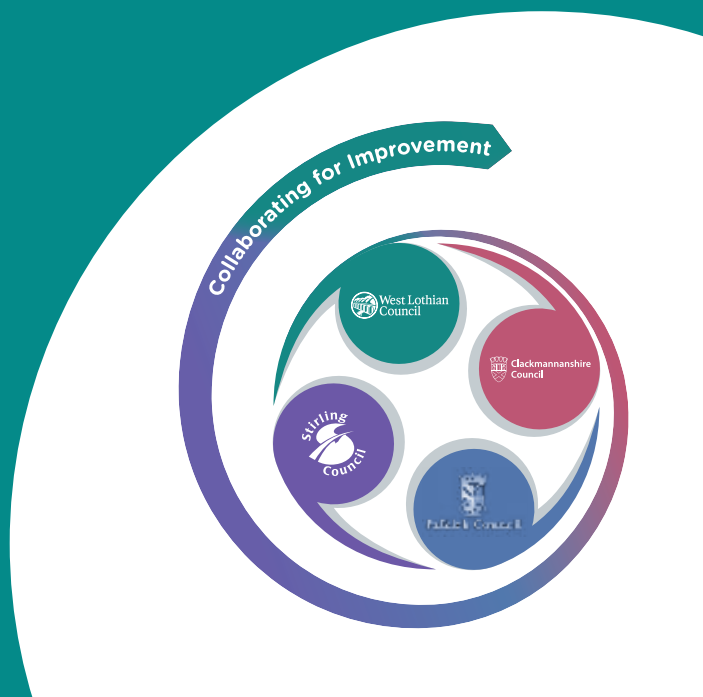
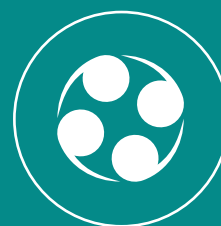
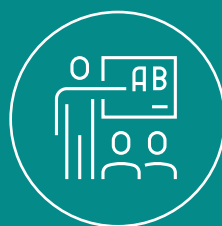
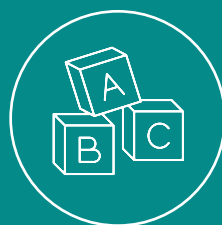
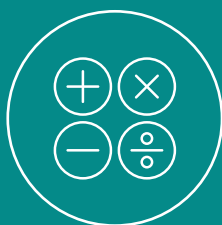


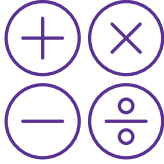
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Collaborative

Work stream plans **2019-2020**




Forth Valley and West
Lothian Improvement
Collaborative

Work stream plans **2019-2020**

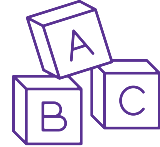
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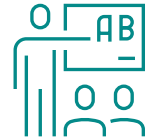
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Introduction

The Forth Valley and West Lothian Regional Improvement Collaborative (RIC) has set out its vision and priorities in the plan for 2019-2022. In this section, each work stream provides a detailed overview of its aims, priorities and plans set out in short, medium and long term timescales for implementation.

The underpinning work streams are:

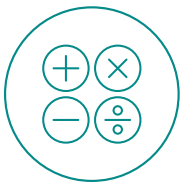


Improving
Performance



Career Long
Professional
Learning (CLPL)

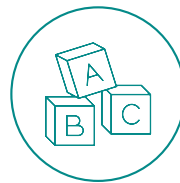
Which support the work of the core priority work streams:



Numeracy



Literacy



Early Learning
and Child Care
(ELC)

New work streams have also been introduced this session:



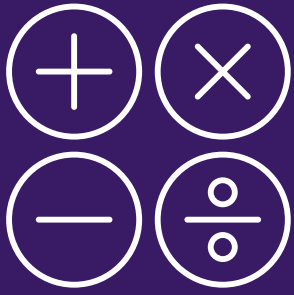
Health and
Well-Being
(H&WB)



Curriculum including STEM
(Science, Technology, Engineering
and Mathematics)

The RIC works in close partnership with colleagues in Community Learning and Development (whose plan is included in this document) and the RIC Educational Psychology team who are supporting the CLPL plan. The RIC Education Scotland team have worked collaboratively with the RIC Strategic Board and the Connect work stream leads to develop an offer of support that ties with local authority and national plans.

This document provides the detail in the work of the Regional Improvement Collaborative and will be updated on a regular biannual basis.



Section 1

Numeracy

Raising Attainment and Closing the Poverty
Related Attainment Gap in Numeracy



$$\begin{array}{r} 19 \\ 63^+ \\ \hline 82 \end{array}$$



Section 1 | Numeracy

Links to National Improvement Framework priorities

- Raising attainment in numeracy
- Closing the poverty related attainment gap in numeracy

National Improvement Framework driver(s)

- Teacher professionalism
- School improvement
- Performance information

Why is this being prioritised?

The attainment data from Forth Valley and West Lothian in numeracy and mathematics indicates the following:

Early level numeracy Q1/Q5 gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	75.4	78.3	Quintile 1	78.4	78.6
Quintile 5	92.1	91.9	Quintile 5	93.2	91.9
% Gap	16.6	13.6	% Gap	14.7	13.3

In 2017 there was a 3 percentage point difference between the Forth Valley & West Lothian poverty related attainment gap at early level (16.6 percentage points in 2017) and the National poverty related attainment gap at early level (13.6 percentage points in 2017). Attainment across the Forth Valley and West Lothian shows a 1.9 percentage point decrease between 2017 and 2018 in the poverty related attainment gap from 16.6 percentage points in 2017 to 14.7 percentage points in 2018. In the same period the National poverty related attainment gap decreased

decreased by 0.3 percentage point from 13.6 percentage points in 2017 to 13.3 percentage points in 2018. Thus the difference between the Forth Valley and West Lothian poverty related attainment gap in 2018 and the National poverty related attainment gap is 1.4 percentage points.

The Numeracy Team is providing quality CLPL and classroom support at Primary 1 and Primary 2 to enhance teacher pedagogy and knowledge which will continue to raise attainment and close the poverty related attainment gap.

First level numeracy Q1/Q5 gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	61.9	67.0	Quintile 1	69.1	67.8
Quintile 5	84.9	85.3	Quintile 5	86.6	85.8
% Gap	23.1	18.2	% Gap	17.6	18.0



In 2017 there was a 4.8 percentage point difference between the Forth Valley and West Lothian poverty related attainment gap at first level (23.1 percentage points in 2017) to the National poverty related attainment gap at first level (18.2 percentage points in 2017). Attainment across the Forth Valley and West Lothian shows a 5.5 percentage point decrease between 2017 and 2018 in the poverty related attainment gap from 23.1 percentage points in 2017 to 17.6 percentage points in 2018. In the same period the National poverty related attainment gap remained very similar (18.2 percentage points in 2017 to 18.0 percentage points in 2018). Thus the difference between the Forth Valley

and West Lothian poverty related attainment gap in 2018 and the National poverty related attainment gap is 0.4 percentage points.

The Numeracy Team is providing CLPL and support for small groups using research based numeracy interventions at first level. This will enhance staff understanding and pedagogy in relation to small group working to continue to reduce the poverty related attainment gap at first level. This intervention is specifically for learners who are not on track to achieve first level by the end of P4. This intervention is not for learners who have significant gaps in their learning and who require one to one support.

Second level numeracy Q1/Q5 gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	52.8	61.5	Quintile 1	62.0	66.0
Quintile 5	82.4	82.3	Quintile 5	75.8	85.7
% Gap	29.6	20.7	% Gap	24.8	19.7

In 2017 there was a 8.8 percentage point difference between the Forth Valley and West Lothian poverty related attainment gap at second level (29.6 percentage points in 2017) to the National poverty related attainment gap at Second Level (20.7 percentage points in 2017). Attainment across the Forth Valley and West Lothian collaborative shows a 4.8 percentage point decrease between 2017 and 2018 in the poverty related attainment gap from 29.6 percentage points in 2017 to 24.8 percentage points in 2018. In the same period the National poverty related attainment gap has remained very similar (20.7 percentage points in 2017 to 19.7 percentage points in 2018). Thus the difference between the Forth Valley and West Lothian poverty

related attainment gap in 2018 and the National poverty related attainment gap is 5.1 percentage points.

The Numeracy team is providing CLPL and support for whole class teaching at 2nd and 3rd levels. This CLPL and support relates to the effective use of maths manipulatives at 2nd/3rd level using the concrete, pictorial, abstract (CPA) approach. This training and support will further develop teacher pedagogy and knowledge to enhance learners' experiences in numeracy and mathematics lessons. This training will benefit all learners in the classroom which will raise attainment and close the poverty related attainment gap.



Third level numeracy Q1/Q5 gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	81.2	80.7	Quintile 1	84.6	81.6
Quintile 5	96.6	95.5	Quintile 5	96.5	95.7
% Gap	15.4	14.8	% Gap	11.9	14.0

In 2017 there was a 0.6 percentage point difference between the Forth Valley and West Lothian poverty related attainment gap at third level (15.4 percentage points in 2017) to the National poverty related attainment gap at third level (14.8 percentage points in 2017). Attainment across the Forth Valley and West Lothian shows a 3.5 percentage point decrease between 2017 and 2018 in the poverty related attainment gap from 15.4 percentage points in 2017 to 11.9 percentage points in 2018. In the same period the National poverty related attainment gap has remained static (14.8 percentage points in 2017 to 14.0 percentage points in 2018). Thus the difference between the Forth Valley and West Lothian poverty related

attainment gap in 2018 and the National poverty related attainment gap is 2.1 percentage points.

The Numeracy Team is providing CLPL and support for whole class teaching at 2nd and 3rd levels. This CLPL and support relates to the effective use of maths manipulatives at 2nd and 3rd levels using the concrete, pictorial, abstract (CPA) approach. This training and support will further develop teacher pedagogy and knowledge to enhance learners' experiences in numeracy and mathematics lessons. This training will benefit all learners in the classroom which will raise attainment and close the poverty related attainment gap.

Overarching aims

- To develop a sustainable CLPL Numeracy provision across the collaborative which supports improvements leading to increased attainment and achievement outcomes for children and young people, with a focus on closing the poverty related attainment gap.
- To build and develop collaborative networks with colleagues in each of the four councils of the Forth Valley and West Lothian Improvement Collaborative.

What do we want to achieve?

- Create a Numeracy Academy which will act as a vehicle for all teachers to develop as enquiring professionals who are experts in teaching numeracy using the concrete, pictorial, abstract, language (CPAL) approach.
- Create a robust sustainable high quality CLPL programme which supports teachers to become experts in the teaching of numeracy.
- Provide high quality numeracy support within classrooms. Expert practitioners will facilitate this support using their pedagogical skills and knowledge, supplemented with the use of a teaching improvement programme (Lesson Study Model).
- Create and promote the use of an online portal to share effective practice across all levels.
- Create and lead a range of network opportunities for practitioners linking to the Numeracy Plan which incorporates whole class, small group and one-to-one teaching.
- Support and develop effective practice from across the collaborative through the advancement of numeracy work stream sub-groups.
- Use improvement methodology to drive continuous improvement relating to work stream goals and drivers.

Actions and Indicators of Progress – short term (August – December 2019)



ACTIONS

Employ two Numeracy Principal Teachers to work within the Numeracy Academy to implement the Numeracy Action Plan.

Create a Numeracy Academy within the collaborative. This will be a best practice classroom where staff development will take place.

Source a range of highly effective numeracy manipulatives linked to the P1/2 Conceptual Understanding training.

Develop numeracy CLPL training programme for P1/2 whole class teaching.

Expert training will be delivered to Numeracy Academy personnel linking to small group interventions. The training will be delivered by Edgehill University and Oxford University Press. This training will allow the RIC Numeracy team to create a sustainable model for 1stclass@number and Numicon training.

RIC numeracy personnel to visit Edge Hill university and Oxford University for trainer updates.



PROGRESS

Job Advertised Jun 2019.

2 successful candidates identified starting in Aug 2019.

Still awaiting confirmation on location of Numeracy Academy within the collaborative.

List of resources created and shared with participating schools by end Aug 2019.

To be completed by end of Aug 2019.

Numicon training to be completed September 2019.

1stclass@number training to commence September 2019.

Completed September 2019.



Actions and Indicators of Progress – short term (August – December 2019)

ACTIONS

Delivery of whole class, small group and one-to-one training and support visits will commence. This will encompass Early Level through to the Senior Phase.

Creation of support networks will start on the commencement of training.

Develop the Numeracy work stream and sub-groups. This will consist of colleagues across sectors within Forth Valley and West Lothian.

Liaise with colleges and SQA to create bespoke Numeracy qualification for PSWs/LAs linking to conceptual understanding and delivering targeted interventions for learners.

PROGRESS

Cohort 1 and Cohort 2 of P1/2 Conceptual Understanding training and support visits to be completed by Nov 2019. Summary of impact report written by Dec 2019.

'Highly Impactful Teaching at National 5' Training to be completed by Oct '19. Support through Improvement Advisors and SCLIPs will continue throughout the National 5 Programme.

'Highly Impactful Teaching at 2nd/3rd Level' to commence September 2019.

Numicon training for cohort 1 schools to be completed September 2019. School visits and summary of impact report written by December 2019.

1stclass@number training for cohort 1 will commence October 2019.

Online network created to collaborate and share effective practice. Link with the e-learning group.

Structure of the Numeracy work stream and sub-groups to be finalised by August 2019.

Work stream sub-groups to have agreed sub-group action plans by October 2019.

Projects already identified for the work streams are as follows, Numeracy Through Story, Number Talks, Early years project (TBC) and Numberblocks.

WSF presented to all Head Teachers across Forth Valley and West Lothian.

Closing date for interested practitioners is August 2019.

Launch of programme with 75 participants, September 2019.

Report to be completed by WSF by June '20.

Actions and indicators of progress – mid term (December 2019 – May 2020)



ACTIONS

Delivery of whole class, small group and one-to-one training will commence. This training will encompass Early Level through to the Senior Phase.

Further develop the Numeracy work stream and sub-groups.



PROGRESS

Cohorts 3, 4 and 5 of P1/2 Conceptual Understanding training and support visits to be completed by May 2020. Summary of impact report written by June 2020.

'Highly Impactful Teaching at National 5' Improvement Advisor support to continue throughout the Nat 5 Programme.

'Highly Impactful Teaching at 2nd/3rd Level' training to be completed by May 2020. Summary of impact report written by June 2020.

Numicon training for cohort 2 and 3 schools to be completed March 2020. School visits and summary of impact report written by June 2020.

1stclass@number training for cohort 1 will be completed by January 2020. School visits and summary of impact report written by June 2020.

Maths Recovery 8-day training for cohort 1 to be completed by March 2020. Summary of impact report written by June 2020.

Summary of impact report written by June 2020.



Section 1 | Numeracy

Actions and indicators of progress – longer term (June 2020 – June 2021)

Year 1 will of the new plan is the research stage whereby we will be evaluating the impact of the Numeracy Academy. In year 2, beginning August 2020 (Development stage), it is our intention to further develop the effectiveness of the Numeracy Academy and Numeracy work stream and sub-groups. Through reflection, analysis of data and evaluation we will refine and improve the delivery and efficiency of the Numeracy Action Plan. We intend to continue with all CLPL opportunities in year 2 of the plan as follows:

Whole class	<ul style="list-style-type: none">● P1/2 conceptual understanding training 5 cohorts trained (40 schools).● 2nd/ 3rd level training one cohort of 30 teachers.● National 5 Maths training to continue supporting cohort 1 and start cohort 2 training with all remaining secondary schools.
Small Group	<ul style="list-style-type: none">● 1stclass@number will increase from one training cohort to 3 cohorts.● Numicon will increase from 3 cohorts to 4 cohorts.
One to one	<ul style="list-style-type: none">● One more cohort of maths recovery training.● Further develop support mechanisms to enhance practitioners' opportunities to gain accreditation in Maths Recovery
New Initiatives	<p>From August 2020 we would look to:</p> <ul style="list-style-type: none">● Through collaboration with SQA and colleges, create a PSW Numeracy role to work across school clusters delivering specific small group and one-to-one interventions. It is our intention for this role to have SQA accreditation and we perceive this to be a more advanced role than the current PSW remit.● Further develop the skillset within the Numeracy Academy by introducing a skilled practitioner who can support practitioners from second level to senior phase in the effective use of manipulatives in learning and teaching in Numeracy and Mathematics. <p>Create a small group intervention programme for Numeracy.</p>



Progress with actions and achieved outcomes

ACTION	COMPLETION	IMPACT
Each Local Authority will identify up to 3 schools to participate in a pilot project aimed at building staff capacity within 1st Level Numeracy using an embedded classroom professional learning model.	August 2018	Schools were identified and ready to participate in the initiative. They were briefed on the intervention and were clear on their responsibilities and what we were offering to them. The strategic plan was shared and the rationale behind it.
Numeracy Leads within each Local Authority will design and deliver high quality CLPL to identified SMT and classroom practitioners.	November 2018	Provided the staff an overview of the intervention and expectations. Increased understanding of how to use manipulatives effectively to improve pedagogy in a Numeracy lesson.
Numeracy Leads within each Local Authority will facilitate professional dialogue on a monthly basis to increase teacher confidence in using manipulatives to help children and young people gain a deeper understanding of mathematical concepts.	April 2019	See Evidence of Impact on Learners (below).
Identified schools will administer pre and post diagnostic assessments as identified by the Numeracy Leads within each Local Authority.	April 2019	Provided data to measure the impact of the intervention on learners.
Data will be analysed and implications for future practice shared across the RIC.	Ongoing	Online platform was created for staff to engage in professional dialogue and share good practice however this was not utilised as effectively as was hoped. It was largely driven by the Numeracy leads in each Local Authority. Moving forward greater emphasis should be placed on the use of it and a shift in practice is required to allow practitioners to be actively involved thus increasing the sharing of pedagogy and professional dialogue.
Numeracy Leads within each Local Authority will facilitate peer visits across the RIC to support teaching staff in developing high quality learning experiences in First Level Numeracy.	April 2019	This was varied across the Collaborative. Some are further ahead than others and were able to facilitate peer visits which were commented on favourably by practitioners. Moving forward, now that teacher confidence has increased in using the manipulatives and pedagogy we can build on this to facilitate further sharing visits.
A model of collaborative professionalism will be established.	Ongoing	This is in the initial stages and will be taken forward by the Numeracy work stream in Session 19/20.



Evidence of impact on learners

Evidence is based on feedback and analysis of the phase 2 project. Across the collaborative more than 50% of identified learners increased attainment over the period of the intervention. Of the total identified learners the average over the four Local Authorities is as follows;

- 73.5% increased by 2 or more stages in Number Structure – Spatial,
- 62.5% increased by 2 or more stages in Number Structure – Fingers, and
- 57% increased by 2 or more stages in Number – Counting.

Evaluative comments across the Collaborative indicate that pupil confidence and engagement increased throughout the period of the intervention:

- “Children’s explanations have become more refined and their ability to see connections or try different strategies has improved.”

Evidence of impact on practitioners

Evaluative comments across the Collaborative indicate that almost all teachers’ confidence increased throughout the period of the intervention (phase 2 project):

- “It has allowed me to develop my understanding of the progression in children’s number sense.”

- “All children using ten frames or Rekenreks successfully to complete number operation. Able to explain numerical thinking and to identify their own errors.”
- “There has also been a noticeable difference both in the children’s engagement, confidence and ability to explain their working.”
- “Allows for engagement. All children like that their way of seeing things is valued even if it is different from everyone else, so great for confidence.
- “They love using them. This week one of my learners noticed, “When you take two away from 13, the ten doesn’t move.” I’m almost jumping with joy!”
- “All the Numeracy Hub Champions have agreed that through observational visits pupil engagement has increased significantly.”

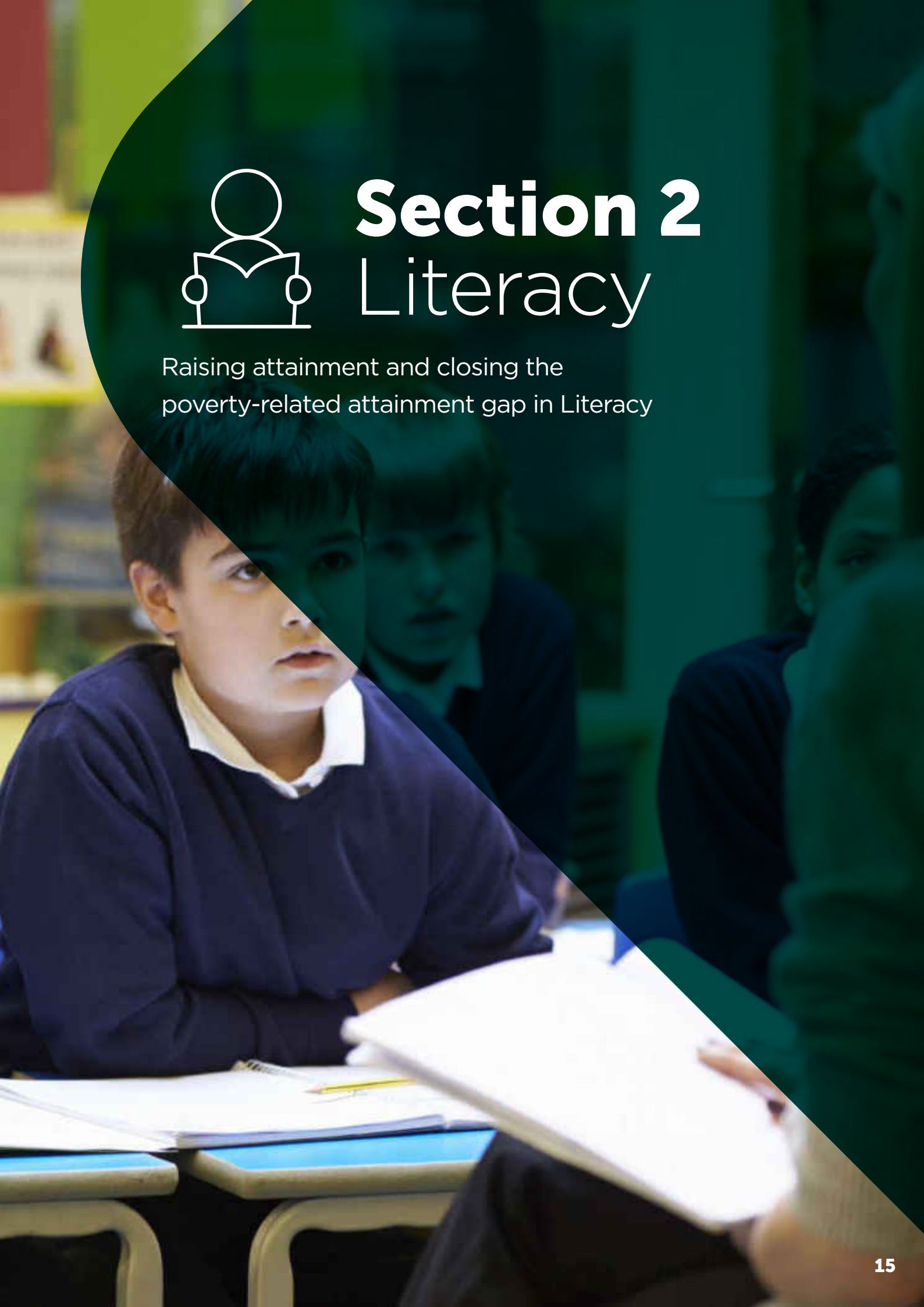
- “Having the Numeracy Hub Champion visit and work with me was of great value. It has given me ideas on how to support and improve mental agility using manipulatives more effectively.”
- “The power point used at initial CLPL has really helped our confidence for lesson ideas and planning.”



