

Year 2



Leadership of Change Session 1



Aims

- To reflect on last years HGIOPs
- To revisit identification of TIG's and outcomes



Reflection



Reflection

Successes of this years HGIOP Projects

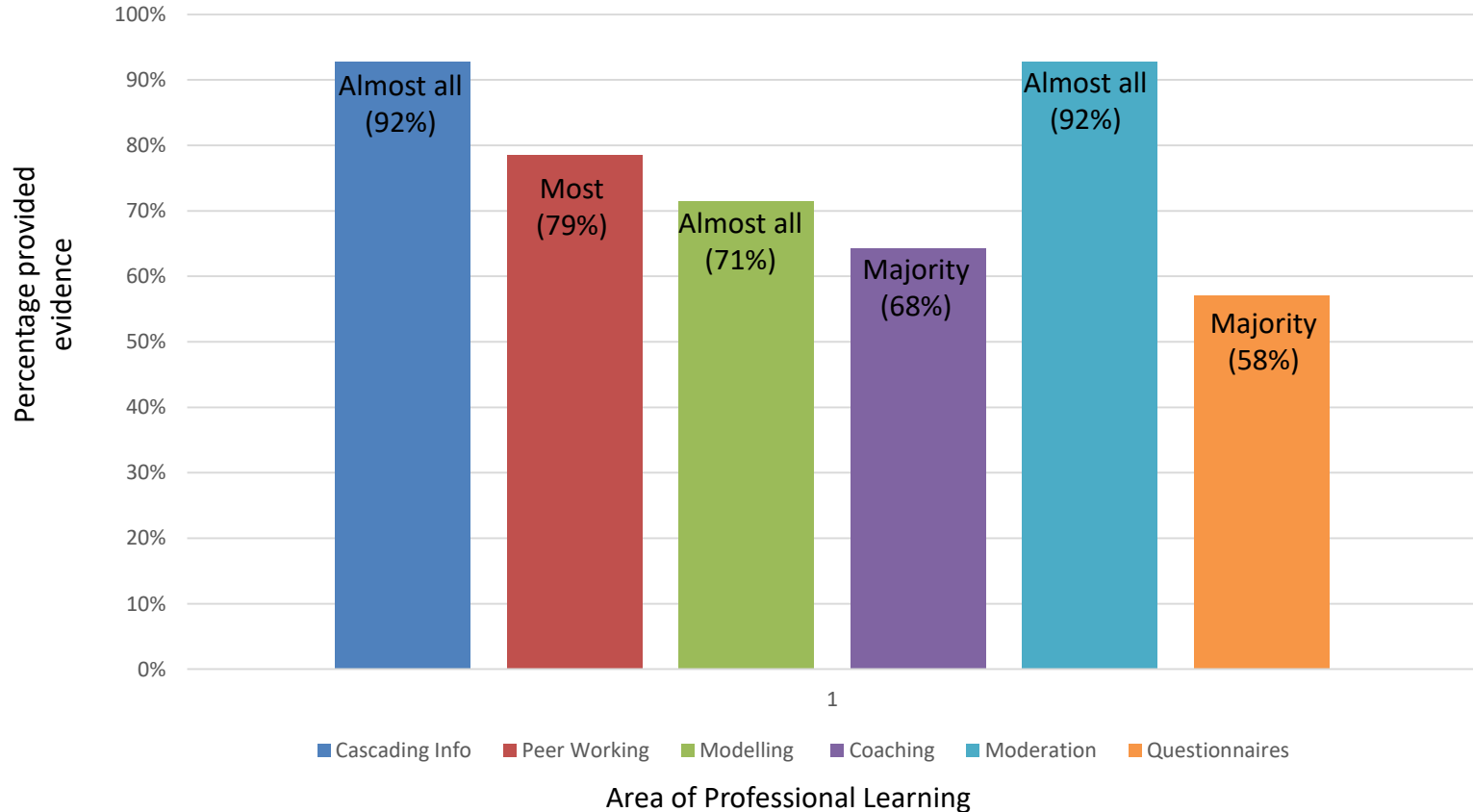
- Use of a range of tools to identify gaps and gain a holistic view of children.
- Strong evidence of moderating coverage of the tracker for TIG.
- Evidence of LPAs developing professional learning of colleagues within settings, through providing training and modelling of practice.
- Continuing to develop Home Links
- Improvements as a result of robust self-evaluation was evident.



Reflection

Professional Learning (1.2)

Professional Learning



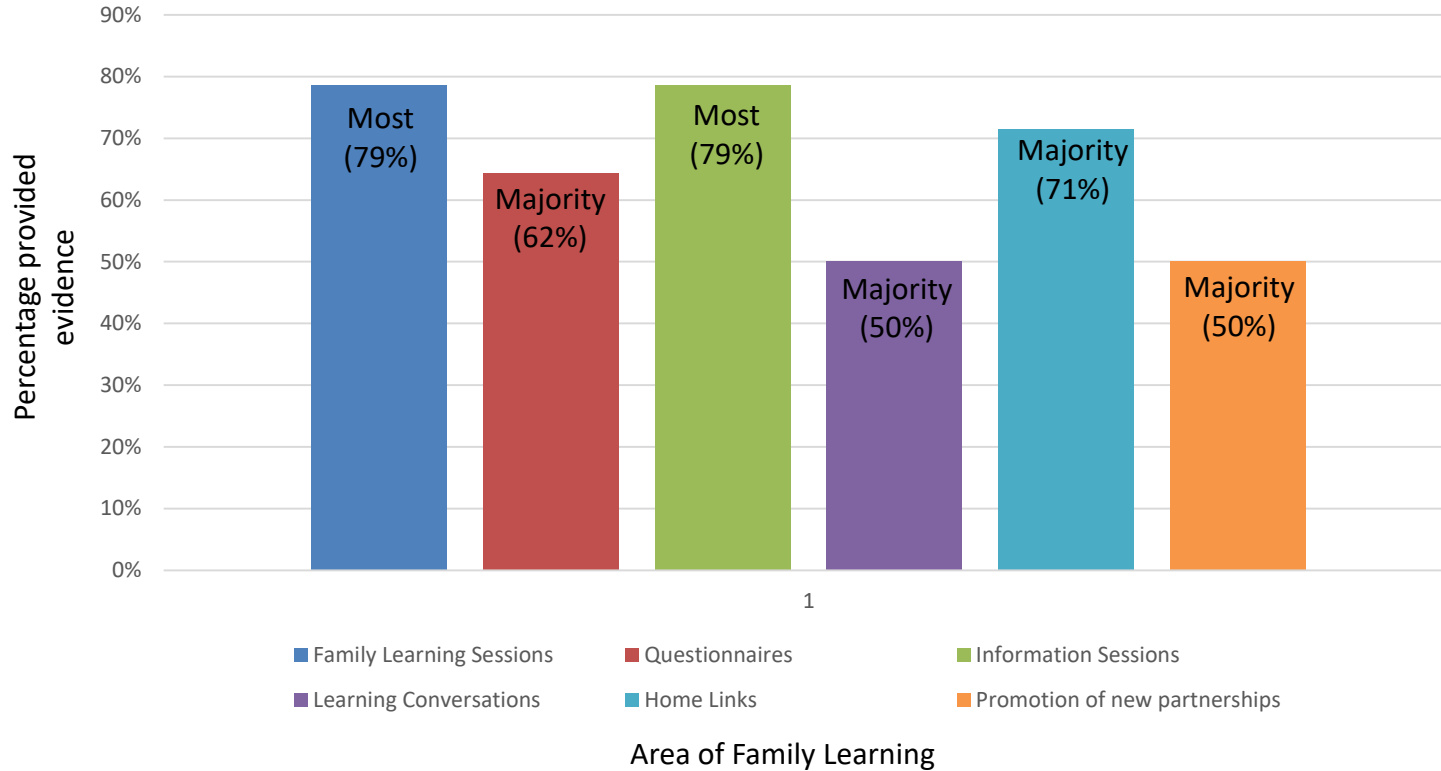
Professional Learning (1.2)

