



**Forth Valley & West Lothian
Regional Improvement Collaborative
Recovery Plan
for 2021-2022**

Follow us @ #FVWLric

blogs.glowscotland.org.uk/glowblogs/fvwlrlic/tag/impact/

The Forth Valley and West Lothian (FV&WL) Regional Improvement Collaborative (RIC) is entering the third year of its 3 year plan, and has undertaken a review of priorities in light of the continued COVID-19 situation that has impacted on education of children and young people in the region and throughout Scotland. In response to the situation, a second recovery plan has been produced which supports the existing plan as well as focussing on recovery of learning for children and young people. The vision for the RIC remains to:

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

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

Underpinning all that we do and guiding our actions to achieve our vision are our shared values of Equity Empowerment and Collaboration

(Please refer to the full 3 year plan: [Forth Valley & West Lothian Regional Improvement Collaborative Plan 2019-2022](#) and the [Work stream plans 2019- 2022](#), for full details).

Overarching Aim

Our recovery plan is focussed on continuing to support our children and young people to rebuild literacy and numeracy, focussing particularly on those that have been hardest hit by the disruption to normal teaching and learning during the pandemic. We recognise that the health and wellbeing of our children and young people is a prerequisite to this process and therefore this will be a key element permeating all our actions and plans. Recovery will require a multi-level and multi-agency approach, requiring effective planned collaboration. Within our Connect Team we will be building collaboration across the Workstreams with a holistic data led approach to interventions to support schools, clusters and Local Authorities. Working with Local Authorities and our partners in Education Scotland we will seek to build greater collaboration across the RIC. A key element in this will be the further development of subject, stage and interest networks to provide greater opportunities to collaborate and support colleagues.

Work streams

To support the recovery of learning for children and young people, the following work streams will continue, and have revised their plans:

- Numeracy – data informed focus on learning loss and biggest gaps (draft outline plan on page 8)
- Literacy – data informed focus on learning loss and biggest gaps (outline of draft plan and range of interventions and supports attached pp5-7)
- Health & Well Being – A Health and Wellbeing PT has been appointed and they will work with the H&WB lead, the existing team and the newly appointed Health and Wellbeing officer from Education Scotland to further this agenda. Health and Wellbeing will be a key element in all Workstream activity in the coming year.
- Curriculum and Online Learning –The focus going forward is on supporting online learning, developing our inspiration hub and building a network of C Change Hubs to support development across the RIC.
- Performance – The focus going forward will be on supporting Local Authorities and Workstreams to use data effectively to target interventions to achieve maximum impact. RIC wide SNSA and performance data will be used to determine universal support.
- STEM - The **STEM** work stream will connect leads from the local authorities and further develop the partnerships with Forth Valley & West Lothian colleges. This coming session it is planned to develop an Early Years STEM network to provide intelligence to meet the needs at Early level. It is also planned to develop a STEM ASN network. This will allow for project based learning at ASN level. The STEM leadership programme will be extended and closer collaboration with other Workstreams on joint programmes are planned. The STEM Workstream in partnership with Education Scotland will take the lead on COP 26 preparations.

A revised programme and monitoring of all the Workstreams has been established, supported by RACI Project Plans, clear outcomes and milestones. Performance monitoring and data based improvement planning based will be embedded into all plans. Reporting of impact will be values based and will be focussed on measuring improvement in the following key areas:-

- 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.

