

The City of Edinburgh Council

10am, Thursday, 13 December, 2018

Edinburgh Learns

Item number	8.2
Report number	
Executive/routine	
Wards	
Council Commitments	28

Executive Summary

This report describes the approach taken to ensure that the City of Edinburgh schools improve performance and deliver the highest quality education, particularly for children impacted by poverty or the care system. It is based on a year-long project between officers, partners, parents and Headteachers, which involved examining research, scrutinising data, and co-producing guidance to raise attainment for all.

The culmination of these efforts resulted in a strategy entitled Edinburgh Learns, two words imbued with meaning, which position the city as one which values and promotes learning in a dynamic and enduring way.

In addition to the seven Frameworks that reflect the key drivers, which are known to improve service delivery, Edinburgh Learns is also a methodology based on collaboration and servant leadership. Strategic Groups of school leaders, partners and officers will continue to review progress, research and data. They will provide detailed written reports to Elected Members that focus entirely around improving outcomes for children.

Edinburgh Learns is not a mandated system for change, but is a system that provides high autonomy and high support, in the form of guidance and collaborative governance. It is a system designed to maximize professional capacity while empowering Headteachers to lead and manage change effectively.

When Edinburgh Learns is fully and consistently implemented it will ensure that all of today's young learners are equipped and enabled to be tomorrow's future citizens, taking their place in Scotland's ambitious, innovative capital city. In other words, it will be fully coherent with our vision for an inspired, connected, fair, and thriving Edinburgh.

Report

Edinburgh Learns

1. Recommendations

- 1.1 It is recommended that Council:
 - 1.1.1 notes the development of the strategic guidance known as Edinburgh Learns
 - 1.1.2 notes the arrangements for stakeholder engagement
 - 1.1.3 approves the arrangements for governance, and
 - 1.1.4 requests further updates on an annual basis

2. Background

- 2.1 The Standards in Scotland's Schools Act (2000) placed a duty on local authorities to plan for, and report on improvement.
- 2.2 The Education Act (2016) placed a duty on local authorities to ensure that actions were taken to mitigate the impact of poverty.
- 2.3 The National Improvement Framework references a series of drivers for improvement, around which are arranged actions for government, local authorities and schools.
- 2.4 How Good is Our School?4 and How Good is our Early Learning and Childcare? are tools used extensively in schools and centres to self-evaluate to plan for improvement.
- 2.5 'Empowerment' is a construct used to describe a model of high autonomy and high support such that decisions on curriculum, planning for improvement, staffing and finance are taken by Headteachers. It is a key feature of the Scottish Government's Next Steps document, and presupposes that the best schools and systems operate in this way.

3. Main Report

- 3.1 The City of Edinburgh Council has a well-established reputation for delivering good quality education across all of the 122 primary, secondary and special schools.

Inspection and Self-Evaluation

- 3.2 School Inspection reports from HMI, over the past 27 months¹, show that provision ranges between satisfactory (3) and good (4) across most measures, but that further work must be done to improve standards, particularly of learning, teaching and assessment.

School/QI	1.3 Leadership of Change	2.3 Learning, Teaching and assessment	3.1 Wellbeing and Inclusion	3.2 Raising Attainment & Achievement
Blackhall PS	5	4	5	5
Corstorphine PS	4	3	4	4
Craigour Park PS	3	3	3	3
Hermitage Park PS	5	4	4	4
Oxgangs PS	4	3	4	3
St Cuthbert's RC PS	5	4	5	5
St John Vianney RC PS	2	3	2	3
Victoria PS *short term model	na	na	na	3
Leith Academy	3	3	4	2
Portobello HS	3	3	3	4
Tynecastle HS	4	3	4	3
Average	3.8	3.3	3.8	3.5

- 3.3 Annual self-evaluation grades from across each sector also indicate good to satisfactory levels of performance in core quality indicators. Moderating and improving the consistency and accuracy of these grades is work, which is ongoing.

Quality Indicator	1.3 Leadership of Change	2.3 Learning, Teaching and Assessment	3.2 Raising Attainment & Achievement
Average	4.1	3.8	3.7

Attainment

- 3.4 Attainment measures across both the broad general education (Nursery to S3) and senior phase (S4-S6) have improved steadily over recent years and are almost all on or above the national average, however attainment measures for our children

¹ 27 months is date from which the revised system was introduced

who experience poverty are lower than their peers, and those who have care experience are lower still.

3.4.1 Achievement of Curriculum for Excellence levels – Reading (Table shows percentage of pupils achieving appropriate level)

2015-16	P1	P4	P7	S3
Edinburgh	82	76	76	86
National	81	75	72	86
2016-17	P1	P4	P7	S3
Edinburgh	83	79	81	88
National	80	77	76	90

3.4.2 Achievement of Curriculum for Excellence levels – Numeracy

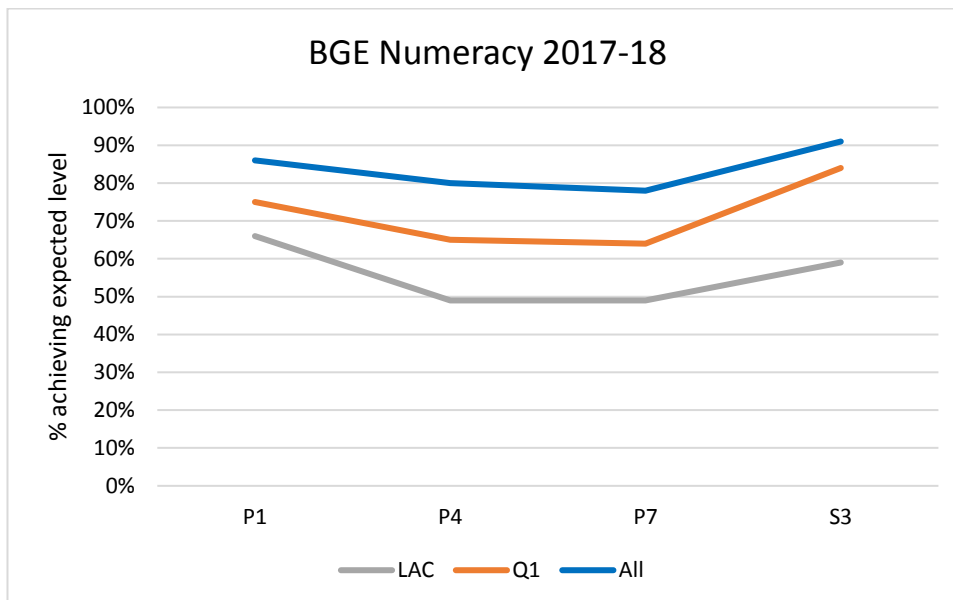
2015-16	P1	P4	P7	S3
Edinburgh	87	75	73	87
National	84	73	68	86
2016-17	P1	P4	P7	S3
Edinburgh	87	79	76	91
National	83	75	70	88

3.4.3 Percentage of school leavers achieving awards at key levels for session 2016-17:

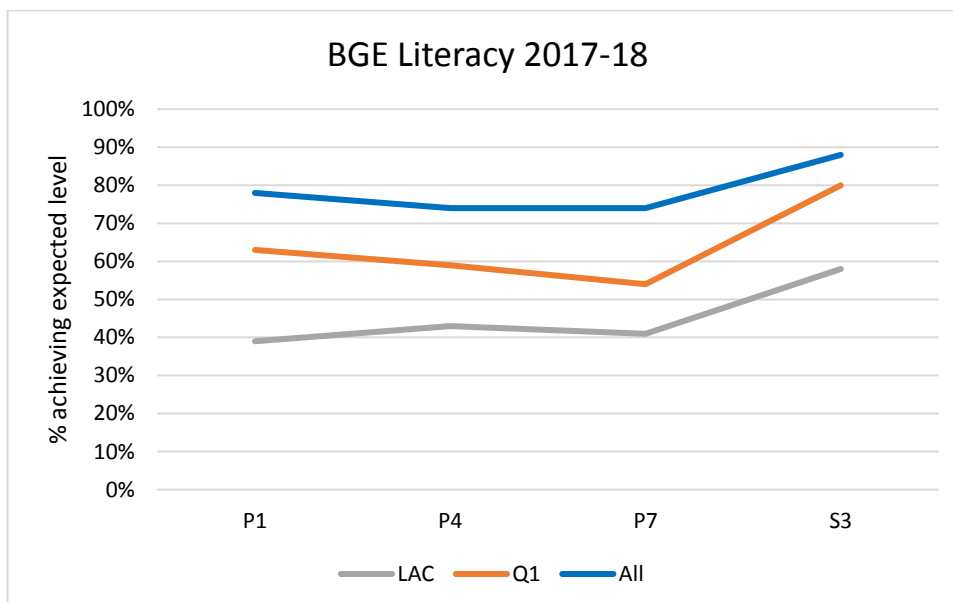
CEC	Level 4	Level 5	Level 6
1 or more	96%	86%	66%
3 or more	91%	73%	50%
5 or more	85%	62%	36%

National	Level 4	Level 5	Level 6
1 or more	97%	88%	65%
3 or more	93%	76%	49%
5 or more	87%	62%	35%

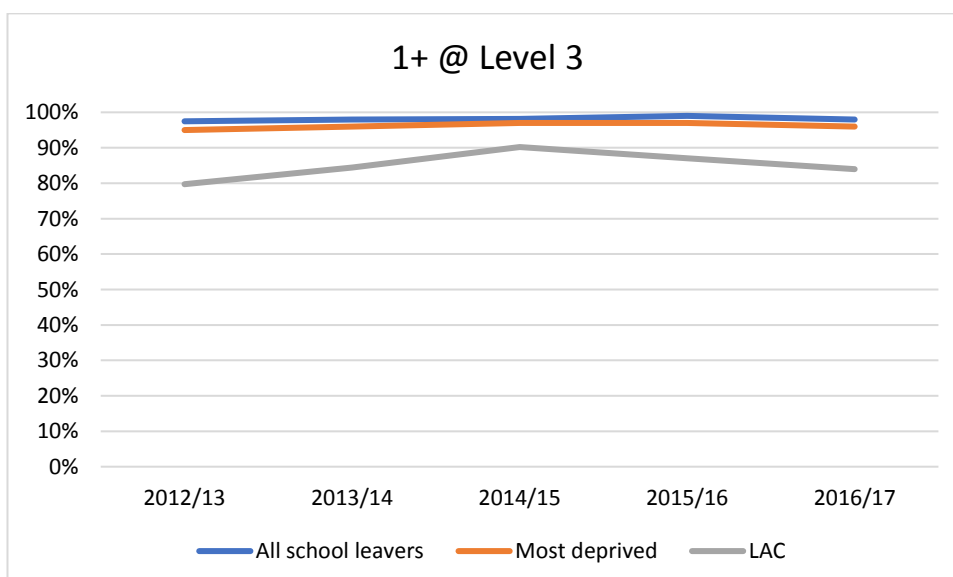
3.5 Attainment CfE Numeracy

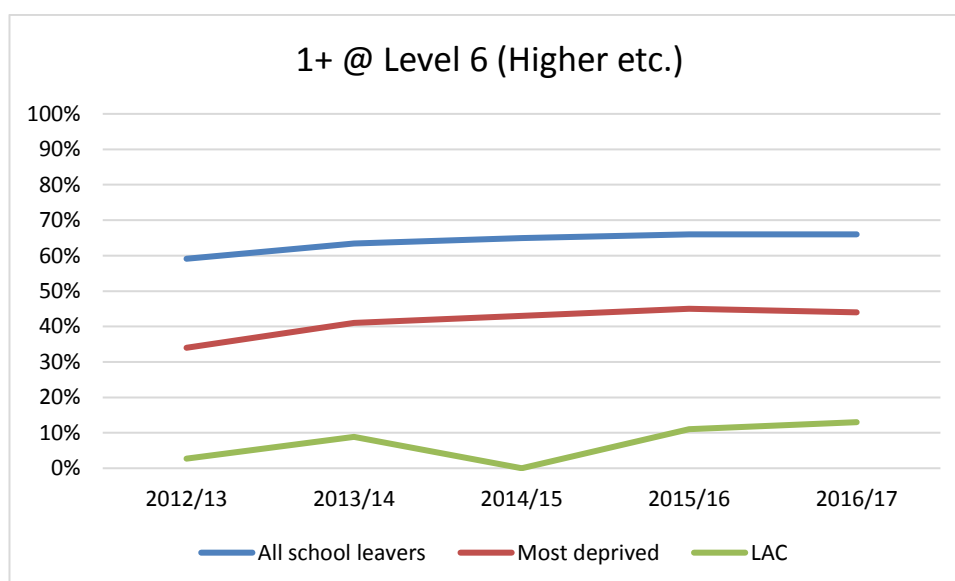
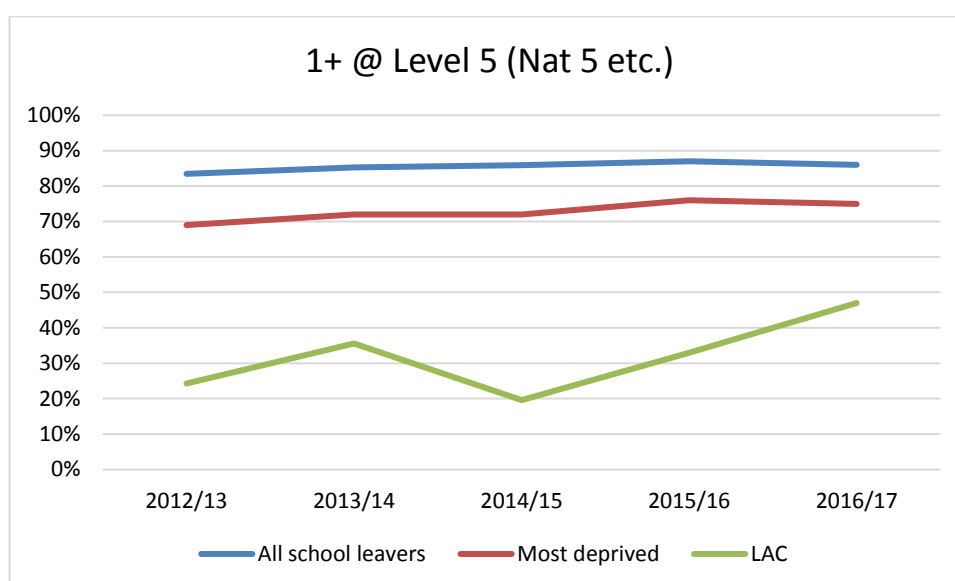
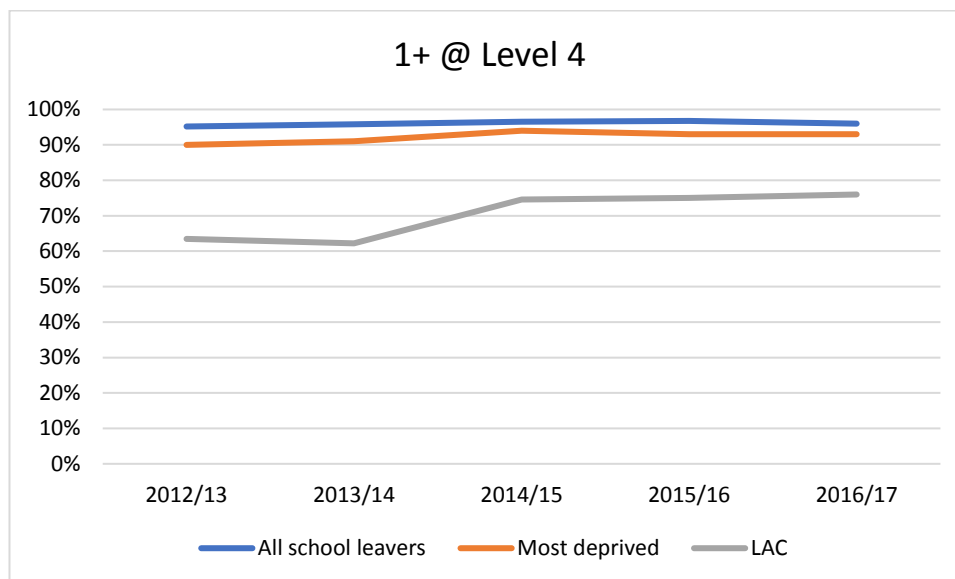


3.6 Attainment CfE Literacy



3.7 Attainment: Senior Phase





Rationale and Strategic Coherence

3.8 As an inclusive child-friendly City we are committed to:

- closing the gap
- working with children and families using a strengths-based approach,
- building compassionate relationships and supportive communities
- using restorative approaches to resolving differences
- removing barriers to learning

- 3.9 However, as a city which prides itself on innovation and ambition, as well as kindness and care, we require to review and improve the standard of education for all learners, to ensure that we meet the commitments and ambitions to which we have subscribed.
- 3.10 Edinburgh Learns is informed by Edinburgh's 2050 vision which describes an inspired, connected, fair, and thriving city, where all Edinburgh's children enjoy their childhood and achieve their potential as successful learners, confident individuals, responsible citizens and effective contributors².
- 3.11 It has been co-produced in the context of the national ambition to distribute more 'power' to Headteachers, teachers and parents.
- 3.12 Key themes have emerged in the design of our new offer for education:
- 3.12.1 The desire and willingness to work together as a self-improving system, with a strong focus on improving teaching and learning.
- 3.12.2 The strong culture of autonomy for Headteachers both in terms of planning for improvement and in the design of the curriculum.
- 3.12.3 The need to streamline bureaucracy, improve participation by learners and parents and remove silo working.
- 3.12.4 Despite our best efforts, issues such as the poverty-related attainment gap, inclusion and recruitment of staff require an ongoing, coordinated effort to be reduced.
- 3.13 Taking all of the above into consideration, Edinburgh Learns has been created to offer schools choice in terms of strategic planning. There is no expectation that all Frameworks will be used by all schools, all of the time, however they offer the best research-informed practice, which will be kept under review, for use as and when school communities are ready.

The Frameworks are:

- Equity (Appendix 1)
- Health and Wellbeing (Appendix 2)
- Quality Improvement (Appendix 3)

² The Edinburgh Children's Partnership's vision

- Teaching and Learning (Appendix 4) & Digital Learning
 - Parental Engagement (Learning Together) (Appendix 5)
 - Inclusion
 - Pathways, (Developing the Young Workforce)
- 3.14 Each Framework contains strategic guidance and has an accompanying Go-To-Guide containing the key ideas in plain English (Appendix 6).
- 3.15 Strategic groups (Appendix 7) have been convened to oversee the implementation of each Framework. The groups have broad membership including parents, partners and teaching unions. They will each feature input from young people about issues pertinent to the group's quarterly focus. The groups will report to the Education, Children, and Families Committee. These reports will form part of the overall Standards and Quality Report for Education.
- 3.16 In the spirit of the self-improving, empowered system, the Edinburgh Learns Strategic Groups will also provide leadership development for aspiring Headteachers as well as opportunities for continued, genuine collaborative co-production of strategy.
- 3.17 To date, 4 Frameworks have been approved by the Education, Children and Families (ECF) Committee and are being implemented. The Framework for Parental Engagement and Involvement 'Learning Together' will be presented to the ECF Committee on the 11 December 2018. Digital Learning and Inclusion will be presented in March 2019, Pathways in May 2019.
- 3.18 A campaign to clarify the aims and embed the guidance across all schools is under development. This will include a film, roadshows and ongoing professional learning.
- 3.19 As our principal resource in our staff, a small team of expert practitioners has been recruited to identify the professional learning that is required for each Framework. In the first year, their work will focus primarily on raising attainment for children who are care experienced or who are affected by poverty. This will be done through improving the teaching skills of staff, as well as ensuring that high quality learning experiences are available to our targeted equity groups. These will include STEM lunchtime clubs and supported study.

4. Measures of Success

- 4.1 Measures of success for each Framework will be agreed by the responsible strategic group and reported annually to the Education, Children and Families Committee.

5. Finance

- 5.1 The recommendations in this report have been assessed in relation to financial impact. No financial impact has been noted.

6. Risk, policy, compliance and governance impact

- 6.1 This report has been assessed as having no risks, but with gradual shifts in governance over time. This is in keeping with the Scottish Government requirements for a more empowered system.

7. Equalities impact

- 7.1 Promoting inclusion, improving accessibility and provision for effective Additional Support for Learning are explicit objectives within the work of each Framework.
- 7.2 Equalities impact assessments will be carried out as a requirement of any appropriate work.

8. Sustainability impact

- 8.1 Any Communities and Families assets which are improved or delivered as a result of this plan is designed to be coherent with the wider asset priorities of the Council and its partners to ensure a sustainable approach to future asset provision.

9. Consultation and engagement

- 9.1 Any statutory consultation will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

10. Background reading/external references

None.

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11. Appendices

- 11.1 Appendix 1 – Equity
- 11.2 Appendix 2 – Health and Wellbeing
- 11.3 Appendix 3 – Quality Improvement
- 11.4 Appendix 4 – Teaching and Learning
- 11.5 Appendix 5 – Learning Together (draft)
- 11.6 Appendix 6 – Health and Wellbeing Go-To-Guide
- 11.7 Appendix 7 – Terms of Reference (Strategic Group)

EDINBURGH LEARNS

Frameworks for learning: equity



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Background

Aim

‘Every learner matters and matters equally’

– *A guide for ensuring inclusion and equity in education*, UNESCO, 2017

National context, local context and research

The Edinburgh Children’s Partnership and the Edinburgh and South East Scotland City Region Deal reflect the twin aims of ambition and inclusion, so that all children and young people have the skills to succeed in a world class city. This requires targeting resources at specific groups of learners and a relentless focus on delivering services in which “all forms of deprivation and inequality are reduced.” (Council Business Plan, 2017).

