

Education, Children and Families Committee

10am, Tuesday, 15 December 2020

Edinburgh Learns: Equity

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the content of this report.

Andrew Kerr

Chief Executive

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Edinburgh Learns: Equity

2. Executive Summary

- 2.1 This report provides a summary of the key strategic actions the local authority has taken this year, and the identified next steps for the coming months, in order to support equity for children and young people in Edinburgh. It outlines interventions and measures to create impact on outcomes for children and young people experiencing poverty-related barriers.

3. Background

- 3.1 This report provides a further update and follows on from the Edinburgh Learns Equity Report of April 2020. It includes work undertaken during the period of school buildings being closed between August and June 2020, and actions that have been taken this session from August 2020 to December 2020.

4. Main report

4.1 Attainment Data

National attainment data relating to the achievement of a CfE level (ACEL) was unable to be gathered by the Scottish Government in June 2020 due to Covid, and although schools submitted predicted attainment data to the City of Edinburgh Council in February 2020 as part of our cycle of self-evaluation and our tracking and monitoring process, this related to % of entire cohorts who were on track to achieve expected levels. Therefore, we do not hold data for 2020 at authority level that is broken down by quintile. In addition, the Senior Phase SCQF data that can be accessed via the Scottish Government *Insight* benchmarking tool is not available at the time of writing this report and local authorities have been advised that decisions are currently being taken nationally about if and when the 2019/20 data will be available.

4.2 Tracking of progress and attainment by quintile

- 4.2.1 The majority of schools have engaged with a new online tracking system which highlights poverty related attainment gaps at class, year, level, and school level. Schools are beginning to use this data to discuss performance of equity cohorts as part of termly progress and attainment meetings to inform actions. This is having an impact at school and class level through termly attainment discussions with class teachers where poverty-related attainment gaps are identified and interventions/supports for learners are agreed upon.

4.2.2 Schools are increasingly talking about data – in particular, the use of data to identify their “gap” and a growing number of schools recognise the need for all staff to engage widely with data to fully understand the school’s context. We see an emerging use of data to set “STAN” (Specific, Timed, Aligned, Numeric) targets to narrow the poverty related attainment gap. This often includes particular equity cohorts or groups within the larger SIMD 1 and 2 groups.

4.3 **Support for SAC Schools**

The Edinburgh Learns Teaching and Learning Team delivered support to Scottish Attainment Challenge schools in 2019-20 to address the gap in numeracy and mathematics, focussing on a lesson study approach.

4.4 **Management of Resources to promote Equity (HGIOS QI 1.5): Self-Evaluation Report**

4.4.1 Following the draft publication of the *Improving school empowerment through self-evaluation: a framework for local authorities* (The Scottish Government, 2019), an improvement group within the Empowered Edinburgh strategic framework was set up with the clear focus of supporting schools in their managing of resources for equity (Quality Indicator 1.5 within the *How Good is Our School* framework).

4.4.2 The group undertook self-evaluation visits to 7 schools in January 2020. The participating schools represented a broad spread in terms of sector, locality, size, SIMD, PEF allocation, and a combination of schools involved in the Scottish Attainment Challenge and those that are not. The visits covered 2 secondary, 4 primary and 1 special sector setting. Each visit lasted for approximately half a day and included discussions with the Head Teacher, Business Manager, and other SLT members and a Parent Council representative where appropriate.

4.4.3 A voluntary survey was circulated to all Head Teachers and Business Managers across the city to allow everyone an opportunity to feedback information to inform our next steps as an authority in supporting schools with QI 1.5. The Head Teacher survey generated 32 responses, as did the Business Manager survey.

4.4.4 A draft Self-Evaluation Report was produced, which outlines the findings of the self-evaluation visits and the surveys, identifies aspects which are working well and areas for development, and concludes with a clear plan for how next steps will be implemented. A key action was to develop an approach to PEF monitoring tool and review the way in which the impact of key financial expenditure (including PEF) is recorded and evidenced in the Standards and Quality Report and School Improvement Plan.

4.5 **QIEO: Care Experienced Children and Young People**

The Care Experienced Fund supported the appointment of a Virtual School Leader (QIEO Care Experienced) and this post will continue in 20-21.

4.6 Partnerships for Equity

4.6.1 Edinburgh Voluntary Organisations Council (EVOC) representatives arranged to attend 5 cluster meetings, making direct links with schools in 2019-20.

4.6.2 *Maximise!* is a Family Advice and Support Project delivered in partnership by Children 1st and CHAI (Community Help and Advice Initiative). A family wellbeing & project worker, an employability support worker and an advice worker are allocated to each of the participating centres, and the number of settings involved has increased to 20 schools and 5 Early Years Centres. Our aim to increase their base to every school and to other settings such as surgeries, community centres, and health centres.

