



# Moray Education

## National Improvement Framework Plan

### 2021-2022

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Cullen



Glenlivet



Burghead

# Improving Outcomes for Moray's children and young people...



Our Moray Education Strategic Plan has been developed in order to ensure delivery of key priorities to improve outcomes for Moray's children and young people. Central to our Moray Education priorities are the National Improvement Framework priorities and key drivers for improvement:



Our plans are continuously developing in order to reflect changing National and Local priorities, Scottish and local authority guidance. In particular, challenges presented by Covid-19 have been embraced through our Strategic Plan changing our operating model to one that has been responsive, in line with our Corporate values.

At this time, we look to the following key National and Local policies and frameworks in order to guide our work across Moray Education:

<b>National Policy and Strategy</b>	<b>Local Policy and Strategy</b>
UNCRC and Children's Rights/Participation	Local Outcomes Improvement Plan (LOIP)
Children and Young People (Scotland) Act	Moray Council Corporate Plan (CP)
National Improvement Framework (NIF)	Moray Children's Services Plan (CSP)
Curriculum for Excellence (CfE)	Corporate Parenting Strategy and Pillars
Developing the Young Workforce (DYW)	Education Strategic Plan
Getting it right for every child (GIRFEC)	Education Resources Plan
Scottish Attainment Challenge/Pupil Equity Funding (SAC/PEF)	ASN Strategy and Policies
Corporate Parenting and 'The Promise'	Raising Attainment Strategy and Toolkit
Scottish Schools (Parental Involvement) Act	Learning and Teaching Strategy and Resources
Standards in Scotland's Schools Act	Curriculum Strategy and toolkit
Better Relationships, Better Learning, Better Behaviour	Senior Phase Curriculum Guidance
Digital Learning and Teaching Strategy for Scotland	Early Years Play Strategy
Learning for Sustainability	Professional Learning Strategy
Child Poverty Strategy for Scotland	Moderation Strategy
Education Scotland/HMiE Guidance and Practice	...and further range of guidance and policies
Scottish Government publications/Audit Scotland The Morgan Review and OECD Reports	
Covid-19 Guidance and Policy	
CLD Regulations and Standards	
Wellbeing and Child Protection Guidance	



**Speyside High School, Aberlour**

# Education Strategic Plan: National Improvement Framework Plan



The following pages contain our Education Strategic Plan (incorporating the National Improvement Framework Plan for Moray Education). The following legend provides a key to the National Improvement Framework priority and driver column references in the final two columns of our progress report templates on subsequent pages.

## Legend:

National Improvement Priority:		National Improvement Driver:	
1	Improvement in attainment, particularly in literacy and numeracy	A	School Improvement
2	Closing the attainment gap between the most and least disadvantaged children and young people	B	School Leadership
3	Improvement in children and young people's health and wellbeing	C	Teacher Professionalism
4	Improvement in employability skills and sustained, positive school-leaver destinations for all young people	D	Assessment of Children's Progress
		E	Parental Involvement
		F	Performance Information

Priority 1		Improving Outcomes for All		
Action:	Progress and achievements to date:	Next Steps:	NIF Priority:	NIF Driver(s):
1.1 Completion of SQA 2020 diet examination processes	Implementation of SQA Appeals process in August; readiness of schools to meet timescales with high quality evidence. Only 2 appeals submitted following rigorous discussion and review of evidence. Good practice sharing and local authority guidance updated for coming session.	Processes completed – learning disseminated across LA SQA Coordinator group.	1,2	A,C,D,F
1.2 Senior Phase attainment meeting schedule and processes	<p>Senior Phase attainment meetings complete across all 8 secondary schools; analysis of SQA performance data complete and actions for improvement identified on individual school basis across SQA and SCQF courses and levels for all Senior Phase Cohorts.</p> <p>Shadowing opportunities presented for Senior Leaders to join officers in virtual attainment meetings.</p> <p>All 8 Secondary Schools engaged with this process as well as QIMs/QIOs resulting in greater understanding of standards and expectations, scrutiny processes and analysis. Schools are better able to present data analysis and identify areas for improvement/identified attainment gaps. Greater clarity around next steps.</p>	<p>Review and update of attainment meeting programme in line with SQA and National guidance to increase scrutiny and challenge regarding SQA results for raising attainment. Progress with key actions identified:</p> <ul style="list-style-type: none"> <li>• Strengthening Tracking and Monitoring approaches</li> <li>• Increased focus on target setting through Universal Pupil Support interventions and regular department meetings</li> <li>• In-service focus on attainment, readiness and responsiveness for SQA Exam diet 2021</li> <li>• Authority-wide focus on high quality learning and teaching, embedding Our Moray Standard across all schools</li> <li>• Launch and implementation of Moray Raising Attainment Strategy, Toolkit and Practitioner Guide</li> <li>• Review of curricular provision including range and number of qualifications on offer to support all learners using consortia approaches as well as virtual solutions</li> <li>• Provision of study support at school level as well as national support through eSgoil supported study sessions available virtually</li> </ul>	1,2,4	A,B,D,F

1.3

Initial analysis of SQA attainment data and trends 2020 – SCQF5

Data trends at SCQF level 5 demonstrates an improvement across all measures in 2020 and for almost all areas, this is a trend across the 3 year period.

Moray	2018	2019	2020
1 @ Level 5	75.7%	78.6%	82.3%
3 @ Level 5	52.2%	55.0%	61.4%
5 @ Level 5	30.9%	32.5%	39.2%
6 @ Level 5	20.8%	20.5%	27.8%
7 @ Level 5	0.0%	0.1%	9.4%

For the first time, we also presented the trend for attainment of 6 and 7 qualifications at level 5. This shows a positive position with 4 of our schools presenting a number of pupils for 7 level 5 qualifications and as a result we have the emergence of a strong performance for this measure. This is primarily for those pupils presented for Applications of Maths alongside Mathematics at National 5 level.

Work will progress with all schools to ensure more pupils have the opportunity to undertake 7 and more level 5 qualifications in S4 with this initially being for Application of Maths last session, but will extend to other subject areas as appropriate.

Targets identified for session 2020/2021 at SCQF5 are as follows:

Moray	2021
1 @ Level 5	85%
3 @ Level 5	65%
5 @ Level 5	42%
6 @ Level 5	31%
7 @ Level 5	15%

1,2,4

A,B,D,F

1.3

Initial analysis of SQA attainment data and trends 2020 for S5 – SCQF6

Data trends at SCQF level 6 (S5 only) show an improving trend for 1 pass at level 6 and for 3 and 5 passes at level 6, there is an improvement from 2019. S5 attainment continues to be an area of focus across Moray and is supported through our ongoing review of the curriculum provision at SCQF level 6 across our schools to ensure that we provide a responsive and appropriate offer for all learners.

Moray	2018	2019	2020
1 @ Level 6	53.7%	46.0%	56.8%
3 @ Level 6	33.8%	27.5%	33.4%
5 @ Level 6	13.9%	11.7%	13.3%

This data is based upon the S4 cohort numbers who continue to S5 and is not for all pupils who were still in school for S5. This is a normal measure for measuring performance with SQA qualifications.

Work will progress with all schools to ensure that Senior Phase (S5) pupils continue to be coursed appropriately to ensure sufficient value is added from S4 attainment with regards to breadth of qualifications and awards achieved.

Subject groups will continue to share practice and support where attainment levels are lower in any particular school.