Section 2

Literacy

Raising attainment and closing the poverty-related attainment gap in Literacy





Section 2 | Literacy

Links to National Improvement Framework priorities

- Raising attainment in literacy
- Closing the poverty related attainment gap in literacy

National Improvement Framework driver(s)

- Teacher Professionalism
- School Improvement
- Assessment of children's progress
- Performance Information

Why is this being prioritised?

Across the RIC there is a clear attainment gap between the most and least deprived learners in writing at P4-7 and Fourth Levels. In order to address this gap in writing, a focus on the synergy of reading and writing informs the three-year plan.

Research tells us that increasing reading engagement supports increased attainment. The Regional Improvement Plan Literacy plan is designed to improve performance in writing via a research-led focus on improving reading engagement and reading comprehension skills.

The combined primary attainment data from Forth Valley and West Lothian in Literacy (Writing) indicates the following:

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	61.6%	63.5%	Quintile 1	63.9%	65.3%
Quintile 5	85.5%	84.0%	Quintile 5	86.6%	85.2%
% Gap	23.9%	20.4%	% Gap	22.7%	19.9%

In 2017, there was a difference of 23.9 percentage points between the most and least deprived pupils across the collaborative. This gap narrowed slightly to 22.7 percentage points in 2018. The difference between the most and least deprived pupils nationally in 2017 was

20.4 percentage points which is smaller than the gap across the collaborative as is the gap Nationally in 2018 of 19.9 percentage points. The attainment of the most deprived pupils across the collaborative increased by 2.3 percentage points between 2017 and 2018.



Third level writing Q1/Q5 gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	84.0%	83.0%	Quintile 1	86.9%	83.7%
Quintile 5	97.6%	95.3%	Quintile 5	97.4%	95.5%
% Gap	13.6%	12.4%	% Gap	10.5%	11.8%

In 2018 the gap between the most and least deprived pupils in the collaborative achieving third level in writing is less than the national gap. In comparison to 2017, the gap at collaborative level has closed as a result of increased performance of the most deprived and a decrease in the attainment of the least deprived pupils. In 2017 the gap between the most and least deprived pupils across the collaborative was 13.6 percentage points. In 2018 the gap between the same groups was smaller at 10.5 percentage points. In 2017

the gap between the most and least deprived pupils across Scotland was 12.4 percentage points. In 2018, the gap is smaller across the collaborative than nationally. The attainment of the most deprived pupils across the collaborative has increased by 2.9 percentage points between 2017 and 2018.

Fourth level writing Q1/Q5 gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	33.5%	34.5%	Quintile 1	35.9%	35.6%
Quintile 5	70.7%	65.9%	Quintile 5	73.8%	69.0%
% Gap	37.2%	31.5%	% Gap	37.9%	33.4%

In 2017 the gap between the most and least deprived pupils across the collaborative was 37.2 percentage points; in 2018 the gap between the same groups was similar at 37.9 percentage points. In 2018, there is a bigger gap between the most and least deprived pupils achieving fourth level in writing in the collaborative than nationally. The larger gap is a result of an under-performing most deprived cohort and over performing least deprived cohort. The attainment of the most deprived pupils across the collaborative has increased by 2.4 percentage points between 2017 and 2018. In comparison to 2017, the gap at collaborative level

has remained around the same as a result of similar increases in performance of both the most deprived and least deprived pupils. Nationally, in 2017, the gap between the most and least deprived pupils was 31.5 percentage points; in 2018 the gap between the same groups of deprivation was smaller at 33.4 percentage points. In 2018 the gap is wider across the RIC than nationally. Both collaborative and national data reveal a larger gap at Fourth level writing than at Third level.



Reading data

Early Level reading Q1/Q5 gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	73.2%	73.0%	Quintile 1	74.3%	70.3%
Quintile 5	91.3%	90.2%	Quintile 5	92.2%	88.3%
% Gap	18.1%	17.2%	% Gap	17.9%	18.0%

In 2017 the gap between the most and least deprived pupils across the collaborative was 18.1 percentage points; in 2018 the gap between the same groups of deprivation was smaller at 17.9 percentage points. In 2017 the gap between the most and least deprived pupils across Scotland was 17.2 percentage points; in 2018 the gap between the same groups of deprivation was wider at 18.0 percentage points. The collaborative attainment gap and the performance of the most and least deprived cohorts individually have remained similar to 2017. The attainment of P1 pupils in 2018 shows the gap between the most and least deprived pupils across the collaborative is in line with the

national gap although the individual cohorts of the collaborative are outperforming national levels of attainment.

The Literacy Academy will provide quality CLPL using research-based Early Years vocabulary programmes and classroom support to enhance teacher pedagogy and knowledge which will continue to raise attainment and close the poverty related attainment gap. Continued focus on Building a Reading Culture across the collaborative via tests of change will support the development of the intrinsic reading motivation that helps close the poverty-related attainment gap.

First Level reading Q1/Q5 gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	62.7%	68.3%	Quintile 1	67.9%	68.7%
Quintile 5	88.3%	87.0%	Quintile 5	89.1%	83.0%
% Gap	25.6%	18.7%	% Gap	21.3%	20.3%



In 2017 the gap between the most and least deprived pupils across the collaborative was 25.6 percentage points; in 2018 the gap between the same groups of deprivation was smaller at 21.3 percentage points, attainment of the most deprived pupils across the RIC increasing by 5.2 percentage points. The collaborative performance of the most and least deprived cohorts individually has increased from 2017: higher increases for the most deprived cohort has meant a reduction in the attainment gap in 2018. In 2017 the gap between the most and least deprived pupils across Scotland was 18.7 percentage points; in 2018 the gap between the same groups of deprivation was wider at 20.3 percentage points. The attainment of P4 pupils in 2018 shows the gap between the most and least deprived pupils across the collaborative is in line with the national gap. In 2018 the gap is wider across the collaborative than nationally.

Both collaborative and national data shows there is a wider gap at first level than there is at early level.

The Literacy Academy in partnership with the Reading Recovery Centre, East Renfrewshire, will provide quality CLPL using the research-based Reading Recovery literacy interventions at first level. This will enhance staff understanding and pedagogy and support focus on reducing the poverty-related attainment gap at first level. Reading Recovery is specifically for learners who are not on track to achieve first level by the end of P4, who have significant gaps in their learning and who require one to one support. Continued focus on Building a Reading Culture across the collaborative via tests of change will support the development of the intrinsic reading motivation that will help close the poverty-related attainment gap.

Second Level reading Q1/Q5 Gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	64.2%	67.5%	Quintile 1	68.7%	69.8%
Quintile 5	86.8%	86.7%	Quintile 5	90.2%	88.5%
% Gap	22.6%	19.3%	% Gap	21.4%	18.7%

The attainment gap across the collaborative in 2018 has closed slightly from 22.6 percentage points in 2017 to 21.4 percentage points in 2018 as a result of the performance of the most and least deprived cohorts both increasing but at a higher rate for the most deprived pupils. In 2017 the gap between the most and least deprived pupils across the collaborative was 22.6 percentage points; in 2018 the gap between these groups was smaller at 21.4 percentage points. The attainment of P7 pupils in 2018 shows the gap between the most and least deprived pupils across the collaborative is wider than the national gap. At both collaborative and national levels, there is a wider gap at second level than at early level and a similar gap at second level than first level.

The RIC Literacy Academy will provide research based CLPL and support for whole class teaching at 2nd and 3rd levels. This CLPL and support focuses on approaches to reading comprehension at 2nd and 3rd levels using reciprocal and guided reading approaches. This training and support will further develop teacher pedagogy and knowledge, enhancing learners' experiences in all curriculum areas while helping to raise attainment and close the poverty related attainment gap. Continued focus on Building a Reading Culture across the collaborative via tests of change will support the development of the intrinsic reading motivation that will help close the poverty-related attainment gap.



Third level reading Q1/Q5 gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	84.6%	84.5%	Quintile 1	87.0%	84.7%
Quintile 5	97.7%	96.0%	Quintile 5	98.1%	96.1%
% Gap	13.1%	11.4%	% Gap	11.1%	11.4%

In 2017 the gap between the most and least deprived pupils across the collaborative was 13.1 percentage points; in 2018 the gap between the same groups of deprivation was smaller at 11.1 percentage points. The collaborative attainment gap has decreased from 2017 as a result of a higher increase in performance of the most deprived pupils than the least deprived pupils. In 2017 the gap between the most and least deprived pupils across Scotland was 11.4 percentage points; in 2018 the gap between the same groups was the same at 11.4 percentage points. In 2018 the gap is smaller across the collaborative than nationally. Both RIC and national data shows that the gaps at third level are smaller than the gaps at any level in Primary schools. The attainment of the most deprived pupils across the collaborative has increased by 2.4 percentage points between 2017 and 2018. The attainment of S3 pupils in achieving third level in 2018 shows that

the gap between the most and least deprived pupils across the collaborative is in line with the national gap although the individual cohorts of the collaborative are outperforming national levels of attainment.

The Literacy Academy will provide research based CLPL and support for whole class teaching at 3rd level. This CLPL and support focuses on approaches to reading comprehension using reciprocal and guided reading approaches. This training and support will further develop teacher pedagogy and knowledge, enhancing learners' experiences in all curriculum areas while helping to raise attainment and close the poverty related attainment gap. Continued focus on Building a Reading Culture across the collaborative via tests of change will support the development of the intrinsic reading motivation that will help close the poverty-related attainment gap.

Fourth Level reading Q1/Q5 gap

2017			2018		
SIMD	FV&WL	National	SIMD	FV&WL	National
Quintile 1	37.6%	36.5%	Quintile 1	42.4%	38.0%
Quintile 5	77.0%	68.6%	Quintile 5	77.9%	71.9%
% Gap	39.4%	32.1%	% Gap	35.4%	33.9%



In 2017 the gap between the most and least deprived pupils across the collaborative was 39.4 percentage points; in 2018 the gap between the same groups was smaller at 35.4 percentage points. The attainment of the most deprived pupils across the collaborative has increased by 4.9 percentage points between 2017 and 2018. The percentage of S3 pupils achieving fourth level in 2018 shows that the gap between the most and least deprived pupils across the collaborative is in line with the national gap although the individual cohorts of the collaborative are outperforming national levels of attainment. The collaborative attainment gap has narrowed from a higher increase in performance of the most deprived pupils than the least deprived pupils.

In 2018 the gap is wider across the collaborative than nationally when considering unrounded percentage point figures. Both collaborative and national gaps are wider at fourth level than at any other point in BGE Education.

The Literacy Academy will provide research based CLPL for whole class teaching at 4th level. This CLPL and support focuses on approaches to reading comprehension using Disciplinary Literacy-training provided by Strathclyde University. Continued focus on Building a Reading Culture across the collaborative via tests of change will support the development of the intrinsic reading motivation that will help close the poverty-related attainment gap.

Actions and indicators of progress - short term (August 2019-December 2019)

Literacy Academy

Creation of a FVWL Literacy Academy based on lesson study model. Research and plan expert training for RIC Literacy PTs/ identified practitioners. All Academy sessions are designed to be collaborative: attendees will be drawn from across RIC. Practitioners and schools will be being identified by their LAs.

See Appendix 7. Literacy Driver Diagram

Progress:

- Dr Sue Godman of the Institute of Education at University College London: discussion of Teacher Leader capacity (available 2021-22 only) and RR training centre offer.
- Discussion with East Renfrewshire centre: offer of 4 RR training spaces secured.

Planning of Reading Recovery training

Progress:

- Investigation of PM Reading/Writing links to RR.
- Contact with Literacy leads across RIC re possibility of .5 release of experienced practitioner for training.
- Training of 2-4 Teachers across RIC in Reading Recovery: route to sustainable development of expertise in literacy pedagogy.
- Advertising of Literacy PT and Academy Lead posts (one to one and class Literacy Academy training and support).
- Lead and PTs' specification created.
- Expert training input scoped and partnerships established. Contact made with Strathclyde University re expert input (Professor Sue Ellis, University of Strathclyde); PM Reading/Writing methodologies).



Actions and indicators of progress - longer term (June 2020- June 2021)

- Scale and spread of Reading Recovery PDSAs: training another 4 practitioners
- Planning of Teacher Leader training in Reading Recovery: for 2021-2022 training at IOE at UCL in London
- Reading into Writing via Reading Recovery and PM Writing PDSAs
- RIC PTs share knowledge of national standards by working with practitioners (Literacy Academy)
- Research for next steps:
 - Research-based writing pedagogy
 - Billion app- research: Northampton University: parental engagement
 - Reading Recovery trainer: training the trainer
 - Closing the vocabulary gap-UKLA research
- Writing pedagogy
- Creation of teachers' professional judgement support Writing resource (QAMSOs)
- Early Years Language Meets Literacy projects
- Evaluation of impact of Academy model
- Evaluation of impact of work of sub-groups
- Evaluation of impact of Reading Recovery training

Dependent on evaluation of 2019-20 achievements:

- Spread and scale of Reading Recovery PDSAs: training another 4 practitioners
- Spread and scale of tools for reading pedagogy
- Spread and scale of EY Vocabulary PDSAs
- EY Practicum-based PDSAs
- Planning of Teacher Leader training in Reading Recovery: for 2021-2022 training at IOE at UCL in London
- RIC PTs share knowledge of national standards by working with practitioners (Literacy Academy)

Research for next steps:

- Research-based writing pedagogy
- Billion app- research: Northampton University
- Reading Recovery trainer: training the trainer
- Closing the vocabulary gap - UKLA research

2020-21 focus: Writing pedagogy and practice: "Exciting Writing"

- Pedagogy of writing
- Reading into Writing via Reading Recovery and Writing across learning PDSAs
- Creation of teachers' professional judgement support Writing resource (QAMSOs)
- Early Years Language meets Literacy projects spread and scale

Intended impact of the Literacy plan

The measures of success will be:

- % of practitioners engaging in identified vocabulary/ reading pedagogies.
- % of learners whose reading age has increased.
- % of practitioners reporting increased confidence in CfE Reading level judgements following.
- Engagement with RIC moderation materials.

- % of schools across the RIC engaging with RIC moderation.
- % of schools successfully achieving HGIOS4 - linked Reading Schools' accreditation.

See Appendix 2. The Literacy Programme 2019-20 and Appendix 3. The Literacy Academy flowchart.



Section 3

Early learning and childcare

Quality improvement in
Early Learning and Childcare





Section 3 | Early learning and childcare

Links to National Improvement Framework priorities

- Improvement in attainment particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people’s health and well-being

National Improvement Framework Driver(s)

- Teacher Professionalism
- School Improvement
- Assessment of children’s progress
- Performance Information

Why is this being prioritised?

Local authorities in Scotland have a statutory duty to provide 1140 hours of early learning and childcare from August 2020 for all entitled children. We see the benefit of working as a Collaborative to support the quality dimension of the expansion.

These are all inspection evaluations across the RIC council areas from the start of the use of HGIOELC for school/centre inspections. It is a relatively small sample given the overall number of nursery classes/centres across the four council areas.

	1.3 Leadership of Change	2.3 Learning, Teaching and Assessment	3.2 Securing Children’s Progress	3.1 Ensuring Well-being, Equality and Inclusion
Excellent	2	1	1	1
Very Good	5	3	4	7
Good	8	9	10	8
Satisfactory	6 (27%)	10 (43%)	9 (38%)	5 (22%)
Weak	1	0	0	0
Unsatisfactory	0	0	0	0

This information represents all Care Inspectorate evaluations provided by each council area for partner providers.

There may be occasions when a provision has been inspected twice but the data is intended to provide an overview of all evaluations to highlight trends over time.



The information noted above and some feedback from inspection activity provided the impetus for a focus of our initial collective work to be on improving outcomes for two year olds, although our work going forward will support all entitled children. Each authority also has plans to improve uptake of entitled two year olds. Feedback from Education Scotland reports on the QI 2.2 (Curriculum) is that there are areas for improvement.

This template includes the work of the ELC work stream only. Each local authority has appointed a member of staff for one day per week to support the ELC actions set for session 2019-2020. In addition to this, the four members of staff have been allocated to each of the other RIC work streams i.e. literacy, numeracy, CLPL, performance and HWB, to ensure that early years are reflected and supported. Their input and the impact on early years provision will be included in the individual work stream plans which will also ultimately contribute to the aim of the ELC work stream as detailed below.

Overarching aims

Excellence through raising attainment - ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity - ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

What do we want to achieve?

By the end of 2020, 100% of children will experience good or very good quality ELC in all establishments.

Actions and indicators of progress - short term (August 2019-December 2019)

- Analyse patterns and trends from Education Scotland inspections carried out from April 2017 in QI 2.2 (Curriculum) to identify common strengths and areas for development.
- Devise an effective approach e.g. sketchnote or SWAY to present analysis of above.
- Consider implications of the research and work of Professor Laevers (Conference, 5.11.19)

Actions and indicators of progress - medium term (December 2019-May 2020)

- Devise a manageable toolkit for quality assurance of 2.2 with exemplification of effective practice.
- Host a conference for practitioners relating to 2.2 exemplifying effective practice.
- **Over session 2019-2020**
- Develop a scale and spread plan to roll out effective approaches to high quality ELC for two year olds.
- Moderate achievement of a level in literacy.

Actions and indicators of progress - longer term (June 2020-June 2021)

All settings to have a curriculum rationale.



Section 3 | Early learning and childcare

Overview of work stream progress: September 2018-August 2019

Progress with actions:

- Seven ELC settings across the RIC implemented an improvement project bespoke to their setting to achieve the identified aims.
- The seven establishments were supported with their projects by the RIC sub group.
- A spread and scale plan is in place to include all settings across the RIC by June 2020.
- The ELC work stream has representation from the following partners; the Care Inspectorate, Forth Valley College, West Lothian College and our Improvement Advisor from Scottish Government.

Achieved outcomes

Progress with actions:

- The seven settings effectively used improvement science to implement their project.
- The settings shared their projects with ELC practitioners across the RIC at the 'It's a Good Time to be Two' event in February 2019.
- A measurement plan to accompany the Driver Diagram was created to aid spread and scale.
- 200 ELC practitioners attended the "It's a Good Time to be Two" event giving opportunities for sharing practice, focusing on quality effective pedagogy for two year olds and looking at using improvement science in settings.

Evidence of impact on learners

All seven establishments reported that by effectively using data over time to inform learning and changes, progress towards the aims in line with key priorities has been visible in their settings. They also reported that this process supported collaborative leadership of change.



Section 4

Career long professional learning

Building a collaborative approach to CLPL that will provide quality engagement and learning development for practitioners.





Section 4 | Career long professional learning

Links to National Improvement Framework priorities

- Raising attainment
- Closing the poverty related attainment gap

National Improvement Framework Driver(s)

- School Leadership, Assessment of Children's Progress, School Improvement, Teacher Professionalism

Why is this being prioritised?

- Central to the success of the collaborative will be the opportunity for practitioners to learn, share and develop together to achieve standards of excellence in learning and teaching so that our children and young people achieve their full potential.

Rationale

Data from across our four authorities was gathered and analysed. This included:

- school self-evaluation of core QI returns to Education Scotland from October 2017 - see Appendix 4 National and RIC HMI data;
- Head teacher engagement in programmes: Towards, Into, In and Excellence in Headship;
- LA Induction programmes for newly appointed and aspiring HTs;

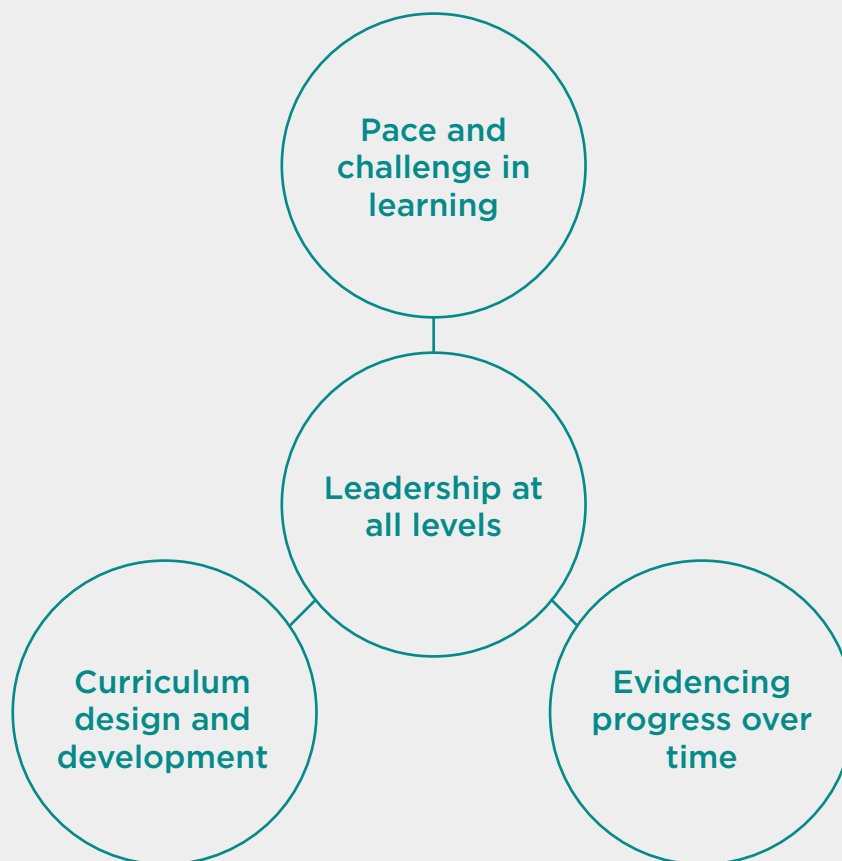
- access to leadership development programmes for practitioners, middle leaders and HTs;
- level of Senior Leader engagement with Universities;
- the availability, quality and impact on improvement of Quality Assurance and Moderation Support Officers (QAMSOs);
- local authority programmes for probationer teachers;
- the quality and content and reach of the previous Central Scotland Partnership Professional Learning Programme;
- recurring themes for improvement from LA school reviews and HMI inspections; and
- core NIF QIs return to Education Scotland.

Initial screening of school NIF reporting in October 2018 highlighted Provision of Learning, particularly 2.3 as the area of least confidence across the four LAs. To address the identified areas of need, the group will focus improvement activity and related CLPL on the components of:

- 2.3 Learning and engagement;
- 2.3 Quality of teaching;
- 2.3 Effective use of assessment;
- 2.3 Planning, tracking and monitoring; and
- 2.2 Rationale and design



Areas for improvement emerged that were common to all four authorities were:



What were we trying to achieve?

The focus of CLPL improvement activity will be on supporting leaders and practitioners to;

- increase leadership opportunities at all levels,
- further develop practitioner and senior leader's skills to deliver professional learning for others,
- facilitate collaboration, co-creation and delivery of high quality CLPL,
- drive innovation and improvement in improving pace and challenge learning and teaching,
- improve the understanding and effectiveness of curriculum rationale and design,
- continue to improve the capacity of staff to self-evaluate for improvement, and
- support the use of research and data to evidence progress and improvement.

How did we take our work forward?

- CLPL resources and sessions developed by commissioned groups of senior leaders, practitioners, officers, QAMSOs, assessment coordinators, university researchers and other colleagues.
- CLPL core group members to coordinate the work of commissioned/sub-groups.
- CLPL core group minutes provide operational detail, responsibilities and timescales.
- Commissioned groups use the FC task brief format to plan and monitor their work.
- Colleagues co-designed sessions that can be delivered in all authorities by multi-authority teams.
- Symposiums organised periodically for senior leaders, practitioners and officers to work together and to hear from national and international experts.