4.7 Renewal Planning: Equity

4.7.1 School Renewal planning for Equity and Inclusion is paramount in maintaining the progress that has been made in narrowing the poverty related attainment gap. All schools have been provided with an Equity and Inclusion renewal template which links to resources that will assist them to self-evaluate and gather baseline data upon the return to school from the closure period. This enables planning, and recovery, for children and young people living in poverty and deprivation and in particular, those being supported by Attainment Scotland Fund (PEF and SAC). Schools will work with local authority officers to critically evaluate their planned use of PEF and ensure that it is used to support priorities for Renewal.

4.7.2 The local authority has asked schools to plan how to meet key short, medium and long term outcomes. This includes how they will support equity cohorts through the delivery of targeted catch up provision to close the poverty related attainment gap. This is in line with the information in the PEF National Guidance (May 2020) about ways in which schools are empowered to make key decisions in relation to spend on staffing, ICT, and working with partners.

4.7.3 Within their plans for equity, schools refer to 5 Key Areas (Attainment, Attendance, Inclusion, Participation and Engagement) in order to ensure that improved outcomes and impact for those affected by poverty post-COVID-19 are targeted and measurable.

4.7.4 The local authority Equity and Inclusion renewal plan asks schools to plan in the following way:

Short Term (start of session 2020-21):

- The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners and families.

- Ensure that the planning of effective interventions and approaches, including catch up provision, is based on data and evidence.

Medium Term (during session 2020-21):

- Implementation and ongoing evaluation of interventions and approaches, including catch up provision, through managing resources to support equity of access to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty.

Long Term (end of session 2020-21):

- Reduction in the poverty related attainment gap in literacy and numeracy as follows

4.8 Staffing: Closing The Gap Teachers 2020-21

The local authority has utilised Scottish Government funding to recruit Closing the Gap teachers in both the Primary (initially 58) and Secondary (initially 23) sectors in every school cluster. Each secondary school has been allocated a teacher, and in the primary sector the Closing the Gap teachers are allocated proportionately across all clusters, ensuring that every school benefits from their support. This number is set to increase over the next 3 weeks due to further appointments made during interviews in October/November. In addition, a group of teachers have been appointed to the digital team to support the digital learning strategy in ensuring equitable access to learning via digital means. All Closing the Gap teachers receive CLPL from the Edinburgh Learns Teaching and Learning Team covering the 4 core offers of Differentiation, Skills, Leadership of Learning, and AifL before undertaking their roles at allocated schools.

4.9 City of Edinburgh Council Equity Network

This network was set up in 2019/20 by the Senior Development Officer at Liberton High School, supported by our Education Scotland Attainment Advisor and a Senior Development Officer from the South East Improvement Collaborative. The network is open to all staff, including Lifelong Learning staff, Pupil Support Officers, teachers who are equity leads or Development Officers in their schools, and Head Teachers. It met twice last session and been very well-attended. The challenges of and opportunities to improve outcomes for those facing poverty-related disadvantage have been discussed, practice has been shared, and attendees have engaged in professional discussion prompted by the Scottish Attainment Challenge self-evaluation resource.

4.10 Pupil Equity Funding

4.10.1 Schools continue to use SAC and PEF funding to plan for equity around the key themes of literacy, numeracy, health and wellbeing, communities and families, the use of data, and learning, teaching and assessment.

4.10.2 As a result of data gathered in the QI 1.5 Review (point 4.4 above), and through the analysis of the 2019-20 PEF Plans last session, and in light of socio and economic impacts of Covid-10 on families, a new process has been created in terms of the planning and evaluation process of Pupil Equity Fund allocations for 2020/21 and any unspent funds from 2019/20. A PEF Plan Template (see *Appendix 2*) outlining

the following for each proposed intervention/spend has been submitted by each school in September 2020:

- WHAT is the issue/gap and WHO does it affect? (e.g. what is the baseline measure)?
- WHAT is the intervention/approach?
- HOW will it be delivered?
- HOW will we know it is working?
- Estimated cost
- Timeline, overseen by
- SO? - Impact and Outcome (updated when impact has been evaluated)

4.10.3 The authority collated information from all plans and was able to identify patterns in terms of the proposed spends and intended outcomes for young people, and to have discussions with individual schools about their needs and to support them in utilising funding to ensure best value and maximum impact on the attainment of learners affected by poverty.

4.10.4 The Pupil Equity Fund focus on staffing and digital devices in 2020/21 allows schools to continue to build on essential supports for those experiencing poverty-related barriers, including inequity of digital access and reducing the cost of the school day.