This Framework for Learning is designed to give advice to headteachers and officers to improve the outcomes for children living in poverty. It builds on research-based practice and contains clear guidance, arrangements for governance and quality assurance.

National Context

Scottish Government policy promotes excellence and equity; the National Improvement Framework set clear expectations for schools and centres to work in partnership with parents and stakeholders in the pursuit of four key priorities to achieve this.

Since 2010, Getting It Right For Every Child (GIRFEC) puts the rights and wellbeing of children and young people at the heart of the services that support them to ensure that everyone works together to improve outcomes for a child or young person.

Local Context

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Over the last ten years, the population of the city has grown by 10% and analysis suggests a further 9% growth by 2024, especially at both ends of the age spectrum. However, Edinburgh contains some of the most deprived communities in Scotland with a pattern of income inequality, more severe in Edinburgh than in most other cities.

Despite its wealth, child poverty rates in Edinburgh range from 25% to 35% in the least affluent areas of the city. Even in the most affluent parts of the city, over 10% of children experience poverty. The 2017 City of Edinburgh Council’s Equity Framework “Making Education Equal for All” document supports schools to reduce poverty-related stigma and ensure equal access to opportunities, regardless of income.

Around 25% of learners in City of Edinburgh schools have additional support needs. In many cases additional support needs are directly related to or exacerbated by the effects of poverty. It is vitally important that any and all barriers to learning are identified and mitigating strategies put in place.

Research

Poverty has negative impacts on children’s health; cognitive, social, emotional and behavioural development; friendships; self-esteem; relationships; experience of education; educational

outcomes and access to employment. It is well-documented that the attainment of young people from low-income families tends to be below that of their more affluent peers. There is a vocabulary gap of up to 18 months on entry to P1 between the most and least disadvantaged children. Professionals at all levels need to understand how poverty influences attainment, before being able to implement change in an effective way.

In 2015, the Joseph Rowntree Foundation demonstrated how children with disabilities and learning difficulties are more likely to live in poverty. They conclude, that poverty is both a cause and a result of disadvantage arising from these factors. Meanwhile, many children learning with English as an Additional Language are also represented in lower SIMD deciles

The following approaches are known to be successful in closing the attainment gap within school settings:

- high-quality, full-day preschool education
- parental involvement programmes
- literacy teaching – including reading engagement
- children working together in small groups (cooperative learning) with teacher as coach
- nurture groups and programmes to increase social, emotional and behavioural competencies show promise
- academically-focused, after-school activities
- peer-tutoring, meta-cognitive training
- mentoring
- professional development – evidence-based, intensive, long-term
- targeted funding to facilitate collaboration between schools, improved school leadership, strong school-level data, systematic evaluation to monitor impact
- evidence-based, whole-school reforms – focused, shared, strategic.

“Closing the Attainment Gap in Scottish Education”; by Edward Sosu and Sue Ellis,

University of Strathclyde/ Joseph Rowntree Foundation

In addition, because the effects of poverty reach beyond the school, partnership working is critical to closing the gap. Further information on developing parental engagement and strengthening partnerships is provided in accompanying Edinburgh Learns guidance.

The Attainment Gap in Edinburgh

National Improvement Framework 2018 National Stretch Aims

The Scottish Government has set stretch aims to show the required improvements in attainment for children living in each SIMD quintile over the next few years. These have been calculated for the Council schools and data provided to each headteacher to show each school's attainment gap.

P1, P4 and P7 Numeracy

Quintile	2016/17	Change	2019/20	Change	2024/25
Q1	67%	+6	73%	+16	83%
Q2	72%	+4	76%	+13	85%
Q3	80%	+4	84%	+11	91%
Q4	84%	+3	87%	+8	92%
Q5	90%	+1	91%	+3	93%
'Gap'	23		18		13

P1, P4 and P7 Literacy

Quintile	2016/17	Change	2019/20	Change	2024/25
Q1	56%	+8	64%	+25	81%
Q2	62%	+8	72%	+22	84%
Q3	72%	+6	78%	+18	90%
Q4	76%	+5	81%	+14	90%
Q5	85%	+3	88%	+8	93%
'Gap'	29		22		12

S3 Numeracy (third level or better)

Quintile	2016/17	Change	2019/20	Change	2024/25
Q1	80%	+3	83%	+10	90%
Q2	87%	+3	90%	+7	94%
Q3	92%	+1	93%	+3	95%
Q4	94%	+1	95%	+3	97%
Q5	96%	+1	97%	+1	97%
'Gap'	16		13		7

S3 Literacy (third level or better)

Quintile	2016/17	Change	2019/20	Change	2024/25
Q1	75%	+3	78%	+10	85%
Q2	82%	+3	85%	+8	90%
Q3	81%	+3	86% ¹	+6	90% ²
Q4	87%	+1	88%	+4	91%
Q5	93%	+1	94%	+2	95%

¹ adjusted from 84%

² adjusted from 87%

Stretch Aims Guidance

In Edinburgh, we are ambitious for our young people and are skilled at pooling resources, improving pedagogy and “thinking differently” to narrow the poverty-related attainment gap. Local stretch aims, and now school stretch aims, have been generated to support this ambition.

Schools are asked to engage with their Stretch Aims data pack as follows:

- Become familiar with the different data sets you are being given – some are “headlines – for example, your BGE attainment data by SIMD quintile for Literacy and Numeracy; others are more “drilled down”, by year group, by reading/writing/talking and listening, for example
- What is the data telling you? What is your reaction? What are you curious about?
- Use the data to support your confident identification of your attainment gap
- Avoid thinking about cohorts and who individual children are within those cohorts; instead consider how you might improve and enrich the learning experience in order to narrow your gap
- Engage in professional dialogue with colleagues and your QIEO about your stretch aims, your reaction to them, your current improvement planning to support children living in lower SIMD deciles (or wherever your gap may be)
- Use your data pack to support your completion of your yearly attainment report, if appropriate to do so

Senior Phase Stretch Aims

Baseline for SCQF measures is 2015/16. Baseline for destinations is 2017.

Insight does not provide data by quintile but rather three groups: most deprived 30%; middle 40% by deprivation and least deprived 30%. At this time these will be used for setting the Stretch Aims.

Applying the approximate percentage point increase (eg Q1 and part Q2 to be equivalent to most deprived 30%) as set out in the NIF 2018 to the 2015/16 baseline figures for Edinburgh to set Stretch Aims for the city for 2019/20 and 2024/25.

1+ SCQF Level 4 or better

	2015/16	Change	2019/20	Change	2024/25
Most deprived 30%	94%	+1	95%	+3	97%
Middle 40%	96%	+1	97%	+2	98%
Least deprived 30%	99%	0	99%	0	99%
'Gap'	5		4		2

1+ SCQF Level 5 or better

	2015/16	Change	2019/20	Change	2024/25
Most deprived 30%	72%	+6	78%	+15	87%
Middle 40%	85%	+3	88%	+7	92%
Least deprived 30%	95%	0	95%	+1	96%
'Gap'	23		17		9

1+ SCQF Level 6 or better

	2015/16	Change	2019/20	Change	2024/25
Most deprived 30%	43%	+11	54%	+31	74%
Middle 40%	58%	+9	67%	+21	79%
Least deprived 30%	83%	+4	87%	+10	93%
'Gap'	40		33		19

Baseline data from Insight

	1@L4	1@L5	1@L6
Most deprived 30%	93.54%	71.85%	42.94%
Middle 40%	96.19%	85.19%	58.39%
Least deprived 30%	98.68%	95.20%	83.30%
'Gap'	5	23	40

Looked After Children and Young People (LAC)

National and local evidence demonstrate that looked after children's attainment falls significantly behind other learners. This is a longstanding picture that gave rise to recognition in law that Looked After Children are deemed to require additional support for learning (unless demonstrated otherwise).

Poverty is a key factor in the lives of most looked after children. Whilst the effects of poverty account for part of the picture, looked after children's attainment is 30-40% below those of children living in SIMD 1 households overall. Those looked after at home face particularly challenging circumstances.

Not all Looked After Children face the same challenges. Barriers to learning come in many forms and supports should be timely, relevant and proportionate. Having the best possible understanding of each individual child's wellbeing in order to anticipate needs, plan and deliver support and monitor progress is key.

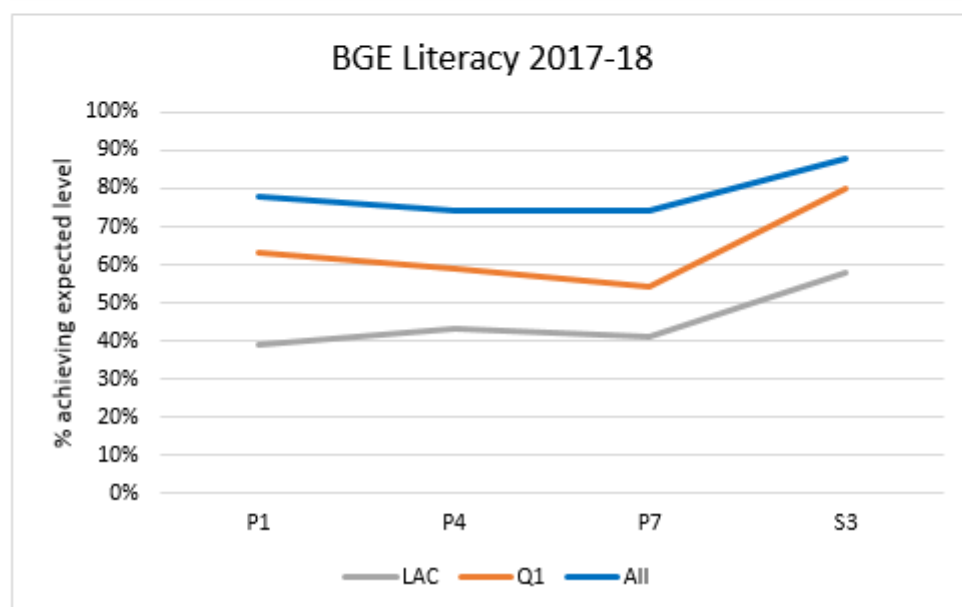
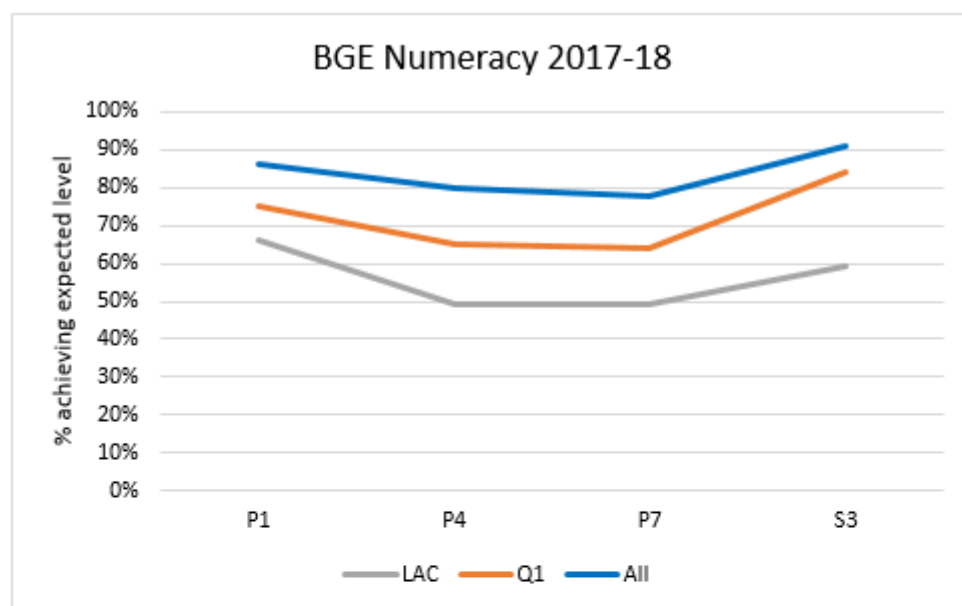
The Edinburgh Learns frameworks are underpinned by an inclusive approach to:

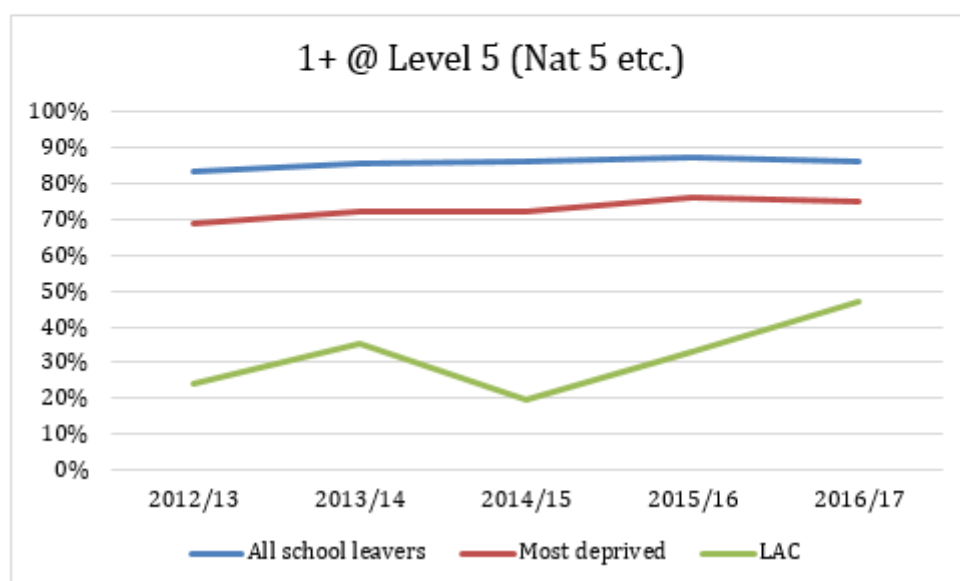
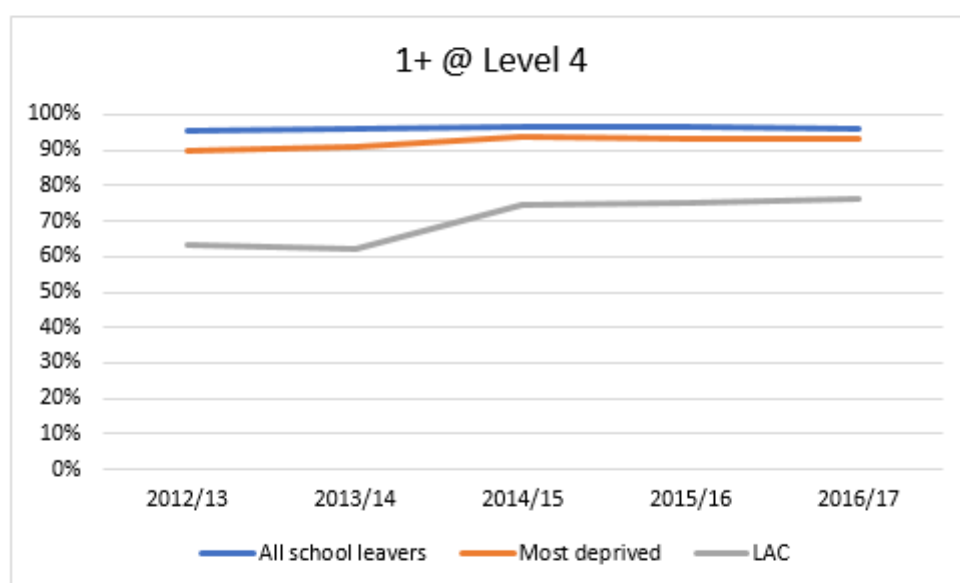
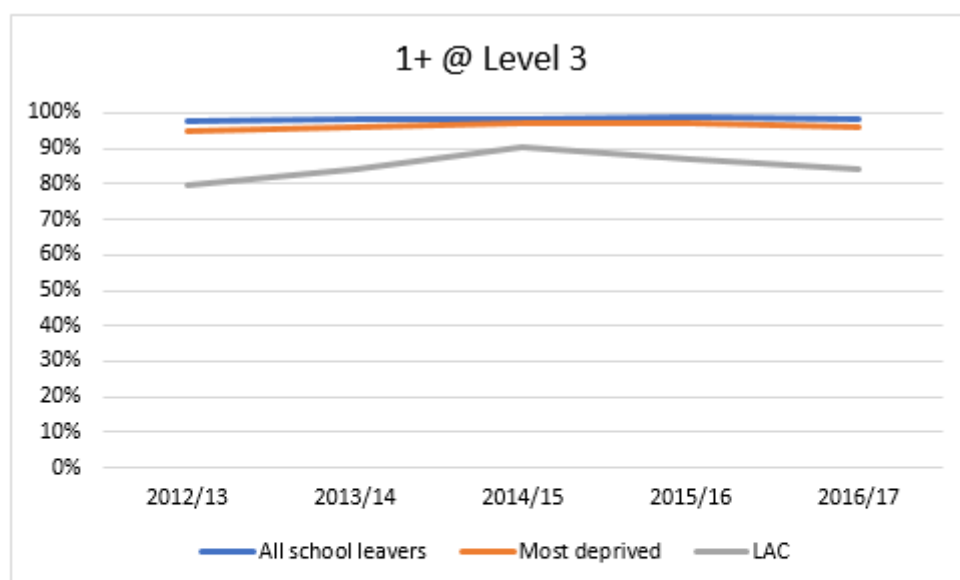
- closing the gap
- work with children and families using a strengths-based approach,
- building compassionate relationships and supportive communities
- using restorative approaches to resolving differences
- removing barriers to learning
- avoiding working in ways that *create* problems for children and their families.

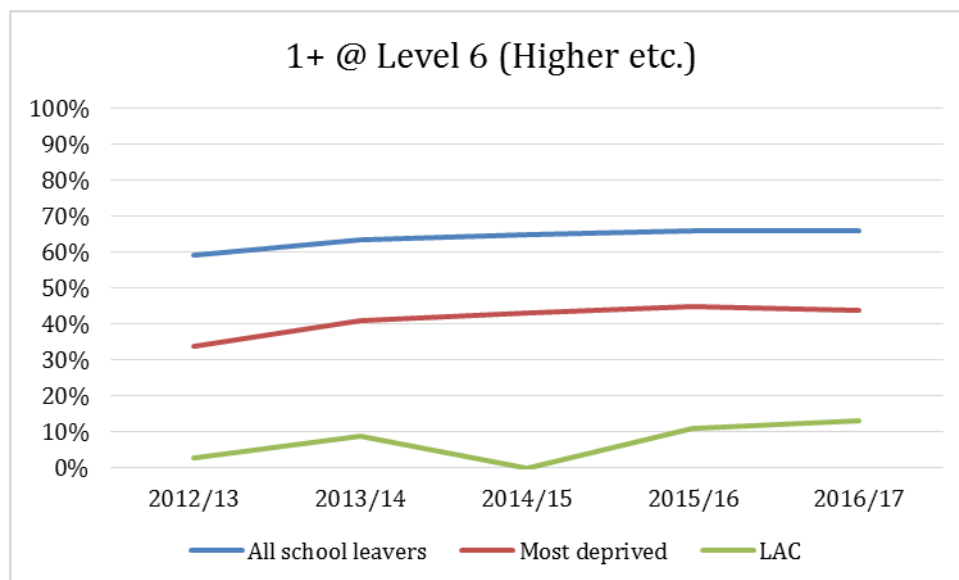
Our strategy to improve attainment outcomes for looked after children needs to address all the factors that give rise to barriers to learning.