Other areas of collaboration and focus will continue to develop and respond to needs identified across the four authorities as the FVWL RIC matures and evolves. In particular:

- **Career Long Professional learning (CLPL):** This group will continue to work together to co-ordinate and develop CLPL across the RIC supported by the RIC CPD Manager system which enables practitioners to participate in learning from any of the local authorities. The inspiration hub will be developed to include a CLPL section where practitioners from across the RIC can access all local and national CLPL programmes and events
- **Data Analysis** - The data coaches (one from each local authority) will continue to support schools and workstream leads in the use of data for numeracy and literacy with a key role in informing learning and teaching strategy for improvement. They will plan for collecting H&WB data on a RIC wide basis, to allow for planning and reporting on this area. The data coaches will also support the Performance Lead and the Development Officer with performance information.
- **Early Learning and Childcare** will continue with established networks, sharing and collaborative practice. RIC wide training and support will be offered to practitioners.
- **Community Learning and Development, Parental and Family Engagement and Educational Psychology** continue to work together. CLD teams will work with the Development Officer to ensure that the voice of Young People is fully articulated and that they become integral co-creators in RIC planning, activities and actions.

Education Scotland staff are fully involved and are an integral element in the Connect Team and all the Workstreams; working alongside colleagues, jointly planning, building capacity, developing programmes and providing support.

Governance

A new more inclusive governance structure has been developed and is now up and running (see Appendix 1). This year arrangements will be embedded and partnership working work to further clarify roles and responsibilities between the Collaborative Delivery Board and the Programme Board will be undertaken. The Young People's Collaborative Board will have a specific responsibility for scrutiny of UNCRC implementation across the RIC.

Communication

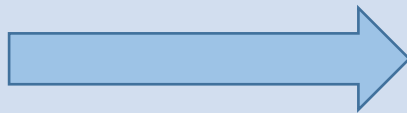
This session we intend to develop further our Inspiration Hub to allow for sharing of developing practice and creating a comprehensive all level certification database.

We will also further develop our successful joint RIC/Education Scotland SWAY publication ensuring that it not only reaches all our professionals but that the contents meet their needs. It will continue to support the development of collaboration, sharing best practice and promoting the work being carried out across Forth Valley and West Lothian to reduce the socio economic attainment gap.

FVWL RIC Literacy Plan 2021-22

Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences for all.

RIC VALUES: equity;
empowerment; collaboration



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.

SUPPORT & COLLABORATION

- Continue to share resources, research & good practice.
- Maintain established networks.
- Re-introduce in-school support.
- Introduce targeted interventions.

READING

- Reading Accreditation (Scottish Book Trust) Working Group.
- Reciprocal Reading: continue sessions & support.
- Paired Reading: continue.

WRITING

- Create targeted intervention and offer to specific schools.
- Continue to share good practice utilising the inspiration hub.

MODERATION

Build on the SQA Moderation model to allow for greater collaboration in Literacy moderation across clusters, Local Authorities and the RIC in the B.G.E

Interventions to support Literacy Recovery

Programme/Activity	Target Audience	Rationale
Support and liaison		
Regular sharing of resources and research via Twitter, blog & email	All FVWL practitioners	To ensure that all FVWL practitioners have easy access to current literacy research and CLPL offers.
English PTs' Network	English PTs	To bring together subject specific practitioners from the 4 LAs for support, collaboration and to share good practice.
Secondary Support for Learning PTs' Network	SfL PTs	As above.
EAL Teachers' Network	EAL Practitioners	As above.
"Let's talk about..." sessions on request	All practitioners	To bring together practitioners to discuss specific areas of concern and/or interest.
Programme - Literacy Tutoring (pilot project)	BGE English practitioners & pupils	There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind but an estimated 80% of disadvantaged pupils currently do not have access to quality individual tuition (EEF & Sutton Trust).
Outdoor Learning for Literacy	Early Years, primary & secondary practitioners	Outdoor learning will be an important component of recovery plans so sharing good practice in this area will be of value.
Reading		

