FORTH VALLEY & WEST LOTHIAN REGIONAL IMPROVEMENT COLLABORATIVE

IMPACT REPORT 2021 –2022

Contents

Introduction

This report outlines the impact that collaboration and support offered and the programmes delivered by our RIC Connect Team carried out in session 2021-22 and the impact that these programmes and initiatives have had.

Over the course of the year the Connect team has worked much more closely together developing joint programmes and providing a more holistic support to schools and practitioners.

The report is laid out in three sections

Developing Collaboration and support at system level

Collaborative Connect Team Impact

Workstream Impact

The appendices to this report contain evaluations of all the programmes and interventions made over the course of session 21-22. These act as a record of these, but far more importantly the completion of these has been a valuable reflective learning tool for our Connect Team and will inform practice going forward.

Executive Summary

Our Regional Improvement Collaborative aims to add value to our Local Authorities by developing collaboration, sharing best practice and providing specialist support to the support practitioners across our RIC. A range of programmes and support developed in collaboration with our Local Authorities has added value and impacted in the following ways:-

- Our four constituent Local Authorities have developed closer Collaborative working at all levels. A number of common issues where Collaborative working can add value have been identified and successfully developed.
- 3 206 Practitioners across our RIC have directly accessed CLPL opportunities or programmes over the course of the last session impacting positively on practitioner knowledge, skills and pedagogy.
- Joint collaborative working with our Education Scotland colleagues in the Regional Improvement Team (RIT) is now the norm; ensuring that support has access to the latest thinking, a wider range of resources and provides a more effective delivery.
- Partnership working with other Regional Improvement Collaboratives have continued to develop and this has enhanced the support we have been able to offer to learners and practitioners.
- Learners across our RIC have access to a wider range of online resources than ever before. Learners are using these resources in large numbers to support their learning.
- Practitioners have access to a wider range of resources across our RIC to support their professional development than ever before.
- Our support for learners sitting National qualifications has added value through providing access to a wide range of supported study videos and the National e Learning offering.
- Our newly established network of C Change Hubs means that opportunities for our educators to share, collaborate and access support are now greatly increased.
- Our data coaches have supported large numbers of practitioners across our RIC to become more data literate and to be able to use data more effectively, to identify gaps, to analyse performance and to inform and improve pedagogy. Feedback from practitioners suggest that this has had a significant impact on their practice.

Section 1 - Developing Collaboration and Support at System Level

One of the key changes that has occurred over the last year has been the development of collaboration and support at system level across our RIC. This has manifested itself in a number of ways, with each adding momentum to change at system level.

The way that our RIC operates at system level has changed markedly over the last year. The Collaborative Board now plays a far more central role in directing the support offered by our RIC to practitioners; moving from specialist

Workstream interventions to a holistic facilitation role based around common stretch aims. This change will have a marked impact on the way in which support is offered across our RIC. The brokering, commissioning and sponsorship role that the Collaborative Board will play moving forward is in marked contrast to the monitoring role played by the Collaborative Board in the past. This groundwork for this change in direction has been laid by successful professional collaboration and the development of a culture of collaborative professionalism at different levels. The first stage of this process has already begun with our Connect Team working in partnership with colleagues from across our RIC and Education Scotland to support our Local Authorities' focus on the stretch aim of improving attendance.

UNCRC

Our four Local Authorities all faced the same challenge around the implementation of UNCRC into everyday operation. The implementation of UNCRC has far reaching implications for policy and practice at individual and system level for practitioners, educational establishments, centre staff and wider Local authority policies and practices. It was agreed at the Collaborative Delivery Board that this was something that could be tackled on a RIC wide basis.

Process

A working group of representatives from each Local Authority, A RIC representative and Education Scotland staff had an initial meeting. At this meeting an initial assessment of what stage each Local Authority (LA) was at in terms of preparing for this was made. A scoping exercise was carried out and at a subsequent meeting a draft plan was agreed for taking this forward. Joint policy making was examined, and development tasks identified. The group worked quickly within an agreed timescale to produce a common resource that would be used for an initial awareness raising exercise not only for all Education staff across our RIC, but also staff in other services where UNCRC impacted. With initial implementation in Clackmannanshire, an evaluated programme was rolled out across our RIC. Further resources were produced and these can be accessed via our RIC Blog https://blogs.glowscotland.org.uk/glowblogs/fvwlric/uncrc/ (an open area where people from all Councils can access common materials).   Good practice from across our RIC has been identified and case studies produced. This process is not finished and is moving on to stage two of the plan with further training and support for staff being drawn up.

Impact

- All education staff across our RIC have undertaken UNCRC awareness raising training.
- A wide range of resources are available to support all staff moving forward.

There have been 1832 views of the UNCRC thinglink 'Children's Rights Professional Learning' https://www.thinglink.com/scene/1480112476593848323
182 Youtube video views
221 Views of the self-evaluation toolkit, which is quite remarkable as it has not been launched yet!

- The programme was delivered quickly and by working collaboratively LA Education staff's time was used much more efficiently, allowing centre staff more time for other priorities.
- There was a recognition by all involved that this had been a successful venture and that this collaborative model could be used to support other areas.
- Relationships built on mutual trust were developed and these have helped to facilitate further collaborative work.

Partnership Working

Partnership working with our Education Scotland colleagues has grown ever closer. We have worked collaboratively on a number of developments including: - our new Strategic Plan, UNCRC, Building Racial Literacy, STEM, Health and Wellbeing, Learning for Sustainability, the creation of a new Skills Passport for National 1-3 learners, C Change Hubs, CLPL provision and online learning.

Joint development work is very much the norm and is embedded in the way in which we operate.

National 1-3 Resource bank

We have worked closely with our colleagues in Tayside RIC to jointly gather, commission and produce an extensive range of resources to support National 1-3 learners across the country. These are some of our most vulnerable learners and this resource bank coupled with The Inspiration Hub course directory (https://qualifications.theinspirationhub.co.uk/) and our soon to be launched skills passport will help to raise attainment and provide improved pathways for our learners.

Joint responses

As our RIC continues to work more closely we have put in joint responses for our RIC to a number of consultations and responses to reports, including ADES consultations and the Muir Report both pre and post publication.

During the pandemic our RIC Directors collaborated closely meeting on a regular basis to discuss common issues and develop common approaches. Our Directors continue to meet on a weekly basis and this collaboration at Senior level had added impetus to further collaboration at all levels.

Building relationships and closer collaborative working has seen a big increase in practice sharing and informal networking between our Local Authorities. These are difficult to record as they are often informal, however, there has been a big increase in the number of requests for names of contacts in other Local Authorities on a wide range of topics.

C Change Hubs

These hubs aim to build community, aid communication, support curriculum-making, facilitate collaboration, develop practice and pedagogy and identify CLPL needs. The first tranche of these were aimed at Primary practitioners. The membership of these hubs has grown rapidly over the last six months and with over 1350 members. This total represents nearly a third of the total number of our Primary practitioners across our RIC. Stage two of the C Change Hub process is for Secondary subject based hubs, and these will be launched early in session 22-23

Communications

Our RIC aims to keep in touch with our practitioners through a range of Teams and social media.

Our various RIC twitter accounts have increased the number of followers by over 16% in the last year to over 5000. Analytics show that not only has the number of tweets put out over the last year shown a marked increase but the number of retweets of these has grown substantially.

Analytics for our Glow Blog also show a marked increase in visits with these up markedly since the turn of the year with new Early Years, UNCRC and Health and Wellbeing resources being available.

Our Youtube channel has also seen a marked increase in usage. This has been largely due to the huge response to our study support videos which have had over twenty five thousand views.

Section 2 - **Collaborative Connect Team Impact**

This year our Workstreams have collaborated on a number of initiatives and supports. This has seen a move towards providing a more holistic service to support practitioners. Analysis of SNSA data and feedback from establishments and practitioners has demonstrated that there are strong links between Numeracy and Literacy underachievement; with poor Literacy skills limiting progress and attainment in Numeracy. The links between Literacy, Numeracy and STEM are obvious and these have been developed. Similarly online learning takes in all facets of learning and therefore close collaboration with all the Workstreams was essential. Our new Health and Wellbeing PT has been working closely with all the Workstreams to ensure that a health and wellbeing element is an integral part of all our offerings.

The appendices contain the detail of programmes and the Universal and Targeted support offered. The main highlights include:-

- The series of Futureproofing Pedagogy seminars which were aimed largely at secondary practitioners. 285 practitioners attended and evaluations were very positive.
- The Inspiration Hub designed and led by the Curriculum and Online Learning leader has grown in scope with a qualifications directory added to the developing practice area. This has had very positive evaluations from practitioners and whilst there is not a formal mechanism to record interactions, we are aware of a number of instances where contact has been made between schools to find out about their experiences of delivering particular qualifications with a view to implementing them in their own establishment.
- An Autumn Equity focus which included a daily practice sharing Equity stories from across our RIC in the weeks leading up to the national Challenge Poverty week. These stories have inspired similar actions in other establishments across our RIC, thereby meeting the needs of parents and families and creating greater equity for those supported.
- A series of well attended Play Pedagogy sessions.

Overall these supports have improved the skills of our practitioners, encouraged greater collaboration and allowed our establishments to better meet the needs of our children and young people.

The Inspiration Hub

Impact Summary

Workstream: RIC Connect Team

Workstream Plan Aims: To build a collaborative culture to close
the socio-conic gap and improve outcomes for all learners.

Key areas for measurement and reporting:
- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

The Inspiration Hub is a developing online portal to support parctitioners in parctical ways to enhance develop collaboration, improve pedagogy and improve the learning experience for our children and young people. The forst stage of the Hub went live in June 21 and it will have three sections – Developing Practice, Qualifications Directory and a Professional Learning Portal up and running in August 22.

Intervention/programme *(include description)*	The Inspiration Hub			
Rationale *(relate to values/ strategic plan/ data)*	The site was created in order to practically facilitate putting our RIC values of Equity, Empowerment and Collaboration into action. There are currently two phases of our site which are available and one which will be from August 2021.			
Participation		**Number of participants**	**Percentage of participants by authority**	
	Clackmannanshire	19	38%	
	Falkirk	30	50%	
	Stirling	2	3%	
	West Lothian	7	12%	
	RIC Connect	2	3%	
	Total	60	100%	
Baseline measurement	There was no baseline measurement as this provision did not exist previously.By June 2021, we had 19 examples.			

End of programme measurement	This programme is ongoing and is continually updated. There are now 60 examples of developing practice shared on our site. These include examples of practice on improving equity which directly supports our RIC vision and values. In our Qualifications Directory, we have a comprehensive list of qualifications being presented across our RIC as of August 2021.
Short term impact *(learners/ staff/ establishments)*	This has provided a permanent collation space which supports collaborative and empowered school improvement. It supports widening curriculum opportunities and collaborative curriculum making.
Sustained impact *(learners/ staff/ establishments)*	There is no sustained impact as yet but the site has the potential to support our own improvement journeys, widen curricular offerings across all sectors and support the professional learning of all staff.
Next steps *(staff/ workstream)*	More examples of developing practice to be added to The Inspiration Hub. We'll continue to update the presentation data for our schools, showcase new qualifications and awards and widen our directory beyond the Senior Phase.
Reflections/Lessons learned	Launching this during the pandemic has been a challenge and the belief is that the site will continue to grow with more examples being added, adding more qualifications / awards and launching our Professional Learning portal.

See Appendix 1 for summary evaluations of all support and interventions by the Connect Team.

Section 3

Workstream Impact

Numeracy

Impact Summary

Workstream: Numeracy

Workstream Plan Aims:

1. Deepen knowledge and understanding of how pupils progress in numeracy.
2. Strengthen teacher skills in using effective pedagogy to ensure secure understanding of numeracy concepts and support teacher professional judgement.
3. Enhance the application of numeracy skills across the curriculum.

Key areas for measurement and reporting:
- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

Support was offered on a Universal and Targeted basis. Universal supports were part of an agreed programme with the Numeracy leads in each Local Authority. Targeted support was offered on the basis of requests from Local authorities, Clusters and Schools.

In total 432 practitioners were directly supported by the Numeracy Workstream from August 2021 to May 2022.

This number does not include those who participated in wider cross curricular supports offered by the Numeracy Team in Collaboration with the wider Connect team.

As the evaluations show (see Appendix 2) the support that the Numeracy Team has offered has had significant impacted significantly on learners, practitioners and establishments. The Numeracy for learners with severe and complex needs programme was a catalyst for the formation of an ASN network to support practitioners.

The support offered by our Numeracy Team has developed the skills of our practitioners and improved pedagogy. As a result our children and young people should have a betterand more successful learning experience.

Literacy Workstream

Impact Summary

Workstream: Literacy

Workstream Plan Aims:

- Directly support practitioners to develop their
knowledge, understanding and application of research informed pedagogy which is
proven to improve outcomes for children and young people.

- Develop collaboration between practitioners within and across local authorities to
promote leadership at all levels.

- Strive to raise attainment for all and close the poverty related attainment gap by
supporting reflection on performance of pupils to enable continuous improvement.

Key areas for measurement and reporting:
- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a
faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

The Literacy team provided worked collaboratively with the Literacy leads in each of the
four Local authorities to provide a programme of Universal support for practitioners.
Targeted support was provided to a number of establishments after requests from Local
Authorities, schools or clusters.

**A total of 859 practitioners accessed Universal support opportunities, with a further 325
practitioners being involved in targeted support interventions. The support offered has
developed the skills of practitioners and improved pedagogy; as a result our children and
young people will have benefitted from a betterand more successful learning experience.**

Impact Summary

Workstream: Health and Wellbeing

Workstream Plan Aims:
Incorporate and promote Digital Wellbeing through our Health and Wellbeing work stream

Key areas for measurement and reporting:
- Creating greater equity at system, LA, cluster, school and classroom level
  Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

The Health and Wellbeing workstream was augmented by the appointment of a Health and Wellbeing PT in December.

The main impacts over this session have been
- The creation of a range of resources to support staff Health and Wellbeing. A survey was conducted asking staff what resources they could access and what resources they would like. In response to this a wide range of resources were collated and placed on our Blog.   Staff are now able to autonomously select suitable Health and Wellbeing support with their specific needs.
- The creation of C Change hubs for PSE practitioners and Pastoral PT's to build a network to allow for practice sharing and support.
- Partnership working with Glasgow University on e cigarette research and the creation of new resources for our practitioners to use to support the teaching of PSE around this.
- The formation of the Digital Wellbeing group – WIZE which is a multi agency approach to tackle internet safety for our children and young people across our RIC. This is building on the work of the former E Safety Partnership.

The impact of these supports is still to be assessed, however our practitioners have a access to a wider range of curricular resources to support the delivery of Personal and Social Education. In addition our practitioners now have access to a wider range of resources to support their own personal health and wellbeing.

Impact Summary

Workstream: Performance (Data Coaches based in each Local Authority)

Workstream Plan Aims:
- Improve the use of data across all levels of the system by using available data more effectively
- Support schools to use data to inform interventions that close the poverty related attainment gap including targeted school work
- Support practitioners to improve outcomes for all young people in both literacy and numeracy through using the SNSA diagnostically

Key areas for measurement and reporting:
- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

Our RIC has four data coaches, one based in each Local Authority. Although each Local Authority employs these data coaches in different ways, they all have a core function is developing the capacity of staff to use data effectively to support interventions to improve attainment.

The main impacts over this session have been
- The creation of a data champions programme with a data champion trained in each of Stirling's Primary and Secondary schools.
- In Clackmannanshire 46 Primary Practitioners have learned how to effectively use SNSA data to support improvement in the classroom. ***This has supported targeted interventions to support specific needs of children and directly improve their performance.***
- All Primary schools in Clackmannanshire have learned how to sue historical SNSA and TPJ data to support improvement. All schools have developed a baseline to measure interventions against and using the historical data they are able to introduce interventions to improve identified areas of weakness*. **Schools have identified this intervention as being instrumental in improving pedagogy of teachers and raising the attainment of children in these areas.***
- All Primary practitioners in Falkirk have been supported to Improve the use of data across all levels of the system by using available data more effectively
  Support has been given to schools to use data to inform interventions that close the poverty related attainment gap including targeted school work
  The programme has supported practitioners to improve outcomes for all young people in both literacy and numeracy through using the SNSA diagnostically. ***Staff report much greater confidence in dealing with data and implementing data based interventions that have raised attainment.***

- In West Lothian a programme involving 41 practitioners in 12 schools to Develop data literacy through the implementation and exploration of 'agile' classroom practices is being led by the data coach. The rationale for this is the theory that "Habitat creates habit"
Traditional settings lead to traditional learning models. These models continue to work for the young people they've always worked for and fail the young people they've always failed.
Rethinking use of spaces can create greater equity, develop collaboration, and improve curriculum, pedagogy, and assessment.
Initial assessments suggest that learners are taking greater ownership of their learning and setting. They more actively and confidently express their opinions and ideas.