Section 4 | Career long professional learning

In January 2019, the consultation suggested there were requests for the RIC to support future improvements by:

- sharing good practice – particularly PEF interventions,
- facilitating practical ways to involve all stakeholders in self-evaluation,
- facilitating visits to other centres and meeting with colleagues,
- sharing improvement methodologies,
- building leadership capacity, and
- building confidence in using data for improvement.

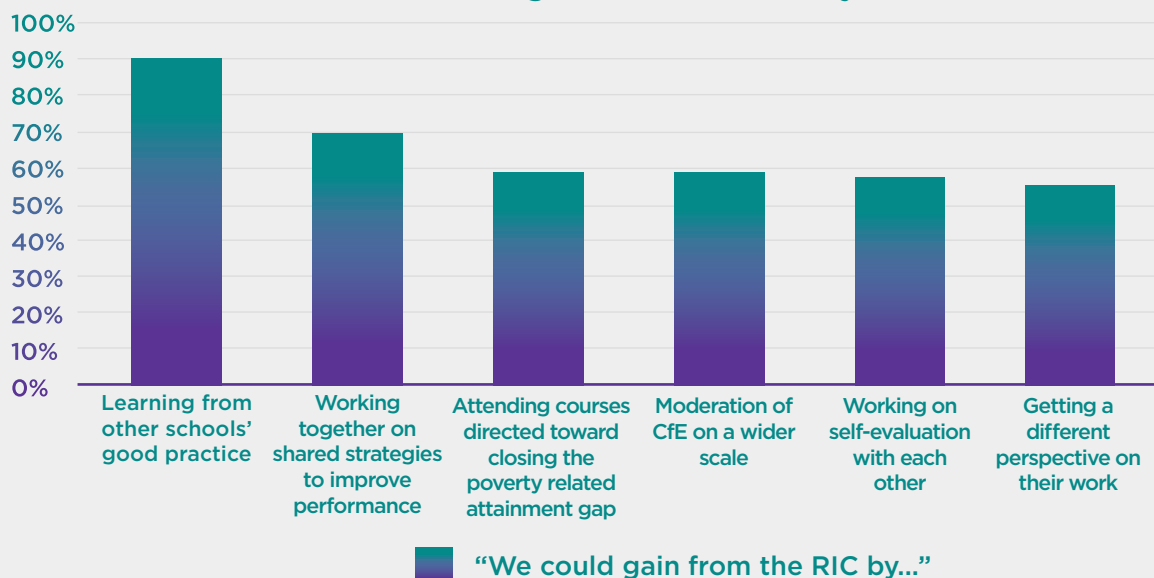
Moreover, the consultation found that:

'Ask' for professional learning



Moreover, the consultation found that:

"We could gain from the RIC by..."





CPD Manager

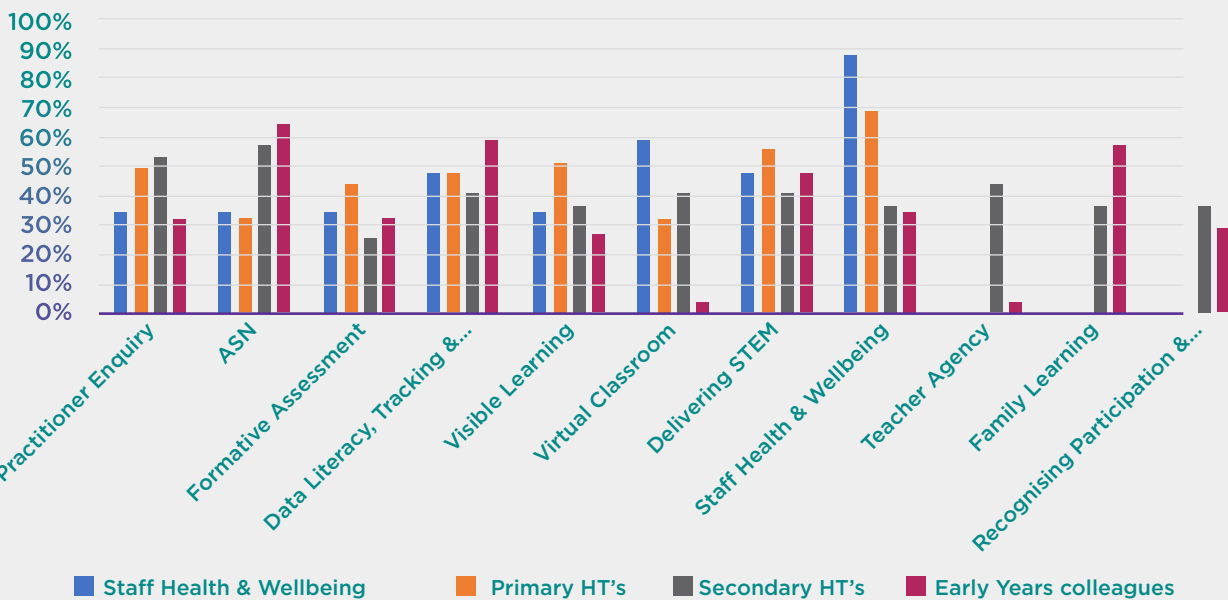
CPD Manager access was widened to include all four LAs following a proposal in April 2019 (launched August 2019). This tool will help support the following;

- to reduce workload at all levels in terms of the management of professional learning,
- to share CLPL opportunities and expertise more effectively,
- accessibility and ease when managing PRD records and applying for courses,
- a wider range of reporting available for coordinators, authorities and the collaborative,
- greater analysis of CLPL programmes across the collaborative, and
- a linked-up system so staff can easily submit their Professional Update.

To form the CLPL Programme thereafter, consultations during May-June 2019 were undertaken.

Which of the following CLPL sessions would be of interest?

May-June 2019 CLPL survey results





Section 4 | Career long professional learning

Moreover, the consultation found that:

You Asked

We offered

Teachers and middle leaders (May 2019) also asked for

Retrieval practice
 CLD groups dovetailing their work with other colleagues*
 Learning, teaching and assessment**
 Input from Education Scotland in the form of curriculum support
 Parental engagement and family learning***
 Effective feedback****

*Recognising Participation & Wider Achievement, and Family Learning CLPL led by CLD teams
 **core theme through CLPL courses
 ***courses explicitly offered
 ****key aspect of many courses including Data Literacy, Tracking & Monitoring & Visible Learning

Primary Head Teachers (May 2019) also asked for

DYW and assessment*
 Nurture
 H&WB, mindfulness and mental health
 Creating a learning environment fit for the 21st Century**
 Improvement methodologies and measuring impact***
 How to make sure you've got robust data****

*Feature of STEM course
 **Mentoring courses

Secondary Head Teachers (June 2019) also asked for

Differentiation
 Improvement methodology training
 DYW*
 Coaching and mentoring**

aching and assessment**
 Input from Education Scotland in the form of curriculum support
 Parental engagement and family learning***
 Effective feedback****

Early Years Head Teachers & Heads of Establishments (June 2019) also asked for

Specific EY Events*
 Outdoor learning
 Tracking and monitoring support**
 Speech & Language
 Community learning***
 ASD
 Play and learning framework
 Forest schools
 How to deal with challenging behaviour

*Ferres Laevers Conference supported by RIC in offer
 ** Data Literacy, Tracking and Monitoring
 ***Family Learning, Parental Engagement and Recognising Participation & Wider Achievement



Overarching aims

- To address expectations of the National Improvement Framework which are being taken forward by each of the work streams.
- To empower our staff, parents and communities to deliver excellence for our children and young people.
- To develop professional learning that will bring together national expertise, research and effective practice.
- To build a self-improving education system, where a culture of collaboration and empowerment is evident throughout, and where there is the capacity for staff to self-evaluate for improvement.

What do we want to achieve?

- CLPL experiences and resources which will have a direct impact on improving outcomes for children and young people in our classrooms.
- A cohesive programme of CLPL across the RIC that supports practitioners to reach improvement targets for numeracy, literacy, ELC, curriculum design, quality of learning and teaching, and collaborative partnerships.
- Develop leadership capacity and skills at all levels with consistent access to CLPL opportunities.
- Utilise and enhance the skills, experience and expertise of colleagues at all levels across the collaborative.
- Empower colleagues across the collaborative to be able to share their expertise with others and work together with other professionals – increasing leadership capacity.

Which of the following CLPL sessions would be of interest?

Priorities rolling over from 2018/19 Improvement Plan	1	Evaluate the effectiveness of staff development approaches
	2	Explore and facilitate sharing best practice from PEF CLPL strategies across the RIC
	3	A wider collaborative strategy will be developed with partners and stakeholders including CLD, H&WB groups and parents
Emerging priorities from March 2019 onwards	4	Support the CPD Manager transition and engineering of system to meet needs
	5	Create a CLPL offer directed toward Curriculum design and development
	6	Develop digital approaches to CLPL



Section 4 | Career long professional learning

Actions and indicators of progress - short term (August 2019-December 2019)

To evaluate the effectiveness of staff development approaches

ACTIONS

Meet with partners to discuss most effective approaches to staff development and evaluation.

Trial models for delivery of staff development.

Evaluate 2018 Symposiums in Nov-Dec 2019.

PROGRESS

Indicators:

- Increases in confidence, knowledge and skills
- Likelihood to share what they have learned
- Likelihood to implement learning in practice
- Agreement that the experience was good or better
- Agreement that the quality of learning was good or better
- Agreement that the learning opportunity met their expectation

Update:

The CLPL work stream continue to offer the existing Central Scotland Partnership programme and based on our 'ask' we facilitated two symposiums relating to the key priorities of Pace & Challenge and Evidencing Progress in November and December 2018.

New model for delivery being trailed across ten active courses.

A number of meetings have taken place including with colleagues from Education Scotland and other CLPL leads of RICs in Scotland.

To explore and facilitate sharing best practice from PEF CLPL strategies across the RIC

ACTIONS

Bring together relevant colleagues into a working group and define next steps.

PROGRESS

Update:

As of October 2019, working group has met twice and agreed to carry out a scoping exercise as well as share approaches being used in authorities with each other. There are ongoing plans to present this work to the May CLPL showcase.

To develop a wider collaborative strategy

ACTIONS

Include a wide range of partners to both facilitate and engage with CLPL Programme 2019-2020.

PROGRESS

Uptake records at end of session 2019-2020 will serve as data for analysis.

Update:

Meeting planned for 12th November 2019 which will include reps from Ed Psych Team, ASL service managers, reps from each of our ASN Outreach teams and any other relevant persons who are currently taking forward ASL improvements (identified by ASL leads)

CLD teams have been met with and relevant colleagues are now taking a lead role in delivering in our CLPL Programme.



To support the CPD Manager transition and engineering of the system to meet needs

ACTIONS

Provide clear support for transition to CPD Manager to Clackmannanshire, Stirling and West Lothian.

Use communications to raise awareness about CPD Manager with staff.

Review new GTCS guidance released on 31st October in line with CPD Manager PRD setup.

PROGRESS

Indicators:

- Engagement with CPD Manager by staff can be reported.
- Quality of data that steers our CLPL Programme will be evidence of progress.
- General uptake in courses and use of CPD Manager features itself can be measured.

Update:

Guides and tutorials have been shared with heads of each establishment and are also available on glow blog.

Support networks in place for administrative teams in LAs.

To create a CLPL offer directed toward Curriculum design and development

ACTIONS

Meet with curricular teams and create action plan for 2020.

PROGRESS

See Curriculum work stream plan

Update:

Meeting with curricular teams to take place in 2019 with a view to proposing CLPL offer in 2020.

To develop digital approaches to CLPL

ACTIONS

Collaborate with partners to define next steps.

PROGRESS

Indicators:

- Number of courses taking a digital or blended approach.
- Impact of these courses to be judged as per priority 1.

Update:

Numerous meetings have taken place with relevant partners. We are actively working with Education Scotland to deliver CLPL and we have secured a clear offer to support us in our next steps.



Section 4 | Career long professional learning

Actions and indicators of progress – medium term (December 2019-May 2020)

Evaluation of CLPL programme offer in March-April 2020.

- Create opportunities to trial new staff development approaches which are interactive, participative and collaborative. Retain successful approaches in 2020-2021 programme and source facilitators to co-create content that enables us to address our key priorities.
- Analyse scoping results from each authority in relation to best practice from PEF CLPL strategies and conclude next steps to share this with staff.
- Deliver an input about closing the poverty related attainment gap at the May 2020 CLPL event.
- Report on engagement with partners to be completed in May 2020.
- Promote staff engagement with CPD Manager. Collect data from CPD Manager to inform 2020-2021 offer. Complete interim survey about CPD Manager in April 2020.
- Depending on Curricular teams meeting – Create CLPL opportunity for staff to access in May 2020.
- Trial digital approaches where appropriate. Create report for May 2020 summarising digital approaches attempted and lessons learned.

Actions and indicators of progress – long term (June 2020-June 2021)

- Ongoing evaluation of CLPL offer using key engagement and quality measures. Collect data about long-term impact.
- Best practice from PEF CLPL strategies shared widely and support networks between authorities set up where appropriate.
- Ongoing collaboration with partners and stakeholders including CLD, H&WB groups and parents.
- Embedding and enhancement of CPD Manager experience by reviewing the system and customising to meet needs of authorities.
- Consider how we are engaging with other RICs and their CLPL programmes, building long-term relationships together.
- Provide a range of sustainable curricular area support. Insight data can be used to measure impact.
- Create a RIC digital strategy with a CLPL focus.

Intended impact of CLPL plan

- Teacher feedback demonstrates engagement with professional learning opportunities offered by the RIC work streams.
- Uptake and evaluative feedback of collaborative CLPL opportunities and models of collaboration.
- Participation by class teachers and regional network input.
- Engagement and participation with the digital communication platform.
- All performance measures will be impacted by CLPL and will show an upward trend.
- Identified attainment gaps are reduced for children and young people.

See Appendix 4. CLPL National and RIC HMI data and Appendix 5. CLPL Programme 2019-20.



Section 5

Improving performance

Use performance information effectively to drive school improvement





Section 5 | Improving performance

Links to National Improvement Framework priorities

- Raising attainment in numeracy and literacy
- Closing the poverty related attainment gap
- Improvement in children and young people's health and well-being
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

National Improvement Framework Driver(s)

- Teacher Professionalism
- Assessment of Children's Progress
- School Improvement
- Performance Information

Why is this being prioritised?

The Forth Valley and West Lothian Collaborative will plan on the basis of available evidence of performance within the region, and will make intelligent use of data and wider performance information to inform which priority areas to take forward as a collaborative, and also to support measurement plans for each work stream. The Collaborative aims to build confidence and capability in the use of data for improvement by

practitioners, at all levels throughout the region.

The strategic use of performance information is key to delivering improvement in schools across the collaborative. The delivery of Excellence and Equity will be focused on positive outcomes for our children and young people.

Overarching aims

- Ensure performance data and information is used across the collaborative to improve outcomes for young people and achieve the aims of the Regional Improvement Collaborative.
- Build staff capacity in terms of data literacy across the collaborative at all staffing levels, to allow data to be used to improve outcomes.
- Data is used across the RIC to gain a deeper understanding of improvement.



Section 6

Developing the
curriculum and STEM



Section 6 | Developing the curriculum and STEM

Links to National Improvement Framework priorities

- Raising attainment in all curriculum areas and numeracy and literacy
- Closing the poverty related attainment gap
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

National Improvement Framework Driver(s)

- Teacher Professionalism
- School Improvement
- Assessment of children's progress
- Performance information

Why is this being prioritised?

A range of data provides evidence that supports the need to develop the curriculum in schools and educational establishments. There are a number of key factors to consider:

Progression pathways from 3-18: Are pathways progressive in each of the curriculum areas?

Equity in the curriculum: Are curriculum pathways and choices accessible by all students; 'Is the curriculum equitable across the Improvement Collaborative?

Attainment outcomes in subject areas: Can a greater consistency be achieved in attainment outcomes for all subjects and can improvements in attainment be demonstrated over time?

Closing the attainment gap: Can attainment gaps in curriculum areas be closed by the support of focused work on numeracy and literacy gaps?

Practitioners, Head Teachers and Heads of Establishment understand the significance of the curriculum as a key driver influencing the learning experience of a child or young person, and the outcomes that they achieve. The design and delivery of the curriculum will vary between schools but the learning experience in and across each curriculum area should be of a consistently high standard and available to all.

Overarching aims

- To create a lead team who will co-create and develop the curriculum strategy for the Regional Improvement Collaborative.
- To undertake a full review of the curriculum offer in each local authority and map how it is supported at school, college, 3rd sector and wider partner levels. This will enable each local authority to build collaborative partnerships that will drive curriculum development in their context.
- To establish and build a network of professionals for each subject and across all eight curriculum areas (Curriculum for Excellence framework), and throughout the RIC.
- To link colleagues of similar subject specialism and curriculum area expertise who will work collaboratively together to improve the curriculum, learning and teaching experience, attainment and achievement outcomes for children and young people.
- To provide a curriculum experience that is flexible, progressive and accessible for all children and young people in Forth Valley and West Lothian.
- To build continuous improvement in attainment and reduce the poverty related attainment gap in all curriculum areas.



What do we want to achieve?

- Support the professional learning of school leaders and teams to deepen understanding of curriculum development at individual, department, faculty and whole school levels.
- Use data to identify specific subject/curriculum areas of need and collaborate on effective strategies for improvement.
- Establish a series of curriculum networks initially at secondary school level to support each subject and curriculum area.
- Create and promote the use of an online portal to share effective practice across in all curriculum areas
- Design and create a bespoke RIC Virtual Campus to enable improved access to curriculum areas for students, build teacher confidence in delivery of STEM subjects in Early Years and Primary schools, support professional learning and network developments.
- Harness the developing partnerships with Further and Higher Education establishments, 3rd sector organisations and other collaborators to enrich and build the curriculum that supports young people to be fully ready for next steps in learning as they leave school and move on to positive destinations.

Actions and indicators of progress – short term (August – December 2019)



ACTIONS

Establish a formal lead Curriculum Team for the RIC.

Undertake a data analysis of attainment by subject, curriculum uptake, presentation rates, pathways, positive destinations.

Develop a Curriculum CLPL offer for Session 19/20 with partners.

Establish secondary curriculum subject networks.

Grow the networks to build membership from all four local authorities.



PROGRESS

Informal meetings across the Improvement Collaborative to be formalised with review of core membership for a strategy team.

All public data collated. Awaiting data share agreement to be finalised to provide full overview with analysis.

A bespoke Developing the Curriculum programme has been created and being led by Stirling University. This will comprise 4 full day sessions and will be offered to Curriculum leads, Depute Head Teachers at secondary level.

A full range of 18 subject networks has been established in West Lothian (February 2019). Each has an appointed subject network leader and the lead team meets on a monthly basis with the RIC Lead Development Officer. This ensures a structured consistent approach to building and developing the networks. The team has also participated in a leadership conference in May 2019.

Each network has been supported with a data pack, training on the use of data and also digital learning to support the development of micro soft teams for communication and collaboration.



Section 6 | Developing the curriculum and STEM

Actions and indicators of progress – short term (August – December 2019)



ACTIONS

Design and create a RIC Virtual Campus and develop its use to support Curriculum delivery in the senior phase and in Primary STEM subjects.

Develop the digital learning platform to support the Virtual Campus. Engage support from RIC Education Scotland team.



PROGRESS

Scoping visit to E-Sgoil in Stornoway undertaken in May 2019.

West Lothian Virtual Campus, established and Falkirk undertaking pilot programme in session 19/20.

Initial logistics meeting has taken place with the RIC Digital Learning team.

Actions and indicators of progress – short term (December 2019 – May 2020)



ACTIONS

Identify and agree on subject areas to pilot with the new virtual campus (VC) model, plan a timeline of implementation for roll out across the RIC Session 20/21.

Prepare the RIC VC and address logistical issues.

Develop a tracking system for use with all subjects and curriculum areas for the Improvement Collaborative that monitors attainment levels and is aligned with numeracy and literacy tracking.

Undertake professional enquiry to determine links between numeracy and STEM attainment, and literacy and languages/humanities attainment.



PROGRESS

Review of subject areas to identify those suitable to be supported by the RIC Virtual Campus.

RIC VC ready to launch with full training for use in place by May 2020.

Tracking system designed, implemented and used to track and monitor subject attainment progress.

Outcomes of enquiry used to inform Raising Attainment strategies for each subject/curriculum area.



Evidence of impact on learners

- For children and young people, the impact will be that they experience a high quality learning and teaching experience in all curriculum areas and in a progressive manner that is challenging and enjoyable from early years through to the senior phase of learning.
- All children and young people will be able to access the full range of opportunities in the curriculum to study areas that will complement their interests and deepen their knowledge and understanding of each subject.
- Levels of attainment in subject areas across the curriculum demonstrate an increase over time, and attainment gaps between the most and least disadvantaged children and young people decrease.
- Children and young people will further develop their skills relevant to future careers and readiness for the world of work.

Evidence of impact on practitioners

- Practitioners will increase confidence in the use of digital technology to build collaborative networks across the Improvement Collaborative. The networks will reduce duplication and work load as a shared approach to improvement planning.
- Opportunities to develop leadership will be facilitated through the curriculum networks and work stream membership.
- Practitioners will deepen understanding of Curriculum Design with a holistic overview of its role as a key driver for raising attainment and achievement of children and young people.
- Practitioners will widen their network of colleagues in their own subject/curriculum areas and build collaborative partnerships that enhance and enrich their practice

Links to National Improvement Framework priorities

- Raising attainment in STEM subjects and numeracy and literacy
- Closing the poverty related attainment gap
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

National Improvement Framework Driver(s)

- Teacher Professionalism
- School Improvement
- Assessment of children's progress
- Performance Information

Why is this being prioritised?

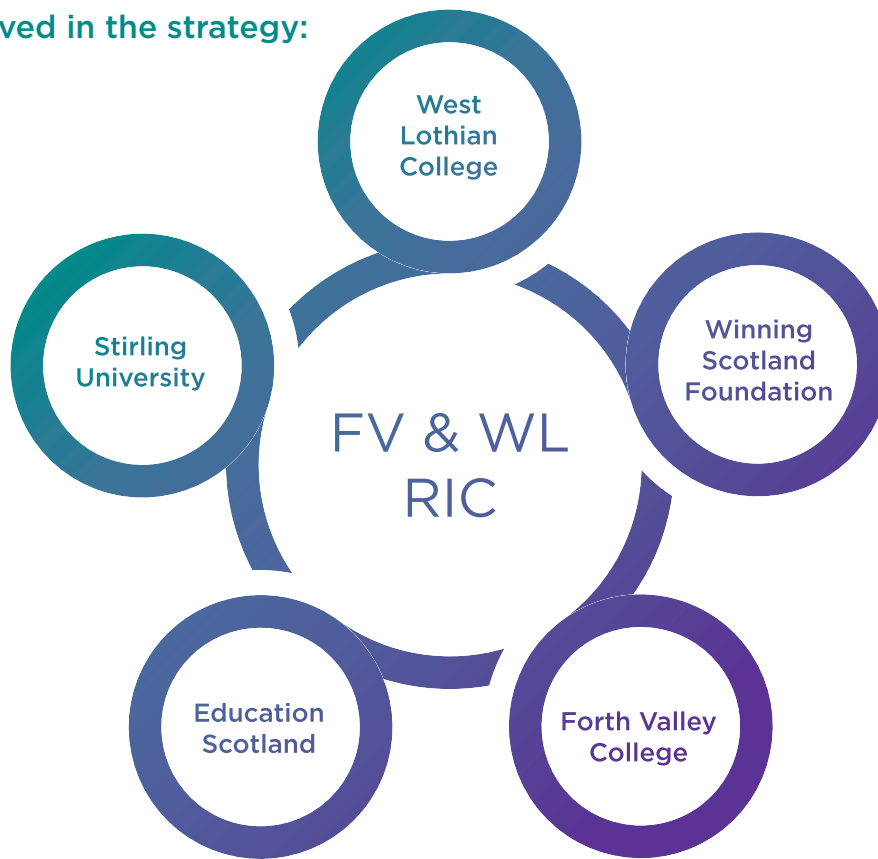
The attainment data from Forth Valley and West Lothian in STEM subjects is provided in the Performance Profile.

