

# Education, Children & Families Committee

10am, Tuesday, 6 March 2018

## Raising Attainment: Frameworks for Learning

Equity

Quality Improvement

Item number	7.5
Report number	
Executive/routine	
Wards	
Council Commitments	<a href="#">29</a> , <a href="#">33</a> , <a href="#">34</a> and <a href="#">45</a>

### Executive Summary

Scottish Government policy to improve education and life chances for all is detailed through each of the four national improvement priorities and updated annually in the National Improvement Framework (NIF).

The need to raise attainment, particularly for those living in poverty, is articulated through each of the 'drivers' of the NIF and is at the forefront of all activity for Schools and Lifelong Learning.

In the midst of considerable change in the governance for education, clear processes need to be in place to ensure Headteachers have the requisite supports in place to maintain or improve the delivery of education

To achieve all of these aims, head teachers and officers require clear guidance, protocols and governance, with the overall aim of Ensuring Excellence & Equity in Edinburgh. This strategic framework of documents will cover each of the key themes regarded as central to raising attainment and ensuring equity, namely

- Equity for Learning (Closing the Gap)
- Improving Quality in Learning (Quality Improvement)
- Health and Wellbeing for Learning
- Excellence in Learning (Teaching and Learning, incorporating Digital Learning)
- Parental Involvement in Learning
- Pathways for Learning (Developing the Young Workforce)

## Raising Attainment: Frameworks for Learning

### 1. Recommendations

---

- 1.1 It is recommended that the committee:
  - 1.1.1 Approve the first of the six Frameworks for Learning: Equity for Learning, contained in Appendix 1
  - 1.1.2 Approve the establishment of the Equity for Learning Strategic Group
  - 1.1.3 Approve the second of the six Frameworks for Learning: Improving Quality in Learning contained in Appendix 2
  - 1.1.4 Approve the establishment of the Quality Improvement Strategic Group
  - 1.1.5 Request reports from the above groups on an annual basis
  - 1.1.6 Notes the interim actions contained within the Supporting Children & Young People's Mental Health and Wellbeing in School report and Anti Bullying report which are being reported separately to Education, Children and Communities Committee 6 March 2018.

### 2. Background

---

- 2.1 The Standards in Scotland's Schools (2000) Act has placed a duty on local authorities and schools to produce a plan and report on the delivery of education, particularly with regard to raising attainment, for several years.
- 2.2 To ensure that schools support the wider political aim of a fairer society, specific actions are now also required to improve outcomes for those living in poverty. The Education Act (2016) further details the content of school and education authority plans, which includes steps to reduce inequalities of income and address the four national improvement priorities.
- 2.3 Engagement with children and families is a key component documented within all contemporary policy and guidance. Actively listening to the views of stakeholders during self-evaluation and improvement planning strengthens the system and results in service delivery which is more responsive to need.

- 2.4 All strategic and improvement planning within Schools & Lifelong Learning developed during the Year of Young People and beyond, will make explicit reference to gathering and acting on the views of children and young people. This will further embed the aspirations of Child Friendly Edinburgh.
- 2.5 It should also be noted that educational delivery is going through a significant period of transformational change, with the introduction of Regional Improvement Collaboratives and the establishment of new governance arrangements for Headteachers.
- 2.6 Within this culture of change, The City of Edinburgh Frameworks for Learning have been devised to provide clear guidance for Headteachers and officers. These will ensure that basic minimum standards for service delivery, governance and accountability are in place, thus mitigating the impacts of change and providing reassurance to elected members and stakeholders that standards in Edinburgh schools will be maintained or improved.

### 3. Main report

---

- 3.1 The National Improvement Framework is the main policy for Scottish Education at the present time and sets clear goals and timelines for implementation. It specifies that the dual themes of 'excellence' and 'equity' are made explicit within schools to raise attainment for all.
- 3.2 While schools have been required to raise attainment for many years, the specific actions of ensuring equity have placed increased expectations on professionals.
- 3.3 Similarly, developing and promoting health and wellbeing and ensuring that learners access appropriate pathways are now clearly mandated within the National Improvement Framework, with associated actions at school and authority level.
- 3.4 All improvement activity is predicated on clear self-evaluation. Schools are expected to use How Good is our School? and How Good is our Early Learning and Childcare? They are expected to identify actions across a timeline, which will result in practicable plans within a 'tackling bureaucracy' culture.
- 3.5 To support Headteachers and officers to use self-evaluation information in planning for excellence and equity, a suite of Frameworks for Learning have been prepared. These take the best research, national and international guidance, as well as a clear focus on City of Edinburgh data in the production of detailed actions for staff at all levels within the system.
- 3.6 The Frameworks for Learning cover six main themes. Each of these clearly references the drivers for improvement and/or priorities within the NIF and detail actions at Chief Education Officer, Headteacher and teacher level. They also stipulate clear governance and accountability arrangements to ensure that the actions taken by schools and supported by officers are effective in raising attainment for all.