Conclusion

Our aim is to reduce the poverty related attainment gap. Reducing the gap however, cannot be achieved with a single action, it requires many interventions and collaborations working in concert to achieve this. For an impact report of one element of the collaborative network trying to support this change it is very difficult to assess the direct impact of your actions. What we can say however, is that our RIC has helped build collaboration, share best practice and has had a role in improving pedagogy. Regional Improvement Collaboratives were built on the idea that by developing collaborative professionalism we could improve pedagogy, enhance the learning experience and improve outcomes for our children and young people. Whilst there is a long way to go, we believe that this report demonstrates that we have impacted positively on practitioner skills and pedagogy and acted as a catalyst, supporting greater collaborative working.

Appendix 1 – Connect Team Support and Interventions Impact Summary

Workstream: Literacy, Numeracy, Health and Wellbeing, Curriculum and Virtual Learning

Workstream Plan Aims:

To respond to self-evaluation findings and provide a programme of professional learning, specifically for secondary practitioners.

Key areas for measurement and reporting:
- Creating greater equity at system, LA, sector, cluster, school and classroom level
- Increasing the empowerment of our staff in supporting professional learning
- Improve outcomes for all through effective learning and teaching
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

Intervention/ programme *(include description)*	Future Proofing Pedagogy- Session 1-The Educational Neuroscience Perspective- This webinar focused on the latest cognitive science publication from the EEF. It explored how these findings can support learning, including secondary settings.
Rationale *(relate to values/ strategic plan/ data)* Collaboration Empowerment Equity	Cognitive science has very recently been widely adopted to underpin interventions, practice and policy within the education field. Specifically for education the main focus has been the areas of: motivation and reward, working memory, long term memory and cognitive load. If we delve deeper into cognitive science, we discover that cognitive psychology and cognitive neuroscience have been extremely influential when engaging with impactful teaching and learning. The principles of Educational Neuroscience can be adopted to **empower** pupils to take charge of and enhance their own learning strategies. Educators, having a sound knowledge of the nuances of Educational Neuroscience can provide **equity** for their learners using the evidence provided from the EEF review.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	1	4%	
	Falkirk	13	54%	
	Stirling	3	13%	
	West Lothian	7	29%	
	Total	24		

Baseline measurement	4 participants completed an evaluation form.
	No. of Participants	Baseline knowledge prior to CLPL (Rating out of 5)

1	2	
2	3	
1	4	

End of programme measurement	No. of Participants	Baseline knowledge prior to CLPL (Rating out of 5)	Post CLPL Rating (Rating out of 5)
	1	2	4
	2	3	1 participant ➡ 5 1 participant ➡4
	1	4	5

Short term impact *(learners/ staff/ establishments)*	*Participant Comments-* 'The realisation that the separate approaches we had been looking at as a school, work better when worked together has helped me consider my planning for next academic year and how I can perhaps trial this with one particular class.' 'I will be more mindful of the application of neuroscience in the classroom. In particular, I will purposefully ensure that I use a mixed strategy approach when teaching, always ensuring that I take steps to manage cognitive load during lessons. Apply the new knowledge gained where it is relevant.' 'Key learning was new knowledge of neuroscience; reminder of how useful this field of knowledge is to educators; the detail of the interventions from EEF research which were shared.' 'Really interested in following up on the strategies covered, especially interleaving and retrieval practice.'
Sustained impact *(learners/ staff/ establishments)*	This course was run at the end of April, so sustained impact has yet to be seen. However, the following was noted- *Participant Comments-* 'The usefulness is in the bringing together of the separate elements in a more cohesive format, enabling greater understanding of the combined pedagogical impact on students.' 'I found this CLPL interesting, especially the elaboration of various teaching strategies - spacing, interleaving, embodied learning. The new knowledge listed above was the main gain from this session. Further reading and sources of information were also shared.' 'Very good session. Covered so many aspects and I fully believe metacognition can unlock pupil potential.' • Session recorded and shared for re-visiting and for future participants. • Follow up electronic resource book created for further and sustained professional reading and investigation- https://read.bookcreator.com/fzAXKOWLeAO4w5hPRMCvjUzpLQj2/GrtJTJaZSmy4B_Zh45C-GQ • National Teacher Leadership Programme professional enquiries on Educational Neuroscience were posted in the weeks after the

	presentation and participants invited to share their own findings once piloted.
Next steps *(staff/ workstream)*	Latest research posted on CLPL Teams to assist with further professional development.
Reflections/Lessons learned	After attending Education Scotland's 'Leading Effective Professional Learning' Modules I would apply some of the strategies that were presented during that session- such as time for private reflection and polling to make the course more interactive. A chance to present the series of webinars again to a wider audience may also be beneficial. This was a new type of offer and the numbers of attendees gained momentum as the series progressed. It would be interesting to see if the uptake was greater from the outset.

Intervention/programme *(include description)*	Future Proofing Pedagogy- Session 2-Making Digital Meaningful- This webinar focused on the latest advice around effective digital learning and teaching. It explored how these findings can support effective pedagogy in all settings.
Rationale *(relate to values/ strategic plan/ data)*	This webinar was designed to support **empowerment** of staff to embed effective digital learning and teaching.
Participation	<table><tr><td></td><td>**Number of participants**</td><td>**Percentage of participants by authority**</td></tr><tr><td>**Clackmannanshire**</td><td>4</td><td>9%</td></tr><tr><td>**Falkirk**</td><td>25</td><td>54%</td></tr><tr><td>**Stirling**</td><td>4</td><td>9%</td></tr><tr><td>**West Lothian**</td><td>13</td><td>28%</td></tr><tr><td>**Total**</td><td>46</td><td>100%</td></tr></table>
Baseline measurement	This is the first time this programme was offered. The average baseline for knowledge from the before the CLPL. <table><tr><td>Number of respondents</td><td>Baseline knowledge</td></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>6</td></tr><tr><td>3</td><td>3</td></tr><tr><td>4</td><td>5</td></tr></table>
End of programme measurement	<table><tr><td>Number of respondents</td><td>Baseline knowledge</td><td>Post CLPL rating</td></tr><tr><td>1</td><td>4</td><td>5</td></tr><tr><td>2</td><td>6</td><td>6</td></tr><tr><td>3</td><td>3</td><td>4</td></tr></table>

	4	5	6
Short term impact *(learners/ staff/ establishments)*	"Essentially, this webinar consolidated my current knowledge and professional practice regarding the use of digital in the classroom." "This session made clear that digital learning is not an optional accessory to my teaching, it is now an expected part of my practice." "I will continue to support colleagues and encourage them to increase their use of digital technologies for learning and teaching. I will continue to build into my training and support sessions around the "why" of digital technology rather than explaining how to use a tool. And also to impress upon them that it is led by the pedagogy rather than the technology." Anecdotal comments during the session were very positive.		
Sustained impact *(learners/ staff/ establishments)*	From the evaluations completed, all participants rated the programme as agree or strongly agree to its relevance to their professional learning. "The approaches covered were all ones which I currently employ. However, there was one tip that I picked up regarding the use of Jamboard for more effective/meaningful AiFL. I am planning on using this as a more regular tool now in lessons." "This is an area I want to improve on, so will discuss this in my upcoming ERD." "The element I found most useful was hearing others talk about effective and engaging pedagogical practices in the use of digital technologies for teaching and learning"		
Next steps *(staff/ workstream)*	I have organised for a lmore in-depth programme called 'This Is Digital' to be offered next session.		
Reflections/Lessons learned	It was good to have time for reflection and sharing at each of the four stages of the sessions. It would have been beneficial to have recorded the session as well as sharing the powerpoint presentation.		

Intervention/programme *(include description)*	Session 3 – Learning for Sustainability Across the Curriculum, delivered by Scotdec

Rationale *(relate to values/ strategic plan/ data)*	

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	3	12%	
	Falkirk	9	36%	
	Stirling	2	8%	
	West Lothian	11	44%	
	Total	25	100%	

Baseline measurement	No baseline measure was taken for this session
End of programme measurement	8 participants completed the CPD Manager evaluation form. 88% of the participants who completed the evaluation form stated that their knowledge had increased as a result of attending the session. 50% of participants agreed that the course was relevant to their practice. 38% of participants strongly agreed that the course was relevant to their practice.
Short term impact *(learners/ staff/ establishments)*	**Staff** "This course was useful to my professional development as I am focussing this year on developing my pedagogical practice with a focus on Learning for Sustainability. The most useful part of this CPD was learning how to incorporate LfS into teaching maths." "The course allowed me to further understand ways in which Learning for Sustainability and UNCRC can be embedded within a subject. I look forward to engaging in professional dialogue around the potential opportunities and challenges to taking forward these approaches next year." "It was useful recognise how a range of skills, values and attributes can be taught and developed through Learning for Sustainability." "This course was fantastic for informing my practice of ways which LfS can be used, not only in meaningful contexts but also in mathematical contexts for learning. I will be able to confidently teach areas of maths with reference to the Global Goals."

Sustained impact *(learners/ staff/ establishments)*	This course only took place in May therefore there can be no sustained impact measured.
Next steps *(staff/ workstream)*	Consider running the course again, possibly earlier in the school year?
Reflections/Lessons learned	It would have been useful to have recorded the session to have made it available for any time learning.

Intervention/programme *(include description)*	Session 5 – Literacy across Learning with Alex Quigley.
Rationale *(relate to values/ strategic plan/ data)*	The workstream uses evidence-informed practice at all times and Alex Quigley works as for the Education Endowment Foundation encapsulates this approach. He has authored *Closing the Vocabulary Gap*, *Closing the Reading Gap* and *Closing the Writing Gap*, all of which target closing the attainment gap in literacy.
Participation	<table><tr><td></td><td>**Number of participants**</td><td>**Percentage of participants by authority**</td></tr><tr><td>**Clackmannanshire**</td><td>3</td><td>2%</td></tr><tr><td>**Falkirk**</td><td>45</td><td>28%</td></tr><tr><td>**Stirling**</td><td>14</td><td>9%</td></tr><tr><td>**West Lothian**</td><td>98</td><td>61%</td></tr><tr><td>**Total**</td><td>160</td><td>100%</td></tr></table>
Baseline measurement	No baseline measure was taken
End of programme measurement	This session is the second of three Alex is delivering in May-June (second session was part of the Futureproofing Pedagogy series). As most practitioners have signed up for all three sessions, an evaluation form will be distributed at the end of the third session.
Short term impact *(learners/ staff/ establishments)*	The number of sign-ups demonstrates a strong initial impact, with increased sign-ups for the third session.\n\nAlex laid out the literacy issues pupils face in upper primary and secondary with the different aspects of literacy that appear in the different subject areas. More importantly, Alex has provided a multitude of practical, evidence-informed, strategies that teachers can incorporate into their practice.
Sustained impact *(learners/ staff/ establishments)*	The workstream is delivering a session a week after Alex's final session in which is key ideas will be disseminated. Over sixty practitioners have already signed up. The intention is to discuss

	Alex's sessions, to identify areas of good practice within our schools and areas for development. This will allow the RIC to develop universal CLPL offerings that are both evidence-informed and what teachers want.
Next steps *(staff/ workstream)*	Analyse the findings of the evaluation (once completed). Use the upcoming sessions to identify good practice and areas for CLPL. Use this as a framework for next year to build upon the captive audience Alex has helped to create.
Reflections/Lessons learned	Using a literacy authority such as Alex helped us to reach a large number of practitioners across the RIC. Using speakers like Alex is a great way to engage our practitioners, so doing this going forward could be very useful. Each session was an hour long. Going forward, extending the sessions by another half hour for questions and answers would be beneficial.

Intervention/programme *(include description)*	Session 6 – An Outdoor Curriculum, delivered by Jane Jackson and Yvonne McBlain		
Rationale *(relate to values/ strategic plan/ data)*			
Participation		**Number of participants**	**Percentage of participants by authority**
	Clackmannanshire	4	13%
	Falkirk	12	40%
	Stirling	2	7%
	West Lothian	12	40%
	Total	30	100%
Baseline measurement	No baseline measure was taken for this session.		
End of programme measurement	This session is still to take place in June and CPD manager evaluations will be used to measure the impact of this course.		
Short term impact *(learners/ staff/ establishments)*	This session is still to take place in June therefore there can be no short-term impact measured.		
Sustained impact *(learners/ staff/ establishments)*	This session is still to take place in June therefore there can be no sustained impact measured.		

Next steps *(staff/ workstream)*	N/A
Reflections/Lessons learned	N/A

Impact Summary

Workstream(s): Literacy and Numeracy

Programme: 'Play Pedagogy' Sharing Practice Sessions

Key areas for measurement and reporting:
- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

Intervention/programme *(include description)*	**Embedding a Play Pedagogy and Learner-led approach in Primary 1 and Beyond: Session 1** A 1-hour session where practitioners delivered by Wallacestone PS practitioners where they shared their approach to how the school has made use of Falkirk Council's Model for Play Pedagogy to consider child initiated, adult initiated and adult directed learning in Primary 1 and how this has been taken forward into Primary 2. They discussed: Their play pedagogy journey in Primary 1 and 2, considering how they support development of Literacy and Numeracy. The professional learning that has underpinned this approach. Their next steps working with colleagues in their cluster and neighbourhood group
Rationale *(relate to values/ strategic plan/ data)*	There has been a recent educational shift towards play-based pedagogy nationally and across our RIC. This is evident in national policy and is backed by research. A series of Play Pedagogy Sharing Practice sessions were delivered last session. Feedback from participants identified the need to run more of these sessions and to share more examples of high-quality play pedagogy.

The programme links to our RIC values;

- Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners.
- Empowerment – develops practitioners' knowledge and understanding of play pedagogy to impact their practice.
- Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges.

Participation		**Number of participants**	**Percentage of participants by authority**	
	Clackmannanshire	28	27%	
	Falkirk	19	19%	
	Stirling	17	17%	
	West Lothian	38	37%	
	Total	102	100%	

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 35 participants who completed evaluations, 96% reported that the course was either 'relevant' or 'very relevant' or that their knowledge increased as a result of the programme.
Short term impact *(learners/ staff/ establishments)*	"One thing we also struggled with was finding a sustainable way to record and track progress of play, so our next step is to find a more manageable way to do this alongside the role of planning and teaching."
	"To begin to make small changes to introduce targeted tasks to our P1 and P2/1 classes and look at manageable ways of documenting the learning through our Learning Journey walls and floor books."
	"Share what I have taken from this training with my colleagues and evaluate our practice/ journey."
	"Discuss with SLT. I feel we are quite established in p1 but need to develop in p2 and across our shared area which has been completely removed."

	"Implementing more child led activities, adjusting classroom setting and planning."
	"Share with colleagues, read Realising the Ambition and source the books mentioned."
Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues, increasing the chance of wider impact across establishments.
Next steps *(staff/ workstream)*	**Staff** • Implement learning from course into practice. • Share learning with colleagues. • Reflect on and evaluate current teaching approaches in relation to new learning. • Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Liaise with RIC Early Years Working Group to run more sharing practice sessions and identify more examples of good practice to share from across our RIC.
Reflections/Lessons learned	This session could have been longer to allow more time for questions and discussion. Provision of some more practical examples which were easy to implement would also have been useful especially for those who are at the start of their play journey.

Intervention/programme *(include description)*	**Embedding a Play Pedagogy and Learner-led approach in Primary 1 and Beyond: Session 2** This 1 hour session was delivered by Katie Gilmartin from Allan's PS where she shared how they are re-inventing the school experience for their Primary 2 learners. With a focus on Outdoor Learning, regarding their Environment as the third educator and valuing Curiosity Time (learner led experiences), they are harnessing the excellent, play-based practice identified at Early Level and exploring how this may look at the next stage of the school experience.

| Rationale *(relate to values/ strategic plan/ data)* | There has been a recent educational shift towards play-based pedagogy nationally and across our RIC. This is evident in national policy and is backed by research.