The partners across the Improvement Collaborative have been involved in considerable discussion to share and collaborate on a range of STEM developments.

A cohesive overview and shared vision is being developed to ensure that all children and young people engage with a consistently high standard of STEM education and have access to the full range of opportunities afforded by progression pathways into positive and sustained destinations.



Partners involved in the strategy:



Overarching aims

- To create a lead team who will co-create and design the strategy, fully scope out the landscape of the RIC and wider-national and international- develop a high quality and impactful programme to support practitioners who work and lead in Early Learning through to College/University.
- To build partnerships with organisations, further and higher education that will support progression of STEM development for children and young people in Forth Valley and West Lothian.
- To deliver high quality professional learning that is targeted, provides a sustainable framework for continuous development and creates networks of practitioners who grow a vibrant STEM learning community.
- To develop collaborative learning as a RIC. This will be supported by a professional learning offer open to practitioners throughout the four Local Authorities and the development of learning communities online including curriculum networks. Working with partners will provide an opportunity to create and deliver learning programmes that deepen knowledge and understanding through an enquiry based approach.
- To support a professional learning offer that will be matched with the GTCS Professional Standards as well as linking directly with NIF objectives and HGIOS 4 quality indicators. There will be significant opportunities for leadership of professional learning, curriculum networks and digital projects.
- To develop a sustainable CLPL STEM programme that supports improvements leading to increased attainment outcomes for children and young people.
- To develop flexible, equitable and progressive Curriculum pathways that enable access to a full range of STEM careers, further and higher education.
- To improve and achieve gender balance in the STEM curriculum to support equity of access to STEM pathways and careers in the young work force.



What do we want to achieve?

- Support the professional development of practitioners to improve the quality of STEM Learning and Teaching in all educational establishments in Forth Valley and West Lothian.
- Use data to identify specific areas of need and target interventions in specific curriculum areas.
- Address inequity, achieve excellence in practice and outcomes, and support specific groups of children and young people in their STEM pathways.
- Create a STEM network that will support STEM secondary teachers to develop as enquiring professionals who are collaborating professionally to improve STEM delivery in schools and towards positive and sustained STEM destinations.
- Create and promote the use of an online portal to establish STEM RIC teams who share effective practice across all levels.

Actions and indicators of progress – short term (August – December 2019)



ACTIONS

Appoint a dedicated lead person who has the expertise and knowledge base, leadership capability and relationship building qualities to drive the ambition of the project.

Undertaking a Data Analysis of STEM attainment, curriculum uptake, pathways, positive destinations, teacher confidence levels.

Develop a STEM CLPL offer for Session 19/20 with partners.

Establish secondary curriculum subject networks.

Grow the networks to build membership from all four local authorities.



PROGRESS

The Collaborative has applied for a STEM grant from Education Scotland to support the aims of the work stream in partnership with Forth Valley and West Lothian Colleges, and the Winning Scotland Foundation.

Partially complete and will be fully informed when data sharing agreement in place.

Forth Valley and West Lothian Colleges are working across the Improvement Collaborative to open their teacher CLPL programmes to all practitioners for session 2019-2020. A bespoke STEM programme has been created by lead practitioners and the four session programme will start in October.

A full range of Subject networks has been established in West Lothian: Chemistry, Physics, Biology, Computing, Technology, Mathematics with lead teachers (February 2019). They have undertaken Leadership training and are fully supported by monthly meetings with the RIC lead Development Officer.

STEM PTC networks are being established and all networks are supported by Microsoft Teams as a vehicle for collaboration.



Actions and indicators of progress – short term (August – December 2019)



ACTIONS

Numeracy, Literacy and ELC work streams will work collaboratively with the STEM team to apply their curriculum areas to STEM learning.



PROGRESS

The Literacy team are developing a Reading project with the Scottish Book Trust and they are piloting the project in 10 schools from each LA where one of the focal points will be looking at genre and using it to support learning across the curriculum with a STEM strand.

Actions and indicators of progress – mid term (December 2019 – May 2020)



ACTIONS

Undertake a review of STEM pathways in the Broad General Education into the Senior Phase including provision, access, uptake based on engagement with STEM initiatives for example, STEM @ the Helix.

Develop a tracking system for use throughout the Improvement Collaborative that monitors attainment levels and is aligned with numeracy and literacy tracking.



PROGRESS

Full review with data analysis to inform next steps.
Tracking system designed, implemented and used to track and monitor STEM attainment progress.

Expected evidence of impact on learners:

- For children and young people, the impact will be that they engage with a high quality learning experience that provides challenge and progression through Curriculum for Excellence levels, Senior Phase and into Further and Higher Education in the STEM curriculum areas.
- Children, young people and their families will be better informed about the STEM World of Work pathways and opportunities.
- Levels of attainment in numeracy, literacy and STEM subjects increase and attainment gaps decrease between the most and least disadvantaged children and young people.
- More learners will be able to access the full range of STEM opportunities in the curriculum.

Evidence of impact on practitioners:

- Early Years and Primary practitioners will be upskilled in STEM delivery and build confidence in doing so, supporting the delivery of STEM across the curriculum.
- Opportunities to build leadership will be facilitated through the curriculum networks.
- Practitioners will be confident in the use of digital media and online platforms for collaboration, which will widen the scope of collaboration across the four councils in the RIC.
- Practitioners will engage with curriculum pathways 3-18 ensuring progression, pace and challenge in classroom delivery.



Section 7

Health and wellbeing

Improvement in children and young people's health and well-being





Links to National Improvement Framework priorities

- Raising attainment in numeracy and literacy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and well-being
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

National Improvement Framework Driver(s)

- Teacher Professionalism
- School Improvement
- Assessment of children's progress
- Performance Information
- Parental engagement

Why is this being prioritised?

The partners across the collaborative have been involved in considerable discussion to share their plans that they are undertaking in the area of Health and Well-Being. This theme covers a wide range of topics and spreads across all NIF and Regional Improvement Collaborative priorities. Due to its complex nature, it has been considered by each of the work streams and also with a holistic overview to identify common areas that have been considered for joint development as a RIC.

The Improvement Collaborative recognises that health and well-being underpins each RIC priority and so for example, increasing Numeracy attainment and closing the poverty related attainment gap in Numeracy will be achieved with improvements in the health and well-being of children and young people. One of the significant projects that the collaborative is undertaking is Numeracy Mindset in partnership with the Winning Scotland Foundation. The aim of the project is to support pupils, teachers and parents in approaching Numeracy with a positive growth mindset to learning.

A number of common themes are being developed in each Local Authority's plan for Health and Well-Being:

- Supporting positive mental health and well-being of children, young people, staff and school communities.
- Review of Personal and Social Education (PSE): preparing Scotland's children and young people for learning, work and life, progressing recommendations from the Scottish Government's review published January 2019.
- Developing parental engagement and family learning.
- Supporting schools with evaluation of quality indicator: Ensuring Well-Being, Equality and Inclusion.

The four local authorities will work together in taking each of these themes forward which will enable them to pool resources and increase capacity for driving improvement at pace.



Why is this being prioritised?

- To create a lead team who will co-create and design the strategy, fully scoping out the landscape of the RIC.
- To support the plans of each local authority for Health and Well-Being where common themes can be progressed collaboratively together.
- To build partnerships within the improvement collaborative in particular with Community Learning and Development (CLD) and the RIC Educational Psychology team.
- To build wider partnerships with organisations who will support the aims of the Health and Well-Being work stream.
- To improve the health and well-being of children and young people, including mental health, enabling them to enjoy a positive learning experience and enhance their future life opportunities.
- To deliver a high quality PSE programme in every school and educational establishment in Forth Valley and West Lothian.
- To engage and support parents and carers fully in the development of their children’s learning.
- To ensure equality and inclusion leading to improved outcomes for all learners.

Why is this being prioritised?

- Develop joint plans and programmes that will support each of the priority areas of the Health and Well-Being improvement collaborative, and each Local Authority’s health and well-being aims.
- Support the professional development of practitioners with mental health CLPL and PSE delivery in all educational establishments in Forth Valley and West Lothian.
- Use data to identify specific areas of need and inform measurement plans.
- Address inequity, achieve excellence in practice and outcomes, and support all children and young people to improve their health and well-being.



Actions and indicators of progress – short term (August – December 2019)

ACTIONS

PROGRESS

Appoint a dedicated lead person who has the expertise and knowledge base, leadership capability and relationship building qualities to drive the ambition of the project. Establish new team.

The Collaborative is in discussion with colleagues from the Education Scotland RIC Team to consider how to support the core strategic team.

Undertake a data analysis of HMI reports with a focus on quality indicator 3.1 Ensuring Well-being, equality and inclusion; overview of PSE reviews by local authority; CLPL provision; parental engagement programmes; overview of ASN provision across the RIC; well-being census.

Partially complete and will be fully informed when data sharing agreement in place.

Develop a Health and Well-being CLPL offer for Session 19/20 with partners.

RIC CLD Team, RIC Educational Psychology Team and Education Scotland colleagues (parent engagement and family learning) are supporting the RIC CLPL programme for Session 2019-2020.

New workstream will be formed

A scoping exercise has been undertaken with each local authority lead for Health and Well-being. Current programmes of delivery shared.

2. Review of Personal and Social Education (PSE): preparing Scotland’s children and young people for learning, work and life, progressing recommendations from the Scottish Government’s review published January 2019.

New team to develop joint planning to address recommendations.

3. Developing parental engagement and family learning.

CLD and Education Scotland partners are working with the CLPL team to design and deliver a programme with practitioners starting in October 2019.

4. Reviewing the provision of Additional Support Needs

Detailed analysis of current provision.

5. Supporting schools with evaluation of quality indicator: Ensuring Well-Being, Equality and Inclusion.

New team sharing current strategies.



Actions and indicators of progress – short term (August – December 2019)



ACTIONS

Progress review and report.



PROGRESS

Full review with data analysis to inform next steps.

Expected evidence of impact on learners

- Children and young people will be fully supported in developing their mental health and well-being in every school and educational establishment in Forth Valley and West Lothian.
- There will be an increase in positive attitudes of children and young people to Numeracy and Literacy learning, and this will support increased attainment and closing the poverty related attainment gaps in numeracy and literacy.
- Children and young people will engage with a high quality learning experience in personal and social education preparing them for learning, life and work.
- There will be an increase in the number of children and young people who report feeling respected in terms of equality and included.

Expected evidence of impact on learners

- Practitioners will be upskilled in Mental Health and wider Health and Well-Being areas reporting improved confidence levels in delivery with children and young people.
- The health and well-being of staff is recognised and valued through the RIC CLPL programme.
- Practitioners will have a deeper knowledge and understanding of the use of data and how it informs progress with Health and Well-Being indicators.
- Practitioners feel supported to deliver high quality PSE programmes which address the recommendations from the Scottish Government's review (January 2019), and report increased confidence in engaging pupils in excellent learning and teaching in PSE.



Section 8

Community Learning & Development

- Peer evaluation
- Family learning
- Recognising children and young people, adult and communities wider achievement
- Youth Work and Schools
- Developing CLD leadership



National Improvement Framework Driver(s)

Detailed below are six drivers of improvement from the NIF:

- School/Service leadership
- Teacher/CLD practitioner professionalism
- Parental engagement
- Assessment of child's progress
- School improvement
- Performance information

National Improvement Framework Driver(s)

The data from the four regions indicates that:

- There is limited capacity within CLD providers to undertake self-evaluation as a means to supporting continuous improvement.
- There is limited understanding of family learning within schools and this can lead to inconsistent approaches and methods in the delivery of family learning, thus leading to negative outcomes for children/young people.
- There is limited understanding by schools of children's/young people's participation in out of school activities and their wider achievement.
- There is limited understanding as to why some youth work approaches deliver positive outcomes within one school and do not in another.
- The staff demographics of each local authority partner within the CLD work stream indicate that there is limited capacity at manager/leadership levels and that there requires significant investment in this area if education system is to fully realise the contribution of CLD.

Overarching aim

Increase the capacity of the CLD sector within the RIC in order that CLD practitioner can contribute to raising attainment and achievement of children and young people.

Overarching aim

Increase schools understanding of the range of CLD interventions that are available to children, young people and parents/carers thus leading to improved outcomes for children and young people.

National Improvement Framework Driver(s)

- Planning for peer evaluation process underway.
- CPD in family learning underway.
- Recognising children's/young peoples, adults and communities wider achievement working group are meeting to plan CPD opportunity.
- RIC Youth Work and Schools Benchmarking Project established.
- CLDMS/RIC Regional Event working group established.



Section 8 | Community Learning & Development

Actions and indicators of progress – mid term (December 2019 – May 2020)

- Peer evaluation process underway across the RIC.
- CPD delivery in family learning underway.
- CPD delivery in recognising children's/young peoples, adults and communities wider achievement underway.
- Youth Work and Schools Benchmarking Project data sets agreed and visits taking place.
- CLDMS/RIC regional event planning underway and event delivered in May 2020.

Overview of work stream progress: September 2018-August 2019

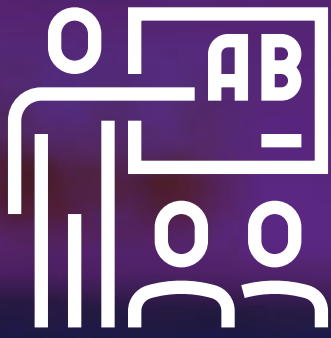
Progress with actions:

- Peer evaluation: The CLD work stream has delivered a process of peer evaluation across the RIC. This was supported by Education Scotland. Report is available.
- Family learning: The CLD work stream has developed a four unit CPD opportunity in family learning and this is now being offered across the RIC.
- Recognising young people's participation and wider achievement: The CLD Work stream has developed a four unit CPD opportunity that is now being offered across the RIC in partnership with Youthlink Scotland and Education Scotland.

Achieved outcomes

Progress with actions:

- Peer evaluation: Increased the capacity of all local authorities to undertake peer evaluation. Local Authorities have also embedded peer evaluation within the continuous improvement systems and processes.
- Family learning: Too early yet. Further evidence required.



Section 9

Education

Scotland Plan



Section 9 | Education Scotland Plan

Work Stream	Action by Education Scotland October 2019 to June 2020	ES Staff	Timeline	Outcome
Health & Well-being	Education Scotland will work alongside RIC and LA colleagues to scope current needs around HWB and ASN across the RIC. This will include working alongside RIC colleagues to establish a multi-agency steering group to complete this work.	Jacqui Ward Joe Walker James Miller	April 2020	There will be increased partnership working across the RIC around H&WB and ASN resulting in increased collaboration and consideration of targeting of resources.
	Take forward in collaboration with CLD partners to identify shared priorities to support children and young people to improve their health and well-being	Mandy Watts	Nov 2019	Improved partnerships with CLD leads which will lead to a shared understanding of H&WB priorities.
	Take forward in collaboration with CLD partners professional learning on family learning	Mandy Watts	March 2020	Improved knowledge and understanding of family learning practice through high quality CLPL which will have an impact on families and establishments.
	Education Scotland will work in collaboration with RIC operational and strategic leads for Parental involvement/engagement and family learning on identified priorities to: <ul style="list-style-type: none"> • Co-develop and co-deliver CLPL sessions on Parental Engagement (4) and Family Learning (4). Consider putting the activities on the national online Framework for Educational Leadership. • Identify Family Learning representative from all four local authorities to be on the national Family Learning Network. • Work with operational and strategic leads to consider Family Learning accreditation for the RIC • Input into existing RIC Parental involvement/engagement network as and when required. • Maintain good partnership working between Education Scotland and RIC operational/strategic leads. 	Beverley Ferguson	From Oct 2019 – May 2020	Practitioners understanding of family learning and parental involvement/engagement will be increased which will lead to improved practice. Partnership working will be established and maintained leading to improved outcomes for children, young people and families. Local authorities will meet the requirements of the Learning Together National Action and relevant parental involvement legislation.

Work Stream	Action by Education Scotland October 2019 to June 2020	ES Staff	Timeline	Outcome
	<ul style="list-style-type: none"> Consider next steps for PI/ PE/FL at a RIC level based on existing intelligence and once the national census data is available in October 2019. Consider priorities in the Learning Together National Action Plan to be taken forward for 2019/20 and 2020/21. Work with RIC lead on embedding parents and families across all work streams. 			
Numeracy	To engage with Numeracy Academy PTs to support the CLPL offer for P1 and P2	Maria Docherty	October 2019	A clear understanding between RIC team and ES team of what the offer entails in order to increase awareness of RIC priorities at LA level and RIC level
	To ensure the RIC plan meets National Numeracy expectations.	Maria Docherty	June 2020	Strategies and methodologies will be supported by policy, current research and national guidance and in accordance with improvement to ensure all relevant parties have a shared understanding of key messages.
	To share practice on a wider platform.	Maria Docherty	Commence Oct 2019 to June 2020	RIC profile will be heightened; showcasing innovative practice to enhance the quality of the learning and teaching within N&M.
	To take forward priorities as discussed and agreed at the Numeracy Steering Group.	Maria Docherty	By Dec 2019	Increased capacity to lead and co-develop aspects of some of the work streams, including numeracy support for the ASN sector; leading to a shared understanding of standards and progression and the co-creation of suitable approaches to help build confidence, knowledge and understanding of the teaching and learning.

Work Stream	Action by Education Scotland October 2019 to June 2020	ES Staff	Timeline	Outcome
	To produce and facilitate an accredited numeracy programme for support for learning workers.	Maria Docherty	By June 2020	A robust numeracy intervention programme for targeted groups will be co-produced, with involvement from local colleges, which will lead to professional recognition for support staff. This will help improve understanding of concepts and lead to improved attainment for learners.
	To support the learning and teaching of N&M concepts across the RIC and at LA level.	Maria Docherty	From Aug 2019 to June 2020	Practitioners supported in adopting appropriate methodologies and strategies associated with the learning and teaching of N&M at all levels/stages to increase confidence levels; leading to improved knowledge and understanding and improved attainment.
	To work in collaboration with Attainment Advisors and the Performance Team to analyse and identify the poverty related attainment gap in numeracy.	Jackie Ballantyne	From Oct to Dec 2019 From Jan 2020 onwards	Together with the RIC and the Performance Team, analyse the data to identify any gap in numeracy around achievement of a level in P1, P4, P7 and S3. Following on from analysis, as a RIC team, identify shared themes and interventions across the RIC and subsequently on an individual authority basis.
	To work with identified QAMSOs across FVWL to develop and implement assessment and moderation.	Jackie Ballantyne	From Nov 2019 onwards	Increased capacity and understanding of assessment and moderation practices to enhance the knowledge of practitioners from Early Years to Secondary will lead to a robust shared understanding of what achievement of a level looks like at early through to fourth level.

Work Stream	Action by Education Scotland October 2019 to June 2020	ES Staff	Timeline	Outcome
Curriculum	Education Scotland will support curriculum networks to address the requirements of their curriculum area development plans.	Lynne Robertson and Joe Walker	Across life of the plan as needed	Improvements in learning, teaching and assessment as a result of increased collaboration across the RIC.
	Education Scotland will support the RIC curriculum team to refine the priorities of the RIC plan with reference to curriculum area work.	Lynne Robertson and Joe Walker	When the team is in place - short term	Increased focus on the operational outcomes of the plan – e.g. specific outcome measurements and associated timelines to ensure improvements in the consistency of learning, teaching and assessment.
	Education Scotland will support curriculum area networks in improving achievement in the BGE through engaging with assessment and moderation planning and strategy.	Lynne Robertson and Joe Walker	Across life of the plan as needed	Increased understanding of progression throughout the BGE and improved understanding of curriculum rationale across the RIC.
	Education Scotland will support emerging developments in the use of the virtual campus in delivering national qualifications in psychology.	Joe Walker	Across life of the plan as needed	Increases in availability of NQs in psychology for learners across the RIC and improvements in attainment in NQs in psychology.
	Education Scotland will support subject leads across the RIC in their work towards improving equity.	Lynne Robertson and Joe Walker	Across life of the plan as needed	Improvements in understanding the relationship between curriculum area work and improvements in equity, resulting in embedding equity in curriculum.
	Education Scotland will support the digital requirements of the RIC virtual campus through gathering information on individual authority approaches to virtual provision and sharing this with the work stream lead.	Jim Fanning	Jan 2020	This will support a RIC understanding of how aligned current individual approaches are to virtual provision and what will constitute a common RIC solution.

Work Stream	Action by Education Scotland October 2019 to June 2020	ES Staff	Timeline	Outcome
	Education Scotland will support the digital requirements of the RIC virtual campus through jointly developing a CLPL resource that can be used to highlight approaches to teaching and learning in a virtual campus. ES will support delivery of any CLPL.	Jim Fanning	April 2020	This will support a RIC based evidence informed approach to developing and offering CLPL relating to the virtual campus.
	Education Scotland will support discussion around senior curriculum development and curricular pathways in the senior phase	Kit Gilbert	Jan 2020	This will support the RIC to develop their thinking around the design of the senior phase curriculum and the DYW agenda.
Curriculum: STEM Element: RIC Strategy	<p>Education Scotland will support the planning and development of the STEM strategy. (This action relates to both local authority and regional basis). Actions towards the planning and development of strategy:</p> <ul style="list-style-type: none"> • Education Scotland will partner with the identified RIC lead for STEM and the LA leads to explore the added value the RIC can bring. • Education Scotland will facilitate meetings with the LA STEM leads and encourage inter-authority collaboration. • Education Scotland will support the development of the STEM strategy through developing relationships with partners and seeking opportunities to link and collaborate. <p>Education Scotland will encourage collaboration and partnership working between various agencies working in FVWL (Examples include Skills Development Scotland; University; colleges; DYW regional groups; Engine Shed; Codebase etc.)</p> <ul style="list-style-type: none"> • Education Scotland will encourage partners to reflect on the aims of the STEM strategy and how these are reflected in the RIC strategy. • Education Scotland will partner with the RIC to ensure gender balance and equalities themes are reflected within the strategy. • Education Scotland will support collaboration between LA STEM leads share STEM strategies and explore how the RIC can add value to the individual work. 	Mairi Thomson Fiona Shaw will support the ICBE action	This is dependent on lead from RIC being identified. Possible draft strategy March 2020 This timeline and associated work continues across the life of the plan – develop; refine; implement and review	STEM strategy demonstrates the added value the RIC brings for leaders and practitioners. The RIC STEM strategy will deepen partnership working. Curriculum planning and learner pathways will be improved because the STEM strategy takes account of the profile of the RIC.