- 3.7 Each Framework for Learning will also detail opportunities for the views of children and families to be gathered to inform planning for improvement.
- 3.8 The first Framework for Learning, Equity for Learning (Appendix 1), is designed to give schools advice in relation to:
  - 3.8.1 Profiling for Equity
  - 3.8.2 School Improvement Planning
  - 3.8.3 Professional learning
  - 3.8.4 Linking existing the City of Edinburgh Council guidance on poverty, including One in Five
- 3.9 The second Framework for Learning, Improving Quality in Learning (Appendix 2), is designed to give schools and officers advice in relation to:
  - 3.9.1 Monitoring and tracking
  - 3.9.2 Moderation Activities
  - 3.9.3 School Improvement Planning
  - 3.9.4 The Classroom/Playroom Experience
- 3.10 The third Framework for Learning, Health and Wellbeing for Learning (to be presented at Education, Communities, and Families Committee in May), is designed to give schools and officers advice in relation to:
  - 3.10.1 Profiling for Health and Wellbeing
  - 3.10.2 School Improvement Planning
  - 3.10.3 Developing the Health and Wellbeing Curriculum, including Mental Health & Wellbeing
- 3.11 The Health and Wellbeing for Learning Framework will also give specific advice on developing approaches to anti-bullying, following the revision of national guidance.
- 3.12 The success of all approaches to support and promote health and wellbeing will be firmly influenced by the views of children and young people. It will be reflective of what children, their parents and teachers view as good practice, and further strengthened by evidence-based approaches.
- 3.13 A short-life working group comprising members from schools, lifelong learning, the Third Sector and young people will review national guidance in relation to the current CEC Anti-Bullying Policy. They will agree recommendations based on prevention, identification and recording.
- 3.14 The Health and Wellbeing for Learning Framework will also give specific advice on developing approaches to promote and support Mental Health and Wellbeing.
- 3.15 In advance of this, a Position Paper on Mental Health and Wellbeing has been prepared detailing existing good practice and next steps within CEC schools

## **4. Measures of success**

---

- 4.1 Each Framework contains guidance on how schools should identify key performance indicators.
- 4.2 Across schools and at authority level, attainment in children's progress in national assessments (CfE) and Scottish Qualifications will demonstrate success towards improvements in literacy and English and numeracy and mathematics, as well as other curricular areas for the senior phase.
- 4.3 The above data will also detail improvements in performance for children and young people living in poverty or those facing other barriers to learning, including Looked After.
- 4.4 The annual Health and Wellbeing survey will demonstrate success towards improvements in health and wellbeing.
- 4.5 The SDS Report Data Hub will generate reports on Positive Destinations.

## **5. Financial impact**

---

- 5.1 The recommendations in this report have been assessed in relation to financial impact. Further guidance and statutory requirements may impact on some of the actions, for example the establishment of the Regional Improvement Collaboratives and revised arrangements for Education Governance.

## **6. Risk, policy, compliance and governance impact**

---

- 6.1 The recommendations in this report have been assessed in relation to risk, policy, compliance and governance. Subsequent legislation may alter the council's position and agency in regard to some of the improvement actions.

## **7. Equalities impact**

---

- 7.1 The recommendations in this report have been assessed in relation to equalities and human rights and no negative impacts have been found.

## **8. Sustainability impact**

---

- 8.1 The recommendations of this report are focused on ensuring sustainability for Edinburgh's children and families. No negative impacts have been found

## 9. Consultation and engagement

---

- 9.1 Extensive consultation will be required to ensure that each of the Frameworks are fully compliant with other policies and supported by LNCT.

## 10. Background reading/external references

---

- 10.1 <http://www.gov.scot/Resource/0051/00515736.pdf>
- 10.2 [National Improvement Framework](#)

### **Alistair Gaw**

Executive Director for Communities and Families

Contact: Lorna Sweeney, Service Manager, Schools and Lifelong Learning

E-mail: [lorna.sweeney@edinburgh.gov.uk](mailto:lorna.sweeney@edinburgh.gov.uk) | Tel: 0131 469 3138

## 11. Appendices

---

- 11.1 Appendix 1 Equity Policy
- 11.2 Appendix 2 Quality Improvement Policy

# **Equity in Learning**

**City of Edinburgh**

**Frameworks for Learning**

## **Contents**

### **Aims**

**Background: National context, local context and research**

**The Attainment Gap in Edinburgh**

**Equity in Learning**

- **Roles, Remits and Responsibilities**
- **Quality Assurance Arrangements**

**Organisers for Equity**

- **Learning and Teaching**
- **Communities and Families**
- **Leadership**

**Planning for Equity**

**Professional Learning for Equity**

**Links**

**Appendices**

- **Sample SQIPs**
- **Additional Guidance**



## **Aim**

*“Edinburgh’s children enjoy their childhood and achieve their potential”*

The overarching aim of the Edinburgh Children’s Partnership has aspirations for all children and young people. To ensure that this aim is realised we know that we must target resources at specific learners. This includes a relentless focus on delivering services in which *“all forms of deprivation and inequality are reduced.”* (C E Council Business Plan, 2017).

A key priority of the City of Edinburgh Council’s Schools and Lifelong Learning Service is to narrow the attainment gap between those living in our most and least deprived communities. We have an ambition for progress for all without a pattern of lower attainment for those in lower Scottish Index of Multiple Deprivation (SIMD) deciles. No one should be left behind.

The City of Edinburgh Council Equity in Learning Strategy builds on what we know works. Schools, their staff, parents, learners and partners have shown their continuing commitment to improving outcomes for all our young people, including raising attainment. This strategy embodies the research-based practice that should be visible in all our schools and centres, to ensure equity in learning.

### **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 – such as early years services, schools, and the NHS – 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. The map of poverty shows a picture of stark inequality, with the poorest communities often adjacent to, and intertwined with areas which are home to some of the most affluent residents. Analysis shows that this pattern of income inequality is more severe in Edinburgh than in most other cities and mirrors similar wide inequalities in the life chances and wellbeing of residents.