A series of Play Pedagogy Sharing Practice sessions were delivered last session. Feedback from participants identified the need to run more of these sessions and to share more examples of high-quality play pedagogy.

The programme links to our RIC values;
- Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners.
- Empowerment – develops practitioners' knowledge and understanding of play pedagogy to impact their practice.
- Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges. |
|---|---|

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	15	15%	
	Falkirk	24	24%	
	Stirling	31	31%	
	West Lothian	29	29%	
	Total	99		

Baseline measurement	No baseline measure was used for this programme.

End of programme measurement	Out of the 32 participants who completed evaluations, 83% reported that the course was either 'relevant' or 'very relevant' and 90% said that their knowledge increased as a result of the programme.

| Short term impact *(learners/ staff/ establishments)* | "My next steps are to implement some of the strategies from this session in my classroom. For instance, curiosity time to create more meaningful and purposeful play opportunities."

"To implement curiosity time, consider loose parts in our school and focus on having more learner initiated play in my classroom."

"Share learning with school colleagues to see how we can further develop and enhance play opportunities in the classroom and outdoors."

"Start to implement these ideas in our school through lots of discussion with colleagues." |
|---|---|

Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues, increasing the chance of wider impact across establishments.
Next steps *(staff/ workstream)*	**Staff** • Implement learning from course into practice. • Share learning with colleagues. • Reflect on and evaluate current teaching approaches in relation to new learning. • Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Liaise with RIC Early Years Working Group to run more sharing practice sessions and identify more examples of good practice to share from across our RIC.
Reflections/Lessons learned	Participants found the information and examples of learning shared useful however in gathering feedback a few people mentioned how useful it would be to be able to go and visit the school to see the provision in action. I have passed those requests on to the school as this type of collaboration would be a fantastic next step.

Intervention/programme *(include description)*	**Embedding a Play Pedagogy and Learner-led approach in Primary 1 and Beyond: Session 3** 1.5 hour online session where identified P1 teacher, Mary Jalland, at Carmuirs PS (Falkirk) shared examples of how she uses technology within her setting's play-based learning approach, including for observations, documentation and assessment.
Rationale *(relate to values/ strategic plan/ data)*	There has been a recent educational shift towards play-based pedagogy nationally and across our RIC. This is evident in national policy and is backed by research. A series of Play Pedagogy Sharing Practice sessions were delivered last session. Feedback from participants identified the need to run more of these sessions and to share more examples of high quality play pedagogy. The programme links to our RIC values; • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners.

	• Empowerment – develops practitioners' knowledge and understanding of play pedagogy to impact their practice. • Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges.			
Participation		**Number of participants**	**Percentage of participants by authority**	
	Clackmannanshire	6	15%	
	Falkirk	13	32%	
	Stirling	5	12%	
	West Lothian	17	41%	
	Total	41		
Baseline measurement	No baseline measure was used for this programme.			
End of programme measurement	Out of the 25 participants who completed evaluations, 96% reported that the course was either 'relevant' or 'very relevant' or that their knowledge increased as a result of the programme.			
Short term impact *(learners/ staff/ establishments)*	'As a result of this course, I will evaluate how effective the technology opportunities I provide my learners with are and how I can make better use of technology through play.' 'I found it useful to see how digital technologies can be integrated within a play based environment. In particular I found it useful to be pointed in the direction of apps that can be used to document the learning journey, and would consider using these from the beginning of the academic year in the future.' 'I have learned new ways to use digital technology in my class (FlipGrid, Green Screen and Book Creator). I also have deepened my understanding of how play is adapting to new technology that is available to learners and educators that will enhance learning experiences.' 'I will spend more time training children to use different apps and websites to encourage independence. I will explore using the iPads to record play experiences, and to encourage children to reflect on their learning.' 'I will select 2 of the ideas shared and implement them into my weekly teaching.'			

'I have been able to reflect on how I can utilise and enhance my block play area to develop this to encourage more focused play within the classroom.'

'Intergrate technology into a play-based, child-led learning approach in Primary 1 and explore how children gain independence in using these technologies, equipping them with the skills required for learning, life and work, also make use of digital floorbooks to document learning.'

'Was able to share practice with out P1/2 teachers. I took lots of great ideas away from this session.'

'Work with colleagues to discover apps of websites that can be used to support and enhance learning'

Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues, increasing the chance of wider impact across establishments.
Next steps *(staff/ workstream)*	**Staff** • Implement learning from course into practice. • Share learning with colleagues. • Reflect on and evaluate current teaching approaches in relation to new learning. • Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Liaise with RIC Early Years Working Group to run more sharing practice sessions and identify more examples of good practice to share from across our RIC.
Reflections/Lessons learned	Participants found the presenter's honest reflections relatable and found it beneficial to hear the practical challenges faced when implementing a play-based approach. Discussion around the challenges and practicalities of implementing a new approach should be considered for future sharing practice sessions.

Intervention/programme *(include description)*	**Embedding a Play Pedagogy and Learner-led approach in Primary 1 and Beyond: Session 4**

	1.5 hour online session where identified staff shared examples of good practice; • Lysa Thomson, Principal Teacher at Kinneil Primary (Falkirk) shared examples of responsive planning, documentation and play experiences. • Frances McMahon, Early Years Peripatetic Teacher (Falkirk), shared examples of writing through play.
Rationale *(relate to values/ strategic plan/ data)*	There has been a recent educational shift towards play-based pedagogy nationally and across our RIC. This is evident in national policy and is backed by research. A series of Play Pedagogy Sharing Practice sessions were delivered last session. Feedback from participants identified the need to run more of these sessions and to share more examples of high quality play pedagogy. The programme links to our RIC values; • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners. • Empowerment – develops practitioners' knowledge and understanding of play pedagogy to impact their practice. • Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	5	13%	
	Falkirk	15	39%	
	Stirling	5	13%	
	West Lothian	13	35%	
	Total	41		

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 11 participants who completed evaluations, 91% reported that the course was either 'relevant' or 'very relevant' or that their knowledge increased as a result of the programme.
Short term impact	'I will look at how to change our forward planning.'

(learners/ staff/ establishments)	'Hearing from other practitioners about how they plan and resource their experiences was interesting and helpful as this as something that I have found tricky this year.' 'As a result of attending this session I have a greater understanding of responsive planning to employ play pedagogies within early level education.' 'I will consider the approaches that were discussed when planning for my own class. I will continue to attend CPD sessions based on early years pedagogy, observe other teachers as much as I can and continue with my professional reading and dialogue with colleagues in preparation for taking on my new class.' 'I intend to set up a writing area as a result to provide experience of different purposes for writing in the environment.' 'I have already shared some of the slides shown her with a member of my SLT. I would like to try and incorporate more writing into my classes play using the suggestions from the course.'
Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues, increasing the chance of wider impact across establishments.
Next steps *(staff/ workstream)*	**Staff** • Implement learning from course into practice. • Share learning with colleagues. • Reflect on and evaluate current teaching approaches in relation to new learning. • Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Liaise with RIC Early Years Working Group to run more sharing practice sessions and identify more examples of good practice to share from across our RIC.
Reflections/Lessons learned	This session could have been split into two separate sessions as there was a lot of content and information to absorb. Participants found it useful when the presenters shared examples of planning and documentation.

Intervention/programme *(include description)*	**Embedding a Play Pedagogy and Learner-led approach in Primary 1 and Beyond: Session 5**

	1.5 hour online session where identified staff shared examples of good practice; • Staff at Carronshore Primary (Falkirk) shared their whole-school lay pedagogy journey, including how they plan for engaging and relevant play experiences and interactions. • Nicky Hocknull, DHT at Springfield Primary (West Lothian) shared her setting's whole-school approach to Block Play.
Rationale *(relate to values/ strategic plan/ data)*	There has been a recent educational shift towards play-based pedagogy nationally and across our RIC. This is evident in national policy and is backed by research. A series of Play Pedagogy Sharing Practice sessions were delivered last session. Feedback from participants identified the need to run more of these sessions and to share more examples of high quality play pedagogy. The programme links to our RIC values; • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners. • Empowerment – develops practitioners' knowledge and understanding of play pedagogy to impact their practice. • Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	6	14%	
	Falkirk	11	27%	
	Stirling	4	10%	
	West Lothian	20	49%	
	Total	41		

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 9 participants who completed evaluations, 100% reported that the course was 'very relevant' or that their knowledge increased as a result of the programme.

Short term impact *(learners/ staff/ establishments)*	"I felt that Carronshore's model was closest to our own model so this really gave me an insight in the best practice that we could achieve realistically at this moment in time. It was very helpful to see how they plan for observations and record these as well as incorporate adult initiated tasks into the play. It was reassuring to see that we were doing many of the things already highlighted but now need to implement some more things next year now that we have had a year to explore Play is the Way." "I feel more confident in applying play pedagogy across the upper years and have gained ideas on how to do so. Regarding the different stimuli and themed opportunities eg woodwork, grand designs etc. The extent of block play's uses in upper school was a really exciting revelation, using them to support play in younger years by having play buddies in P3 and P1." "I am using/going to use the Bernard's Lens and STAR approach within my ELC and school." "Will adopt some of the observation suggestions for the infants."
Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues, increasing the chance of wider impact across establishments.
Next steps *(staff/ workstream)*	**Staff** - Implement learning from course into practice. - Share learning with colleagues. - Reflect on and evaluate current teaching approaches in relation to new learning. - Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Liaise with RIC Early Years Working Group to run more sharing practice sessions and identify more examples of good practice to share from across our RIC.
Reflections/Lessons learned	This session could have been split into two separate sessions as there was a lot of content to cover within the allocated timeframe and a lot of information to absorb. Participants found it useful when the presenters shared examples of planning and documentation.

Impact Summary

Workstream(s): Literacy and Numeracy

Programme: Stirling Council Support for Learning Assistants: Professional Learning Sessions

Key areas for measurement and reporting:

- Creating greater equity at system, LA, cluster, school and classroom level

- Increasing the empowerment of our children, young people and staff,

- Improve outcomes for all including sustained positive destinations

- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.

- Supporting and improving curriculum development, pedagogy and assessment

- Developing further effective collaboration at all levels.

Intervention/programme *(include description)*	Stirling Council Support for Learning Assistants: Professional Learning Sessions		
Rationale *(relate to values/ strategic plan/ data)*	Working with Stirling Council and Education Scotland, the Literacy and Numeracy workstreams helped to design and deliver a twilight CLPL series for Stirling's Support for Learning Assistants (SLA's). The Literacy workstream delivered sessions 2-4, while the Numeracy workstream delivered sessions 5-6. Session 1 – Effectively Supporting Small Groups Session 2 – Introduction to the Pedagogy of Literacy (1) Session 3 – Introduction to the Pedagogy of Literacy (2) Session 4 – Introduction to the Pedagogy of Literacy (3) Session 5 – Introduction to the Pedagogy of Numeracy (1) Session 6 – Introduction to the Pedagogy of Numeracy (2) Session 7 – Impact of Poverty on Learning and Next Steps 2for Stirling's Professional Learning Framework for SLA's.		
Participation		**Number of participants**	
	Session 2	42	
	Session 3	51	
	Session 4	31	
	Session 5		
	Session 6		
Baseline measurement	No baseline measure taken, but we were briefed to design sessions that demonstrated the key literacy and numeracy issues, the foundations for improving literacy and numeracy, as well as practical strategies SLA's could use in their practice.		
End of programme measurement	This was conducted by Stirling Council.		
Short term impact *(learners/ staff/ establishments)*	SLAs who attended the sessions have a greater awareness of the literacy and numeracy issues many pupils and young people face on a daily basis. Practitioners were also provided practical strategies,		

	as well as time in each session to discuss how they could use or adapt these into their own practice. Many SLAs commented that they found the opportunity to discuss this with colleagues as beneficial to their professional development.
Sustained impact *(learners/ staff/ establishments)*	All sessions were re-recorded so all SLAs could watch at their own time. Recordings are to be shared with new members of staff, as well as being used as future in-service day training. The Literacy workstream re-ran their sessions during the February in-service, with over 100 SLAs in attendance. Recordings were also shared with the other three authorities within our RIC.
Next steps *(staff/ workstream)*	While this training was for Stirling Council, we are now in a position to offer that to all local authorities in our RIC. There is also potential to develop the programme further, with many SLA's asking for sector-specific training.
Reflections/Lessons learned	There was good co-ordination with all involved, leading to a consistent message being delivered.

Appendix 2 – Workstream Support
Numeracy

Universal Support

Intervention/programme *(include description)*	**The CPA Approach and the Effective Use of Tools to Teach Numeracy** 5 x 1.5 hour online sessions **Programme Aims:** •Deeper understanding of the Concrete Pictorial Abstract approach •Increased confidence in using a range of concrete manipulatives (tools) and visual representations to support quality learning and teaching of numeracy •Be able to use a range of pedagogical approaches to deepen learners' conceptual understanding.		
Rationale *(relate to values/ strategic plan/ data)*	The use of concrete manipulatives was identified as a collective area for development through conversations with local authority numeracy leads. Evidence from the EEF demonstrates that the use of concrete manipulatives has a positive impact on learning in numeracy. The programme links to our RIC values; • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners. • Empowerment – builds practitioners' knowledge and understanding to improve their own numeracy pedagogy and to support the professional development of colleagues. • Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges via breakout room discussions and on the numeracy channel of the Primary C-change Hub .		
Participation		**Number of participants**	**Percentage of participants by authority**
	Clackmannanshire	5	11%
	Falkirk	14	30%
	Stirling	5	11%
	West Lothian	22	48%

	Total	46		
Baseline measurement	No baseline measure was used for this programme.			
End of programme measurement	Out of the 20 participants who completed evaluations, 100% reported that the course was 'very relevant' or that their knowledge increased as a result of the programme.			
Short term impact *(learners/ staff/ establishments)*	**Evaluation feedback from CPD Manager demonstrating impact:** **Evidence of impact on learners** "This course has been fantastic as I have learned how to use concrete and pictorial resources for pupils who struggle with abstract. I have started using numicon and rods with a pupil to help them understand basic core number concepts which has then allowed me to use pictorial as progression." "The pupils in my class and my stage partners are becoming more confident in numeracy and mathematics. They are aware of and can use a variety of concrete materials and pictorial representations to support them in their learning. I am more confident planning and teaching using the strategies." **Evidence of impact on staff** "By attending this course I now have a deeper understanding of the Concrete Pictorial Abstract approach. I have increased confidence in using a range of concrete manipulatives (tools) and pictorial images/ diagrams to support quality learning and teaching of numeracy. Finally, I am able to use a range of pedagogical approaches to deepen learners' conceptual understanding" "More confident in CPA approach. Will introduce more of the activities within my teaching." "Very useful, will use and have already used some of the resources and strategies in class." "I now feel I have a deeper understanding the CPD approach. I have more confidence in using concrete manipulatives (eg numicon) and I am using these in the classroom when working with children." "I have learned some new strategies to use for the teaching of numeracy concepts with concrete materials. My understanding			

of the importance of children being able to first work with concrete materials, then pictorial representations before moving on to abstract representations has deepened."

"The whole course was excellent. I have already used many of the suggested activities."

Evidence of impact on establishments
"I hope this course is available next year as I would certainly recommend it to my colleagues."

"The pupils in my class and my stage partners are becoming more confident in numeracy and mathematics. They are aware of and can use a variety of concrete materials and pictorial representations to support them in their learning. I am more confident planning and teaching using the strategies."

"This course has encouraged me to try some of the approaches in my setting, before being invited to share evidence of how the programme has impacted on my practice."

"I have my notes and a copy of the presentations as a reference to ensure I continue use the CPA approach in the classroom as well as supporting colleagues to use it."

Sustained impact *(learners/ staff/ establishments)*	Many participants reported that they had or were likely to share their learning with colleagues, with some requesting a re-run of the course next session so that colleagues could attend. Recordings are being made of each session and uploaded to our RIC Youtube channel for future use. This has potential to upskill more staff, increasing the reach and impact of the training.
Next steps *(staff/ workstream)*	**Staff** • Implement learning from course into practice. • Share learning with colleagues. • Reflect on and evaluate current teaching approaches in relation to new learning. • Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Create recordings of course sessions for further use.

