Education, Children & Famililes Committee

10am, Tuesday, 9 October 2018

Raising Attainment: Frameworks for Learning; Teaching and Learning

Item number	7.7
Report number	
Executive/routine	
Wards	
Council Commitments	29, 33, 34 and 45

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.

Empowered Headteachers need clear processes to ensure they have the requisite resources and governance in place to maintain or improve the delivery of education

'Edinburgh Learns', the strategic framework of documents covers each of the key themes regarded as central to raising attainment and ensuring equity, namely

- Equity for Learning
- Improving Quality in Learning (Quality Improvement)
- Health and Wellbeing
- Teaching and Learning,
- Learning Together (Parental Involvement and Engagement)
- Pathways for Learning (Developing the Young Workforce)

Report

Raising Attainment: Frameworks for Learning; Teaching and Learning

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

1.1.1 Approve the Frameworks for Learning: Teaching and Learning, contained in Appendix 1

1.1.2 Ensures impact of this framework by requesting an annual update on the quality of Teaching and Learning

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 Collaborative and the establishment of new governance arrangements for Headteachers.

2.6 Within this culture of change, The City of Edinburgh Council 'Edinburgh Learns' 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 setting clear goals and timelines for implementation. It identifies the quality of teaching as a key factor in improving children and young people's learning and the outcomes they achieve.

3.2 High quality teaching and learning is the single, most important feature to allow young people to develop excellent skills for learning, life and work.

3.3 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? and now, How Good is OUR School, the toolkit for use with learners. They are expected to identify actions across a timeline, which will result in practicable plans within a 'tackling bureaucracy' culture.

3.4 The Framework for Learning, Teaching and Learning (Appendix 1), is designed to give schools advice in relation to:

    3.4.1 Key components of effective teaching and learning

        3.4.1.1 Formative assessment for learning

        3.4.1.2 Differentiation

        3.4.1.3 Skills development

        3.4.1.4 Leadership of learning

3.5 In common with all other Edinburgh Learns frameworks, a strategic group has been convened which will oversee the implementation of this core workstream. Members represent all stakeholders including learners, parents and partners. The group will also consider new research and guidance, insight into effective practice and the results from self-evaluation activities on teaching and learning.

3.6 The framework provides a template for personalisation by schools, incorporating three core elements: What are we trying to do? How will we do it? How will we know we are successful?

3.7 Key to the success of this strategy is professional learning to ensure the consistent implementation of each of the core areas named in 3.4. A team of experts will be recruited and remitted to identify and work with schools to improve teaching and learning. This team will be known as the Edinburgh Learns Team

3.8   The Edinburgh Learns team will also focus on ensuring that staff are appropriately trained such that learners who are care experienced and those in poverty experience learning within a positive, supportive ethos.

4.   Measures of success

4.1   The Framework contains guidance on how schools should identify key performance indicators.

4.2   All schools and centre should create, and keep under review, an agreed school or centre policy on teaching and Learning.

4.3   Teaching and learning should be evaluated annually by all schools and centres

4.4   The Quality Improvement Team will support schools and centres in evaluating their teaching and learning.

4.5   Schools evaluations using the How Good is our School? and How Good is our Early Learning and Childcare? Six-point scale will be submitted to the Quality Improvement Team annually

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

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11.   Appendices

11.1   Appendix 1 Framework for Learning: Teaching and Learning

EDINBURGH LEARNS

Teaching and Learning
October 2018

Contents

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 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
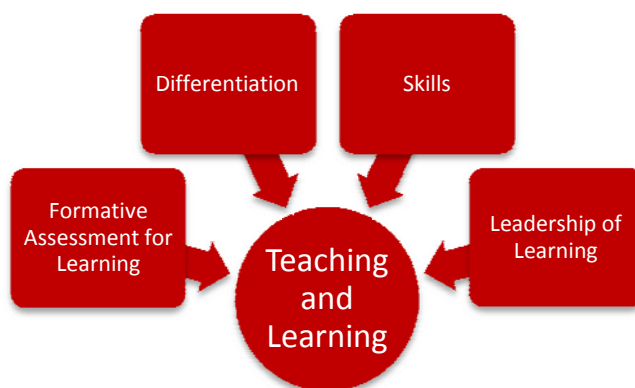
Formative Assessment for Learning

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 care experienced, is taken into consideration
- Structured, well-paced lesson, including 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 creativity[1]
- thinking/cognitive

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[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 Officer[2]:

- Provides an annual statement on the quality of 2.3 Learning, Teaching and Assessment (HGIOS?4 and HGIOELC) to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Report

To ensure improved quality in teaching and learning, officers[3]:

- 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.
- 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:

- 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
- 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'

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

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[2] Chief Education Officer or other delegated officer
[3] Officers includes Quality Improvement Managers, Quality Improvement Education Officers and Development Officers

- *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 Senior Manager, Quality Improvement, and Curriculum, comprises
- headteachers and depute Headteachers from each sector
- attainment advisor
- improvement advisor
- depute headteacher additional support for learning
- principal educational psychologist
- professional associations.
- Parental rep
- Learner rep
- Partners, 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_NIHedit HGIOS/FRWK2_HGIOS4.pdf

How Good Is Our Early Learning And Childcare? 2016

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHedit Self-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

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/cfestatement.pdf

The Moderation Cycle

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

Appendix 2 Template 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