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.

## 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.

The following approaches are known to be successful in closing the attainment gap.

- 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

## The Attainment Gap in Edinburgh

### NIF 2018 National Stretch Aims

The Scottish Government has made clear its commitment to closing the poverty-related attainment gap between children and young people from the least and most disadvantaged communities. Specific stretch aims have now been set nationally to show the required improvements in attainment for children living in each SIMD quintile over the next few years.

To support the national drive to raise attainment for all, City of Edinburgh data will be updated each session on completion of the national gathering of CfE levels and other key measures. It will be included in the Attainment and Equity Report to the Children and Families Committee.

### CfE Stretch Aims for Edinburgh

Applying the percentage point increase for each quintile as set out in the NIF 2018 to the 2016/17 baseline figures for Edinburgh creates Stretch Aims for the city for 2019/20 and 2024/25. These will be applied to all CfE levels for numeracy and all aspects of literacy and numeracy.

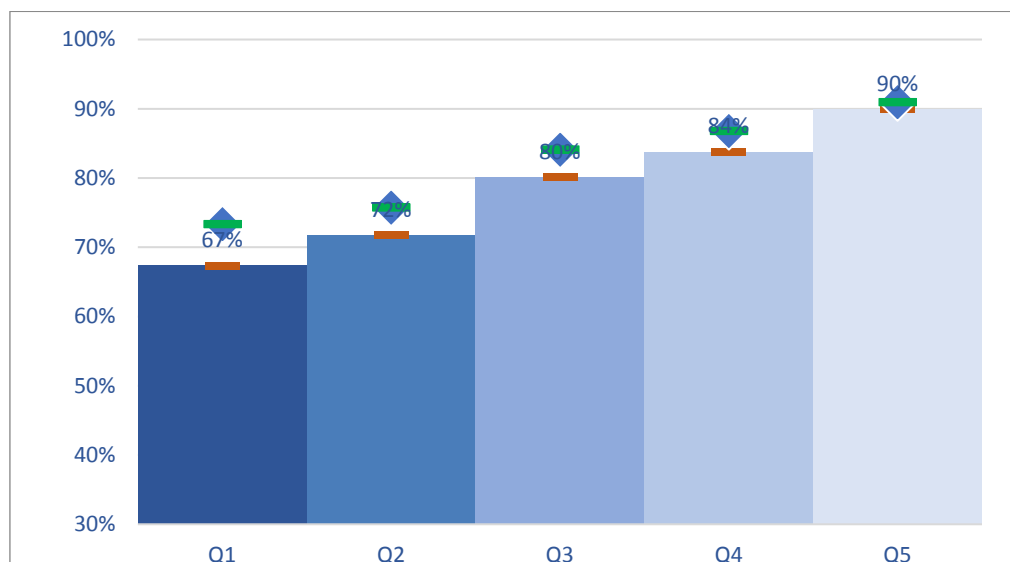
P1, P4 & P7 Numeracy					
Quintile	2016/17	Change	2019/20	Change	2024/25
Q1	67%	+6	73%	+16	83%
Q2	72%	+4	76%	+13	85%
Q3	80%	+4	84%	+11	91%
Q4	84%	+3	87%	+8	92%
Q5	90%	+1	91%	+3	93%
'Gap'	23		18		13

Edinburgh

School Stretch Aim

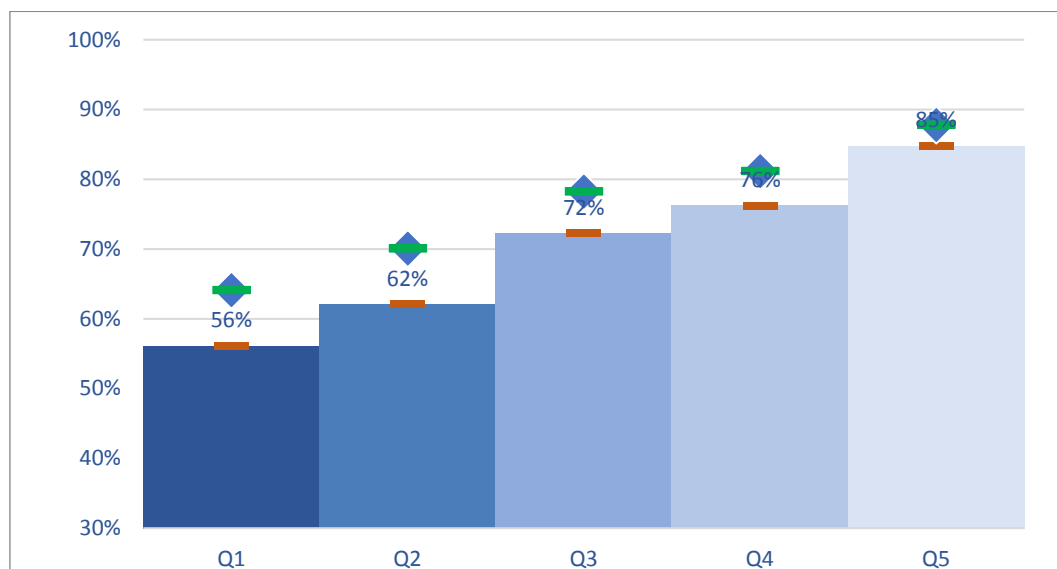


Edinburgh Stretch Aim



P1, P4 & 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

— Edinburgh
 School Stretch Aim
◆
— Edinburgh Stretch Aim



## Numeracy

<u>Secondary 3, Third Level or better</u>						
	Q1	Q2	Q3	Q4	Q5	Total
No. Pupils	704	500	415	419	1149	3187
No. Pupils Achieved	562	433	380	393	1104	2872
% Pupils Achieved	80%	87%	92%	94%	96%	90%
% City Achieved	80%	87%	92%	94%	96%	90%
% Stretch 2019/20	83%	90%	93%	95%	97%	90%
% City Stretch 2019/20	83%	90%	93%	95%	97%	90%