4.11 **Discover!**

4.11.1 *Discover!* was developed and is led by Lifelong Learning and is a well-established programme for children and families living in poverty, it is designed to address food and financial anxiety, also supporting learning, health and wellbeing during the school holidays, Due to the Covid-19 pandemic, the *Discover!* programme took place online in the Summer and October holidays. After children returned to school in August, *Discover!* has received increasing numbers of pupils and families being recommended by schools to the programme.

4.11.2 185 *Discover!* resource boxes were delivered to identified families for the Summer and October programme. The boxes contained food ingredients, recipes, utensils, arts and sports materials all linked to the online 259 members joined the Facebook group, and provided 648 comments and 1639 reactions to the 165 posts that were provided there.

4.11.3 More information on *Discover!* is contained within the Child Poverty Update Report (Appendix 3)

4.11.4 The Quality Improvement Team and Lifelong Learning delivered a Wellbeing Week during the last week of the Summer holiday, specifically for children in Primary 7 transitioning into S1. The *Discover!* children made up a significant proportion of the children who attended and the feedback was very positive.

5. Next Steps

5.1 Leadership for Equity

In response to a detailed analysis of planning, practice and progress towards closing the poverty related attainment gap across Edinburgh and nationally, a suite of Professional Learning with a Focus on Leadership for Equity is in development. Leadership for Equity is a Professional Learning Programme for schools, delivered over one academic session. Our goal is to achieve equity: ensuring every child has the same opportunity to succeed, with a focus on closing the poverty-related attainment gap. This professional learning will provide training modules for Class Teachers and Leaders and will provide role specific knowledge and skills around the three themes of Leadership, Learning & Teaching and Families & Communities. It will afford participants the opportunity to:

- enhance their vision and commitment by engaging with and reflecting on the underpinning social justice theories and values
- develop their expertise, practices and skills in leading improvements aimed at achieving equity
- apply new knowledge, understanding and skills to a school improvement project aimed at closing the poverty related attainment gap

5.2 Scottish Attainment Challenge (Schools Programme) Schools: 2020-21

5.2.1 The Edinburgh Learns team will continue to work with SAC schools in 2020-21 with a focus on Lesson Study to enact collaborative professional enquiry in numeracy and mathematics.

5.2.2 Schools in the Scottish Attainment Challenge (SAC) Schools Programme adhere to a rigorous Scottish Government reporting cycle. City of Edinburgh Quality Improvement Officers and Managers continue to work closely with the Education Scotland Attainment Advisor to provide ongoing support with self-evaluation to the SAC schools. The October submissions included an account of interventions that were altered during the period of school building closure from March-June 2020, in light of the changing needs of families during Covid, and the impact that these altered interventions had on children and their families.

5.3 SEIC

The local authority Equity QIEO continues to work with our Equity QIEO for the South East Regional Improvement Collaborative, which includes jointly presenting at network events within Edinburgh and beyond, and ensuring that our offers of support are co-ordinated in order to maximise the support to schools.

5.4 Learner Participation

Schools are increasingly familiar with Learner Participation in Educational Settings 3-18 (<https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18>) and support is in place to extend and enhance practitioner

confidence in this arena. All schools can book and access a training session for staff provided by the Quality Improvement service, and schools continue to access this through both virtual and live professional learning events throughout this session.

5.5 **Equity Board**

The Edinburgh Learns: Equity Board will continue to maintain an overview of these actions and carry out self-evaluation activity as appropriate. Current membership includes QIEO (Equity), teachers, Depute Head teachers and Head teachers from all sectors, representatives from the ASL service, Educational Psychological service, Education Scotland Attainment Advisor, South-East Improvement Collaborative QIO, Lifelong Learning, EVOC and the NHS.

5.6 **Renewal Planning – Implementation and Measuring of Impact**

5.6.1 All schools will continue to work with the authority throughout the session regarding progress towards the intended outcomes and targets for closing the poverty-related attainment gap in literacy and numeracy.

5.6.2 The local authority Education Improvement Plan 2020-23 has specific targets in place to support the closing of the poverty-related attainment gap and ensure those with protected characteristics do not face disadvantage, which include:

- Implement revised Attendance procedures
- Assertively track and monitor attendance, attainment and wider achievement of Care Experienced Learners and those in SIMD Quintile 1
- Engage in Edinburgh Learning Schools: Leadership for Equity professional learning offer

5.7 **Addressing Digital Poverty and Digital Inequity**

5.7.1 A Digital Devices, Connectivity and Remote Learning Survey was issued to all schools in November 2020. The purpose of this is to allow the local authority to gather information about the extent to which schools are able to accommodate digital needs of learners within their current digital estate in the event of pupils requiring to self-isolate or the event of periods of home learning or blended learning.

