response to the pandemic. In moving forward our new plan 2022/23 will very much build on what has been achieved so far and will have a strong focus on '**coming back together, stronger**'.

Throughout the session we have continued to facilitate peer to peer, school to school and authority to authority collaboration using digital technologies, allowing colleagues to engage with each other in ways which suit them best at this time of uncertainty and constant change. The successful development and launch of @South-West Connects has provided a forum for greater collaboration across our secondary schools and is providing a platform from which we can build.

SWEIC Team

Session 2021/22 saw changes in the personnel leading the operational and day to day management of the SWEIC. The Regional Lead Officer (RLO) and the SWEIC Quality Improvement Manager (QIM), both from Dumfries and Galloway took up their positions in summer 2021 replacing previous post holders from South Ayrshire. Part funding of Regional Lead Officer (RLO), funding of 0.6fte Quality Improvement Manager (QIM), three x 0.4fte seconded workstream officers, alongside a part time data analyst and a digital support officer continue to increase the operational and leadership capacity of the regional improvement collaborative.

The SWEIC strategic leadership team comprising of the RIC lead and the other local authority strategic leads, Education Scotland Senior Regional Advisor (SRA) and the SWEIC QIM meet regularly to discuss progress within the plan and next steps along with next steps for planned activity. This forum has also proved to be a very useful and supportive platform to share practice and discuss issues during the pandemic.

A monthly report is produced for the SWEIC local authorities' Chief Executives. This is followed up with a meeting with the RIC lead where the content of the report is further discussed. This is providing a valuable endorsement and is raising awareness of the work being undertaken more widely.

Following a review of milestone and impact measures to support the impact reporting and evaluation of the improvement plan, the QIM along with the seconded workstream officers have since been better able to review progress and agree next steps.

This work continues to be supported by the regional improvement team and is providing a framework to support the SWEIC demonstrate coordinated and collective impact.

The part time Data Analyst has supported collaborative approaches to improvement by providing data to support RIC planning, evaluating and reporting of workstream activity. Given the wide range of qualitative and quantitative available and consultation with other RICs, Power BI training has been undertaken to support the data analyst develop wider connections across the data.

A Governance structure has been developed for the SWEIC to support improvement in communication channels and to provide a clear structure which demonstrates the interlinking of the various groups.

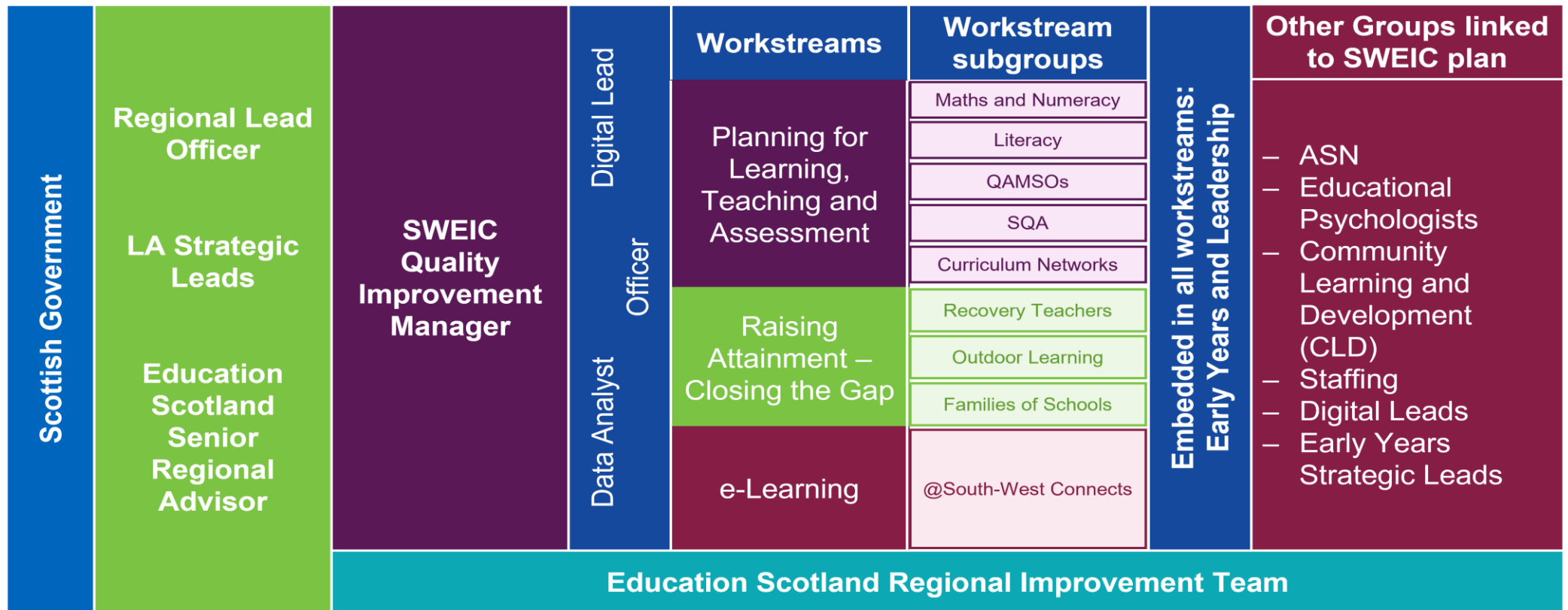


Throughout the 2021/22 session the SWEIC team of seconded officers and regional improvement team members have jointly undertaken professional learning led by Education Scotland Evolving Systems Thinking Team.

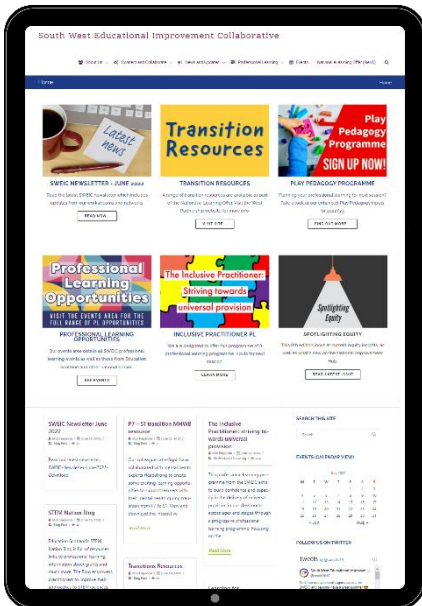
Three bespoke training sessions were planned and delivered which had a specific focus on leadership for system improvement, capacity building practices and data use and planning priorities. These proved to be very useful sessions with the teams collaborating well together.