<u>Secondary 3, Fourth Level</u>						
	Q1	Q2	Q3	Q4	Q5	Total
No. Pupils	704	500	415	419	1149	3187
No. Pupils Achieved	238	248	247	275	850	1858
% Pupils Achieved	34%	50%	60%	66%	74%	58%
% City Achieved	34%	50%	60%	66%	74%	58%
% Stretch 2019/20	37%	53%	61%	67%	75%	58%
% City Stretch 2019/20	37%	53%	61%	67%	75%	58%

## Literacy

<u>Secondary 3, Third Level or better</u>						
	Q1	Q2	Q3	Q4	Q5	Total
No. Pupils	704	500	415	419	1149	3187
No. Pupils Achieved	525	409	337	366	1063	2700
% Pupils Achieved	75%	82%	81%	87%	93%	85%
% City Achieved	75%	82%	81%	87%	93%	85%
% Stretch 2019/20	78%	85%	84%	88%	94%	85%
% City Stretch 2019/20	78%	85%	84%	88%	94%	85%

<u>Secondary 3, Fourth Level</u>						
	Q1	Q2	Q3	Q4	Q5	Total
No. Pupils	704	500	415	419	1149	3187
No. Pupils Achieved	235	202	180	206	713	1536
% Pupils Achieved	33%	40%	43%	49%	62%	48%
% City Achieved	33%	40%	43%	49%	62%	48%
% Stretch 2019/20	36%	43%	46%	50%	63%	48%
% City Stretch 2019/20	36%	43%	46%	50%	63%	48%

## **Themes for Equity**

To achieve equity, Headteachers in Scotland currently plan actions around the three organisers contained within the Scottish Attainment Challenge. Using self-evaluation, Headteachers plan specific, measurable targets to improve outcomes for literacy, numeracy and health and wellbeing. Using the experience of senior leaders in Edinburgh's Scottish Attainment Challenge schools, the following key actions have been identified and grouped under the themes for Equity

<h2>Learning and Teaching</h2> <p>1.1 The single most important feature for dynamic school improvement</p>	<ul style="list-style-type: none"> <li>• A reflective, pedagogical culture in every classroom</li> <li>• A strong, clear cycle of planning, teaching and assessment in every classroom</li> <li>• Collaborative approaches to classroom improvement <ul style="list-style-type: none"> <li>○ Improvement Methodology</li> <li>○ Practitioner Enquiry</li> </ul> </li> <li>• Moderation Cycle is explicitly used to inform all classroom practice</li> </ul>
<h2>Families and Communities</h2> <p>2.1 Promoting partnerships with families and parents in all aspects of their children's learning</p>	<ul style="list-style-type: none"> <li>• Staff understand and are respectful of the social, economic and cultural context in which they work</li> <li>• Staff have secure understanding of impact of their own and the learners' social context on children's learning</li> <li>• Nurture is highly valued and consistently applied</li> <li>• Staff are aware of and act to reduce impact of poverty</li> <li>• Parents are involved and engaged in a range of ways to support learning and school improvement</li> </ul>
<h2>Leadership</h2> <p>3.1 Strong values 4.1 Clear vision 5.1 High ambition for all</p>	<ul style="list-style-type: none"> <li>• Leaders who focus on the needs of others: service is of the highest quality</li> <li>• A culture of self-evaluation which underpins all improvement activity</li> <li>• Collaboration is embedded at all levels: cluster, authority and Regional Improvement Collaborative</li> <li>• Data is used intelligently: data literacy and numeracy skills are well developed in all staff</li> </ul>



## **Equity in Learning (Roles, Remits & Responsibilities)**

To support equity in learning, the Chief Education Officer<sup>1</sup> :

- Provides an annual statement of Equity in Learning to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Report, incorporating the Attainment & Equity Report
- Provides a six-monthly update on Equity in Learning to the Children & Families Committee as part of the Schools and Lifelong Learning progress towards meeting the aims of the S&LL 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

- Enshrine the values of Child Friendly Edinburgh in all of their work
- 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 & Improvement Plan
- 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:
  - "1 in 5" Raising Awareness of Child Poverty resources
  - Supporting Parents & Carers in Edinburgh 2017-2020 guidance
  - Pupil Equity Funding – A CEC Guide to Getting Started (April 2017)
  - CEC Excellence for Learning Policy 2018

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

- Ensure that pupil participation 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

---

<sup>1</sup> Chief Education Officer also refers to officers of Schools and Lifelong Learning 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 Excellence for Learning<sup>2</sup> policy

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 & Governance

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

- The Equity in Learning Strategic Group meets each quarter to monitor progress, make recommendations for future actions, and report to the Chief Education Officer
- This group, chaired by Senior Manager, Quality Improvement & Curriculum, comprises:
  - Headteachers from each sector
  - Quality Improvement Officer (Equity)
  - Attainment Advisor
  - Improvement Advisor
  - Senior Manager Additional Support for Learning
  - Principal Educational Psychologist
  - Service Managers: Lifelong Learning
  - Service Manager: Social Work/Looked After Children
  - Senior Manager: NHS
- The CEC Equity in Learning 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 Equity in Learning Strategic Group will also share information with the Children's Partnership Group and Education Committee as appropriate.