5.7.2 The information provided in this survey, in addition to information that the authority holds about the capacity of individual schools to dedicate their own funds towards any identified digital gaps, is being used to inform a fair and equitable distribution of devices and connectivity (MyFi wireless routers) that the authority has access to.

5.7.3 The Quality Improvement Education Officers with responsibility for Equity and for Digital are meeting with partners from other sectors in December to work on a co-ordinated and joint strategic approach and effective information sharing and communication with regard to support for those experiencing digital poverty. This will include sharing information on what has been done so far and next steps. This has been organised through *People Know How*, the social innovation network that strives to bring together the academic, business, public and third sectors to drive social change.

5.8 1 in 5 and Cost of the School Day

5.8.1 The 1 in 5: Raising Awareness of Child Poverty in Edinburgh is 5 years old this year. In the face of Covid-19 and the far reaching consequences it is having on family life and income, the CEC Lifelong Learning Health and Wellbeing Team is running a 1 in 5 Seminar Series. The first three events occurred in November and December, covering the following 3 themes:

- Raising Awareness of Child Poverty in Edinburgh
- Hidden Family Homelessness in Edinburgh
- Tackling Digital Inequality in Edinburgh

1 in 5 continues to raise awareness of child poverty and work is developing to ensure more colleagues and partners access the training and use it to change practice.

5.8.2 This session, the new Pupil Equity Fund Plan format outlines each intervention support that the school plans to fund, including those which reduce the cost of the school day. This session, this does not include information about P7 trips. However, the Learns Equity Board, which focuses on supporting schools with effective management of resources to support Equity, both in terms of directly reducing the poverty-related attainment gap, and ensuring that young people's entitlement to curricular and wider achievement experiences is met, will also include school trips within discussions and will link to the Outdoor Learning Team in relation to strategy.

In addition, the Outdoor Learning Team are actively involved in a process to better understand and collect information on why children attend/do not attend residential trips. This work was paused during the school closure period from March – August but has resumed. Advice already exists for schools within the 1 in 5 training about the cost of the school day and pupil experiences.

6. Financial impact

6.1 Interventions and actions listed within the report include those annually funded by the Scottish Government (Pupil Equity Funding, Scottish Attainment Challenge Schools Programme Funding), in addition to those funded by the Scottish Government in 2020 as a result of Covid impact (Closing the Gap Teachers, Digital Devices).

7. Stakeholder/Community Impact

7.1 Views and impact were and continue to be gathered from schools by the local authority in relation to the management of resources to support equity, specifically the use of Pupil Equity Funding and the content of the PEF Plan template.

7.2 Views of parents/carers, families, and young people continue to be gathered by schools as part of the self-evaluation process of gathering impact of the interventions and supports delivered to children and young people experiencing poverty-related barriers.

8. Background reading/external references

- 8.1 CEC Standards and Quality Report: Edinburgh Learns - Equity (September 2020)
- 8.2 Tackling Child Poverty: Delivery Plan (2020) Published for Education, Children and Families Committee 15 December 2020
- 8.3 Edinburgh Learns: Equity Report (April 2020)
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20190521/Agenda/item_710_-_edinburgh_learns_-_equity_-_actions_to_improve_outcomes_for_children_in_poverty.pdf
- 8.4 Local Authority Delivery Plan (July 2020) – Section 8 (Equity)
- 8.5 Pupil Equity Funding: National Guidance (May 2020) at
<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2020/05/pupil-equity-funding-national-operational-guidance-2020/documents/pupil-equity-funding-national-operational-guidance-2020/pupil-equity-funding-national-operational-guidance-2020/govscot%3Adocument/PEF%2BNational%2BOperational%2BGuidance%2B2020%2B-%2BFinal.pdf>

9. Appendices

- 9.1 Appendix 1 – Edinburgh Learns: Equity and Inclusion Adaptation and Renewal Plan Template for Schools
- 9.2 Appendix 2 – Pupil Equity Funding Plan Template 2020-21

SCHOOL NAME

Renewal Plan

Sample: Equity & Inclusion

Renewal Aspect	Equity and Inclusion	Overall Responsibility	Alison Humphreys (Equity) and Anna Gray (Inclusion)
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners. Ensure that the planning of effective interventions and approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> Implementation and ongoing evaluation of interventions through managing resources to support equity of access for all to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty. <p>Long Term:</p> <ul style="list-style-type: none"> PRIMARY: Reduction in the poverty related attainment gap in literacy and numeracy as follows <i>(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome):</i> Table for Primary <p>Long Term:</p> <ul style="list-style-type: none"> SECONDARY: Reduction in the poverty related attainment gap in literacy and numeracy as follows <i>(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome and/or use attainment vs deprivation measures or positive, sustained destination targets for equity groups):</i> Table for Secondary 		