SWEIC Governance Structure 2021/22



Local Authority Chief Executives and Education Convenors



Communication

As part of the concentrated focus across the SWEIC to improve communication and ensure information gets to the class teacher a new SWEIC website was launched in August 2021. This work is led by our part time Digital Support Officer who also provides technical support for @South-West Connects.

Monitoring, which is reported on a monthly basis has shown a good level of engagement in the SWEIC blog and therefore improved opportunities for collaboration for all. An example of this would be in January 2022 the Blog received 8878 views up 48% on the previous reported month (Nov 21). 62% of Blog visitors come direct to the Blog, 15% via Twitter and 14% from search engines. Twitter followers also continue to grow.

In addition to the new SWEIC blog, termly Sway newsletters have been produced. Through this forum and the website, staff are actively encouraged to contribute to share their thoughts around what they want from the SWEIC as well as highlighting ways to become involved and share good practice. Recent professional learning which was recorded can also be accessed on the site for those unable to attend.

Data

Due to the challenges facing schools at this time our schools have not been able to carry out their normal full range of ongoing assessment, standardised assessments, SNSA assessments and moderation activities that they would normally undertake to enable them to gather robust achievement of a level information and pupil progress data in a common format. Despite this however all primary schools submitted to the Scottish Government in June 2021 teacher judgement ACEL (Achievement of a Level) data for P1, P4 and P7. No national data was collected during session 20/21 for S3.

Given the unique set of circumstances schools have found themselves in over the past two years it is difficult to make accurate comparisons or to draw any conclusions from attainment data. Mindful of this our High-Level Critical Indicators (Appendix 1) have been updated but no detailed analysis has been undertaken beyond that that would support workstream activity planning.

In 2021, further cancellation of exams and external assessment of coursework took place. All secondary schools were required to use the SQA Alternative Certification Model. This model was based on demonstrated attainment over the course of the session with robust assessment judgements being made by teachers and lecturers and submitted to the SQA.

The impact of this and the previous year's disruption to SQA has meant that care has to be taken when making comparisons over time. So, although there are High Level Critical Indicators (Appendix 1) taken from our benchmarking tool Insight, advice on the use of this data is that the results for 2021 should not be directly compared to those in previous years or future years. The 2021 Insight data cannot be used to directly demonstrate subject, school, authority or RIC improvement compared with previous years.

Professional Learning

A wide range of professional learning opportunities and facilitated, themed online conversations organised by workstream seconded officers, and the regional improvement team have continued to take place throughout the session. Professional learning has been delivered using a range of platforms, Glow, MS Teams and V-scene. Whilst attendance has varied over the course of the year due to Covid, with a number having to be cancelled, feedback from professional learning online events has been positive with participants appreciating the time and space to collaborate with colleagues, sharing their experiences, their practice and potential solutions to common challenges being faced.

The online events have generally had a focus on recovery so have been able to impact positively on school recovery. In February 2022, an online event was held for primary headteachers which over 120 engaged in. The activities for this session focussed on supporting the development of a culture of collaborative action research within groups of 'similar' schools across the SWEIC, providing a framework to support schools inform recovery planning for session 2022/23, support the gathering and analysis of data to inform improvement planning session 2022/23 and planning for refreshed SAC funding spend using a data driven template.

Feedback from this relaunch of the families of schools' event indicated that it was welcomed as headteachers felt that through this reconnecting and introductions opportunity they have accessed wider networks in which to collaborate and share their practice. The event was supported by the Education Scotland Evolving Systems Thinking team. Secondary heads who previously had not engaged in families of schools' events have asked for the introduction of secondary groupings for a similar purpose. This is very positive and evidence of reach and recognition of the perceived benefit of working across the RIC by secondary HT. It is hoped that these networks will continue to expand with evidence of practitioners being proactive in this and taking ownership of their own development.



Professional Learning



Participants



Events

Collaborative Opportunities during session 2021/22 included:

Date	Target Audience	Theme/Title
Apr	EYPs	Transitions in a Covid world
May	EY leaders	Parental Engagement – Sharing Practice
Apr/May	P1 & P2 practitioners programme	P1 Literacy Pedagogy and Practice
Apr/Jun	Practitioner networks – EYP, Early, 1st & 2nd level; Covid education recovery teachers; secondary staff.	Various facilitated themed conversations – remote learning; transitions; interventions & impact.
Apr	EYPs	Transitions in a Covid world
May	EY leaders	Parental Engagement – Sharing Practice
May	EY Froebel Leaders' network	Froebel
Sep/Jun	Practitioners in first four years of teaching	Maths and Numeracy Professional Learning for NQT's
Aug/May	Early / First Level teachers	Building Block of Literacy
Sep/May	QAMSOs	QAMSO
Sep/May	EY – teachers, EYPs	Play Pedagogy Moving Forward
Sep	BGE Practitioners	Effective Differentiation in the BGE (2 sessions)
Sep/Oct	Recovery Teachers	Focus on Recovery Interventions
Oct	SWEIC Numeracy Leaders	Introduction/Reengagement and Plans for the session as NLs
Oct	SWEIC NQT/RQTs	Drop-In Session 1 Introduction
Nov	Practitioners – all sectors	Outdoor learning's place "within a holistic, coherent, and future-oriented approach to learning 3-18."
Nov	Froebel leaders	Remote learning – Support and Collaboration
Nov	EY leaders	SWEIC Families – an EY model
Nov	Practitioners – all sectors	SWEIC QAMSO Sharing Practice Event – SA
Dec	SWEIC Numeracy Lead	Bar Modelling Discussion Forum
Jan/Feb	Practitioners – all sectors	SWEIC Languages Week Engagement across week from primary and secondary practitioners – 32 inputs
Jan	Practitioners – all sectors	SWEIC QAMSO Sharing Practice Event - EA
Jan	SWEIC Numeracy Lead	Mathematical Reasoning using Manipulatives