1.2 Professional Learning								
Modelling, coaching, mentoring, cascading, moderating and peer working with staff								
	Activity	Audience				No. Invited Participants	% of participants who attended	Intended follow up action
		SLT	Team Leaders	CDO	Other			
14 th Aug 2022 Morning session	Moderation/Peer working Improvement Plan Staff Meeting		LPA 2	6	Manager	8	100%	Improvement plan priorities have been identified for all staff to embed in working practice. All staff know their responsibilities and leadership roles. LPA and staff team to contribute to ongoing delivery of Literacy project and priorities.
14 th Aug 2022 Afternoon session	Cascading Staff training with LPA Utilising GCC Literacy for all in the playrooms		LPA 2	6		8	100%	LPA refreshed staff on Literacy training with emphasis on 2 outcomes for Project. Listening and Talking and Writing Trackers Level 1
15 th Aug 2022 Morning session	Peer working Staff training- Literacy for all Framework		LPA 2	6		8	100%	LPA to continue to support staff in utilising and recording information on Literacy Trackers and highlighting progression.
15 th Aug 2022 Afternoon session	Modelling Staff training -Fine and Gross Motor Development		LPA 2	6		8	100%	Take forward and look at the link between gross and fine motor skills and the activities that will help develop them.



Family Learning (2.5) / Partnerships (2.7)

Family Learning



Family Learning (2.5) / Partnerships (2.7)

2.5 Family Learning / Partners								
Family learning sessions, information sessions, learning conversations, home links, promotion of new partnerships, questionnaires								
Date	Activity	Audience				Number of Invited Participants	% of participants who attended	Intended follow up action
		Parents / carers	Children	CDO	Other			
September 2022	<u>Home links</u> New children/parents	55	55	8	Manager LPA	110	94%	Welcome new and returning Families ensure paperwork is completed and children and parents/cares feel welcomed and included in Nursery setting.
September 2022	<u>Questionnaires</u> Parents LfA questionnaire sent out to establish parents confidence and their views on LfA sessions being held in the setting	55				55	100%	Review feedback and tailor support
October 2022	<u>Learning Conversations</u> Individual meetings with parents and children of TIG to ensure consistency in learning approaches	10	10			10	100%	Begin to work with TIG ensuring what was discussed at meeting is followed up.
November 2022	<u>Information sessions</u> Parent literacy workshop	55				55	(28 parents) 51%	Parents invited in to an information session where information on the LfA strategies will be shared with them.
November 2022	<u>Family learning session</u> Story acting/PA/Sparkle words	30				30	(18 people) 60%	Parents invited to join the staff and children participating in numerous literacy activities led by staff.



Family Learning - HGIOELC

Level 5 illustration:

Engaging families in learning

Our setting values the contribution parents/carers and families make to children's learning. We have established positive relationships that are fostered to support confidence and self-esteem within families. Universal support is available to all. Where appropriate, more targeted support is offered to families that enables them to engage in a variety of learning opportunities which meet their individual needs. Practitioners work to support children and families and are responsive to family circumstances such as, at the risk of disadvantage, poverty, families affected by imprisonment, English as an additional language or mental health issues. Families have regular opportunities to discuss their learning needs in an environment where they feel valued and respected. Effective opportunities for our families to experience personal achievement are actively developed and encouraged. Parents/carers are supported to regularly and meaningfully engage in their children's learning at home and within the early learning and childcare setting. Our practitioners work in partnership with parents/carers and families to reduce potential barriers to engagement and overcome disadvantage. They sensitively respond to individual family circumstances.



Partnerships - HGIOELC

Level 5 illustration:

The promotion of partnerships

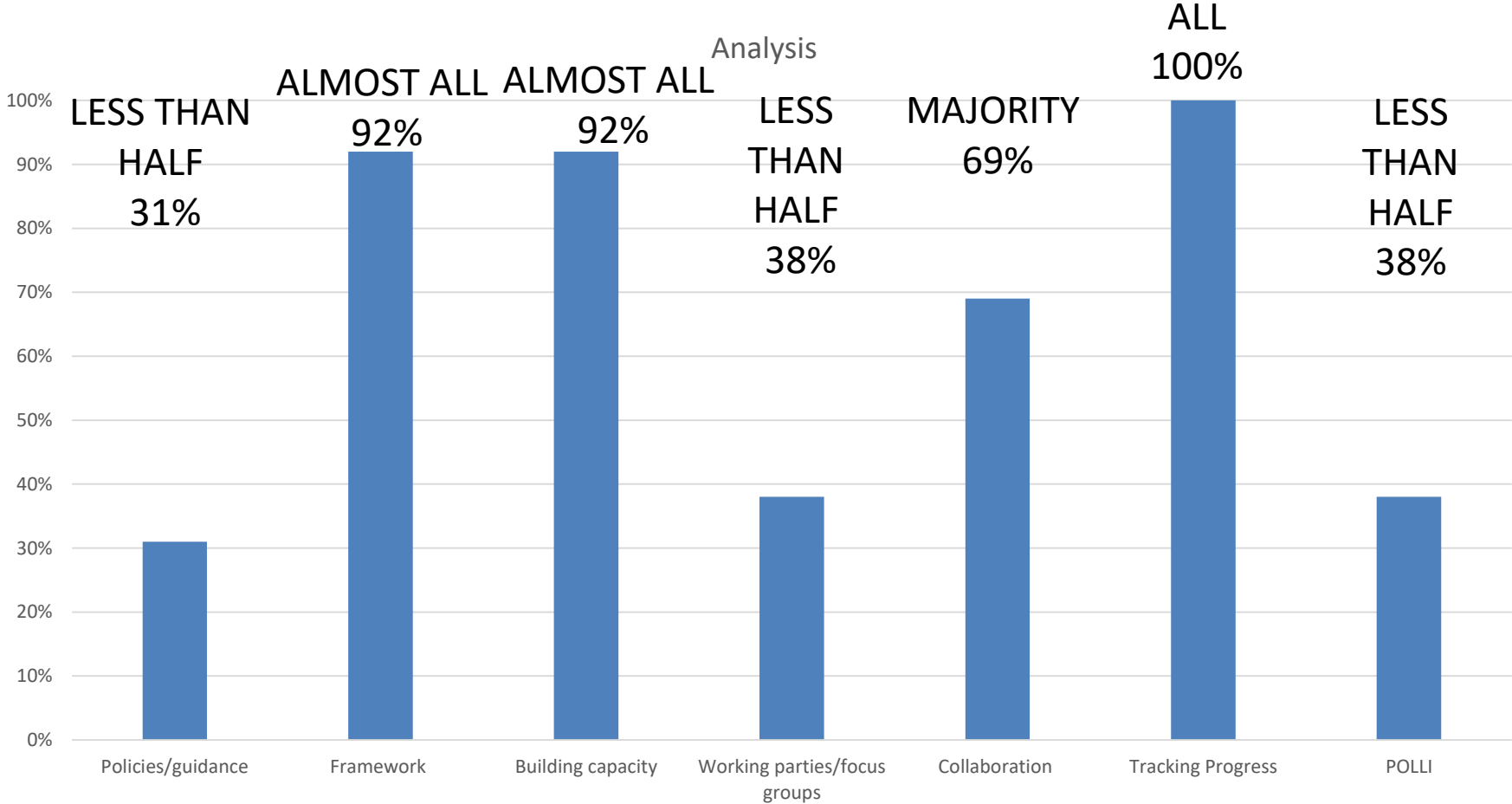
We take full account of the benefits of establishing and sustaining a wide range of partnerships; local, national and international. We use these effectively to enhance positive outcomes for children. As a result of our effective partnerships, all our young children are developing positive life skills and dispositions towards learning. Through effective partnership working, we are improving young children's development and learning and are securing positive impacts for children and families in our community. Partnerships have increased family engagement in children's learning and this involvement has a positive impact on children's progress in key areas of learning including health and wellbeing, literacy and numeracy.