Targets identified for session 2020/2021 at SCQF6 (S5) are as follows:

Moray	2021
1 @ Level 6	61%
3 @ Level 6	36%
5 @ Level 6	16%

1,2,4

A,B,D,F

<p>1.4</p> <p>Initial analysis of SQA attainment data and trends for 2020 for S5 – SCQF 6 and SCQF7</p>	<p>This data is based upon the S4 cohort numbers who continue to S5 and is not for all pupils who were still in school in S6. Across the 8 Moray Secondary schools the staying on rate is variable, affecting overall attainment in S6 for identified establishments.</p> <table border="1" data-bbox="474 325 1173 421"> <thead> <tr> <th>Moray</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>3 @ Level 6</td> <td>38.1%</td> <td>42.2%</td> <td>37.9%</td> </tr> <tr> <td>5 @ Level 6</td> <td>25.2%</td> <td>26.9%</td> <td>26.1%</td> </tr> <tr> <td>1 @ Level 7</td> <td>17.6%</td> <td>16.5%</td> <td>18.6%</td> </tr> </tbody> </table> <p>Our S6 attainment is variable across achievement of both 3 and 5 qualifications at SCQF level 6 where young people achieving at least 1 Advanced Higher is displaying a positive and improving trend.</p>	Moray	2018	2019	2020	3 @ Level 6	38.1%	42.2%	37.9%	5 @ Level 6	25.2%	26.9%	26.1%	1 @ Level 7	17.6%	16.5%	18.6%	<p>Work continues to extend our S6 curriculum offer in line with S5 commentary above for Senior Phase.</p> <p>Targets identified for session 2020/2021 at SCQF6 (S6) and SCQF7 are as follows:</p> <table border="1" data-bbox="1270 432 1812 568"> <thead> <tr> <th>Moray</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>3 @ Level 6</td> <td>44%</td> </tr> <tr> <td>5 @ Level 6</td> <td>30%</td> </tr> <tr> <td>1 @ Level 7</td> <td>20%</td> </tr> </tbody> </table>	Moray	2021	3 @ Level 6	44%	5 @ Level 6	30%	1 @ Level 7	20%	<p>1,2,4</p>	<p>A,B,D,F</p>
Moray	2018	2019	2020																									
3 @ Level 6	38.1%	42.2%	37.9%																									
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Moray	2021																											
3 @ Level 6	44%																											
5 @ Level 6	30%																											
1 @ Level 7	20%																											
<p>1.5</p> <p>Subject performance analysis across Senior Phase at National 5, Higher and Advanced Higher level</p>	<p>At National 5 level, from the 33 subjects presented across Moray schools, the average pass rate for S4 pupils was 91%; this is an increase of 9% from 2019. Within our schools this ranged from 85.8% to 97.1%.</p> <p>At N5 our highly positive subject attainment is in Art and Design, Dance, Design and Manufacture, Drama, French, German, Music, Practical Woodworking, Spanish pre update and this improved to most subjects post update with some work to continue improvement in the Sciences, Geography, Maths.</p> <p>At Higher Level, from the 33 subjects presented, the average pass for S5 pupils was 89.3%; ranging from 81.4% to 96% across our schools. This is an increase of 15% from 2019.</p> <p>At Higher our highly positive subject attainment is Art and Design, Dance, Design and Manufacture, French, Music pre update and this improved for most subjects post update with some work to improve in Sciences, Engineering Sciences.</p>	<p>Critical actions for improvement identified to further improve our attainment and estimate rigour, to be monitored and followed up by central officers throughout the session as well as by school Senior Leadership teams are as follows:</p> <ul style="list-style-type: none"> <li>• Subject group meetings to support data and trend analysis and dissemination of good practice</li> <li>• School based department attainment meetings, some of which supported by central officers</li> <li>• Familiarisation with National 5 assessment and moderation requirements and school and authority processes to support this</li> <li>• SQA Understanding Standards and associated webinars</li> <li>• Higher and Advanced Higher assessment changes and associated</li> <li>• Changes to learning and teaching approaches</li> <li>• School and authority quality assurances process during session 2020/21</li> </ul>	<p>1,2,4</p>	<p>A,B,D,F</p>																								

	Subject performance has been reviewed at school and local authority level and support and challenge is in place for ongoing subject group meetings as we prepare for the expectations and requirements for SQA Exam Diet 2021.																																			
1.6 Partnership working for qualification provision	<p>Moray College continues to provide a range of qualifications for senior phase pupils at National 5 and Higher level as well as Skills for Work (SfW) courses and National Progression Awards (NPA) at levels 4 and 5. The SfW and NPA course provide a high proportion of passes and this supports continued engagement with the college post school as well as links to apprenticeship programmes.</p> <p>At National 5 and Higher level the performance is noted below for A-C passes for 2018 - 2020:</p> <table border="1"> <thead> <tr> <th></th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> <tr> <th></th> <th>A-C</th> <th>A-C</th> <th>A-C</th> </tr> </thead> <tbody> <tr> <td>H ESOL</td> <td>100%</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>H Psych</td> <td>74%</td> <td>40%</td> <td>70%</td> </tr> <tr> <td>H Sociology</td> <td>100%</td> <td>50%</td> <td>31%</td> </tr> <tr> <td>N5 ESOL</td> <td>100%</td> <td>75%</td> <td>100%</td> </tr> <tr> <td>N5 Practical Cookery</td> <td>90%</td> <td></td> <td></td> </tr> <tr> <td>N5 Psychology</td> <td>86%</td> <td>70%</td> <td>82%</td> </tr> </tbody> </table>		2020	2019	2018		A-C	A-C	A-C	H ESOL	100%	80%	100%	H Psych	74%	40%	70%	H Sociology	100%	50%	31%	N5 ESOL	100%	75%	100%	N5 Practical Cookery	90%			N5 Psychology	86%	70%	82%	<p>Key actions for improvement are noted as follows:</p> <ul style="list-style-type: none"> <li>• Moray College attainment meeting to be attended by central officers and school based representative</li> <li>• Enhanced tracking and monitoring processes to be shared regularly with each school</li> <li>• Regular discussions re early warning and interventions for pupils as required to be undertaken</li> <li>• Mid-session progress meeting re attainment and improvement status to be scheduled</li> <li>• Extension of partner offer to include e-Sgoil/National E-learning offer and the Northern Alliance Digital Depute Headteacher will support in this area</li> </ul>	1,2,4	A,B,D,F
	2020	2019	2018																																	
	A-C	A-C	A-C																																	
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1.7 Preparation for SQA 2021/ACM process	<ul style="list-style-type: none"> <li>• Regular meetings with SQA Coordinators and QIM to discuss arrangements and emerging SQA advice on alternative model of certification</li> <li>• Quality Assurance Framework and calendar established to guide assessment processes and fulfilment of required timescales and requests</li> <li>• Within departments there was robust discussion about estimates, with discussion led by PTs. This ensured consistency in approach and supported Teacher Professional judgments</li> <li>• Between departments PTs liaised with each other</li> </ul>	<p>To continue to review existing processes and approaches, in line with emerging Scottish Government and SQA stance for examination diet 2021.</p> <p>Schools to continue to develop good practice in terms of tracking and monitoring, moderation/verification and the use of subject groups to share practice.</p> <p>SQA Coordinators to work together with QIM to share practice including continued use of Microsoft Teams to support collaboration and planning moving forwards.</p>	1,2,4	A,B,D,F																																