NIF Priority :-

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

- QIs/Themes**
- QI 1.1 Analysis and evaluation of intelligence and data
 - QI 1.3 Strategic planning for continuous improvement
 - QI 1.5 Management of resources to support equity
 - QI 2.3 Learning and engagement
 - QI 2.3 Quality of teaching
 - QI 2.5 Engaging families in learning
 - QI 3.2 Attainment in literacy and numeracy
 - QI 3.2 Overall quality of learners' achievement

Tasks	By Whom	Resources	Time	Progress & Impact
<p>1a. Provide opportunities for staff engagement in the effective use of data in identifying the poverty related attainment gap post-COVID-19</p> <p>1b. Set measurable outcomes which relate to improvements in attainment or achievement for those learners in SIMD quintile 1 and the closing of the gap between those in SIMD quintile 1 and those in quintiles 2-5</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Post-COVID-19 attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way (Scottish Government Guidance 05/06/20). • Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). • <u>NIH excellence and equity datatoolkit</u> • Professional dialogue with staff using the baseline data to inform the measurable targets. • CEC Pupil Equity Funding: Plan 2020-21 - School Template 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>2. Continue to update existing audit information regarding inequity of digital access and take action appropriately as part of the blended learning model.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Table on pg 10 and paragraph on pg 15 of (Excellence and Equity During the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland) • School Data from Digital Access Audit 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>3. Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PEF National Guidance 2020-21 • PEF City of Edinburgh Council Guidance 2020-21 • Pupil Equity Funding: Plan 2020-21 - School Template • Equity Self-Evaluation Resource (Education Scotland) • Interventions for Equity Diagram • Dan Nicholls (2020) Urgent Action Required. Addressing disadvantage • EEF Impact of School Closures on the Attainment Gap June 2020 and • Scotgov support-for-continuity-in-learning June 2020 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>4. Planning the financial management of resources to support equity.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from January 2021) • CEC Pupil Equity Funding: Plan 2020-21 - School Template • Challenge questions from HGIOS?4 QI 1.5 • Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons e.g. Equity cohorts.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Supporting Care Experienced Children and Young People through Covid 19 and its aftermath • Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools • https://education.gov.scot/improvement/learning-resources/supporting-young-carers-in-education-during-covid-19/ • Equalities Resources 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

6a. Establish or build upon existing family learning programmes- adapt to a COVID context	•	<ul style="list-style-type: none"> • Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) • 'How to' video clips created for parents to help them build skills and confidence in accessing digital learning platforms such as Teams. • Post-COVID data gathered by the school to identify families facing hardship and poverty for the first time, who may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals. • Scottish Attainment Challenge and Partnerships with the Third Sector • EEF working-with-parents-to-support-childrens-learning 	•	•
6b. Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.				
7. Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19.	•	<ul style="list-style-type: none"> • CEC 1 in 5 Top Tips for Schools • CEC Raising Awareness of Child Poverty document • Leadership for Equity CLPL (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21) • https://cpag.org.uk/scotland/CoSD/evaluation • National Improvement Hub – Stirling Outcomes and Measures Toolkit 	•	•
8. Include regular tracking dialogue meetings with all relevant staff as an aspect of the Quality Assurance calendar.	•	<ul style="list-style-type: none"> • WTA 20-21: Negotiating Committee to agree • Quality Assurance Calendar • Collegiate Calendar 	•	•
9. Inclusion				
9a. Identify learners with specific learning difficulties who require Individualised Educational	• SfL staff with support from ASL Service colleagues	<ul style="list-style-type: none"> • Learning at home pathways to support • AR&R Guidance to Support Inclusion During Covid-19 • https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/ • https://www.callscotland.org.uk/home/ 	•	•

<p>Programmes or CSPs; review and update targets.</p> <p>Monitor learners who may require/have previously required SfL support at pathway 2 to facilitate early intervention and planning to address any emerging difficulties accessing learning.</p> <p>9b. Termly review of progress towards IEP or CSP targets as part of multi-agency planning process.</p>	<p>as required</p>	<ul style="list-style-type: none"> • https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/ • Planning for Learning part 3: Individualised educational programmes (IEPs) • https://education.gov.scot/parentzone/Documents/CfEbriEfig13.pdf 		
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