Reflection

Analysis

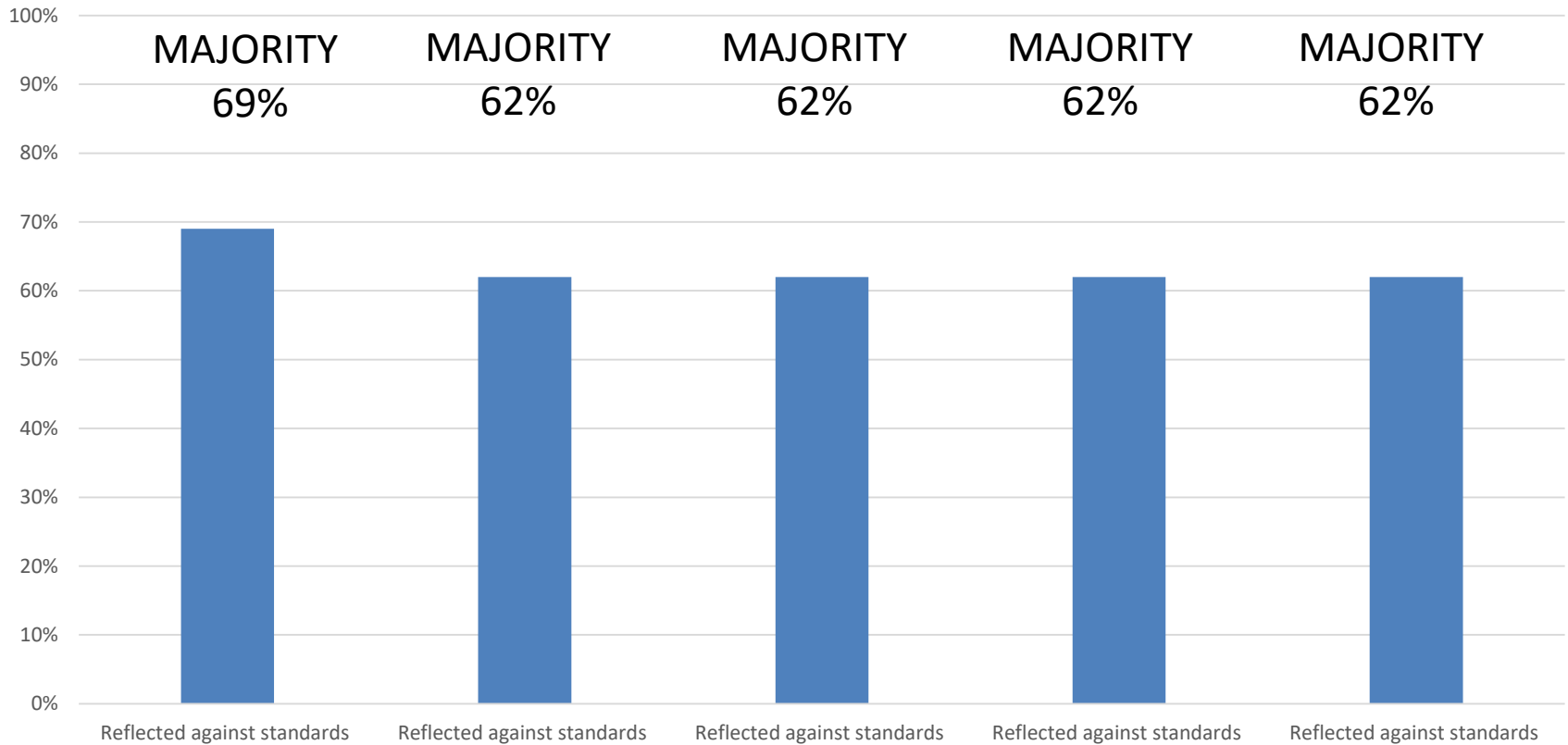
Analysis



Reflection

Leadership of Change

Leadership of Change



Learning points...

- Embedded Data only
- Collaborative working with other LPAs - cluster working and use of POLLI
- Learning conversations - children
- Tracking Progress - 'on track' judgements
- Partnerships
- Policies and documents – RtA, HGIOELC
- Working parties leading to sustainability.



Evidence

<p>Professional Learning (1.2)</p>	<p>Cascading Info Peer Working Modelling Coaching Moderation Questionnaires</p>	<p>Analysis</p>	<p>Policies/other guidance Framework Building Capacity Working Parties/Focus Groups Collaboration Tracking Progress POLLI</p>
<p>Family Learning (2.5) Partnerships (2.7)</p>	<p>Family Learning Sessions Questionnaires Information Sessions Learning Conversations – Children/Parents Homelinks Promotion of New Partnerships</p>	<p>Leadership of Change (1.3) Personal Reflection</p>	<p>Reflected Against Standards Enhanced Leadership Skills Confidence Professional Development Sustainability</p>





Refreshed Scottish Attainment Challenge

Expanded Mission

To use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty related attainment gap

Framework for Recovery and Accelerating Progress:

- Clear roles and responsibilities
- Continued empowerment of headteachers
- Locally identified stretch aims: how much progress will be made, by when, where?
- Clearer indicators of progress

Equity
Excellence

Enhanced Support

- Logic model sets out clear theory of change, nested at different levels in the system
- National guidance & equity toolkit (evidence of what works)
- Tailored support & challenge, based on evidence of progress

Simplified Resource Allocation

- £130.5m Pupil Equity Funding
- £43m Strategic Equity Funding
- c.£11.5m Care Experienced Children and Young People funding
- £13m National Programmes