	<ul style="list-style-type: none"> <li>•within a school to ensure there was consistency of approach, using subject group networks to support consistency and reliability across the authority</li> <li>•Opportunities for collaboration across the Northern Alliance for single person departments (RIC)</li> <li>•New PTs received additional support and practical solutions in the collation of evidence and the estimates for young people including SLT link, subject groups and</li> <li>•PT mentors across the school</li> <li>•PTs Guidance supported wellbeing and raising attainment through pupil support mechanisms</li> <li>•Covid-19 funding supported PT Raising Attainment/Recovery posts to support interventions</li> <li>•SLT in schools liaised with link departments to monitor processes and QA supporting and challenging through the use of tracking, monitoring and target setting</li> <li>•QIMs maintained an overview of progress with support and challenge targeted where necessary</li> </ul>																																												
<p>1.8</p> <p>Analysis of leaver attainment data – February 2021 for Exam Diet 2020 – Improving Attainment in Literacy and Numeracy</p>	<p><b>Improving Attainment in Literacy and Numeracy</b></p> <table border="1" data-bbox="465 927 1178 1062"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Moray</th> <th colspan="3">Virtual Comparator</th> </tr> <tr> <th>2018</th> <th>2019</th> <th>2020</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Literacy Level 4</td> <td>92%</td> <td>93%</td> <td>93%</td> <td>94%</td> <td>93%</td> <td>94%</td> </tr> <tr> <td>Literacy Level 5</td> <td>78%</td> <td>81%</td> <td>81%</td> <td>79%</td> <td>80%</td> <td>81%</td> </tr> <tr> <td>Numeracy Level 4</td> <td>88%</td> <td>87%</td> <td>88%</td> <td>90%</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>Numeracy Level 5</td> <td>62%</td> <td>64%</td> <td>64%</td> <td>66%</td> <td>66%</td> <td>69%</td> </tr> </tbody> </table> <p>Moray has maintained SCQF level 4 and 5 literacy, the gap between performance in Moray and the Virtual Comparator reducing to 1% for Level 4 Literacy and Level 5 Literacy equalling the VC. Numeracy at Level 5 maintaining previous improvement although the gap with the VC is increasing.</p> <p>The orange shading denotes no improvement or reduction in performance and the green shading showing an improvement from the previous year.</p>		Moray			Virtual Comparator			2018	2019	2020	2018	2019	2020	Literacy Level 4	92%	93%	93%	94%	93%	94%	Literacy Level 5	78%	81%	81%	79%	80%	81%	Numeracy Level 4	88%	87%	88%	90%	92%	92%	Numeracy Level 5	62%	64%	64%	66%	66%	69%	<ul style="list-style-type: none"> <li>•Additional time spent in the Broad General Education as well as the Senior Phase to identify gaps in both learning and attainment</li> <li>•Targeting pupils to undertake a range of assessments to ensure the highest level of Literacy and Numeracy is attained, supported by robust tracking and monitoring in place in all of our secondary schools</li> <li>•Development of literacy and numeracy across the curriculum as a responsibility of all, including tracking of literacy and numeracy in the Broad General Education as well as working with primaries</li> <li>•Further scrutiny of Literacy and numeracy at school level and is an ongoing focus for central staff discussions and school visits taking place</li> </ul>	1,2,4	A,B,D,F
	Moray			Virtual Comparator																																									
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Literacy Level 4	92%	93%	93%	94%	93%	94%																																							
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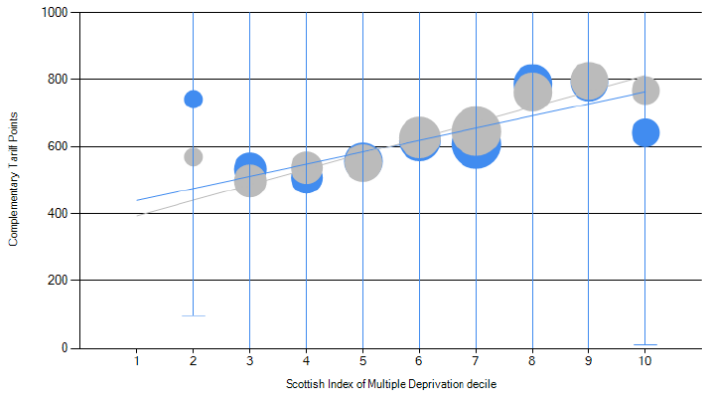
	<p>Compared with our targets for Literacy and Numeracy within the Raising Attainment Strategy, we are slightly below the targets set; for Literacy our target was 94% of leavers to achieve Level 4 Literacy and we achieved 93% as a Moray Average and for Numeracy Level 4 we were 3% below our target. However, Elgin Academy, Keith Grammar, Milne’s High and Speyside High equalled or exceeded the Moray target for Literacy and for Numeracy the target was exceeded by Keith Grammar, Lossiemouth High, Milne’s High and Speyside High. We are continuing our ongoing focus on Literacy and Numeracy in our secondary schools.</p>	<ul style="list-style-type: none"> <li>•Continue to work towards our targets for leavers attaining Level 4 Literacy and Numeracy for session 2020/21: 96% for Literacy and 92% for Numeracy.</li> </ul>																																					
<p>1.9 Analysis of leaver attainment data – February 2021 for Exam Diet 2020 – Improving Attainment for All</p>	<p><b>Improving Attainment for All</b></p> <table border="1" data-bbox="465 699 1178 871"> <thead> <tr> <th>Complementary Tariff Points</th> <th>Lowest 20% 2020</th> <th>Lowest 20% 2019</th> <th>Middle 60% 2020</th> <th>Middle 60% 2019</th> <th>Highest 20% 2020</th> <th>Highest 20% 2019</th> </tr> </thead> <tbody> <tr> <td>Moray</td> <td>117</td> <td>127</td> <td>595</td> <td>555</td> <td>1284</td> <td>1205</td> </tr> <tr> <td>Virtual Comparator</td> <td>130</td> <td>130</td> <td>610</td> <td>568</td> <td>1286</td> <td>1244</td> </tr> <tr> <td>The Northern Alliance</td> <td>142</td> <td>133</td> <td>654</td> <td>591</td> <td>1321</td> <td>1252</td> </tr> <tr> <td>The National Establishment</td> <td>133</td> <td>134</td> <td>657</td> <td>623</td> <td>1313</td> <td>1267</td> </tr> </tbody> </table> <p>In Moray, the Lowest 20% are slightly below the virtual comparator authority equivalent (by 13 tariff points which is almost equivalent to just one unit award at SCQF level 3). This is a small decrease from last session and there is practice to learn from schools who are performing well for this measure; the schools who are performing well in this area are Elgin Academy, Keith Grammar, Milne’s High and Speyside High.</p> <p>The middle 60% are broadly in line with the virtual comparator (15 points lower, which equates to an Added Value unit at SCQF level 4) but are below the Northern Alliance and national average. However, the complementary tariff points for the Middle 60% of leavers</p>	Complementary Tariff Points	Lowest 20% 2020	Lowest 20% 2019	Middle 60% 2020	Middle 60% 2019	Highest 20% 2020	Highest 20% 2019	Moray	117	127	595	555	1284	1205	Virtual Comparator	130	130	610	568	1286	1244	The Northern Alliance	142	133	654	591	1321	1252	The National Establishment	133	134	657	623	1313	1267	<p>Lowest 20% identified as a target group to ensure the early identification of the cohort, as well as the curricular and SCQF level offer in place in terms of suitability. This includes improving the tracking and monitoring strategies to ensure the appropriate interventions are in place.</p> <p>Middle 60% - continue to review processes to ensure a range of high impact interventions to support curricular choice and progression of learners.</p> <p>Highest 20% - ongoing work to ensure tracking and monitoring of progress is directly linked to aspiration. A main strategy will be to support and mentor young people to ensure we improve the grades achieved by learners, e.g. D grades improved to a C, C grades improved to a B and B grades improved to an A, which will bring the tariff points in line with our comparators.</p> <p>Continue to review update pathway planning approaches to ensure that young people at risk of underachieving, are supported and their leaver date and destination is positive.</p>	<p>1,2,4</p>	<p>A,B,D,F</p>
Complementary Tariff Points	Lowest 20% 2020	Lowest 20% 2019	Middle 60% 2020	Middle 60% 2019	Highest 20% 2020	Highest 20% 2019																																	
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	<p>has improved from last session by 40 points which is more than a course award at SCQF level 4. The schools who are performing well for this group of leavers are Elgin Academy, Milne’s High and Speyside High. This again reflects the performance of this group as a cohort.</p> <p>The Highest 20% is marginally lower than the virtual comparator (2 points), Northern Alliance (37 points) and national (29 points). This is a marked improvement and the gap in this measure is closing from session 2018/19 with an improvement of 79 tariff points, which broadly equates to an A at SCQF level 5. Schools who have performed well in this area are Elgin Academy, Elgin High and Speyside High.</p>	<p>Further development of flexibility within the 33 period week and use of UPS/Raising Attainment periods to drive forward improvements in attainment for all</p>		
<p>1.10</p> <hr/> <p>Analysis of leaver attainment data – February 2021 for Exam Diet 2020 – Leaver Initial Destinations</p>	 <p>The availability of particular opportunities (employment opportunities, for example) may have been directly affected by the coronavirus pandemic, while options available to school leavers may also have been affected by the impact of the approach to certification in 2020 on attainment levels. This should be considered when reviewing this measure.</p>	<p>We will continue to focus on this area in order to reach our target for session 2020/21 of 97%.</p> <p>Continued rigour in approach to recording positive destination data at school level to inform Moray cumulative data.</p> <p>Review attainment of identified pupil groups and report accordingly, including LAC</p>	<p>1,2,4</p>	<p>A,B,D,F</p>