---

<sup>2</sup> Teaching and Learning policy

## Planning for Equity

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

- Include Equity Profile 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 Profiles

Each year, as part of the Standards and Quality Reporting and Improvement Planning, Headteachers work with officers to update the data and intelligence available for their setting.

Demographic information and SIMD profiles

- CfE Attainment for learners for reading, writing, talking & listening and numeracy at: E, 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> 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 their Equity Profiles, Headteachers also consider data on:

- Inclusion
  - exclusions, days lost
  - attendance and lates
  - the quality and quantity of Pupil Plans (GIRFEC and health)
- Participation
  - Wider Achievement opportunities for targeted cohorts
- Engagement
  - Assessment of baseline levels using Leuven Scale for targeted cohorts
  - Levels of parental engagement

6.1 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.

## Planning for Equity

Following analysis of SIMD and poverty information, Headteachers and senior leaders complete the full self-evaluation of their school <sup>3</sup> and use it, in conjunction with all other evidence, to plan for equity in learning. They:

- Identify the desired **outcomes**
- Identify appropriate **interventions**
- State how impact will be **measured**

## 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?*

## Identify interventions

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

- 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 – 3<sup>rd</sup> sector?

## Identify how impact will be measured

---

<sup>3</sup> See CEC SQIP Guidance

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
Teachers can judge levels of pupil engagement for P1 pupils	P1 Parent survey on impact of increased focus on pupil engagement at home	Improved attainment levels for P1 in June 2018
Increased tracking of S1-3 pupil attendance and latecoming	Referrals for disengagement in learning failing, increased participation of target group in family learning opportunities	Raised attainment in Literacy and Numeracy by the end of BGE – refer to benchmarks

## Professional Learning for Equity

To maintain a clear, research 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
- Professional/Teacher Learning Communities
- Shadowing & acting up experiences
- Courses, academic study & professional development on the following themes

## Adverse Childhood Experiences (ACEs)

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.

<http://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

<https://education.gov.scot/improvement/practice-exemplars/The%201%20in%205%20-%20Raising%20Awareness%20of%20Child%20Poverty%20Project%20in%20Edinburgh>

## **Pupil Equity Fund Guidance for Headteachers**

Pupil Equity Funding – A CEC Guide to Getting Started (April 2017)

## **Supporting Parents and Carers**

“Supporting Parents and Carers in Edinburgh 2017-2020”

<http://www.edinburgh.gov.uk/supportforfamilies>

## **Ensuring Equity**

“Making Education Equal for All – Edinburgh’s Equity Framework”

## **“1 in 5” Financial Support and Information for Families**

## **Edinburgh Nurture Framework**

CEC Psychological Services Nurture Framework

## **Framework for Excellence in Learning**

### **Appendices**

1. Exemplar SQIP with Poverty Profile -
2. Exemplar SQIP with Equity Plan (PEF or SAC or similar)
3. HGIOS 4 – Focus on Equity
4. Additional Guidance – Questions to Ask/ Education Scotland 5 Key Indicators

### **Links**

<https://scot.educationendowmentfoundation.org.uk/>

<https://education.gov.scot/improvement/Pages/sacfi10b-child-poverty.aspx>

<https://education.gov.scot/improvement/practice-exemplars>

[https://v1.educationendowmentfoundation.org.uk/uploads/pdf/What works in raising attainment and closing the gap.pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/What%20works%20in%20raising%20attainment%20and%20closing%20the%20gap.pdf)

<https://education.gov.scot/improvement/Pages/sac34effectiveclassroomstrategies.aspx>

[http://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB\\_16-68 Closing The Attainment Gap What Can Schools Do.pdf](http://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB_16-68_Closing_The_Attainment_Gap_What_Can_Schools_Do.pdf)

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

## **Additional Guidance**

### **Five key indicators & Reflective Questions in identifying and narrowing the gap**

#### **Attendance**

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

#### **Attainment**

- Is there a systematic approach to monitoring 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?

#### **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?
- Are the school able to identify barriers to participation and 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?
- Can pupils measure their own engagement?
- Are you tracking and supporting increased parental engagement?

Improving Quality in Learning  
City of Edinburgh  
Frameworks for Learning



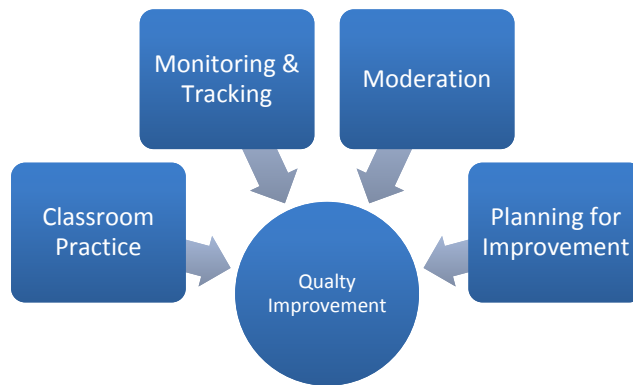
## Contents

### Aims

Background: [PEST analysis]

### Quality Improvement for Learning

- Definitions and Core Principles
- Roles, Remits and Responsibilities
- Key Strategic Actions



### Self-Evaluation Processes

- Supported Self Evaluation Reviews
- Professional Learning Partnerships
- HMI and Follow Through Inspections

## Aims

*“Edinburgh’s children enjoy their childhood and achieve their potential”*

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. To achieve this, a culture of continuous improvement is essential and is the responsibility of all staff working within the Schools and Lifelong Learning Service.

