Year 2







Leadership of Change Session 1

















Aims

To reflect on last years HGIOPs

To revisit identification of TIG's and outcomes









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.





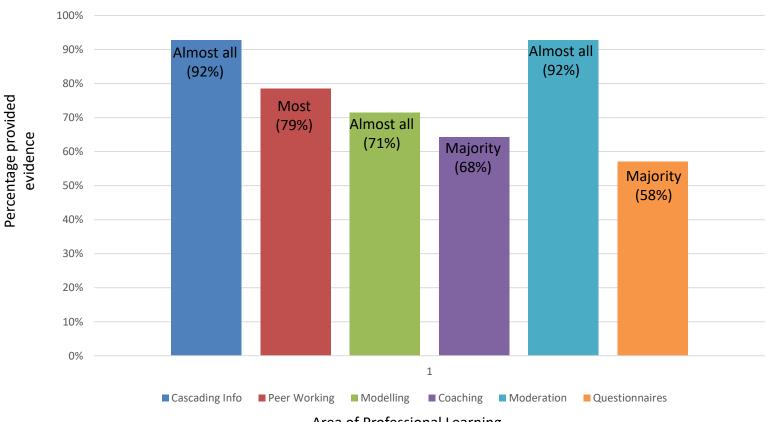




Reflection

Professional Learning (1.2)

Professional Learning



Area of Professional Learning









Reflection

Professional Learning (1.2)

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



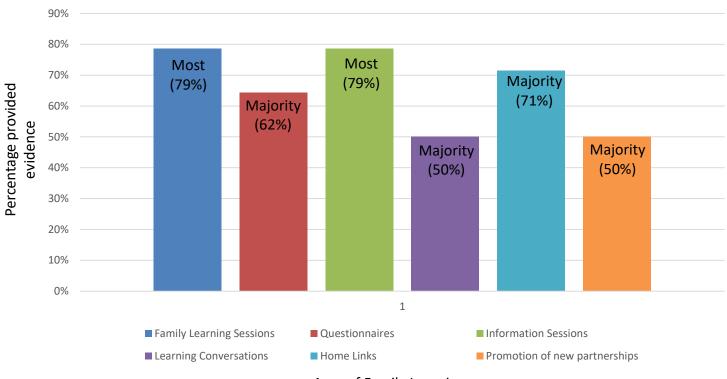






Family Learning (2.5) / Partnerships (2.7)















Reflection

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							
	Activity	Audience				Number of	% of participants	partnersnips, questionnaires
Date		Parents / carers	Children	CDO	Other	Invited Participants	who attended	Intended follow up action
September 2022	Home links 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	Questionnaires 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	Learning Conversations 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	Information sessions 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	Family learning session 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.



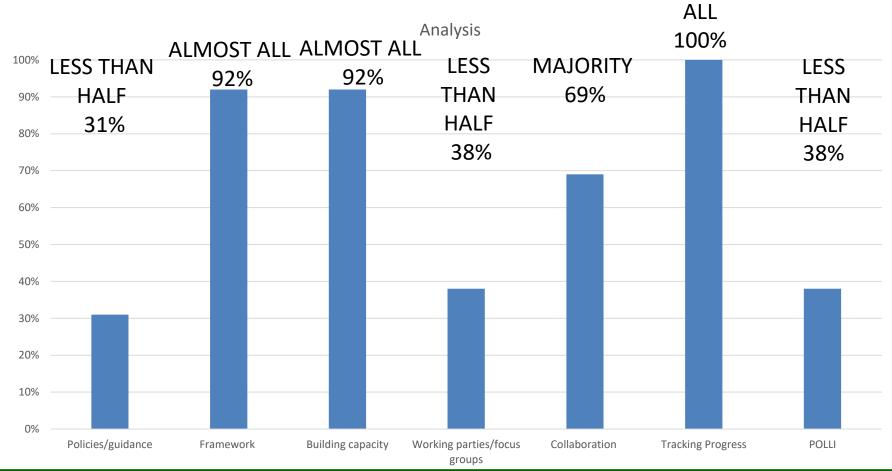








Analysis







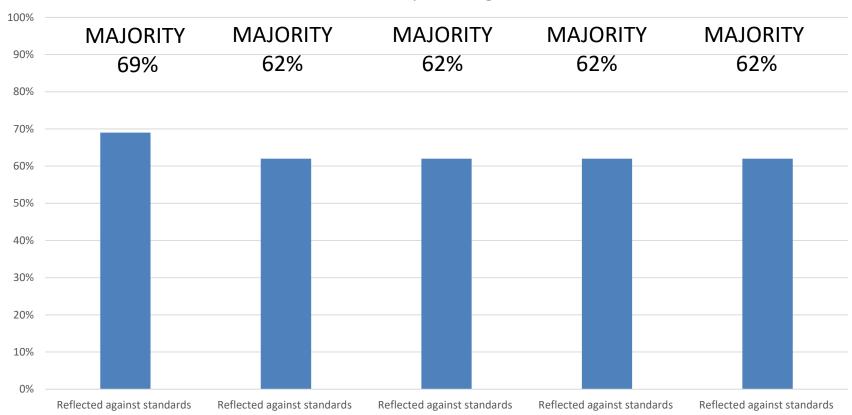






Leadership of Change

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.