We will improve attainment for looked after children in Edinburgh through:

- Improving teaching and learning experiences, including universal and targeted support
- Improving pathways and supports to achieve positive and sustained destinations
- Strengthening the capacity of families of children looked after at home to support their children's learning







Raising attainment for Looked After Children and Young People

While many of the strategies to support equity in learning will also benefit Looked After Children and Young People, it is worth considering the following:

- Looked After Children may benefit from mentoring programmes, especially those which combine wrap-around care (effectively lengthening the school day) and education
- Targeting Looked After Children and Young People to attend Breakfast Clubs, lunchtime activities and Homework/Study Clubs should be considered – these provide opportunities for engagement in reading, physical activity, healthy eating, and enjoyable online learning activities to enrich literacy and numeracy (such as Sumdog)
- Parents/carers can, as appropriate, be included in before and after school activities, and holiday activities – an example is the recent Discover! programme, which aims to provide an academic programme of educational and exercise activities during holidays for the disadvantaged of our city. The Looked After at home would particularly benefit from this.
- Education Welfare Officers could support Looked After Children and Young People's attendance at before and after school learning opportunities, as well as holiday programmes; school and community librarians may also be able to support
- Edinburgh Leisure staff and CLD staff may also be a resource to help with activities and exercise for targeted LAC pupils
- Staff having a raised awareness of the impact of Adverse Childhood Experiences and becoming trauma informed
- Nurture approaches
- Investment (through PEF, for example) to ensure that LAC have the same educational experiences as non-LAC
- Initiatives to support parenting skills –
http://www.edinburgh.gov.uk/info/20100/support_for_families/1455/local_resources_for_parents_and_carers

The single most important feature for dynamic school improvement

Promoting partnerships with families and parents in all aspects of their children's learning

Strong values
Clear vision
High ambition for all

Teaching and learning

A reflective, pedagogical culture in every classroom with explicit AifL, Skills and Differentiation

A clear cycle of planning, teaching and assessment in every classroom

Collaborative, professional enquiry approaches to classroom improvement

Moderation which informs all classroom practice

Assessment Arrangements are in place for learners with additional support needs who require support to demonstrate their learning

Families and communities

Parents are involved and engaged in a range of ways to support learning and school improvement

Staff understand and respect the social, economic and cultural context in which they work

Staff have secure understanding of impact of their own and the learners' social context on children's learning

Nurture is highly valued and consistently applied

Staff act to reduce impact of poverty

Leadership

Leaders who value and respect the community

High quality teaching and learning is constantly developed

A culture of self-evaluation underpins all improvement activity

Collaboration is embedded at all levels: cluster, authority and Regional Improvement Collaborative

Data is used intelligently: data literacy and numeracy skills are well developed in all staff

Effective management of resources to promote equity

Equity in Learning

Roles, remits and responsibilities

To support equity in learning, the Chief Education Officer¹:

- Provides an annual statement of Equity in Learning to the Children and Families Committee as part of the Communities and Families Standards and Quality Report,
- Provides a six-monthly update on Equity in Learning to the Children and Families Committee as part of the Communities and Families progress towards meeting the aims of the SandLL NIF Plan
- Provides clear strategic guidance to Headteachers on embedding Child Friendly Edinburgh within the work and life of the school
- Provides clear local authority stretch aims, shared with schools, to raise attainment per quintile with a view to narrowing the attainment gap for learners in Edinburgh
- Provides each Headteacher with indicative stretch aims to close the attainment gap
- Provides support and challenge to senior leaders to retain the focus on closing the gap

To support equity in learning, Headteachers and other school leaders:

- Foster a nurturing, equitable and inclusive ethos in their school
- Include an annual statement of Equity in Learning within their Standards and Quality Report
- Engage in professional dialogue with their Quality Improvement Officer on key actions taken to support Equity in Learning as part of their progress towards meeting the aims of School Quality and Improvement Plan
- Access support from Psychological Service, ASL service and other partners to continue to develop inclusive practices in school
- Provide opportunities for staff to access regular training/essential learning on the key aspects as detailed in Professional Learning for Equity
- Use key Council guidance to support their work in continuing to improve Equity for Learning, specifically:
 - "1 in 5" Raising Awareness of Child Poverty resources
 - Supporting Parents and Carers in Edinburgh 2017-2020 guidance
 - Pupil Equity Funding guidance
 - Edinburgh Learns: Teaching and learning
 - Edinburgh Learns: Learning Together
 - Edinburgh Learns: Health and wellbeing
 - Edinburgh Learns: Inclusion
 - Included, Engaged and Involved

To support the work of their school to improve equity in learning, class teachers:

- Foster a nurturing, equitable and inclusive ethos in their classroom
- Ensure pupil participation (wider achievement) is a key feature of all practice
- Familiarise themselves with the SIMD and poverty information for their school and all other relevant data for each class/learner they are working with
- Use the school's tracking and monitoring system to follow the progress of their learners, including those living in poverty, LAC, FME, EAL, ASN and other identified groups

¹ Chief Education Officer also refers to officers of Communities and Families Education Service

- Access appropriate professional learning to support their understanding of and actions towards addressing the impact of poverty on learners
- Follow guidance as best meets their professional learning needs, as detailed in Edinburgh Learns: Teaching and learning framework
- Support non-teaching staff to be informed and equipped to improve equity in learning

To support the work of their school to improve equity in learning, non-teaching staff:

- Engage in appropriate professional learning to support them to understand and assist in addressing the impact of poverty on learners
- Familiarise themselves with SIMD, poverty information and all other relevant data for each class/learner they are working with

Quality assurance and governance

To check that systems and processes deliver the necessary improvements, the following arrangements will be incorporated into the work of the Communities and Families Service:

- The Edinburgh Learns Equity Strategic Group meets each quarter to monitor progress, make recommendations for future actions, and report to the Chief Education Officer
- This group, overseen by Senior Manager, Quality Improvement and Curriculum, comprises:
 - Headteachers and depute headteachers from each sector
 - Quality Improvement Officer (Equity)
 - Attainment Advisor
 - Improvement Advisor
 - Senior Manager Additional Support for Learning
 - Principal Educational Psychologist
 - Senior Manager: NHS
 - Professional Associations
- The Equity Strategic Group will also share information with the Edinburgh Children's Partnership Group and Education, Children and Families' Committee as appropriate.

Planning for Equity

To effectively ensure equity in learning, Headteachers incorporate the following key features into Standards and Quality and Improvement Planning:

- include equity information as part of attainment report and SQIP
- use of planning for equity advice to support short/medium/long-term targets in their improvement planning cycle
- gather the views of all stakeholders to better inform actions.

Equity Profiling

Each year, as part of self-evaluation, Standards and Quality Reporting and Improvement Planning, Headteachers and other school leaders work with officers to update the data and intelligence available for their setting, including:

- the city and school stretch aims for each relevant cohort
- CfE Attainment for learners in broad general education for reading, writing, talking and listening and numeracy at: E, 1st, 2nd, 3rd and 4th level
- attainment for learners in senior phase, including Attainment vs. Virtual Comparator by SIMD
- school leaver destinations for learners in SIMD quintile 1

As part of self-evaluation in the annual attainment report, Headteachers will also consider data on:

- inclusion
 - exclusions, days lost
 - attendance and lates
 - the quality and quantity of pupil plans (GIRFEC and health)
- participation (wider achievement)
 - wider achievement opportunities for targeted cohorts
- and, when ready, engagement
 - assessment of baseline levels using Leuven Scale for targeted cohorts
 - levels of parental engagement.

This data supports Headteachers to agree stretch aims for equity, to focus on equity of provision, targeting groups of learners subject to poverty, as well as other groups known have less favourable educational outcomes, for example looked after children. The sharing of this data with staff and key stakeholders, within data protection guidelines, supports a collaborative approach to improving outcomes for these identified key groups.

Improvement Planning

Following analysis of SIMD and poverty information, Headteachers and senior leaders complete the full self-evaluation of their school 2 and use it, in conjunction with all other evidence, to plan for equity in learning. They:

- identify the specific **outcomes**
- identify appropriate **interventions**
- state how and when impact will be **measured (numerically)**
- ensure plans **align**.

² See Council SQIP Guidance

Identify outcomes

Agree and define three key aspects...

- **who** is going to experience change – *practitioners, head teachers, learners, parents/carers?*
- **what** is going to change in the short term – *content, motivation, knowledge, provision?*
Awareness? Understanding? Thinking? Practice? Actions? Policies?
AND what is going to change in the medium or long term? –Behaviour? Attitudes?
Perceptions? Opinions? Processes? Aspirations? Confidence? Decision-making?
Partnerships? Attainment/Benchmarks
- **How** 'the what' is going to change – Increased? Decreased? More/less? Raised? Lowered?
Improved? Enhanced? Higher quality?

Identify interventions

Agree and define which interventions will support the achievement of the desired outcome, considering³:

- additional equipment and materials targeted to meet identified need
- existing staff working in a different way
- increasing hours of existing staff
- appointing additional staff with a specific remit
- appointing non-school staff for additional hours
- purchasing additional services from external partners – third sector?

Identify how and when impact will be measured

This ensures appropriate, numeric baseline measures and intended gains in the short, medium and long term. This is best emerging practice and can be worked towards.

Ensure plans are aligned with broader aims

There should be a 'golden thread' connecting the work from high-level national plans, RIC Plans, Integrated Children's Services plans, Locality Improvement Plans and School/Departmental Improvement Plans.

³ Considering all of the above within constraints of budget, WTA and staff capacity

Professional Learning for Equity

To maintain a clear, enquiry based focus on ensuring equity of access and provision for all, Headteachers and senior leaders ensure that all staff, including support staff, access regular, appropriate training. In many cases this forms key learning for staff and is documented in Professional Review and Development conversations

- collaborative practitioner enquiry
- improvement methodology: plan, do, study, act
- professional/teacher learning communities
- shadowing and acting up experiences
- courses, academic study and professional development on the following themes.

Adverse childhood experiences

- Adverse childhood experiences (ACEs) refer to stressful events occurring in childhood (between 0-18 years). These impact profoundly on the child's readiness and ability to learn and participate in school life. Headteachers should ensure that all staff develop a clear understanding of the impact of adverse childhood experiences on all learners.
www.healthscotland.scot/publications/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences

One in Five

- "1 in 5" Raising Awareness of Child Poverty Top Tips
http://www.edinburgh.gov.uk/downloads/file/10675/top_tips_for_schools
- "1 in 5" Financial Support and Information for Families
http://www.edinburgh.gov.uk/downloads/file/10674/financial_support

Pupil equity fund guidance for headteachers

- Pupil Equity Funding – A Council Guide to Getting Started (April 2017)
- National and Local Operational Guidance
https://orb.edinburgh.gov.uk/info/200245/recruitment_and_selection/2610/pupil_equity_funding

Supporting parents and carers

- "Supporting Parents and Carers in Edinburgh 2017-2020"
www.edinburgh.gov.uk/supportforfamilies

Ensuring equity

- "Making Education Equal for All – Edinburgh's Equity Framework"
http://www.edinburgh.gov.uk/downloads/file/10673/making_education_equal_for_all_edinburghs_pupil_equity_framework

Edinburgh Nurture Framework

- CEC Educational Psychological Services Nurture Framework

Edinburgh Learns Frameworks for Learning

- Teaching and learning
- Learning Together – Parental Involvement and Engagement
- Health and wellbeing
- Inclusion

Wellbeing, equality and inclusion

- Council policy and procedures for Included, Engaged and Involved, including promoting positive relationships, restorative practice and corporate parenting
<https://www.gov.scot/resource/doc/345984/0115162.pdf>
<http://www.edinburgh.gov.uk/betterrelationships>
[file:///H:/Item_8.12_Corporate_Parenting_Plan%20\(1\).pdf](file:///H:/Item_8.12_Corporate_Parenting_Plan%20(1).pdf)
- Council good practice guidance on Equalities and Additional Support Needs
http://www.edinburgh.gov.uk/download/downloads/id/5714/in_on_the_act.pdf
[file:///H:/Equality_diversity_and_rights_framework_2017_21%20\(1\).pdf](file:///H:/Equality_diversity_and_rights_framework_2017_21%20(1).pdf)
- Council guidance on Emotional and Mental Wellbeing
http://www.edinburgh.gov.uk/info/20170/girfec/1464/wellbeing_of_children_and_young_people/1
- Child Friendly Edinburgh
https://cityofedinburgheducation-my.sharepoint.com/:b:/r/personal/2697073_ea_edin_sch_uk/Documents/ASL/Committee%20reports/Edinburgh%20Children%27s%20Partnership/Full%20Meeting%20Papers%20of%20the%20Edinburgh%20Children%27s%20Partnership%20-%2002-08-2017.pdf?csf=1&e=z2HNVG

Education Scotland

- Learner Participation in Educational Settings - <https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18>
- Parental Engagement Toolkit - <https://education.gov.scot/improvement/learning-resources/Engaging%20parents%20and%20families:%20A%20toolkit%20for%20practitioners>

Scottish Government

- Learning Together – Scotland’s national action plan on parental engagement, parental involvement, family learning and learning at home 2018-2021
<https://www.gov.scot/Resource/0053/00539357.pdf>

Appendices

Exemplar SQIP with Equity Plan (PEF or SAC or similar)

HGIOS 4 – Focus on Equity

Additional Guidance – Questions to Ask/ Education Scotland 5 Key Indicators

Useful links

scot.educationendowmentfoundation.org.uk/

education.gov.scot/improvement/Pages/sacfi10b-child-poverty.aspx

education.gov.scot/improvement/practice-exemplars

[v1.educationendowmentfoundation.org.uk/uploads/pdf/What works in raising attainment and closing the gap.pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/What_works_in_raising_attainment_and_closing_the_gap.pdf)

education.gov.scot/improvement/Pages/sac34effectiveclassroomstrategies.aspx

[www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB_16-68 Closing The Attainment Gap What Can Schools Do.pdf](https://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB_16-68_Closing_The_Attainment_Gap_What_Can_Schools_Do.pdf)

www.healthscotland.scot/media/1517/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences.pdf

Appendix 1: Standards, Quality and Improvement Plan: Primary/ Secondary School

Standards and Quality Report for session: 2017 - 2018

Improvement Plan for session: 2018 - 2019

Context of The School

XXX Primary School is a non-denominational school serving an area of Edinburgh. Our cluster schools are X, Y and Z.

In session 17 - 18 the school roll continued to rise to over 550 pupils. The school is truly comprehensive. Analysis of SIMD data shows a significant number of pupils living within SIMD 1 – 3 (30%) and within SIMD 9 and 10 (30%). Allocation of Pupil Equity Funding has allowed us to focus on improving outcomes for children affected by poverty. In session 17 – 18 this focus was predominantly on health and wellbeing. As we move forward we are hopeful that this focus will have a positive impact on attainment. Evaluation shows a need to offer more challenge to our more able pupils and to improve the quality of pupil writing.

The values of the school are shared by the whole school community and together with the three parts of the XXX learner, form the basis of the vision for XXX. Kindness, Respect, Creativity and Perseverance are prevalent and expected, along with a Healthy Mind, Healthy Body and Healthy Respect. Leadership at all levels has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement. Our school community works together to turn the shared vision into a sustainable reality.

Senior leaders in our school community promote and support innovation and creativity which lead to positive change. Staff, children and parents / carers have developed increased capacity to respond and adapt to change.

There is a strong culture of creativity and professionalism amongst all staff and leadership at all levels is evident. Whilst there have been significant changes in staffing the school community is committed to achieving excellence across all aspects of its work.

School Priority 1: Raising Attainment in numeracy and literacy

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Drivers

Assessment of children's progress

Performance Information

HGIOS4/HGIOELC QIs/Identified Themes

Analysis and evaluation of intelligence and data

1.1 Collaborative approaches to self evaluation

1.2 Children and young people leading learning

1.3 Strategic planning for continuous improvement

2.3 Quality of teaching

2.3 Effective use of assessment

2.3 Planning, tracking and monitoring

3.2 Attainment in literacy and numeracy

3.2 Attainment over time

Progress and impact:

- * staff confidence in using experiences and outcomes for planning and benchmarks for assessment continues to develop.
- * whilst the number of pupils recorded as having achieved early, first and second level in P1, P4 and P7 continues to be above the city average and in line with the national stretch aim, we recognise the need to increase challenge for pupils exceeding national expectations
- * a simple analysis of the national standardised assessments showed a relatively strong correlation with teacher professional judgement
- * effective tracking systems and regular collegiate discussions to moderate learning and teaching ensure that all staff are aware of the attainment of all pupils
- * the inclusion of benchmark posters on our school website has increased parental engagement and understanding of what their children are learning
- * all staff have high aspirations for what all children can attain and achieve. Twice yearly one to one dialogue allows pupil and teacher to discuss progress and identify next steps. Almost all children are articulate and able to reflect on their learning and next steps

- * cluster INSET to moderate learning and teaching approaches within numeracy provided very good opportunities for professional dialogue and resulted in improved use of IT, increase in outdoor learning, development of SEAL approaches and a return to extended use of AifL – these all impacted positively on pupils.
- * regular moderation of pupil learning at both school and cluster level has taken place. The ‘bingo ball’ approach, proved beneficial and pupils commented positively about the impact on their learning
- * our children are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities
- * providing time to plan for assessment at key milestones improved staff awareness of the benchmarks and a shared understanding of the standards to be achieved
- * our successful parents to school for maths event was well attended and feedback showed that it increased parent knowledge about what and how aspects were taught in school

Next Steps:

- * develop assessment framework including the proportionate analysis of the results gained from SNSAs
- * revisit key features of effective learning and teaching
- * improve attainment in writing through professional learning of staff and cluster project
- * increase pupil voice and participation
- * develop digital technology framework
- * develop integrated approach to learning

Ongoing:

- * produce pathways for learning for STEM, art, PE in line with benchmarks
- * develop outdoor library and reading for enjoyment
- * develop use of jigsaws of learning (benchmarks) with pupils and parents as part of reporting progress
- * **parental engagement through family support worker 0.3 FTE**
- * **targeted interventions for pupils living within SIMD 1 and 2: 0.4 FTE teacher, 1 x PSA**

School Priority 2: To close the attainment gap between the most and least advantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Driver

Parental engagement

Teacher professionalism

School improvement

HGIOS4/HGIOELC QIs/Identified Themes

1.1 Collaborative approaches to self-evaluation

1.3 Developing a shared vision, values and aims relevant to the school and its community

1.5 Management of resources to promote equity

2.3 Learning and engagement

2.4 Targeted and universal support

2.4 Removal of potential barriers to learning

3.2 Equity for all learners

3.2 Attainment over time

Progress and impact:

* all members of our school community are committed to ensuring that we achieve the highest possible standards and success for all learners and make the best use of available resources to create and sustain a motivating environment for effective learning

* The school environment is autism friendly and takes cognisance of the advice given.

* the development of play based pedagogy within early level, alongside the development of the learning environment, has had a positive impact on pupils. Whilst early to say, attainment levels at P1 are in advance of previous years. Pupils living in SIMD 1 and 2 are currently showing attainment beyond previous years

* our targeted support builds on robust, embedded universal support. The use of the Circle document is firmly established and learning environments reflect the advice

* a one to one mentoring programme has been introduced. Whilst committed to continuing this, evaluation shows a need to 'do less, to achieve more'.

* the establishing of a nurture room and introduction of nurture approaches, kitbags etc has been positive. Staff report pupils being more able to self regulate and more ready to learn in class. This has shown in CfE levels achieved. Pupil attendance has increased. One pupil at risk of exclusion has increased from part time to full day

- * staff adhere to the principles of GIRFEC and take positive and proactive steps to ensure barriers to learning are minimised. Regular CPMs are held and monitoring of agreed strategies and next steps is rigorous
- * cluster coffee mornings focussing on specific needs were well attended and feedback positive. Parents expressed the view that they felt more confident in being able to support their children and in seeking support as required
- * the creation of a family room and appointment of a family support worker has had a positive impact. Parents report feeling more confident in supporting their children, have been assisted with issues that impact negatively on family life, have attended school events more regularly and have enjoyed forming better relationships
- * the continuation of our 'pay what you can afford' policy is based on ensuring we provide a range of experiences for all our pupils irrespective of family circumstances – the community spirit allows some to support others less fortunate. No child will miss out on any activity because of financial circumstances
- * most of our learners' experiences are appropriately challenging and enjoyable and well matched to needs and interests
- * eight pupils attended therapy through art sessions. 75% of the pupils reported positively on the experience – helping them to focus back in school, enjoying having special time to do art, feeling more confident. Staff evaluations were in line with those of the pupils
- * through XXX Talks, ECO, Fairtrade, JRSO. Web crew, house captains, prefects, children contribute effectively to the life of the school and wider community – staff track all pupil involvement and support pupils from SIMD 1 and 2 to be fully involved
- * home learning club has been well attended and both parents and staff report positively on its impact
- * the introduction of a whole school approach to growth mindset through learning powers has impacted positively on all pupils. Our learners are able to articulate what learning powers they can use and how they will help them
- * staff continue to make use of data to ensure the attainment of all pupils is raised – particular emphasis on our most disadvantaged pupils

Next steps:

- * work with pupils and parents on embedding '1 in 5'

Ongoing:

- * continue mentoring programme and home learning club – monitor attendance and evaluate impact
- * develop cluster ASN coffee mornings
- * embed nurture approaches with increased focus on attainment – 0.4 FTE teacher
- * support pupils through therapy through art with support of partner agency – Edinburgh Sculpture Workshop

* support parents to remove barriers to learning through 0.3 FTE family support worker

School Priority 3: Improvement in children's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism

Parental engagement

HGIOS4/HGIOELC QIs/Identified Themes

1.1 Collaborative approaches to self evaluation

1.2 Children and young people leading learning

1.3 Implementing improvement and change

2.1 Arrangements to ensure wellbeing

2.3 Learning and engagement

3.1 Wellbeing

Progress and impact:

* INSET training and the use of a book club approach to increase staff awareness of adverse childhood experiences, managing challenging behaviour and adult / child relationships had significant impact on staff and relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.

* children are developing the necessary resilience and confidence to enable them to make decisions about their own learning and to lead others' learning

* children actively engage in communication and discussions about what, how and why they are learning – weekly plans are shared and highlighted, teacher, pupil dialogue forms basis of pupil profile, variety of planning approaches are used

* professional dialogue occurs regularly and staff respond to educational research, look outwards at other school practice and share own successes - XXX mile, XXX Talks, P1 pedagogy

* our curriculum takes account of the four contexts for learning and cross cutting themes with the XXX learner at the core

* we deliver high quality outdoor learning that is well planned and integral to learning and teaching. Excellent use is made of the wider school environment. The introduction of the John Muir award has been a great success with all P5 pupils engaged with and excited about the experience. A targeted group of P6 and P7 pupils experienced time at Bonaly and Bangholm Outdoor Centre.

* we have continued to declutter and reorganise resources and, in response to pupil feedback, have reconsidered what and how we display pupil work. The introduction of a school art gallery and XXX Artist of the Year award resulted in increased enthusiasm for what was displayed on communal boards.