	<p>There has been an improvement in this measure and Moray has on average seen an improvement; with Moray performing above the Northern Alliance and broadly in line with the national average for session 2019/20. This measure last year was very disappointing and as a result of much work being undertaken the Moray data is much improved, with Moray now being positioned 14th out of 32 local authorities.</p> <p>A great deal of work was undertaken in gathering leaver data using a Microsoft Form where data was entered remotely, captured within a spreadsheet and allowed our other administrative processes with Skills Development Scotland to be finely tuned for accuracy. This was also complemented by a partnership Pathway Planning approach with supporting guidance to ensure that all schools and partners worked collaboratively and smartly to support our school leavers. This is being developed as a positive case study by Skills Development Scotland for further use on a national basis.</p> <p>The schools who are performing well in this area are Elgin Academy, Elgin High School, Milne’s High and Speyside High.</p> <p>The percentage of Looked After Children (LAC) school leavers (2019/20) who entered a positive destination was 84.2%, up on the 73.1% recorded for 2018/19 leavers. This compares to a national rate of 81.4%. Of those Moray LAC leavers going into a positive destination 75% went onto a Further Education course, with the remaining leavers entering either Employment, Higher Education, Training or a Personal Skills Development course.</p>			
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1.11

Analysis of leaver attainment data – February 2021 for Exam Diet 2020 – Attainment versus Deprivation



The graph suggests that school leavers within Moray compare well against the virtual comparator within deciles 3-9 with the tariff scores either above or generally in line with the virtual comparator average tariff score.

The performance for those young people in decile 2 is above the virtual comparator with decile 10 lower than the virtual comparator, a similar position to last session. The performance of the young people in decile 2 is notably above the virtual comparator.

It is important to be aware of the numbers of young people appearing in each of these deciles.

This is represented proportionately in the graph by the area of the circles, with the above graph showing the highest concentration of young people in Moray are in deciles 5-9.

It is interesting to note that the vertical lines show the range of attainment of tariff points within each decile.

Continue to review data sets to build in comparators wider than SIMD to reflect our rural context and learner attainment.

Continue to identify poverty and wider attainment gaps across our schools in support of closing identified gaps through funding streams and interventions available.

Continued focus on accessing wider data sets with consideration of rurality, behaviour, exclusion and other factors impacting on attainment across Moray

1,2,4

A,B,D,F

<ul style="list-style-type: none"> <li>• The National Establishment</li> <li>— The National Establishment trend</li> <li>• Moray</li> <li>— Moray trend</li> </ul>	<p>The comparison can also be made against the national picture rather than the virtual authority. This picture shows that the young people in deciles 4-7 and 9 and 10 are performing less well against the national average. The leavers in deciles 2 across Moray compares well with their national comparators.</p>			
<p>1.12</p> <p>Ensure positive participation of 16-19 year olds</p>	<p>Participation rate for 16-19 years olds is 93.5%; an increase of 2.2% from session 2018/2019, ranking Moray as 12/32 and above the National average.</p>	<p>Continue to support positive participation of this group moving forwards through appropriate targeted supports and interventions.</p>	<p>3,4</p>	<p>D,F</p>
<p>1.13</p> <p>Analysis of Achievement of Curriculum for Excellence levels (ACEL)</p>	<p>All schools consistently track and monitor learner progress with 90% making use of our Moray Tracker to support data analysis and intervention.</p> <p>All schools continued to provide early indication of ACEL at two points in the year despite National collection being paused.</p> <p>Engagement and participation in remote learning was positive overall, with some variability across identified stages of Primary and Secondary schools.</p>	<p>Continue to review and embed approaches and interventions to track and monitor and raise attainment.</p> <p>Continue to review the moderation strategy and support from QAMSOs to ensure there is a greater understanding of standards and sharing of assessment practice.</p> <p>Review the use of additional Covid monies to ensure maximum impact on learner attainment.</p> <p>Review approaches to Emerging Literacy and impact on P1 attainment.</p>	<p>1,2,4</p>	<p>A,B,D,F</p>

Use of Covid-19 monies for additional teachers and staff was targeted at those schools where engagement and participation was low in Remote Learning as highlighted through our Moray Covid-19 survey for Parents/Carers, Learners and Schools.

**Primary 1:**

Year		P1				
		LT	R	W	LIT	NUM
2020	Moray	69	74	58	58	62
	National	<i>[No National Data Collection]</i>				
2019	Moray	85	77	76	71	79
	National	87	82	79	76	85
<b>Stretch Aims</b>					74	83
2018	Moray	82	75	67	63	72
	National	87	81	78	75	85
2017	Moray	80	74	64		70
	National	85	80	77		83
2016	Moray	76	72	66		68
	National	85	81	78		84

The reduction in levels achieved across measures is of concern, and needs to be a priority moving forwards as we navigate through Covid-19.

**Primary 4:**

Year		P4				
		LT	R	W	LIT	NUM
2020	Moray	67	59	52	52	54
	National	<i>[No National Data Collection]</i>				
2019	Moray	78	72	63	60	65
	National	85	78	73	70	77
<b>Stretch Aims</b>					68	75
2018	Moray	72	66	57	53	60
	National	85	77	72	69	76
2017	Moray	71	70	62		76
	National	83	77	71		75
2016	Moray	70	66	61		60
	National	81	75	69		73

The reduction in levels achieved across measures remains of concern, and needs to be a priority moving forwards as we navigate through Covid-19 with attainment impacted by the pandemic.

Consider approaches to play in the early Primary stages to ensure structured approaches for maximising attainment where in use.

Continue to implement and embed key strategies for raising attainment including our Moray Raising Attainment Strategy and Our Moray Standard for Learning and Teaching.

Newly appointed QIOs for Curriculum to gather and share good practice in terms of literacy and numeracy interventions with key focus on Writing and Numeracy across the BGE.

Partnership working with Northern Alliance partners to support Numeracy development including participation in projects and events.

Development of core progressions in specific areas, supported by training and development sessions to allow robust opportunity to moderate planning and assessment approaches.