Jan	Practitioners – all sectors	Moderation for all
Feb	Practitioners – all sectors	CLD – Sharing good practice in supporting families in poverty
Jan	Early Level Focus - Practitioners – all sectors	SWEIC Outdoor Learning Blether
Jan	First Level Focus - Practitioners – all sectors	SWEIC Outdoor Learning Blether
Jan/ Mar	Practitioners – all sectors	Equity and Equality Blethers (3 sessions)
Feb	HT's - primary	SWEIC Families of Schools Relaunch & Reconnect Event
Feb	Practitioners – all sectors	4 Stages of Progress – a launch and feedback event
Feb	Second Level Focus - Practitioners – all sectors	SWEIC Outdoor Learning Blether
Mar	EY Excellence & Equity Leads	Network Launch
Mar	Practitioners in all sectors	SWEIC Literacy Fortnight
Mar	EY - all practitioners (Webinar)	Parental Engagement – moving forward to recovery
Mar	All practitioners	SWEIC QAMSO Sharing Practice Event – NA
Mar	Practitioners – all sectors	SWEIC Outdoor Learning
Mar	EY leaders	What does Leadership Mean? Reconnecting with core values in challenging times

Workstream Successes and Achievements 2021/22

Planning for Learning Teaching and Assessment Workstream Highlights

This workstream has continued to make good progress towards its outcomes over the last year despite the challenges COVID 19 has presented.

The scope of this workstream has continued to evolve during the last year and there now is several regional sub-groups reporting progress to this workstream. New additions to the subgroups have included a 1+2 Languages group, a curricular Health and Wellbeing group and a number of secondary subject network groups. These groups are in the early stages of development and have been supported both by RIC officers and RIT team members as appropriate.

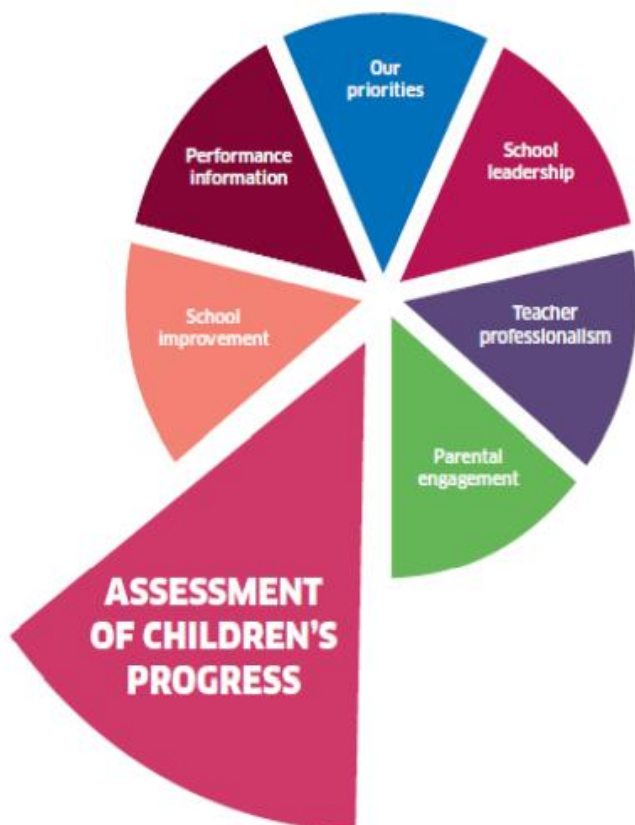


QAMSO network

The SWEIC QAMSO work supported by the Education Scotland Regional Improvement Team continues at pace. A MS Team has been set up enable access and sharing of training materials.

A discussion forum is now well established and used by practitioners. QAMSO Sharing Practice Event have been led by each local authority. These events have proved to be very popular, and the range of materials used have been shared. These events were recorded to ensure wider access.

Building on the shared QAMSO training each local authority took forward its own moderation and assessment activity. SWEIC officers representing this workstream have met with colleagues from other RICs to share approaches to online moderation activities.



Languages Week

One of the new subject network groups 1+2 Languages held the first online SWEIC Languages Week in late January / early February 2022, running in conjunction with Languages Week Scotland. The four local authority 1+2 leads were instrumental in the planning and running of the week along with support and input from Education Scotland 1+2 link officer and SCILT Scotland's National Centre for Language Teaching. The week comprised of bite size sessions for practitioners which were run on a twilight basis but also recorded to provide a resource bank for use in the future. The idea was to provide inputs for all sectors and all practitioners regardless of their language proficiency. The organisation and delivery of this event was an excellent example of collaboration across the RIC. It was well supported by each local authority and feedback from the wide range of inputs showed it was well received. Evaluation indicates this should now develop into an annual event and plans are in place to do so.

Four Stages of Progress

An online resource has been produced to support practitioner professional learning in the use of the 4 stages of progress. – a SWEIC resource which considers progress through a level. The resource has been developed to be of use to practitioners in all sectors and was launched by local authority workstream leads

in December. A SWEIC launch event was held in February to share the resource further, discuss its use so far and to allow an opportunity for practitioners to feedback on its value. The use of the resource and a more thorough evaluation and its impact will continue.

Read the case study

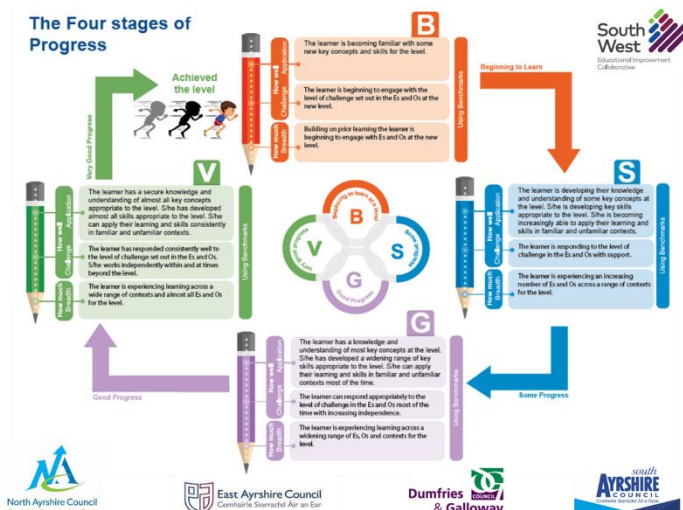
Maths and Numeracy Group

The SWEIC Maths and Numeracy group continues to collaborate to increase the pace and reach of their work by providing ongoing support for practitioners across the South-West in planning learning, teaching and assessment in numeracy and mathematics.



