South West

Educational Improvement
Collaborative

Leasachadh Foghlaim
Co-obrachail an Iar-dheas

Excellence through collaboration

Sàr-mhathais tro cho-obrachadh

Improvement Plan 2021/22

Plana Leasachaidh 2021/22

Recover – Reconnect – Renewal

A 'faighinn air ais – ath-cheangal – ùrachadh

South West Educational Improvement Collaborative
Recover – Reconnect – Renewal
2021/22

The South West Educational Improvement Collaborative has now been part of the educational landscape since 2017. However, our aim for the collaborative is to do more than survive and in order to merit its place in education, the SWEIC needs to add value to what hard pressed senior leaders, class teachers and education practitioners do each day. From the outset we have tried to add value by building collaborative capacity through opportunities to meet, share effective practice and provide peer to peer learning and challenge. Despite the challenges of Covid, it has been very encouraging to see the levels of engagement in the collaborative activities. In some ways, the online approach to professional learning is better suited to the SWEIC context as we stretch across a very large land mass.

Recognising the ongoing impact of coronavirus we have amended the SWEIC plan in order to focus on our key objectives during recovery. We will continue to facilitate peer to peer, school to school and authority to authority collaboration by using digital technologies, allowing colleagues to engage with each other in ways which suit them best. Our aim is to

> "create the space where people living with the problem can come together to tell the truth, think more deeply about what is really happening, explore options beyond popular thinking, and search for higher leverage changes through progressive cycles of action and reflection and learning over time. Knowing that there are no easy answers to truly complex problems, system leaders cultivate the conditions wherein collective wisdom emerges over time through a ripening process that gradually brings about new ways of thinking, acting, and being."
> (Senge et al, 2015).

We have successfully provided that collaborative space for many more practitioners across the south west by moving our collaboration on-line during the last year. Barriers to collaboration which existed before Covid-19 such as travel and costs of staff cover are no longer issues as practitioners are increasingly meeting and learning online. We must however continue to be sensitive and mindful of the challenges faced by schools and be realistic in our expectations of colleagues.

In this plan, each work stream has produced an action plan outlining intended activities across the next year. I am very grateful to those who have shared their time and expertise to support colleagues across the SWEIC. In particular my thanks to Fiona McDougall and the work stream leads. From session 2021-22, the lead role for the collaborative passes to Dr Gillian Brydson, Director for Skills Education and Learning in Dumfries and Galloway Council. The SWEIC is in good health and well placed to make a significant contribution to educators and learners across the south west.

Douglas Hutchison, Regional Lead Officer

Planning for Learning, Teaching and Assessment 3-18 : Recover – Reconnect - Renew Action Plan			
Outcomes	**April 2021 – June 2021**	**July 2021 – December 2021**	**January 2022 – March 2022**
All practitioners are confident about making professional assessment judgements and there is improved validity and reliability of assessment data 3-18.	Develop an on-line model to enable practitioners to collaborate and engage in assessment and moderation activities across all sectors and curriculum areas. Develop professional learning to support practitioner knowledge and understanding of the 4 stages of progress. Where appropriate, facilitate moderation activities and discussions across the SWEIC to support the SQA alternative certification model	QAMSOs, SWEIC officers and the ES NIF advisor develop and deliver PL to underpin on-line moderation activities in early years, BGE and senior phase. Professional learning is delivered to support the use of the 4 stages of progress.	Practitioners in all sectors engage in professional learning and on-line moderation activities at school, cluster, LA and SWEIC level. Professional learning is delivered to support the use of the 4 stages of progress.
Well planned high quality learning, teaching and assessment supports education recovery 3-18.	Virtual networks for all sectors and secondary subjects are created to facilitate collaboration on themes supporting improvements in learning, teaching and assessment and addressing practitioner needs in response to the ongoing impact of Covid-19.	Regular opportunities for on-line networking are planned and promoted. Open discussions on learning and teaching approaches share practice and deepen knowledge, and generate common themes for further exploration. Eg digital learning. Networks share and analyse data, work collaboratively and share interesting practice to improve outcomes for learners.	There is a widening and extension of support networks for curriculum areas and for other groups who have requested support. Effective networks are in place which facilitate sustained collaboration with a focus on improvements in learning, teaching, assessment and attainment in all secondary subject areas and across early years, primary and special sectors

