

Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Edinburgh Learns for Life

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the vision, mission and goals of Edinburgh Learns for Life as the strategic framework for education, in pursuance of the City Vision 2050
 - 1.1.2 Continue to ask for annual reports on the progress of each themed Edinburgh Learns for Life Board

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Report

Edinburgh Learns for Life

2. Executive Summary

- 2.1 This report provides a summary of the revised strategic plan for education designed to meet the objectives of the City Vision 2050, amid the emerging pressures and opportunities presented by COVID. It outlines the vision, mission and goals agreed through consultation before and during COVID. It provides information about the governance and structures in place to deliver the objectives and clarifies the importance of coherence with the city's ambition overall.

3. Background

- 3.1 The Council's approach to Adaptation and Renewal during COVID set out key strategic objectives, which were then translated into the City Business Plan. The strategy for education was therefore refreshed to ensure coherence with broader objectives, such as Poverty, Prevention and Wellbeing. The result of this work is the strategic framework Edinburgh Learns for Life. This is an evolution from the previous, successful strategy: Edinburgh Learns, which more explicitly states the transformative powers of education as a means to empower citizens and end poverty.

4. Main report

- 4.1 Edinburgh Learns was the series of strategic frameworks used by school and central staff to deliver the requirements of the National Improvement Framework. During 2017/18 Edinburgh Learns Boards were constituted to provide guidance to schools and to check and report on progress. Officers, senior school leaders, partners and parents attended the Boards. The overwhelming majority of KPIs for education improved over time evidencing the success of the strategy.
- 4.2 The vision for Edinburgh Learns: the best teaching and learning for all, highlighted the importance of highly skilled teachers delivering high quality learning experiences. This was progressed through the establishment of the Teaching and Learning Team. The Edinburgh Teachers' Charter is now in place to ensure that this develops and that the quality of teaching improves year on year.

- 4.3 To further improve performance, education strategy has to extend beyond the parameters of school buildings. Ingrained issues such as poverty, diversity and inclusion can only be tackled through long term planning, determined leadership and stronger cohesion with other council services
- 4.4 The revised vision is: A fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace. This clearly highlights the major themes for the city: fairer, healthier and greener. The expanded vision underlines the transformative power of education, positioning it as a skill for learning, life and work.
- 4.5 As an evolution of the previous strategy, Edinburgh Learns for Life uses the same structures and governance, namely themed Empowerment Boards preparing annual plans and reports, which are also reported to this Committee and nationally to the Scottish Government as the Education Improvement Plan and Standards and Quality Report.
- 4.6 There are now 11 themed Boards (figure 1) and 3 Empowered Edinburgh Resources Boards (figure 2) shown in Appendix 1, Education Improvement and School Renewal Plan. This 'self-improving system' and 'empowerment' approach is fully coherent with national policy, [<https://education.gov.scot/improvement/learning-resources/an-empowered-system/>]. Where appropriate, children and young people raise issues or give feedback to Boards, for example on equalities, pupil participation, rights and digital learning.
- 4.7 Edinburgh Learns for Life pulls together all aspects of the delivery of quality education. It explicitly removes the silos that have hindered progress by ensuring alignment strategically and operationally. For example, learning estates, inclusion and the curriculum now proceed from the same vision, mission and goals and ensure alignment to the City Vision 2050 and the City Business Plan.
- 4.8 The most critical area of work, highlighting this alignment is the work of the Equity Board.
- 4.9 Meeting the requirements of the Poverty Commission report is of singular importance to all officers and school staff. The report's findings correlated strongly with data around the poverty-related attainment gap and inequitable pathways. The work of the E-Life Equity Board will be to ensure that culture change happens within schools to remove the stigma of poverty. Leadership, Coaching and Teaching and Learning for Equity programmes have been devised and given national approval. The Equity Board will also provide clear, best value advice for use of the Pupil Equity Fund.

5. Next Steps

- 5.1 Each Board is undertaking an Integrated Impact Assessment and will report progress to Education, Children and Families as they complete.

- 5.2 All schools developing their Learning Estate through build or extensions are now required to draft an Edinburgh Learns for Life Plan. This sets out the school's approach to each of the themed areas of practice. It is underpinned by a Learner-led Consultation that determines the School Learning Charter, i.e. how, what and where children learn in each learning community.
- 5.3 Schools will be increasingly expected to work across clusters and establish stronger links as Learning Communities. This practice is proven to improve transitions and strengthen the shared understanding and increase pace and progress of learning.
- 5.4 Developing the organisational and workforce structure to support this work is underway and will be reported to Council.