Work Stream	Action by Education Scotland October 2019 to June 2020	ES Staff	Timeline	Outcome
Curriculum: STEM Element: STEM Hub	Education Scotland will contribute to the development of the two STEM Hubs in Forth Valley and West Lothian. Education Scotland will partner with and encourage the STEM Hubs to achieve their 3 core aims: 1. Raise the profile of STEM 2. Professional learning 3. Curriculum development	Mairi Thomson	On-going STEM Hubs meet quarterly. Meet college STEM leads in between Hub meetings as needed.	The RIC benefits from the learning/activity emerging from the STEM Hubs by: <ul style="list-style-type: none"> • Raising the profile of STEM • By enabling professional learning • By engaging with Curriculum development which will increase staff confidence in STEM skills and subjects and therefore raise attainment and close the poverty-related attainment gap.
Curriculum: STEM Element: STEM Nation Award	Education Scotland will support the development of the STEM Nation Award (a national milestone through regional and local delivery) This includes: <ul style="list-style-type: none"> • Meeting settings collectively to share overview of process, access to materials and what the pilot might entail in their setting. • The offer of individual visits to reflect on setting's progress with: <ul style="list-style-type: none"> - Self-evaluation - Identification of elements - Gathering of evidence - Submission of evidence Education Scotland will support the STEM Nation Award validation process and visits.	Mairi Thomson	2019 Validation Dec 2019 - Jan 2020 Celebration March 2020 National roll out - April 2020	At present 21 settings/ establishments across FVWL have expressed an interest in being represented in the first phase of the STEM nation award. Settings are supported on their STEM journey. Increased intelligence and exemplification re STEM practice in FVWL. Practitioners/leaders' capacity across FVWL is built through engaging with the STEM Nation Award (Recognition of role) <ul style="list-style-type: none"> • Participant • Validator • Benefiting through sharing STEM Nation Award contributes to a self-improving system within FVWL. Collaboration across LAs and establishments develops as settings share their STEM journey. All of which will lead to an increasingly consistent approach across the RIC towards raising attainment and closing the poverty related attainment gap using the principles and context of STEM.

Work Stream	Action by Education Scotland October 2019 to June 2020	ES Staff	Timeline	Outcome
Curriculum: STEM Element: STEM Grants	<p>Education Scotland will support recipients of the Enhancing Professional Learning in STEM grants.</p> <p>Education Scotland will link with lead settings to ensure maximum benefit for practitioners in terms of professional learning.</p> <p>Education Scotland will share learning from the Enhancing Professional Learning in STEM grants across the RIC to support the development of pedagogy and practice in STEM.</p>	<p>Mairi Thomson - Falkirk; Stirling; West Lothian and RIC partner Winning Scotland Foundation</p> <p>MD -Link to Clacks</p> <p>(Grants allocated - 1 in Stirling; 5 in Falkirk; 3 in W Lothian and 1 which combines Stirling University, RIC and Winning Scotland Foundation)</p>	<p>On-going for the lifetime of the grants.</p> <p>Meetings with LA/ RIC/ partners beginning September 2019 onwards.</p> <p>Reports due October 2019 for Round 1 Phase 1 and Interim Monitoring of Round 2 Phase 1 13 March 2020.</p>	<p>FVWL STEM grants support professional learning and positively impacts practitioner confidence and pedagogy.</p>
Curriculum: STEM Element: STEM @ Helix	<p>Education Scotland will work with partners to scope out possibilities for STEM @ Helix 2020 event.</p> <p>Education Scotland will support the planning of STEM @ Helix.</p> <p>Education Scotland will partner with interested parties from STEM @Helix to scope out a new award STEM in the Community.</p>	<p>Mairi Thomson partnering with relevant RIC/LA and partner organisations To include MW</p>	<p>May 2020</p> <p>Beginning May 2020 TBC</p>	<p>This will lead to increased engagement of S1 pupils in STEM.</p> <p>The scoping activity will determine a clear plan for development of a community award emerges.</p>
Literacy	<p>Education Scotland will attend and contribute to Literacy work stream meetings working in collaboration with RIC staff to ensure a clear focus on equity by:</p> <ul style="list-style-type: none"> • Providing appropriate support and challenge around planning rationales, outcomes and measures and the targeting of interventions and training • Providing input for the work stream members as appropriate 	<p>Patricia Leeson and Helen Fairlie</p>	<p>Regular meetings up to June 2020</p>	<p>Activities led by the literacy work stream will result in a closing of the poverty related attainment gap as well as an increase in attainment in reading across targeted schools.</p>

Work Stream	Action by Education Scotland October 2019 to June 2020	ES Staff	Timeline	Outcome
	Education Scotland will work alongside school literacy leads to facilitate a RIC-wide network of secondary Principal Teachers / Curriculum Leaders of English and literacy	Helen Fairlie	Dec 2019	Increased number of opportunities for secondary PTs English and literacy to network, share resources and collaborate within and across the four local authorities within the RIC which will lead to: <ul style="list-style-type: none"> • Increased awareness amongst secondary English departments, of the benefits and opportunities of working across the RIC. • Increased awareness amongst secondary English teachers of strategies which will enable them to promote equity and excellence.
	Education Scotland will support the Literacy work stream to engage with literacy data collated at National level (e.g. School Inspection Findings, ACEL etc.)	Helen Fairlie	May 2020	Working with the performance work stream, literacy work stream members' reflections upon the messages emerging from national data will inform self-evaluation processes and future planning for the work stream, leading to an enhanced use of national data and messages to support equity and excellence.
	Education Scotland will support practitioners from across sectors and curricular areas to engage with national messages about literacy, and specifically, literacy across learning, at the planned RIC literacy event.	Helen Fairlie	April event	Practitioners from across sectors and curricular areas will use national messages leading to self-evaluate literacy across learning with increased confidence
	Education Scotland will support the development of reading moderation by working alongside the RIC literacy workstream and local authority assessment coordinators to encourage effective engagement with the moderation cycle.	Helen Fairlie / Patricia Leeson / NIF Advisor	June 2020	Local authority staff at all levels have increased engagement with the moderation cycle leading to improved confidence in teacher professional judgements for reading across schools and clusters within the RIC.

Work Stream	Action by Education Scotland October 2019 to June 2020	ES Staff	Timeline	Outcome
Curriculum: STEM Element: STEM Grants	<p>Education Scotland will support recipients of the Enhancing Professional Learning in STEM grants.</p> <p>Education Scotland will link with lead settings to ensure maximum benefit for practitioners in terms of professional learning.</p> <p>Education Scotland will share learning from the Enhancing Professional Learning in STEM grants across the RIC to support the development of pedagogy and practice in STEM.</p>	<p>Mairi Thomson - Falkirk; Stirling; West Lothian and RIC partner Winning Scotland Foundation</p> <p>MD -Link to Clacks</p> <p>(Grants allocated - 1 in Stirling; 5 in Falkirk; 3 in W Lothian and 1 which combines Stirling University, RIC and Winning Scotland Foundation)</p>	<p>On-going for the lifetime of the grants.</p> <p>Meetings with LA/ RIC/ partners beginning September 2019 onwards.</p> <p>Reports due October 2019 for Round 1 Phase 1 and Interim Monitoring of Round 2 Phase 1 13 March 2020.</p>	<p>FVWL STEM grants support professional learning and positively impacts practitioner confidence and pedagogy.</p>
Curriculum: STEM Element: STEM @ Helix	<p>Education Scotland will work with partners to scope out possibilities for STEM @ Helix 2020 event.</p> <p>Education Scotland will support the planning of STEM @ Helix.</p> <p>Education Scotland will partner with interested parties from STEM @Helix to scope out a new award STEM in the Community.</p>	<p>Mairi Thomson partnering with relevant RIC/LA and partner organisations To include MW</p>	<p>May 2020</p> <p>Beginning May 2020 TBC</p>	<p>This will lead to increased engagement of S1 pupils in STEM.</p> <p>The scoping activity will determine a clear plan for development of a community award emerges.</p>
Literacy	<p>Education Scotland will attend and contribute to Literacy work stream meetings working in collaboration with RIC staff to ensure a clear focus on equity by:</p> <ul style="list-style-type: none"> • Providing appropriate support and challenge around planning rationales, outcomes and measures and the targeting of interventions and training • Providing input for the work stream members as appropriate 	<p>Patricia Leeson and Helen Fairlie</p>	<p>Regular meetings up to June 2020</p>	<p>Activities led by the literacy work stream will result in a closing of the poverty related attainment gap as well as an increase in attainment in reading across targeted schools.</p>



Appendices



Numeracy and Mathematics Programme

2019-20



**Forth Valley and West Lothian
Regional Improvement
Collaborative**



Introduction

Introduction

We are delighted to present the very first Forth Valley and West Lothian Numeracy and Mathematics Programme for session 2019-20. Outlined in this programme are the range of research-based professional learning opportunities which will be made available across the Regional Collaborative next session to build staff capacity to ensure all our learners have access to meaningful learning experiences which enable them to progress their skills in Numeracy and Mathematics.

An important part of our vision is to provide a range of pedagogical approaches to professional learning to support the improvement of teaching and learning as central to securing better outcomes for learners across the FVWL.

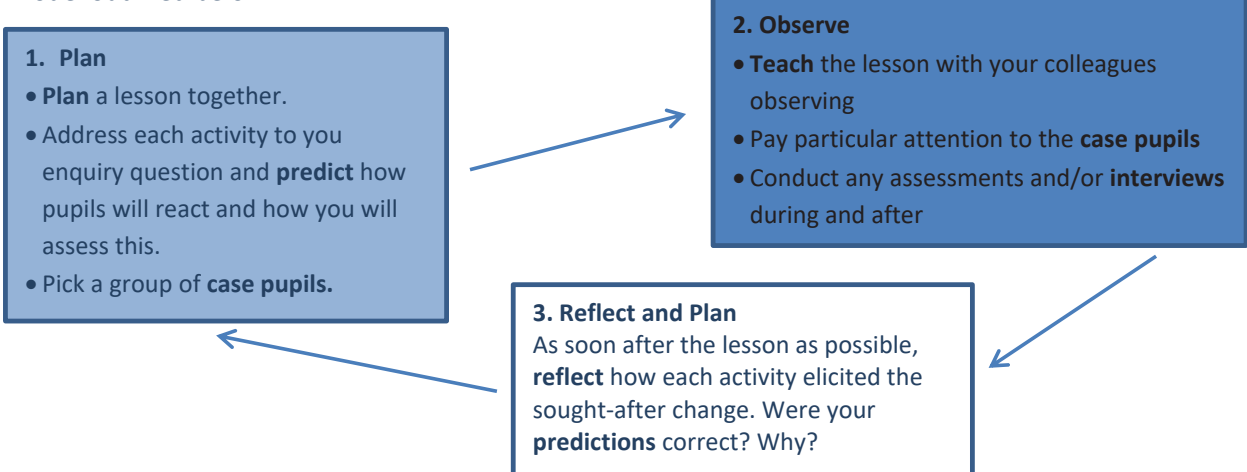


Aims

- Develop a positive attitude to Numeracy and Mathematics across the Regional Collaborative, fostering high aspirations and an ethos of achievement.
- Build staff capacity to develop appropriate skills, knowledge and understanding of Numeracy and Mathematics across all sectors.
- Ensure all our learners have access to meaningful learning experiences which enable them to progress their skills in Numeracy and Mathematics.
- Ensure all our learners are secure in conceptual development of Numeracy and Mathematics skills through a shared understanding of numerical development.

Lesson Study Model

The FVWL Numeracy Team will advocate and implement the **Lesson Study Model** in a number of the programmes offered. This powerful, professional learning approach is known to dramatically improve learning and teaching and the practice and subject knowledge of teachers. It will follow the general model outlined below.



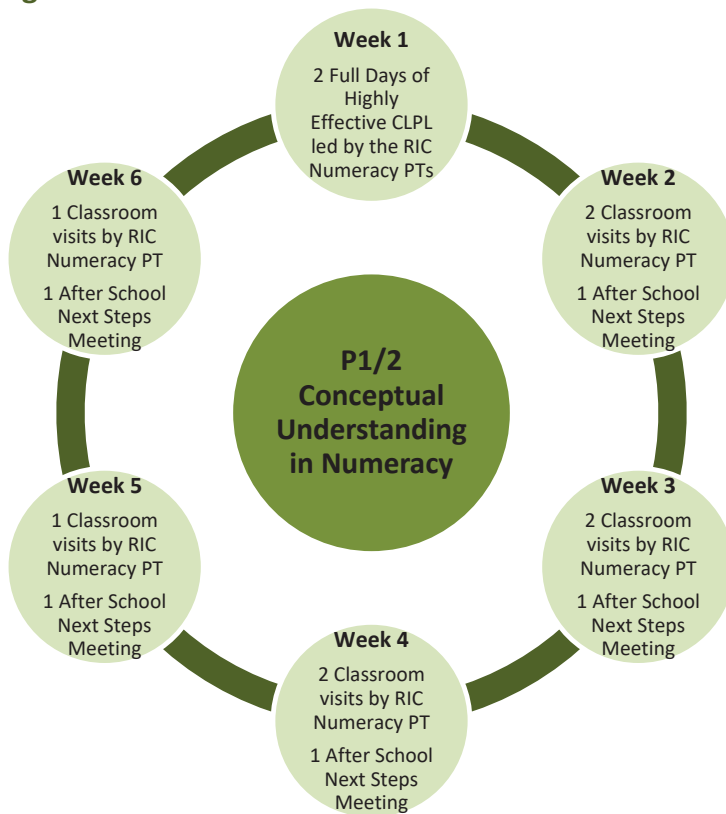


Conceptual Understanding in Numeracy Programme

Introduction

The **Conceptual Understanding in Numeracy Programme** is based on robust research examining what effective teaching and learning in numeracy looks like. Through collaborative enquiry, practitioners will work around a programme of planning, teaching and dialogue sessions based on the Lesson Study Model. Participants will develop a deeper understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.

Programme Overview



Aims

- Develop a deep understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.
- Be able to apply over time these practices to your own classroom and department.



To support the practitioners who will be engaging in the programme for the first time, **two full days** of high quality professional learning will be provided.

Led by our RIC Numeracy Team, this comprehensive and collaborative training ensures practitioners are equipped with the knowledge, understanding and skills to develop highly effective pedagogies in their classroom.

Eligibility

In Year One, 40 schools across the FVWL Regional Improvement Collaborative will participate in the **Conceptual Understanding in Numeracy Programme**. Each school will identify 2 practitioners teaching at Primary 1 or 2 to take part.

“... but today, as in the past, many students struggle with mathematics and become disaffected as they continually encounter obstacles to engagement. It is imperative, therefore that we understand what effective mathematics teaching looks like – and what teachers can do to break this pattern.”



Highly Impactive Teaching at Second and Third Level

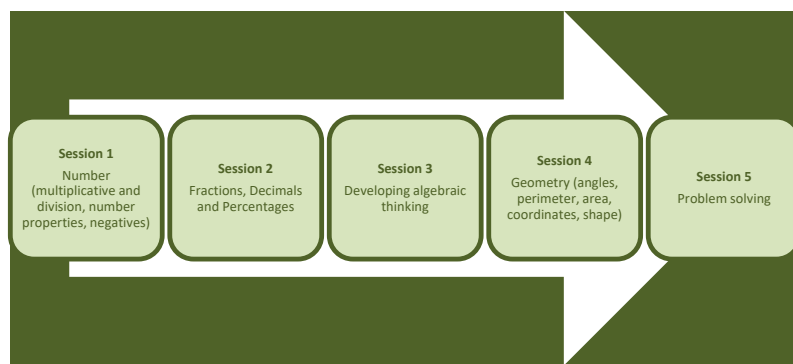
Introduction

The **Highly Impactive Teaching at Second and Third Level** is based on robust research examining what effective teaching and learning in numeracy looks like. Through highly effective professional development sessions primary and secondary staff will develop a deeper understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.

Aims

- Develop a deep understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.
- Become proficient in the use of manipulatives at 2nd/3rd level
- Be able to apply over time these practices to your own classroom and department.

Programme Structure



Eligibility

In Year One, cluster schools across the FVWL Regional Improvement Collaborative will participate in the **Highly Impactive Teaching at Second and Third Level**. Each school will identify 1 or 2 practitioners teaching at second or third level to take part.



“With Mathematics itself being abstract, concrete Maths manipulatives provide the learner a ‘window’ in, to make sense of the problem at hand by touching them, playing with them, exploring the patterns and relationships which make a huge difference between understanding for depth or just for procedure. Research has shown that teaching with physical manipulatives has significant positive impact on learning in Maths.”



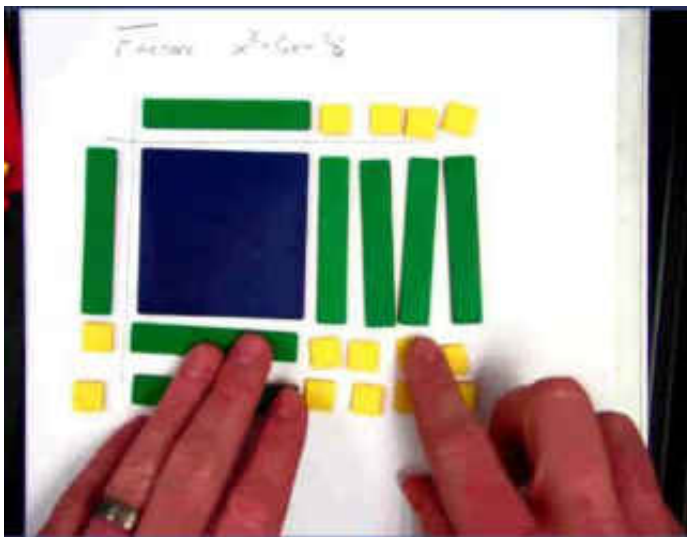
Highly Impactive Teaching at National 5

Introduction

The **Highly Impactive Teaching at National 5** programme is tailored specifically for secondary teachers delivering National 5. This programme will focus particularly on the use of manipulatives and alternative representations to develop understanding and fluency with key number and algebra ideas at this level including: percentages, factorisation, completing the square, negative numbers, solving equations etc. It will encourage and develop practice and reflection from attendees between sessions, so that professional discussion around the implementation of ideas in lessons can take place.

Aims

- Develop a deep understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.
- Be able to apply over time these practices to your own classroom and department.

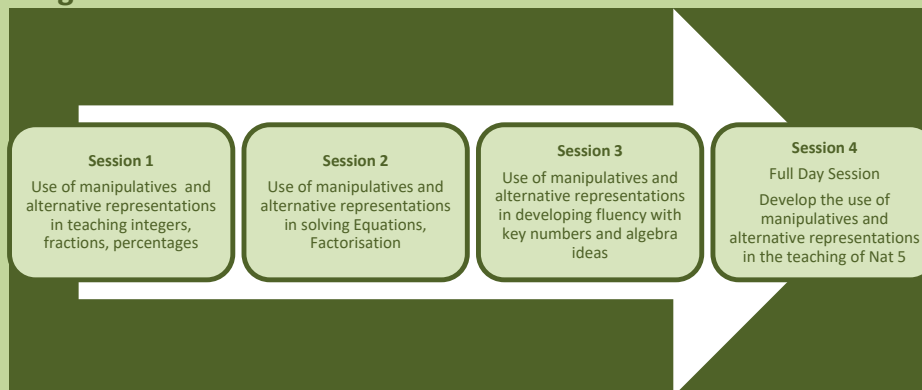


Who will be involved?

In Year One, 20 Secondary Schools across the FVWL Regional Improvement Collaborative will participate in the **Highly Impactive Teaching at National 5**. Each school will identify up to 2 practitioners to take part.



Programme Structure



This programme will require practice and reflection from attendees between sessions, so that professional discussion around the implementation of ideas in lessons can take place.



Numicon Intervention Training

Introduction

The Numicon Intervention Programme (NIP) approach develops conceptual understanding in mathematics using multi-disciplinary/multi-sensory approaches, making use of apparatus and focusing on action, imagery and conversation. It is designed to be conducted by trained Learning Assistants/Pupil Support Workers and a supporting teacher.

The programme has been developed to support maths intervention for 6-11 year olds. The intervention lasts 12 weeks, with 2 or 3 lessons a week, depending upon learner's needs.



Studies have consistently shown that the Numicon Intervention Programme (NIP) is the only intervention which improves pupil attainment and progress.



Programme Structure



This training focuses specifically on the materials needed to carry out the Numicon Intervention Programme including diagnostic assessment. Attendees are introduced to the resources used for developing mathematical understanding and how they can best meet the needs of individual learners and whole schools, through a rigorous and proven intervention.

Having completed this training, attendees will be able to carry out the Numicon Intervention Programme. The RIC will support and facilitate staff to carry out live training in their setting or to effectively facilitate the intervention with individual and small groups of learners.

Who will be involved?

In Year One, up to 24 schools across the FVWL Regional Improvement Collaborative will have the opportunity to participate in the Numicon Intervention Programme. Each school will identify a lead teacher and Learning Assistant/Pupil Support Worker to take part.

“Numicon is a highly visual resource which can be used to explain ‘abstract’ concepts in a clear way.”

Jayne Evans, Yarm Primary



1stclass@number

Introduction

1stClass@Number is delivered by trained Pupil Support Workers/Learning Assistants (PSWs/LAs) to small groups of learners who have fallen behind in mathematics. The intervention was designed and is delivered by Edge Hill University. PSWs/LAs work with learners for eight weeks using detailed lesson plans and adapting them according to information gained from structured assessments.

It aims to help them to make faster progress and catch up with their peers. This research based intervention has been tested by the Education Endowment Foundation showed favourable results having a positive impact on participants. 55,000 learners have been supported by 1stclass@number in over 4000 schools with participant's average number age gain of 13 months in only 4 months (Sandwell test) with 93% of learners showing more confidence and interest in mathematics lessons.



1stClass@Number
for children who need a helping hand with mathematics

"Our evaluation found that pupils who received 1stclass@number made, on average, two additional months' progress in maths. This result has a high security rating. The headline finding adds to the growing evidence base supporting the use of teaching assistants to deliver high-quality, structured interventions to pupils who are falling behind."

Education Endowment Foundation

Programme Structure

Teachers and PSWs/LAs receive 6 half day training sessions spread out over a number of weeks. Training then runs alongside the implementation of the intervention. Participants will be supported throughout the delivery of the intervention by the numeracy academy. An online support network will also be created and developed.



Who will be involved?

In Year One, up to 8 schools across the FVWL Regional Improvement Collaborative will have the opportunity to participate in the 1stclass@number programme. Each school will identify a lead teacher and Learning Assistant/Pupil Support Worker to take part.





Maths Recovery

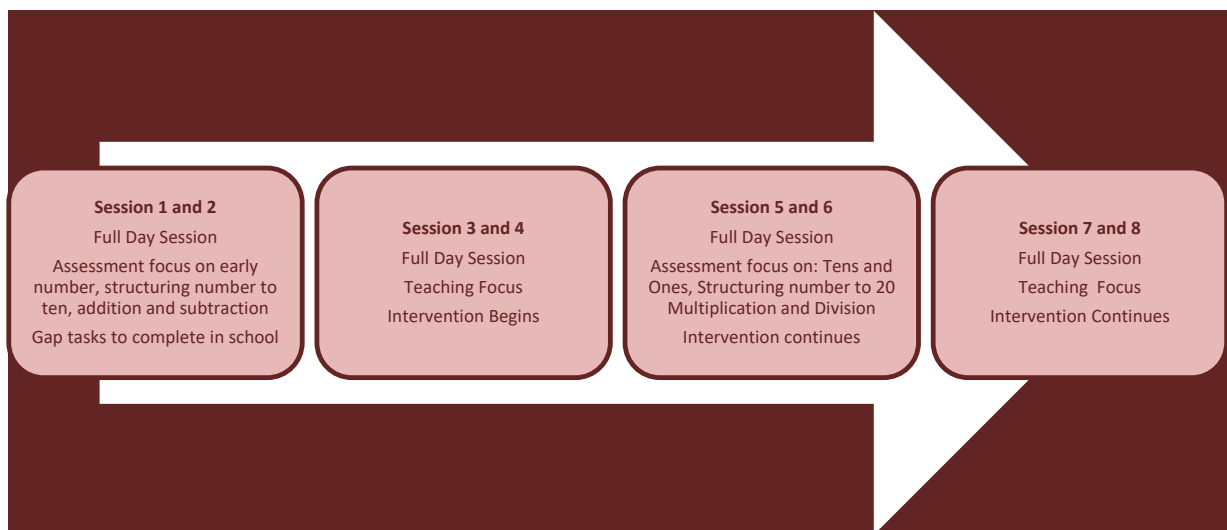
Introduction

Mathematics Recovery is a long established international intervention programme operating throughout the English-speaking world since 1992.