Planning for Learning, Teaching and Assessment 3-18 : Recover – Reconnect - Renew Action Plan			
Outcomes	**April 2021 – June 2021**	**July 2021 – December 2021**	**January 2022 – March 2022**
Maths **Well planned high quality learning, teaching and assessment improves outcomes for young people.**	SWEIC Numeracy and Maths Professional Learning Team Further develop the SWEIC Team site to offer a wider range of asynchronous and synchronous CLPL training opportunities for staff in addition to the 14 CLPL themes currently on offer.	Additional On-line professional learning opportunities offered to Numeracy Leaders and practitioners across the SWEIC using asynchronous and synchronous digital learning.	Effective networks in place which facilitate sustained collaboration with a focus on improving learning, teaching, assessment and attainment in numeracy and mathematics across all sectors.
	NQT Programmes Share CLPL plans within NQT programmes with a view to collaborating and sharing resources across the SWEIC authorities.	NQT Numeracy and Maths Programmes shared. Common themes agreed and resources shared, where appropriate.	NQT programmes in relation to numeracy and mathematics are enhanced by shared CLPL opportunities for NQT practitioners and possibly for teachers in first two/three years of their teaching career.
	ITE Collaboration and Developments Strategic group meets with UWS and University of Glasgow staff to discuss developing collaborative work and support for ITE programmes.	Collaboration with UWS continues to develop a Critical Friends Programme with a focus on supporting Collaborative Action Research (CAR) with the Numeracy Leader cohort. Ongoing CLPL offer to UWS from the SWEIC Maths group. Collaboration with UoG takes place to develop the Enhanced Practice module for BA4 students. SWEIC group members provide inputs for BA4 students. Progress the development of the Enhanced Practice module as an offer to SWEIC practitioners. Ongoing CLPL offer to UoG from the SWEIC Maths group.	CAR integrated into Numeracy Champions activity. Some champions trained as critical friends to support the engagement in enquiry network activity to deepen collaboration and focus professional learning on improving outcomes for young people. SWEIC CLPL inputs offered to UWS students. SWEIC group members continue to support and develop delivery of the Enhanced Practice module. Strategic group develop the Enhanced Practice module as a CLPL offer for SWEIC practitioners. SWEIC CLPL inputs offered to UoG students.
	SWEIC Higher Applications of Mathematics working group Working group formed to support the development of the Higher Applications of Mathematics course and qualification.	Collaborative working group established to develop and support the delivery of the new Higher Applications of Mathematics course	SWEIC practitioners collaborate to develop and support the design and delivery of the Higher Applications of Mathematics course and qualification.
	Supporting P7/S1 Transitions Develop resources and CLPL inputs supporting transitions from P7 to S1.	Develop resources and CLPL focussing on transition from P7 to S1.	SWEIC practitioners engage in CLPL and associated resources to support transitions from P7 to S1

Planning for Learning, Teaching and Assessment 3-18 : Recover – Reconnect - Renew Action Plan			
Outcomes	**April 2021 – June 2021**	**July 2021 – December 2021**	**January 2022 – March 2022**
Literacy **Well planned high quality learning, teaching and assessment improves outcomes for young people.**	Delivery of the P1-2 Literacy Pedagogy and Practice programme continues – 'The Building Blocks of Literacy'.	2021/22 cohort is identified for P1-2 Literacy Pedagogy and Practice – 'The Building Blocks of Literacy'. Programme begins in September. SWEIC literacy group members support and promote the programme across all authorities. 2020/21 cohort continue to build networks on-line and share the impact of the application of their learning.	Delivery of P1-2 Literacy Pedagogy and Practice (The Building Blocks of Literacy) continues on-line. Data is collected using feedback questionnaires and quality discussion at end of each module.