Reflections/Lessons learned	Between each session, participants were consulted and asked to identify any particular areas they required support with, which allowed the course coordinators to tailor each session to meet their needs.
	The course could have been shortened to 4 sessions, however the fifth session was an optional drop-in, where participants could ask questions informally, discuss next steps and collaborate with other practitioners to share ideas and challenges. Participants reported that they found this beneficial and felt supported in the next step of their journey.

Intervention/programme *(include description)*	**Numeracy for Learners with Severe and Complex ASN** 4 x 2-hour sessions, delivered by Les Staves. The programme discussed the importance of a multi-sensory approach to early numeracy development and raised awareness of the roots of maths. The sessions provided practical ideas on how to make learning in numeracy and maths relevant for learners with severe and complex needs.
Rationale *(relate to values/ strategic plan/ data)*	The ASN sector was identified for support through conversations with local authority numeracy leads. The numeracy workstream were made aware of Les Staves and his training through the National Numeracy Network, where the impact of his work with an ASN school in Aberdeen was shared. The programme links to our RIC values; - Equity – upskills staff to provide tailored and equitable learning and teaching experiences for learners with severe and complex needs. - Empowerment – builds practitioners' knowledge and understanding to improve their own numeracy pedagogy and to support the professional development of colleagues. - Collaboration – provides opportunities for practitioners within the ASN sector to share experiences and ideas and engage in professional discussion that is relevant to their specific roles.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	9	20%	
	Falkirk	4*	9%*	
	Stirling	7	15%	
	West Lothian	17	36%	
	North Ayrshire	2	4%	
	South Ayrshire	1	2%	
	East Ayrshire	3	6%	
	Scottish Borders	1	2%	
	Dumfries and Galloway	1	2%	
	Fife	2	4%	
	Total	47		
	*As part of a STEM bid, Les Staves delivered the same training to a group of ASN practitioners in Falkirk (Carrongrange High School and The Thistle Wing). This reduced the number of Falkirk practitioners who attended our programme.			
Baseline measurement	No baseline measure was used for this programme.			
End of programme measurement	Out of the 18 participants who completed evaluations, 94% stated that the course was relevant to them or that their knowledge increased as a result of the programme.			
Short term impact *(learners/ staff/ establishments)*	**Evaluation feedback from CPD Manager demonstrating impact:** **Evidence of impact on staff** "I will seek to take a much more tactile and sensory approach to teaching Numeracy." "Structure and put into place ideas obtained from course in order to support mathematical learning." "This course has built on my experiences working with children with severe and complex needs. It helped to formalise my experience and gave more insight into the ways in which children with these significant needs can access and explore maths." "I found the information provided by Les to lay the foundation of the course very useful. I enjoyed the videos, being a visual learner, helped put the theory into practice and			

	allowed me to think more freely in how I can adopt and implement different activities to make the curriculum more meaningful and most importantly accessible for my learners."

"This was a fantastic course that really broke down the strategies of teaching numeracy to ASN children. There were a lot of lightbulb moments that made me think about how I teach numeracy within my enhanced provision and gave my ideas on how to improve it further."

Evidence of impact on learners
"We have already revisited how we track a particular pupil and considered what their capabilities within numeracy actually are."

"This course was extremely beneficial and I am feeling much more positive about Numeracy for one learner in particular. Very exciting prospect indeed."

"I have been immediately able to use some of the ideas from the course with children in my class i.e. – the sensory aspects of maths, visual and cultural use of number, observation and exploration of maths in the environment at almost a pre-early maths level."

Evidence of impact on establishments
"I will think about how to share the information and strategies with colleagues, staff across school and parents."

"We have reconsidered how we use resources within activities and discussed as a team what numeracy can look like for our different learners." |
| **Sustained impact** *(learners/ staff/ establishments)* | **ASN Numeracy Network**
ASN Numeracy Network has been established as a result of this programme. The network includes practitioners working in the ASN sector from within our RIC but also from other authorities across Scotland (South Ayrshire, North Ayrshire, East Ayrshire, Fife, Aberdeen). This will provide further collaboration opportunities for ASN practitioners across Scotland.

Session Recordings
All sessions were recorded and have been made available to participants for future use and to share with colleagues within their settings who were unable to attend the training. Recordings were highly requested within evaluation |

| | feedback, with many participants stating to share learning with colleagues as their next step. This has potential to upskill more staff, increasing the reach and impact of the training.

Further Reading
Additional reading materials were made available to all participants who wish to further extend their knowledge and learning in this area. |
|---|---|
| **Next steps**
(staff/ workstream) | **Staff**
Implement learning from course into practice.
Share learning with colleagues.
Reflect on and evaluate current teaching approaches in relation to new learning.
Engage in further collaboration through ASN Numeracy Network.
Workstream
Consult participants to identify areas for further development and collaboration through ASN Numeracy Network. |
| **Reflections/Lessons learned** | Discussion with participants as part of this CLPL opportunity, which was specific to the ASN sector, highlighted the need for more CLPL offers specifically targeting learners with severe and complex ASN.

The programme also highlighted the need and desire for more collaboration opportunities within the ASN sector (RIC, cross-RIC and national).

Breakout rooms were often 10 minutes long, however participants would have benefited from more time in breakout rooms to fully discuss and reflect on the course content and share their experiences and ideas. Consider organising breakout rooms based upon the level/ types of needs within participants' settings to allow for more relevant and in-depth analysis and discussion. |

Intervention/programme *(include description)*	Strategies for Multiplication and Division A 1 hour session focused on effective teaching strategies for multiplication and division.
Rationale *(relate to values/ strategic plan/ data)*	Numeracy Pedagogy CLPL was identified as a priority in discussions with Numeracy Leads from the 4 authorities. NQTs were identified as a target area for CLPL in discussions with Numeracy Leads. Through evaluations of initial training sessions delivered to probationers across the 4 authorities feedback showed that probationer teachers wanted further opportunities for numeracy and maths CLPL. **Equity** – build practitioner confidence in using approaches which support conceptual understanding of numeracy to target learners who are not performing at expected levels. **Empowerment** - to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy.

Participation

	Number of participants	Percentage of participants by authority
Clackmannanshire	6	7%
Falkirk	24	28%
Stirling	12	13%
West Lothian	45	52%
Total	87	

Baseline measurement	No baseline measure was taken for this course.
End of programme measurement	83% of 29 staff who completed the CPD Manager Evaluations stated that they strongly agreed the course had immediate and long term relevancy.
Short term impact *(learners/ staff/ establishments)*	**Staff** "I felt that this course had a significant impact on my confidence in teaching the different strategies involved in multiplication and division." "This course allowed opportunities to explore a variety of strategies for multiplying and dividing. It also spoke about teaching them side by side and not separately which is something I will change. Very useful." "This course gave me a wide range of strategies, ideas and resources that I can use to better support my learners."

	"I have already began to implement the new strategies for multiplication and division with my class. It was really useful to learn some different techniques and has inspired a new way for me to teach things." "This course was beneficial to my overall confidence in approaching different strategies in maths. There were several strategies that I had little experience teaching and now I am feeling confident about delivering these. Furthermore, having learned about early experiences with maths, particularly grouping and sharing, I feel more equipped to teach the less able pupils in my class. I am going to create more opportunities for my pupils to use concrete and pictorial representations to build their conceptual understanding of multiplication and division." "This course has encouraged me to think differently about the ways that I will teach multiplication and division in the future." **Establishments** "I started applying what I learned from the course the very next day and have shared the learning with a student teacher and a colleague to develop their knowledge and understanding too." "My knowledge of how children learn in numeracy has developed. I have shared the resources from the session with my stage partner so that both classes are benefitting from a different approach." "I plan to use my learning to help facilitate parent workshops and run sessions for colleagues."
Sustained impact *(learners/ staff/ establishments)*	From a follow up evaluation form sent to participants: **Staff** "Attending this course has caused a great shift in my thinking. I am also much more confident in how to teach multiplication and division as a result of this course." "This course has helped me to understand that I need to teach a broader range of strategies to support the needs of all my learners." **Learners**

	"I have noticed that my learners take a "working out" approach and are now comfortable with concrete materials instead of just saying "I don't know"." "Learners are more confident in their knowledge, and seek opportunities to explain their thinking rather than being passive in the learning process."
Next steps *(staff/ workstream)*	Record sessions so that they are available as an anytime learning offer for staff.
Reflections/Lessons learned	

Intervention/programme *(include description)*	Strategies for Addition and Subtraction A 1 hour session focused on effective teaching strategies for addition and subtraction.
Rationale *(relate to values/ strategic plan/ data)*	Numeracy Pedagogy CLPL was identified as a priority in discussions with Numeracy Leads from the 4 authorities. NQTs were identified as a target area for CLPL in discussions with Numeracy Leads. Through evaluations of initial training sessions delivered to probationers across the 4 authorities feedback showed that probationer teachers wanted further opportunities for numeracy and maths CLPL. **Equity** – build practitioner confidence in using approaches which support conceptual understanding of numeracy to target learners who are not performing at expected levels. **Empowerment** - to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy.
Participation	<table><tr><td></td><td>Number of participants</td><td>Percentage of participants by authority</td></tr><tr><td>Clackmannanshire</td><td>4</td><td>7%</td></tr><tr><td>Falkirk</td><td>22</td><td>37%</td></tr><tr><td>Stirling</td><td>8</td><td>14%</td></tr><tr><td>West Lothian</td><td>25</td><td>42%</td></tr><tr><td>Total</td><td>59</td><td></td></tr></table>
Baseline measurement	No baseline measure was taken for this course.
End of programme measurement	70% of the 23 staff who completed the CPD manager evaluation form strongly agreed that the course was of immediate and long term relevancy. 30% of the 23 staff who completed the CPD manager evaluation form agreed that the course was of immediate and long term relevancy.
Short term impact *(learners/ staff/ establishments)*	**Staff** "As a result of attending this course I will ensure practical materials are available for my pupils. I have a deeper understanding of the significance of these materials and how they benefit learners. I will provide pupils with access to the online materials to help them at home and in class when required."

"This course provided me with the confidence to take forward my number work. It has helped me to plan at a greater depth for children within my class and push forward their maths skills. Having a targeted section surrounding number talks helped to provide me with some information on this which has helped to push this forward in my class."

"The impact of this session is that I am now confident in my ability to differentiate effectively and meet the needs of all learners when teaching addition and subtraction strategies. In addition, I am also more confident in my ability to draw upon a range of resources to support l earning when teaching both."

"The opportunities for developing a solid foundational understanding of addition and subtraction through the range of suggested concrete and pictorial experiences was very interesting to learn about. Adopting both an instrumental and relational mathematics focus for my learners will lead to deeper understanding of maths and increased confidence. This session opened my eyes to just how important having a good number sense is for children to be able to partition numbers in a range of ways and to count forwards and backwards. This is why I will continue to give my class opportunities to count in a range of increments and decrements throughout their year with me. Increasing their confidence and developing their addition and subtraction skills with a range of strategies they can use."

"It was a very valuable course where I have learnt the value of concrete materials in Numeracy for all ages. This session allowed me to further develop my knowledge and understanding of addition and subtraction strategies. It demonstrated the importance of children's understanding of number and using different strategies to answer different questions not just learning a rule. I now feel I am more confident in my teaching of the strategies and know how this can progress throughout the school

"I found this course very useful and relevant to the learners in my class. I took the time to save presentations and videos in order to be able to refer to these in the future. The strategies explored will be of great use for teaching now and in the future."

" As a result of this CPD session, I will make a conscious effort to incorporate the usage of concrete materials into my numeracy teaching. I will also be aware that for some pupils doing things like chimney sums is very challenging so would therefore teach the same skills but by using a numberline instead."

Learners

| | "They have a better grasp of what to do and will try different methods till they find one they are happy with rather than not taking part at all."

"The pupils have developed a better understanding of the four processes because of the use of concrete materials. They know where to find them and use them daily." |
|---|---|
| **Sustained impact** *(learners/ staff/ establishments)* | From a follow up evaluation form sent to participants:

66% of the 9 participants who responded said that they were regularly using the strategies from the training in their teaching. |
| **Next steps** *(staff/ workstream)* | Record sessions so that they are available as an anytime learning offer for staff. |
| **Reflections/Lesso ns learned** | Extend the length of time the session is run for – feedback was that the session felt rushed in the 1 hour time slot.
Consider if it would be better to run a level specific course so that the content is directly relevant to staff. |

Intervention/programme *(include description)*	Fractions, Decimals and Percentages 3 session CLPL offering These sessions were offered twice
Rationale *(relate to values/ strategic plan/ data)*	SNSA data across the 4 authorities and nationally shows that pupils perform less well in questions related to Fractions, Decimals and Percentages than in other areas of Numeracy and Maths. This was identified as an area for targeted CLPL by Numeracy Leads from the 4 authorities. Equity – develop practitioner capacity in using a range of pedagogical approaches to improve the numeracy attainment of all learners. Empowerment – Build practitioner confidence in using learning, teaching and assessment to target areas identified as requiring targeted action via SNSA data. Collaboration – provide opportunities for learners from across the 4 authorities to collaborate through CLPL opportunities. Working with Education Scotland Numeracy Education Officer to ensure consistent messages.
Participation	(table below)

	Number of participants	Percentage of participants by authority
Clackmannanshire	3	4%
Falkirk	41	57%
Stirling	6	8%
West Lothian	22	31%
Total	72	

Baseline measurement	No baseline measure was taken for this course.
End of programme measurement	68% of the 25 participants who completed the end of programme evaluation stated that they strongly agreed that the course had immediate and long term relevancy. 32% agreed that the course had immediate and long term relevancy. 100% of the 10 participants who completed the RIC Evaluation form stated that their knowledge had increased as a result of attending the sessions. 90% of the 10 participants who completed the RIC Evaluation form stated that their confidence had increased as a result of attending the sessions. 90% of the 10 participants who completed the RIC Evaluation form stated that they were likely to implement their learning from the sessions.

Short term impact *(learners/ staff/ establishments)*	**Staff** "I enjoyed the fact that this course was a series, as there was a lot of information to cover. It was also nice to be able to try things out and then come back for more information." "I feel more confident when teaching division and fractions and linking these to other areas of maths such as time. This course has helped me to think outside of the box when teaching fractions." "In future, I will ensure learners have a clear understanding of what fractions, decimals and decimal fractions are by using practical examples and making learning active before moving to provide a solid foundation of understanding which can be referred back to throughout teaching." "As a result of this course, I feel I can now better support pupils who struggle with these concepts by using the rage of suggested approaches and different materials advised. I can also increase levels of challenge for pupils who have a more secure understanding and develop better problem solving skills. This course has been valuable to my teaching practice when planning teaching and learning experiences and understanding how to apply elements in formative and summative assessment." "I now have a strong understanding of how fractions, decimal fractions and percentages can be taught actively and in a problem solving context." **Learners** "Fractions and division has become more relevant and made more sense for my learners because I have been teaching them as interlinked concepts." "I found the examples of classroom activities very helpful, I have tried several so far and they have improved learner understanding." "I have been able to confidently use concrete resources that have facilitated discussion and more open ended tasks that show a greater depth of thinking for pupils. Using the suggested assessment approaches I have gauged a good understanding of pupil knowledge and understanding so that I can provide suitable challenge and support based on data."
Sustained impact *(learners/ staff/ establishments)*	From a follow up evaluation form sent to participants: 33% of 15 respondents said that they had shared their learning with colleagues.

	93% of 15 respondents said that their learners demonstrated a deeper understanding of concepts through using concrete and pictorial representations to support this.
Next steps *(staff/ workstream)*	Record sessions so that they are available as an anytime learning offer for staff.
Reflections/Lessons learned	

Intervention/programme *(include description)*	Using Coloured Rods to Develop Mathematical Understanding A 1 hour session focused on how to use Cuisenaire Rods to support conceptual understanding in numeracy and maths.
Rationale *(relate to values/ strategic plan/ data)*	Numeracy Pedagogy CLPL was identified as a priority in discussions with Numeracy Leads from the 4 authorities. NQTs were identified as a target area for CLPL in discussions with Numeracy Leads. Through evaluations of initial training sessions delivered to probationers across the 4 authorities feedback showed that probationer teachers wanted further opportunities for numeracy and maths CLPL. **Equity** – build practitioner confidence in using approaches which support conceptual understanding of numeracy to target learners who are not performing at expected levels. **Empowerment** - to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy.
Participation	

	Number of participants	Percentage of participants by authority
Clackmannanshire	3	6%
Falkirk	17	32%
Stirling	7	13%
West Lothian	26	49%
Total	53	

Baseline measurement	No baseline measure was taken for this course.
End of programme measurement	69% of the 13 staff who completed the CPD Manager evaluation stated that they strongly agreed that the course had immediate relevancy and long term relevancy.

