

Glasgow's Improvement Challenge (GIC)



Improving and Empowering in Glasgow Early Years Leadership of Learning Outcomes and Measures October 2022



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AGENDA

- Using HGIOELC
- Glasgow's priorities
- Building outcomes
- Gathering data



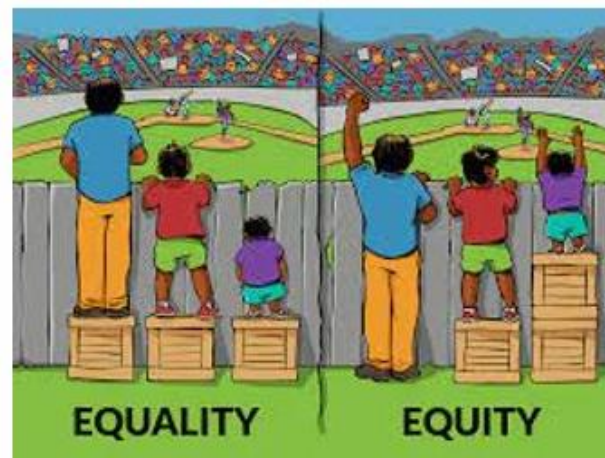
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Key messages



- Focus on learners and their families
- Equality, inclusion and wellbeing
- Equity and closing the gap
- Partnerships and Collaboration



Glasgow's Priorities

Glasgow's priorities reflect our shared aspirations and expectations for children and families and our continuing focus on what is important in improving the lives of our children:

- Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020;
- Continue to improve how we meet the learning and care needs of children before they go to school and as they progress through school, including how we support their families; and
- As we move towards a Nurturing City, continue to improve how we meet the needs of children and young people, particularly with additional support needs.
- Make best use of our finance and resources to ensure the best outcomes possible for our children and young people



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GIC Holistic Approach : Early Years' Workstreams