- * a joint pupil conference based on HWB was a great success with pupils sharing and identifying effective practice

Next steps:

- * introduce the Prince William Award, through Skillsforce, to P5 pupils
- * take forward ideas gained from pupil conference

Ongoing:

- * learning and teaching book club
- * practitioner enquiry approach to improving emotional wellbeing of identified pupils
- * revamp the XXX Learner with emphasis on Healthy Mind, Healthy Body and Healthy Respect
- * introduce mindfulness and yoga to interested group
- * continue to develop outdoor learning space through community group
- * **embed nurture approaches – 0.6 FTE teacher**
- * **support pupils through therapy through art with support of partner agency – Edinburgh Sculpture Workshop**
- * **improve wider achievement of targeted pupil group through theatre visits, outdoor learning experiences, masterclasses**

<p>NIF Priority</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver</p> <p>School leadership</p> <p>Parental engagement</p> <p>Assessment of children's progress</p>	<p>HGIOS4/HGIOELC QIs/Identified Themes</p> <p>2.2 Skills for learning, life and work</p> <p>2.3 Quality of teaching</p> <p>2.5 Engaging families in learning</p> <p>2.7 Impact on learners</p> <p>3.3 Increasing employability skills</p> <p>3.3 Creativity skills</p> <p>3.3 Digital innovation</p> <p>3.3 Digital literacy</p>
<p>Progress and impact:</p> <ul style="list-style-type: none"> * staff provide very good opportunities to develop children's skills for learning, life and work in motivating contexts for learning * attendance at our learning coffee mornings was excellent with nearly all pupils represented. Those with parents unable to attend had opportunity to share their learning with senior pupils from TA. * our meet the teacher evening provided the opportunity to share what, how and why our children learn. Parent comments were positive and showed an increased awareness of the need for children to develop skills and not content * the wider school community provides opportunities for wider achievement – attendance at, and range of, clubs offered after school has increased * parents and carers are supported to actively and meaningfully engage in their children's learning and life at school. The introduction of our family support worker has resulted in increased participation from parents living in SIMD 1 and 2. * through effective partnership working we have improved our learning provision and secured positive impacts for children. Visits to Edinburgh College, employer input, careers event, world of work play centre, Happy Families maths has resulted in our pupils being more ambitious and better prepared for the World of Work * creativity is firmly embedded across learning. Learners are imaginative, open minded and confident risk takers. * staff are familiar with, and use, the Career Education Standards when planning meaningful learning experiences 	

- * pupils are increasingly able to express the value of the skills they are acquiring – P7 have trialled the use of the World of Work website for transition profiles
- * children work individually and in groups to create digital and non digital solutions and, in partnership with parents, some pupils now use personal devices to support learning in school
- * the XXX Cook School has allows pupils to be taught a range of food technology skills and gain understanding of a healthier lifestyle

Next steps:

- * writing works cluster project – writing skills within employability sectors

Ongoing:

- * *why do we need what we learn? – parent / pupil event*
- * *pupil conference with associated school group – wee HGIOS4*
- * *further develop links with Edinburgh college*
- * *review new digital technology guidelines and develop school framework in preparation for refresh*

Appendix 2: Self-evaluation 2017 – 2018

	Quality Indicator	School Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2017- 18)	Nursery Self – Evaluation 2017 - 18	Inspection Evaluation (If during 2017- 18)
	What is our capacity for continuous improvement?				
1.3	Leadership of change	5			
2.3	Learning, teaching and assessment	4			
3.1	Ensuring wellbeing, equity and inclusion	4			
3.2	Raising attainment and achievement	4			
2.2	Curriculum	5			
3.3	Increasing creativity and employability	4			

Statement of Impact of Pupil Equity Fund/Exceptional Spend:

For session 2017-18, the Pupil Equity Fund has totalled £70,000. There is a carry-forward of £0 to session 2018-19. This spend is deemed exceptional and the plans for this spend are outlined in the school improvement plan for 2018-19 and coded green.

HGIOS 4- Self-evaluation for self-improvement – Focus on Equity

Leadership and Management – How good is our leadership and approach to improvement?	Learning Provision – How good is the quality of care and education we offer?
<p>1.1 Self Evaluation for Self Improvement - Analysis and evaluation of intelligence and data</p> <p>To what extent do all staff analyse and use evidence to ensure a clear focus on those priorities that will have the greatest impact?</p>	<p>2.2 Curriculum - Rationale and design</p> <p>To what extent does the structure of the curriculum provides equity of opportunity to maximise successes and achievements for all our learners?</p>
<p>1.3 Leadership of Change - Developing a shared vision, values and aims relevant to the school and its community - Implementing improvement and change</p> <p>What range of data and information do we utilise to understand the social, economic and cultural context of the local community?</p> <p>ie – ‘staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work’</p>	<p>2.3 Learning, teaching and assessment - Learning and engagement - Quality of teaching</p> <p>Effective use of assessment - Planning, tracking and monitoring</p> <p>How well do we motivate and engage all learners in all aspects of school life?</p> <p>How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?</p>
<p>1.5 Management of Resources to promote equity - Management of finance for learning - Management of resources and environment for learning</p> <p>How effectively do we use our resources to meet the learning needs of all and ensure equity?</p> <p>To what extent do our approaches to resource acquisition and allocation improve outcomes for all learners?</p> <p>When working collaboratively to make use of the additional funds. How effective are our systems for managing shared .i.e. cluster budgets to ensure a clear focus on promoting equity?</p> <p>To what extent is financial expenditure focused on improving the quality of learning and teaching.</p> <p>How effectively are learners using a range of resources....including indoors, outdoor spaces and community resources to support their learning....and improve their life experiences?</p>	<p>2.4 Personalised support</p> <p>Targeted support - Removal of potential barriers to learning</p> <p>To what extent do well planned interventions lead to positive outcomes for children with additional support needs including those affected by financial hardship?</p>
	<p>2.5 Family learning</p> <p>Engaging families in learning - Early intervention and prevention</p> <p>How are we ensuring that provision is responsive to the needs of families?</p> <p>How effectively do we use current data about levels of poverty in our community to help us target interventions?</p>
	<p>2.7 Partnerships - Impact on learners</p> <p>How well do we understand our local community? Are the key features of the local community reflected in our learning pathways?</p> <p>ie – ‘we have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners.</p>

	We use a wide range of local, national and international advice and research to reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced.....'
Successes and Achievements - How good are we at ensuring the best possible outcomes for all our learners?	
3.1 Ensuring wellbeing, equality and inclusion - Inclusion and equality How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?	3.3 Increasing creativity and employability - Increasing employability skills How well do we support learners with additional support needs, and those leaving care to access sustained positive destinations?
3.2 Raising Attainment and Achievement - Attainment in literacy and numeracy - Attainment over time - Overall quality of learners' achievement - Equity for all learners How well are we removing barriers to learning and ensuring equity for all? ie - We have raised the attainment of all our learners and in particular our most disadvantaged young people	

Appendix 3: Additional Guidance

Five key indicators and Reflective Questions in identifying and narrowing the gap

Attendance

- Do class teachers question and investigate pupil absence as far as practicable?
- Is the school working alongside a Education Welfare Officer to increase attendance?
- Are targeted attendance groups in place?

Attainment

- Is there a systematic approach to collaboratively evaluating teaching and learning to ensure it is of a high standard?
- What data is collected to track attainment?
- Do conversations take place identifying target groups or those with protected characteristics in order to plan support?
- So what? Are interventions put in place to target individuals or groups of pupils?
- Is the success of these interventions tracked?

Exclusion

- What interventions are working to support pupils to successfully access the curriculum?
- What supports are needed at City level to support pupils who are struggling in mainstream settings?
- What support beyond the school can be accessed to support pupils?

Participation

- Does the school have a summary of local clubs and activities to direct children and families to?
- Does the school work in partnership with Active Schools?
- Is the school able to identify barriers to participation, and to work creatively to remove these?

Engagement

- Curriculum for excellence experiences and outcomes discuss pupil engagement and acknowledge this link between engaging and learning. If children are not engaged it is unclear that they are experiencing and learning.
- Do you have a suitable tool to measure engagement? (ie. Leuven Scale or similar)
- Can pupils measure their own engagement?
- Are you tracking and supporting increased parental engagement?



APPENDIX 2

EDINBURGH LEARNS

Health and Wellbeing

Contents

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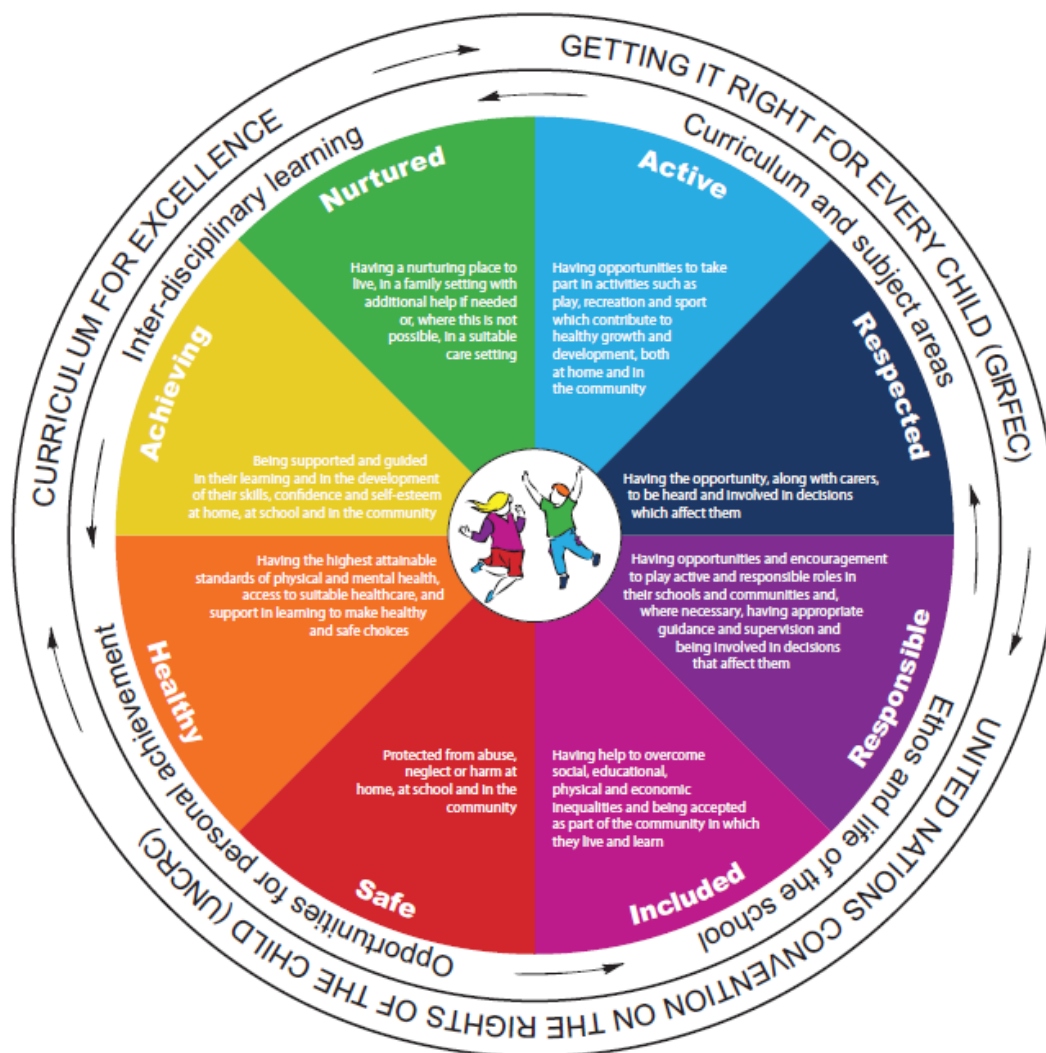
Aims

“Every child and young person will have good wellbeing and achieve the best possible health.”

Children’s Partnership Plan 2017-20

The Edinburgh Children’s Partnership has the highest aspirations for all Edinburgh’s children and young people. Good mental, emotional, social and physical health is important for success in all areas of learning and will ensure that today’s healthy learners become tomorrow’s healthy citizens.

The City of Edinburgh Council Health and Wellbeing for Learning Framework builds on what we know works. Schools, their staff, parents, learners and partners have shown their continuing commitment to supporting and safeguarding the health and wellbeing of all. This framework will detail practice that should be visible in all our schools and centres, to ensure health and wellbeing (HWB) across learning.



National context

Curriculum for Excellence recognises that health and wellbeing is central to effective learning. It highlights that learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this it is the responsibility of every teacher to contribute to learning and development in this area.

Scottish Government policy promotes excellence and equity: The National Improvement Framework set clear expectations for schools and centres to work in partnership with parents and stakeholders in pursuit of the four key priorities to achieve this.

Since 2010, Getting it Right for Every Child (GIRFEC) puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.

The Children and Young People's Act 2014 aims to make Scotland the best place in the world to grow up. By facilitating a shift in public services towards the early years of a child's life and towards early intervention whenever a family or young person needs help, the legislation encourages preventative measures, rather than crisis' responses. It is underpinned by the Scottish Government's commitment to the United Nations Convention on the Rights of the Child 1989 (UNCRC).¹

All work relating to HWB in centres should be based on the understanding that relationships are key to supporting and improving the HWB of children and young people and that the Scottish definition of wellbeing and the language of the wellbeing indicators should be evident across all establishments.

Local Context

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Over the last ten years, the population of the city has grown by 10% and analysis suggests a further 9% growth by 2024, especially at both ends of the age spectrum.

The City Region Deal Partnership has agreed an ambitious vision for the future whereby in the next 20 years the Edinburgh and South-East Scotland City Region will become the most connected, most creative, most inclusive and most entrepreneurial place in Europe.

The Scottish Health Survey 2017 indicates that as a City Edinburgh is performing strongly in relation to a number of health-related indicators. The number of its citizens who smoke, are obese or suffer from cardiovascular conditions are significantly lower than the Scottish average. In addition, both in relation to consumption of fruit and vegetables and amount of physical activity taken, Edinburgh performs significantly better than the national average. Smoking is the only area identified where Edinburgh is performing significantly worse than the national average.

The mental, social and emotional health of our children and young people is becoming increasingly important in a dynamic, changing world. Equipping our citizens of tomorrow with the resilience to tackle barriers to their learning and wellbeing is paramount for their future success.

Our approach to HWB sits alongside and further builds on our core pillars of inclusion;

- Relationships
- Rights Respecting

¹ UNCRC; The Foundation of Getting It Right for Every Child

- Resilience building
- Restorative

Research

There is no doubt the health and wellbeing of children and young people impacts on their ability to access learning. Pupil wellbeing is linked to attainment and a range of factors such as social and emotional learning, an assets-based approach and supportive and inclusive school communities contribute to this.²

The adverse impact of poverty on health and wellbeing is well documented. This is evident in both physical and mental wellbeing and the risk of illness, low self-esteem, stress, anxiety.

<https://www.jrf.org.uk/report/psychological-perspectives-poverty>

Social and emotional competencies are key to enabling young people to achieve their academic potential and are most effective when implemented at whole school level.³

Nurture groups can impact positively on social, emotional and behavioural competencies, if implemented well. Literature on resilience and emotional wellbeing identifies connectedness and belonging, feeling safe, valued and liked as key features in relation to positive communities and long term positive outcomes.

Resilience Building

Adverse Childhood Experiences (ACEs)⁴ refer to stressful events occurring in childhood (between 0-18 years). These impact profoundly on the child's readiness and ability to learn and participate in school life. Headteachers should ensure that all staff develop a clear understanding of the impact of adverse childhood experiences on all learners and be aware, that other factors, such as bereavement, attachment and poverty, although not included in the original study, are now known to have a similar impact on children.

Research evidence shows that it is possible to mitigate against these factors. Many staff already do this however, it is vital that all staff take cognisance of the importance in supporting the development of resilience factors which may help protect children/young people such as:

- Positive relationships and role models
- Building on children's strengths, interests and passions (e.g. music/reading/sports etc)
- Developing good social and emotional skills (e.g. executive functions – self-awareness, empathy, reflective capacity, emotional regulation etc)
- Being the key adult who can support children/young people
- Participation and engagement in activities/groups/learning/pupil voice which leads to sense of self efficacy/achievement etc
- Fostering a sense of meaning and belonging
- Actively promoting and encouraging high expectations
- Promoting kindness, compassion and caring for others
- Supportive families, (family engagement/parent programmes etc), supportive schools (positive ethos, culture, rights respecting, nurture and restorative approaches) and supportive communities (access to clubs/spaces to play/other people to turn to etc).

² (Noble, T. et al 2008)

³ Brooks F, Public Health England (2014)

⁴ NHS Health Scotland: Adverse Childhood Experiences

Key Adults and the School Environment

The role of key adults has been identified as crucial. All adults should be ready to listen to and respond to individual pupils non-judgementally and to notice and speak to them when they are concerned. Developing a culture of trust and respect is vital in supporting positive relationships between adults and children. Restorative and solution focussed approaches should be implemented to protect and foster positive relationships across the school and wider community.

Positive relationships impact on attainment. The climate of the classroom and the school community are very influential in supporting learning. Where learners feel there is a climate of trust, they are more likely to have confidence to share what they don't know and so get feedback on what they need to do to improve their learning.⁵

The level of engagement a pupil feels with their school is strongly associated with attainment and meaningful learner voice is key to developing this sense of engagement.⁶ Building trusting relationships and resilience in school-aged children is shown to mitigate against the impact of adverse childhood experiences.⁷

⁵ Hattie, J. and Yates, G. 2013

⁶ SCCYP, "How Young People's Participation in School Supports Achievement and Attainment", 2015

⁷ Bethell C et al, Health Affairs 2014, 33 no.12:2106-2115

Evaluating progress in health and wellbeing

The Scottish Government has made clear its commitment to closing the poverty related attainment gap and it recognises the role health and wellbeing has in achieving this ambition. Specific stretch aims have now been set nationally to show the required improvements in children's health and wellbeing and Edinburgh will aim for improvements in line with these.

Currently schools may use a range of measures to evaluate progress in HWB. These include:

- Pupil Wellbeing Questionnaire (P3-7) and Secondary Pupil Survey
- Pupil self-evaluation using the wellbeing indicators (Appendix 1)
- Participation (wider achievement opportunities and uptake) and engagement levels (eg using the Leuven scale)
- Inclusion - including – exclusions, days lost, attendance and late coming, quality and quantity of Pupil Plans (GIRFEC and health)
- Evaluation from staff and parents and partners regarding HWB using the wellbeing indicators (Appendix 2).

These measures link closely to the 'Big 5' (attainment, attendance, inclusion/exclusion, participation and engagement) which should be the key focus of schools when evaluating their progress towards closing the poverty related attainment gap. Such measure will contribute the picture of HWB across the establishment and focussing on improvement in these areas will feed into improving HWB. The authority will provide support for schools in using appropriate measures.

Key strategic actions

To effectively ensure HWB for learning, Headteachers should incorporate the following key features into the work of the school:

- *HWB profiling and improvement information*⁸
- Health and wellbeing responsibility of all
- Planned, progressive and relevant HWB curriculum⁹
- Self-evaluation and planning for HWB¹⁰
- Professional Learning for HWB

Each year, as part of their Standards and Quality and Improvement Plan or 3.1 return, Headteachers update the data and intelligence available for their setting. Much of this data and intelligence exists in the Equity Profile and includes:

- Demographic information and SIMD profiles
- *Evaluation of progress for HWB, linked to school improvement priorities.*
- Data at SIMD level extracted from tracking and monitoring of the following key measures:
 - Attendance and late coming
 - Exclusions
 - Participation
 - *Wider Achievement opportunities and uptake*
 - *Evidence of how learners influence decision making and affect change*
- Engagement
 - Assessment of baseline levels using the Leuven Scale for targeted cohorts
- Achievement
 - *Evidence of progress across HWB, other than responsibility of all, using the benchmarks to support professional judgement*

Headteachers should analyse all the above data with staff and key stakeholders, including partners, and use it to draft targets to ensure equity of provision, targeting groups of learners subject to poverty, as well as other groups known have less favourable educational outcomes, such as LAC, young carers, EAL and others relevant to the context of the school.

Planning for improvement at establishment level

Following analysis of the HWB data, Headteachers and senior leaders complete the full self-evaluation of their school and use it, in conjunction with all other evidence, to plan to improve health and wellbeing. They:

- Identify the desired outcomes (where appropriate, link to specific numerical targets)
e.g. using pupil questionnaire question:
I have adults in school I can speak to if am upset or worried about something – improve response rate from 89% to 96% of pupils agreeing/strongly agreeing
- Identify appropriate interventions
e.g. CLPL and continued support for staff on role of key adult
Increase opportunity for quality 1:1 time with tutor/class teacher to two x a term

⁸ Much of this information, particularly that found in italics, is not readily available to schools, however, this demonstrates our ambition to assist schools to gather such information in a manageable way to help support improvement in HWB.

⁹ Thematic inspection of personal and social education/health and wellbeing in Scotland's schools and early learning and childcare settings, Education Scotland

¹⁰ see Appendix 1

Develop self-referral system to key with pupil council so all pupils can identify who their key adult is and how and when they can access them

- State how impact will be measured

e.g. pre- and post-intervention short questionnaires based on pupil interventions

pre- and post-pupil focus group feedback on effectiveness of interventions

response rate to pupil questionnaire question improved to 96% of pupils agreeing/strongly agreeing to question next time it is administered

This forms part of the normal improvement cycle and be evident in school improvement planning. In common with other planning formats, improvements for health and wellbeing should be:

- specific
- timed
- aligned
- numeric (where appropriate).

Quality assurance for health and wellbeing

To ensure that systems and processes deliver the necessary improvements, the following governance structures will be established

- The HWB for Learning Strategic Group¹¹ will meet each quarter to monitor progress in relation to actions from the Children's Partnership Plan, the Education Improvement Plan and other related plans; make recommendations for future actions
- This group, chaired by Strategic Lead for HWB, will comprise:
 - Headteacher and DHT from each sector
 - Quality Improvement Officer (HWB)
 - Senior Manager Additional Support for Learning
 - Depute Principal Educational Psychologist
 - Service Managers: Lifelong Learning
 - Senior Manager: NHS
 - Senior manager: Voluntary Sector
 - Trade Union(s)
 - Parent(s)
 - Young Person(s).
- The Council HWB Strategic Group will also share information with the Children's Partnership Group and report on an annual basis to the Education, Children and Families Committee as appropriate.
- A report on HWB will be presented annually to the Children and Families Committee

¹¹ See Terms of Reference documentation (draft)

Roles, remits and responsibilities

To ensure improvements in Health and wellbeing, the Chief Education Officer:

- Provides an annual statement of HWB to the Education, Children and Families Committee as part of the Education Standards and Quality Report.
- Provides an annual update on HWB linked to QI 3.1 to the Education, Children and Families Sub-Committee on Standards.
- Provide clear targets to improve HWB for learners in Edinburgh based on analysis of data from the HWB surveys.
- Provides clear local authority stretch aims, shared with schools to support improving HWB.
- Provides each Headteacher with indicative stretch aims to support improving HWB.
- Provides support and challenge to senior leaders to ensure improvements in HWB.