Short term impact *(learners/ staff/* *establishments)*	**Staff** "This course was extremely helpful in guiding me on the variety of ways to use colour rods in teaching maths. I now understand how to use other maths concepts using the tool. I have a much better understanding of ways to differentiate using the rods and I am looking forward to implementing these methods when supporting children with difficulties in maths." "I will be able to use some of these ideas in helping to support maths and hopefully once I am more confident possibly even deliver sessions to our teaching staff." "In my pupil support role I can use the rods to help pupils understand tricky concepts like fractions. My own understanding and knowledge has increased too as a result of attending this course."
Sustained impact *(learners/ staff/* *establishments)*	Course was only delivered at the end of April/ start of May.
Next steps *(staff/ workstream)*	Record sessions so that they are available as an anytime learning offer for staff.
Reflections/Lessons learned	Extend the length of time the session is run for – feedback was that the session felt rushed in the 1 hour time slot.

Targeted Support

Intervention/programme (include description)	Bowhouse Primary – whole school training. Through working with Susan Thomson QIO, Bowhouse were identified as a school with Numeracy on their school improvement plan who might be targeted for support. 64% of pupils in the school are within SIMD Q1. 100% of P1 pupils achieved early level in session 2020 – 21 according to teacher professional judgement. However, only 68% of pupils achieved first level at the end of p4 and only 60% achieved second level at the end of p7. The P3-7 staff from Bowhouse Primary and members of the Senior Leadership Team attended the Fractions, Decimals and Percentages course. The Senior Leadership Team then asked us to deliver whole school training to staff to build on consistency of pedagogy across the school. 1 x whole school inservice day February 2022. 1 x whole school CAT session March 2022. Attendance at SIP working group and SLT meetings to discuss approaches. Sharing of practice at cluster HT meeting.

Rationale **(relate to values/** **strategic plan/ data)**	The programme links to our RIC values; • Equity – upskill staff to provide tailored and equitable learning and teaching experiences for learners. • Empowerment – builds practitioners' knowledge and understanding to improve their own numeracy pedagogy and to support the professional development of colleagues. • Collaboration – the project will now be developed out into a cluster approach facilitating further opportunities for staff to collaborate and develop consistent practice in numeracy across settings.
Participation	
Baseline measurement	
End of programme measurement	5 staff completed the evaluation form. 60% of staff who completed the evaluation form rated the statement 'My understanding of effective learning and teaching in numeracy has developed as a result of the training sessions.' with a score of 4 or 5 on a rating scale of 1 to 5. 100% of staff who completed the evaluation stated that the training had an impact on their learners.
Short term impact	Staff

(learners/ staff/ establishments)	When asked how the training had impacted on pedagogy staff gave the following responses:
	"The hands-on approach of the last two RIC sessions were very beneficial to actually manipulate resources and understand how to implement them into the classroom."
	"I now have a bank of tools and resources I can use to help pupils with their conceptual understanding of numeracy. I have changed the way I deliver Numeracy lessons and I am using a lot more concrete and pictorial resources."
	"I now make better use of the concrete materials in my classroom and feel this is having a positive impact on pupils understanding of core skills."
	"It has allowed me to explore mathematical topics in a more pictorial way- which has supported the children. It has provided us with resources we can use for various different lessons."
	Learners
	When asked what impact the training had on their learners staff gave the following responses:
	"My learners are exploring materials more effectively and they can transfer skills by using the strategies they have learnt."
	"Pupils' enjoyment of Numeracy has increased and I have noticed an increase in number sense."

	"My P7 students are more confident when using concrete materials and don't view them as "babyish" or "only for younger kids". This was particularly evident during our fractions topic." "Children are more confident with using different resources like Cuisenaire rods to support their thinking." "The children are now more confident when using the Cuisenaire rods and this has supported them when learning fractions. The children have been exploring the rods looking at the sizes of them in comparison to each other."
Sustained impact **(learners/ staff/ establishments)**	The plan is to extend the work done with Bowhouse to a whole cluster approach with staff from Bowhouse sharing examples with their colleagues.
Next steps **(staff/ workstream)**	Senior Leadership Team recognise that improvement in numeracy pedagogy is a continued priority for next session. The school are in the process of developing a shared numeracy policy which will encompass the pedagogies shared within the training session.
Reflections/Lessons learned	
Intervention/programme *(include description)*	Targeted Support for schools in Braes Cluster, Falkirk 1 x full day in-service training May 2022 The training focused on effective pedagogy in numeracy, the CPA approach and the use of concrete manipulatives.

Rationale *(relate to values/ strategic plan/ data)*	A direct request for training was made by Belinda Tomasik (HT) and Matthew Coulter (HT). Numeracy pedagogy was a collective area identified in their school improvement plans. A high number of practitioners, including members of SLT, from other schools in the Braes cluster (Maddison PS and Wallacestone PS) had already attended some of our other numeracy CLPL on CPA and Fractions, Decimals and Percentages. Whole-cluster training was considered, but the decision was made to focus on the schools within the cluster who had no previous training, to ensure all settings had received equitable input. The programme links to our RIC values; • Equity – upskill staff to provide tailored and equitable learning and teaching experiences for learners. • Empowerment – builds practitioners' knowledge and understanding to improve their own numeracy pedagogy and to support the professional development of colleagues. • Collaboration – allows for further opportunities for staff to collaborate at cluster level and develop consistent practice in numeracy across settings.
Participation	28 members of staff trained from the following schools; Sheildhill PS California PS Avonbridge PS Drumbowie PS
Baseline measurement	Each member of staff completed a self-evaluation wheel prior to the training.
End of programme measurement	Out of the 25 participants who completed evaluations; 100% reported that their knowledge had increased 96% reported that their confidence had increased

	96% reported that they were likely to implement learning from the training 100% reported that they were likely to share their learning with colleagues
Short term impact *(learners/ staff/ establishments)*	When asked what their next steps were from the training, staff gave the following responses: "Find ways to use the Numicon in class to support number sense. Reintroduce regular number talks to improve/develop number sense." "Embed CPA approach in schools." "Put into practice after discussion with colleagues." "Implement lots of these great ideas in my own practice." "Start using these resources in lessons." "Continue to develop my knowledge of the different resources." "Continue to use the resources within my teaching practice."
Sustained impact *(learners/ staff/ establishments)*	Not yet identified. It is the plan to re-engage with the settings at a later date to evaluate their progress.
Next steps *(staff/ workstream)*	The Senior Leadership Team recognise that improvement in numeracy pedagogy is a continued priority for next session. They are looking to purchase the resources featured in the training and will continue to develop the use of these within practice across all stages.
Reflections/Lessons learned	A full day of training was overwhelming for some practitioners. Splitting the training into two half-days may have been more effective, however this was not possible due to the allocation of the in-service days.

Intervention/programme *(include description)*	Targeted Support for Raploch Primary, Stirling 3 x 1.5-hour whole staff CAT training sessions Nov 2021, Dec 2021, March 2022 2 x full-day school support visits, including modelled lessons and strategic planning meeting with Numeracy Lead The training focussed on Number Sense, strategies for addition, subtraction, multiplication and division, the CPA approach and the use of Cuisenaire Rods to support teaching numeracy. The modelled lessons focussed on using Cuisenaire Rods to support effective pedagogy in numeracy.
Rationale (relate to values/ strategic plan/ data)	Numeracy pedagogy was an area outlined in the setting's school improvement plan. The setting's Numeracy Lead directly requested support from the RIC's numeracy workstream. The programme links to our RIC values; • Equity – upskill staff to provide tailored and equitable learning and teaching experiences for learners. • Empowerment – builds practitioners' knowledge and understanding to improve their own numeracy pedagogy and to support the professional development of colleagues. • Collaboration – allows for further opportunities for staff to collaborate and develop consistent practice in numeracy across all stages within the setting.
Participation	15 members of teaching staff took part in the training.
Baseline measurement	**Staff** All staff were asked to complete a self-evaluation wheel to evaluate their current practice in numeracy and maths prior to the training. **Learners** The Leuven Scale was used to measure pupil engagement when carrying out observations. 3 observations were completed over the year.

End of programme measurement	**Staff** 5 staff completed the evaluation. When asked the question; *'On a scale of 1-5, with 5 being highest, how has your understanding of effective learning and teaching in numeracy developed through the training sessions?'* 60% of those who completed the evaluations answered the question with a 5 and 40% answered with a 3. 100% of staff who completed the evaluation reported that there had been impact on their learners as a result of the training. **Learners** The Leuven Scale was used to measure pupil engagement when carrying out observations. 3 observations were completed over the year. Overall, there has been a 92% increase in pupil engagement in Numeracy across the school. The 8% remainder stayed the same - one of the pupils already being at a level 5 (the highest they can be). 13% moved across 3 levels, 38% across 2 levels and 42% across one level of engagement.
Short term impact *(learners/ staff/ establishments)*	"There has been a significant raise in attainment. Children have a more positive attitude towards numeracy." "Definitely, I feel a lot more confident with teaching numeracy, especially with cuisenaire rods. I can see the progression." "The training deepened my own understanding of numeracy and also provided valuable example lessons/ideas of how to make better use of manipulatives." "Ensuring that there is always access to concrete materials." "It was great to see extended use of rods to support older year groups."
Sustained impact *(learners/ staff/ establishments)*	Numeracy assessments are being carried out across all stages in June 2022. The results will be analysed to determine if there has been an increase in pupil attainment as a result of the new approaches which have been implemented. This data will be made available once assessments are complete.
Next steps *(staff/ workstream)*	**Staff** To continue to develop whole-school pedagogical approaches to numeracy and maths.

	Following recommendation for the numeracy workstream, the setting has decided to focus on one type of manipulative (Cuisenaire Rods) for the remainder of this school session, to fully embed the use of these as a resource for learning across numeracy and to ensure consistency across all stages.
Reflections/Lessons learned	The setting's Senior Leadership Team did not attend any of the training, which made it difficult to provide follow-up support to ensure learning from the training was sustainably implemented. The lack of investment and strategic direction from SLT also appeared to affect the motivation and 'buy-in' from some staff members.

Intervention/programme *(include description)*	West Lothian P4 Teachers Programme
Rationale *(relate to values/ strategic plan/ data)*	West Lothian have identified specific clusters for additional numeracy interventions. Data showed that there is a dip in numeracy attainment for pupils working at first level and the authority requested training for P4 teachers to target this. 2 x full day training sessions were delivered, with follow up visits to 3 schools and additional training for PSWs from 2 schools. Links to RIC values: • Equity – equity was embedded within the 2 days training, exploring the value of using a range of pedagogical approaches to support all learners in numeracy. • Empowerment – building teacher confidence in using effective pedagogy to raise attainment. Teacher sharing of practice with colleagues in their own setting. • Collaboration – opportunities for staff working at P4 level to discuss approaches, agree standards and expectations and build links. Cluster collaboration through the participants being brought together from identified clusters.
Participation	15 teachers were trained.
Baseline measurement	Through an initial staff self-evaluation almost all staff rated their use of concrete manipulatives to support conceptual understanding as low (less than 5 on a scale of 1 – 10). 53 % of staff rated their use of visual representations when teaching numeracy as 5 or below on a scale of 1 – 10.

	67% of staff rated their confidence and ability in using effective pedagogical approaches to teach numeracy as a 5 or below on a scale of 1- 10.
End of programme measurement	100% of staff who attended the course said that their knowledge had increased as result of attending the training. 91% of staff attending the course said that they felt their confidence had increased as a result of attending the training. 100% of staff who attended the course said that they were likely to implement their learning from the course. 100% of staff who attended the course said that they were likely to share their learning with colleagues. 100% of staff rated the training session 5 (on a scale of 1 – 5)
Short term impact *(learners/ staff/ establishments)*	**Staff** "I have been blown away by the things that the children have talked about. They noticed that odd+odd=even, prime numbers and many other things, with absolutely no prompting from me. I feel like they are learning so much and it's so exciting. Your sessions have really had a big impact on my teaching." "Confidence in my own numeracy ability has developed as a result of attending this training session." "It was really useful to experience using the concrete materials before introducing them to pupils. This helped me to know the steps to take when showing pupils how to use them and made sure that I knew what I was doing with them. My pupils have gained confidence in using Numicon for multiplication and division which we hadn't done before. It has helped them to understand the concepts."
Sustained impact *(learners/ staff/ establishments)*	3 out of the 7 schools involved requested follow up training for PSW staff so that they can ensure consistency of approach across establishments. 9 out of 15 staff stated that they had an opportunity to share their learning with colleagues within their setting.
Next steps *(staff/ workstream)*	
Reflections/Lessons learned	Consider offering PSW training as part of the programme to ensure consistency. Staff evaluations mentioned that the resources used in training were not always available in school. If doing the same programme again it would be worthwhile to find out which resources were available before planning the training

	or to speak to SLT staff around recommended resources to purchase in line with the training. Delivering the training at an earlier point in the year would have been better, however as we were waiting for face to face training this was not an option this session.

Literacy Universal Support

Intervention/programme *(include description)*	**Colourful Semantics** This session was delivered by FV Speech and Language therapist Louise Illingworth. It aimed to introduce the Colourful Semantics approach and provide an overview of how it is structured and used to support literacy development.
Rationale *(relate to values/ strategic plan/ data)*	A Colourful Semantics session was delivered last session which was so well received that requests were received to run the session again. The session links to our RIC values; • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support learners. • Empowerment – develops practitioners' knowledge and understanding of this approach which can positively impact their practice. • Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges and to collaborate with Speech and Language provision.
Participation	<table><tr><td></td><td>Number of participants</td><td>Percentage of participants by authority</td></tr><tr><td>Clackmannanshire</td><td>15</td><td>24%</td></tr><tr><td>Falkirk</td><td>30</td><td>48%</td></tr><tr><td>Stirling</td><td>9</td><td>15%</td></tr><tr><td>West Lothian</td><td>8</td><td>13%</td></tr><tr><td>Total</td><td>62</td><td></td></tr></table>
Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 21 participants who completed evaluations, 100% reported that the course was either 'relevant' or 'very relevant' and 95% said that their knowledge increased as a result of the programme
Short term impact *(learners/ staff/ establishments)*	"Knowing how to fully use colourful semantics has been important and I know feel able to go back to my setting and find ways to implement it more." "I can see how this can directly impact the learning in my classroom. Simple yet hugely effective… the independence and confidence that it will give to reluctant writers will be huge."

	"Begin to implement colourful semantics as part of an early intervention programme in my school setting." "Support colleagues in school to implement Colourful Semantics. Highlight approach to others as a way of developing talking and writing and meeting learners' needs."
Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues.
Next steps *(staff/ workstream)*	**Staff** - Implement learning from course into practice. - Share learning with colleagues. - Reflect on and evaluate current teaching approaches in relation to new learning. - Engage in further collaboration through use of the Primary C-change Hub. **Workstream** I had hoped to run the session again as there was a request from a couple of schools however SLT weren't able to accommodate this so I signposted staff to the materials saved on our RIC Primary C-Change Hub and the Colourful Semantics resources produced by Forth Valley Speech and Language Therapy.
Reflections/Lessons learned	Although the session was very well received and the materials and input were valued by attendees, a follow up session would have provided them with the opportunity to share what they had put into practice after the session and opportunities for discussion.

Intervention/programme *(include description)*	**Building A Confident Reader** This session was delivered by Chiara Sportelli (RIC Literacy) and covered ways to support readers who lack confidence and disengage with reading as well as approaches to whole class, small group and individual reading practice.
Rationale *(relate to values/ strategic plan/ data)*	Research has shown the teaching of reading to be a complex area with common methods of classroom practice actually contributing to learner disengagement and lack of confidence. This session shared research findings and linked in with the messages being shared with SLA staff from previous authority-wide literacy sessions. The programme links to our RIC values; • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners. • Empowerment – develops practitioners' knowledge and understanding of reading pedagogy to impact their practice. • Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	0	0%	
	Falkirk	5	36%	
	Stirling	8	57%	
	West Lothian	1	7%	
	Total	14		

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 7 participants who completed evaluations, 100% reported that the course was either 'relevant' or 'very relevant' and 90% said that their knowledge increased as a result of the programme
Short term impact *(learners/ staff/ establishments)*	"I will try out choral reading and echo reading in my class and will also include 'think alouds' while reading to and with pupils." "Revising my current reading plans in light of the information." "To further research approaches to reading - i.e. choral reading."