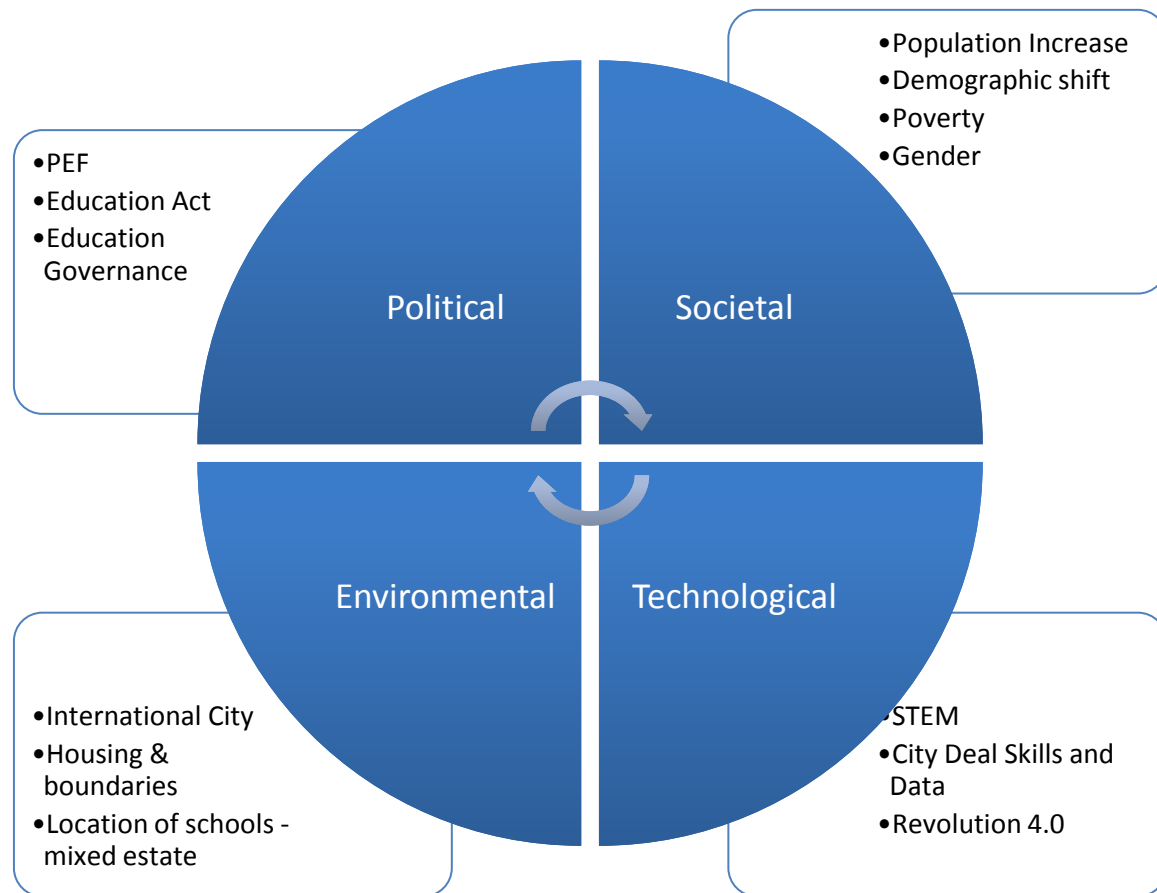
The prime function of the Quality Improvement Service is to provide guidance and support schools<sup>4</sup> to continually adapt and improve so that the needs of all learners can be met. It places self-evaluation at the heart of all activity, supporting schools to make effective use of data, improvement planning, research and innovative practice within Edinburgh, the South East Alliance and beyond.

The forthcoming CEC Framework to Raise Attainment and Achievement for Learning will be underpinned by 6 key frameworks: Equity, Parental Engagement, Leadership, Learning and Teaching, Learning Pathways and Quality Improvement. Each of these frameworks will be informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This strategy details the important role of each partner to improve quality for learning.

---

<sup>4</sup> Schools includes all settings in which education is provided

## Background



### Political Factors

The *Standards in Scotland's Schools Act 2000* established a statutory duty on education authorities to ensure the quality of provision in its schools and establishments, and in consultation with stakeholders, to devise an improvement plan and report on the success of such in securing improvement for all learners. This set the agenda for continuous improvement.

*The Education Act (2016)* placed a statutory duty on local authorities to report on progress to ensure equity for all children and progress in raising attainment. The National Improvement Framework also provides clear guidance for self-evaluation, consultation, planning and reporting at authority and school level.

The *Council Commitments* and the *Children's Partnership Plan* are underpinned by values which reflect equity and aspiration for all Edinburgh's children and young people. Social inclusion is promoted across all schools and centres through the values of equity, partnership and empowerment, within the culture of continuous improvement.