The group have held a number of twilight sessions over the course of the year. Feedback from these has been very positive and analysis is informing a way forward for future events.

A full day event for the SWEIC Numeracy Leaders network was unfortunately cancelled due to current circumstances, however all planned inputs for this event were offered as virtual twilights, held within the Numeracy Leaders channel in the SWEIC Numeracy and Maths PL Team.



The Maths and Numeracy group have continued to progress developments with initial teaching education (ITE) partners at UWS (Ayr Campus) and University of Glasgow (Crichton Campus). ITE under-graduate and post-graduate courses and modules incorporate synchronous and asynchronous CLPL inputs provided by the SWEIC maths group. The group has further progressed developments with UWS partners in the establishment of a Critical Friends Programme for numeracy leaders. The Critical Friends Programme will be offered to SWEIC Numeracy Leaders prior to Easter 2022 to align with self-evaluation and improvement planning with the delivery of the modules to commence September 2022.

Literacy Group

The new to this session appointment of a Regional Improvement Team officer for Literacy and English has provided a welcome addition to the SWEIC Literacy group. The group are working closely with the Scottish Book Trust regarding 'Reading Schools' accreditation ahead of the SWEIC rollout in session 22/23 for interested schools with the group discussing ways in which support could be offered to SWEIC practitioners/schools undertaking the accreditation.



Following on from the success of the SWEIC Language Week held in January 2022 the Literacy group held a 'Focus on Literacy fortnight' in March 2022. This work was led by the planning learning teaching assessment workstream lead and seconded officer. The fortnight launched on World Book Day (3rd March) with 'Storytime with SWEIC': a virtual offering of stories from Early to Second level that can be used by practitioners in the classroom.



The fortnight of activity included a number of keynote speakers who spoke of the importance of placing high quality learning and teaching as a key element for literacy learning. The fortnight consisted of a series of twilight inputs covering a range of ages, stages and areas of literacy. These inputs created a rich offering of opportunities for practitioners to self-select from. Inputs were recorded and uploaded to the SWEIC Literacy page on the blog for practitioners to access as required.

[Read the case study.](#)

Early Level Literacy Pedagogy Programme

The Planning for Learning Teaching and Assessment workstream in conjunction with the Early Years lead continues to support the SWEIC Early Level Literacy Pedagogy programme delivered as an online professional learning offer. This has been extended to include Early Years, P2, 3 and 4.

This highlights the gaps identified in aspects of literacy skills across Early and First Levels which have become more apparent as a result of school closures. The networks established as a result are now well established and are proving to be an excellent collaboration forum.

The programme sessions this year included: Language & Communication + Phonological Awareness (2 sessions), Phonics, Spelling and Handwriting (2 sessions), The Balanced Reader and Writer (2 sessions).

There has been engagement from across the SWEIC in this programme with 151 teachers /practitioners engaged in the programme.

Evolving Systems Thinking

A cohort of 39 senior leaders from across the Local Authorities and the Regional Improvement Team was recruited for the Evolving Systems Thinking programme. Unfortunately, however, this was unable to be progressed following a review by the Evolving System Thinking team to halt the programme meantime because of the current strains schools are under. It was felt that it would be very difficult to ask school and system leaders to commit to such a significant engagement at this time. It is hoped however that this programme will however be able to be offered again later in the year.



Growth Mindset Programme

Over 40 school leaders and practitioners from the South West engaged with Winning Scotland Foundation's Growth Mindset Teams programme which began in June.2020 and completed November 2021. The programme offered a blend of independent online learning, tutor guidance, collegiate discussion and supported project delivery, empowering teaching professionals to have a greater understanding of growth mindsets and embed approaches within their schools. A number of participating school teams reluctantly dropped out of the programme due to lack of capacity due to the pandemic. A good number from the 2020-21 cohort are now delivering projects in their schools. This progress has been very encouraging considering the very challenging circumstances schools find themselves in currently. A case study from the 2019-20 cohort – St Matthew's HS in Saltcoats, North Ayrshire shared widely and has received a lot of positive feedback.

winningscotland.org/store/p53/st-matthews-growth-mindset

Leadership of Pedagogues

The 'Leadership of Pedagogues' programme successfully took forward two cohorts of secondary middle leaders during session 2021/22. The programme which is designed specifically to bridge the gap identified in the professional learning opportunities for secondary middle leaders across the South-West Educational Improvement Collaborative (SWEIC). A consensus workshop, with middle leaders, identified the area of focus for each session allowing the programme to be planned effectively to meet participants needs.

The inaugural cohort has provided excellent feedback so far and indeed generate sufficient interest to offer and progress a second cohort concurrently. The sessions are designed to be progressive and inter-related, as indeed is the

art of becoming a proficient leader of pedagogues.

This programme which has recently received GTCS Professional Recognition for Secondary Middle Leaders. It will continue to be expanded during session 2022/23 and will include the development of a middle leaders' programme for Primary practitioners.



Leaders of Pedagogues Programme

Participants	Theme
Secondary Middle Leaders	1.Reflection on self-measured self-reflection to explore leadership strengths.
Secondary Middle Leaders	2.Recognising and meeting needs – use tools to identify the professional needs of colleagues to support their learning trajectory.
Secondary Middle Leaders	3.Modelling behaviour & Skills – explore how modelling is embedded in practice & its power in leading pedagogues.
Secondary Middle Leaders	4, Examine skills and behaviours essential to supporting the professional development of your team.
Secondary Middle Leaders	5.Ambitious risk-taking – take a critical look at professional judgement and determining the right climate for that leap of faith.
Secondary Middle Leaders	6.Developing others – develop strategies to unlock the professional development of others through the art of visionary leadership.
Secondary Middle Leaders	7.Communication Skills – hone communication skills to elicit the professional needs of the pedagogues you lead.
Secondary Middle Leaders	8.Managing resources – focus on the managerial skills of leadership to support processes in your context.
Secondary Middle Leaders	9.Critical reflections

Closing the Gap Workstream Highlights

This workstream has continued to make good progress towards its outcomes. The workstream lead officer, seconded officer, senior officers representing each local authority and a representative from the Education Scotland Regional Improvement Team continue to meet online monthly to progress the plan. Members of this workstream are committed to working collaboratively to close the poverty related attainment gap.