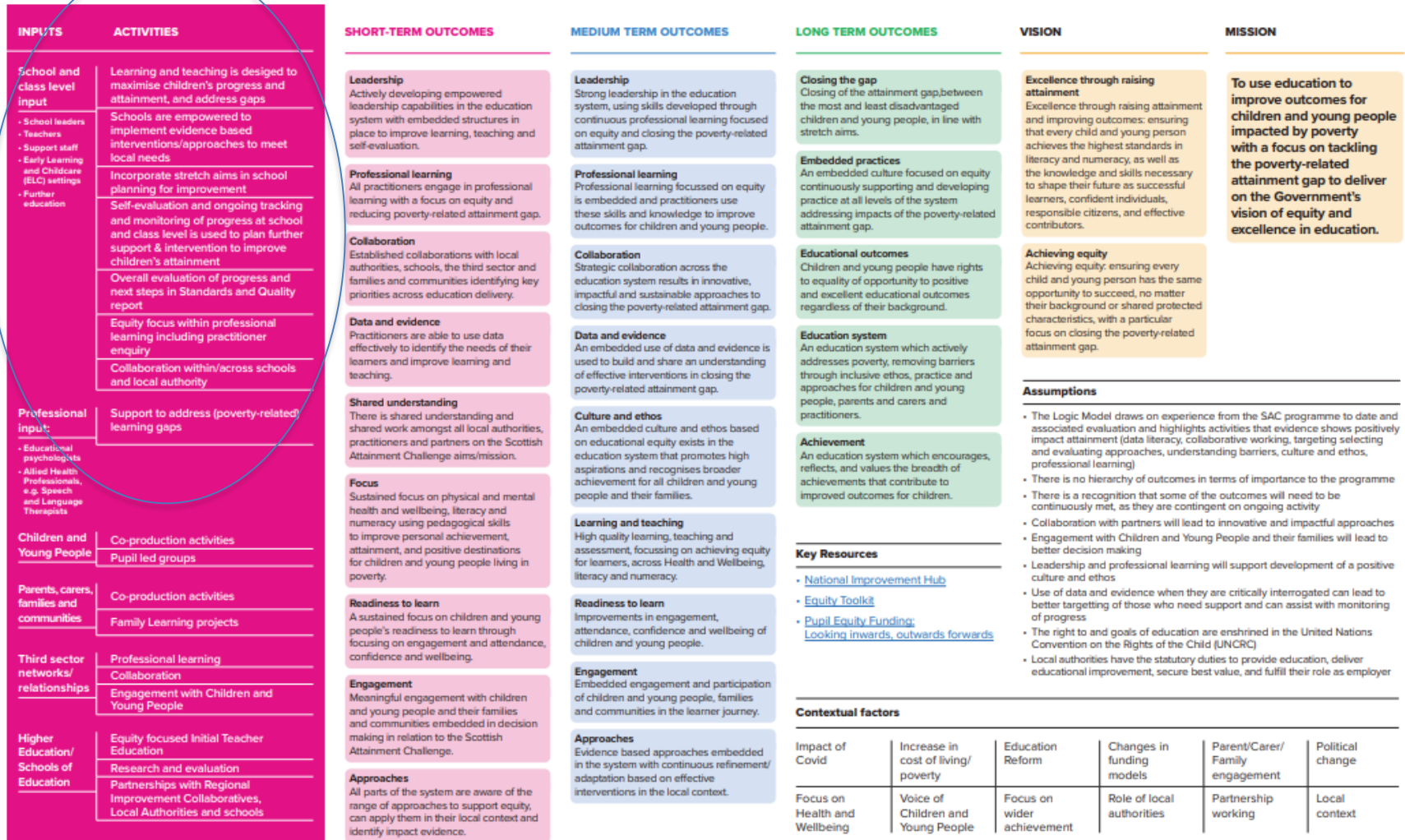
Some key points to reflect on

- 2015: know your gaps before you can close them
- Overall story of progress & impact to date
- Clear 'theory of change' and method for the next phase
- How will this impact on learning, teaching and assessment in every classroom?
- Specific COVID impacts & action to address them
- Stretch aims: how much progress do we expect to make, for whom, by when? Moderate don't just monitor!
- SAC is part of Scotland's overall approach to tackling child poverty: *Best Start, Bright Futures* published 24 March