Child Friendly Edinburgh extends this vision into a reality, which will see the rights of children and young people enshrined in all aspects of service delivery.

The forthcoming reforms to Education Act will require Headteachers to work closely with parents to evaluate and plan for improvement.

Curriculum for Excellence has been established in CEC schools for over ten years: each school states how it is delivered through its Curriculum Rationale. Schools and services use self-evaluation processes to audit their existing provision and to build on strengths to develop the curriculum, learning, teaching and approaches to assessment.

### ***Societal***

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.

In common with many other areas of the country, there is a clear gap in attainment between those living in high and low areas of deprivation. Efforts to reduce this gap have become a focus at all levels of education: plans to reduce the gap are required now at local authority and school level. Quality assuring processes to reduce the attainment gap must therefore also be considered.

### ***Technological***

The City Deal places bold, ambitious but essential demands on all services to ensure that future citizens of Edinburgh have the necessary skills and competencies to enter and sustain their place in the world of work.

### ***Environmental***

The varied geography of Edinburgh and its environs provides an exciting landscape for teaching and learning. All schools are encouraged develop curricula which are relevant and coherent to the local population. This includes devising learning experiences from the unique geological features of Arthur's Seat to the thriving BioQuarter. Schools catchment areas comprise children from specific backgrounds, which can impact greatly on the types of experiences offered.

The need to ensure equity and excellence celebrating the various political, societal, technological and environmental factors is the overarching aim of all head teachers.

## Quality Improvement for Learning

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

## Core Principles

Quality Improvement is most effective when it is:

- collaborative
- proportionate
- supportive
- comprehensive

### Collaborative

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 managers. 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 QI Service is to provide a proportionate and intelligence-led approach to support and challenge schools. This is based on sound and accurate self-evaluation. The level of support required by a school is based on the Risk Register of Schools. Confidence Bands are reviewed quarterly.

### Risk Register: (schools)

At the beginning of each session, the QIEM along with the Quality Improvement Team and other lead officers will review each school's capacity for continued improvement. They will agree a confidence band of high, medium or low based on the school's self-evaluation (SQIP) and their knowledge of the school's capacity of improvement under:

- each NIF driver

- relevant local knowledge, for example new or acting HT, personal circumstances, staffing, parental concerns/ complaints, societal, environmental factors, ASN impact or HT request.

Confidence bands are shared with each school or establishment. They are agreed in consultation with each Headteacher and/ or SLT, during a meeting which takes place within first 3 weeks of Term 1.

This agreement informs appropriate levels of proportionate and intelligence-led support and challenge from the Quality Improvement Service or other CEC officers. It will also inform centrally provided CPD while building capacity of Head Teachers to lead self-evaluation in their own schools and to challenge others and to provide development opportunities to participate in VSE of other schools.

Confidence bands are reviewed termly by the QIO team and annually before setting the following session's banding of low, medium or high support.

### **Supportive**

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

### **Comprehensive**

Officers assess performance and service delivery by analyzing 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 used to inform the Education Standards and Quality Report and NIF Plan in line with statutory guidance in the Education Act (2016). It will also be used to inform the improvement plan of the South East Regional Improvement Collaborative.

Progress is reported at various points across the session to the Children and Families Committee, as part of local democratic accountability processes.

## **Roles, Remits and Responsibilities**

To ensure improved quality in learning, the Chief Education Officer<sup>5</sup>:

- Provides an annual statement of Quality Improvement for Learning to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Report
- Provides an annual statement of Attainment and Achievement (BGE and Senior Phase) to the Children & Families Committee
- Provides regular reports to the C&F Sub-Committee following HMI school reviews
- Provides regular updates to the South East Alliance oversight group on quality improvement
- Liaises with partners, including HMI and SEA 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, officers<sup>6</sup>:**

- 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:**

- Support professional learning
- Provide support and challenge to senior leaders to ensure improved quality in learning during Professional Learning Partnership meetings

**To ensure improved quality in learning, Headteachers:**

- Provide an annual statement of improvements 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 Professional Learning Partnerships and Supported Self-Evaluation Reviews
- Provide regular training/essential learning for staff on the key aspects as detailed in, Professional Learning for Improvement
- Embed key Council policy in all areas of their work

**To ensure improved quality in learning, class teachers:**

- Familiarise themselves with relevant tracking and monitoring information for each class/learner

---

<sup>5</sup> Chief Education Officer also refers to officers of Schools and Lifelong Learning Service

<sup>6</sup> Officers includes Quality Improvement Managers, Quality Improvement Education Officers and Development Officers

- Work in partnership within and across schools, clusters and wider networks to share classroom experience
- Follow guidance as stipulated in Excellence for Learning<sup>7</sup> policy

### **Quality Improvement Strategic Group**

To ensure that systems and processes deliver the necessary improvements, the QI Strategic

This group, chaired by Senior Manager, Quality Improvement & Curriculum, will comprise

- Headteachers from each sector
- Quality Improvement Managers
- Attainment Advisor
- Improvement Advisor
- Senior Manager Additional Support for Learning
- Principal Educational Psychologist

The QI Strategic Group meets each quarter to monitor progress, make recommendations for future actions, and report to the Chief Education Officer by

- Reviewing impact of the overall strategy
- Reporting on Partnership outcomes and Business Plan outcomes
- Reviewing the reports to Education Scotland, Scottish Government and Regional Improvement Collaborative