SAC Leads Network

The SWEIC team in conjunction with RIT attainment advisers have set up a SAC Leads group. The purpose of SWEIC SAC Leads Network / Forum will be to provide opportunities for SAC Leads and Attainment Advisors to get together to share successes, challenges, national key messages, discuss current issues e.g., how LAs are measuring impact, planning and reporting. This network will be led by the local authorities and will meet on their request.

2022/23, support the gathering and analysis of data to inform improvement planning session 22/ 23 and planning for refreshed SAC funding spend using a data driven template.

Feedback from this relaunch of the families of schools' event indicated that it was welcomed as headteachers felt that through this reconnecting and introductions opportunity they have accessed wider networks in which to collaborate and share their practice. The event was supported by the Education Scotland Evolving Systems Thinking team.

Families of Schools

Building on previous years' success in building networks of families of primary schools, an online event was held for primary headteachers which over 120 engaged in. This was the result of an extensive consultation carried out in November by members of this workstream to seek the views of the purpose of the network and how it might be redeveloped to ensure it met needs.

The activities for this session, therefore, were developed as a result of information gathered and focussed on supporting the development of a culture of collaborative action research within groups of 'similar' schools across the SWEIC, providing a framework to support schools inform recovery planning for session



Blethers

'SWEIC Blethers', online facilitated, themed conversations, have continued to be organised on a regular basis for different networks of practitioners. Some have been more successful than others with numbers signing up and attendance variable throughout the year. Blethers offered have covered a wide range of topics from differentiation, remote learning, equity and equality, ASN and parental engagement and effective use of data. Feedback indicates that where participants have attended, they find these collaborative opportunities useful, realising that everyone is facing similar challenges and sharing effective practice and creative solutions.



Links have been established across all four local authorities to establish a SWEIC group to support learners, inclusion and integration in order to build capacity across the sector. The work of this group will be aligned with all current workstreams. Initial steps have been taken to form a leadership network and to share current practice around planning for ASN. Plans are in place to establish a cross authority collaborative network which will

support this area of priority for all four local authorities who are working through similar challenges. It is proposed that this will be emphasised as a key theme for work in the SWEIC plan for 2022/23.

Outdoor Learning Network

A successful virtual Outdoor Learning professional learning event was held in November with over 100 attendees from across all four local authorities. Two keynote speakers provided information and challenge around the theme of 'outdoor learning's place within a holistic, coherent, and future-oriented approach to learning 3-18'. Feedback from attendance at this event was very positive. A follow up event took place in March as a result of this. The focus of this event was on sharing practice, pedagogy and links to the curriculum.

Local authority representatives on this workstream regularly share guidance, policies and practice related to Covid-19 recovery e.g., supporting vulnerable children particularly around self-isolation and recovery; use of PEF to support recovery; the rollout of digital devices. Workstream representatives have continued to find this extremely useful in informing their work at Local Authority level.

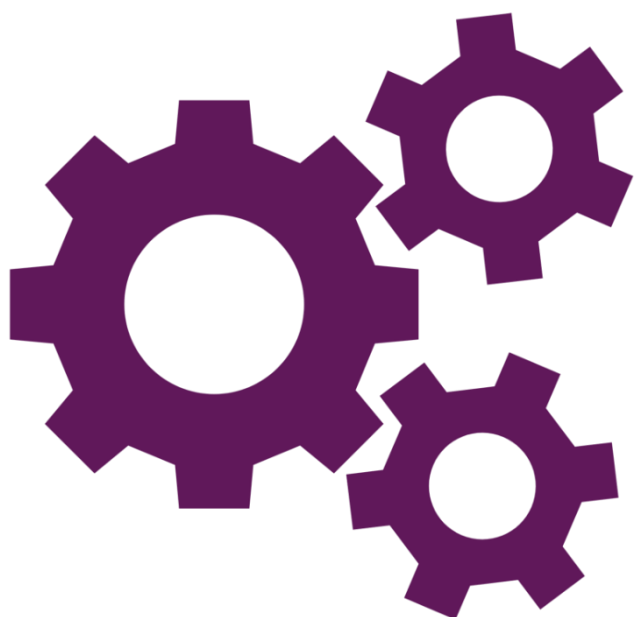


Community Learning and Development (CLD)

Good links with colleagues in CLD are being developed across the SWEIC with outcomes embedded in the work of the closing the gap workstream. A planned partnership CLD blether to share good practice in supporting families in relation to poverty took place. CLD are now regularly contributing to the SWEIC Blog where relevant to raise awareness of their work and how it might impact on SWEIC practitioners.

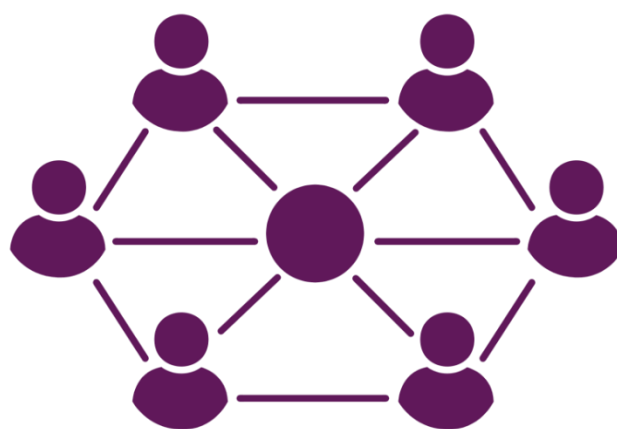
Across the SWEIC CLD Family Link Officers are collaborating together and have completed an audit of practice to share ideas and effective practice particularly in engaging families in learning and supporting families in relation to poverty support. This will inform the next steps for SWEIC / CLD planning moving forward.as well as support the focus of this workstream's plan moving forward.