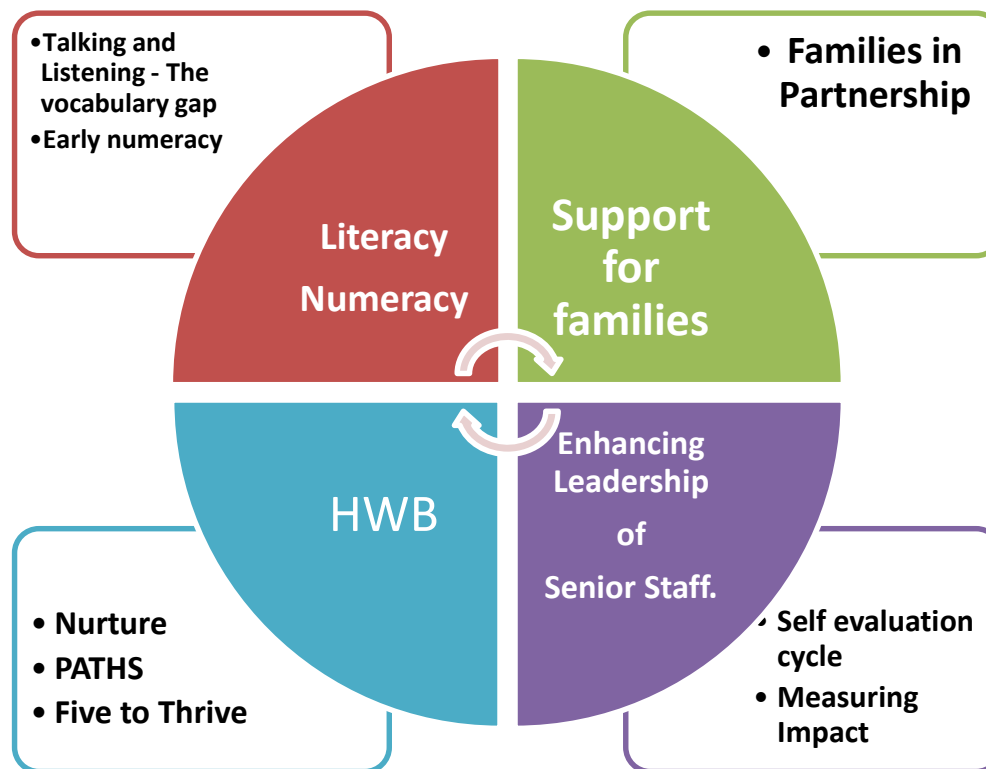
Health and Wellbeing

Communication

Early language

Mathematics

Ensuring equity for all children



Supporting children's progress

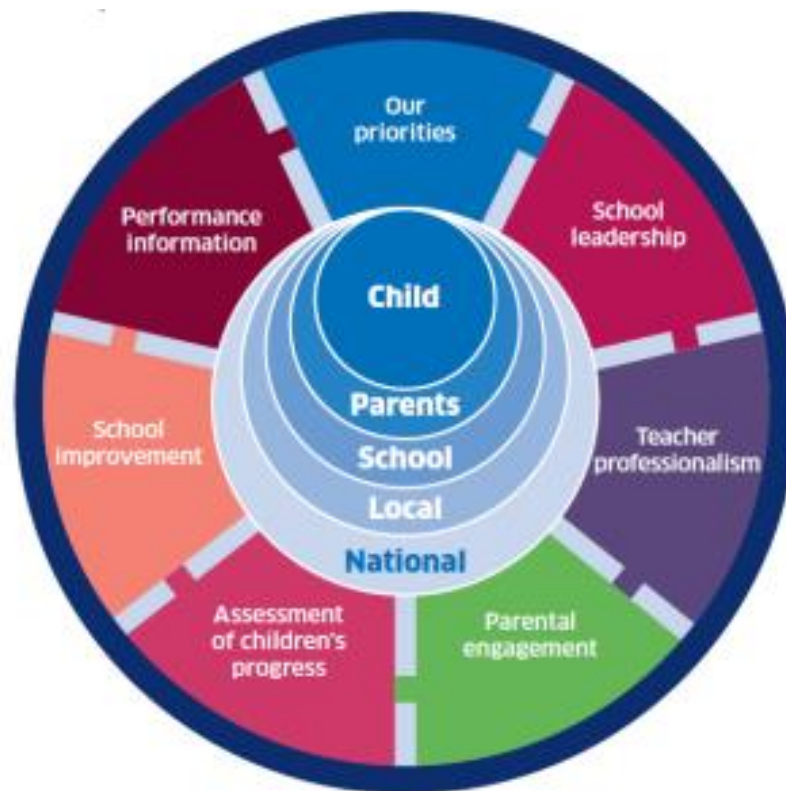
Achievements and progress over time



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National Improvement Framework Drivers



Triangulation of evidence



Looking inwards, outwards and forwards



Looking inwards: to evaluate performance at every level and use the information gathered to decide on what needs to be done to improve

Looking outwards: to learn from research, others and best practice and use this to facilitate innovation and creativity and inform improvement actions

Looking forwards: to explore what the future might bring and use this information to anticipate what change is required to ensure the education system is responsive to the future needs of all learners

Key Documentation



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SIP

Where does the outcome go?

No.	Quality Indicator	Priority
1		

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)

Staff leading on this priority – including partners	Resources and staff development
	<u>Resources</u>

What is an outcome?

What is an outcome?

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



Aim –

Practitioners acquire the skills to clearly define outcomes in order to measure improvement and to raise attainment. **Long Term Outcome**

How do we get there?

Equity for Scotland's children

Keep checking along the way to ensure we are on the right path

How can we tell if what we are doing is working?

- Need a clear starting point – why?
- Need clarity on what we are trying to achieve
- Need to know how we are going to achieve it
- Need to know when we have achieved it **EVIDENCE**
- Need to know who is going to help us to achieve it

Clear outcomes help us to answer these questions



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What does an outcome look like ?

- Consistent features: **Who, what & how**
- Specific
- Achievable
- Measurable: what we would see and hear

....this all helps to build shared understanding and produce actionable information.



What does an outcome look like ?

How Who What — All early years establishments with LPA.

Partnership working will be **enhanced** to support establishments in the **improved** meeting of learners' needs and the development of **family learning**.

EVIDENCE



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What does an outcome look like ?

How Who What — All early years establishments with LPA.

Increased engagement with all families by effective use of SeeSaw (digital platform).

EVIDENCE



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Who will experience change?