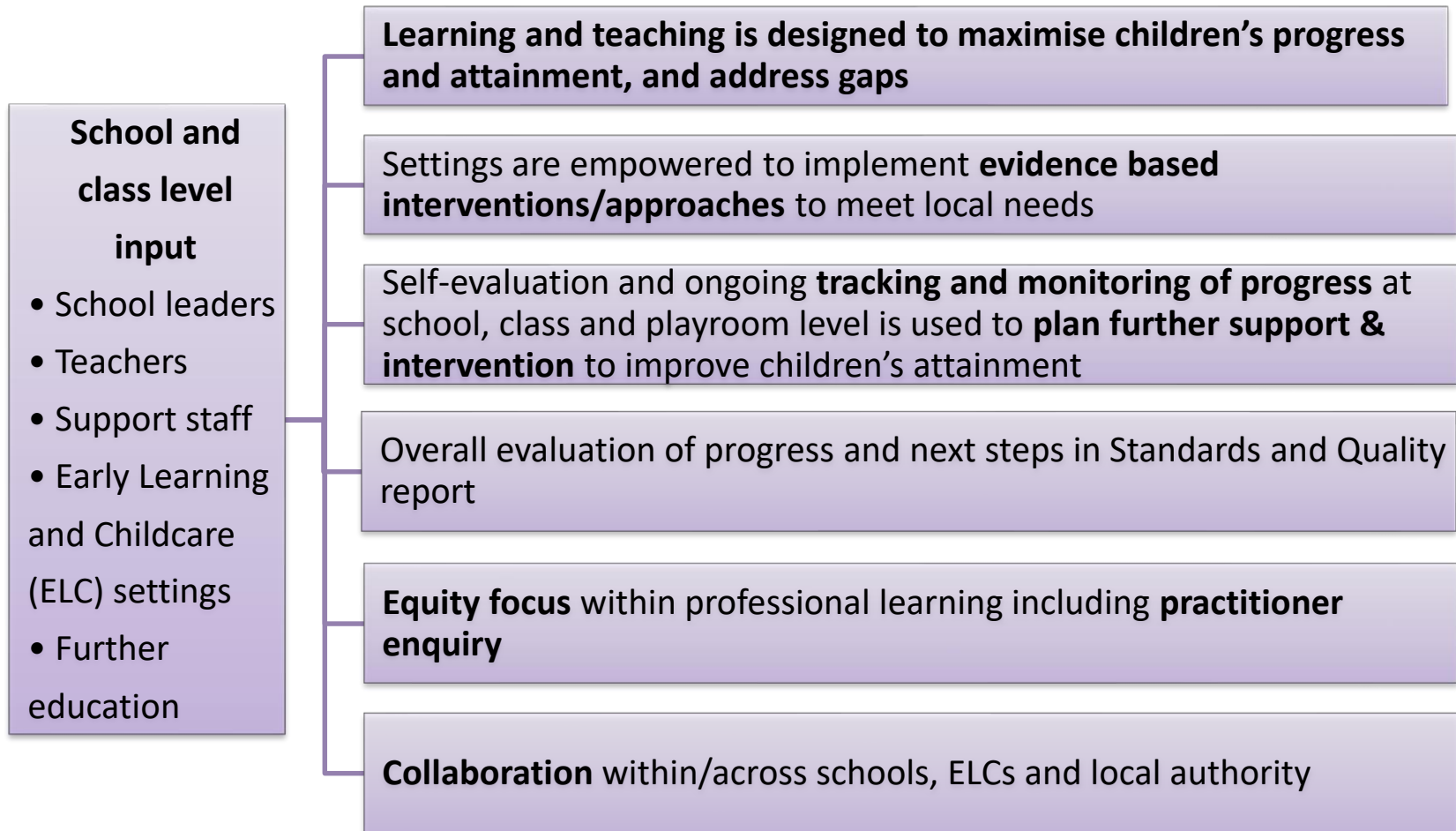


Tackling the Poverty-Related Attainment Gap – Our Theory of Change

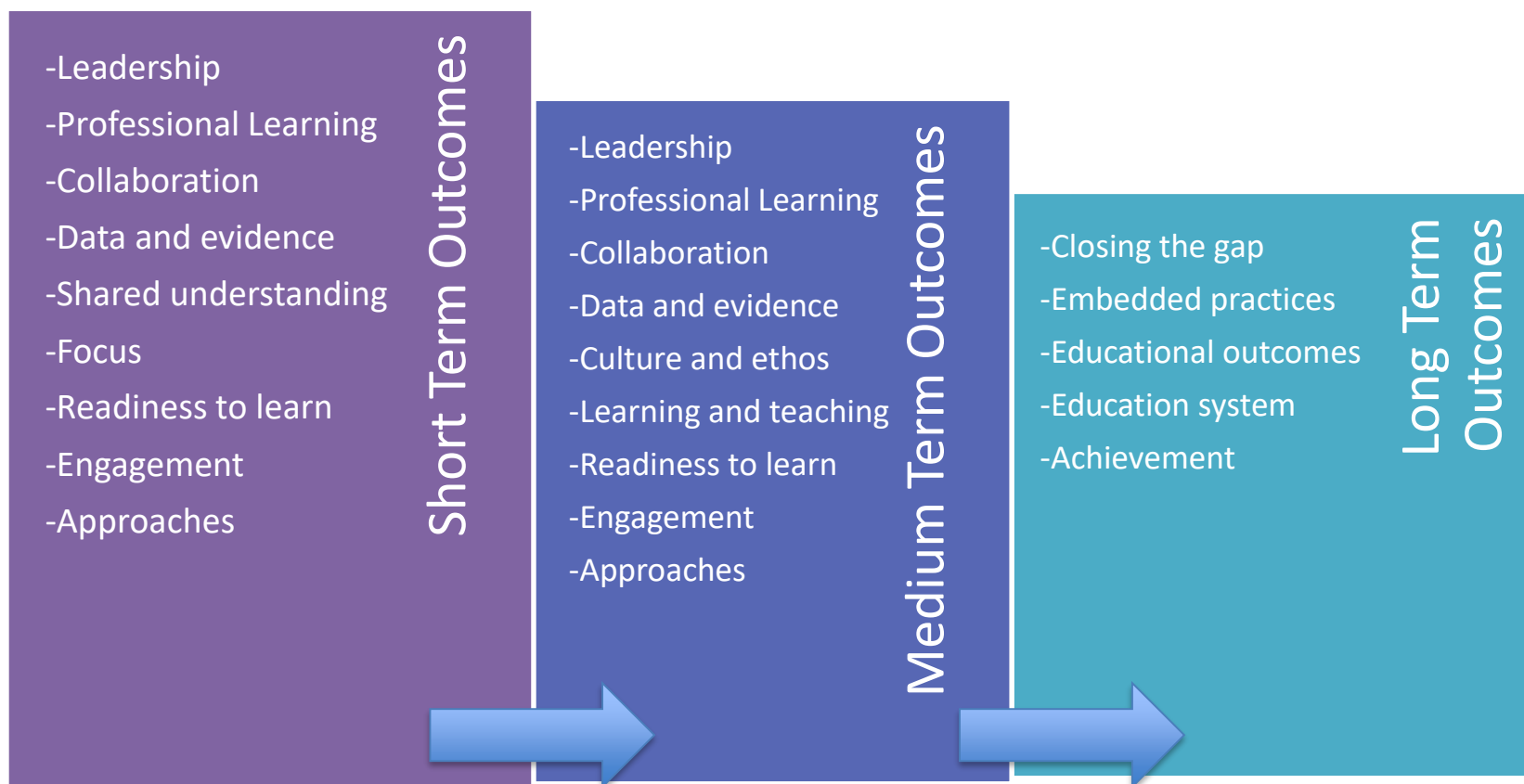
The Scottish Attainment Challenge Logic Model – School/Community Level



The Scottish Attainment Challenge Logic Model – School/Community Level



The Scottish Attainment Challenge Logic Model – School/Community Level



Role of the LPA



**Leadership
of Learning**

Collaboration

**Family
Learning**

**Measuring
Impact
Self
Evaluation
Cycle.**

Sustainability



Taking Action



1

Develop practitioners' understanding of how children learn mathematics



- Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.
- Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.
- Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders.
- The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.

2

Dedicate time for children to learn mathematics and integrate mathematics throughout the day



- Dedicate time to focus on mathematics each day.
- Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games.
- Make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum areas.
- Seize chances to reinforce mathematical vocabulary.
- Create opportunities for extended discussion of mathematical ideas with children.

3

Use manipulatives and representations to develop understanding



- Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.
- Ensure that children understand the links between the manipulatives and the mathematical ideas they represent.
- Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept.
- Encourage children to represent problems in their own way, for example with drawings and marks.
- Use manipulatives and representations to encourage discussion about mathematics.
- Encourage children to use their fingers—an important manipulative for children.

4

Ensure that teaching builds on what children already know



- It is important to assess what children do, and do not, know in order to extend learning for all children.
- A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts
- Carefully listen to children's responses and consider the right questions to ask to reveal understanding.
- Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next.