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











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

INPUTS ACTIVITIES Learning and teaching is desiged to School and class level maximise children's progress and attainment, and address gaps Schools are empowered to implement evidence based interventions/approaches to meet Support staff local needs Early Learning and Children Incorporate stretch aims in school (ELC) settir planning for improvemen - Further education Self-evaluation and ongoing tracking and monitoring of progress at school and class level is used to plan further support & intervention to improve children's attainmen next steps in Standards and Quality Equity focus within professional learning including practitioner Collaboration within/across schools and local authority Professional Support to address (poverty-related) learning gaps Children and Co-production activities Young People Pupil led groups Parents, carers, Co-production activities communities Family Learning projects Professional learning Third sector networks/ Collaboration relationships Engagement with Children and Equity focused Initial Teacher Education Higher Education Schools of Research and evaluation Education Partnerships with Regional mprovement Collaboratives. Local Authorities and schools

SHORT-TERM OUTCOMES

Leadership

Actively developing empowered leadership capabilities in the education system with embedded structures in place to improve learning, teaching and self-evaluation.

Professional learning

All practitioners engage in professional learning with a focus on equity and reducing poverty-related attainment gap.

Collaboration

Established collaborations with local authorities, schools, the third sector and families and communities identifying key priorities across education delivery.

Data and evidence

Practitioners are able to use data effectively to identify the needs of their learners and improve learning and teaching.

Shared understanding

There is shared understanding and shared work amongst all local authorities, practitioners and partners on the Scottish Attainment Challenge aims/mission.

Focus

Sustained focus on physical and mental health and wellbeing, literacy and numeracy using pedagogical skills to improve personal achievement, attainment, and positive destinations for children and young people living in poverty.

Readiness to learn

A sustained focus on children and young people's readiness to learn through focusing on engagement and attendance, confidence and wellbeing.

Engagement

Meaningful engagement with children and young people and their families and communities embedded in decision making in relation to the Scottish Attainment Challenge.

Approaches

All parts of the system are aware of the range of approaches to support equity, can apply them in their local context and identify impact evidence.

MEDIUM TERM OUTCOMES

Leadership

Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.

Professional learning

Professional learning focussed on equity is embedded and practitioners use these skills and knowledge to improve outcomes for children and young people.

Collaboration

Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.

Data and evidence

An embedded use of data and evidence is used to build and share an understanding of effective interventions in closing the poverty-related attainment gap.

Culture and ethos

An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises broader achievement for all children and young people and their families.

Learning and teaching

High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy.

Readiness to learn

Improvements in engagement, attendance, confidence and wellbeing of children and young people.

Engagement

Embedded engagement and participation of children and young people, families and communities in the learner journey.

Approaches

Evidence based approaches embedded in the system with continuous refinement/ adaptation based on effective interventions in the local context.

LONG TERM OUTCOMES

Closing the gap

Closing of the attainment gap, between the most and least disadvantaged children and young people, in line with stretch aims.

Embedded practices

An embedded culture focused on equity continuously supporting and developing practice at all levels of the system addressing impacts of the poverty-related attainment gap.

Educational outcomes

Children and young people have rights to equality of opportunity to positive and excellent educational outcomes regardless of their background.

Education system

An education system which actively addresses poverty, removing barriers through inclusive ethos, practice and approaches for children and young people, parents and carers and practitioners.

Achievement

An education system which encourages, reflects, and values the breadth of achievements that contribute to improved outcomes for children.

Key Resources

- · National Improvement Hub
- Equity Toolkit
- Pupil Equity Funding: Looking inwards, outwards forwards

VISION

Excellence through raising attainment

Excellence through raising attainment and improving outcomes: ensuring that every child and young person 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.

Achieving equity

Achieving equity, ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty-related attainment gap.

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 to deliver on the Government's vision of equity and excellence in education.