Following the national launch of the Excellence and Equity Leads (EELs), a SWEIC network will offer a further opportunity for collaboration, sharing practice and support.



Education Recovery Teacher Network

The Education Recovery Teacher (ERT) Network has successfully run for the past two sessions. Due to the changing deployment needs of ERTs across all four local authorities; the network met only once in session 2021-2022. The session was held in September and was entitled 'Education Recovery Teacher Collaborative Practice Event'. It explored the following themes: Recovery and renewal journey; Impact on children and young people; lessons learned and future actions



Education Recovery Teachers from South Ayrshire and East Ayrshire shared their experiences and reflections of the previous session. All delegates present were subsequently provided with opportunities to discuss and compare their own experiences and goals for the coming session in breakout groups; before coming back together and sharing key messages with the whole group.

e-Learning Implementation Workstream Highlights

This new for this session workstream has made considerable progress in meeting its outcomes as identified within the 2021/22 SWEIC plan. The evaluation of work this year will help inform the development of the national digital academy, as reported in the recently published Economic plan for Scotland.

This will be an important development to increase access to breadth of qualifications for learners across Scotland, with the @SWConnects already having taken steps to design this model across the four Local Authorities.



@South-West Connects

In August 2021, through this workstream SWEIC launched @South West Connects a new virtual learning platform to support the delivery of learning and teaching across the SWEIC. Initial plans to offer SCQF Level 7 have gone very well with over 120 young people from across the four local authorities engaging in learning across the 9 subjects being offered. This has enabled, expanded and improved curricular offer at SCQF 7 across the SWEIC, equity of opportunity to access courses at this level across the SWEIC an opportunity for young people studying at this level have a high-quality learning experience and develop skills and competencies in learning virtually as a preparation for next steps in employment, college or university in the post Covid world.

At the same time, it has helped manage staffing resources efficiently and equitably and to address areas of teacher shortage in certain areas as well as creating the capacity within schools to support diversification of their curricular offer by freeing up teacher time. This work is being led by the workstream lead officer, seconded officer along with HT / DHT lead from each local authority. An interim evaluation of this offer showed engagement

and participation measures very positive – 95% excellent or good for attendance, engagement, homework on tracking reports. Working grades in early January – indicated 94% pass rate and feedback from stakeholders very positive. A number of points identified the next steps for the group in particular a need to continue to develop and pilot this model – increased number / range of subjects and add ‘niche’ SCQF6 courses. Evidence also suggests a need to consider the addition of vocational options and short courses/ opportunities for wider achievement using the same infrastructure. Following publication of attainment data in August 2022 this model will be fully evaluated.



National e-Learning Offer

The SWEIC e-Learning Implementation group continues to take forward and promote locally the National e-Learning Offer (NeLO), agreements and expectations as well as support e-Learning transformation across the SWEIC.

This group has delivered a number of CLPL webinars and blethers to support digital learning and pedagogy. These have been well received and supported by practitioners across the SWEIC. The group is ensuring the 'voice' of SWEIC is appropriately representing all four local authorities on the National e-Learning working group. A member of the group is also engaged with WEST OS technical group.

To support schools and class teachers to use available resources, this group developed a Sway 'One-Stop Shop' for all things NeLO. The Sway is updated each week with links to the latest supports and resources.

Enhancing Opportunities

A pilot proposal to meet need for a widening access programme has been developed and will be piloted through April to June across the four local authorities. This collaborative @SWConnects Enhancing Opportunities Programme has a clear shared purpose, role and function and will initially be piloted with S1 – 3 pupils.

Developing the Young Workforce (DYW)

DYW representatives from each authority, DYW regional groups and the Senior Education Officer from the Education Scotland Regional Improvement Team continue to meet regularly to identify and share good practice in local authorities and to discuss challenges/opportunities presented by the current position. Professional learning opportunities have been offered across the collaborative and these have been well attended and received positive feedback.

A DYW regional network has been developed to allow sharing of good practice. The workstream seconded officer attends as a member of this group

National e-Learning Offer



Digital Needs Analysis

The e-Learning Implementation group is currently engaging with Education Scotland following completion of a digital needs analysis focusing on digital learning and teaching. The results of the analysis have set out the systematic/strategic support required in this area across the RIC and individually for each local authority. This is being taken forward in conjunction with the digital leads across each authority and is progressing well.



Early Years Highlights

Early years is now firmly embedded in all of the workstreams. In addition to this the SWEIC Early Years lead continues to meet in a separate forum with representatives from the South West early years operational network, strategic lead officers, Care Inspectorate, SSSC and South West RIT officers on a regular basis. This ensures a relevant focus is central to the individual workstreams agenda. The SWEIC early years leads attends all workstream meetings to support and progress pre-5 SWEIC priorities.

The SWEIC early years lead officer attends the Scottish Government's Deferral Working Group, feeding back to the strategic early years leads as required. This supports their local authority work. She has also been invited to join the Scottish Government focus group to be involved in joint work to support the extension of eligibility to 2-year-olds with a care experienced parent. This session in conjunction with the Planning Learning

Teaching and Assessment workstream there has been a focus on early years assessment and moderation as highlighted in the SWEIC plan. As a result of a previous online opportunity for early years staff to focus on planning for assessment and moderation and discussions / consultations with SWEIC early years staff at all levels, a gap was identified in this area. The SWEIC early years officer has worked with a range of colleagues to create a bespoke programme to address this which is more relevant than ongoing QAMSO work. This is now being rolled out as a professional learning opportunity for all early years staff across the SWEIC which will underpin and support their work in assessment and moderation.



Play Pedagogy Programme

A session long SWEIC Play Pedagogy programme took place. This professional learning opportunity ran on a monthly basis with 185 participants. The aim of the programme was to enhance a shared understanding of the concept in the Early Years curriculum, increase confidence in implementing this and address the needs of participants. Prior to the course, 48.4% of participants indicated they were 'somewhat confident' in implementing the approach. An interim evaluation based on their participation, saw this figure rise to 79.2%.