**Primary 7:**

Year		P7				
		LT	R	W	LIT.	NUM.
2020	Moray	68	61	51	51	52
	National	<i>[No National Data Collection]</i>				
2019	Moray	81	76	67	64	66
	National	86	80	74	71	76
<b>Stretch Aims</b>					66	70
2018	Moray	75	71	61	59	61
	National	84	79	73	70	75
2017	Moray	73	68	58		57
	National	81	76	69		70
2016	Moray	60	60	53		50
	National	77	72	65		68

Once more, the impact of Covid-19 needs to be considered when reviewing the 2020 judgements made during a lockdown period based on learner progress and evidence available at that time.

No National comparisons are available for 2020 where there was no Scottish Government data collection.

**Secondary 3 (3<sup>rd</sup> level):**

Year		Third level				
		LT	R	W	LIT	NUM
2020	Moray	83	73	74	73	76
	National	<i>[No National Data Collection]</i>				
2019	Moray	90	88	87	83	92
	National	91	91	90	88	90
<b>Stretch Aims</b>					87	88
2018	Moray	88	84	82	79	82
	National	91	90	89	87	89
2017	Moray	89	89	88		87
	National	91	90	89		88
2016	Moray	94	89	88		87
	National	87	86	84		86

Continue to introduce bespoke Literacy and Numeracy periods across the BGE to support attainment.

Continued moderation with ASG colleagues, across secondary schools and through subject groups to support robust teacher professional judgement.

Continued emphasis on tracking and monitoring to support intervention, and facilitate early intervention for underachievement.



	<p><b>Secondary 3 (4<sup>th</sup> level):</b></p> <table border="1" data-bbox="479 212 1164 676"> <thead> <tr> <th colspan="2" rowspan="2">Year</th> <th colspan="5">Fourth level</th> </tr> <tr> <th>LT</th> <th>R</th> <th>W</th> <th>LIT</th> <th>NUM</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2020</td> <td>Moray</td> <td>38</td> <td>38</td> <td>34</td> <td>34</td> <td>42</td> </tr> <tr> <td>National</td> <td colspan="5"><i>[No National Data Collection]</i></td> </tr> <tr> <td rowspan="2">2019</td> <td>Moray</td> <td>35</td> <td>31</td> <td>29</td> <td>24</td> <td>56</td> </tr> <tr> <td>National</td> <td>57</td> <td>55</td> <td>52</td> <td>48</td> <td>59</td> </tr> <tr> <td colspan="2"><b>Stretch Aims</b></td> <td colspan="5"></td> </tr> <tr> <td rowspan="2">2018</td> <td>Moray</td> <td>40</td> <td>34</td> <td>32</td> <td>27</td> <td>37</td> </tr> <tr> <td>National</td> <td>55</td> <td>53</td> <td>51</td> <td>46</td> <td>56</td> </tr> <tr> <td rowspan="2">2017</td> <td>Moray</td> <td>49</td> <td>53</td> <td>49</td> <td></td> <td>61</td> </tr> <tr> <td>National</td> <td>51</td> <td>51</td> <td>48</td> <td></td> <td>56</td> </tr> <tr> <td rowspan="2">2016</td> <td>Moray</td> <td>54</td> <td>51</td> <td>46</td> <td></td> <td>64</td> </tr> <tr> <td>National</td> <td>41</td> <td>39</td> <td>37</td> <td></td> <td>49</td> </tr> </tbody> </table> <p>Attainment at 3<sup>rd</sup> level has dipped during the session, impacted by Covid-19 with improvement witnessed at fourth level across all literacy measures.</p>	Year		Fourth level					LT	R	W	LIT	NUM	2020	Moray	38	38	34	34	42	National	<i>[No National Data Collection]</i>					2019	Moray	35	31	29	24	56	National	57	55	52	48	59	<b>Stretch Aims</b>							2018	Moray	40	34	32	27	37	National	55	53	51	46	56	2017	Moray	49	53	49		61	National	51	51	48		56	2016	Moray	54	51	46		64	National	41	39	37		49	<p>Continued identification of attainment gaps, post-lockdown as we navigate through Covid-19 and addressing through school based intervention and partnership working with local authority and Northern Alliance colleagues.</p>		
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<p>1.14 Continue to empower Head Teachers to use PEF funding to identify and target groups and individual pupils and in particular, those affected most by poverty</p>	<p>Data for Broad General Education (BGE) attainment in literacy indicates a 4-year trend of improvement in attainment for Curriculum for Excellence (CfE) levels. There has been a notable reduction from 28% to 15% (-13%) in the poverty related attainment gap for literacy (P1, P4, P7 and S3 combined). While below the National average, schools continue to use PEF funding to provide a range of targeted interventions to improve reading and writing including effective writing workshops, recovery programmes and reading initiatives.</p> <p>Data for BGE attainment in numeracy indicates a 4-year trend for improvement across CfE levels. There has been a notable reduction in the poverty related attainment gap for numeracy at P1, P4, P7 and S3 combined. The gap has</p>	<p>Increase use of data, tracking and monitoring approaches. Improved data analysis to understand local narrative to support PEF planning.</p> <p>Leadership and professional development for all to support the 'Themes for Intervention for Equity'.</p> <p>Continued development of the BGE curriculum in line with the refreshed Curriculum for Excellence narrative; with a focus on interdisciplinary learning.</p> <p>Development of approaches to underpin wellbeing. Reviewing of pastoral care and wellbeing classrooms.</p>	<p>ALL</p>	<p>ALL</p>																																																																																				

	<p>reduced over time from 21% to 13% (-8%). While below national averages at early to second level, Moray are above national average at 3<sup>rd</sup> level. Supported by local authority Maths Conferences, training, resources, school-based interventions, associated Schools Group resourcing and partnership working, work continues to address identified poverty related attainment gaps.</p> <p>At Senior Phase, there is a 3.09% poverty related attainment gap for Senior Phase Scottish Credit and Qualifications Framework (SCQF) level 4 attainment which is 2.8% lower than the National average (5.89%). There is a 5.09% poverty related attainment gap for Senior Phase SCQF level 5 attainment which is 12.02% lower than the National average (17.11%). There is a 16.67% poverty related attainment gap for SCQF level 6 attainment which is 15.87% lower than the National average (32.54%). Overall, this demonstrates a positive position.</p> <p>In 2019/2020, 117 separate PEF interventions were delivered within the majority of schools. The majority of schools report improvements in quantitative and qualitative evidence including health and wellbeing, literacy and numeracy. Schools continue to use PEF creatively to consider how they may close the poverty related attainment gaps, using data to inform improvements.</p> <p>Schools continue to develop approaches to wellbeing and family engagement, strengthening knowledge and developing interventions in support of closing identified attainment gaps and improving attendance rates of children and young people supported by our PEF strategies.</p>	<p>Moray are working towards a “Supporting all Learners” strategy to address equity.</p> <p>Review of approaches to self-evaluation for self-improvement, in line with our ‘Moray Health Check’ for improvement approaches.</p> <p>Revisit Moray PEF Guidance and development of a Moray PEF planning cycle as part of the wider planning toolkit.</p>		
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	<p>Moray has significantly lower numbers of children looked after at home than the Scottish average. While looked after children's school attendance and attainment are below their peers, the Corporate Parenting Strategy Group's Education pillar continue work to address improvements required where Moray is committed to the published 'Promise' and progressing the findings of the National Independent Care Review. This is planned to support improvements in attainment and attendance, maintaining positive destinations in line with National averages.</p>			
<p>1.15</p> <p>Roll out of ELC expansion to 1140 hours</p>		<p>Review and consolidate implementation of 1140 hours including quality of experience.</p>	<p>2,3</p>	<p>A,B,F</p>
<p>1.16</p> <p>Launch the revised raising attainment strategy</p>	<p>Launched with all schools as a main focus, including the roll-out of the Moderation Strategy.</p> <p>Senior Phase Support and Challenge Attainment Meetings were undertaken with clear actions for improvement identified in partnership with schools, and agreed.</p> <p>All schools provided Early Indication information for ACEL and elements of Senior Phase attainment.</p> <p>Schools reported that Tracking and Monitoring is more robust due to approaches taken during lockdown and on returning to school.</p> <p>Focused approach to Literacy, Numeracy and HWB.</p> <p>ACEL Early Indication data now collated with initial analysis and dissemination to QI Team for further scrutiny and follow-up actions with schools.</p>	<p>Continued approaches as identified above against targets set, embedding Moray approaches.</p> <p>Improve data literacy capacity across our system to support improvements in performance.</p>	<p>ALL</p>	<p>ALL</p>