Assumptions

- The Logic Model draws on experience from the SAC programme to date and associated evaluation and highlights activities that evidence shows positively impact attainment (data literacy, collaborative working, targeting selecting and evaluating approaches, understanding barriers, culture and ethos, professional learning)
- There is no hierarchy of outcomes in terms of importance to the programme
- There is a recognition that some of the outcomes will need to be continuously met, as they are contingent on ongoing activity
- Collaboration with partners will lead to innovative and impactful approaches
 Engagement with Children and Young People and their families will lead to
- better decision making

 Leadership and professional learning will support development of a positive
- Use of data and evidence when they are critically interrogated can lead to
- better targetting of those who need support and can assist with monitoring of progress
- The right to and goals of education are enshrined in the United Nations Convention on the Rights of the Child (UNCRC)
- Local authorities have the statutory duties to provide education, deliver educational improvement, secure best value, and fulfill their role as employer

Contextual factors

Impact of Covid	Increase in cost of living/ poverty	Education Reform	Changes in funding models	Parent/Carer/ Family engagement	Political change
Focus on Health and Wellbeing	Voice of Children and Young People	Focus on wider achievement	Role of local authorities	Partnership working	Local context









The Scottish Attainment Challenge Logic Model – School/Community Level

School and class level input

- School leaders
- Teachers
- Support staff
- Early Learning and Childcare
 (ELC) settings
- Further education

Learning and teaching is designed to maximise children's progress and attainment, and address gaps

Settings are empowered to implement evidence based interventions/approaches to meet local needs

Self-evaluation and ongoing tracking and monitoring of progress at school, class and playroom level is used to plan further support & intervention to improve children's attainment

Overall evaluation of progress and next steps in Standards and Quality report

Equity focus within professional learning including **practitioner enquiry**

Collaboration within/across schools, ELCs and local authority

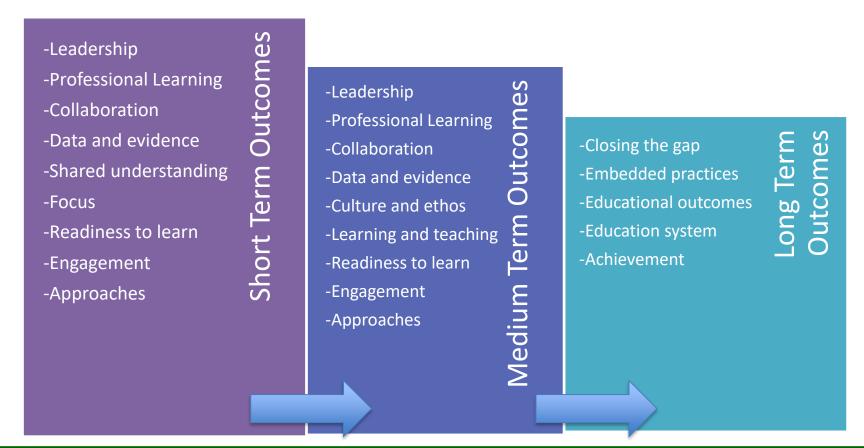








The Scottish Attainment Challenge Logic Model – School/Community Level











Leadership of Learning

Collaboration

Family Learning

Measuring Impact
Self
Evaluation
Cycle.

Sustainability









Taking Action











IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1

Summary of recommendations

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.





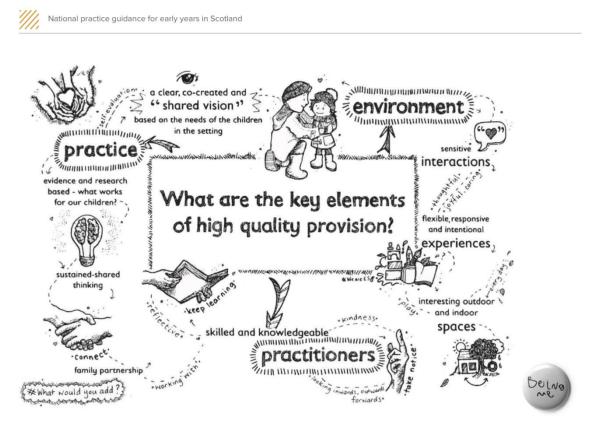






Taking action 1: high-quality universal provision

Realising the Ambition (2020)



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

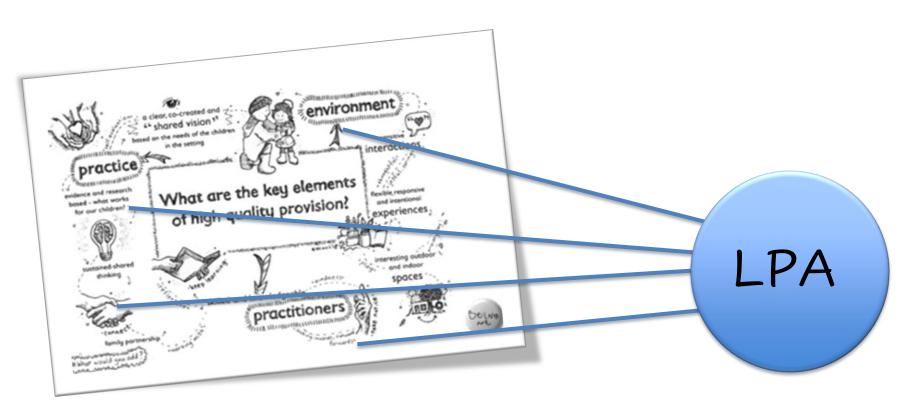








Universal Provision











2. Identifying the 'gap potential'

First Wave

- Excellence and equity
- Universal
- Playroom experience

Second Wave

- Targeted support those at risk of not being 'on track at transition'
- Specific strategies