5

Use high quality targeted support to help all children learn mathematics

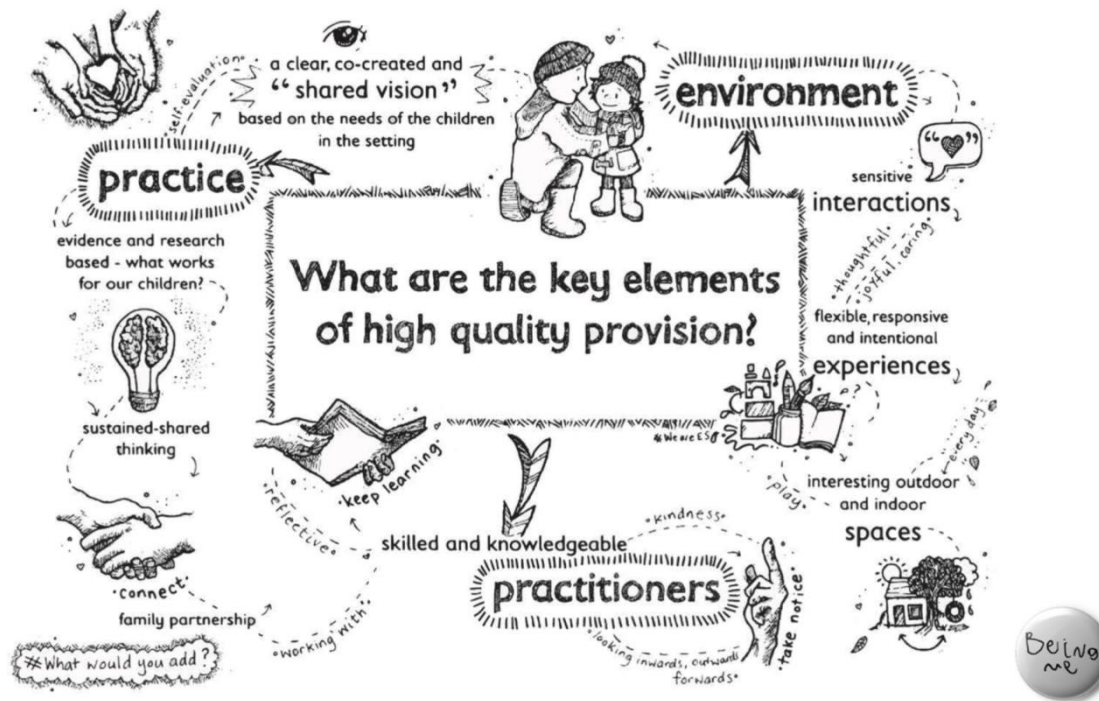


- High quality targeted support can provide effective extra support for children.
- Small-group support is more likely to be effective when:
 - children with the greatest needs are supported by the most experienced staff;
 - training, support and resources are provided for staff using targeted activities;
 - sessions are brief and regular; and
 - explicit connections are made between targeted support and everyday activities or teaching.
- Using an approach or programme that is evidence-based and has been independently evaluated is a good starting point.

Taking action 1 : high-quality universal provision

Realising the Ambition (2020)

National practice guidance for early years in Scotland

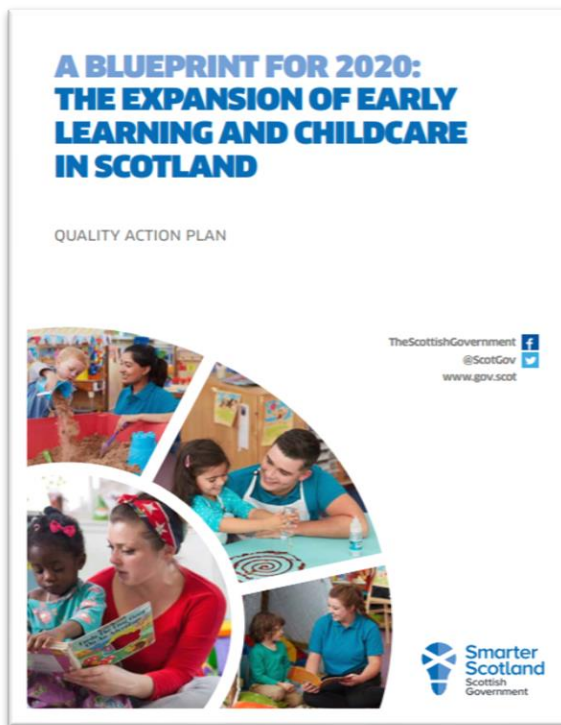


How Good is our Early Learning and Childcare



Taking action 1 : high-quality universal provision

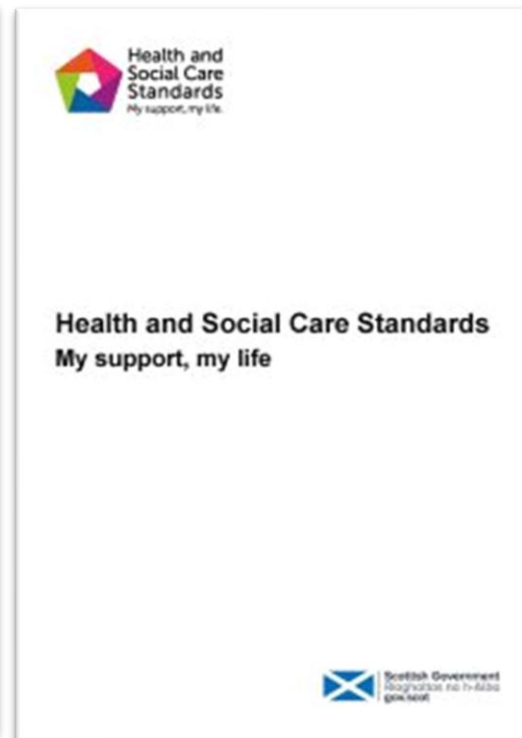
Additional documents that may support self-evaluation:



Quality Action Plan



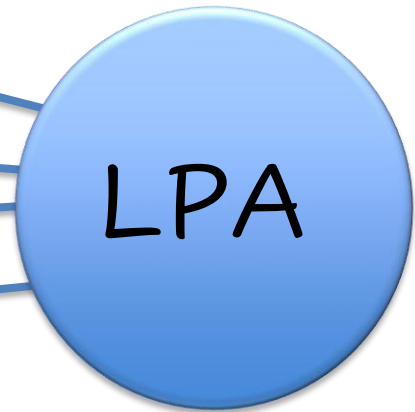
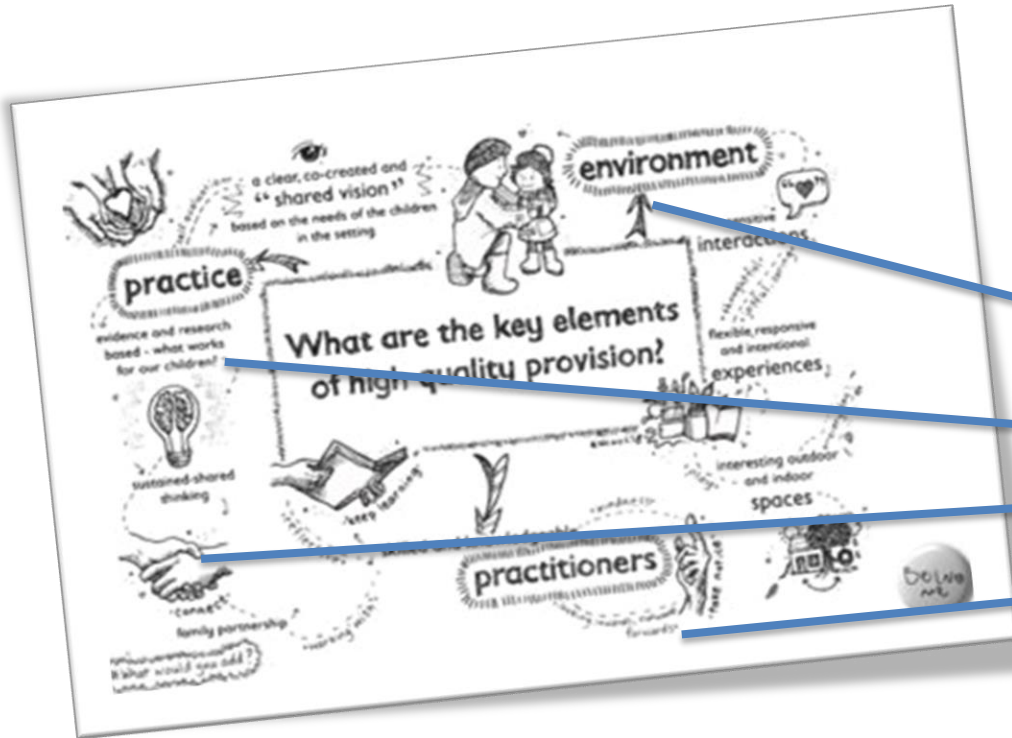
Care Inspectorate
ELC Quality Framework



Health and
Social Care Standards



Universal Provision



2. Identifying the 'gap potential'



My world triangle



The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

How effectively do you use the GIRFEC tools for identifying the 'gap potential'?