e learning : Recover – Reconnect - Renew Action Plan

Outcomes	April 2021 – June 2021	July 2021 – December 2021	January 2022 – March 2022
Across the SWEIC the national e learning offer is incorporated into the regional e learning offer to support well planned learning and teaching remotely.	Continue to • take forward national agreements / expectations at local level • promote national e learning offer. coordinate SWEIC contribution to national e learning offer. • ensure 'voice' of SWEIC is appropriately representing all four local authorities on national implementation group. • Review engagement data • Contribute to national e learning groups.	Engage in next steps Development of national e learning offer and take forward across the SWEIC. SWEIC e learning comms strategy to promote future e learning developments across all 4 local authorities. Review engagement data	Engage in next steps Development of national e learning offer. and take forward across the SWEIC SWEIC e learning comms strategy to promote future e learning developments across all 4 local authorities Review engagement data
e learning transformation across the SWEIC is supporting high quality learning and teaching. **A plan for e learning transformation across the SWEIC is delivering identified digital needs.**	In conjunction with Education Scotland complete needs analysis focusing on digital learning and teaching. The results of the analysis will set out detail of systematic/strategic support required across the RIC and create a minimum shared standard / Vision informed by the Scottish Governments National Digital Learning and Teaching Strategy.	Develop / deliver strategic support plan in conjunction with Education Scotland to deliver identified digital needs. Continue to expand Virtual learning environment across the SWEIC eg consider availability of other software and delivery platforms to support learning and teaching As an outcome of the needs analysis, develop a CLPL programme which meets the needs of practitioners across the SWEIC Provide access to national and local authority Digital CLPL. Develop CLPL feature within the SWEIC blog to share practice	Continue to develop / deliver strategic support plan in conjunction with Education Scotland to deliver identified digital needs. Continue to expand Virtual learning environment across the SWEIC eg consider availability of other software and delivery platforms to support learning and teaching As an outcome of the needs analysis, develop a CLPL programme which meets the needs of practitioners across the SWEIC Provide access to national and local authority Digital CLPL. Share practice through the SWEIC blog

e learning : Recover – Reconnect - Renew Action Plan

Outcomes	April 2021 – June 2021	July 2021 – December 2021	January 2022 – March 2022
A virtual Advanced Higher (AH) Hub is widening access to the curriculum for young people across the SWEIC at SCQF level 7	Develop an advanced higher offer as part of the SWEIC e learning offer / Engagement with GCU. Recruitment and training of practitioners to support the delivery model. Delivery plans developed. Develop a digital delivery model for SCQF 7 curriculum offer. Ensure that targeted support for pupils undertaking Advanced Highers with the Hub is coherent and effective and enables those young people to benefit from the opportunities available to them.	Launch hub - Learning on the AH courses begins. Tracking System Established Virtual meet and greet for parents/carers with teachers. Technical support provided and ironing out the early challenges in course delivery. Ongoing monitoring and support of the learners and staff to attain.	Learning on the AH courses continues Ongoing monitoring and support of the learners and staff to attain. Reporting to parents / carers Ongoing monitoring and tracking of progress.
A virtual platform is widening access to the curriculum to support the development of an alternative curriculum provision for those young people with identified need.	Develop a proposal to explore a widening access to the curriculum programme to support the development of an alternative curriculum provision across the SWEIC. Set up a subgroup to identify needs – identify lead	Explore potential of a virtual curricular offer for young people to include: • Literacy and Numeracy • Vocational taster experience programme • Employability • Progressive core skills development programme • Wellbeing	Pilot (small test of change) with a small identified group a virtual curricular offer including: • Literacy and Numeracy • Vocational taster experience programme • Employability • Progressive core skills development programme • Wellbeing

e learning : Recover – Reconnect - Renew Action Plan			
Outcomes	**April 2021 – June 2021**	**July 2021 – December 2021**	**January 2022 – March 2022**
A DYW e-solution is supporting young people prepare to move into positive and sustained destinations.	Local Authority lead officers meet with DYW regional groups and ES RIT officer to identify needs. Engage with DYW live, actively promote through DYW coordinators	Engage with national initiatives aimed at supporting young people into positive and sustained destinations. Engage with staff from the RIT to support practice in this area. Share practice around factors that positively impact on positive post-school destinations such as work placements and alternative curriculum options. DYW Coordinators develop a regional network. Offer professional learning opportunities E.g. Career Education Standard SW CLD network shares pilot programmes, best practice and training opportunities across the RIC.	Continue to engage with national initiatives aimed at supporting young people into positive and sustained destinations. Continue to engage with the RIT to support practice in this area. Continue to share practice around factors that positively impact on positive post-school destinations such as work placements and alternative curriculum options. Recruitment of DYW Coordinators is complete and they are having meaningful engagement with young people, practitioners and senior leaders. Regional DYW co-ordinator network is established to support collaboration. Continue to offer professional learning opportunities. SW CLD network continues to share pilot programmes, best practice, case studies and training opportunities across the RIC.