Who will change
first*

** Immediate recipients
of outputs, or who are
directly participating in
activities. In the short
term.*

Practitioners

HoE

Learners

Parents/carers



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What will change?

What change do
they experience
**first (in the short
term)?**

Motivation
Knowledge
Awareness
Understanding
Attitudes
Thinking
Perceptions
Opinions
Aspirations
Confidence

What will change?

Changed
State

What change
do they
experience
**next (medium
or long term)?**

Practice

Actions
Behaviour
Policies
Content
Processes
Provision
Decision-
making
Partnerships

Collaboration

Using of
info/data

Engagement/
participation

Who?

Practitioners

Learners

Parents

What is in an outcome?

How?

Motivation

Knowledge

Awareness

Understanding

Attitudes

Thinking

Perceptions

Opinions

Aspirations

Skills

Increased

Decreased

More/less

Raised

Lowered

Improved

Enhanced

Higher quality

More effective

Practice

Actions

Behaviour

Policies

Content

Processes

Provision

Decision-

making

How?

Increased

Decreased

More/less

Raised

Lowered

Improved

Enhanced

Higher quality

More effective

What?

What?

Putting together a strong building block



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Outcome(s)



Short term: “Increased practitioner knowledge/awareness/skills (....X)”

Medium or long term: “Practitioners practice is more effective (...X)”

Long term life change (sustainable)



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No.	Quality Indicator	Priority
1	2.5 3.3	Increased engagement with all families by effective use of seesaw(digital platform)

	Quality Indicator	Priority
1	2.3 Learning, Teaching and Assessment	Learners progress in early listening and talking will increase through engaging in high quality learning experiences

Measuring Impact



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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.”



Thinking about measuring...

What tells us this isn't happening at the moment?

What would we expect to see/hear if this was being done well/had increased etc.?

Are there existing exemplars?

'Effective' 'high quality', 'emerging', 'improved interactions'all need defined before you can think about how to measure them.



What tasks will we undertake to support improvement?

Quality Indicator	Priority	
2.5 3.3	Increased engagement with all families by effective use of digital platform	
Tasks to achieve priority		Timescale and checkpoints
HGIOELC challenge questions with all staff at Inservice/staff meeting <ul style="list-style-type: none"> How can we demonstrate that families are feeling included and that they are participating, achieving and progressing? 		August 22
Questionnaire for staff, parent and children regarding confidence and ease of use of seesaw		Sept 22
Source staff training on the digital platform		Sept/Oct 22
Monitor parental engagement with digital platform		Sept 22 Dec 22 April 23

Gathering evidence

- Monitoring
- Questionnaires
- Focus groups
- Comments/complaints books/boxes
- Active Listening: “open door”
- Learning conversations
- Documentation of learning, teaching and assessment
- Staff working groups



Parental Engagement Focus

Parents will be better able to support their child's home learning (after attending family learning support - events).

Measures : Short / Medium / Long term

- Pre and post questionnaires by parents and children
- Record of parent/carers attending establishment events
- Parent survey of their confidence supporting their child with learning
- Children and families will complete tasks and quality will improve
- End of year dialogue with groups on the impact on their feelings about supporting learning (Impact statements)