Source: via web <http://www.gov.scot/Topics/People/Young-People/gettingitright/national-practice-model/resilience-matrix>

Effective targeted interventions in ELCC need to:

- Be chosen carefully to address the main area of concern.
- Have a strong evidence base with proven success.
- Be developmentally appropriate for children's age and stage.
- Support play-based learning and early learning pedagogy.



[Interventions for equity framework](#)

Early Years Toolkit

An accessible summary of educational research for early years teaching



National Improvement Hub





Where you are at with identifying your TIG's?



Outcomes



Outcomes

Step	Action
1 Intent	Identify your attainment gap. Is this related to poverty?
2	Identify the barriers to learning - Areas that could be considered are; learning and teaching, family engagement, aspirations, early development, language skills, home life, stress, anxiety, lack of confidence
3	Identify what is working already and how do you know – have you looked at research and practice on the National Improvement Hub (NIH) and the Scottish version of the Education Endowment Fund’s Teaching and Learning Toolkit.
4	Define the change you want to see This is your outcome – who is the target group? By how much? By when?
5	Identify what you will measure and how you will measure it to know that your change is leading to an improvement- Consider the 5 areas of: attainment, attendance, exclusion/inclusion, engagement, participation
6	Plan the details of your intervention Consider the 3 organisers: learning and teaching, leadership, families and communities
7 Implement	Implement the change
8	Regularly review and analyse data from your measures
9 Impact	From analysis of the data, decide whether to adopt, adapt or abandon



Outcomes

Step	Action
1 Intent	Identify your attainment gap. Is this related to poverty?
2	Identify the barriers to learning Areas that could be considered are: learning and teaching; family engagement; aspirations; early development; language skills; home life; stress, anxiety, lack of confidence

Child(ren)
identified as
having 'gap
potential'



Evidence of
limited
progress
within
universal
approaches

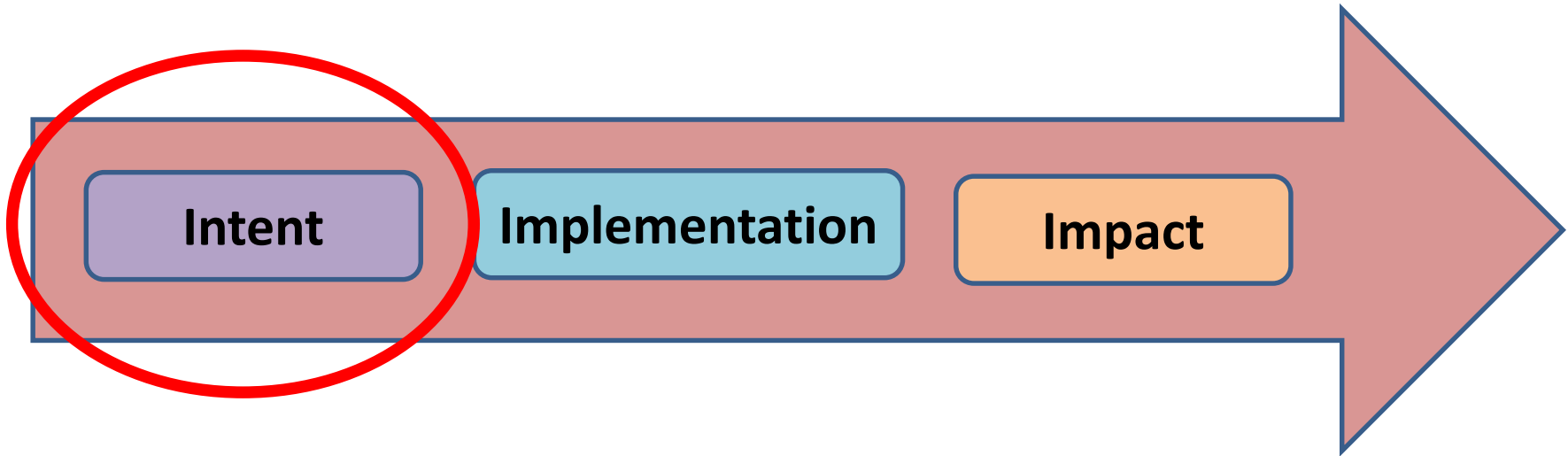


Need for
specific and
more
targeted
support /
intervention



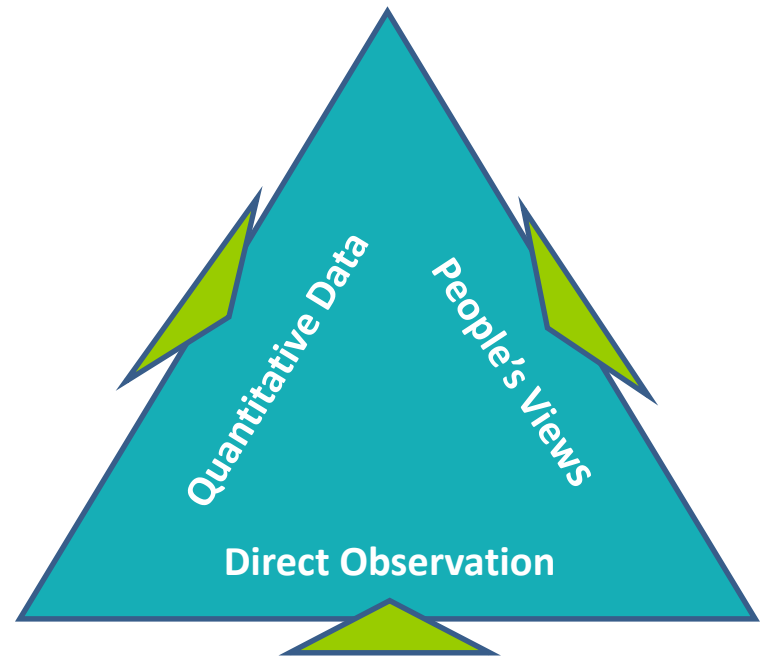
Outcomes

Closing the Gap: What's Your Story?