	<p>SQA processes continue to be implemented with the return of all Senior Phase pupils after the Easter break and successful phased return of Senior Phase pupils' pre-Easter in support of practical based subjects in particular.</p> <p>Preparations were well advanced for assessment blocks and moderation processes during term 4 for ACM and data submission to SQA required by 25 June 2021.</p> <p>ELC attainment strategy and priority areas shared at Curriculum forum (March 2021).</p>			
<p>1.17</p> <hr/> <p>Review wider performance measures to support improvement</p>	<p>Due to Covid-19, National gathering of the following measures was paused:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Attendance (LAC)</li> <li>• Exclusion</li> <li>• Exclusion (LAC)</li> </ul>	<p>Review and develop performance indicators and assign to lead officers with reporting for next session.</p>	<p>ALL</p>	<p>F</p>

Priority 2		Curriculum		
Action:	Progress and achievements to date:	Next Steps:	NIF Priority:	NIF Driver(s):
<p>2.1</p> <p>Development of an Early level progression tracker which transitions from nursery into primary</p>	<p>Less than half of ELC services in Moray now have Literacy and Numeracy progressions to pilot with pre-school children. Professional judgement will be encouraged for those children that are working from home.</p> <p>EYES L&amp;T field officers will support settings to ensure consistency of support and application.</p>	<p>To be reviewed/evaluated.</p> <p>Fully implement and embed the Moray Play Strategy.</p>	1,2	A,C,D,F
<p>2.2</p> <p>Updated curriculum rationale approaches and guidance developed in line with CfE refresh</p>	<p>Continued focus in schools on critical components of schools reopening, maintaining strategic impetus on developing the curriculum to ensure high quality learning and teaching, improvement in attainment and achievement and a flexible approach to learner pathways.</p> <p>Plans to progress refreshed curriculum rationale is ongoing including support from Education Scotland as part of their wider local engagement. ELC services continue to engage with Northern Alliance colleagues and ES on curriculum rationale workshops.</p>	<p>Newly appointed QIOs to support development of BGE and Senior Phase Curriculum Plan/Strategy.</p> <p>Further develop progressive Moray learner pathways.</p> <p>Develop a responsive BGE Curriculum, particularly in Literacy and Numeracy. Continued partnership working with Northern Alliance Numeracy lead.</p> <p>Further develop curricular transition approaches.</p>	ALL	A,B,C
<p>2.3</p> <p>Improve Senior Phase curriculum offer for all children and young people</p>	<p>Curriculum rationale and design continues to be a main strategic priority across all of our schools. As an ongoing focus, all schools have a flexible approach to develop learner pathways and DYW initiatives.</p> <p>Partnership approaches are being further developed to include digital solutions.</p> <p>A review was undertaken across Moray Secondary Schools of the offer and range of qualifications across SQA and SCQF levels to meet the needs of all learners. As a result,</p>	<p>Extend curriculum offer through collaborative approaches, consortia arrangements and wider breadth of choice including:</p> <ul style="list-style-type: none"> <li>• Opportunity to undertake more than 6 qualifications in S4 where appropriate including 7 qualifications</li> <li>• Increase in the number and range of SCQF qualifications from level 1 upwards</li> <li>• Increase in number of National 5 and SCQF5 level courses available across Moray</li> </ul>	2,4	A,B,F

	<p>over 220 curriculum choices were identified as being available across Moray with additionality being provided by Moray College UHI through 43 wider qualification and courses.</p> <p>A number of pupils take on wider courses including YASS and in partnership with other organisations e.g. Scotland's Rural College and E-sgoil.</p> <p>Review presented to ECOD Committee in May 2021 with recommendations for future consideration presented as reflected in Next Steps.</p>	<ul style="list-style-type: none"> <li>• Opportunity for more S4 pupils to undertake qualifications at SCQF level 6/7 in S4</li> <li>• Engagement in the SCQF Schools Ambassador programme for broadening school and practitioner knowledge of wider accreditation</li> <li>• Opportunities for building tariff points and also natural opportunities for gathering qualifications</li> <li>• Wider achievement accreditation outwith the core number of qualifications</li> <li>• Increase in opportunity for awards to support leadership, wellbeing, personal development</li> <li>• Increased work related learning opportunities and accreditation; linked to Developing the Young Workforce initiatives</li> </ul>		
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Priority 3	Learning, Teaching and Assessment			
Action:	Progress and achievements to date:	Next Steps:	NIF Priority:	NIF Driver(s):
<p>3.1</p> <hr/> <p>Improve the quality and consistency of learning and teaching</p>	<p>We continue to progress learning and teaching through pedagogical developments and digital approaches.</p> <p>Education Scotland scrutiny activity is paused at this time limiting quantitative data collection for accurate assessment of quality of school performance.</p> <p>Internal QA processes highlight that schools – from their own self-evaluation – continue to progress engagement and development in line with Our Moray Standard for Learning and Teaching.</p> <p>Twelve schools have now been involved to date in Education Scotland review of Remote Learning with one secondary school featured in initial reports.</p> <p>Schools continue to embrace local variation in context of Our Moray Standard for Remote Learning and Teaching, adopting toolkit and resources contained within Moray Guidance.</p> <p>All Primary pupils returned to in-school learning with a focus on re-establishing routines and in-school learning, including identification of learning and attainment gaps, enacting interventions (universal and targeted) in support of learning.</p>	<p>Embed Our Moray Standard for Learning and Teaching with focus on key areas including Tracking and Monitoring.</p> <p>Continue to strengthen approaches to assessment and moderation in the BGE.</p> <p>Support practitioner pedagogical developments in line with revised GTCS standards.</p> <p>Continue to promote use of digital approaches to enhance learning and teaching, developing the Digital Strategy for Education.</p>	<p>ALL</p>	<p>A,C,D</p>