	"Careful planning and delivery of reading and how I manage my reading groups in the class."
Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues.
Next steps *(staff/ workstream)*	**Staff** • Implement learning from course into practice. • Share learning with colleagues. • Reflect on and evaluate current teaching approaches in relation to new learning. • Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Continue to provide input on the effective learning and teaching of reading as and when requested. Deliver paired buddy reading training for P6/ P7 learners to further supplement this learning and help continue to build confidence in reading.
Reflections/Lessons learned	The pedagogy contained in this session really should be implemented as a whole-school approach therefore providing input for SLAs as well as classroom practitioners should be considered.

Intervention/programme *(include description)*	Disciplinary Literacy		
Rationale *(relate to values/ strategic plan/ data)*	This programme first began in early 2020, but school closures due to Covid 19 interrupted progress. Programme re-commenced in September 2022. Key aspect of this approach in secondary schools is that it helps address literacy needs of all learners as literacy is taught through each specific subject, leading to a better understanding of the literacy demands of each subject, while leading to greater attainment.		
Participation		**Number of participants**	**Percentage of participants by authority**
	Clackmannanshire	1	2%
	Falkirk	35	80%
	Stirling	3	7%
	West Lothian	5	11%
	Total	44	
Baseline measurement	Participants from pre-Covid cohort contacted to complete survey and invited to take part in new session. Survey established progress made prior to school closures and the overwhelming consensus was to start the programme again.		
End of programme measurement	12 participants agreed to track pupil performance from September-December 2022. Due to time constraints facing participants, not all were able to fully complete the tracking process. Participants either provided their findings through an end of programme survey or online interview. Examples of findings from end of programme evaluations include: "Much more use of word banks. Have inserted these into most worksheets for BGE, and created a large word bank in my classroom for senior political terms. Definitely helping pupils with their political literacy". "I created a word bank specific to the sport we were working on which was placed on the board for them to be able to refer to when questioning. It was mentioned in an observation how well the pupils were able to use the specific terminology in the correct context". "With the classes that I have trialled these strategies with they have been able to grasp terminology better within the lessons and are able to use them themselves within both written answers and verbally. Other members of staff have commented on my nationals having a greater understanding of the differences of command words and what they are expected to write about". "I have noticed that they are becoming more confident in using these key words in an appropriate manner".		

Short term impact *(learners/ staff/ establishments)*	Attendees understood the importance of literacy across learning and identified ways in which to adopt literacy into their every-day practice. Participants tracking pupil performance all saw improvement in pupil performance, with pupils using subject-specific vocabulary with greater clarity in their written work.
Sustained impact *(learners/ staff/ establishments)*	Five schools (four in Falkirk Council and one in West Lothian Council) continued to work on Disciplinary Literacy, with tailored support from the Literacy workstream. Workstream engaged Alex Quigley from the Education Endowment Foundation to provide three twilight CLPL offerings in May-June 2022, one specifically on Disciplinary Literacy (separate impact statement completed for Alex Quigley sessions). 168 teachers across our RIC attended this session. An evaluation will be completed at the end of the third session in June.
Next steps *(staff/ workstream)*	Over sixty teachers have signed up for a future RIC CLPL offering in June 2022. This will be an opportunity for teachers to reflect on the Alex Quigley sessions, to highlight the good practice going on across our RIC and to identify future CLPL needs. This will allow the workstream to tailor our universal offerings in the 2022-23 session. The workstream will continue to support the five schools who are implementing Disciplinary Literacy. Potential to re-run Disciplinary Literacy project next session.
Reflections/Lessons learned	Participants who tracked pupil performance would have benefited from more support in this area. Working with the data coaches will help to address this issue. Alex Quigley sessions have led to greater engagement with Disciplinary Literacy. Had we approached Alex earlier in the session, we could have built up a greater number. Nevertheless, this does provide a sizeable number of teachers interested in this aspect of literacy, so this should lead to higher numbers next year.

Intervention/programme *(include description)*	Stephen Graham 'The Balanced Reader' Webinar (8th March 2022)
Rationale *(relate to values/ strategic plan/ data)*	This came about from an invite from the West Lothian literacy team, as Stephen Graham was working with them. As oracy was a key focus of three of the four RIC local authorities, Stephen agreed to make this the priority of the webinar. Stephen's webinar demonstrated the importance of language in developing a balanced reader and writer, highlighting key proven practice that can approve literacy attainment.
Participation	

	Number of participants	Percentage of participants by authority
Clackmannanshire	31	20%
Falkirk	20	13%
Stirling	3	2%
West Lothian	99	64%
Total	156	

The session ran during the school day and later that day as a twilight session. The above numbers are for the two sessions combined.

Baseline measurement	No baseline measurement taken.
End of programme measurement	29 (19%) participants completed an online evaluation of the sessions. Over 89% of responses rated the session at 4/5 or 5/5. Over 82% of responses said they would implement learning from this session into their practice and share with colleagues.
Short term impact *(learners/ staff/ establishments)*	Practitioners took away clear ideas on how to make explicit links between oral language and reading and writing. They also saw first-hand how to model literacy in the classroom.
Sustained impact *(learners/ staff/ establishments)*	This was a one-off event, but there may be opportunities to explore this approach in greater detail in the future.
Next steps *(staff/ workstream)*	There are opportunities to work with Stephen Graham in the future. Stephen's work with boys could prove useful in improving literacy attainment in boys.
Reflections/Lessons learned	Having had a follow-up discussion with Stephen's agent, there is potential to work together in the future, although costs involved could be prohibitive. Using respected educationalists, such as Stephen Graham, is a fruitful way to draw larger numbers to RIC offerings.

Intervention/programme *(include description)*	**Alex Quigley's Closing the Literacy Gap sessions**
Rationale *(relate to values/ strategic plan/ data)*	The workstream always uses evidence-informed practice and Alex Quigley works as for the Education Endowment Foundation encapsulates this approach. He has authored *Closing the Vocabulary Gap*, *Closing the Reading Gap,* and *Closing the Writing Gap*, all of which target closing the attainment gap in literacy.

Participation

Session One

	Number of participants	Percentage of participants by authority
Clackmannanshire	8	6%
Falkirk	35	25%
Stirling	23	16%
West Lothian	75	53%
Total	143	

Session Two

	Number of participants	Percentage of participants by authority
Clackmannanshire	3	2%
Falkirk	45	28%
Stirling	14	9%
West Lothian	98	61%
Total	160	

Session three is still to take place, but already over 140 practitioners have signed up

Baseline measurement	No baseline measure was taken
End of programme measurement	As most practitioners have signed up for all three sessions, an evaluation form will be distributed to all who have signed at the end of the upcoming third session.
Short term impact *(learners/ staff/ establishments)*	The number of sign-ups demonstrates a strong initial impact, with numbers growing after each session. Each session has laid out the literacy issues pupils face, but, more importantly, Alex has provided a multitude of practical, evidence-informed, strategies that teachers are already incorporating into their practice.

Sustained impact *(learners/ staff/ establishments)*	The workstream is delivering a session a week after Alex's final session in which is key ideas will be disseminated. Over sixty practitioners have already signed up. The intention is to discuss Alex's sessions, to identify areas of good practice within our schools and areas for development. This will allow the RIC to develop universal CLPL offerings that are both evidence-informed and what teachers want.
Next steps *(staff/ workstream)*	Analyse the findings of the evaluation (once completed). Use the upcoming sessions to identify good practice and areas for CLPL. Use this as a framework for next year to build upon the captive audience Alex has helped to create.
Reflections/Lessons learned	Using a literacy authority such as Alex helped us to reach many practitioners across the RIC. Using speakers like Alex is a fantastic way to engage our practitioners, so doing this going forward could be particularly useful.

Each session was an hour long. Going forward, extending the sessions by another half hour for questions and answers would be beneficial. |

Intervention/programme *(include description)*	Let's Talk about Christmas and Let's Talk about Easter IDL Sessions
Rationale *(relate to values/ strategic plan/ data)*	This was a proposal from Yvonne McBlain of Falkirk Council. It originated as an IDL CLPL session in conjunction with Falkirk Council, Education Scotland, and the Literacy workstream. The first session too place in November 2021 and highlighted to practitioners the different IDL opportunities that could be explored in preparation for Christmas. This included literacy, expressive arts, social studies, and religious studies. Following the success of the Christmas session, we created a second one for Easter, delivered in March 2022.

Participation

Let's Talk about Christmas

	Number of participants	Percentage of participants by authority
Clackmannanshire	3	30%
Falkirk	4	40%
Stirling	3	30%
West Lothian	0	0%
Total	10	

Let's Talk about Easter

	Number of participants	Percentage of participants by authority
Clackmannanshire	3	18%
Falkirk	5	29%
Stirling	2	12%
West Lothian	7	41%
Total	17	

Baseline measurement	No baseline measurement taken.
End of programme measurement	CPD Manager evaluations completed, and feedback received from participants.
Short term impact *(learners/ staff/ establishments)*	Participants noted they had greater confidence in delivering more creative lessons. Participants also noted that it gave them a better understanding of how to bundle different experiences and outcomes together to create IDL lessons/units.
Sustained impact *(learners/ staff/ establishments)*	All involved are keen for this to become a regular addition to the CLPL calendar looking at different world festivals. Other local authorities have also expressed a desire to join and have their practitioners participate.
Next steps *(staff/ workstream)*	To explore different world festivals that could be added to this. To continue to grow the number of participants. Potentially record sessions to be uploaded to our Inspiration Hub.
Reflections/Lessons learned	We understood that numbers would be small, but we believe that they will continue to grow. Our initial session was a bit too close to

| | Christmas to have the desired impact for practitioners, but we rectified this with our Easter session. This proved an excellent way to work with practitioners, especially those in early years and primary settings, to show them how they can embed literacy across the curriculum. |

Intervention/programme *(include description)*	Do you have a Literacy Itch – Practitioner Enquiry
Rationale *(relate to values/ strategic plan/ data)*	This idea derived from a discussion in a Literacy workstream meeting. The rationale was to use the experience of the team to engage teachers in practioner enquiry through the lens of literacy. This would serve the dual purpose of investigating key literacy issues, while helping teachers to engage with the new GTCS standards. An information session was held where the programme was outlined. Three teachers from different local authorities gave presentations on previous enquiries they had conducted, to give participants an idea of what was involved. Unfortunately, the uptake was too low (four sign-ups) to run this as a full programme as intended. An alternative solution was proposed where each practioner would be mentored by someone from the workstream or the RIC, while coaching would be offered by another member of the workstream. One teacher agreed to proceed with this and is currently completing their practitioner enquiry.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	2	13%	
	Falkirk	4	27%	
	Stirling	4	27%	
	West Lothian	5	33%	
	Total	15		

Baseline measurement	No baseline measurement was taken prior to this programme.
End of programme measurement	As this was an information session no evaluation form was completed.
Short term impact *(learners/ staff/ establishments)*	Attendees learned from previous practitoner enquiries, while learning about the importance of practitioner enquiry and the updated GTCS standards.
Sustained impact *(learners/ staff/ establishments)*	Although the course had to be cancelled due to small numbers, we are hopeful that the practitioner enquiry currently being conducted can be used as an example of shared good practice in a literacy showcase event next year.
Next steps *(staff/ workstream)*	Open it up next year to all aspects of teaching and learning – making it exclusively about literacy probably hampered the numbers we could have got.
Reflections/Lessons learned	As a workstream we think we would need to offer this earlier in the year (first half of the year). Possibly the literacy angle put off more people, so it could be opened to any aspect of teaching and learning in the future.

Intervention/programme *(include description)*	**Universal Writing Programme – The Pedagogy of Writing** This series of session was delivered by Chiara Sportelli (RIC Literacy) and covered the pedagogy of learning and teaching in writing based on the genre approach. The first session provided an overview of general pedagogical approaches with further sessions exploring different genres.

Rationale
(relate to values/ strategic plan/ data)
	Research has proven the genre-based approach to the learning and teaching of writing to be very effective including elements such as grammar, the stages of the writing process and writing for a purpose and a real audience. The national picture for ACEL data tells us that at P1, P4 and P7 attainment in writing is the weakest of the curricular areas that are recorded in this way and that females outperform males at each of these stages.
	
	The programme links to our RIC values;
	   • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners.
	   • Empowerment – develops practitioners' knowledge and understanding of writing pedagogy to impact their practice.
	   • Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	28	29%	
	Falkirk	26	27%	
	Stirling	14	14%	
	West Lothian	30	30%	
	Total	98	100	

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 16 participants who completed evaluations, 100% reported that their knowledge increased as a result of the programme and 100% said the course was relevant to their work. 81% said their confidence in this area had increased as a result of the session.
Short term impact *(learners/ staff/ establishments)*	"To discuss with line manager the implementation of a change to writing pedagogy and refresher for staff on our school's pedagogical outline for existing staff and for new staff." "Discussion with the staff team, identifying a starting point, ask the children what writing feels and looks like in our school and carrying small tests of change."

"Discussion with the staff team, identifying a starting point, ask the children what writing feels and looks like in our school and carrying small tests of change."

"Complete a SWOT analysis before and after introducing the CUPS strategy with my learners. Gather qualitative data about learners' opinions of writing at our school through learning conversations where I ask: 'What does writing look and feel like in our school?'"

Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues.
Next steps *(staff/ workstream)*	**Staff** • Implement learning from course into practice. • Share learning with colleagues. • Reflect on and evaluate current teaching approaches in relation to new learning. • Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Next steps at the time were to deliver subsequent sessions covering different genres. For session 2022-23 there are currently no plans for this work to be built upon at RIC level.
Reflections/Lessons learned	There was a lot of information packed into one session so it might have been more beneficial to spread this out over 2 sessions and allow more time for discussion / questions.

Intervention/programme *(include description)*	**Universal Writing Programme – Recount Writing** This series of session was delivered by Chiara Sportelli (RIC Literacy) and covered the pedagogy of learning and teaching in writing based on the genre approach. The second session provided an overview of the Recount genre with practical ideas on effective learning and teaching of this genre.
Rationale *(relate to values/ strategic plan/ data)*	Research has proven the genre-based approach to the learning and teaching of writing to be very effective including elements such as grammar, the stages of the writing process and writing for a purpose and a real audience. The national picture for ACEL data tells us that at P1, P4 and P7 attainment in writing is the weakest of the curricular areas that are recorded in this way and that females outperform males at each of these stages.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	19	28%	
	Falkirk	23	34%	
	Stirling	12	18%	
	West Lothian	13	20%	
	Total	67		

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 14 participants who completed evaluations, 100% reported that their knowledge increased as a result of the programme and 93% said the course was relevant to their work. 93% said their confidence in this area had increased as a result of the session.
Short term impact *(learners/ staff/ establishments)*	"Discussion as a staff on how this can be implemented across multiple stages at once effectively." "Continue to work on improving writing within our setting with a focus on ensuring a balance of different types of writing across each year/level and also ensuring that our learners are given the opportunity to experience the 7 stages of writing process at all stages." "Use this information when the school are doing Recount later on in the year but also keep it in mind for "ad-hoc" learning e.g. fairy-tale recount, story recounts, what they did at lunchtime etc." "Going to try text and pictorial chronological planning style."
Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues

Next steps
(staff/ workstream)
	Staff
	   • Implement learning from course into practice.
	   • Share learning with colleagues.
	   • Reflect on and evaluate current teaching approaches in relation to new learning.
	   • Engage in further collaboration through use of the Primary C-change Hub.
	Workstream
	Next steps at the time were to deliver subsequent sessions covering different genres. For session 2022-23 there are currently no plans for this work to be built upon at RIC level

Reflections/Lessons learned	Feedback received was very positive but participants are starting to miss face-to-face sessions. Engagement is definitely higher when delivering a session in-person so we need to continue to research effective ways of working online if this is how CLPL will be delivered in future.
Intervention/programme *(include description)*	**Universal Writing Programme – Persuasive Writing** This series of session was created and delivered by our RIC Literacy PT's and covered the pedagogy of learning and teaching in writing based on the genre approach. The third session provided an overview of the Persuasive genre with practical ideas on effective learning and teaching of this genre.
Rationale *(relate to values/ strategic plan/ data)*	Research has proven the genre-based approach to the learning and teaching of writing to be very effective including elements such as grammar, the stages of the writing process and writing for a purpose and a real audience. The national picture for ACEL data tells us that at P1, P4 and P7 attainment in writing is the weakest of the curricular areas that are recorded in this way and that females outperform males at each of these stages.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	2	7%	
	Falkirk	8	29%	
	Stirling	14	50%	
	West Lothian	4	14%	
	Total	28		

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 18 participants who completed evaluations, 100% reported that their knowledge increased as a result of the programme and 83% said the course was relevant to their work. 89% said their confidence in this area had increased as a result of the session.