Baseline Assessment

- Sitting underneath the professional judgement would be evidence drawn from:
 - learning journals and stories,
 - POLLI
 - day to day observations
 - wall displays
 - information from home
 - big books
 - focussed observations
 - moderation conversations with keyworkers and SLT
(Frameworks)



Outcomes

Framework – Digitalised Trackers

GE Grp-Example Establishment ☆
Private group • 2 members
Send email

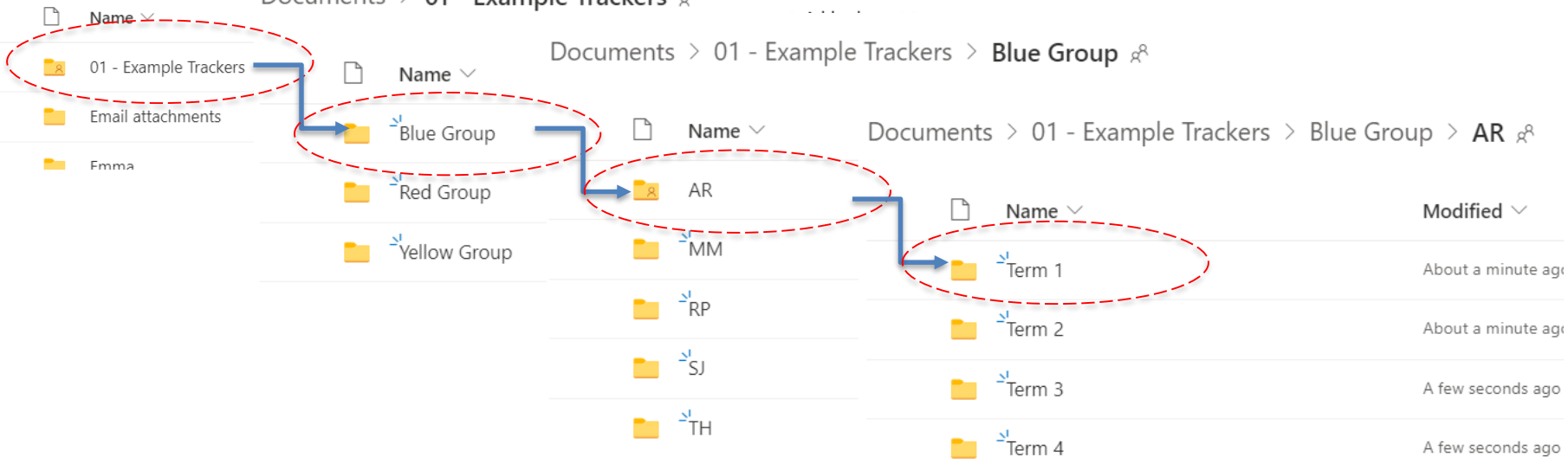
+ New Upload Edit in grid view Sync Add shortcut to OneDrive Pin to Quick access

Documents

Documents > 01 - Example Trackers

Documents > 01 - Example Trackers > Blue Group

Documents > 01 - Example Trackers > Blue Group > AR



Outcomes

Step	Action
3	Identify what is working already and how do you know – have you looked at research and practice on the National Improvement Hub (NIH) and the Scottish version of the Education Endowment Fund’s Teaching and Learning Toolkit. What is your baseline telling you?
4	Define the change you want to see This is your outcome – who is the target group? By how much? By when?

What is an outcome?



A change which happens
as the result of a programme or activity

**To plan meaningfully
for change, we need
to build clear,
measurable outcomes**



Examples

To ensure that the targeted group of children increase attainment in early level tracker 1 Listening and Talking by around 40-50% by May 2024.

To ensure that the targeted group of children increase attainment in early level tracker 1 Reading by around 40-50% by May 2024.



Outcome 1 – T&L

- **Outcome:** To ensure that the targeted group of children increase attainment in early level tracker 1 Listening and Talking by around 40-50% by June 2023.
- **Measure:** Literacy (Listening and Talking) early level tracker 1

Supporting Tools:

- GIRFEC (My World Triangle)
- Development Matters
- Leuven Scale



Outcome 2 – Reading

- **Outcome:** To ensure that the targeted group of children increase attainment in early level tracker 1 Reading by around 40-50% by June 2023.
- **Measure:** Literacy (reading) early level tracker 1

Supporting Tools:

- GIRFEC (My World Triangle)
- Development Matters
- Leuven Scale



Planning Outcomes

Planned Outcomes

Engagement, attainment, attendance, exclusion/inclusion, participation

Outcome 1

To ensure that a targeted group of children increase attainment in early level tracker Listening and talking by around ___% by June 2023.

Main measure:

Early level Listening and talking tracker

Supporting tool:

Leuven scales

Key interventions:

- Glasgow Outdoors Pack
- Developing Outdoor Learning Policy
- Planned visits to woods, parks etc
- Learning at Home- blog
- Families in Partnership resources
- Read, Write Count
- Hannen Strategies
- Strive for 5, OWL
- Interactive Shared Reading
- Digital enhancements



Planning for Improvement



Three main kinds of evidence

- Direct observation – what you and others can see, hear, smell, taste, feel
- Peoples' views - what people say or write
- Quantitative – what can be quantified, counted, measured

“the way in which individuals and settings explore their progress, development and practice to identify what has improved and what still needs to improve. It is a way of using evidence to assess achievements and success and areas that still need action.”





Planning Evidence

Source of Evidence	Outcome 1: To ensure that for a targeted group of children, attainment of early level tracker 1 increases by at least 50% by June 2022.
People's Views	<ul style="list-style-type: none"> • Professional dialogue with staff regarding children's baseline tracking. • Moderation discussions with keyworkers regarding children's progress at interim and final stages. Meeting with SLT regarding children's progress at baseline, interim and final • Staff questionnaires – identified staff's confidence in Awareness of number and counting and areas of development, arranged CPD training to meet the development needs of staff. • Consultation with parents to identify suitable family learning opportunities which could be offered. • Parent's comments/feedback - evaluations of virtual stay, play and learn sessions. • Parents evaluations of home link programmes, regular discussions of children's progress and areas of development. • Learning conversations with children at baseline, interim and final stages.
Direct Observation	<ul style="list-style-type: none"> • Children's profiles – learning stories and observations in line with the Curriculum for Excellence • Audit of literacy areas/resources • Observations on Leuven scale – level of involvement – pre, interim and final stages •
Quantitative Data	<ul style="list-style-type: none"> • Literacy Tracker - Listening and talking • Leuven scale – levels of involvement – baseline, interim and final

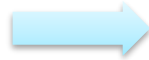




Example Timeline

Aug-Dec '22

- Identify TIG
- Complete baseline assessments
- Finalise outcome 1 and 2 and associated interventions
- Begin interventions
- Plan and complete baseline POLLI
- Begin to record professional and family learning opportunities
- Issue and analyse baseline questionnaires.
- Write baseline analysis for outcome 1 and 2



Jan - Mar '23

- Conduct observations and moderation meetings to gather interim evidence
- Plan and complete interim POLLI
- *Collate interim evidence ready for analysis*
- *Write interim analysis for outcome 1 and 2*
- Evaluate interventions – adopt, adapt, abandon
- Continue to record family/professional learning opportunities



May- June '23

- Conduct observations and moderation meetings to gather final evidence
- Plan and complete Final POLLI
- Begin to collate final evidence for analysis
- Reissue questionnaires for comparison (pre and post)
- Complete write up of HGIOP analysis
- Complete reflection on Leadership of Change
- Share findings with staff and plan next steps.



- Identify opportunities for developing storytelling in your establishment: Take some photos of effective provocations to share at next session.
- Plan and begin your interventions for outcome 1 and write your baseline analysis for outcome 1 (*end of Oct*)
- Begin to identify gaps and gather baseline data for your second outcome following each session



Year 2



Leadership of Change Session 1