To ensure improvements in health and wellbeing, officers:

- Discuss HWB as part of the school's improvement plan and or 3.1 return to ensure HWB is being embedded into the life and work of the school.
- Provide support and challenge to senior leaders to ensure improved health and wellbeing.

To ensure improvements in health and wellbeing, headteachers:

- Promote the importance of positive, enabling relationships in creating a positive ethos and a climate of trust and respect where learner voice is valued and acted upon.
- Model behaviour which promotes HWB.
- Embed restorative/solution orientated approaches across the establishment
- Ensure they fulfil statutory duties in relation to health and wellbeing.
- Provide regular training/essential learning for staff on the key aspects as detailed in The Healthy School: strategic components.
- Ensure robust policies and practices are in place to promote a holistic approach and shared vision for health and wellbeing based on the wellbeing indicators and children's rights.
- Promote the mental, emotional, social and physical wellbeing of children, young people and staff, through key Council supports;
 - "I in 5" Raising Awareness of Child Poverty resources
 - Pupil Equity Fund - A CEC Guide to Getting Started (April 2017)
 - Growing Confidence Programmes
 - Building Resilience/Cool, Calm and Connected
 - Nurture
 - Included, Engaged, Involved policy
 - Council Equity Framework
- Ensure a relevant and progressive health and wellbeing curriculum with a strong focus on learner voice is in place.
- Ensure strong partnership working to plan for and meet the health and wellbeing needs of the school community.
- Ensure robust self-evaluation and planning to drive improvement in health and wellbeing
- Provide an annually updated HWB information as part of their SQIP (linked to QI 3.1) and, as appropriate, Equity Profile.

To ensure improvements in health and wellbeing, staff:

- Create a positive ethos and a climate of respect and trust where learner voice is valued and acted upon.
- Promote positive relationships and behaviour in the classroom, playground and beyond.
- Model behaviour which promotes HWB and positive relationships.

- Consider the wellbeing indicators and children's rights when planning learning, teaching and assessment to ensure barriers to learning are minimised or removed.
- Know their learners and their needs. Plan accordingly.
- Use the wellbeing indicators to plan for and evaluate progress in children and young people's HWB.
- Where appropriate, provide a relevant and progressive health and wellbeing curriculum with a strong focus on learner voice.
- Where appropriate, use HWB benchmarks to plan for and assess progress in HWB.
- Ensure that they are fully aware of and engage in appropriate professional learning.
- Ensure that they provide high quality learning and teaching as outlined in the CEC Teaching and Learning Framework.

Health and wellbeing – key strategic components

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Safe			
<p>Child Protection legislation</p> <p>Named person</p> <p>Lead professional</p> <p>GIRFEC</p> <p>HWB Principles and practice paper</p> <p>Wellbeing Indicators</p> <p>Relationships Sexual Health and Parenthood and Substance Misuse curriculum</p>	<p>School vision, values</p> <p>GIRFEC paper work</p> <p>Wellbeing forms</p> <p>Significant Occurrence Procedure</p> <p>Care Inspectorate Notification (eforms) (EY)</p>	<p>HWB Progression Frameworks (C)</p> <p>Positive Relationships for Behaviour and Learning (C)</p> <p>Child Protection (M)</p> <p>Nurture (C)</p> <p>Restorative approaches (C)</p> <p>Citywide Parenting Programmes (T)</p> <p>Eye Movement Desensitisation (T)</p> <p>Refugee Trauma guidance (T)</p> <p>Domestic Abuse (D)</p> <p>CALM (Sp Schools only) (T)</p> <p>FGM(C)</p> <p>Mentors in Violence Prevention (D)</p> <p>Essential Learning Pr, Sec and Special (M)</p> <p>Essential Learning Early Years (M)</p>	<p>Values</p> <p>The school community understands the wellbeing indicators and their role in supporting HWB across the curriculum</p> <p>Restorative approaches begin with the ethos of positive relationships, rights and respect</p> <p>Restorative approaches are for all members of the school community regardless of role</p> <p>Practice</p> <p>Strong culture of partnership working and joint planning across the learning community</p> <p>Regular planned opportunities for 1:1 dialogue with learners</p> <p>Staff trained and confident in supporting HWB needs, including skills to have effective 1:1 Dialogue with learners</p> <p>Regular time created for staff to discuss learners' HWB needs</p> <p>Safe Spaces in the establishment</p> <p>Supported lunch / break activities</p>

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Healthy			
<p>Better Eating Better Learning</p> <p>Schools Health Promotion and Nutrition Act</p> <p>Nutritional Standards</p> <p>Setting the Table (EY)</p> <p>Food and Health curriculum</p> <p>Adverse Childhood Experiences research</p> <p>Mental Health Strategy</p>	<p>School vision, values</p> <p>GIRFEC paper work</p> <p>Wellbeing forms</p> <p>Significant Occurrence Procedure</p>	<p>Seasons for Growth (C)</p> <p>Roots of Empathy (D)</p> <p>Food and Health Progression Framework (C)</p> <p>Growing Confidence training (C)</p> <p>Cool, calm and connected (C)</p> <p>Resilience pack and training (C)</p> <p>Emotion Talks (D)</p> <p>Emotionally Based School Refusal Resources (C)</p> <p>Mindfulness (D)</p> <p>Situational Mutism Resources (T)</p> <p>Wellbeing Academy (T)</p>	<p>Values</p> <p>Health and wellbeing is valued and seen as a priority</p> <p>The key adult role is a crucial component in a learner's resilience - we believe that any of us can be that key adult</p> <p>Practice</p> <p>Planned curricular opportunities for learners to develop resilience</p> <p>All staff demonstrate HWB is central to their practice</p> <p>High quality meals which meet nutritional requirements</p> <p>Planned progressive HWB curriculum, shaped by learner voice and local context</p> <p>We develop individual attributes and supports that promote resilience including making sure every child has at least one 'trusted adult'</p>

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Achieving			
<p>Developing the Young Workforce</p> <p>Skills for learning life and work (BTC4)</p> <p>National Improvement Framework</p> <p>Planning for Choices and Changes curriculum</p> <p>HGIOS 4</p> <p>Building the Ambition (EY)</p>	<p>Tracking and monitoring system - opportunities for personal achievement</p> <p>IEPs</p> <p>Promoting Attendance and Managing Absence</p> <p>Flexible Timetable Procedure</p>	<p>HWB progression framework (M)</p> <p>JASS (D)</p> <p>Duke of Edinburgh (D)</p> <p>Awards – various – HWB, Personal Development, Employability,</p> <p>CIRCLE Resources (M)</p> <p>Differentiation training (current Gap)</p> <p>Literacy and Dyslexia Guidelines (C)</p> <p>SCERTS (T)</p> <p>Up, Up and Away (EY)</p> <p>Hanen training (T) (EY)</p>	<p>Values</p> <p>All staff recognise the importance of HWB in combating disadvantage, improving achievement and helping to close the gap</p> <p>We look for opportunities for personal and wider achievement to highlight and build on individual strengths</p> <p>Practice</p> <p>Opportunities for wider achievement mean learners can develop skills across the 4 contexts for learning</p> <p>Achievement across the 4 contexts for learning is celebrated and valued</p> <p>Transitions are carefully planned they support HWB and progression in learning</p> <p>Learners self-report in their own progress in HWB and are supported to identify next steps</p> <p>We use the Getting It Right for Every Child approach to work together with children and their families</p> <p>We effectively track and monitor learners to ensure progression and target pupils at risk</p>

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Nurtured			
<p>Whole school nurturing approaches</p> <p>Nurture groups</p> <p>Better relationships, better learning, better behaviour</p>	<p>School vision, values</p> <p>GIRFEC paper work</p> <p>Wellbeing forms</p> <p>Significant Occurrence Procedure</p> <p>Positive Behaviour Guidance (to be written)</p>	<p>Nurture training (ESPS) (C)</p> <p>SMHFA YP training (D)</p> <p>Lego Therapy (T)</p> <p>Mindfulness training</p>	<p>Values</p> <p>Positive relationships are crucial to developing successful learning communities</p> <p>Ethos of respect and trust where learners can and do voice their concerns and are listened to</p> <p>Restorative, solution orientated approaches used to promote positive behaviour</p> <p>Learners know staff care about them and feel confident to seek support</p> <p>We form meaningful relationships with every child and young person, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections</p> <p>Practice</p> <p>Staff act as positive role models to learners</p> <p>Staff demonstrate high expectations and ambition for all learners</p> <p>We are all available and approachable - if a child or young person wants to connect with us at an unsuitable time we always offer an alternative</p> <p>We provide nurture groups and support a culture of nurture</p>

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Active			
2 periods/2 hrs PE Daily physical activity Outdoor learning Play	Risk benefit assessments	Physical Education, Physical Activity and Sport (PEPAS) cluster work (C) Active Schools (C) Forrest schools/kindergartens (D) PE Guidance (M) PE Cluster Guidelines (M) Loose parts play (C)	<p>Values</p> <p>Daily physical activity is encouraged and valued</p> <p>Sport and recreational activities are promoted, valued and their contribution to HWB recognised across the establishment</p> <p>Practice</p> <p>Free Active Schools for all children in SIMD 1/2/3/known by the school to be living in poverty</p> <p>Positive relations with Active Schools link with a programme which is shaped by learner voice</p> <p>Frequent opportunities for outdoor learning, in the playground, local community and beyond</p> <p>Daily physical activity</p> <p>Tracking and monitoring systems identify learners who need to be more active and we plan for this</p> <p>Planned progressive learning experience for PE across the cluster</p> <p>Active travel promoted across the learning community</p>

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Respected			
<p>UNCRC</p> <p>Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People</p> <p>Universal entitlement to support</p> <p>Equalities Act 2010</p> <p>Relationships Sexual Health and Parenthood curriculum</p>	<p>Anti-bullying guidelines</p> <p>Supporting Transgender Young People Guidance</p> <p>Learner Participation in Educational Settings 3-18</p> <p>CEC Supporting LGBT Young People</p>	<p>Rights Respecting Schools Award (D)</p> <p>Positive Relationships for Behaviour and Learning (C)</p> <p>Restorative approaches (C)</p> <p>Mentors in Violence Prevention training (D)</p> <p>HWB Progression Frameworks (C)</p> <p>LGBT Charter Award (D)</p> <p>Sexual Health input for children with Additional Support Needs (developing)(T)</p> <p>RSHP National Resource (developing) (C)</p>	<p>Values</p> <p>All learners should feel listened to and valued</p> <p>Children's rights are core to the ethos and values of the school</p> <p>Relationships are based on mutual trust and respect</p> <p>We support everyone's right to access the support they need to achieve their potential</p> <p>Practice</p> <p>Views of learners are sought, valued and lead to change</p> <p>Learners people participate fully in the life of the school</p> <p>Diversity is celebrated and discrimination challenged</p> <p>We all model and share community values based on everyone's rights (to be safe, to learn, to be listened to)</p>

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Responsible			
Better Relationships, Better Behaviour, Better Learning	Learner Participation in Educational Settings 3-18 How good is OUR school Part 1 How good is OUR school Part 2	Restorative approaches (C) Solution orientated approaches(C) Leaderships roles	<p>Values</p> <p>We show care and respect for others and model this behaviour</p> <p>We all have a responsibility to offer support to repair relationships</p> <p>Strong culture of learner voice, where views are listened to and acted upon</p> <p>Practice</p> <p>Learners co design their own learning in HWB and participate in delivery of some programmes</p> <p>Learners contribute to the wider life of the school and take on responsibilities e.g. on committees, buddies</p> <p>Learners have opportunities to develop skills across the 4 contexts for learning</p> <p>Restorative, solution orientated approaches used to promote positive behaviour</p> <p>We know there are consequences for decisions and actions that have had a negative impact on the rights of others, but consequences are proportionate and support us to develop behavioural awareness and ownership</p>

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Included			
<p>Inclusion Framework</p> <p>ASL Act</p> <p>Equalities Act 2010</p> <p>Entitlement to targeted support</p> <p>Included, engaged, involved 2</p> <p>National Practice model</p> <p>GIRFEC</p>	<p>Improving Outcomes for Learners at Risk of Exclusion Procedure</p> <p>Risk Management Procedure</p> <p>Addressing Inclusion</p> <p>Included, Engaged, Involved Policy</p> <p>Supporting LGBT Young People in Edinburgh</p> <p>LGBT guidance and resources</p> <p>Antibullying and Equalities Policy</p> <p>CEC Supporting LGBT Young People</p>	<p>I in 5 (C)</p> <p>Making Education Equal for All - Edinburgh's Equity Framework (C)</p> <p>CIRCLE Resources (M)</p> <p>Differentiation training (current Gap)</p> <p>ASD training (M)</p> <p>FASD training (T)</p> <p>Visual Support Project (D)</p> <p>Playboxes (T)</p> <p>LGBT School's Charter(D)</p> <p>Up, Up and Away (EY) (C)</p> <p>Pupil Equity Fund – A CEC Guide to Getting Started</p>	<p>Values</p> <p>All staff understand the role of HWB in combating disadvantage and use this knowledge to support closing the gap</p> <p>The school community promotes equality, celebrates diversity and provides support for those who may at times feel excluded</p> <p>Practice</p> <p>Additional costs to the school day are minimised ensuring all children have access to resources for learning in the classroom</p> <p>Equal access to opportunities, regardless of income</p> <p>Poverty-related stigma is challenged so that all children and young people feel respected, included and supported by staff and pupils in their school and local community</p> <p>All learners have access to a key adult they know and can trust to discuss any issue or worry</p> <p>Strong culture of learner voice</p> <p>The 4 Rs underpin our practice; Relationships, Rights Respecting, Resilience Building, Restorative</p>

References

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https://docs.education.gov.au/system/files/doc/other/scoping_study_into_approaches_to_student_wellbeing_final_report.pdf

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<http://www.gov.scot/Publications/2017/10/6398/4>

Visible Learning and the Science of How We Learn

Hattie and Yates 2013

How Young People's Participation in School Supports Achievement and Attainment

SCCYP, 2015

NHS Health Scotland: Adverse Childhood Experiences

<http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces>

Bethell C et al, Health Affairs 2014, 33 no.12:2106-2115

Thematic inspection of personal and social education/health and wellbeing in Scotland's schools and early learning and childcare settings

https://education.gov.scot/Documents/EducationScotlandPSEReportAug2018_.pdf

Making the links, making it work resource to support HWB responsibility of all across an establishment

<https://education.gov.scot/improvement/self-evaluation/Health%20and%20wellbeing;%20Responsibility%20of%20all%20-%20Making%20the%20links%E2%80%A6making%20it%20work>

How good is our school 4?

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_nihedithgios/frwk2_hgios4.pdf

UNCRC; The Foundation of Getting It Right for Every Child

<https://www2.gov.scot/Resource/0041/00417256.pdf>

The link between pupil health and wellbeing and attainment

Brooks F, Public Health England (2014) The link between pupil health and wellbeing and attainment; University of Hertfordshire: Crown copyright

Tackling the Attainment Gap by Preventing and Responding of Adverse Childhood Experiences

<http://www.healthscotland.scot/media/1517/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences.pdf>

Appendix 1 Evaluating progress in health and wellbeing

Establishments should be able to show evidence of the progress children and young people are making in relation to their health and wellbeing.

Staff and learners should have a clear vision of which aspects of health and wellbeing they are working on. Both should know where the child/young person is now, what they are aiming for and next steps.

Some examples of how establishments might build a picture of children and young people's progress in health and wellbeing include:

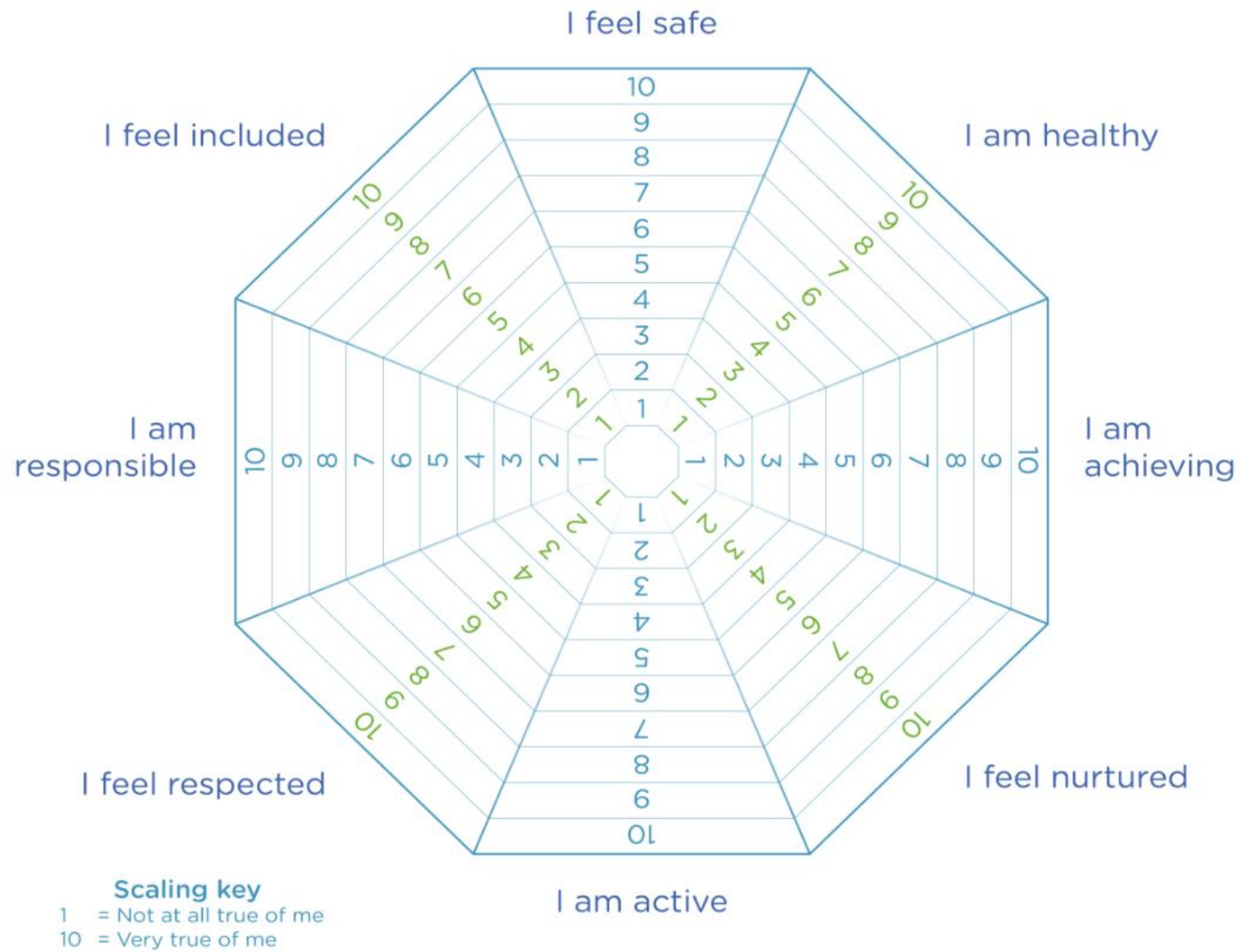
- Children and young people self-reporting on their own progress
- Observations and one-to-one dialogue between the learner and an adult who knows them well

Over time, dialogue with the learner will focus on progress in relation to the learner's journey across all the different aspects of health and wellbeing. This is synonymous with the clear expectations around the entitlement for universal pupil support.

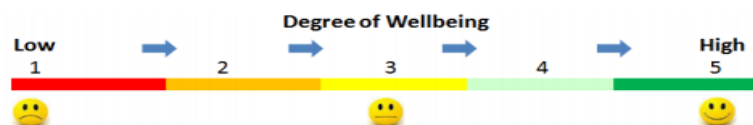
The 'wellbeing web' can provide a useful tool for evaluating progress in relation to HWB and can also help to develop a greater understanding of the full meaning of HWB through the language of the wellbeing indicators. Children/young people can evaluate against the wellbeing indicators using, for example the Edinburgh Wellbeing Outcomes, Making the links, making it work booklet (NIH) or individual school definitions as a guide. This will help children to identify strengths and areas for development. The teacher can work with children/young people/classes to support them with this aspect of their HWB and review progress through further dialogue/self-evaluation.

This approach can help to identify both individual, whole class and whole school priorities for health and wellbeing in addition to providing a simple and manageable tool for measurement.

A variety of tools for gathering opinions of staff, pupils, parents and stakeholders can be found below.



Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
I am safe with my family	I eat well	I am learning new things	I receive warmth and love	I play / take part in activities	I am involved in decisions which affect me	I am considerate to others	I have friends
I am safe where I learn or work	I look after myself	I feel confident	I have people who look out for me	I play / take part in activities with others	I have help to share my views	I have an understanding of right and wrong	In my learning environment people involve me in activities
I am safe where I live	I get the care and support I need	I do the best I can	I have the food I need and I am kept clean and warm		I am treated fairly	I meet my responsibilities	I have opportunities to be with people who are important to me
I keep myself safe	I enjoy life	I am ready for the next stage in my life	I receive praise and encouragement	I am helped to be active	I have my own space	I make a positive contribution	I feel that other people want me around
I am safe around other people	I am able to deal with difficult things	I get the help I need to learn	I am listened to when I am worried or upset		I have people around me who I trust and who trust me	I make good decisions	I have help to overcome disadvantages and barriers

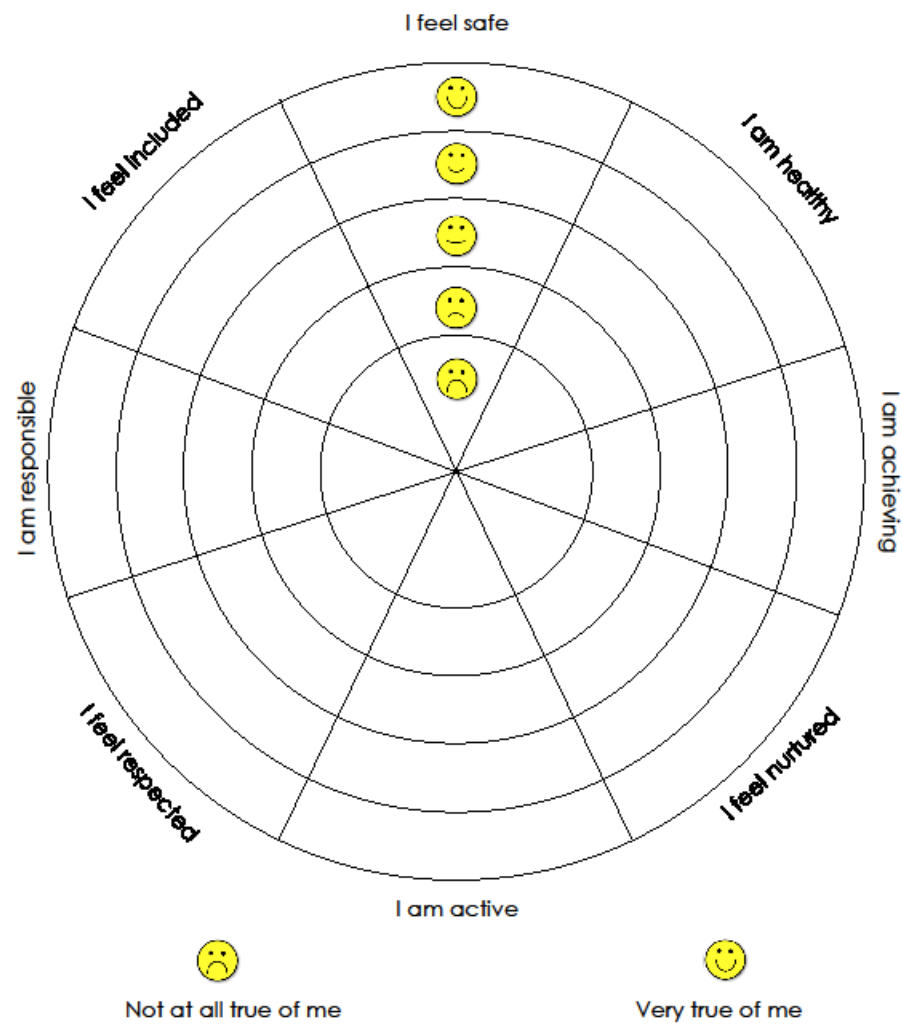


Version 4.1

October 2016

Wellbeing Web

Name _____



Appendix 2

Evaluating Health and wellbeing parents/stakeholders

Gaining the views of parents and stakeholders is vital if the establishment is to fully evaluate where they are with health and wellbeing and identify areas for development. Schools will know how best to gather such opinions; however, it is important that everyone has the same understanding of health and wellbeing so that meaningful information can be gathered to help the establishment move forward in a meaningful way.

The Education Scotland resource [Making the links, making it work](#) has helpful definitions of each of the wellbeing indicators in the resource booklet and more detailed definitions on the poster. Establishments may find these useful when trying to establish a shared understanding across the school community.

The wellbeing web (see Appendix 1) used in conjunction with a short narrative around strengths and next steps should provide helpful information to establishments around the views of stakeholders

EDINBURGH LEARNS

Improving quality in learning



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Aims

Our goal is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this they must develop excellent skills for learning, life and work, regardless of socio-economic barriers or other additional needs. It is a vision that is both ambitious and inclusive.

The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents and communities. A culture of continuous improvement underpins all activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement Service.

The role of officers is to provide guidance and support schools¹ to continually adapt and improve so that the needs of all learners can be met. The Quality Improvement and Curriculum Service places self-evaluation at the heart of all activity, supporting schools to make effective use of data, improvement planning, research and innovative practice.

Edinburgh Learns, the council strategy to Raise Attainment for All comprises seven key frameworks: Equity, Health and Wellbeing, Learning Together (Parental Engagement), Teaching and Learning, Pathways (to Develop the Young Workforce), Inclusion and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This strategy details the actions required by all to ensure consistent, high quality teaching and learning in schools and centres.

¹ Schools includes all settings in which education is provided

Quality improvement principles

Effective self-evaluation is a rigorous process which provides a unique and valuable picture of what is having most and least impact on learners in a single class, at a stage, within a school or across a cluster or local authority. Self-evaluation involves all stakeholders in the learning community considering 'How good can we be?' Once the quality of the impact on learners has been evaluated, then plans for improvement can be drawn up.

Self-evaluation involves:

Looking inwards through engaging with specific self-evaluation questions

- **how are we doing?** *What evaluative statements can we make about improved outcomes for our learners?*
- **how do we know?** *What evidence do we have? This involves making sound judgments about the impact on learners (see triangulation of evidence)*
- **what are we going to do now?** *What are our next steps to address areas where we could do better?*

Looking outwards: *using external research and intelligence; learning from what happens elsewhere*

Looking forwards: *exploring what the future might hold for today's learners*

How Good is Our School?4

Core Values

Quality Improvement is most effective when it is:



Collaborative

Collaboration is the most important feature of the self-improving system. Self-evaluation should not be done in isolation: it is essential that opportunities are found to embed collaboration in self-evaluation processes at all levels. As well as affording transparency, it provides the opportunity to share views and discuss next steps. During school reviews, QIEOs engage in shared classroom experience with senior leaders. For practitioners, collaborative enquiry brings depth to their professional learning and leads to more accurate and honest self-evaluation. Collaboration with all stakeholders leads to a shared assessment of risk and a shared understanding of the school's capacity for continuous improvement.

Proportionate

The overarching role of the QIC Service is to provide proportionate and intelligence-led support and challenge to schools. This is based on sound and accurate self-evaluation. The level of support required by a school is based on a needs analysis, as documented in the Capacity and Risk Register of Schools. Support Levels² are reviewed quarterly.

Supportive

All self-evaluation should be done within a climate of trust and support. Staff engaging in the process ensure that feedback is strengths-based with mutually agreed steps for improvement. Governance arrangements are agreed in advance, including recourse when there are conflicting views over evaluations.

Comprehensive

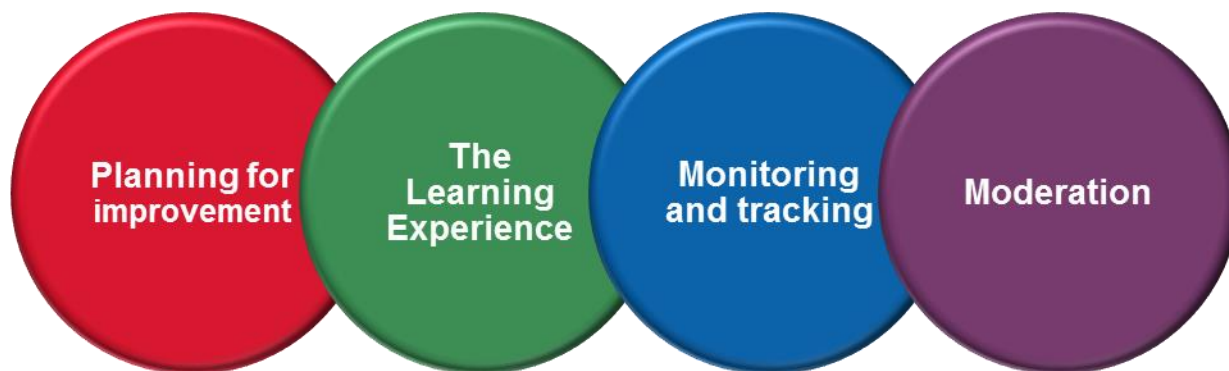
Quality Improvement Managers and Officers assess performance and service delivery by analysing evidence gathered from various sources:

- Education Scotland inspections reports
- school self-evaluation
- views of parents, pupils and staff
- attainment, attendance, exclusion and inclusion, participation and engagement data, and
- qualitative information gathered by QIEOs.

The resultant intelligence is shared with the Edinburgh Learns Quality Improvement Strategic Group. It informs the Education Standards and Quality Report and Education Local Improvement Plan. Our practices are also shared with colleagues across the Regional Improvement Collaborative.

² See CR Register p31

Key strategic actions



Planning for Improvement

School

Standards and Quality and Improvement Planning are core parts of the cycle of self-evaluation activity. The school's Quality Assurance Calendar should clearly document the approaches and times over the session when specific evidence gathering and planning are done. All staff, parents and learners should be involved appropriately in the process. Planning for improvement must be based on the needs of each school, within the wider context of local and national objectives.

Cluster plans reflect shared areas for improvement and are based on sound self-evaluation.

Education authority

The Quality Improvement Service evaluates service delivery and plans for improvement through various processes: Local Outcomes Improvement Plan, Education Improvement Plan each provide a strong golden thread linking improvements within and across services.

Each year the Education Improvement Plan is reviewed in line with national guidance and local need. Actions at school and authority level are then drafted for consultation. The revised Education Improvement Plan with recommended Improvement Actions is then circulated for Headteachers to use as guidance when planning.

The Learning Experience

School

Improving the core business of teaching and learning is a vital part of the self-evaluation process in every school. A strong, collegiate approach to embedding this is essential for the continued improvement of each teacher, stage and faculty. Teachers are encouraged to reflect and share

their own practice within a culture of trust and openness to improve³. Within a climate of trust and professionalism, all leaders of learning work collaboratively with staff, through formal and informal sharing of classroom experience. Head teachers ensure that there are clear processes in place, detailed in the school Quality Assurance calendar which support actions within the SQIP and which support the self-evaluation of Quality Indicator 2.3: Learning, teaching and assessment. Headteachers also ensure that the core skills of teaching and support staff are analysed and refreshed each session, as appropriate. All teaching staff should understand and apply skills related to:

- formative assessment for learning
- differentiation
- delivery of skills-based curriculum.

Education authority

The Quality Improvement Service, in partnership with senior leaders, ensures that shared classroom experience is included in all self-evaluation of schools. This takes place during:

- the Leadership Learning Partnership discussions of Quality Indicator 2.3
- supported self-evaluation reviews
- local authority Follow-Through reviews
- cluster training events

This ensures appropriate triangulation of evidence and maintains a focus on the core business of learning and teaching.

A full calendar of professional learning is devised each year to develop the skills of AifL; differentiation and skills. Training is designed and supported by Edinburgh Learns Professional Learning Team

Monitoring and tracking

Schools

Each school monitors and tracks progress across the broad general education and senior phase. This ensures that the actual and intended progress of learners is clearly documented and all actions are put in place to maximise potential.

Headteachers have processes in place that ensure that children's progress is assessed and discussed with staff. Where concerns are identified in relation to gaps in learning or the need for challenge, these are addressed and interventions or strategies put in place. In most cases this requires discussions with parents to ensure that all parties are clear about their role to secure progress.

Additional consideration is given to ensure equity, for example those learners who are looked after, who live in poverty, and/or have additional support needs. Headteachers ensure that all resources are maximized to ensure progress for these groups. Where learners are identified as not achieving the expected Curriculum for Excellence level within the broad general education for their stage of development, particular emphasis is placed on ensuring that all appropriate and available supports are in place.

Within the senior phase, Insight is used extensively to track progress against Virtual Comparators. This is particularly significant in tracking for cohorts facing barriers to learning. Within the Broad

³ See LNCT Shared Classroom Experience policy

General Education, the BGE Benchmark Tool is used to compare progress in Curriculum for Excellence with comparator schools **across Scotland**. Both of these tracking tools are used in conjunction with other tracking information to ensure a full, dynamic assessment of progress is maintained for each learner.

Education authority

The education authority tracks and monitors the progress of all learners across the city. Analysis of progress is presented to the Chief Education Officer twice per annum by each Quality Improvement Manager.

The annual attainment reports to Education, Children and Families Committee provides a clear analysis of progress across key indicators. Attainment for learners in Equity groups (Looked After, children subject to poverty and additional support needs) are highlighted.

The analysis of progress is filtered with other information to further refine Capacity and Risk Register assessments. Where appropriate, further support or challenge is provided to schools.

Moderation

School

To ensure that leavers make effective progress through Curriculum for Excellence, all teachers should have clear understanding of assessment and moderation processes. Head teachers should ensure that moderation activities feature as a core part of professional discussions. This occurs within stages, schools, clusters and more broadly as required. It includes joint planning, agreeing success criteria and moderation of completed work. This work is supported by the school/cluster Quality Assurance and Moderation Support Officer (QAMSO).

It is particularly important to ensure that moderation features at points of transition ensuring that leavers' progress is not halted as moves occur from nursery to primary and primary to secondary.

Education authority

The Quality Improvement Service ensures that sufficient opportunities are made available for staff to moderate in schools, clusters and across the Regional Improvement Collaborative (RIC). The QIEO with responsibility for assessment and moderation plans a comprehensive series of training and development meetings every session. The work of QAMSOs is moderated and reported to the QI Strategic Group and to the RIC Quality Improvement as appropriate.

Leadership Learning Partnerships

The purpose of Leadership Learning Partnerships is for schools in all sectors to work in partnerships, with support from officers, to:

- validate and moderate schools' self-evaluation
- provide critical feedback for improvement
- provide valuable professional learning for staff.

All Leadership Learning Partnerships (LLPs) embody the core Quality Improvement Service values so are collaborative, proportionate, comprehensive and supportive. LLP meetings are done within a culture of reducing workload and tackling bureaucracy and make use at all times of existing self-evaluation documentation, for example SQIPs and Attainment Reports.

LLPs take place four times per session and are organised and coordinated by the Quality Improvement Managers. Schools are allocated to a Partnership based on:

- sector
- profile, including demographic and improvement priorities
- levels of experience and support.

Each LLP provides support and challenge in the following:

- attainment and achievement
- learning, teaching and assessment
- wellbeing and inclusion
- leadership of change.

In advance of each meeting:

- QIEO Strategic Leads provide briefing on overall progress and capacity
- QIEOs assess individual self-evaluation documents and prepare an agenda for discussion by the LLP
- Headteachers complete self-evaluation documents for discussion – these then form the Standards and Quality Report for the session

During each meeting:

- headteachers and officers discuss the self-evaluation, offer critical feedback and where appropriate visit classes to confirm judgements

After each meeting:

- QIEOs prepare a summary report of strengths and areas for improvement which is forwarded to the Quality Improvement Strategic Group
- Schools/clusters with good practice are identified and their work promoted via Regional Improvement Collaborative and City of Edinburgh Headteacher events
- Schools with concerning practice are discussed, the Risk Register adapted and support put in place

Supported self-evaluation reviews & HMI Inspections

Supported Self-Evaluation

The purpose of supported self-evaluation is to work in partnership with schools in all sectors to:

- validate and moderate schools' self-evaluation
- provide critical feedback for improvement
- gather information on the capacity of schools to improve
- provide valuable professional learning for staff.

All supported self-evaluation visits reflect the core quality improvement service themes, so are collaborative, proportionate, comprehensive and supportive. Reviews are done within a culture of reducing workload and tackling bureaucracy and make use of existing self-evaluation documentation, for example SQIPs. Approximately ten percent of schools will be audited each session, with each review lasting 2-4 days, depending on roll

Officers prepare a calendar of reviews each session, circulate in May, and following analysis of:

- cycle of inspection by HMI or authority
- attainment data
- request by headteacher
- other factors as appropriate.

Supported self-evaluation teams comprise:

- quality improvement manager
- link QIEO
- additional QIEO(s) & Developing the Young Workforce strategic lead
- Senior Leadership Team (SLT) from school
- peer SLT
- educational psychologist or ASL staff.

Themes for Review

Each SSE team provides support and challenge in the following:

- leadership of change
- learning, teaching and assessment
- wellbeing and inclusion
- school's own choice.

In addition, an evaluative statement is provided for the:

- curriculum
- learning pathways
- progress to reduce the attainment gap for children living in poverty
- progress to meet the needs of looked after children.

Leadership Professional Learning Reviews

Themed training will be made available for senior leadership teams and officers each year. Themes will be agreed through analysis of local authority capacity and through discussion with HMI. It will be delivered in clusters, localities or across sectors, as appropriate. The main aim will be to develop the skills of senior leadership teams in line with HMI guidance around school improvement.

Education Scotland Inspections and further inspections

Following inspection by HMI, schools are given specific strengths and areas for improvement. In collaboration with officers, arrangements for monitoring and review of progress are put in place including timescales, governance and reporting to parents and elected members.

Low risk

Where Education Scotland inspectors indicate they will not be returning to a school or establishment to carry out a further inspection, as part of the on-going Risk Assessment process, QI Managers and the school QIEO will continue to monitor progress with the aspects of development identified during the inspection. The QIEO will prepare a written summary of progress after a period of one year, which will be reported to the Quality Improvement Strategic Group.

Medium risk

Where HMI stipulate a requirement or the authority to monitor progress, a Quality Improvement Service follow through inspection visit may be made to the school to take a closer look at progress with aspects for development identified in the inspection. This may on occasion be undertaken in collaboration with the Education Scotland Area Lead Officer (ALO).

In these instances, a formal follow through report will also be published by the QI Service and submitted to the subcommittee for approval. The format of this report will mirror that of the Education Scotland further inspection report

High risk

Where HMI stipulate that they will return to a school to monitor progress, the Quality Improvement Service will work with the school to agree interim evaluation measures. This will include visits to classes, presentation of progress by SLT and collection of other evidence including focus groups.

Capacity and Risk Register



To ensure a consistent, robust overview of self-evaluation activity across the authority, the Capacity and Risk Register is maintained. This provides a clear summary of core self-evaluation activities, school review and inspection and scrutiny of quantitative and qualitative data. It provides an overall assessment of the level of capacity and/or support required for each school.

At the beginning of each session, the Quality Improvement Manager along with the Quality Improvement Team and other lead officers review each school's capacity for continued improvement. They agree a support band of high, medium or low based on the following drivers for improvement:

- the school's self-evaluation within Standards and Quality Report and Improvement Plan
- attainment and achievement data, inclusion and exclusion statistics
- known levels of parental engagement and satisfaction
 - questionnaires
 - complaints
- quality of teacher professionalism
 - engagement with authority-led professional learning
 - leadership and masters' level learning
- relevant local knowledge, for example new or acting Headteacher, personal circumstances, staffing, societal, environmental factors such as new school build, ASN impact or Headteacher request.

Bands of high, medium or low support, are shared and agreed in consultation with each Headteacher during a meeting which takes place within first weeks of term 1.

This agreement informs appropriate levels of proportionate and intelligence-led support and challenge from the Quality Improvement Team or other Council officers. It also informs centrally provided CPD. The Capacity and Risk Register is reviewed frequently by the Quality Improvement Team and any changes discussed with headteachers.

Roles, remits and responsibilities

To ensure improved quality in learning, the Chief Education Officer⁴

- provides an annual statement of Quality Improvement for Learning to the Children and Families Committee as part of the Schools and Lifelong Learning Standards and Quality Reporting process for Edinburgh Learns
- provides annual statements of Attainment and Achievement (BGE and Senior Phase) to the Education, Children and Families Committee
- provides regular reports to the Education, Children and Families Sub-Committee following HMI school reviews
- liaises with partners, including HMI and Regional Improvement Collaborative to ensure that the quality of schools in Edinburgh is continually improved through partnership and collaborative working
- establishes and maintains an authority tracking database

To ensure improved quality in learning, officers⁵:

- devise an annual calendar of quality assurance activity in partnership with schools and stakeholders
- establish professional learning for all appropriate staff
- provide support and challenge to senior leaders to ensure improved quality in learning

To ensure improved quality in learning, Associate Assessors:

- work in partnership with the Quality Improvement Team to devise and support self-evaluation and professional learning activity for senior leaders

To ensure improved quality in learning, headteachers:

- provide an annual statement of improvement and evaluation of learning in the Standards and Quality and Improvement Plan
- set targets for attainment and achievement using the authority tracking database
- engage in Leadership Learning Partnerships as per the authority Quality Improvement calendar
- provide regular training/essential learning for staff on the key aspects as detailed in professional learning for Improvement
- Embed key Council policies in all areas of their work

To ensure improved quality in learning, class teachers:

- familiarise themselves with relevant tracking, monitoring and equity information for each class/learner
- work in partnership within and across schools, clusters and wider networks to share best practice in learning and teaching
- follow guidance as stipulated in teaching and learning policy

⁴ Chief Education Officer or other delegated officer

⁵ Officers includes Quality Improvement Managers, Quality Improvement Education Officers and Development Officers

Quality Improvement Strategic Group

To ensure that systems and processes deliver the necessary improvements, the Quality Improvement Strategic Group meets quarterly.