Closing the Poverty Related Attainment Gap Workstream : Recover – Reconnect - Renew Action Plan			
Outcomes	**April 2020 – June 2020**	**July 2020 – December 2020**	**January 2021– March 2021**
Increase opportunities for sharing good practice in use and impact of PEF/ SAC funding/ closing the gap initiatives and education recovery across local authorities, CLD, schools, ELCs and networks of staff at all levels, ensuring full account is taken of context.	Regular on-line collaborative opportunities are created to facilitate sharing of good practice, research, professional learning and resources relevant to recovery planning and closing the poverty related attainment gaps.	Regular on-line collaborative opportunities are created to facilitate sharing of good practice, research, professional learning and resources relevant to recovery planning and closing the poverty related attainment gaps. Effective networks become self-sustaining.	Regular on-line collaborative opportunities are created to facilitate sharing of good practice, research, professional learning and resources relevant to recovery planning and closing the poverty related attainment gaps. Effective networks become self-sustaining.
High quality systems at school and authority level support staff to track and monitor pupil progress, focussing on raising attainment and closing the poverty related attainment gap, 3-18. **Progress towards raising attainment and closing the poverty related attainment gap can be evidenced.**	Deliver on-line learning opportunities using the National Equity Audit to deepen the understanding of the impact Covid-19 and school closures on children and young people from socio-economically disadvantaged backgrounds. Begin to identify appropriate measures, assessment and interventions to support recovery.	Share effective tracking and monitoring systems which support education recovery. Improve data literacy of staff at all levels. Professional learning opportunities continue to be offered online – Aifl; identifying the gap using available data, training in effective interventions. Raise awareness of available community data, familiar to CLD, in order to support school improvement planning.	Continue to offer professional learning on key themes. Continue to share interesting and effective practice in addressing inequity. Continue to develop a shared understanding and awareness with Head Teachers around CLD's evidenced based contribution to closing the gap. Joint planning between Schools and CLD is starting to become embedded.

Closing the Poverty Related Attainment Gap Workstream : Recover – Reconnect - Renew Action Plan			
Outcomes	**April 2020 – June 2020**	**July 2020 – December 2020**	**January 2021– March 2021**
Continue to improve the quality of learning, teaching and assessment 3-18 through a range of strategic approaches to developing/ improving pedagogy.	Provide PL with a clear focus on high quality learning, teaching and assessment to improve outcomes for all learners through: Remote learning Digital learning including the NeLo & West OS Outdoor learning Play based learning P1 literacy pedagogy Maths - Bar modelling Leadership skills and qualities Working with CLD and other partners.	Continue to provide/ signpost practitioners to quality professional learning designed to improve outcomes for all learners. Identify interesting practice and share across RIC. Share effective practice using Nelo and West OS SW CLD Teams & ES RIT develop a programme of PL for CLD staff.	Continue to provide/ signpost practitioners to quality professional learning designed to improve outcomes for all learners. Identify interesting practice and share across RIC. Share effective practice using Nelo and West OS SW CLD network raises awareness of Youth Work amongst school staff. SW CLD Teams & ES RIT deliver a programme of PL to CLD staff. SW CLD Network, ES and Youthlink collaborate on training activities which support practice and reporting on children's rights.
Family engagement/ learning programmes provide opportunities for parents and carers to build capacity in supporting their children.	Audit practice across the local authorities/ schools. Share effective practice in engaging families in learning. Share effective practice in supporting families impacted by poverty who have received new technology.	Identify opportunities, in collaboration with family learning lead officers, to engage with family learning practitioners and other relevant CLD partners, to provide quality professional learning opportunities, case studies, parent surveys and interesting practice.	Continue to signpost practitioners to quality professional learning opportunities, case studies, parent surveys and interesting practice. SW CLD continue to work collaboratively with CLD Sector Partners such as the voluntary sector to provide a range of digital/virtual Family Learning courses which have a focus on H&W, Literacy and numeracy.
Working with families and communities to improve outcomes for children and young people affected by poverty.	SW CLD network share good practice in supporting families in relation to poverty support e.g. access to school meals; access to relevant benefits; access to basic home learning resources and financial/grant & literacy support; housing issues; shielding advice. Isolation packages.	Continue to identify and share supports, resources and grants available to support families affected by poverty including examples of CLD practice which alleviate the impact of poverty on learners/ families/ communities.	Continue to identify and share supports, resources and grants available to support families affected by poverty including examples of CLD practice which alleviate the impact of poverty on learners/families/ communities. SW CLD network share provision of learning resources to communities and families. Schools have a fuller understanding of the additional provision/support that is available.