The themes under constant review by this group will be:

- Improvements in Performance
- Self-Evaluation to secure improvement
- Leadership of Improvement and Change

### **Education Sub Committee Meetings**

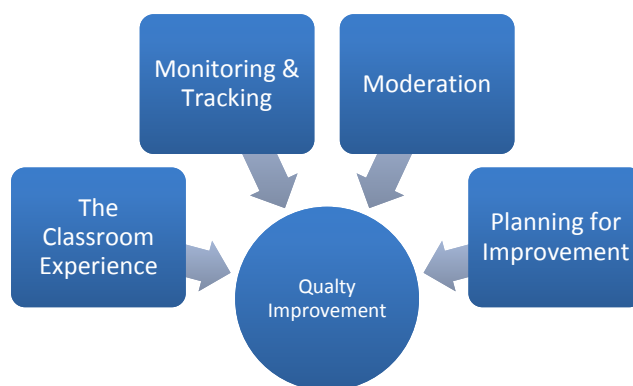
- The Senior Education Manager Quality and Curriculum or her/his designated officers' presents the school or QI follow up inspection report summary to the Committee.
- The HT of the inspected school attends to provide a more detailed insight into the inspection or further inspection findings and to take questions.
- When a full inspection of the school, the HT is encouraged to bring some members of the school community with him/her e.g. members of the parent council, pupil council.

---

<sup>7</sup> Working title for Teaching and Learning policy



## Key Strategic Actions



## 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 maximize 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.

Where learners are identified as not achieving the expected Curriculum for Excellence level for their stage of development, particular emphasis is placed on ensuring that all appropriate supports are in place. Where other risks are known to exist, such as poverty, being looked after, and additional support needs, enhanced supports may be required.

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 such as poverty. Within the Broad General Education, the BGE Benchmark Tool is<sup>8</sup> used to compare progress in Curriculum for Excellence with comparator schools across Scotland – appropriate professional knowledge through moderation activities is essential for.

### Education Authority

The Education Authority tracks and monitors the progress of all learners across the city. Schools submit data as per the Excellence and Equity agreement (draft). This data is reviewed by central staff and support and/or challenge is then applied, proportionately.

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

---

<sup>8</sup> available from August 2018

## **Moderation**

### **School**

To ensure that leavers make effective progress through Curriculum for Excellence, all teachers have clear understanding of assessment and moderation processes. Head teachers ensure that moderation activities feature as a core part of professional discussions. This occurs within stages, schools, clusters and more broadly as required.

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. Every school should identify a Quality Assurance & Moderation Support Officer (QAMSO) to lead on this vital area of support.

### **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. The QIES 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 leads as appropriate.

## **Planning for Improvement**

### **School**

Standards and Quality and Improvement Planning are core parts of all self-evaluation activity. The school's Quality Assurance Calendar<sup>9</sup> 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: the CEC Business Plan, Children's Partnership Plan, Education Authority National Improvement Framework Plan all provide a strong golden thread linking improvements within and across services.

Each year the Education Authority National Improvement Plan is reviewed in line with new national guidance. Actions at school and authority level are then drafted for consultation. The revised NIF Plan with recommended Improvement Actions is then circulated for Head teachers to use as guidance when planning.

---

<sup>9</sup> see Appendix 4 – Sample QA Calendar

## **The Classroom Experience & School Reviews**

### **School**

Shared classroom experience<sup>10</sup> 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 improve. As leaders of learning, senior leaders also visit classrooms informally or work collaboratively with teachers to support learning. This is carried out in a climate of trust and professionalism.

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.

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

---

<sup>10</sup> See LNCT Procedure...

## **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 (*link or appendix*).

### **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.

## **Supported Self-Evaluation Reviews**

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: collaborative, proportionate, comprehensive and supportive. Reviews are done within a culture of reducing workload and tackling bureaucracy and should make use at all times of existing self-evaluation documentation, for example SQIPs.

A calendar of reviews is prepared by officers each session, 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)
- SLT from school
- Peer SLT
- Educational Psychologist or ASL staff
- DYW Manager

### **Themes for Review**

Each SSE Team provides support and challenge in the following:

- Leadership of Change
- Learning, Teaching and Assessment
- Wellbeing & Inclusion
- Schools' 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

Supported Self-Evaluation Visits will take 2/3 days dependent on school roll.

## **Professional Learning Partnerships**

The purpose of Professional Learning Partnerships is for schools in all sectors to work in partnership, supported by officers 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 Professional Learning Partnerships embody the core Quality Improvement Service themes: collaborative, proportionate, comprehensive and supportive. PLP meetings are done within a culture of reducing workload and tackling bureaucracy and should make use at all times of existing self-evaluation documentation, for example SQIPs and Attainment Reports.

PLPs 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 & improvement priorities
- Levels of experience and support

Each PLP provides support and challenge in the following:

- Attainment and Achievement
- Learning, Teaching and Assessment
- Wellbeing & Inclusion
- Leadership of Change

In advance of each meeting, QIEOs assess self-evaluation documents and prepare an agenda for discussion by the PLP.

## **Appendices**

Quality Assurance Calendar

Standards and Quality Improvement Plan

Tracking and Monitoring Grid

Supported Self-Evaluation Documentation

Professional Learning Partnership Documentation

Shared Classroom Experience (LNCT)

Quality Improvement Service Calendars per sector