This group, chaired by Senior Manager, Quality Improvement and Curriculum, comprises

- headteachers from each sector
- quality improvement managers
- attainment advisor
- improvement advisor
- depute headteacher additional support for learning
- principal educational psychologist
- professional associations.

The Quality Improvement Strategic Group makes recommendations for future actions, and reports to the Chief Education Officer by:

- reviewing impact of the overall strategy
- reporting on the overall impact of teaching and learning across schools as part of the outcomes as drafted in Local Outcomes Improvement Plan and Education Improvement Plan
- reviewing the local authority and HMI follow throughs
- reviewing the reports to Education Scotland, Scottish Government and Regional Improvement Collaborative.

The themes under constant review by this group are:

- improvements in performance
- self-evaluation to secure improvement
- leadership of improvement and change.

Education, Children and Families sub-committee meetings

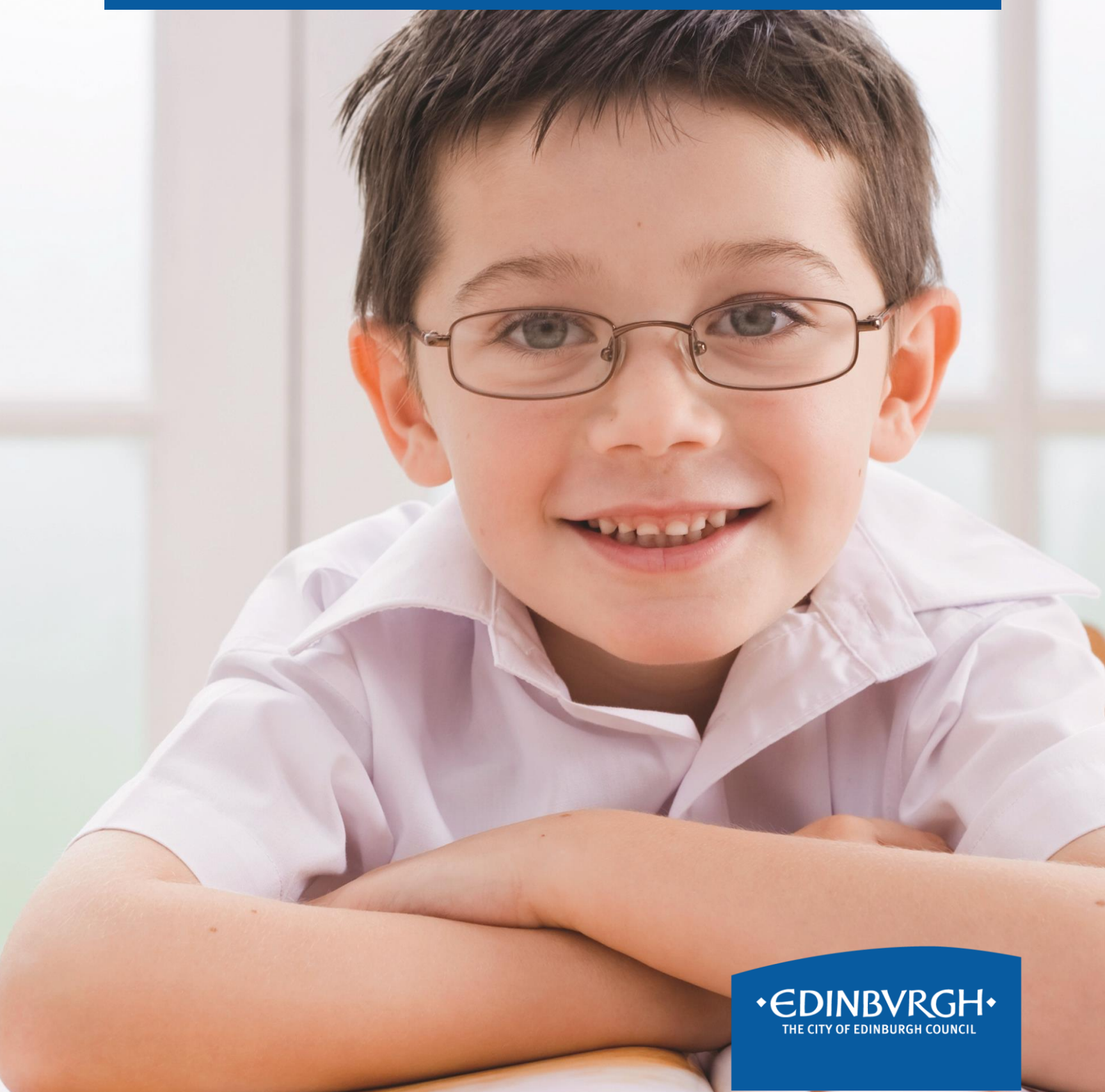
This group is remitted by the Education, Children and Families' Committee to review the inspection of schools by Her Majesty's Inspectorate and operates as follows:

- the Senior Education Manager (Quality Improvement and Curriculum) or her/his designated officers present the HMI or Quality Improvement Service Follow Through inspection report summaries to the Committee. This includes progress towards meeting actions to date and analysis of the school's capacity for self-evaluation and improvement
- the headteacher of the inspected school attends to provide a more detailed insight into the inspection or further inspection findings and to take questions.
- when reporting a full HMI inspection, the Headteacher is encouraged to bring some members of the school community with him/her eg members of the parent council, pupil council.

APPENDIX 4

EDINBURGH LEARNS

Teaching and Learning October 2018



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Aims & Rationale

Our goal is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this they must develop excellent skills for learning, life and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents and communities. A culture of continuous improvement underpins improvement activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement Service.

It is the aim of every teacher and early years practitioner to deliver high quality teaching and learning. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills.

Edinburgh Learns, the council strategy to Raise Attainment for All comprises six key frameworks: Equity, Health and Wellbeing, Learning Together (Parental Engagement), Teaching and Learning, Pathways (to Develop the Young Workforce) and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This strategy details the actions required by all to ensure consistent, high quality teaching and learning in schools and centres.

Excellence in Learning

Guidance from Education Scotland (How Good is our School?4, How Good is our Early Learning and Childcare, and How Good is OUR School) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicators and key themes have been used to provide the guidance which is developed through the Key Strategic Actions section of this Framework.

- **Quality Indicator 2.2 Curriculum**
 - Skills for Learning, Life and Work
- **Quality Indicator 2.3, Learning, Teaching and Assessment**
 - Learning and engagement
 - Quality of teaching (HGIOS?4) or interactions (HGIOELC)
 - Effective use of assessment
- **Quality Indicator 2.4, Personalised Support**
 - Universal Support

Key Strategic Actions

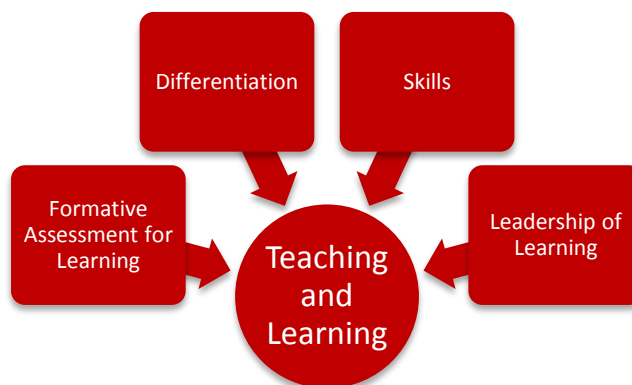
Audit, Plan, Implement, Evaluate

To ensure consistent, sustainable, and high-quality teaching and learning, Headteachers and Heads of Centres, in collaboration with partners, parents and learners should audit and keep under review, the following key themes

- Using HGIOS?4, HGIOELC, and How Good is OUR School
 - 2.2 Curriculum
 - Skills for Learning, Life and Work
 - 2.3, Learning, Teaching and Assessment
 - Learning and engagement
 - Quality of teaching (HGIOS?4) or interactions (HGIOELC)
 - Effective use of assessment
 - 2.4, Personalised Support
 - Universal Support
- Arrange Professional Learning to meet the needs of all staff
- Create, and keep under review, the agreed School/Centre Policy on Teaching and Learning

Key Components

Within each School/Centre Policy, clear reference should be made to the following



Formative Assessment for Learning

Within Schools: Clear, agreed expectation of the key features of highly effective practice which should include:

- A positive, supportive ethos, in which the 'story' of each learner, particularly those living in poverty or who are care experienced, is taken into consideration
- Structured, well-paced lessons, which include starter and plenary
- Clear learning intentions and co-constructed success criteria
- Planned opportunities for quality individual, paired and collaborative group work
- Opportunities for children and young people to discuss and evaluate their learning, and 'lead the learning'
- Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment

- Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

Within ELC centres: Clear, agreed expectation of the key features of highly effective practice which should include:

- An environment where children are actively involved in learning through spontaneous play opportunities, well planned, purposeful play and through relevant real life experiences
- An environment built on positive, nurturing and appropriately challenging relationships
- Children being listened to and encouraged to talk about their learning and achievements
- Observations that take place naturally during everyday activities and interactions
- Practitioners making sound judgements about children's progress and responding quickly to ensure learning opportunities meet the needs of individuals
- Assessment as an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children

Differentiation – 4 Modifications

Tasks, activities and resources are differentiated to provide all learners with support and challenge to progress at an appropriate pace. These are clearly planned and detailed in either teachers' daily plans or Individualised Education Plans. Adaptations to lessons are based on one or more of the following aspects:

- Modification of content
- Modification of process
- Modification of product
- Modification of the learning environment.

Skills Development

All teachers provide opportunities to develop children and young people's skills for learning, life and work. They make explicit reference to the relevant skills at the beginning of every lesson and display them alongside the Learning Intentions and Success Criteria. They ensure that children and young people self-evaluate their progress in terms of learning, and of skills development. All staff take responsibility for developing the following core skills and there is a school/centre policy for how this takes place:

- literacy
- numeracy
- health and wellbeing
- employability, including enterprise and creativity¹
- thinking/cognitive

¹ Digital Skills are considered in our accompanying Framework: Digital Learning

Leadership of learning

Leadership of learning is the responsibility of all members of the school community. The ways in which it is carried out are detailed in the school/centre's Teaching and Learning Policy. These include opportunities for children and young people to lead their own learning, as well as the strategic oversight for quality assurance of teaching and learning and the professional learning of staff (including support staff). A senior member of staff has the strategic remit for Teaching and Learning and ensures that the guidance contained within this Framework, and the school's own policy, is consistently applied and sustainably embedded.

Roles, remits and responsibilities

To ensure improved quality teaching and learning, the Chief Education Officer²:

- Provides an annual statement on the quality of Quality Indicator 2.3 Learning, Teaching and Assessment (HGIOS⁴ and HGIOELC) to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Reporting process for Edinburgh Learns

To ensure improved quality in teaching and learning, officers³:

- Provide support and challenge to schools and centres to bring about improvements in learning and teaching.
- Identify and promote effective practice in the playroom, classroom and elsewhere.
- Plan, support and, where appropriate, deliver professional learning, with a focus on improving outcomes for the care experienced and those living in poverty
- Provide support to Headteachers and Heads of Centres to ensure continuous professional development to meet high internal standards and external work demands and achieve full potential of the workforce.
- Lead on quality assurance requirements providing support and challenge to establishments to identify opportunities for continuous improvement

To ensure improved quality in teaching and learning, headteachers and heads of centres:

- Ensure that Teaching and Learning features in the annual self-evaluation and improvement planning cycle and is robustly and consistently developed across all classes and playrooms
- Work with other senior leaders to review QI 2.3 as part of the Leadership Learning Partnerships
- Lead on a range of activities to ensure consistency with a clear ongoing focus on developing an understanding of high quality learning, teaching & assessment;
 - share and promote a clear expectation of the key features of highly effective practice which should appear in every learning experience
 - provide opportunities for staff at all levels to develop their leadership of learning
 - lead on the planning professional learning opportunities for all staff including opportunities for teachers to observe and learn from each other
 - support staff to plan opportunities for all children and young people to develop skills including employability, creativity and digital learning skills
 - have in place robust procedures for quality assurance, based on a range of evidence, including the views of all stakeholders
 - [ensure Care Inspectorate *Health and Social Care Standards-My support, My life* are implemented within the setting – Early Years only]
 - support the use of How Good is OUR School by encouraging and supporting activities in which learners evaluate 'Our Learning and Teaching'

² Chief Education Officer or other delegated officer

³ Officers includes Quality Improvement Managers, Quality Improvement Education Officers and Development Officers

To ensure improved quality in teaching and learning, class teachers:

- ensure that they fully know and understand the context of each learner, particularly the care experienced and those living in poverty
- *plan systematically for effective teaching and learning across different contexts and experiences*, by developing a positive learning environment, with explicit reference to skills, formative assessment for learning strategies and differentiation to meet the needs of all learners
- *have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners*
- *understand their role as leaders of curriculum development* (GTCS: The Standard for Full Registration, December 2012)
- plan for learning and teaching and assessment using current Education Scotland guidelines
- prioritise professional learning for high quality learning, teaching and assessment
- involve learners in evaluating the effectiveness of their learning experiences and leading their own learning
- support the use of How Good Is Our School

To ensure improved quality in learning, ELC practitioners:

- are child centred, acknowledge children's views and actively involve children in meaningful ways in everyday decisions within the setting
- plan systematically for effective play and learning using observations to inform appropriate and well-timed interventions across different contexts and experiences
- understand child development and early learning pedagogy and skilfully put this into practice
- through strong positive relationships, know children very well as learners to make accurate judgements about progress
- involve learners in evaluating the effectiveness of their learning experiences
- understand their role as leaders of curriculum development (GTCS: The Standard for Full Registration, December 2012/ SSSC: Codes of Practice)
- engage in professional learning to ensure high quality learning, teaching and assessment

Teaching and Learning Strategic Group

To ensure that systems and processes deliver the necessary improvements, the Teaching and Learning Strategic Group meets quarterly.

This group, chaired by Service Manager, Quality Improvement, and Curriculum, comprises

- headteachers and deputy Headteachers from each sector
- attainment advisor
- improvement advisor
- deputy headteacher additional support for learning
- principal educational psychologist
- professional associations.
- Parental rep
- Learner rep
- Partners, as appropriate

The Teaching and Learning Strategic Group makes recommendations for future actions, and reports to the Chief Education Officer by:

- reviewing impact of the overall strategy
- reporting on the overall impact of teaching and learning across schools as part of the outcomes as drafted in Local Outcomes Improvement Plan, Partnership Plan and Education Improvement Plan
- reviewing research and guidance
- reviewing the reports to Education Scotland, Scottish Government and Regional Improvement Collaborative

The themes under constant review by this group are:

- improvements in performance
- self-evaluation to secure improvement
- leadership of improvement and change.

Appendix 1

Scottish Government and Education Scotland key guidance

How Good Is Our School? 4th Edition 2015

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

How Good Is Our Early Learning And Childcare? 2016

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf

National Improvement Framework

<http://hub.careinspectorate.com/media/623628/2018-national-improvement-framework-and-improvement-plan-for-scottish-education.pdf>

Building the Ambition 2014

<http://www.gov.scot/Resource/0045/00458455.pdf>

Experiences and Outcomes 3 – 18

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Experiences%20and%20outcomes](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Experiences%20and%20outcomes)

Curriculum for Excellence Benchmarks 3 – 18

<https://education.gov.scot/improvement/learning-resources/Curriculum%20for%20Excellence%20Benchmarks>

Curriculum for Excellence: A statement for practitioners

<https://education.gov.scot/improvement/documents/cfstatement.pdf>

The Moderation Cycle

<https://education.gov.scot/improvement/learning-resources/The%20Moderation%20Cycle>

Appendix 2

ExampleTemplate: School Framework for Teaching and Learning

School Vision, Values and Aims

XXX

Overall aim of Framework (What we are trying to do)

XXX

Key Research Informing Practice

XXX

Key Themes/Actions (How will we do it)

- Universal Support
- Skills
- AifL
- Differentiation
- Leadership

Additional Features

Home learning

Digital Learning

Outdoor Learning

Roles, Remits, Responsibilities

Headteacher

Staff

Learners

Parents

Arrangements for Quality Assurance and Review (How will we know we have been successful)

XXX

APPENDIX 5

EDINBURGH LEARNS

Learning Together: Parental Involvement and Engagement December 2018

Contents

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Definition of parental involvement and engagement

For the purposes of this document, the term 'parent' refers to parent/carer/adult responsible for the care of the young person and the term 'school' refers to early learning centre/nursery school/ primary school/secondary school/special school.

Parental involvement describes ways in which parents can get involved in the life and work of their child's school. Parental engagement is about parents' interaction with their children's learning. Schools and partners can play a vital role in supporting families to do this effectively by:

- enabling ongoing, two-way communications between home and school;
- supporting parents to contribute to school improvement and making decisions that affect the school;
- using the skills of parents to enrich the curriculum where appropriate; and
- providing opportunities for families to come together and engage with learning.

Aims & Rationale

The purpose of our strategy is to ensure excellence and equity in parental involvement and engagement within our schools. It will ensure:

- that we have the capacity and skills to support parental involvement;
- that involvement is monitored and evaluated;
- that effective communication is in place between home and school;
- that parents can see how their involvement is influencing school improvement;
- that we provide appropriate opportunities to involve all parents, whatever their ability, background or interest, to participate in the design, delivery and evaluation of the services and facilities that impact on their children
- that all staff who work with children and young people see the importance of engaging and working with parents.

Research and data

Research found that:

- 'parents need clear, specific and targeted information from schools.'
- 'parents valued the school, consulting them and respecting the views they expressed.'
- 'the impact of parental engagement programmes on children's literacy is greater than for any other curricular area.' **Goodall et al (2011)**

Research has also shown that 'parental involvement in children's education from an early age is associated with educational achievement. In addition, it has been found that the more intensely parents are involved, the more beneficial the achievement effects.' **[Growing Up In Scotland Study May 2012]**

Framework

Dr Joyce Epstein, John Hopkins University, has identified **six types of involvement** which encompass the many ways in which families may support their child's learning and engagement with school. None is better than any other: all are equally valid, and families are likely to engage in different ways at different points.

- **Parenting:** promote and foster parenting skills to develop home environments that support children as learners
- **Communicating:** establish regular and meaningful two-way communication between home and school
- **Volunteering:** welcome, value and recruit parental support and assistance in school activities
- **Learning at home:** support families/parents to play an integral role in assisting student learning
- **School decision-making:** include parents in school decisions and develop parent leaders and representatives
- **Collaborating with the community:** identify and use community resources and services to strengthen schools, families and student learning and development

Roles, remits and responsibilities

To support parental involvement and engagement, parents:

- support effective two-way communication with the school
- can feel confident that their views will be listened to
- can expect to be given every opportunity to be involved in their child's education and learning and engaged in school activities.

To support parental involvement and engagement, Parent Councils:

- promote effective dialogue and consultation between school staff and the parent body
- promote opportunities for equality and diversity in the Parent Council
- take an active role in decision making for school improvement.

To support parental involvement and engagement, Headteachers:

- ensure that all staff treat parents as partners in the education of their child
- ensure there is effective stakeholder engagement and consultation on school policy and development
- ensure parents have access to a specific named member of staff who has an overall view of their child's individual progress and can give information relevant to attainment, achievement and personal and social development.

To support parental involvement and engagement, the Chief Education Officer:

- provides advice and information to parents on national and local authority issues to ensure continuous improvement in the implementation of parental engagement
- ensures that senior managers respond to issues raised by parents timeously and ensures that parental consultation is enacted at all levels
- ensures that Parent Councils are supported by providing advice and appropriate finance.

Quality assurance and governance

To check that systems and processes are delivering the necessary improvements, the following arrangements will be incorporated into the work of the Schools and Lifelong Learning Service:

- The Parental Engagement Strategic Group will meet each quarter to monitor progress, make recommendations for future actions, and report to the Chief Education Officer.
- This group, chaired by Senior Manager, Inclusion, comprises:
 - Headteachers from each sector
 - Quality Improvement Officer (Parental Engagement)
 - Family Learning representatives
 - Parent representatives
 - Parent Council representatives

The CEC Parental Engagement Strategic Group will report to the South East Alliance, Regional Improvement Collaborative on areas for improvement as detailed in the SEIC Annual Plan.

The CEC Parental Engagement Strategic Group will also share information with the Children's Partnership Group and Education Committee as appropriate.

Planning for parental involvement and engagement

To effectively ensure parental involvement and engagement, Headteachers will incorporate the following key features into Standards and Quality and Improvement Planning:

- use of Parental Involvement and Engagement advice to support short/medium/long-term targets in their Improvement Planning cycle; and
- views of all stakeholders to better inform actions.

Headteachers and senior leaders will complete the full self-evaluation of their school and use it, in conjunction with all other evidence, to plan for improvements in parental involvement and engagement. They will:

1. identify the desired **outcomes**;
2. identify appropriate **interventions**;
3. state how impact will be **measured**.

1. Identify outcomes:

Agree and define three key aspects...

☐ **Who** is going to experience change – *Practitioners? Head Teachers? Learners? Parents/Carers?*

☐ **What** is going to change in the short term? – *Motivation? Knowledge? Awareness? Understanding? Attitudes? Thinking? Perceptions? Opinions? Aspirations? Confidence?*

AND What is going to change in the medium or long term? – *Practice? Actions? Behaviour? Policies? Content? Processes? Provision? Decision-making? Partnerships? Attainment/Benchmarks?*

☐ **How** 'the what' is going to change – *Increased? Decreased? More/less? Raised? Lowered? Improved? Enhanced? Higher quality?*

2. Identify interventions:

Agree and define possible interventions which will support the achievement of the desired outcome, considering:

☐ targeting groups of parents for specific interventions;

☐ identifying and supporting parents to support other parents;

☐ allocating funding for activities aimed at improving parental engagement;

☐ identifying a member of staff with responsibility for parental engagement;

☐ inviting parent representatives to be on all School Improvement Groups.