Professional development in the Maths Recovery Programme prepares teachers to approach mathematics instruction in a new way. It emphasises ongoing assessment, careful observation, gauging student's current knowledge and strategies, and building on them to increase the learner's knowledge, ability and self-confidence in mathematics. It also engages teacher reflection through the use of videotape of both the assessment interviews and the teaching.



Programme Structure



Who will be involved?

In Year One, up to 16 schools across the FVWL Regional Improvement Collaborative will have the opportunity to participate in the Maths Recovery programme. This 8 day training programme is for school staff involved in mathematics intervention. It will enable teachers to become specialists in children's early mathematical development and equip them to support colleagues within the school community.



"This course has been an invaluable CLPL opportunity. I now have a much better understanding of how children learn about numbers and in how to teach this"

Teacher, Forth Valley & West Lothian RIC



Work stream Opportunities

Introduction

The Numeracy RIC Team aim to collaborate and seek the expertise from a range of professionals from across the Forth Valley and West Lothian and beyond. It is our plan to develop work streams which will have a particular focus aimed at raising attainment and closing the poverty related attainment gap, whether it be around Numeracy in the Early well-being Years (Numeracy Through Story) or Effective Pedagogy (Number Talks). Detailed below are 4 of the Work stream opportunities that will be made available in Session 2019-2020. If you have expertise in any of these areas of numeracy or are passionate about joining a work stream to develop these across the FVWL RIC then please contact your Local Authority Numeracy Lead.



Numeracy Through Story



Number Talks

Overview

Using maths story books in the early years is a well-established practice. There are lots and lots of story books which resonate with mathematical themes. These stories can help to contextualise or *humanise* mathematics, and when presented in the picture book format with abstract mathematical concepts being visually represented to readers, they provide a useful tool to develop learners' conceptual understanding.

Our plan is to develop a work stream which sets out to investigate various aspects of using mathematical story picture books in mathematics teaching and learning within the Early Years with the aim of using storytelling to help enrich mathematics experiences.

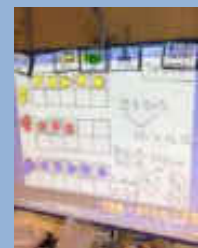
As part of this initiative it is our intention to upskill the knowledge and understanding of Early Year's Staff in Early Number, in particular the principles of counting, addition and subtraction etc.

Overview

Number Talks are short (5/15 mins), learner led daily lessons which allow learners to develop mental computational skills as well as reinforcing number sense, enhancing problem solving and communication skills.

In a number talk learners share their different strategies for solving problems. The teacher allows adequate wait time for most learners to come up with an answer. Learners are invited to share their answers only, not their solutions. They then share how they solved the problem. Learners are invited to question each other on their strategies. Within a number talk learners are looking to become accurate, flexible and efficient when solving problems.

During a number talk, learners are thinking, asking their peers questions, and explaining their own thinking all while the teacher records the thinking.





Work stream Opportunities



onebillion: app-based maths learning

Overview

This programme teaches maths to P1/3 learners using apps on tablet computers. Learners work through activities developed by the not-for-profit organisation one billion. The app teaches core topics in numeracy and mathematics through a “virtual teacher” and learners progress through topics on their own and at their own pace. The “virtual teacher” demonstrates how to complete exercises, then learners are able to practice exercises themselves. After learners complete a particular mathematical topic, their knowledge is assessed through a quiz built into the apps.

Pupil Support Workers/Learning Assistants monitor a group of up to 6 learners to complete the maths intervention while they work through tasks set by the app. The learners selected to take part will be those considered by their teacher to be at risk of low attainment in maths. The PSWs/LAs do not take a pedagogical role; they support learners with logging in to and using the app, and ensure that the learners remain focused on the task. Learners work with the apps for 30 minutes each day, in addition to normal maths teaching.

The Numeracy RIC team will train identified PSWs/LAs to deliver the programme through one full-day workshop. They will train staff to use the technology and will provide guidance on how the intervention should fit within the school day. The Numeracy RIC team will provide support to schools throughout the schools as well as performing fidelity checks throughout the course of the intervention.



Numberblocks

Overview

Numberblocks, is a P1 BBC television series aimed at introducing children to early number. The programmes are designed to entertain and delight learners whilst also building a mathematically robust concept of number.

The National Centre for Excellence in Teaching Mathematics (NCETM) has created a suite of resource materials to be used in conjunction with the *Numberblocks* episodes. They highlight and develop the key mathematical ideas that are embedded in the programmes.

The sessions are led by teachers and administered by trained PSWs/LAs. Both teacher and PSWs/LAs are provided training in how to deliver the sessions.

A small test of change intervention using the *Numberblocks* episodes and support materials is taking place in 4 schools in West Lothian.

It is the intention of the Numeracy RIC Team to create a Work stream consisting of classroom practitioners to carry out further tests of change across Forth Valley and West Lothian using improvement methodology to measure learner engagement, practitioner confidence in delivering the sessions and on learner attainment.





LITERACY PROGRAMME 2020



Forth Valley and West
Lothian
Regional Improvement
Collaborative



Introduction

We are delighted to present the very first Forth Valley and West Lothian RIC Literacy Programme for 2020. Outlined in this programme is the range of research-based professional learning opportunities which will be made available across the Regional Improvement Collaborative to build staff capacity and ensure that all our learners have access to meaningful learning experiences which enable them to progress their Literacy skills. The RIC Literacy Academy is situated in Abercromby Primary School on the new Tullibody South Campus and will be fully operational from January 2020. This recently opened state of the art campus is home to Abercromby Primary School, St Bernadette's RC Primary School, Tulach Nursery and a new library.



Aims

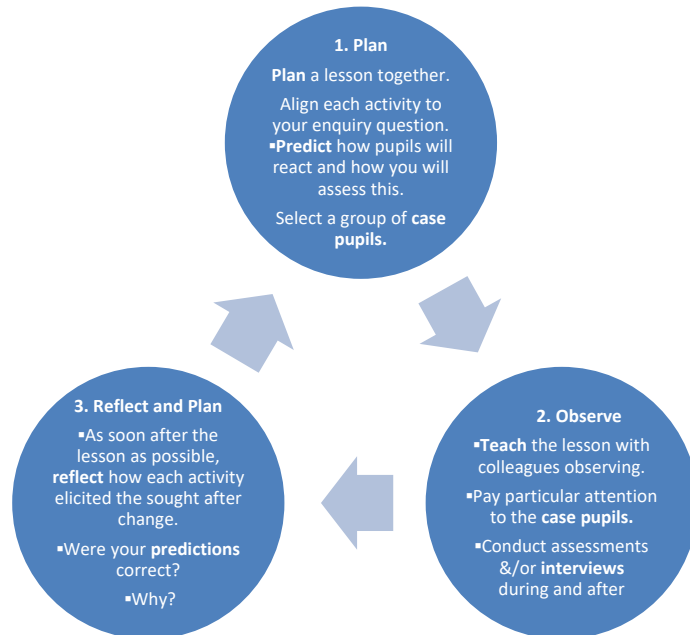
- Develop a positive attitude to Literacy and English across the Regional Improvement Collaborative, fostering high aspirations and an ethos of achievement.
- Build staff capacity to develop appropriate skills, knowledge and understanding of reading comprehension across all sectors and subjects.
- Ensure all our learners have access to meaningful learning experiences which enable them to progress their skills in Literacy and English .

An important part of our vision is to provide a range of pedagogical approaches to professional learning that will support improvements in teaching and learning: core elements in the process of building better outcomes for learners across FVWL.



Lesson Study Model

The FVWL Literacy Academy Team will advocate and implement the **Lesson Study Model** in several the programmes offered. This powerful, professional learning approach is known to dramatically improve learning and teaching and the practice and subject knowledge of teachers. It will follow the general model outlined here.





Word Aware

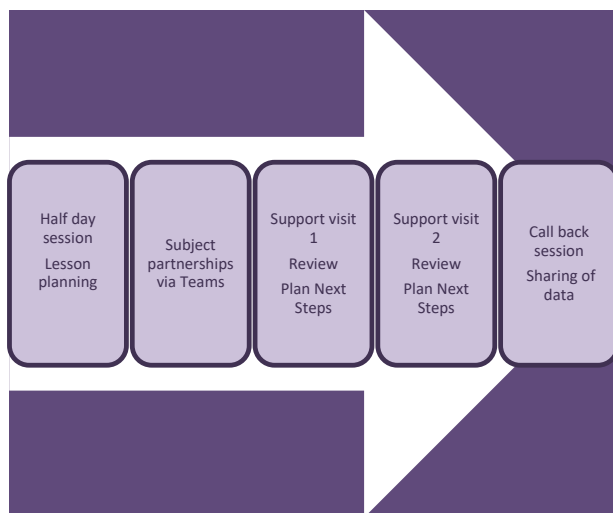
Word Aware is a structured, whole school approach to enhance the vocabulary development of all children. This approach was selected following RIC work stream engagement visits in 2018 to schools using the approach successfully. The training will offer practical ideas to develop both spoken and written vocabulary.

"Vocabulary level at age five has been found to be the single best predictor of whether a child brought up in poverty will escape poverty in adult life. Without a good vocabulary, children struggle to understand what they are taught, to express how they feel, to manage social situations and resolve conflicts" (Jean Gross, CBE).

Aims

- Explore word learning theory.
- Learn a structured approach to teaching vocabulary in all subject areas.
- Plan how to support vocabulary development in your school.
- Ensure improved attainment in reading and writing over time.

Programme Overview



Who will be involved?

Early Level practitioners identified by their Local Authorities



Appendice 2

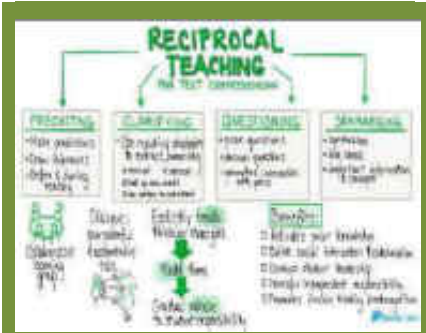
Reciprocal Reading

Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. The strategy is based on robust research examining what effective teaching and learning in literacy looks like. There is evidence of promise from evaluations which showed an average impact equivalent to around +4 months' additional progress. Through collaborative enquiry, participants will engage with a programme of planning, teaching and dialogue sessions based on the Lesson Study Model. Practitioners will develop a deeper understanding of pedagogical approaches that engage learners and lead to improved outcomes.

Programme Overview



- #### Aims
- Development of a deep understanding of the pedagogical approaches that engage learners and lead to desirable outcomes.
 - Sharing and application of the strategy across the school.
 - Improved attainment in reading over time.
 - Establishment of practitioner network



To support the practitioners who will be engaging in the programme high quality professional learning will be provided.

Led by our RIC Literacy Academy Team, this comprehensive and collaborative training ensures practitioners are equipped with the knowledge, understanding and skills to develop highly effective pedagogies in their classroom and across their schools.

Who will be involved?

In year one, 16 /32 schools across the FVWL Regional Improvement Collaborative will participate in the Reciprocal Reading Programme. Each Authority will identify practitioners teaching at Second/Third Level to take part.

Extract from SIFs (HMI)
Focus on challenge and the development of advanced literacy skills to develop ability to be more analytical and evaluative when engaging with texts



Scotland Reads

This paired reading initiative was based on sound academic research, with the expertise of Professor Keith Topping from Dundee University being utilised to evaluate the pilot and provide volunteer training materials.

Teachers observed that pupil motivation, in terms of being more inclined to choose books and read independently, has been heightened, alongside self-esteem and belief in abilities to read with understanding and for pleasure.

Parents were most appreciative of the one-to-one input that their children received during the paired reading sessions. Working closely with pupils had been a worthwhile and inspiring experience for the volunteers, who had found the schools to be welcoming places.

Scotland Reads Paired Reading Partners model gives authorities the opportunity to provide Classroom assistants, pupils and parents with comprehensive training in paired reading. Pupils reap the benefit in terms of increased engagement and self-esteem.



Who will be involved?

In year one, support staff and parents in up to 16 schools across the FVWL Regional Improvement Collaborative will have the opportunity to participate in programme. Each local authority will identify a Learning Assistant/Pupil Support Worker/parent/carer to take part.



Appendice 2

Programme Structure



This training is intended for parent groups, classroom assistants and school partner groups. It focuses specifically on building reading confidence and text comprehension. Attendees are introduced to techniques for developing reading confidence and meeting the needs of individual learners and through a rigorous and proven intervention.

Having completed the training, attendees will be able to carry out the Scotland Reads Intervention Programme.

The RIC will support attendees as they carry out live training in their setting.

“We know that in Scotland, reading for enjoyment has a significant impact on children’s and young people’s performance in reading. Children who choose to read for enjoyment and regularly engage with texts make better progress in reading.

The link between reading for enjoyment and deprivation levels is stronger in Scotland than almost every other country. It is, therefore, vital that children and families are encouraged to engage regularly with books and texts from the earliest age. This was highlighted in the National Literacy Action Plan which identified the need to develop a strong reading culture in Scotland”. (3-18 impact review)



Disciplinary Literacy

Disciplinary Literacy will be led initially by Professor Sue Ellis of Strathclyde University and her colleague, Clare McAllister. This pedagogical approach is subject-specific and is designed to raise attainment and promote social justice. It is an approach that will support raising attainment and closing the gap via enriched literacy practices across the curriculum.

The literacy demands of the National 5 examinations and curricula mean that secondary schools must think carefully about ensuring that all pupils are taught how to read and write in subject-specific ways. A clear and early introduction is especially important for pupils from middling and low-literacy backgrounds if they are not to be disadvantaged by subject-specific literacy expectations.

Participants will develop knowledge of the common text-types and syntax pupils must learn to recognise and use. They will also explore the research on what works in vocabulary and comprehension teaching for subject disciplines, the research evidence on inclusive teaching techniques, ways to use text structure as a rubric to help pupils recall subject content knowledge and to help them read, write and think in subject-appropriate ways.

Programme Structure

Secondary practitioners in subjects other than English receive a half day training session. Participants will be supported throughout by the literacy academy. An online support network will also be created and developed.

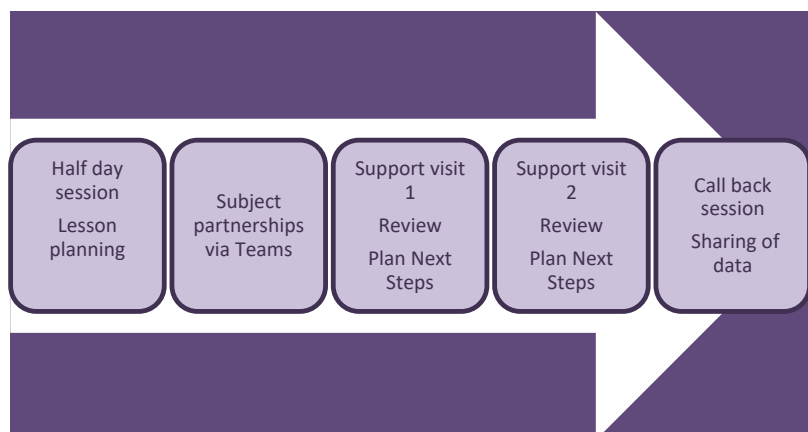
Who will be involved?

In year one, up to 16 schools across the FVWL Regional Improvement Collaborative will have the opportunity to participate in the Disciplinary Literacy programme. Each local authority will identify participating practitioners.

Improving Literacy in Secondary Schools argues for a change in tack. It emphasises that literacy in secondary school should not simply be seen as a basket of general skills. Instead, it must be grounded in the specifics of each subject

In particular, the report emphasises the importance of 'disciplinary literacy', an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, underlining the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.

(Education Endowment Foundation, July 2019)





Reading Recovery

What is Reading Recovery?

- Reading Recovery (RR) is an early intervention which...
- ⇒ targets children with the most complex problems in reading and writing
 - ⇒ targets the lowest attaining children between the ages of 5:8 and 6:3
 - ⇒ enables children to reach age expected levels within 20 weeks
 - ⇒ consists of one to one **daily** lessons of around 30 minutes with a highly trained RR teacher



"And in the end it is the individual adaptation made by the expert teacher to that child's idiosyncratic competencies and history of past experiences that starts him on the upward climb to effective literacy performances."
Clay, M. (2016)

"Teachers in Reading Recovery are trained to make effective decisions on the evidence of a child's responses during the individual teaching sessions. They decide where to direct the child's attention next to further his particular cluster of abilities. They initiate and design the lessons and there is no package of teaching materials."

Clay, M. (2009)

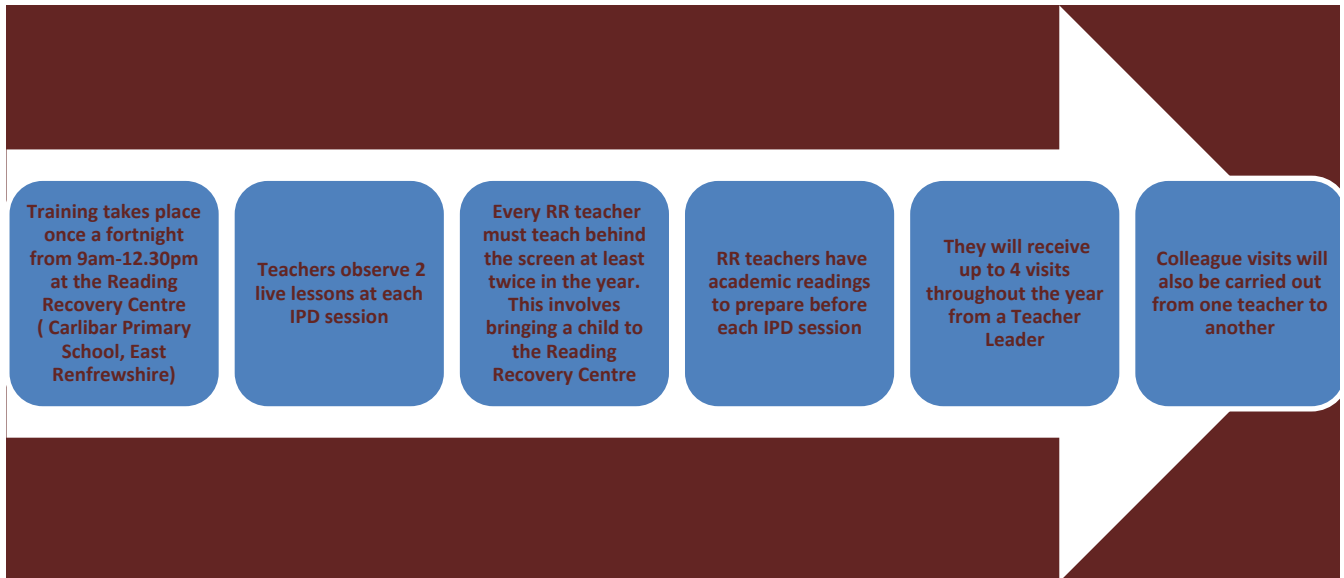
Our aim is to close the gap and raise attainment in Literacy. Data shows uneven achievement in Reading and a need for increased achievement in writing: focusing on reading and vocabulary supports improvement in achievement.

Tools for Reading is the third element of Building A Reading Culture (one is building the will/reading for pleasure; two is the evaluation and accreditation of reading environment).

Closing the gap requires focus on reading and writing skills. RR addresses the gap in both at age 5-6, providing one to one support provided by an experienced teacher who applies the research-based interventions tailored to individual learners shared via training at the RR centre. RR teachers become expert in diagnostic assessment of literacy and in supporting parents/carers as they develop understanding of their child's literacy development.



Programme Structure



Who will be involved?

In year one, up to 4 schools across the FVWL Regional Improvement Collaborative will have the opportunity to participate in the Reading Recovery programme. This training programme will enable teachers to become specialists in children's early literacy development and equip them to support colleagues within the school community.

Two independent research reports commissioned by the KPMG Foundation into the long-term benefits of Reading Recovery, reveal that the intervention helps close the GCSE attainment gap between these children and their peers. The research shows that Reading Recovery has the potential to deliver up to £1.2 billion to the economy in the form of increased lifetime earnings and reduced costs for special educational needs and disabilities (SEND) services.

(Hurry, J. and Fridkin, L., 2018)

Reading Recovery participants are more than twice as likely as similar children to achieve five or more good GCSEs 10 years later.

(TES, December 2018.)



Toe by Toe

Toe by Toe is a highly systematic page-by-page and step-by-step series of activities in one book, delivered one-to-one, with instructions for the ‘coach’ provided for each activity. It deliberately takes learners right back to the beginning of phonics and works up from there, based on the observation that many learners with difficulties seem never to have got the hang of phonics. Unusually, many of the stimuli are non-words, in order to focus learners’ attention solely on decoding and avoid guessing based on any other ‘cue’. It is suitable for any child (or adult) with reading difficulties, especially those who have been diagnosed as having specific learning difficulties. Parents, special needs teachers, and support, teaching and classroom assistants can all use the scheme effectively. It is intended that learner and coach should work through the entire scheme, however long that takes, and then graduate to simple reading books.

Evaluation

Within the West Dunbartonshire Literacy Initiative, which ran for 10 years from about 1995, Toe by Toe was used as the catch-up scheme, yielding a fairly large amount of quantitative data on the scheme’s effectiveness in Scottish Primary 5-7 (equivalent to England and Wales Y5-7, hence partly KS2 and partly KS3 but treated here as primary). The results suggest that, when delivered meticulously, this programme can achieve useful gains.

References

MacKay (2006, 2007)

The RIC Literacy Academy team will travel to train Authority - identified PSWs/LAs/parents to deliver the programme through one full-day workshop. They will train staff and will provide guidance on how the intervention should fit within the school day. The RIC Literacy Academy team will provide support to schools as well as performing fidelity checks throughout the course of the intervention.

Overview

The sessions are led by teachers and administered by trained PSWs/LAs. Both teacher and PSWs/LAs are provided training in how to deliver the sessions.

*A small test of change intervention using the **Toe by Toe** materials will take place over 6 weeks with 4 groups across the RIC using improvement methodology to measure learner engagement, practitioner confidence in delivering the sessions and on learner attainment.*



Who will be involved?

Parents and Classroom assistants identified by Local Authorities.



Work Stream Opportunities

The RIC Literacy Academy team aims to seek expertise from a range of professionals across Forth Valley and West Lothian – and beyond. There will be opportunities for school and university practitioners to share good practice to raise attainment and close the poverty related attainment gap with a focus on reading comprehension skills.