EVIDENCE

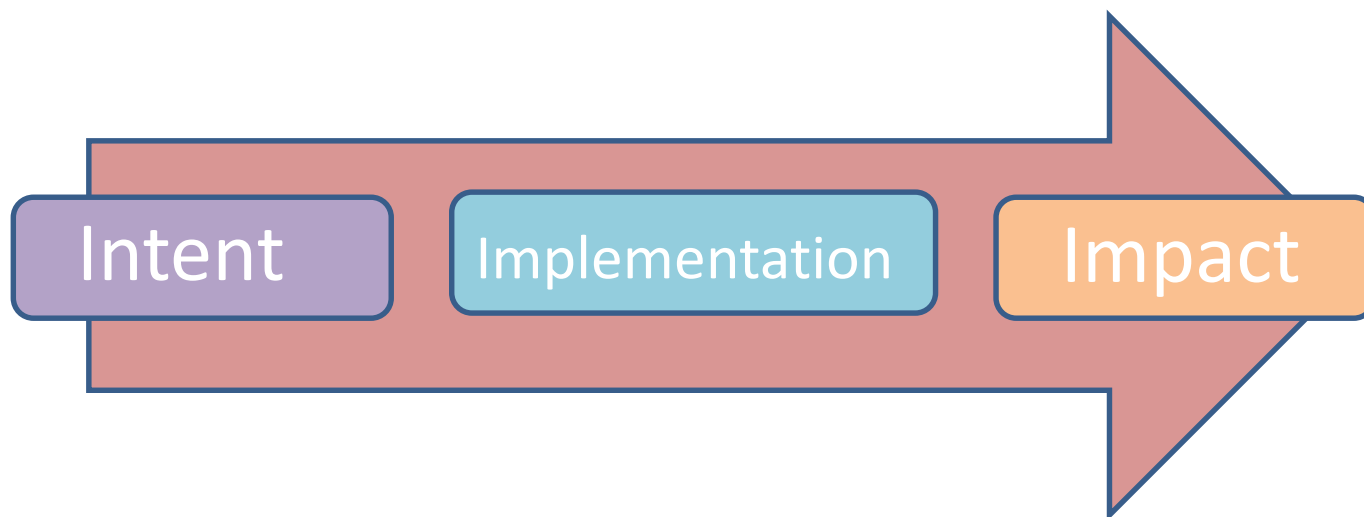


Five key indicators in identifying and closing the poverty gap

- Attainment
- Attendance
- Exclusion
- Engagement - in every activity and beyond
- Participation



Closing the Gap: What's your Story?



How do we identify the gap at playroom level?

- Expected progress for **all**
- Excellent progress for **many**
- All SIMD bands **proportionately represented** in the 'excellent'
- In other words, **no pattern** of lower attainment for children in lower SIMD bands



Establishments making the best progress

- clearly **define** what the attainment gap looks like;
- use SIMD and tracking data to **identify and review** the progress of all children;
- **plan** additional activities, interventions and resources to raise attainment in literacy, numeracy, HWB to ensure all children achieve in line with national expectations; and
- continually **evaluate** the impact on children's progress and attainment and take further action where needed.
- CONSISTENCY / SUSTAINABILITY OF APPROACH



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No.	Quality Indicator	Priority
1	2.5 3.3	Increased engagement with all families by effective use of seesaw(digital platform)

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
HGIOELC challenge questions with all staff at Inservice/staff meeting <ul style="list-style-type: none"> How can we demonstrate that families are feeling included and that they are participating, achieving and progressing? 	August 22	<i>Evidence – people's views</i> – Where are we now and what are our next steps?
Questionnaire for staff, parent and children regarding confidence and ease of use of seesaw	Sept 22	<i>Evidence – data</i> from questionnaire to identify what if working well and next steps
Source staff training on the digital platform	Sept/Oct 22	<i>Evidence – data</i> – attendance at the training session <i>Observation</i> – monitoring of quality of children's observations on seesaw
Monitor parental engagement with digital platform	Sept 22 Dec 22 April 23	<i>Evidence – data</i> – participation downloaded from the digital platform e.g. how many accessed the app, how many added comments?

	Quality Indicator	Priority
1	2.3 Learning, Teaching and Assessment	Learners progress in early listening and talking will increase through engaging in high quality learning experiences

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Staff survey to rate knowledge of early literacy strategies	August 22	<i>Evidence – data</i> – practitioners rating of their knowledge in order to plan CLPL
Literacy Audit – Listening and talking – interactions, experiences and spaces	August 22	<i>Evidence – observations</i> – through formal or informal monitoring practitioners will demonstrate high quality learning experiences <i>Views</i> – practitioners’ evaluation and areas for improvement from the audit
Use ABC and Beyond (Weitzman and Greenberg, 2010) Read book – agree strategies for all staff members to use in the playroom/during story time to improve children’s emergent listening and talking skills <ul style="list-style-type: none"> • OWL pg 9 (Weitzman and Greenberg, 2010) • SPARKLE pg 18-22 (Vocabulary development) • shoot for the SSTARS pg 23-30 – vocabulary development 	Sept 22	<i>Evidence – observations</i> – through formal or informal monitoring practitioners will demonstrate high quality story telling

Questions