3. Identify how impact will be measured:

This ensures appropriate baseline measures and intended gains in the short, medium and long term. This is best emerging practice and can be worked towards.

Examples:

Short term	Medium term	Long term
Increased practitioner knowledge/awareness/skills	Practice is more effective	Practice is highly effective
Parent surveys show that the majority of parents are satisfied with the level of involvement they have with the school.	Surveys show that most parents are satisfied with the level of involvement they have.	Surveys show that almost all parents are satisfied with the level of involvement they have with the school.
The views of the Parent Council are taken into account in school improvement planning.	All parents have an opportunity to provide feedback on school improvement planning priorities.	Parents are represented on all school improvement groups throughout the session.
A few parents attend school events other than Parents Evenings.	An increasing number of parents attend and volunteer to assist at school events.	The majority of parents take an active part in the life of the school.

Professional learning

To maintain a clear, research based focus on ensuring equity of access and provision for all, Headteachers and senior leaders will ensure that all staff, including support staff, access regular, appropriate training. In many cases this forms key learning for staff and is documented in Professional Review and Development conversations. Professional learning can include:

- Collaborative Practitioner Enquiry
- Improvement Methodology
- Professional/Teacher Learning Communities
- Shadowing & acting up experiences
- Courses, academic study & professional development

Appendix 1: Local Authority Action Plan

Priority	Parental Involvement and Engagement		Overall Responsibility	City of Edinburgh	
Outcomes	To ensure excellence and equity in parental involvement and engagement within our schools.				
Tasks		By Whom	Resources	Impact/ Progress	Measure
The authority will promote the use of current local and national policies, frameworks & toolkits. The authority will report on progress to the Scottish Government.		Senior Education Managers Headteachers	Supporting Parents and Carers 2017-20 (CEC), Education Scotland Toolkit, Learning Together Action Plan (SG), Edinburgh Learns: Learning Together (CEC)	National requirements will be met. Local practice will be current and compliant.	% schools using the guidance and recording an improvement in parental involvement and engagement
Consult parents annually on their school involvement and engagement.		D Maguire	Parent survey	Parents are consulted on the nature of their involvement and engagement.	% positive feedback from parents
Convene locality meetings and CCwP		M Plant	Time and place to meet	Parents feel represented and consulted.	% positive feedback from parents
Parent representatives to sit on Education Committee and Parental Engagement Strategy Group		Parent Council representatives	Time and place to meet	Parents' views are heard. Parents contribute to decision making at authority level.	% parents who report that their views have been heard
Authority policies and documents are parent-friendly. Authority website is current and informative.		Parental Engagement Strategy Group Comms team	CEC website Meeting times Dedicated officer time	Policies and documents are accessible.	Positive feedback from parents Decline in parental enquiries
Ensure effective arrangements for dealing with parental complaints.		Children and Families Advice and Complaints	School staff and officer time	Parental complaints are dealt with appropriately and timeously.	Reduction in number of parental complaints
The authority recognises and celebrates the support of parents.		Parental Engagement Strategy Group	Council website	Parents feel their time and effort is recognised.	Positive feedback from parents
Parents will be involved in the recruitment of HTs and senior officers.		Senior Education Managers	HT policies and protocols	Parents are involved in key appointments.	Evaluation of parental involvement in recruitment
Ensure that parental involvement and engagement is embedded in school improvement planning.		Senior Education Managers	Guidance on School improvement planning SQIPs	Schools are working to improve parental involvement and engagement.	% SQIPs with parental involvement and engagement activities planned

The authority will continue to work with local and national partners to promote and share practice and to identify opportunities for collaboration.	Senior Education Managers	RIC Connect Education Scotland Scottish Government	Parental involvement and engagement continues to improve through current and innovative practice.	<i>% schools indicating improvements in parental involvement and engagement</i>
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Appendix 2: Sample school action pages

Priority	Parenting		Overall Responsibility	
Outcomes	To promote and foster parenting skills to develop home environments that support children as students.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Develop a skilled and welcoming workforce that builds strong, respectful relationships with all parents and carers.	Families Headteacher Staff Partners Members of the community	CLPL Training opportunities School environment	Parents feel welcomed and confident in participating in activities in school or in the community.	<i>% families providing positive feedback</i>
Provide opportunities for families to come together and engage with their children's health and wellbeing, play, learning and community.	Families Headteacher Staff Partners Members of the community	Learning and activity programmes Community facilities Clubs PEF funded activities	Families engage in and benefit from a range of opportunities to come together. Families understand the value of engaging in their child's play and learning.	<i>% families engaging in activities offered % positive feedback from those involved Reduction in barriers to participation</i>
Help parents and carers feel confident in their ability and skills to meet the daily demands of their parenting role.	Parents and carers Staff Partners Members of the community	Parenting programmes and courses	Staff understand and share information with families on the range and benefits of support available.	<i>% parents accessing programmes and courses % parents indicating confidence in their parenting skills</i>
Ensure professional support and help is available for families where there are wellbeing concerns or additional support needs.	Staff Partners Members of the community	Early engagement 1:1 work Parenting programmes and courses	Families are supported to access services appropriate to their needs	<i>% families accessing services, programmes and courses % positive feedback from those involved</i>
Support parents and carers to access study, work and community life.	Families Staff Partners Members of the community	Information about employment, studying, local activities	Families are supported to access information about housing, benefits, and welfare issues.	<i>% families accessing services, programmes, and courses % families providing positive feedback about the information available</i>

Priority	Communicating		Overall Responsibility	
Outcomes	To establish regular and meaningful two-way communication between home and school.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Provide a welcome and supportive environment in school for parents.	Headteacher Staff Business manager	School fund	Parents feel welcomed and confident to come into school.	<i>% parents providing positive feedback</i>
Ensure all school communications are in parent-friendly language, and are available in parents' own languages where possible. Communicate to parents in a variety of ways, including social media, school website.	Headteacher Staff Business manager	Administrative procedures Social media accounts School website Interpretation service	Communication is clear, effective and easily accessible.	<i>% parents accessing information through different means % positive feedback from website users</i>
Contact parents regularly about their child's progress.	Staff	Reports Positive postcards Phone calls	Parents and young people are aware of progress in learning and in all aspects of school life.	<i>% parents providing positive feedback</i>
Provide a range of opportunities for parents to share their questions, views and knowledge. Respond to parents' concerns promptly.	HT Staff	Questionnaires Website Comments box Feedback slips Focus groups Parent Council	Parents questions, views and knowledge are gathered and responded to appropriately.	<i>% parents who report that their voice is heard</i>

Priority	Volunteering		Overall Responsibility	
Outcomes	To welcome, value and recruit parental support and assistance in school activities.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Encourage parents to help out at school events, clubs, activities. Identify interests, talents and availability of volunteers. Identify barriers to participation.	Parent Association Staff Business manager Year Heads	School fund Extra curricular programme Surveys to parents Safeguarding procedures	Enhanced relationship between school and parents. Wider range of clubs and activities offered.	<i>% parents assisting at events, clubs, activities</i>
Invite parents to assist as mentors, coaches, reading buddies, etc.	Staff Business manager Volunteer parents	Safeguarding procedures Training as appropriate	Parents feel involved in their child's learning. Parents work in partnership with the school.	<i>% parents assisting in school with learning</i>
Invite parents to provide information and support on employment based on their own experience, knowledge and skills.	Volunteer parents DYW staff Parent council	Parent body Time allocated within timetable ES toolkit	Increase in young people's understanding of the world of work. Parents are valued as part of the school community.	<i>% parents providing employment-related support</i>
Celebrate parental involvement and engagement in school.	HT Parent Council	Personal letters Newsletters Annual events	A culture of participation in the school community is fostered.	

Priority	Learning at home		Overall Responsibility	
Outcomes	To support families/parents to play an integral role in assisting student learning.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Promote the relevance and importance of real life learning at home to parents and staff.	Headteacher Staff Parents	ES toolkit CEC Supporting Parents and Carers School website	Parents feel confident in supporting their children with home-based learning. Staff feel confident to set varied styles of homework tasks.	<i>% parents actively involved in supporting their child with learning at home</i>
Create opportunities for parents to learn alongside their children.	Headteacher Staff Parents	ES toolkit CEC Supporting Parents and Carers School website In school events and training	Parents feel valued as partners in their child's education.	<i>% parents accessing and attending learning events</i>
Encourage creativity in learning at home eg: use of videos and photos as evidence of work.	HT Staff Parents	School communications Groupcall Social media	Parents feel confident in supporting their children with home -based learning	<i>% parents accessing home-based learning opportunities</i>
Ensure that support and training is in place for parents to learn about the curriculum.	HT Staff Parents	In school events and training Information leaflets School website	Parents have an increased knowledge of their child's education.	<i>% parents attending in school events and training</i>

Priority	School decision making		Overall Responsibility	
Outcomes	To include parents in school decisions and develop parent leaders and representatives.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Promote the role and function of the Parent Council.	CEC HTs Parent Councils	CPGs Connect (SPTC) ES Toolkit Section 4	Parents feel confident that they can take their views to the Parent Council and that their views will be fairly represented.	<i>% parents whose views are taken to Parent Council.</i>
Ensure that support and training is in place to enable parents to carry out their Parent Council roles effectively.	CEC HTs Parent Councils	Recruitment training. CPGs Connect Other training as appropriate	Parent Council members are confident in taking an active part in school decision making processes and in representing the views of the wider parent body.	<i>Feedback from Parent Council members</i>
Involve parents in annual school improvement planning.	HTs	SQIP planning meetings. Parent summary document. Suggestions box..	The SQIP takes account of the views of parents and all stakeholders.	<i>% parents taking part in improvement planning in different ways</i>
Seek the views of parents on all aspects of school life, including learning and teaching.	CEC HTs	Authority's biannual parent survey. HMI surveys. School/year group surveys. Feedback slips on SQIP summaries, reports, newsletters, focus groups.	The views of the wider parent body are gathered and analysed annually and are acted upon as appropriate.	<i>% parents providing positive feedback</i>
Encourage adequate representation of parents from across the diversity of the school community in decision making processes. Involve parents in policy development, working groups and allocation of PEF.	Parent Councils HTs Classroom teachers		Parents feel included in the decision making processes in the school.	<i>% parents represented on School Improvement Groups, Parent Focus Groups, School Committees, recruitment panels.</i>

Priority	Collaborating with the community		Overall Responsibility	
Outcomes	To identify and use community resources and services to strengthen schools, families and student learning and development.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Identify resources within the community for potential collaboration eg: local library, residential homes, retailers.	Headteacher Staff Parent Council and wider parent body Pupil Council	Parental feedback Community facilities and services	Parents are included in the process of exploring potential resources within the local community.	<i>% parents involved in consultation</i>
Draw up guidelines for working with community partners.	Headteacher Staff Business manager Parent Council	PVG Disclosure Scotland forms Service level agreements as required	There are clear guidelines for establishing, planning and evaluating collaborative working.	<i>Number and range of collaborative opportunities</i>
Publicise opportunities for partnership working in school and in the community. Meet with potential community partners. Construct database.	HT Staff Parent Council Partners	School website Posters/leaflets Presentation at school events School funds	Wider community is welcomed into school in a meaningful way.	<i>Number and range of collaborative opportunities</i>
Identify and plan collaborative projects. Evaluate impact as part of planning cycle. Showcase successful collaborative initiatives.	HT Staff Parent Council Wider parent body Community partners Pupils	Time and space to meet Location for showcase event PEF funding if appropriate	Productive, meaningful partnerships established in the community. Development of cooperative skills. Opportunity to share and celebrate success.	<i>Number of parents and partners involved in collaborative projects, and feedback</i>

Health and Wellbeing

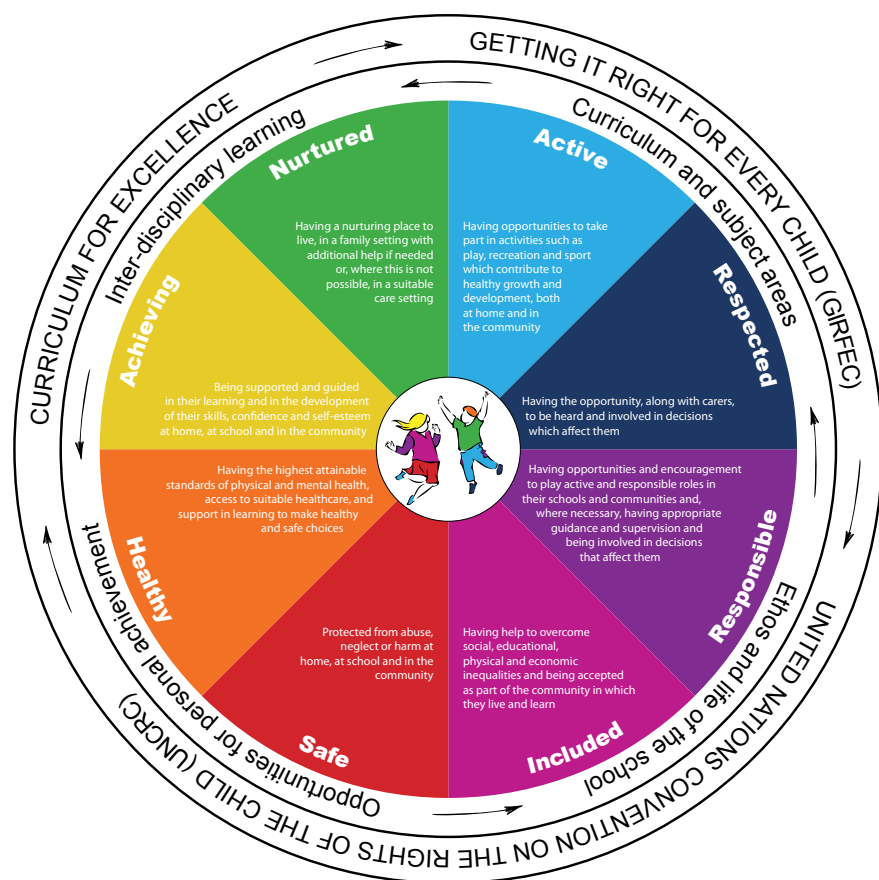
EdinburghLearns



• EDINBURGH •
THE CITY OF EDINBURGH COUNCIL

'Everyone within a learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual in the school and the wider community'

Curriculum for Excellence: Health and wellbeing Principles and Practice



Establishments should know and be able to demonstrate that across the four contexts for learning, all learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Staff and learners should know, understand and use the wellbeing indicators as an integral part of school life.

How good is our school? 4th Edition

Safe

Values

The school community understands the wellbeing indicators and their role in supporting HWB across the curriculum

Restorative approaches begin with the ethos of positive relationships, rights and respect

Restorative approaches are for all members of the school community regardless of role

Practice

Strong culture of partnership working and joint planning across the learning community

Regular planned opportunities for 1:1 dialogue with learners

Staff trained and confident in supporting HWB needs, including skills to have effective 1:1 dialogue with learners

Regular time created for staff to discuss learners' HWB needs

Safe spaces in the establishment

Supported lunch/break activities

Healthy

Values

Health and wellbeing is valued and seen as a priority

The key adult role is a crucial component in a child's resilience – we believe that any of us can be that key adult

Practice

Planned curricular opportunities for learners to develop resilience

All staff demonstrate HWB is central to their practice

High quality meals which meet nutritional requirements

Planned progressive HWB curriculum, shaped by learner voice and local context

We develop individual attributes and supports that promote resilience including making sure every child has at least one 'good adult'

Achieving

Values

All staff recognise the importance of HWB in combating disadvantage, improving achievement and helping to close the gap

We look for opportunities for personal and wider achievement to highlight and build on individual strengths

Practice

Opportunities for wider achievement mean learners can develop skills across the 4 contexts for learning

Achievement across the 4 contexts for learning is celebrated and valued

Transitions are carefully planned, they support HWB and progression in learning

Learners self-report in their own progress in HWB and are supported to identify next steps

We use the Getting It Right for Every Child approach to work together with children and their families

We effectively track and monitor learners to ensure progression and target pupils at risk

Nurtured

Values

Positive relationships are crucial to developing successful learning communities

Ethos of respect and trust where learners can and do voice their concerns and are listened to

Restorative, solution orientated approaches used to promote positive behaviour

Learners know staff care about them and feel confident to seek support

We form meaningful relationships with every child and young person, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections

Practice

Staff act as positive role models to learners

Staff demonstrate high expectations and ambition for all learners

We are all available and approachable – if a child or young person wants to connect with us at an unsuitable time we always offer an alternative

We provide nurture groups and support a culture of nurture

Active

Values

Daily physical activity is encouraged and valued

Sport and recreational activities are promoted, valued and their contribution to HWB recognised across the establishment

Practice

Free Active Schools for all children in SIMD 1/2/3/known by the school to be living in poverty

Positive relations with Active Schools link with a programme which is shaped by learner voice

Frequent opportunities for outdoor learning, in the playground, local community and beyond

Daily physical activity

Tracking and monitoring systems identify learners who need to be more active and we plan for this

Planned progressive learning experience for PE across the cluster

Active travel promoted across the learning community

Respected

Values

All learners should feel listened to and valued

Children's rights are core to the ethos and values of the school

Relationships are based on mutual trust and respect

We support everyone's right to access the support they need to achieve their potential

Practice

Views of learners are sought, valued and lead to change

Learners participate fully in the life of the school

Diversity is celebrated and discrimination challenged

We all model and share community values based on everyone's rights (to be safe, to learn, to be listened to)

Responsible

Values

We show care and respect for others and model this behaviour

We all have a responsibility to offer support to repair relationships

Strong culture of learner voice, where views are listened to and acted upon

Practice

Learners co design their own learning in HWB and participate in delivery of some programmes

Learners contribute to the wider life of the school and take on responsibilities, eg on committees, buddies

Learners have opportunities to develop skills across the 4 contexts for learning

Restorative, solution orientated approaches used to promote positive behaviour

We know there are consequences for decisions and actions that have had a negative impact on the rights of others but consequences are proportionate and support us to develop behavioural awareness and ownership

Included

Values

All staff understand the role of HWB in combating disadvantage and use this knowledge to support closing the gap

The school community promotes equality, celebrates diversity and provides support for those who may at times feel excluded

Practice

Additional costs to the school day are minimised ensuring all children have access to resources for learning in the classroom

Equal access to opportunities, regardless of income

Poverty-related stigma is challenged so that all children and young people feel respected, included and supported by staff and pupils in their school and local community.

All learners have access to a key adult they know and can trust to discuss any issue or worry

Strong culture of learner voice

The 4 Rs underpin our practice;

Relationships

Rights Respecting

Resilience Building

Restorative



EDINBURGH LEARNS

Quality Improvement Strategic Group

Terms of Reference

(August 2018 and revised annually)

Purpose of Strategic Group

To articulate City of Edinburgh's vision for Improving Quality of Learning in schools and early years' centres

To develop, and keep under review, authority policy in line with research, national guidance and local needs

To develop links to support the work of the Regional Improvement Collaborative

Core Themes

- To ensure that all schools develop consistent, appropriate and high-quality self-evaluation processes which support learning
- To define and keep under review the Edinburgh Learns Framework for Improving Quality of Learning
- To ensure articulation with other strategic developments, in particular
 - Framework for Equity
 - Inclusion Framework
 - Framework for Teaching and Learning
- To consider evidence from HMI inspections, local authority reviews, Leadership Learning Partnerships and SQIP grades for QI 1.3 and 3.2, and use this evidence for the benefit of all schools
- To maintain the explicit approach (as articulated within the Framework) which details arrangements for
 - Classroom practice
 - Monitoring and tracking
 - Planning for Improvement
 - Moderation
- To audit professional learning needs and make suggestions for any additions or amendments to the current offer, and liaising with the Edinburgh Learns Team
- To make suggestions for the operational requirements of embedding the Framework, including liaison with the Edinburgh Learns Team
- To ensure that the City of Edinburgh Council fulfils its obligation to ensure equity and excellence for all learners
- To define and keep under review, roles and responsibilities of staff for requirements of embedding the framework

Membership of Group

- Senior Education Manager (QICS)
- Quality Improvement Managers
- Senior Leaders from each sector (EY x 1, Primary x 2, Secondary x 2, Special x 1)
- Principal Educational Psychologist
- Teacher Advisor
- Attainment Advisor
- Parent Rep
- Partners: HMI link officer

Accountability & Governance

- Report to be prepared annually to Education, Children and Families Committee
- Sub-Committee reports to be presented within cycle of inspections

Group members

- Ensure that they are aware and informed of national policy
- Ensure that they reflect the views of colleagues, peers and young people
- Support with the communication of key messages
- Consider the impact of new information, research, policy and guidance on the work of schools
- Analyse data and agree next steps
- Support with preparation of report to Education, Children and Families Committee
- Ensure coherence with policy and planning from other service areas

Timeline of Activities for Strategic Group

Meeting 1- September 2018

Agree membership and terms of Reference – September 2018

Presentation by QIMs on HMI grades

Agree guidance for Leadership Learning Partnerships (LLPs) Term 2 (2.3)

Meeting 2 – November 2018

Presentation of SSR by HMI

Presentation by QIO: Assessment and Moderation
Review of LLPs term 1 and preparation LLPs term 2

Meeting 3 – February 2019

Presentation by young people of Broughton High School
Review of LLPs term 2 and preparation LLPs term 3
Review of Leadership Training and AA Training

Meeting 4 – May 2019

Presentation by children of Forthview Primary School
Review LLPs – prepare evaluation and impact statement
Presentation by QIMs

Draft