Working Group - Developing teachers' professional judgement of achievement of a level in reading	Early – 4 th Level practitioners & Literacy QAMSOs	Recognition of the need for “systematic, widespread and effective collaboration” (OECD) and increased practitioner confidence in the judgement of achieving a level.
Working Group - Reading Accreditation Partnership with Scottish Book Trust	Primary & secondary practitioners	Building a Reading Culture (Working Group) has been an integral component of the FVWL RIC plan for several years; this now dovetails with the SBT Reading.
Programme - Reciprocal Reading (8 weeks)	Upper primary & BGE English teachers	Reciprocal Reading *FVWL RIC Literacy Academy RR programme now has Education Scotland endorsement.
Programme - Disciplinary Literacy (8 weeks).	Non-English teachers of BGE pupils	Disciplinary Literacy is for “struggling students” (“Improving Literacy in Secondary Schools”).
Programme - Reading Recovery: CPD for 2 practitioners who started training in 2019; IPD for 4 other FVWL practitioners	Early Years & primary practitioners	Reading Recovery - early intervention that targets children with the most complex problems in reading and writing and enables them to reach age expected levels within 20
Programme - Paired Reading for learning assistants & parent/carer groups	Learning assistants; parents/carers	EEF “Working with Parents to Support Children’s Learning” providing practical strategies to support learning at home. EEF “Closing The Gap: Key Lessons” Using teaching assistants more effectively when properly trained and supported.