<p>3.2</p> <hr/> <p>Develop pedagogical approaches in ELC settings</p>	<p>85% of settings currently meeting Care Inspectorate (CI) National Standard (NS) of 4 or above. Scrutiny by CI Key Question 5 - 7 of 9 ELC settings not meeting the NS have been asked to submit this.</p> <p>EYES teachers continue to support CIOs with implementing action plans to raise standard in these settings.</p> <p>ELC training calendar has been developed with a mix of onsite training and Loom to create capacity and accessibility for all settings (priority areas = child protection, child planning, inclusive practice &amp; play pedagogy/outdoor learning)</p> <p>The Education Scotland play pedagogy toolkit and our pebble tool will be used for all ELC settings followed up by observation of practice to ensure consistency of a quality play learning experience.</p>	<p>Develop Play Pedagogy approach – ELC and Primary.</p>	<p>ALL</p>	<p>A,C,D</p>
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Priority 4	Supporting all Learners			
Action:	Progress and achievements to date:	Next Steps:	NIF Priority:	NIF Driver(s):
<p>4.1</p> <hr/> Develop further understanding of inclusive practice within ELC	<p>Pilot group will access additional training modules by end of 2021. Cohort 1 will begin suite of modules in August 2021. All training modules will be delivered through pre-recorded sessions and online “live” sessions. Additional training is being offered on a needs basis, as mentioned above. Ongoing work with ASN ESO colleagues and EI teachers/EYES PT around ensuring Universal support is offered and a wider understanding of staged intervention.</p> <p>A second lockdown has impacted progress. However, practitioners continue to embrace additional training modules and professional learning opportunities to support practice and one children return, full-time to settings. The EYES PT and EI teachers continue to work closely with settings and Allied Health Professionals to identify those children who would benefit from additional support.</p>	<p>Continued approaches to ELC practitioner development and training with roll-out ongoing.</p>	<p>1,2</p>	<p>A,C,D,F</p>
<p>4.2</p> <hr/> Develop further understanding and consolidate Moray approaches to supporting learners	<p>Single agency child planning guidance has been revised to support Education Leads when initiating and supporting this process. This has been revised and agreed through LNCT and is ready to be rolled out on a small test of change. Continued to support Multi-agency working and MASH to respond to the needs of the most vulnerable children and young people. Poverty and FMF continued along with support re-established from COTSD workers in identified schools.</p> <p>Supporting All Learners Strategic Group has created Vision, values and mission statement and identified the four key</p>	<p>Develop Supporting all Learner Strategy for Moray.</p> <p>Contribute to and support the ASN Review.</p> <p>Empower our system to consider Children’s Rights across all aspects of our system delivery.</p> <p>Ensure Education fulfil the requirements of <i>The Promise</i>.</p> <p>Review of policy and practice in support of all learners.</p>	<p>2,3,4</p>	<p>A,B,E</p>

	<p>focus areas: ASN Review, Trauma Informed Practice/Relational Approaches, Workforce Development and Tracking and Monitoring Wellbeing; consultation to follow. Revised Child Protection Guidance has been completed in line with Draft National Child Protection Guidance 2020 and is currently out for consultation. Revised Locality Model has been shared with key education staff and education staff identified to represent education on various groups.</p>			
<p>4.3 Support and safeguard Children's Health and wellbeing during the COVID-19 pandemic</p>	<p>Schools and Education as a single agency continue to ensure all learner are supported and signposted to relevant 3rd sector partners and wider supports. Safeguarding and child protection procedures are reviewed regularly to respond to emerging need and changing approaches to interactions. This has continued during school recovery period.</p> <p>A Counselling Service has been commissioned to support learner HWB across Moray and will start early next term. This will supplement existing approaches using PEF funding. A revised Locality model has been fully consulted on and will be operational in the final term of the session. This will strengthen safeguarding and child protection processes as well as further develop early intervention approaches.</p> <p>ELC are currently utilising an agreed HWB toolkit/pebble with follow up discussions on meeting children/family/staff needs. This compliments KQ5 from Care Inspectorate.</p>	<p>Strengthen Curriculum Health and Wellbeing offer across Moray in line with Curriculum developments.</p>	<p>2,3,4</p>	<p>A,B,E</p>

Priority 5		Leadership		
Action:	Progress and achievements to date:	Next Steps:	NIF Priority:	NIF Driver(s):
<p>5.1</p> <p>Strengthen practitioner leadership journeys through professional learning opportunities</p>	<p>Practitioners across Moray engaging in current Education Scotland PL Courses and live courses for NQTs and wider staff continued. Staff also continued to embrace CLPL and courses in line with PR&amp;D and next steps identified.</p> <p>Further promotion of available leadership opportunities/CLPL continues to be undertaken. Covid-19 continues to drive aspects of engagement for practitioners with leadership/professional learning.</p> <p>Into Headship candidates have been interviewed - number progressing onto Into Headship programme commencing in Summer 2021. Uplifting Leadership programme continues with 21 participants with a number completing the UHI recognition. All vacant Senior Leadership posts have been filled in Moray with many being participants of local and national CLPL programmes</p>	<p>Develop Professional Learning Strategy with full consultation.</p> <p>Promote and Support implementation of revised GTCS Standards.</p> <p>Continue to revise the framework for Professional Development and Career Pathways.</p> <p>Continue to signpost to collaborative professional learning opportunities through Northern Alliance, Education Scotland and SCILT.</p>	1,2	A,C,D,F
<p>5.2</p> <p>Extend opportunities for ELC practitioner development through professional learning and wider qualifications</p>	<p>MA's progressing through SVQ in timely fashion. Also offer the BA GA/BACP with support and mentoring. Middle leadership training in place for CIOs.</p>	<p>Continue to promote and support practitioner development and professional learning, extending through all ELC settings.</p>	1,2,3	B,C

<p>5.3 Extend professional learning of Central Team</p>	<p>QIO Induction programme and support resources (10 sessions) along with QIO Handbook and Microsoft Team developed. Strengthened approaches and consistency. Senior Officer representation at ADES forums to support improvements in performance. QIM representing RIC at National forum for SQA processes ensuring link to National developments.</p>	<p>Continued refresh and review of induction programmes, extending to wider teams.  Continue to look outwards and engage in National fora.</p>	<p>ALL</p>	<p>ALL</p>
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Priority 6	Self-evaluation for Self-improvement			
Action:	Progress and achievements to date:	Next Steps:	NIF Priority:	NIF Driver(s):
<p>6.1</p> <p>Launch and establish the revised Education plan to improve outcomes for Moray's children and young people 2020-23</p>	<p>Work initially commenced to embed the Strategic Priorities through the lens of Covid-19 recovery. All areas continue to progress and are a focus in regular meetings and Quality Improvement processes with Head Teachers and aligned with Central Officer work plans.</p> <p>Particular focus on Digital approaches to the Curriculum and learning which in turn, increased the professional learning of practitioners in these areas.</p> <p>The plan continues to be a focus and driver for improvement across the service as we aim to deliver better outcomes for Moray's Children and Young People.</p>	<p>Continue to review progress against priorities and update work plans and timescales accordingly.</p> <p>Reflecting on the impact of the pandemic, review approaches to supporting the wellbeing of all.</p>	ALL	ALL
<p>6.2</p> <p>Determine investment in resourcing to drive the pace and scale of change in educational attainment</p>	<p>Due to the volume of guidance and expectations of Scottish Government in terms of school recovery and dealing with Covid-19 outbreaks, work on this area did not progress as planned until 2021.</p> <p>Recruitment to vacant QIO posts progressed with unsuccessful outcome in external recruitment. Internal recruitment secured two Acting QIOs in place from April-June 2021. Further external recruitment led to two permanent appointments in June 2021.</p> <p>Change Management of central Education Team took place and vacant ESO posts regraded to QIO posts with recruitment to follow.</p>	<p>Review funding streams and consider departmental structure to drive improvement.</p> <p>Recruitment and Selection activities to vacant posts and reconsideration of remits once team is fully formed.</p> <p>Continue to engage with Transforming Education projects to further improve the service.</p>	ALL	A,B,F