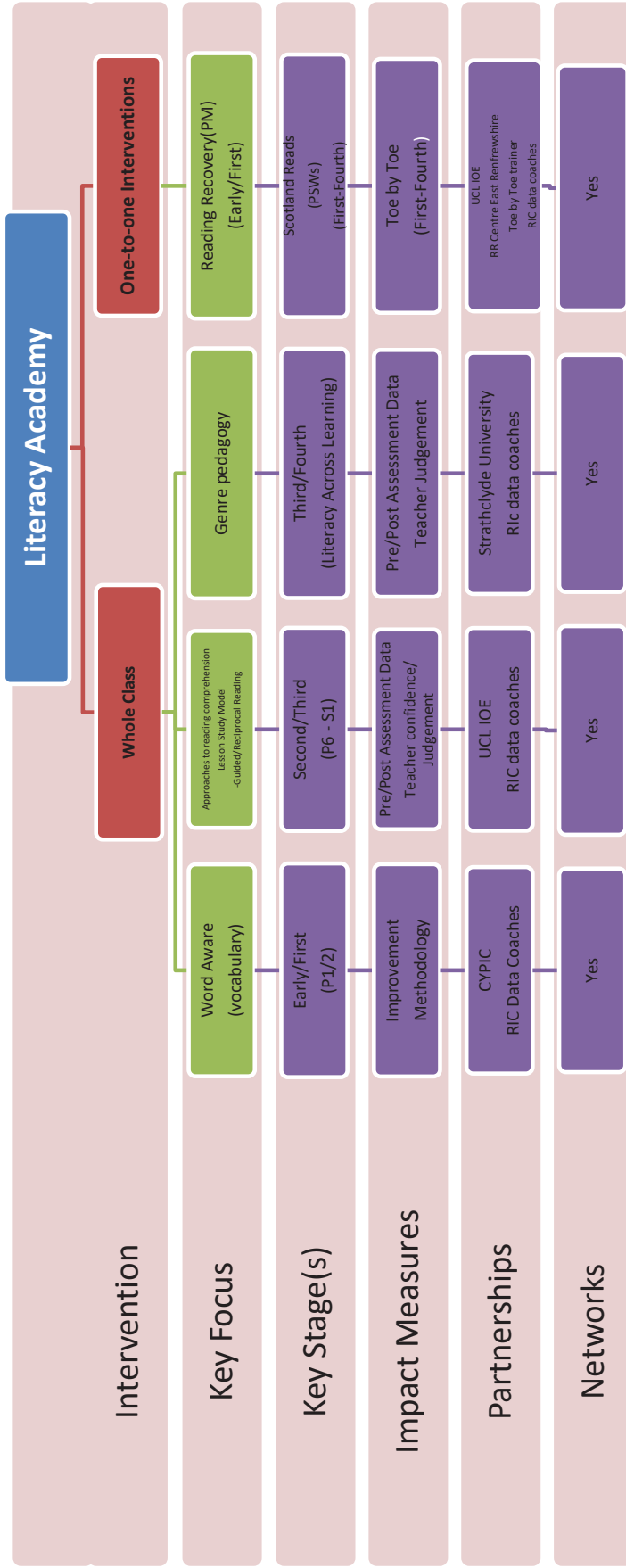
Future plans include a professional reading group (Literacy) and good practice sharing sessions designed to share effective practice in the teaching of BGE close reading.

Updates will be provided on Twitter: **@FVWLricLit**



Appendice 3

Literacy Academy flowchart



Whole Class

- Research-based interventions
- Data driven training in the Literacy Academy (Lesson Study/modelling of effective classroom practice/improvement methodology)
- 16 practitioners/classrooms per cohort
- In class support using Lesson Study Model
- Mid-intervention Evaluation
- QA visits
- Plenary Session

One to One Intervention

- Support teachers to achieve accreditation (Reading Recovery)
- Train learners/PSWs
- Guidance in using improvement methodology
- Development of a Reading Recovery network, working towards Teacher Leader provision
- Sustainable teaching model



CLPL National and RIC HMI data

National picture - HMI

2017-2018 Primary						
	% E	% VG	% G	% S	% W	% U
1.3	4%	21%	38%	27%	10%	1%
2.3	0%	14%	42%	36%	8%	0%
3.1	6%	25%	38%	21%	10%	0%
3.2	0%	14%	43%	36%	7%	0%
Total	2%	18%	40%	30%	9%	0%
2017-2018 Secondary						
	% E	% VG	% G	% S	% W	% U
1.3	11%	0%	47%	37%	5%	0%
2.3	0%	11%	47%	37%	5%	0%
3.1	0%	26%	37%	32%	5%	0%
3.2	0%	20%	45%	20%	15%	0%
Total	3%	14%	44%	31%	8%	0%
2018-2019 Primary						
	% E	% VG	% G	% S	% W	% U
1.3	2%	18%	41%	24%	16%	0%
2.3	1%	12%	49%	30%	8%	0%
3.1	2%	25%	40%	24%	9%	0%
3.2	1%	10%	49%	30%	9%	1%
Total	1%	14%	46%	28%	10%	0%
2018-2019 Secondary						
	% E	% VG	% G	% S	% W	% U
1.3	6%	25%	38%	25%	0%	6%
2.3	0%	21%	46%	29%	4%	0%
3.1	0%	31%	38%	25%	6%	0%
3.2	4%	25%	38%	25%	8%	0%
Total	3%	25%	40%	26%	5%	1%
2017-2019 Primary						
	% E	% VG	% G	% S	% W	% U
1.3	3%	19%	39%	25%	12%	0%
2.3	0%	13%	46%	32%	8%	0%
3.1	4%	25%	39%	22%	10%	0%
3.2	1%	12%	46%	33%	8%	0%
Total	2%	16%	44%	29%	9%	0%
2017-2019 Secondary						
	% E	% VG	% G	% S	% W	% U
1.3	9%	11%	43%	31%	3%	3%
2.3	0%	16%	47%	33%	5%	0%
3.1	0%	29%	37%	29%	6%	0%
3.2	2%	23%	41%	23%	11%	0%
Total	3%	20%	42%	29%	6%	1%

RIC picture - HMI

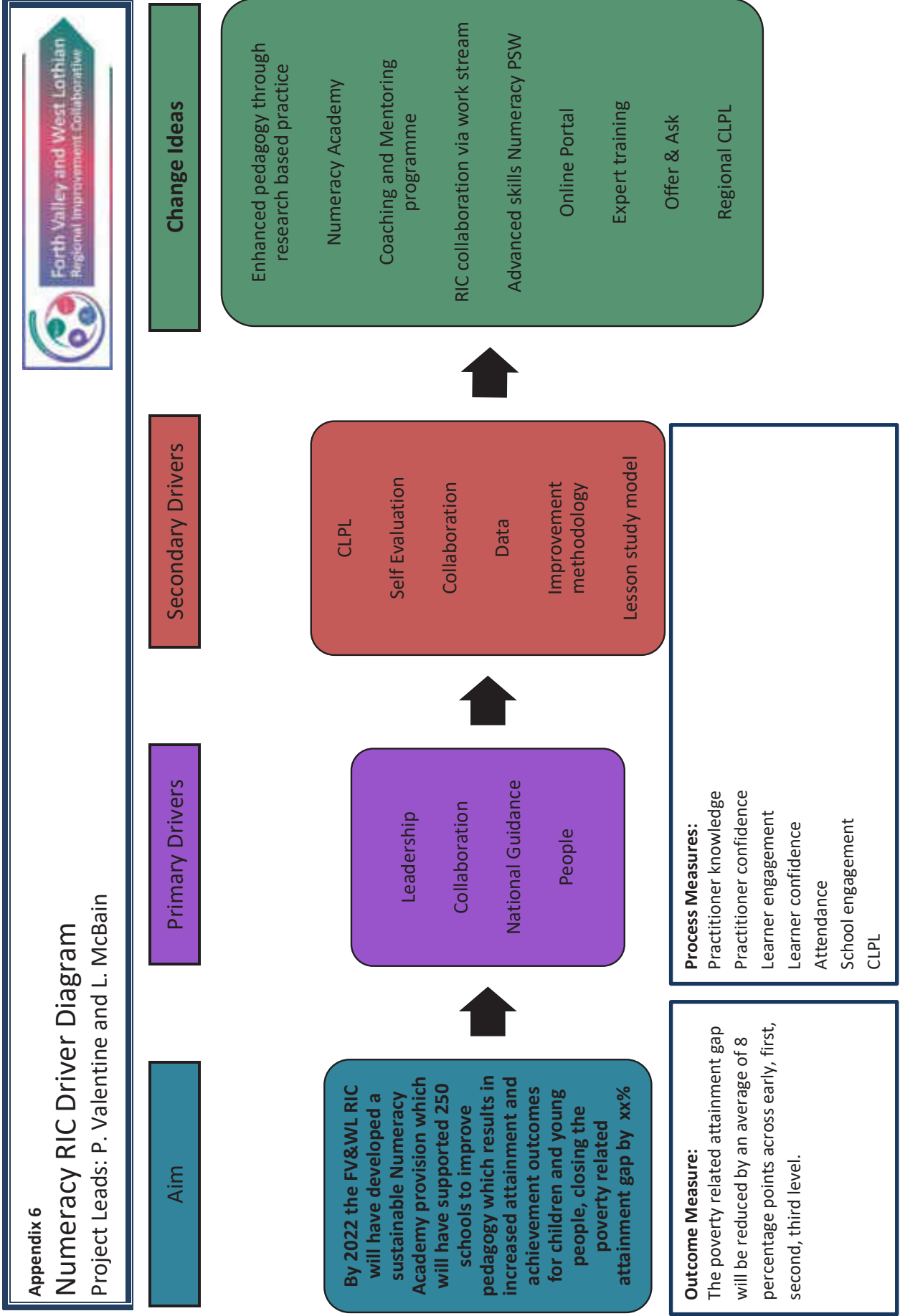
2017-2018 Primary						
	% E	% VG	% G	% S	% W	% U
1.3	0%	57%	14%	14%	14%	0%
2.3	0%	14%	29%	57%	0%	0%
3.1	0%	43%	43%	14%	0%	0%
3.2	0%	10%	50%	30%	10%	0%
Total	0%	29%	35%	29%	6%	0%
2017-2018 Secondary						
	% E	% VG	% G	% S	% W	% U
1.3	0%	0%	50%	50%	0%	0%
2.3	0%	0%	100%	0%	0%	0%
3.1	0%	0%	100%	0%	0%	0%
3.2	0%	0%	100%	0%	0%	0%
Total	0%	0%	88%	13%	0%	0%
2018-2019 Primary						
	% E	% VG	% G	% S	% W	% U
1.3	10%	30%	40%	10%	10%	0%
2.3	0%	20%	53%	13%	13%	0%
3.1	10%	30%	40%	20%	0%	0%
3.2	0%	20%	53%	20%	7%	0%
Total	4%	24%	48%	16%	8%	0%
2018-2019 Secondary						
	% E	% VG	% G	% S	% W	% U
1.3	0%	0%	50%	50%	0%	0%
2.3	0%	0%	50%	50%	0%	0%
3.1	0%	0%	50%	50%	0%	0%
3.2	0%	0%	50%	50%	0%	0%
Total	0%	0%	50%	50%	0%	0%
2017-2019 Primary						
	% E	% VG	% G	% S	% W	% U
1.3	6%	41%	29%	12%	12%	0%
2.3	0%	18%	45%	27%	9%	0%
3.1	6%	35%	41%	18%	0%	0%
3.2	0%	16%	52%	24%	8%	0%
Total	2%	26%	43%	21%	7%	0%
2017-2019 Secondary						
	% E	% VG	% G	% S	% W	% U
1.3	0%	0%	50%	50%	0%	0%
2.3	0%	0%	75%	25%	0%	0%
3.1	0%	0%	75%	25%	0%	0%
3.2	0%	0%	75%	25%	0%	0%
Total	0%	0%	69%	31%	0%	0%



Appendice 5

Career Long Professional Learning Programme 2019-20

<https://blogs.glowscotland.org.uk/lowblogs/fvwlric/career-long-professional-development/>





Appendice 6

Numeracy Intervention: P1/2 Conceptual Understanding in Numeracy

Project Leads: P. Valentine and L. McBain



Aim

By June 2020, 100% of FVWL RIC teachers participating in the conceptual Numeracy CLPL programme will have developed very good pedagogy in the delivery of numeracy lessons

Outcome Measure:
All teachers within the RIC participating in this training will have further developed their class pedagogy to very good.

Primary Drivers

School staff
RIC Numeracy Plan
RIC Numeracy Team
National Guidance
Leadership

Process Measures:
Frequency of Numeracy Lessons
Practitioner confidence
Learner engagement
Learner confidence
Attendance
School engagement
CLPL

Secondary Drivers


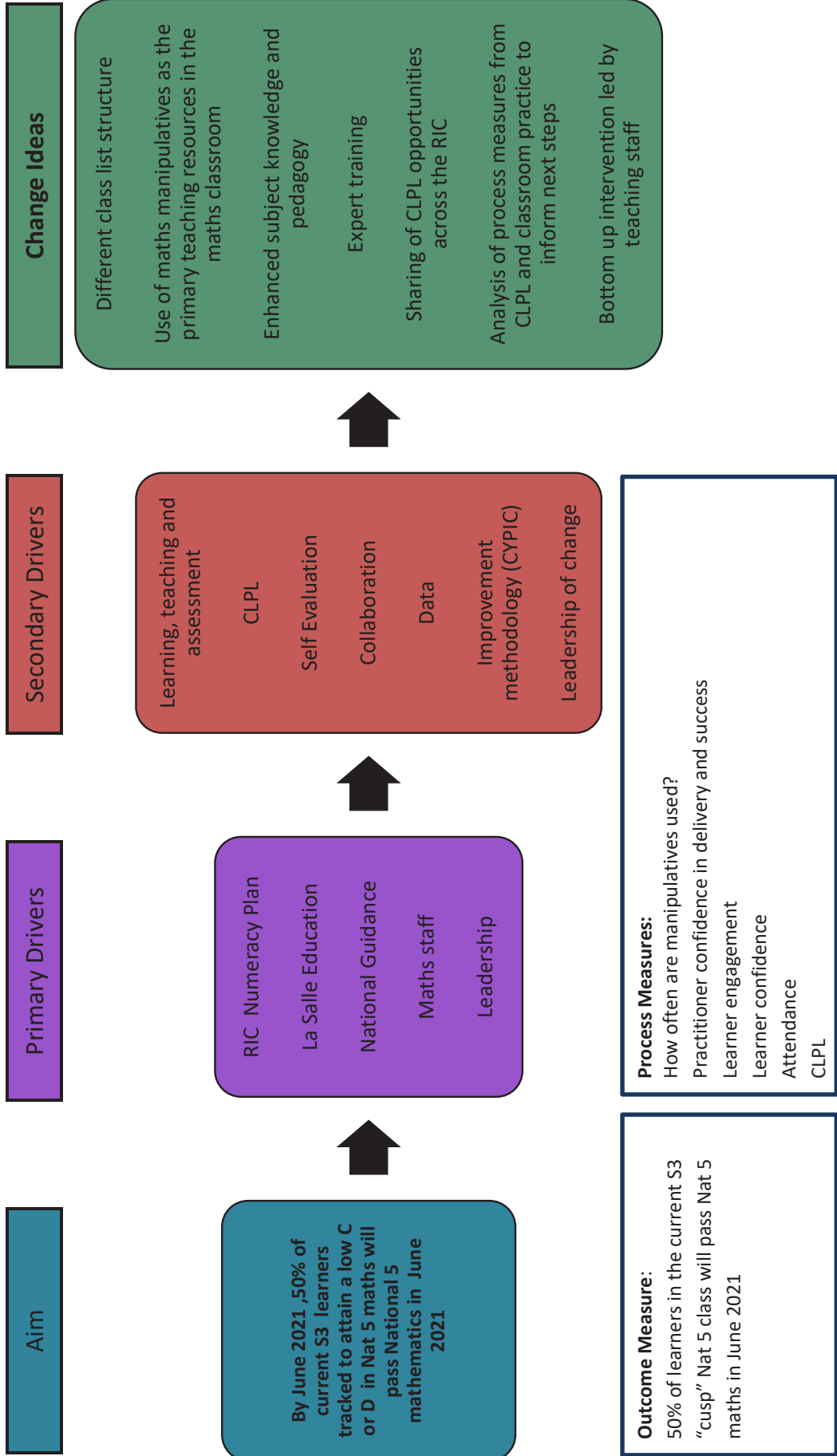
Learning, Teaching and Assessment
CLPL
Self Evaluation
Collaboration
Data
Lesson Study Model

Change Ideas

Use of coaching and mentoring support programme throughout training
Consistent approach in delivery of age specific research based intervention within participating schools across the RIC
Expert training
Sharing of CLPL opportunity across the RIC
Analysis of process measures from CLPL and post training implementation to inform next steps



Numeracy Intervention: Highly Impactive Teaching at Nat 5
 Project Lead: P. Valentine



Appendice 6

Numeracy Intervention: Highly Impactive Teaching at 2nd/3rd Level

Project Lead: L. McBain



Aim

By June 2020, 100% of FVWL RIC teachers participating in the Highly Impactive Teaching at 2nd/3rd will have further developed their knowledge, understanding and pedagogy of the effective use of manipulatives in the teaching of Numeracy and Mathematics

Outcome Measure:

100% of FV&WL RIC teachers participating in the training will be a 4 or above in the effective use of manipulatives as the primary learning resources for mathematics at 2nd/3rd Level.

Primary Drivers

RIC Numeracy Plan
La Salle Education
National Guidance
School staff

Process Measures:

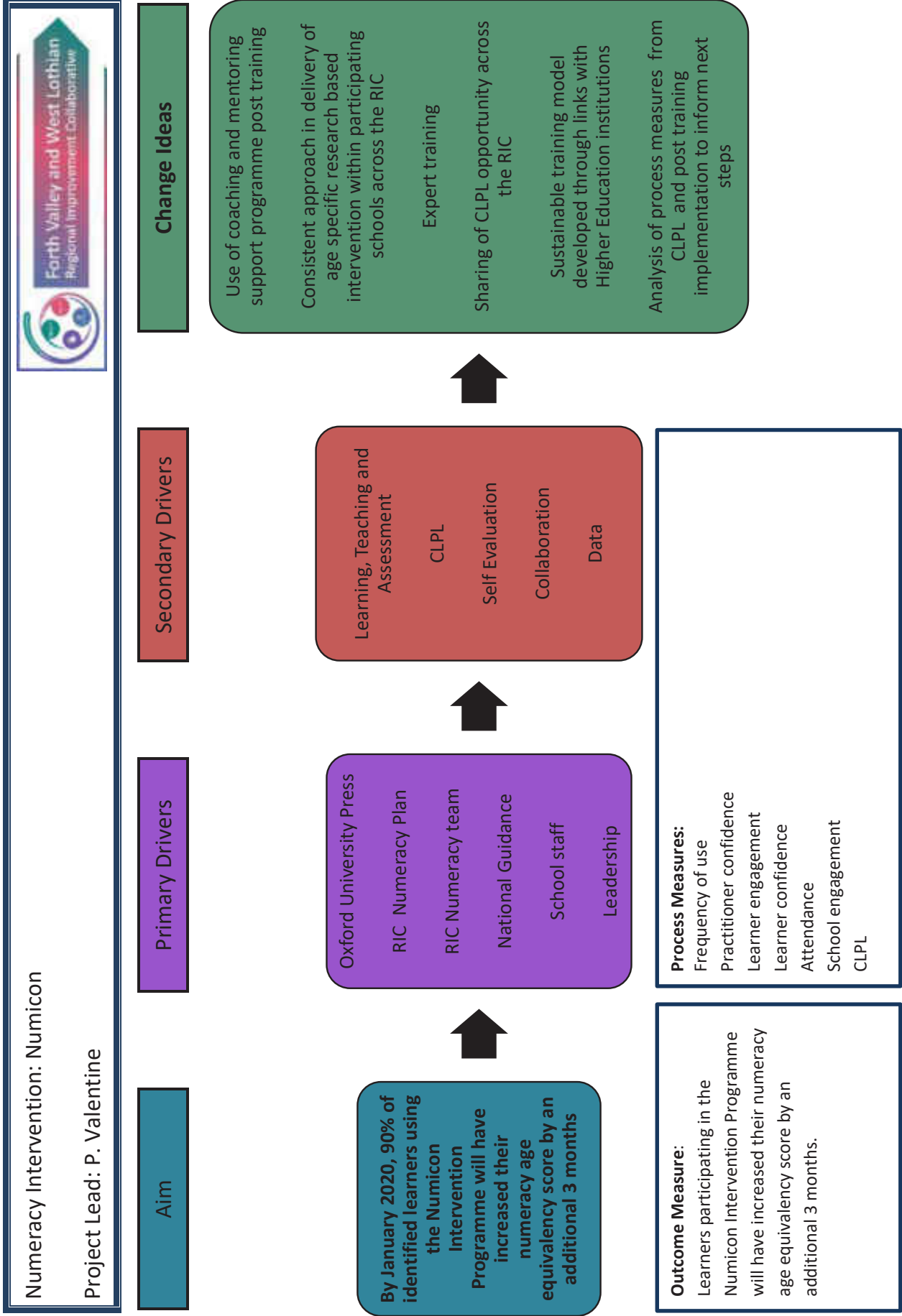
Practitioner confidence
Learner engagement
Learner confidence
Learner numeracy knowledge
School engagement
Attendance
CLPL

Secondary Drivers

Learning, Teaching and Assessment
CLPL
Self Evaluation
Collaboration
Data

Change Ideas

Use of maths manipulatives as the primary teaching resources in the maths classroom
Enhanced subject knowledge and pedagogy
Expert training
Sharing of CLPL opportunity across the RIC
Analysis of process measures from CLPL and classroom practice to inform next steps
Enhanced collaboration between primary and secondary 2nd/3rd level practitioners within a school cluster





Appendice 6

Numeracy Intervention: 1stclass@number

Project Lead: L. McBain



Aim

By March 2020, 90% of identified learners participating in the 1stclass@number intervention programme will have increased their numeracy age equivalency score by at least an additional 3 months

Outcome Measures:

By March 2020:

- all identified learners will have increased their numeracy age equivalency by at least an additional 3 months
- 90% of identified learners will be on track to achieve First Level in Numeracy and Mathematics

Primary Drivers

Edgehill University
 RIC Numeracy Plan
 RIC Numeracy Team
 National Guidance
 School staff

Process Measures:

Frequency of intervention groups
 Practitioner confidence
 Learner engagement
 Learner confidence
 Attendance
 School engagement
 CLPL

Secondary Drivers

Learning, Teaching and Assessment
 CLPL
 Self Evaluation
 Collaboration
 Data

Change Ideas

Use of coaching and mentoring to support programme post training

Consistent approach in delivery of age specific research based intervention within participating schools across the RIC

Expert training


Sharing of CLPL opportunity across the RIC

Sustainable training model developed through links with Higher Education institutions

Analysis of process measures from CLPL and post training implementation to inform next steps



Numeracy Intervention: Maths Recovery
 Project Lead: P. Valentine



Aim

Primary Drivers

Secondary Drivers

Change Ideas
 Use of coaching and mentoring to support practitioners through the programme
 Consistent approach in delivery of age specific research based intervention within participating schools across the RIC
 Expert training
 Sharing of CLPL opportunity across the RIC
 Analysis of process measures from CLPL and post training implementation to inform next steps

By June 2020, all teachers participating in maths recovery training will have increased learners early number skills by at least 2 maths recovery phases

RIC Numeracy Plan
 RIC Numeracy Team
 National Guidance
 Practitioners

CLPL
 Self Evaluation
 Collaboration
 Data

Outcome Measure:
 Learners participating in the maths recovery programme will increase their early number skills by at least 2 maths recovery phases.