Short term impact *(learners/ staff/ establishments)*	"Sharing learning with colleagues and using learning as part of a cluster-wide moderation session." "To go over the points again from tonight's session and look into showing high quality examples of persuasive texts before asking the children to write their own. Ensuring lots of dialogue first before attempting any formal written work." "Research approaches further, discuss with colleagues, bring up at in-service next week." "I will be taking these ideas and putting them into action. I will be ensuring I cover adjectives, connectives and tense work in my grammar lessons prior to beginning our persuasive."
Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues
Next steps *(staff/ workstream)*	**Staff** • Implement learning from course into practice. • Share learning with colleagues. • Reflect on and evaluate current teaching approaches in relation to new learning. • Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Next steps at the time were to deliver subsequent sessions covering different genres. For session 2022-23 there are currently no plans for this work to be built upon at RIC level
Reflections/Lessons learned	Some of the participants felt more examples of writing at the different levels in primary would have been useful and discussion around how to teach these.

Intervention/programme *(include description)*	**Universal Writing Programme – Procedure Writing** This series of session was delivered by Chiara Sportelli (RIC Literacy) and covered the pedagogy of learning and teaching in writing based on the genre approach. The fourth session provided an overview of the Procedure genre with practical ideas on effective learning and teaching of this genre.
Rationale *(relate to values/ strategic plan/ data)*	Research has proven the genre-based approach to the learning and teaching of writing to be very effective including elements such as grammar, the stages of the writing process and writing for a purpose and a real audience. The national picture for ACEL data tells us that at P1, P4 and P7 attainment in writing is the weakest of the curricular areas that are recorded in this way and that females outperform males at each of these stages.
Participation	(see table below)

	Number of participants	Percentage of participants by authority	
Clackmannanshire	2	13%	
Falkirk	4	27%	
Stirling	4	27%	
West Lothian	5	33%	
Total	15		

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 4 participants who completed evaluations, 100% reported that their knowledge increased as a result of the programme and 100% said the course was relevant to their work. 100% said their confidence in this area had increased as a result of the session.
Short term impact *(learners/ staff/ establishments)*	"To use the advice given and implement the next time I teach this genre of writing." "Put my learning into practise with small groups of children." "Think about the technical aspects of any writing that I do and teach these first (along with the grammar) - not to rush the writing process."
Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues
Next steps *(staff/ workstream)*	**Staff** - Implement learning from course into practice. - Share learning with colleagues. - Reflect on and evaluate current teaching approaches in relation to new learning.

	• Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Next steps at the time were to deliver subsequent sessions covering different genres. For session 2022-23 there are currently no plans for this work to be built upon at RIC level
Reflections/Lessons learned	As the term gets busier and you move closer to the end of term, attendance at sessions drops off so careful consideration should be given to timings. There are also often clashes with events being help at LA level and even RIC events within the same week or couple of weeks.

Intervention/programme (include description)	**Film Education and the 4 Cs – Critical, Cultural, Creative and … Christmas!** This session was delivered by Gail Robertson from Screen Scotland Education who was joined by Jonathan Charles, animator and film education practitioner. Gail outlined some critical and cultural activities using the 3Cs for a short Christmassy film and Jonathan demonstrated how to make a Christmas-themed animation.
Rationale (relate to values/ strategic plan/ data)	Despite it being clearly stated as a text type within CfE documentation, many practitioners are still unsure of how to make effective use of Moving Image in learning and Teaching and the links to Literacy which can be made. The programme links to our RIC values; • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners. • Empowerment – develops practitioners' knowledge and understanding of moving image education to impact their practice. • Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	4	20%	
	Falkirk	9	46%	
	Stirling	1	4%	
	West Lothian	6	30%	
	Total	20		

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 9 participants who completed evaluations, 50% reported that the course was either 'relevant' or 'very relevant' (the other put n/a as their response).
Short term impact (learners/ staff/ establishments)	"This course has given me many ideas to carry on into literacy. It showed the breakdown of the different ways to evaluate film as a new way to explore comprehension and critical thinking skills. It has given me a good bank of questions to ask relating to film studies."

| | "It was great to see a different and more active approach to storytelling and creating. This is definitely something I will be exploring and implementing with my class!"

"As a result of this course I have a new understanding of the process of animation and how to use it as a tool for learning in the classroom. I will use the applications and practical ideas suggested in this course to enable learners to develop literacy skills within the digital context. Using the digital context may help to remove barriers to literacy/writing for some learners and develop a broader approach to creating texts."

"Following this course, I brought my new learning into the classroom and the children were highly motivated in creating their own animations. This allowed the children to develop their creativity through a digital medium. We have since been able to use this form of animation across the curriculum." |
|---|---|
| **Sustained impact** *(learners/ staff/ establishments)* | Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues. |
| **Next steps** *(staff/ workstream)* | **Staff**
• Implement learning from course into practice.
• Share learning with colleagues.
• Reflect on and evaluate current teaching approaches in relation to new learning.
• Engage in further collaboration through use of the Primary C-change Hub.
Workstream
Continue to liaise with Screen Scotland on professional learning opportunities for the rest of session 2021-22. There are currently no plans to for this relationship to continue as part of RIC plans for session 2022-23. |
| **Reflections/Lessons learned** | Unfortunately there are still many practitioners who are unaware of the value of incorporating moving image education into their practice. This is evidenced by the low uptake for this session – the lower numbers however might also be partially due to the time of year the session ran. A time when schools are generally very busy preparing for the run up to Christmas. |

| **Intervention/programme** *(include description)* | **Screen Scotland – Film Literacy in Primary**

This session was delivered by Gail Robertson and Scott Donaldson from Screen Scotland Education. It aimed to highlight the benefits of teaching film literacy in the |
|---|---|

	classroom and introduce the concept of the 3 Cs – critical, cultural and creative.
Rationale *(relate to values/ strategic plan/ data)*	Despite it being clearly stated as a text type within CfE documentation, many practitioners are still unsure of how to make effective use of Moving Image in learning and Teaching and the links to Literacy which can be made. The programme links to our RIC values; • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners. • Empowerment – develops practitioners' knowledge and understanding of moving image education to impact their practice. • Collaboration – provides opportunities for practitioners from across the RIC to share practice, ideas and challenges.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire	2	6%	
	Falkirk	10	30%	
	Stirling	1	3%	
	West Lothian	20	61%	
	Total	33		

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 13 participants who completed evaluations, 62% reported that the course was either 'relevant' or 'very relevant' (the other put n/a as their response). 69% rated the session as 'Excellent'.
Short term impact *(learners/ staff/ establishments)*	"I will use the form of short films to engage learners with their learning. It will also be used as a tool to support children who may not be able to access lengthy pieces of text, or to challenge others within the class by thinking of reading and writing techniques." "I will use film literacy when I am in class. We will Study a text to learn how to identify, examine, develop, evaluate, respond, question, problem-solve and articulate responses." "I now feel more confident to explore film literacy in the classroom."

	"Use moving image resources to aid literacy development through technology. Widen engagement in literacy and accessibility."
Sustained impact *(learners/ staff/ establishments)*	Presentation slides are saved in the files section in the Primary C-change Hub for participants to revisit and share with colleagues.
Next steps *(staff/ workstream)*	**Staff** • Implement learning from course into practice. • Share learning with colleagues. • Reflect on and evaluate current teaching approaches in relation to new learning. • Engage in further collaboration through use of the Primary C-change Hub. **Workstream** Continue to liaise with Screen Scotland on professional learning opportunities for the rest of session 2021-22. There are currently no plans to for this relationship to continue as part of RIC plans for session 2022-23.
Reflections/Lessons learned	This session was well received by those who attended and highlighted how important partnership working is with outside agencies e.g. Screen Scotland.

Targeted Support

Intervention/programme *(include description)*	**Stirling Council Support for Learning Assistants In-service Day Training**
Rationale *(relate to values/ strategic plan/ data)*	Working with Stirling Council and Education Scotland, the Literacy workstream helped to design and deliver a twilight CLPL series for Stirling's Support for Learning Assistants (SLA's). The Literacy workstream delivered sessions 2-4. Due to the success of the sessions, we were asked to deliver in-service day training to all SLAs in Stirling Council Session 2 – Introduction to the Pedagogy of Literacy (1) Session 3 – Introduction to the Pedagogy of Literacy (2) Session 4 – Introduction to the Pedagogy of Literacy (3)
Participation	<table><tr><td></td><td>**Number of participants**</td></tr><tr><td>**Session 2**</td><td>100+</td></tr></table> This was an online session with over 100 SLAs in the meeting. However, the numbers were greater as several schools had the SLA's watching on smartboards, so the actual number is unknown.
Baseline measurement	No baseline measure taken, but we used the feedback from those who had attended the previous twilight sessions to ensure our sessions met the needs of SLAs from all work environments.
End of programme measurement	We used a Microsoft Forms survey to measure the success of the training and had 41 responses. Three were from early years, twenty-nine from primary, eleven from secondary, and one from the local authority.
Short term impact *(learners/ staff/ establishments)*	78% of respondents rated their knowledge of the subjects 3/5 or lower before the training. 100% rated their knowledge as 4/5 or 5/5 after the training. Over 95% of respondents noted that they were likely to incorporate the learning into their practice and share their learning with others. Over 90% of respondents gave the session an overall rating of 4/5 or 5/5.
Sustained impact *(learners/ staff/ establishments)*	All sessions were re-recorded so all SLAs could watch at their own time. Recordings are to be shared with new members of staff, as well as being used as future in-service day training. The Literacy workstream re-ran their sessions during the February in-service, with over 100 SLAs in attendance. Recordings were also shared with the other three authorities within our RIC.
Next steps *(staff/ workstream)*	While this training was for Stirling Council, we are now able to offer that to all local authorities in our RIC. There is also potential to develop the programme further, with many SLA's asking for sector-

	specific training. Indeed, requests have come in from Stirling schools for future training of their SLA's.
Reflections/Lessons learned	These were valuable sessions that had a positive impact on the SLA's. Looking at the feedback provided, if sessions are run again, it might be better to break into early years/primary/secondary so examples and strategies are more relatable for the SLAs.

Intervention/programme (include description)	**Parental Session – How to Build Your Child's Confidence in Reading. (Bridge of Allan PS)** This session by RIC PT Literacy and covered ways to support readers who lack confidence and disengage with reading. The part of the session which was for school staff covered approaches to whole class, small group and individual reading practice.
Rationale (relate to values/ strategic plan/ data)	This session was requested by Bridge of Allan PS as they have a whole school focus on reading, their SLAs had attended our RIC Literacy training on reading and I was also going to be working with their P6 learners on paired buddy reading. The programme links to our RIC values; • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners. • Empowerment – develops practitioners' knowledge and understanding of reading pedagogy to impact their practice and parental knowledge in order to support their children in reading. • Collaboration – provides opportunities for parents and staff to collaborate in supporting children and through attending the session together.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire		%	
	Falkirk		%	
	Stirling	25	100%	
	West Lothian		%	
	Total	25		

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	As this session was aimed primarily at parents there was no end of programme measurement carried out. The opportunity to provide feedback was given however no parents completed the survey.
Short term impact (learners/ staff/ establishments)	No data was available as the evaluation was not completed.

Sustained impact *(learners/ staff/ establishments)*	Presentation slides were shared with the school so they can revisit and update parents who were unable to attend the session.
Next steps *(staff/ workstream)*	**Staff** • Implement learning from course into practice. • Share learning with colleagues. • Reflect on and evaluate current teaching approaches in relation to new learning. • Engage in further collaboration through use of the Primary C-change Hub. **Workstream** To continue reading work with this school by providing paired buddy training to their P6 learners.
Reflections/Lessons learned	The structure of the session and practicalities were decided by the school and Covid restrictions necessitated the session being delivered online. Due to the low uptake I would suggest having an in-person event for any future sessions tied to perhaps a whole school event around reading or other parental engagement activities would increase the number of participants.

Intervention/programme *(include description)*	**Parental Session – How to Support Your Child's Writing Development. (Allan's PS)** This session was delivered by RIC PT Literacy and covered ways to support children's writing at home and an overview of how writing is being taught in the school and why this approach is effective.
Rationale *(relate to values/ strategic plan/ data)*	This session was requested by Allan's PS as they are one of the schools working with me on the targeted writing programme and they wanted to share their approached with parents as well as providing ideas on how best to support learning at home. The programme links to our RIC values; • Equity – this session provided the opportunity for all parents to find out more about how writing is taught in the school and how best to support their child. • Empowerment – develops parental knowledge in order to support their children in writing. • Collaboration – provides opportunities to support parental engagement.

Participation		Number of participants	Percentage of participants by authority	
	Clackmannanshire		%	
	Falkirk		%	
	Stirling	22	100%	
	West Lothian		%	
	Total	22		

Baseline measurement	No baseline measure was used for this programme.
End of programme measurement	Out of the 32 participants who completed evaluations, 83% reported that the course was either 'relevant' or 'very relevant' and 90% said that their knowledge increased as a result of the programme
Short term impact *(learners/ staff/ establishments)*	As this session was aimed primarily at parents there was no end of programme measurement carried out. The opportunity to provide feedback was given however no parents completed the survey.
Sustained impact *(learners/ staff/ establishments)*	Presentation slides were shared with the school so they can revisit and update parents who were unable to attend the session.

Next steps *(staff/ workstream)*	**Staff / Parents** Continue to provide opportunities to share writing with parents and keep them updated on the work the school are undertaking to develop learning and teaching in this area of the curriculum. Parents should continue to support their children and seek advice from the school as and when necessary. **Workstream** I continued to work with the school throughout session 2021-22 to develop the learning and teaching of writing.
Reflections/Lessons learned	The structure of the session and practicalities were decided by the school and Covid restrictions necessitated the session being delivered online. Due to the low uptake I would suggest having an in-person event for any future sessions tied to perhaps a whole school event around reading or other parental engagement activities would increase the number of participants.

Intervention/programme *(include description)*	RIC Writing – Targeted Schools Support **11 schools participated** **168 members of staff** **58 professional learning sessions delivered** This programme was created and delivered by RIC PT Literacy and was designed to increase pedagogical knowledge around the teaching of writing at Early, First and Second level and support staff to deliver high quality learning and teaching focussing on a genre-based approach to writing.
Rationale *(relate to values/ strategic plan/ data)*	All of the schools involved had writing on their SIP for session 2021-22 and either approached me directly to request support or were directed to me via their link officer. Research has proven the genre-based approach to the learning and teaching of writing to be very effective including elements such as grammar, the stages of the writing process and writing for a purpose and a real audience. The national picture for ACEL data tells us that at P1, P4 and P7 attainment in writing is the weakest of the curricular areas that are recorded in this way and that females outperform males at each of these stages. The programme links to our RIC values; • Equity – upskills staff to provide tailored and equitable learning and teaching methods to support and challenge learners. • Empowerment – develops practitioners' knowledge and understanding of writing pedagogy to impact their practice. • Collaboration – provides opportunities for practitioners from across the participating schools to share practice, ideas and challenges via a dedicated team and cross-authority moderation sessions.