The demand for the course has been overwhelming and as such, it is planned that it will run again next session.

A second course for the more experienced practitioner, will run alongside it which will explore key aspects of play pedagogy with a more in-depth approach. This will also require an element of practitioner enquiry.

[Read the case study.](#)



Froebel

A SWEIC cohort continues to engage with University of Edinburgh's bespoke programme for early years leaders building on leadership capacity. This session there have been no face-to-face opportunities to collaborate with a virtual platform being used throughout. A consultation exercise of participants before Christmas to gauge impact, offer support and discuss next steps. This dialogue with practitioners is ongoing. A SWEIC Froebel Event took place in May. Participants were able to share their learning journeys so far, how this will impact on the improvement agenda and discuss the wider impact on the delivery of quality learning and teaching in the sector. A keynote address and presentation were delivered by colleagues from Edinburgh University. This was an open SWEIC event for all early years staff in order to focus on improvement and to provide an opportunity to share, collaborate and connect.

[Read the case study.](#)

Leadership

As a result of consultation with staff, a focus on leadership session was provided for EY leaders. This was presented in collaboration with Strathclyde University. The focus of the session was What does Leadership Mean? Reconnecting with Core Values in Challenging Times. This was a very well received event.

Families of Schools

Moving forward, early learning centres have now been included in the SWEIC families of schools, which, taken with the engagement of the secondary sector, leads to a 2-18 collaboration across the four local authorities which is welcomed. The involvement of the ELC sector was as a result of a consultation exercise where leaders in the sector indicated an appetite to work together.

Virtual networks of early years practitioners have been set up and these are being used effectively as a forum to share practice, collaborate, signpost resources and improve outcomes for learners. They also provide an additional platform for communication for the SWEIC.



Case studies

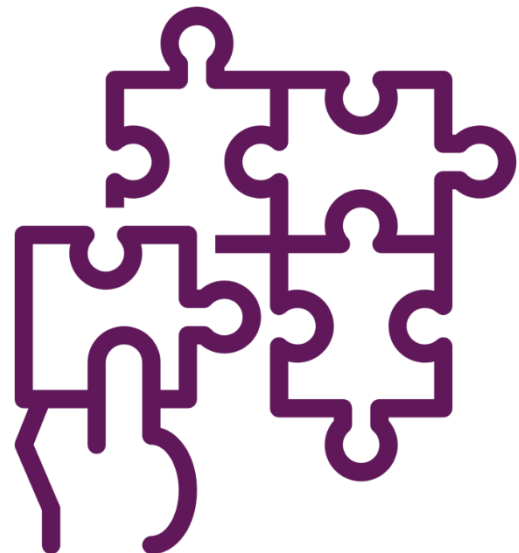


[Click on each shape to read the case study](#)

Partnership with Education Scotland

SWEIC is well supported by the Education Scotland Regional Advisor who works closely with the Strategic Officers and the SWEIC QIM. The Senior Regional Advisor leads the Education Scotland Regional Improvement Team and works closely with officers in the SWEIC.

Each of the SWEIC workstreams have representatives of the Regional Improvement Team working with them as workstream members. A number of the SWEIC webinars and online events have been led or supported by the members of the SWRIT during session 2021/22 which is increasing opportunities for partnership working.



Additional Groups

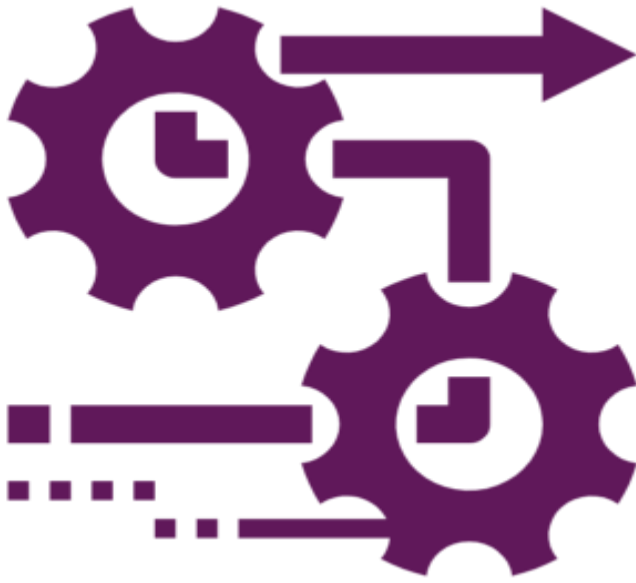
A number of additional groups are continuing to add to collaborative capacity across the South West and support the workstreams where applicable. The groups include for example staff focused on Additional Support Needs, Psychological Services, Information and Communications Technology, Early Years, Staffing, and Community Learning and Development. The growth in the number of these groups very much demonstrates the willingness to work collaboratively across the South West and beyond. The impact will it is hoped increasingly focus on better outcomes for children and young people. Over the course of the development of the 2022/23 plan this list will continue to grow to include more staff/curriculum networks and opportunities for youth participation.

Resources

Funding is provided to the SWEIC by Scottish Government. This has facilitated much of the workstream activity along with the secondments of experienced senior staff to lead and support the progress of the workstreams. The funding has created additional capacity which has added significantly to the pace of progress.



Moving forward - next steps



In April 2022, as part of the SWEIC plan's evaluation process the SWEICs strategic leads took the opportunity to consider workstream outcomes to ensure moving forward they more effectively align with individual local authority plans and current local and national priorities. To support this alignment our three key workstreams will be renamed, Equity and Equality for All, Getting it right for all Learners and Curriculum Innovation. Once again leadership will be embedded in all three workstreams along with a clear focus on inclusion, recovery and 2-18 to reflect their aims and priorities more effectively.

This it is hoped will enable us to place front and centre in our plan the principles of Getting It Right for Every Child (GIRFEC), placing our children and young people and their interests at the heart of all that we do. This approach will be underpinned by children's rights and its principles and reflect the United Nations Convention on the Rights of the Child (UNCRC) which will be embedded in all our planned workstream activity moving forward.