Writing		

<p>Building on the existing recorded Webinars with accompanying 'challenge questions'</p> <p>'Stephen Graham 'Reading into Writing and Building a Writing Culture & Moderating</p>	<p>Primary & Secondary English teachers</p>	<p>RIC and national data reveal a clear writing gap for learners at risk of missing out. The Stephen Graham "Reading into Writing" webinars engaged 231 FWVL practitioners & many expressed interest in further sessions.</p>
--	---	---

Numeracy - In August 2021 we will have a new Numeracy Team in place. The full Numeracy plan will be further developed by the new team.

Overall Aims/Values

- Further develop targeted data based numeracy interventions and support.
- Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences for all.
- Build self sustaining networks to support practitioners at School, Cluster and LA level.
- Underpinning VALUES: equity; empowerment; collaboration

Methodology

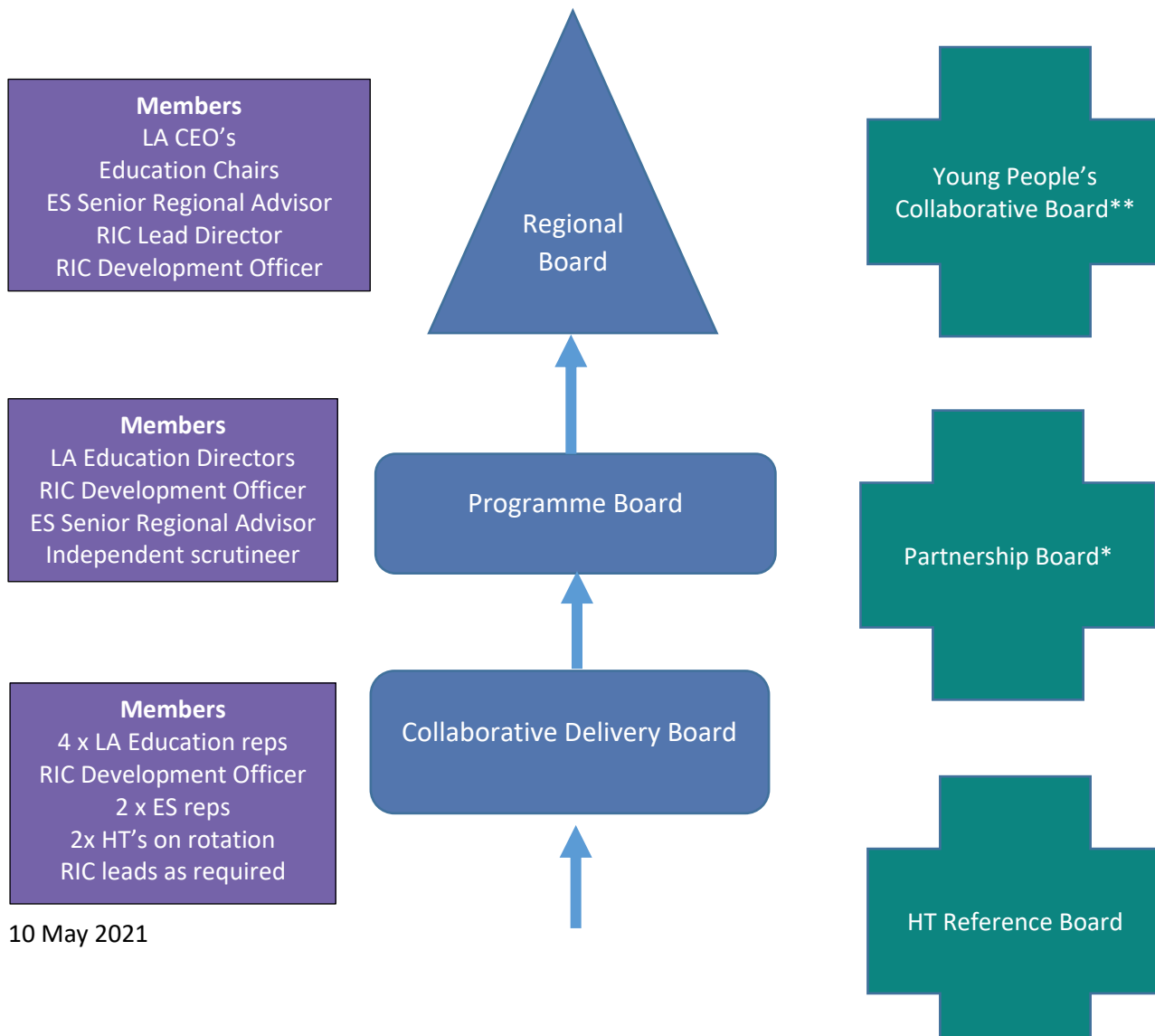
- Use data to target areas where resources can offer greatest impact.
- Ensure that Health and Wellbeing is an integral aspect of all programmes
- Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people.
- Use networks to develop collaboration between practitioners within and across local authorities to promote numeracy 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.
- Use the inspiration hub as a vehicle to share best practice