Participation		Number of <u>schools</u> participating	Percentage of participants by authority	
	Clackmannanshire	2	18%	
	Falkirk	5	46%	
	Stirling	4	36%	
	West Lothian	0	0%	
	Total			

Baseline measurement	A variety of baseline measures were used for this programme. Qualitative data relating to both practitioners and learners' attitudes and feelings about the learning and teaching of writing were gathered

	at various stages of the process. Schools also carried out writing assessments as and when they felt was necessary and following their own school procedures for this type of assessment.
End of programme measurement	The final sessions are being delivered throughout the month of June and on completion of these a survey will be sent out to all staff. Requests for qualitative and quantitative data from each school will also be issued.
Short term impact *(learners/ staff/ establishments)*	"Chiara's delivery of our writing sessions has been of high quality backed with lots of current research. Our team leave the sessions feeling confident and motivated to implement the next genre. A huge thank you for this valuable input as we are already seeing improvements in writing attainment." "I definitely see an improvement in the children who struggle with writing and require support for learning with their writing."7 "Thank you for the inputs and bringing the focus onto writing this year. It has been wonderful to review where we are and how we can improve the experience for our learners." "Staff are reporting an increased confidence in the teaching of writing, providing consistency across the school. Moderation opportunities are providing a platform for increased professional dialogue." "Programme has been very helpful to ensure I am covering a range of genres in writing. It has also developed my confidence in teaching different genres." "I have enjoyed the courses and see how beneficial they are. It supports and structures the writing programme in school." "I have learned so much during the sessions when we have explored each genre. It has been so beneficial to my current and future practice and opened my eyes up to the different experiences and pedagogical approaches I could use in my teaching and I have been using these."
Sustained impact *(learners/ staff/ establishments)*	Presentation slides, resources, professional reading and examples of texts including pupils' work are saved within the Team created for participants to revisit as and when required. Links have been established with partner schools and staff are used to moderating writing on a regular basis following the moderation cycle.
Next steps *(staff/ workstream)*	**Staff** • Continue to implement learning from course into practice as they move into year 2. • Continue to reflect on and evaluate current teaching approaches in relation learning.

	• Continue collaboration through use of the team and sustaining links with their partner school. **Workstream** This programme should have continued for a further year to cover all of the genres we should be teaching and provide sustained support for the schools already taking part to see the programme to its conclusion. My intention was also to have year 1 schools share practice and support schools who were starting the programme in session 2022-23 however as things stand, this work will not be going ahead as planned.
Reflections/Lessons learned	When the programme was designed it looked very different to what was practically possible due to continued Covid restraints. The hope was to be in schools more, delivering face-to-face sessions and working directly to support practitioners in the classroom via team teaching. If the programme was continuing in session 2022-23 then schools would have been keen to take up that offer of support.

Impact Summary

Workstream: Curriculum and Virtual Learning

Key areas for measurement and reporting:
- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio-economic spectrum at A faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

Most of the Curriculum and Virtual Learning work is captured in joint working with other Workstreams e.g. the Inspiration Hub, C Change Hubs etc. These have had a significant influence in developing collaboration and providing support and practice sharing networks. The Hybrid Senior Phase supported study offering however, has been a tremendous success and has undoubtedly helped a large number of our Senior phase learners. The details are outlined below.

Intervention/programme *(include description)*	Hybrid Senior Phase supported study offering			
Rationale *(relate to values/ strategic plan/ data)*	The rationale for this programme was to address equity, empowerment and collaboration. The programme aims was to support secondary schools, Senior Phase learners and their parents and carers with accessing SQA supported study supports. The programme was designed to respond to national feedback from learners' experiences during lockdown which was that some learners liked the structure and interaction from live lessons. Other learners preferred the flexibility around recorded lessons and being able to access these at a time and frequency of their choosing. The programme also provided one place to access a wide range of free, additional study support resources.			
Participation		**SWAY**	**Live Lessons**	**Recorded Lessons**
	2020 /21	2400	4712	5400
	2021 /22	6200	1664	16421
	Total	8600	6376	25227
Baseline measurement	The baseline measurement prior to Easter 2021 was 0 as the provision did not exist. After Easter 2021, the baseline measurement was 5400 views of our recorded lessons.			
End of programme measurement	A national programme of live lessons were offered again over Easter 2022 but our number of lessons accessed had reduced due to secondary schools being able to offer their own in person			

	Easter School this year. We has practitioners from across our RIC deliver the live lessons again. Over session 2021/22 there has been significant progress on our recorded lessons. The number of videos on offer doubled and included updated guidance from SQA. Our views grew from 5400 to 25227. Our Supported study SWAY has for Session 2021/22 has had 6200 views.
Short term impact *(learners/ staff/ establishments)*	Learners, families and fellow practitioners have had access to high-quality revision resources to meet a range of learning preferences. Learners said it was "good being able to watch the videos and be able to pause and rewind them". Some staff included the videos as part of their in class revision. Learners said "liked the live lessons and being able to ask questions in the chat and join in the quizzes".
Sustained impact *(learners/ staff/ establishments)*	This programme should continue to offer study support for any of our S4-6 learners helping us to improve equity of provision. It was a unique professional learning opportunity for staff who created the resources too.
Next steps *(staff/ workstream)*	It is important to add to these recorded resources to ensure more comprehensive coverage. We will review the need for live lessons due to in person Easter school provision although this could still help us address equity moving forward.
Reflections/Lessons learned	There has been significant progress made and thousands of learners supported due to this programme. Increased communication, including a Twitter campaign, have helped engagement but the message has not yet reached everyone.

Health and Wellbeing

Impact Summary

Workstream: Health and Wellbeing

Workstream Plan Aims:

-Endeavour to **empower** staff to develop their resilience by promoting currently available staff HWB resources and interventions for self-selection

-Create and signpost innovative, relevant and effective resources, sources of information, CLPL and collaborative spaces. (Initiatives and resources populated from collaborative practices)

-Raise the profile of the importance of staff HWB including its relevance to improving outcomes for our learners.

-Promote **collaboration** by increasing cross-regional interactions and sharing of effective practice in staff HWB**.**

-Use consultative practices across the four regions and beyond to ensure that staff are getting the help and information that they need to address their health and wellbeing issues thus offering **equity.**

Key areas for measurement and reporting:

- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels

Intervention/programme *(include description)*	Staff Health and Wellbeing – Survey, Curation of Resources, CLPL Offer and Collaborative Group Work
Rationale *(relate to values/ strategic plan/ data)* Empower Collaborate Equity	Educator Health and Wellbeing has been highlighted as being an area of concern, via a range of studies such as; https://www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/ and also anecdotally. Our RIC HWB survey results further demonstrated this- please see the Sway link below in 'end of programme measurement'. In addition, consultation with Local Authorities via HWB Representatives during professional dialogue both formal and informal indicated a need to address staff health and wellbeing issues. This programme links to – **National Priorities**

The Cycle of Wellbeing
https://education.gov.scot/improvement/learning-resources/the-cycle-of-wellbeing
The Scottish Government's Mental Health Strategy (March 2017)
The importance of a whole school approach was also highlighted in the Schools: personal and social education review
NIF- Interwoven into School Improvement (but note no specific mention of Staff Wellbeing)
RIC HWB Priorities - Develop Staff HWB to promote resilience and improve outcomes for our learners in relation to children's HWB needs – readiness to learn and in the impact of high quality teaching practices.
Regional Priorities
In the 2019 FVWL RIC review schools requested, 'Support for the positive mental health of staff to build resilience'
Local Priorities
Clackmannanshire- 'Looking after our greatest asset- our staff.'
West Lothian- Staff wellbeing interlinked with addressing of equity.
Falkirk- Improving mental health and wellbeing.
Stirling-Improved knowledge in mental health and wellbeing

Participation (In the survey)		***Number of participants**	**Percentage of participants by authority**	
	Clackmannanshire	16	5%	
	Falkirk	38	12%	
	Stirling	105	32%	
	West Lothian	167	51%	
	Total	326		

*Please note that authorities vary in size.

Baseline measurement	HWB Survey- all staff across the four local authorities were asked to complete a Health and Wellbeing Survey to ascertain their knowledge of and engagement with health and wellbeing resources. At that time there were no staff resources shared by the RIC.
End of programme measurement	The programme has not yet reached completion. However measurement was taken from current engagement. Interventions were informed by the results of the Staff HWB survey. (326 participants) Please see the link below. https://sway.office.com/KhG9mC7fUDhxo3bi?ref=Link&loc=play Each Local Authority received a bespoke report containing their data. **Guest Speaker**- Creating and Maintaining a Resilient Mindset. 131 colleagues signed up for the event. Feedback was extremely positive with almost all attendees (who completed an evaluation) agreeing or strongly agreeing that the presentation had been valuable in developing their understanding of how to adopt a resilient mindset. The event was recorded and the link was shared with all attendees and those who could not attend reaching a further audience. Those who did not have access to CPD manager were invited via other avenues of communication.

	Resource Curation and Sharing- Resources have just been curated and posted online (May) and a launch event is planned for June. Engagement cannot be measured until then. **Twitter**-126 followers since January 2022 **C Change Hubs**- Primary Practitioners-615 members Practitioners of PSE-21 members (team criteria changed to welcome CLD and PSW colleagues) Pastoral PT PSE-23 members Early Years- 21 members
Short term impact *(learners/ staff/ establishments)*	**Staff are able to independently access resources** bespoke to a wide range of health and wellbeing needs. They are also signposted to their local authority supports and events. **Staff are able to share good practice** in supporting their own and their colleague's wellbeing via-collaborative events / c change hubs and The Inspiration Hub. (Once programme is completed)
Sustained impact *(learners/ staff/ establishments)*	**Staff will be able to autonomously select suitable health and Wellbeing resources which will provide support with their specific needs**. The bank of resources will be regularly updated and will remain as a source of reference. **Collaborative relationships have been built.** Relationships across a range of sectors spanning the four local authorities will continue for further collaboration **Staff have access to relevant and meaningful health and wellbeing training.** CLPL will continue to be offered.
Next steps *(staff/ workstream)*	Sharing and expansion of resources on our blog link. Collaborative Staff HWB event. Further CLPL- guest speaker and possible collaboration on an offer with HR and EP departments. Continue to build our Twitter and C Change Hub communities. Form part of a whole school health and wellbeing offer.
Reflections/Lessons learned	The nature of the current situation has very much dictated the offers that have been made to staff. With educators reporting high levels of stress and overwhelm the main delivery of this initiative has had to be opportunities for staff to self-select when time has allowed. As this was one of the first initiatives created by the newly formed work stream a great deal of time has been spent on setting up systems and forming collaborative relationships. Providing a trusted source of information is imperative to being successful in our interventions. The opportunities for collaboration across the local authorities have been rich.

Impact Summary

Workstream: Health and Wellbeing

Workstream Plan Aims:

- To work collaboratively to promote knowledge and generate understanding in order to develop the skills and abilities which are needed for mental, social, emotional and physical wellbeing.
- The ultimate aim being to build sustainable, valued and productive relationships alongside promoting a whole school approach to Health and Wellbeing which will improve outcomes for all of our learners.
- Facilitate collaborative practices between practitioners and agencies within and across and beyond local authorities, to build an effective Health and Wellbeing network.

Key areas for measurement and reporting:

- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels

Intervention/programme (include description)	Collaboration and Connections
Rationale (relate to values/ strategic plan/ data) Equity Empowerment Collaboration	Prior to January 2022, our RIC did not previously have a full time representative of their Health and Wellbeing work stream nor did it have any designated communication channels or focused representation nationally. The newly formed work stream began with the Communication and Collaboration aims of - Raising the profile of the importance of staff HWB including its relevance to improving outcomes for our learners. Promoting **collaboration** by increasing cross-regional interactions and sharing of effective practice. Using consultative practices across the four regions and beyond to ensure that staff are getting the help and information that they need to address pupils and their health and wellbeing issues thus offering **equity.** During FVWL RIC's 2019 Consultation -72% of respondents said Health and wellbeing would benefit from regional collaboration. We undertook preliminary research of work that was currently being taken across the Collaborative on Health and Wellbeing (HWB). The outcome of that was a new HWB work stream was

	to be formed. During the consultation schools stated that they would like collaboration in ; -Wellbeing/nurture initiatives which have worked well -Sharing GIRFEC practice -Creation of neighbourhood HWB profiles -Development of subject and curriculum area partnerships across the Collaborative -Support positive mental health and well- being of children, young people, staff and school communities. Our RIC strategic plan 2019-2022 (as part of our Communication and Engagement strategy) also outlined within the newly formed HWB work stream its intention to build partnerships and progress the implementation of work stream plans.
Participation	RIC Local Authority Leads- Representation from across the four local authorities meet monthly RIC HWB Wider work stream - Meet fortnightly RIC/ES- Meet weekly National HWB Network- Termly Meetings Substance Use Working Groups- Meet termly WIZE- Digital Wellbeing- Meet monthly (Co-Chair) CYPMH- Meet monthly ES CLD- Meet as and when required HELO Network- meet termly PELO Network- meet termly Member of PSE LO Network- meet termly Liaising with Educational Psychology/HR representatives across the four local authorities. Healthy Working Lives- Clackmannanshire and West Lothian- as and when required Liaising with Glasgow University- as and when required
Baseline measurement	0.5 day was allocated to the previous HWB work stream and as such there had only been a concentration on collating PSE resources and substance use. All of the other above network links have been established since January 2022.
End of programme measurement	The programme will be ongoing. Networks and collaboration have been established as above. **Twitter**-126 followers since January 2022 **C Change Hubs**- Primary Practitioners-615 members Practitioners of PSE-21 Members Pastoral PT PSE-23 members Early Years – 21 members
Short term impact *(learners/ staff/ establishments)*	Sharing of effective practice Sharing of valuable CLPL and events(re-sharing other providers) to inform effective practice (CPD Manager Feedback) Staff HWB focus (see Staff HWB impact report)
Sustained impact *(learners/ staff/ establishments)*	Continued collaborative practices and expansion of networks.(Most RIC HWB related networks /collaborative work in HWB were created/ begun in January 2022)

	National initiative involvement with a wider range of connected agencies communicates our work and collaborates across and beyond our RIC . eg NHS liaison to inform of new mental health resource. 'Held in Mind' Continued supportive networks that facilitate effective change. (eg substance use resources)
Next steps *(staff/ workstream)*	Continue to build upon the collaborative practices and support within our networks. Taking account of the directional change of our RIC via our revised work streams and refreshed strategic plan. Striving to forge new networks to collaborate and learn from national practice and beyond.
Reflections/Lessons learned	Building trusted and effective networks requires persistence and an adherence to looking beyond what is happening nationally. Developing effective and inspirational communication channels requires creativity and knowledge of your participants. Training in leading effective professional learning has been invaluable in this area.

Impact Summary

Workstream: Health and Wellbeing

Workstream Plan Aims:
Incorporate and promote Digital Wellbeing through our Health and Wellbeing work stream

Key areas for measurement and reporting:
- Creating greater equity at system, LA, cluster, school and classroom level Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a
  faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

Intervention/programme *(include description)*	Digital Wellbeing – WIZE A new sub-section of the Health and Wellbeing Work stream
Rationale *(relate to values/ strategic plan/ data)* Equity Empowerment Collaboration	The Digital Wellbeing work stream was created from the historically created E-Safety Partnership. With the formation of the new Health and Wellbeing work stream, it was decided that Digital Wellbeing would come under the umbrella of health. Working **collaboratively** as a multi-agency group we are aiming

	to tackle internet safety as the pandemic has resulted in devices being even more integral to children and young people's lives. Children and young people should have an entitlement to safe internet access at all times. This work stream meets the national and local priorities of improvement in children and young people's health and wellbeing.
Participation	We have representatives from across the four local authorities which span agencies such as Child Protection, Education and Police Scotland.
Baseline measurement	The E-Safety Partnership provided the core group for the Digital Wellbeing – WIZE rebranded work stream. There were no communications via Twitter or C change hubs with regards to online safety prior to this work stream being formed.
End of programme measurement	The group is ongoing but so far has begun to tackle the raised issue of 'airdropping ' (where information is shared via Bluetooth and does not have to be requested) and shares regular online safety updates via a presence on our RIC blog.
Short term impact *(learners/ staff/ establishments)*	Staff have access to regular online safety updates, CLPL offers and internet safety resources. Collectively we tackle online issues that have been raised across our four local authorities, striving to find a common solution. This addresses multiple issues, informs of possible mitigations needed to keep our learners safe and mentally healthy online whilst saving practitioners/ establishments time.
Sustained impact *(learners/ staff/ establishments)*	It is hoped to complete work on template protocols and internet safety skills assessments. These will be shared for practitioners to continue to use across the four authorities. This will assist in keeping our learners safe whilst still accessing the benefits of internet access.
Next steps *(staff/ workstream)*	Looking to offer resources that can be used to assess the knowledge levels of online safety/ address gaps after a pilot programme.
Reflections/Lessons learned	It has taken time to ascertain a core team who can regularly meet as the representation is from a diverse range of sectors. However the multi- agency approach has been extremely valuable in terms of obtaining the correct information for particular online issues.