Early Years : Recover – Reconnect - Renew Action Plan

Outcomes	April 2021 – June 2021	July 2021 – December 2021	January 2022– March 2022
Assessment and Moderation **All practitioners are becoming more confident about making professional assessment judgements and there is improved validity and reliability of assessment data in EYs.** **Well planned high quality learning, teaching and assessment improves outcomes for all children in EYs.**	Continue to develop on-line opportunities for practitioners to collaborate and engage in planning for learning, teaching and assessment at Early Level. By working in partnership with SW RIT, on-line professional learning and moderation activities are offered to practitioners. Develop professional learning to support practitioner knowledge and understanding of the 4 stages of progress.	Continue to develop on-line opportunities for practitioners to collaborate and engage in planning for learning, teaching and assessment at Early Level. QAMSOs, SWEIC officers and the ES RIT support on-line PL and moderation activities using the 4 stages of progress. Professional learning is delivered to support the use of the 4 stages of progress.	Continue to develop on-line opportunities for practitioners to collaborate and engage in planning for learning, teaching and assessment at Early Level. QAMSOs, SWEIC officers and the ES RIT continue to support on-line PL and moderation activities. Professional learning is delivered to support the use of the 4 stages of progress.
Closing the Gap **Ensure a clear focus on the priorities which have the greatest impact on improving learning, raising attainment and narrowing the attainment gaps.**	Develop pedagogy and practice by providing on-line PL and sharing of interesting practice in: Play Based Learning / Froebel Approach Remote/Blended Learning Realising the Ambition Outdoor Learning Digital Learning Speech and Language Therapy/ P1 Literacy Pedagogy Working with partners eg CLD, health	Continue to offer and signpost practitioners to quality professional learning and online networking opportunities. Identify interesting and effective practice nationally and in the South West to share with practitioners. Work with ES RIT officers to develop on-line professional learning on key themes. Participants continue to engage in the University of Edinburgh, Froebel Programme.	Continue to offer and signpost practitioners to quality professional learning and online networking opportunities. Identify interesting and effective practice nationally and in the South West to share with practitioners. Work with ES RIT officers to develop on-line professional learning on key themes. Participants share their learning from the Froebel programme and it's impact on practice with colleagues in the RIC.

Early Years : Recover – Reconnect - Renew Action Plan			
Outcomes	**April 2021 – June 2021**	**July 2021 – December 2021**	**January 2022– March 2022**
Closing the Gap/ Leadership **EY leaders are empowered to take forward key aspects of improvement in their centres and support staff to take forward identified aspects across the RIC.** **Build leadership capacity through opportunities for sharing pedagogy and practice.**	EY leaders engage with the University of Edinburgh, Froebel Programme. EY leadership development programmes are shared. Excellence and Equity Leads and EY lead practitioners develop collaborative networks and offer PL in pedagogical development to maintain a focus on quality provision during the expansion programme.	Participants engage in the University of Edinburgh, Froebel Programme. LA programmes are offered to participants across the RIC. Excellence and Equity Leads and EY lead practitioners develop collaborative networks and offer PL in pedagogical development to maintain a focus on quality provision during the expansion programme.	Participants share their learning and impact of Froebel approach with colleagues in the RIC. LA programmes are offered to participants across the RIC. Excellence and Equity Leads and EY lead practitioners develop collaborative networks and offer PL in pedagogical development to maintain a focus on quality provision during the expansion programme.
Parental Engagement **Effective approaches to parental involvement, parental engagement and family learning programmes which provide opportunities for parents and carers to build capacity in supporting their children are shared.**	Audit LA approaches, strengths and priorities for improvement. Create a SW network for parental involvement officers and other practitioners with this remit to share effective practice and engage with professional learning.	ES RIT support the SW network to offer professional learning to practitioners to develop/deliver effective parental involvement/ engagement/ family learning programmes. SW CLD Peep networks share best practice and training.	Continue to identify appropriate supports for the SW network to identify shared areas for improvement, share development work and to share effective practice. SW CLD Peep networks share best practice and training and evidence that this is leading to improvement.