<p>6.3</p> <hr/> <p>Review levels of parental satisfaction with schools across Moray</p>	<p>The percentage of adults satisfied or very satisfied with their local schools increased in Moray to 77%, this compares well to the national average of 71.8%.</p> <p>This satisfaction data is drawn from the Scottish Household Survey and is an average of the previous 3 years survey data (2017-20). The rate of satisfaction in Moray is the highest recorded over the last five reporting Periods.</p>	<p>Continue to monitor and review in line with reporting processes.</p> <p>Develop a post-Covid Parental Engagement Strategy.</p>	<p>3</p>	<p>A,E</p>
<p>6.4</p> <hr/> <p>Review processes and documentation in line with statutory requirements</p>	<p>Revised guidance, templates and support materials developed for self-evaluation in our schools and establishments to reduce bureaucracy and workload.</p>	<p>Continue to review approaches to self-evaluation in line with statutory requirements and emerging good practice.</p> <p>Review and update approach to NIF Plan and Reporting to ensure greater clarity and cross-department contribution e.g. ELC and Education Resources.</p>	<p>ALL</p>	<p>A,B,F</p>
<p>6.5</p> <hr/> <p>Identify and engage with emerging National and International research and guidance</p>	<p>Following publication of a number of key reports and research summaries, these were shared with practitioners across our system – e.g. The Morgan Review, The Promise, OECD Report, Audit Scotland, UNCRC legislation.</p>	<p>Review and action recommendations from OECD and other National documents/reviews for emerging themes in support of practitioners.</p>	<p>ALL</p>	<p>A,B,F</p>
<p>6.6</p> <hr/> <p>Gather views on Remote Learning, participation and engagement</p>	<p>Surveys issued across schools, to parents/carers and learners during the session to assess impact of Covid-19 and quality of Remote Learning Experiences. Key findings informed Lockdown 2 activities and schools moved towards Quality Assurance of Remote Learning experiences. Positive feedback sources with findings reported through four separate survey analysis reports.</p> <p>Please see final two pages for recommendations and progress from 2020 to 2021 showing positive progress to date.</p>	<p>Continue to gauge views through self-evaluation activities to support improvements in performance.</p>	<p>ALL</p>	<p>A,D,E,F</p>

Priority 7	Covid-19 Recovery			
Action:	Progress and achievements to date:	Next Steps:	NIF Priority:	NIF Driver(s):
<p>7.1</p> <p>To reduce the impact of Covid-19 on school communities</p>	<p>All National Guidance has been reviewed and local guidance implemented as a result. Head Teacher Meetings and briefings continue so staff are fully updated on expectations. Impact of Covid-19 on school communities continues to be a challenge and a major consideration of continued recovery and impact of the loss of learning on attainment and achievement.</p> <p>As guidance and phased recovery plans were released by Scottish Government, updated briefings and guidance jointly agreed by LNCT were adopted by School and ELC settings. Risk assessments continue to be a working document with a particular emphasis on mitigating risks and spread of Covid-19. As and when outbreaks affected schools and settings, an immediate move to Remote Learning was initiated to reduce the impact on learning.</p>	<p>Continue to respond to changes in guidance from Scottish Government.</p> <p>Continuation of current communication methods and approaches for ensuring safety and wellbeing of all.</p> <p>Support Scottish Government 100-day commitment and the programme for Government.</p> <p>Support equity programmes including digital device roll-out.</p>	3	A,F
<p>7.2</p> <p>To ensure that there is compliance with expectation and legislation</p>	<p>All Scottish Government directives have been responded to in relation to Covid-19 and wider Education priorities nationally are being adhered to. For example, National Improvement Priorities, Achievement of Curriculum for Excellence levels (we continue to gather data and evidence for reporting), Education Scotland reporting requirements including Equity Audit and SAC 5-year Impact Report etc.</p>	<p>Continued compliance in line with Scottish Government requirements.</p>	3	A,F

<p>7.3</p> <p>To ensure continuity in learning with Covid outbreaks (positive cases)</p>	<p>Covid-19 outbreaks continued to affect identified schools with Remote Learning approaches adopted during lockdown ensuring effective continuity in learning for affected learners.</p> <p>Secondary schools are preparing for whole-school return with BGE pupils accessing in-school learning while identifying gaps in learning and attainment. Senior Phase pupils consolidating learning and teaching in readiness for assessment.</p> <p>ELC settings continue to embrace play pedagogy approaches supported by a CLPL offer.</p>	<p>Continue to liaise with Public Health Grampian to ensure a unified approach as we continue to deal with outbreaks.</p>	<p>ALL</p>	<p>A,F</p>
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# Recommendations

Following review of survey feedback, the following recommendations were made in support of home learning or future blended learning approaches in our Moray schools post-lockdown in August/September 2020. The table below outlines these recommendations with comment and RAG (Red/Amber/Green) rating to indicate their progress:

	<i>Recommendation – 2020</i>	<i>Commentary - 2021</i>
SS 1	Schools should continue to identify gaps in learning and through parental communication, identify reasons for lower levels of engagement and identify interventions to mitigate this in the event of future lockdown	Schools have continued to progress this area, supported by variation in learning approaches, differentiation to meet learning needs and a variety of communication mechanisms in order to reach all learners including those harder to reach. Focus during this lockdown has been very much on quality of learning
SS 2	Support for parents during future lockdown activities should be considered including extension of online platform support materials for learners, in order for parents to support children in their learning	Parental digital literacy continues to be a work-in-progress with materials developed in support of parents (e.g. Digital Learning App, signposting to national e-learning support guidance). Schools continue to promote this with reticence from some parents
SS 3	The local authority should develop guidance for schools in support of future remote and blended learning during Covid-19 lockdown, using surveys undertaken to inform next steps along with key research in this area.	Key guidance and toolkits were developed in support of Remote Learning, including Remote Learning protocols in order to support schools in planning and delivery including “Our Moray Standard for Remote Learning and Teaching”. Please refer to Appendix A for Guidance and numbered Appendix items contained within the toolkit
SS 4	The local authority and schools should work to identify learners with insufficient ICT access and digital connectivity in order to support remote learning using identified digital platforms	While issues with connectivity and digital access remain – particularly rural and in-school connectivity – digital inclusion monies along with local authority digital strategy under development has ensured this has progressed at pace and will continue to do so, in line with future Scottish Government directives and approaches
SS 5	Schools should evaluate staff readiness for live learning and teaching using available digital platforms, ensuring appropriate training is undertaken and safeguarding arrangements are in place in adoption of live learning, further building on creative education delivery embraced during Covid-19 lockdown	Appropriate training materials and support guides for live learning were provided, including endorsement through LNCT. As appropriate, a range of approaches to Remote Learning have been adopted and embraced in line with National and local guidance by our schools with measured approach to live learning, ensuring learner engagement. Schools have embraced National e-learning offers including e-Scoil and WestOS

SS 6	In embracing digital platforms and live learning, the local authority and schools should look to streamline and agree the number of learning platforms in use in order to reduce confusion and need for learners to work on a variety of platforms	Considerable streamlining of learning platforms has been undertaken, with adoption of online learning platforms by schools on a very measured basis in support of learning and learner wellbeing. GLOW continues to be our advocated multi-user platform with accessibility provided through GLOW to Microsoft Teams/Google Classroom, linking with all National safeguards
SS 7	Schools should consider how to strengthen confidence of support staff in use of online digital platforms, in support of virtual communication and learner support in the future including pupils with ASN	Notable progress in this area has been, identified previously in this survey – support staff were valued and identified by a number of schools for their commitment and embracing online platforms in a number of our schools as evidenced in this survey
SS 8	Schools should plan for a range of contingencies – e.g. remote/blended learning for groups and stages – in the event of further disruption to school-based education. Schools should consider a blended approach to learning tasks, mixing paper-based resources with digital learning activities in order to ensure continued interest of learners, providing variety in learning	Schools continued to provide a mixed delivery approach to Remote Learning in line with research, National and Local Guidance including our Remote Learning guidance. This was considered robust following local authority review by Education Scotland HMI. Schools continue to plan for a range of contingencies with Quality Assurance processes built in to Remote Learning and Teaching activities. This is very much a planned approach as opposed to the reactive nature of Lockdown 1 in order to establish online learning platforms at that time





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