Process Measures:
 Frequency of use
 Practitioner confidence
 Learner engagement
 Learner confidence
 Attendance
 Diagnostic assessment (not just pre and post)
 CLPL



Appendice 6

Numeracy Intervention: Numberblocks

Project Leads: L. McBain



Aim

By June 2020 75% of identified Primary 1 children will be on track to achieve Early Level Numeracy

Primary Drivers

P1 Practitioners
Pupil Support Workers
Numberblocks Programme
RIC work stream Group

Secondary Drivers

CLPL
Self Evaluation
Collaboration
Data

Change Ideas


Enhanced Pedagogy
Professional dialogue across RIC local authorities
Sharing of CLPL opportunity across the RIC
Analysis of process measures from CLPL and from in class teaching of intervention to inform next steps.
Regular and consistent use of numberblocks and associated materials in P1 classrooms

Outcome Measure:
75% of learners participating in the Numberblocks intervention programme will be secure at Early Level by the end of P1 in June 2020

Process Measures:
Frequency of use
Practitioner confidence in delivery and impact
Learner engagement
Learner confidence
Attendance
CLPL



Numeracy Intervention: Numeracy through Story
 Project Leads: P. Valentine and K. Thomas



Aim

By June 2020 establishments participating in the maths through stories work stream will regularly use stories to further develop numeracy and mathematical concepts

Primary Drivers

Workforce
 RIC Numeracy Plan
 Books
 Children
 Reading University

Secondary Drivers

Learning, teaching and assessment
 CLPL
 Self Evaluation
 Collaboration
 Data
 Leadership of change

Change Ideas

Enhanced understanding and pedagogy
 Expert training
 Sharing of CLPL opportunity across the RIC
 Using stories to further develop numeracy and mathematical concepts
 Children writing math/numeracy stories as an assessment tool

Outcome Measure:
 Almost all children will be;

- on track within the mathematical concepts from the stories.
- on track for achievement of the appropriate level.

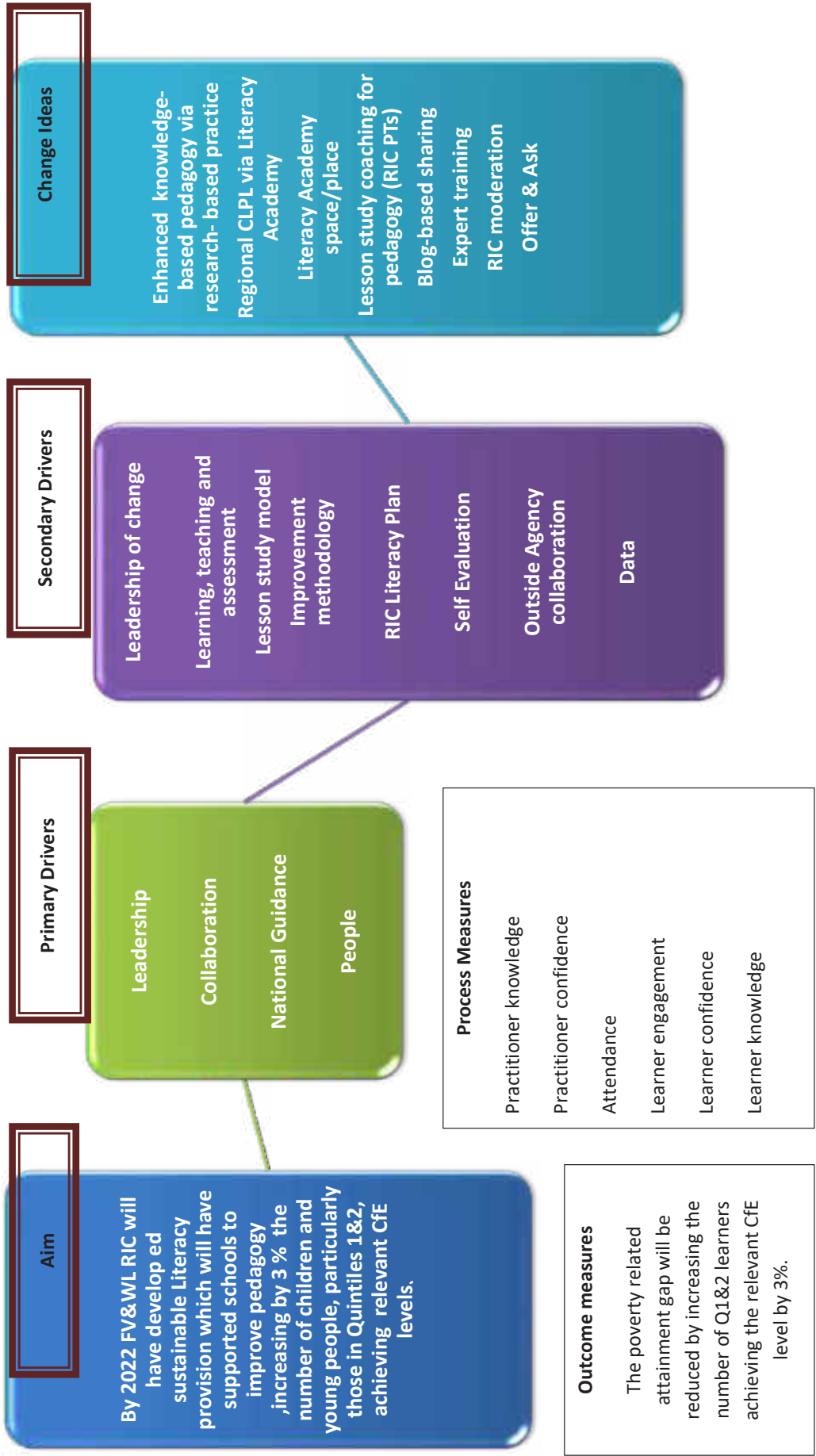
Process Measures:
 How often are stories used?
 Practitioner confidence in delivery and success of initiative
 Learner engagement
 Learner confidence
 Attendance
 School engagement
 CLPL

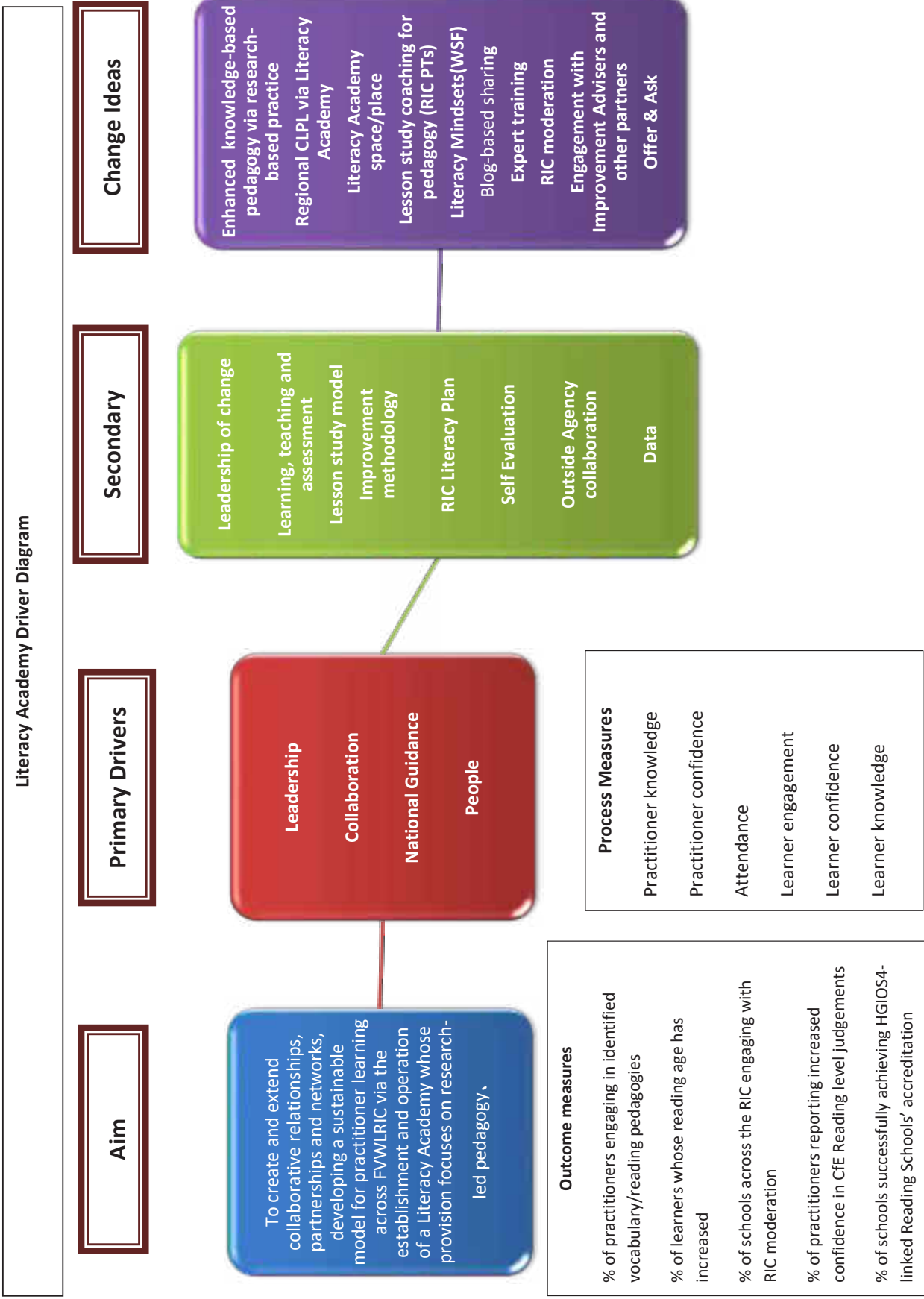


Appendice 7

Overall Literacy Driver Diagram

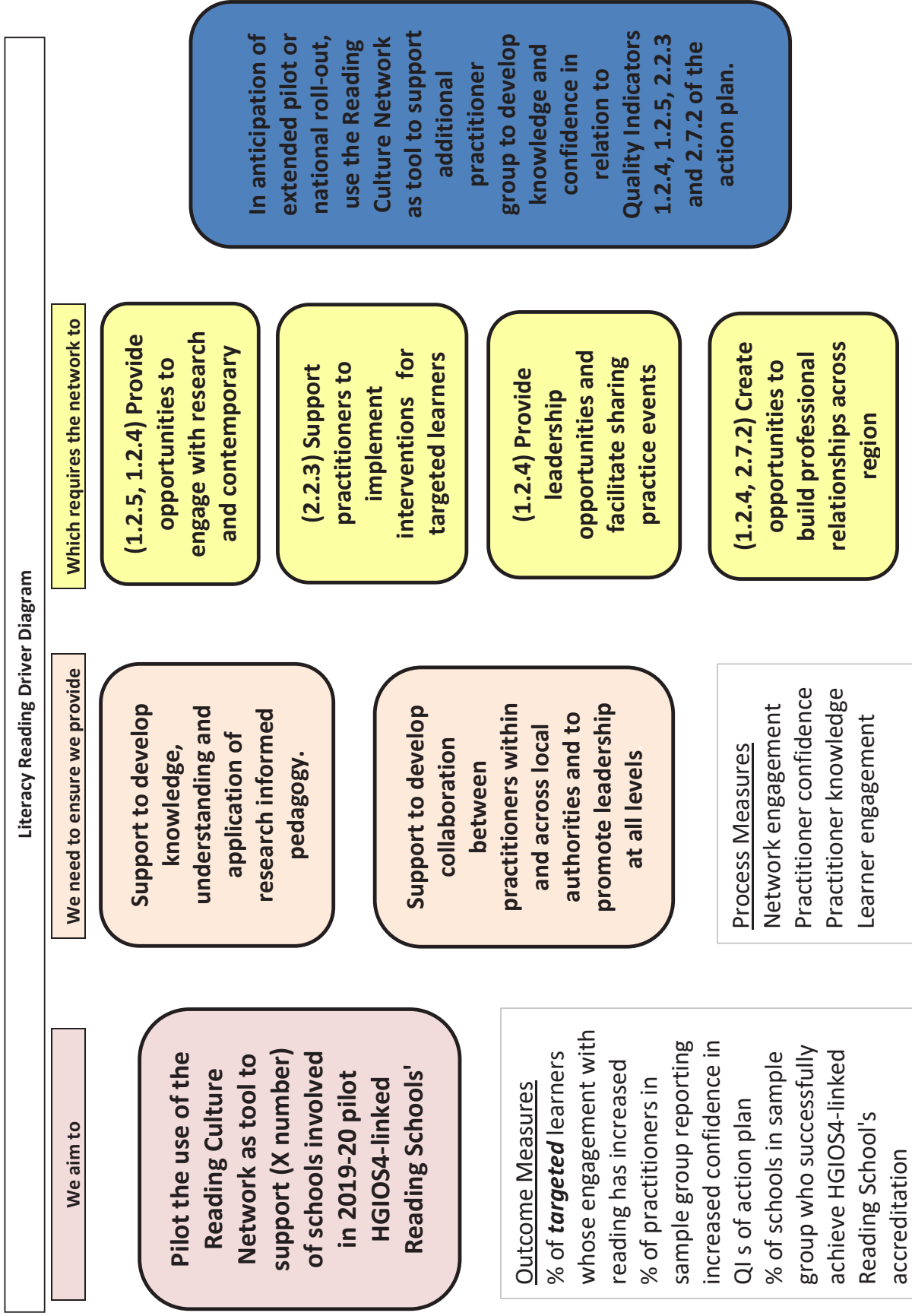
Appendix 7





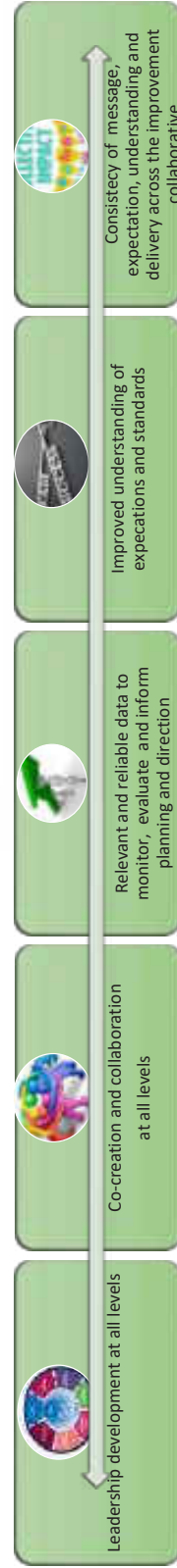
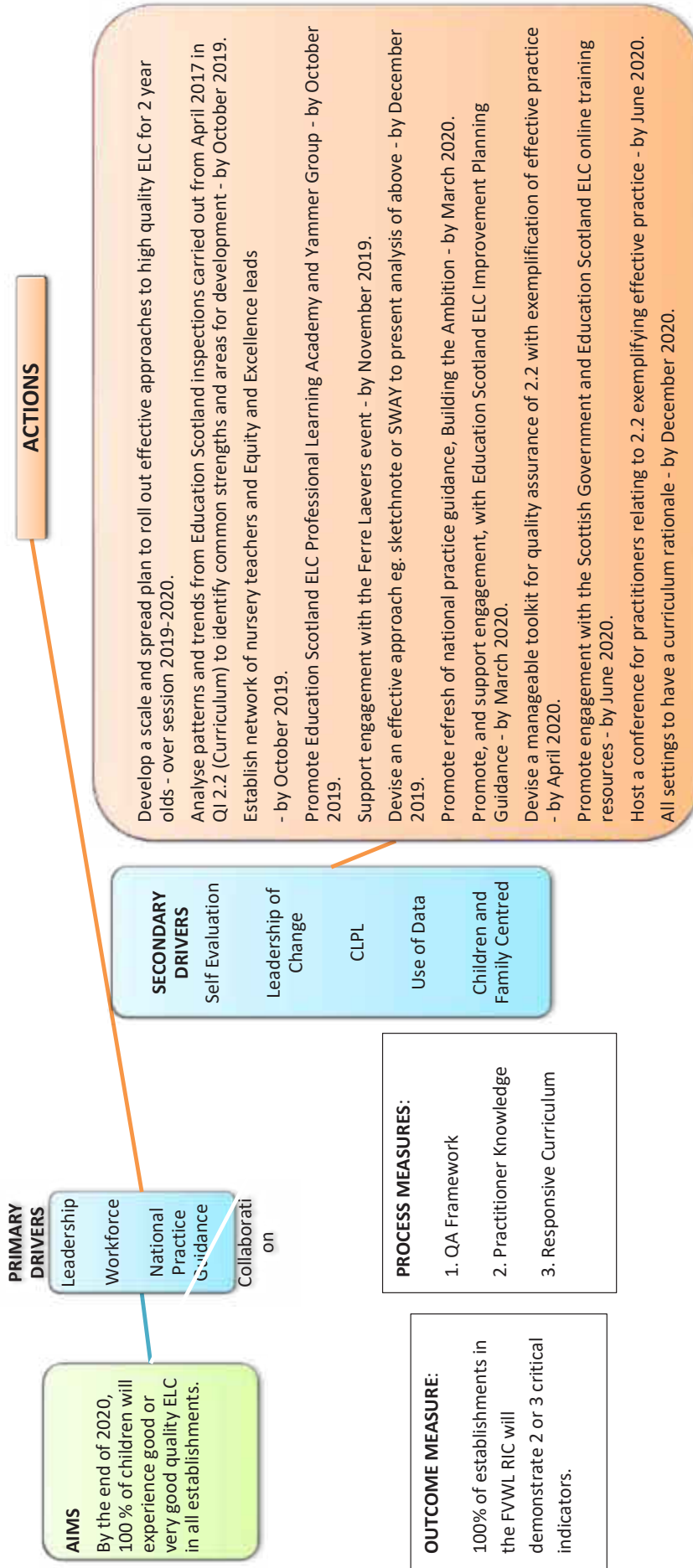


Appendice 7





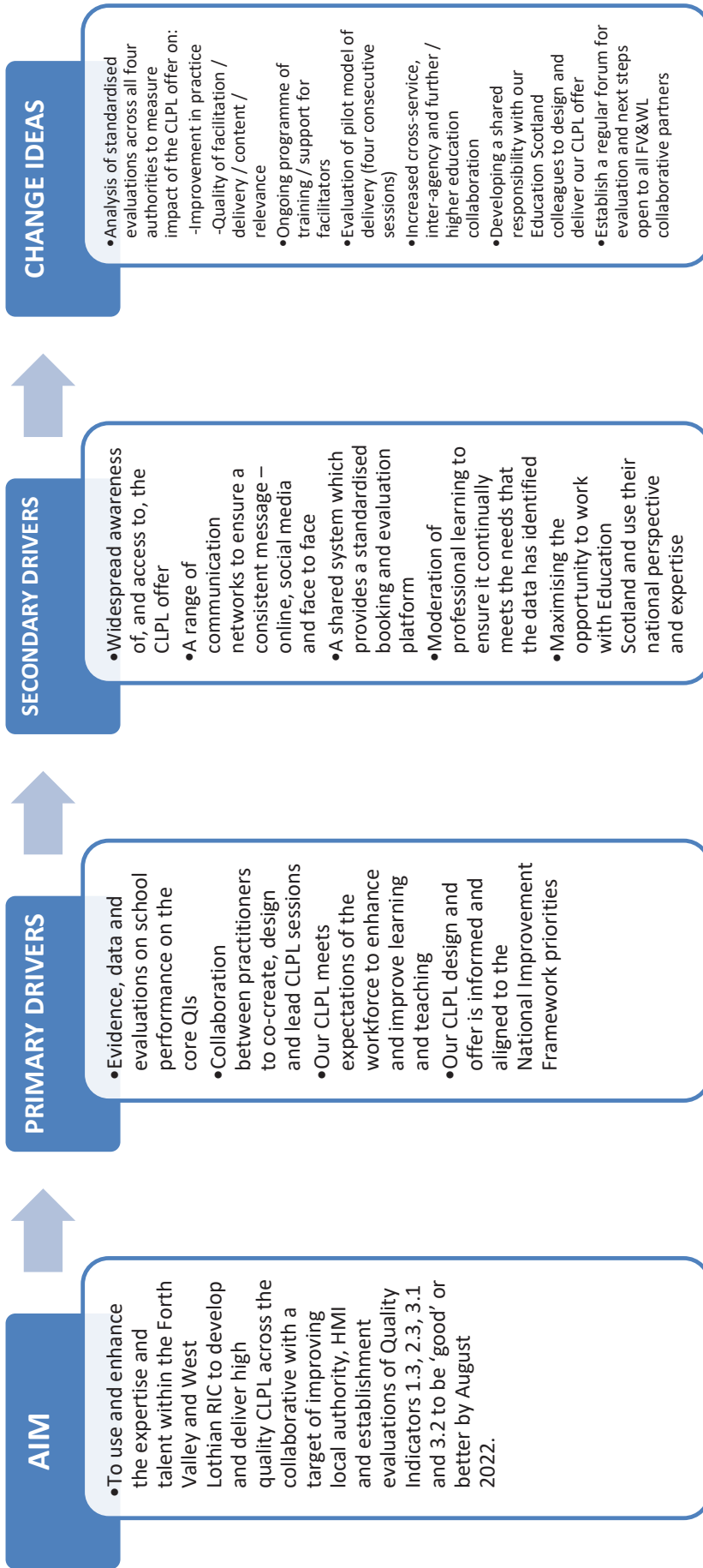
FWWL Regional Improvement Collaborative - Early Learning and Childcare Action Plan 2019-2020





Appendice 9

Career Long Professional Learning Driver Diagram



Outcome measures	Process measures
<ul style="list-style-type: none"> 100% of participants' evaluations agree that they have an increased level in confidence, knowledge and skills 100% of participants agree that content / relevance of the learning was good or better 100% of participants agree that delivery / facilitation of the learning was good or better 3-month post-participation evaluations provide data which evidences implementation of learning Increased percentage overall of core HGIOS indicators evaluated as 'good' or better in local authority, HMI and establishment evaluations 	<ul style="list-style-type: none"> All practitioners can use the shared platform (CPD Manager) to successfully access and evaluate their participation in the CLPL offer Leadership development at all levels Co-creation and collaboration at all levels Relevant and reliable data to monitor, evaluate and inform planning and direction Improved understanding of expectations and standards Consistency of message, expectation, understanding and delivery across the improvement collaborative



Glossary

ASD	Autism Spectrum Disorder
ASL	Additional support for learning
BGE	Broad General Education
BRC	Building a Reading Culture
CfE	Curriculum for Excellence
CLDMS	Community Learning & Development Managers Scotland
CLPL	Career Long Professional Learning
CPA	Concrete pictorial abstract
CPAL	Concrete pictorial abstract language
CPD	Continuing Professional Development
ELC	Early Learning and Childcare
ES	Education Scotland
FMRC	First Minister's Reading Challenge
FV&WL	Forth Valley and West Lothian
GTCS	The General Teaching Council for Scotland
HGIOELC	How Good Is Our Early Learning and Childcare
HGIOS	How Good Is Our School
HMI	Her Majesty's Inspector
H&WB	Health and Well-Being
ICBE	Improving Gender Balance & Equalities
IOE UCL	Institute of Education, University College London
LA	Local Authority
NIF	National Improvement Framework
PDSA	Plan, do study, act
PEF	Pupil Equity Fund
PRD	Professional review and development
PSE	Personal and Social Education
PSW	Pupil Support Worker
PTC	Principal Teacher of Curriculum
QAMSO	Quality Assurance and Moderation Support Officers
RIC	Regional Improvement Collaborative
SMT	Senior Management Team
STEM	Science, Technology, Engineering and Mathematics
WL SEA	West Lothian Scottish Education Awards



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Work stream plans

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