As a Regional Improvement Collaborative, we are very aware of the pressures that our schools across the South West are facing at this time and therefore it is important that what is planned for is fit for purpose and meets needs. To that end the SWEIC is committed to ensuring that moving forward our plan reflects the views and ambitions of our key stakeholders across the four local authorities helping to achieve our vision of improving outcomes for learners by offering and facilitating peer to peer, school to school and authority to authority professional learning that is built upon collaboration without borders'. Our plan for 2022/23 will therefore be fully consulted on which it is hoped will enable us to develop and deliver a plan which meets their aspirations.



Appendix 1 High Level Critical Indicators

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
% of Children Meeting Developmental Milestones 27 – 30 month review	78	82	83	83	82	88*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	70	70	72		60	76*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) SIMD 20% most disadvantaged	60	61	63		48	68
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) SIMD 20% least disadvantaged	83	82	84		72	85
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) Gap between most and least disadvantaged	23	21	21		24	16
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	74	78	78		69	81*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy SIMD 20% most disadvantaged	66	72	70		59	75
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy SIMD 20% least disadvantaged	84	87	89		81	88

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy Gap between most and least disadvantaged	18	15	19		22	13
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84	88	86			90*
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) SIMD 20% most disadvantaged	75	79	75			84
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) SIMD 20% least disadvantaged	94	94	90			95
Percentage point difference (pp) of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) Gap between most and least disadvantaged	19	15	14			10
% of S3 pupils achieving third level or better in numeracy	85	90	90			91*
% of S3 pupils achieving third level or better in numeracy SIMD 20% most disadvantaged	75	85	83			84
% of S3 pupils achieving third level or better in numeracy SIMD 20% least disadvantaged	95	95	96			96
Percentage point difference (pp) of S3 pupils achieving third level or better in numeracy Gap between most and least disadvantaged	20	10	13			11
% of leavers achieving 1 or more awards at SCQF Level 6 or better	64.1	64.9	63.97	65.82	68.61	71*
% of leavers achieving 5 or more awards at SCQF Level 6 or better	33.7	31.9	32.65	36.33	38.52	**40.16

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
% of school leavers achieving SCQF Level 5 in Literacy	80.5	80.8	81.25	80.9	83.25	**81.8
% of school leavers achieving SCQF Level 5 in Numeracy	70.3	69.6	68.05	70.62	71.62	**71.03
Exclusion Rates – All Pupils (Rate per 1000 pupils)	26		18		12.72	**11.87
Exclusion Rates – LAC status Pupils (Rate per 1000 pupils)	77		118			**152
Attendance Rates – All Pupils	93.0		92.66		91.8	**92.0
Attendance Rates – LAC status Pupils	91.0		87.0			**87.0
Initial School Leaver Destinations (% in positive destinations)	94.1	94.2	94.38	94.3	95.8	95
% of ELC, Primary and Secondary establishments evaluated as good or better for learning, teaching and assessment QI 2.3 (Academic Year)	52.2 (12/23)	65.2 (15/23)	60.7 (17/28)	76.2 (16/21)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for leadership of change QI 1.3 (Academic Year)	54.5 (12/22)	63.6 (14/22)	63.2 (12/19)	72.7 (8/11)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for Raising attainment and achievement QI 3.2 (Academic Year)	61.5 (16/26)	65.5 (19/29)	65.5 (19/29)	85.7 (12/14)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for Ensuring wellbeing, equality and inclusion QI 3.1 (Academic Year)	70.0 (14/20)	66.7 (16/24)	69.6 (16/23)	81.8 (9/11)		80

* Midpoint value from NIF indicators

** National Average

Glossary

@South-West Connects	SWEIC Virtual Learning Platform
ACEL	Achievement of Curriculum for Excellence Level
ASN	Additional Support Needs
BGE	Broad General Education
CLD	Community Learning and Development
DG	Dumfries and Galloway
EA	East Ayrshire
EEL	Excellence and Equity Leads
ERT	Education Recovery Teachers
EY	Early Years
EYP	Early Years Practitioner
GIRFEC	Getting it right for every child – a Scottish Government Policy that supports families by making sure children and young people can receive the right help, at the right time, from the right people. https://www.gov.scot/policies/girfec/
GLOW	Glow is the Scottish Schools National Intranet. This is a major national ICT and telecommunications programme managed by Education Scotland.
ITE	Initial Teacher Education
NA	North Ayrshire
NeLO	National e-Learning Offer – a resource for teachers and learners, consisting of live, recorded and supporting resources. https://education.gov.scot/nelo/
NL	Numeracy Lead
NQT	Newly Qualified Teacher
PEF	Pupil Equity Funding
PL or CLPL	(Continuous Lifelong) Professional Learning – the learning activities practitioner engage in to develop their skills and knowledge and improve teaching practice.
QAMSO	Quality Assurance and Moderation Support Officer
QIM	Quality Improvement Manager
RIC	Regional Improvement Collaborative
RIT or SWRIT	(South West) Regional Improvement Team – our regional Education Scotland colleagues who work closely with our schools and SWEIC

	officers. https://education.gov.scot/education-scotland/what-we-do/supporting-regional-improvement/
RLO	Regional Lead Officer
RQT	Recently Qualified Teacher
SA	South Ayrshire
SAC	Scottish Attainment Challenge - provides focused and targeted improvement activity in literacy, numeracy and health and wellbeing across Scotland. It also supports and complements a broad range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential. https://education.gov.scot/improvement/learning-resources/scottish-attainment-challenge/
SCILT	Scotland's National Centre for Languages
SCQF	Scottish <i>Credit and Qualifications</i> Framework
SIMD	Scottish Index of Multiple Deprivation
SNSA	Scottish National Standardised Assessments
SQA	Scottish Qualifications Authority
SRA	Education Scotland Senior Regional Adviser
SWEIC	South West Educational Improvement Collaborative – a regional improvement collaborative in the South West of Scotland that brings together four local authorities with the aim of improving outcomes for our children and young people through collaboration. https://blogs.glowscotland.org.uk/dg/sweic/
UNCRC	United Nations Convention on the Rights of the Child – an international human rights treaty that grants all children and young people a comprehensive set of rights. It is incorporated into Scots Law. https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ https://www.gov.scot/policies/human-rights/childrens-rights/
UWS	University of West Of Scotland