Third Wave

- Individual
- Highly focused targeted support
- Outside agencies
- WAP



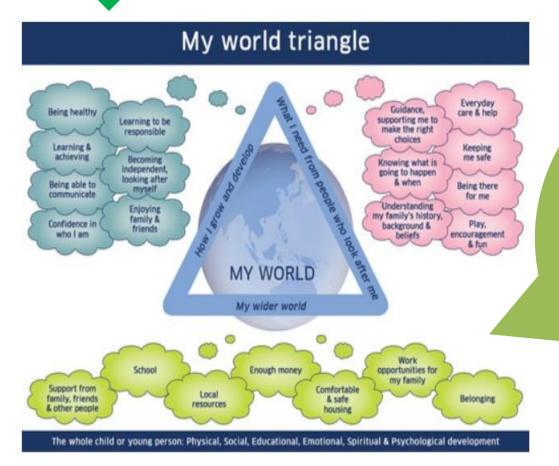






Taking Action

Taking action 2: identifying the 'gap potential'





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









Taking Action

Taking action 3 : effective targeted intervention

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



















Where you are at with identifying your TIG's?









Outcomes









Outcomes 5

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











Step	Action
1 Intent	Identify your attainment gap.
	Is this related to poverty?
	Identify the barriers to learning
2	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



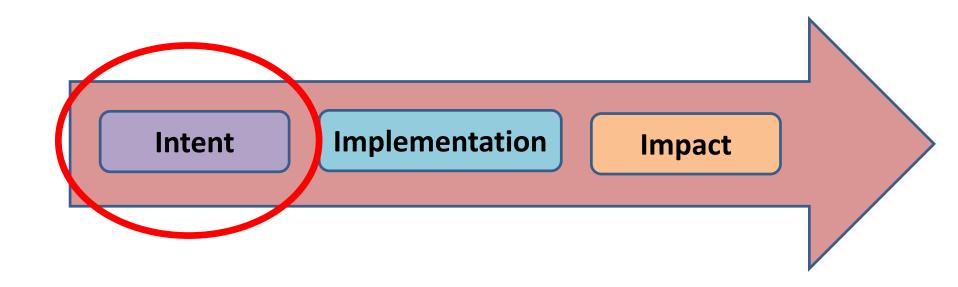








Closing the Gap: What's Your Story?













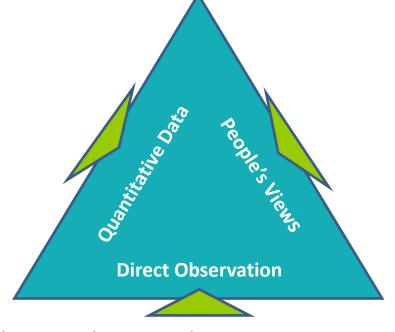
Baseline Assessment

 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)



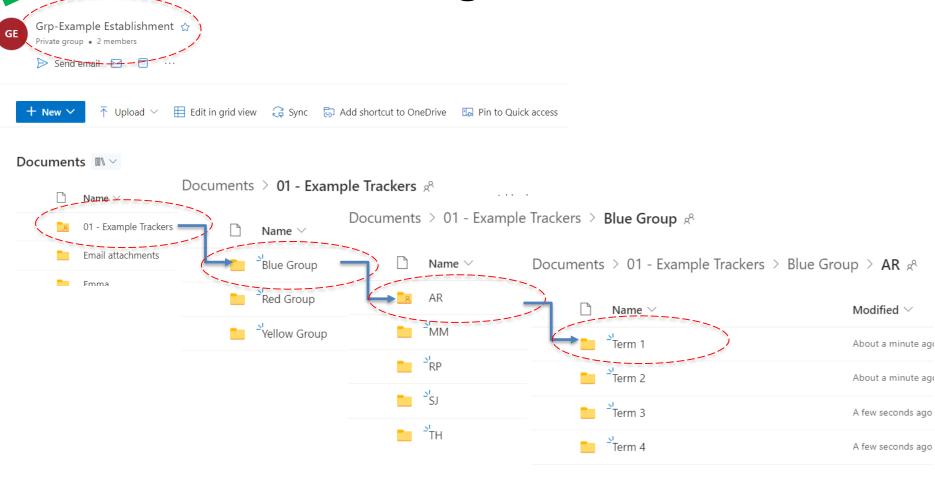








Framework – Digitalised Trackers











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









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."



How good is our Early











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	 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	 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	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