SUPPORT & COLLABORATION

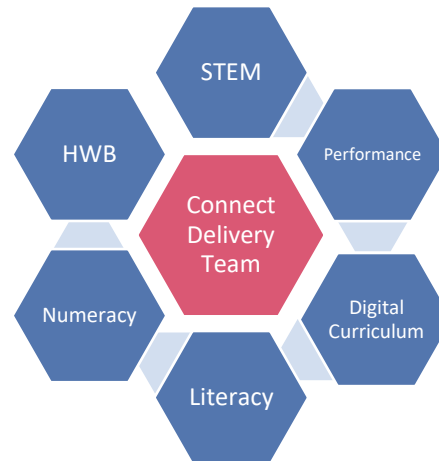
- Continue to share and develop resources, research & good practice.
- Maintain established networks, and build new networks to support staff and learners. Building ASN networks and support are a priority.
- Re-introduce in-school support.
- Liaise with data coaches to ensure that Numeracy interventions are focused on areas which can provide the greatest impact.
- Continue to collaborate with numeracy team in other RIC's
- Develop further links with Forth Valley and West Lothian Colleges
- Further develop links with other workstreams, building on the links already established with STEM and Literacy
- Build on the SQA moderation model to develop collaborative Numeracy moderation across the RIC.

Appendix 1

**Forth Valley & West Lothian
Regional Improvement Collaborative Structure**



Members
Workstream staff
Education Scotland reps
Development officer



**Core membership of Parent Councils, Colleges with invited partners included as required. Partners could include Health, Social Work, Chambers of Commerce etc.*

*** Membership to be determined by Young People at the RIC participation event in April*

	Members	Meet	Purpose
Connect Delivery Team	<ul style="list-style-type: none"> • RIC workstream staff • Education Scotland reps • RIC Development officer 	Monthly	<ol style="list-style-type: none"> 1. To add value to the work of each LA. 2. To bring coherence across the priority workstreams and work collaboratively to plan and develop themes for improvement. 3. To use information from the RIC Performance Profile to inform the direction of focus and to identify areas requiring improvement to support achieving excellence and equity aims. 4. To further develop the Communication and Engagement strategy in collaboration with the Communication Team. 5. To inform practitioners, leaders and partners about the work of each workstream. 6. To support and develop a culture that empowers practitioners and develops systems leadership capacity by delivering quality professional learning programmes and providing opportunities to lead the growing range of projects supporting the RIC priorities.
Collaborative Delivery Board	<ul style="list-style-type: none"> • 4 x LA Education reps • RIC Development Officer • 2 x ES reps • 2x HT's on rotation • RIC leads as required 	Monthly	<ol style="list-style-type: none"> 1. To provide advice and support to the Connect Delivery Team in shaping and delivering outcomes for each priority. 2. To ensure that workstream actions are in accordance with the overall vision and strategic direction of the RIC. 3. To share key developments in LAs and to identify and consider opportunities for collaborative working that will support improvement outcomes. 4. To scrutinise performance of the Workstreams. 5. To evaluate progress with development plans. 6. To oversee the consultations carried out with Advisory Boards. 7. To present papers for decision at the Programme Board.
Programme Board	<ul style="list-style-type: none"> • LA Education Directors • RIC Development Officer • ES Senior Regional Adviser • Independent Scrutineer 	Quarterly	<ol style="list-style-type: none"> 1. To provide strategic direction for the vision and aims of the RIC. 2. To approve ongoing Finance on a quarterly basis. 3. To ensure that all partners and stakeholders are fully consulted and engaged in the development of the RIC. 4. To evaluate the overall performance of the RIC and support a robust measurement plan. 5. To provide strategic support to facilitate clear communication between the key groups leading the work of the RIC. 6. To review and report on the impact of the grant on progress in achieving outcomes.
Regional Board	<ul style="list-style-type: none"> • LA Chief Executive Officers • Education elected members • ES Senior Regional Advisor • RIC Lead Director 	Bi-annually	<ol style="list-style-type: none"> 1. To share the vision of the Collaborative. 2. To drive the success of the FV&WL RIC plan. 3. To support and facilitate collaborative projects and working together. 4. To oversee the RIC grant allocation from the Scottish Government.

	<ul style="list-style-type: none"> • RIC Development Officer 		
HT Reference Board	<ul style="list-style-type: none"> • RIC Development Officer • Primary & Secondary HT reps 	Quarterly	<ol style="list-style-type: none"> 1. To provide feedback on current and future planning. 2. To support the development of RIC plans.
Partnership Advisory Board	<ul style="list-style-type: none"> • Senior Officer from FV&WL RIC • Parent Council representatives • RIC CLD rep • FV&WL college representatives • RIC Educational Psychologist rep • Identified permanent reps from partner organisations • Others for specific meetings 	Quarterly <i>in advance of Programme Board</i>	<ol style="list-style-type: none"> 1. To act as a consultative body on new ideas, plans and policies 2. To provide expert advice and support as and when necessary and/or appropriate 3. To represent the views of groups of stakeholders from across the RIC 4. To challenge and support plans, policies and interventions by the RIC across Forth Valley and West Lothian.
Young People's Collaborative Board	<i>Arrangements Ongoing through CLD leads across the RIC.</i>	Tbc	<ol style="list-style-type: none"> 1. To act as a consultative body on new ideas and plans 2. To ensure that the views and rights of young people across the RIC are fully represented in the decision making process in line with the statutory implementation of UNCRC. 3. To scrutinise RIC plans, policies and interventions in relation to UNCRC implementation. 4. To challenge and support plans, policies and interventions by the RIC across Forth Valley and West Lothian. 5. To be involved in the co creation of plans, policies and interventions by the RIC across Forth Valley and West Lothian.