6. Financial impact

- 6.1 Budget pressures will be reduced by improving alignment of service areas.

7. Stakeholder/Community Impact

- 7.1 As the response to COVID eases, it is intended to have further communication and engagement sessions with all stakeholders. A comms strategy is under development and will include reach to all staff in schools, parents and young people.
- 7.2 As the themed boards oversee work on Equalities, Sustainability and Rights, detailed reports on progress, as they apply to education, will be available as part of this work.

8. Background reading/external references

- 8.1 Edinburgh Learns ECF

9. Appendices

- 9.1 Appendix 1 Education Improvement Plan 2021-24



EDUCATION RENEWAL AND IMPROVEMENT PLAN 2021-2024

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Introduction

Our vision for 2050 is of a fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace. This is a long-term vision that begins over the next few years by

- ending poverty and preventing adverse outcomes such as homelessness and unemployment
- becoming sustainable and net zero city
- making sure wellbeing and equalities are enhanced for all

Uppermost is the need to remove the stigma of poverty for all citizens. This can only be achieved by creating pathways of equal esteem and challenging ingrained cultural biases.

Implementing change such as this needs to begin immediately but will be most effective when the capacity exists to do so. Meeting basic health and safety needs and responding to the operational issues presented by the COVID response will continue to be the main priority.

The School Renewal and Improvement Plan set out on the following pages details the expectations per

school to meet core and statutory duties. It is expected that each school, operating within their learning community, will have achieved all objectives over the three-year period, assuming the COVID-19 response demands lessen, and capacity to improve increases.

Empowerment will continue to underpin all of our work through Edinburgh Learns for Life Boards, each of which has developed an Action Plan and Revised Framework for schools to follow. Empowerment Staffing, Finance and Learning Estates Boards also agree policy, monitor progress and co-construct decisions for schools.

Over the next three years all schools will produce their own Edinburgh Learns for Life Learning Strategy. This will include the policy and practice agreed at local level to make the city vision a reality.



Edinburgh learns for life

Our vision

A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community and in the workplace.

Our mission

To create a world class learning city where everyone's skills knowledge, creativity and relationships with people and places are equally valued.

To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

Our goals

Transform

We will provide inclusive, equitable, valuable learning opportunities for everyone.

Connect

We will use a Place-based approach to build collaborative and sustainable learning, communities and networks.

Empower

We will co-create the environments where learners can lead and shape their own learning.

Key school actions

NIF1: Improvement in attainment, particularly in literacy and numeracy

- We will raise attainment for all
- We will improve the skills of staff
- We will improve the tools and resources for staff
- We will raise attainment in numeracy and mathematics

Action number	Action	2021	2022	2023
1.1	Ensure teaching staff achieve the Edinburgh Teachers' Charter	Green	Green	Green
1.2	Revise PRD policy in line with authority guidance	Green	Green	Amber
1.3	Revise School/Cluster Teaching and Learning Policy in line with authority guidance	Amber	Green	Amber
1.4	Revise School/Cluster Assessment Policy, including Quality Calendar in line with authority guidance	Amber	Green	Amber
1.5	Implement or embed (authority) BGE Tracking and Monitoring system	Green	Green	Amber
1.6	Revise Numeracy and Mathematics Policy in line with Authority Guidelines	Amber	Green	Green
1.7	Improve Professional Learning Skills in mathematics – P5 teachers	Green	Green	Green
1.8	Implement targeted interventions for all children and young people with gaps in literacy and numeracy skills	Green	Green	Amber

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

NIF 2: Closing the attainment gap between the most and least disadvantaged children

- We will remove the stigma of poverty in all schools
- We will embed The Promise
- We will improve, for the care experienced and those living in poverty
- Attendance
- Attainment
- Wider achievement

Action number	Action	2021	2022	2023
2.1	Ensure school leaders and staff attend Leadership for Equity Coaching for Equity T&L for Equity	Amber	Green	Green
2.2	Implement revised Attendance Procedures	Green	Amber	Amber
2.3	Ensure all support staff are trained: Edinburgh Learns Core Support Staff CLPL	Amber	Amber	Green
2.4	Implement or embed Nurturing Schools Principles	Amber	Green	Green
2.5	Embed City of Edinburgh Equity (Poverty Proofing) Framework	Green	Green	Green
2.6	Following authority guidance, assertively track and monitor attendance, attainment and wider achievement of Care Experienced learners and learners in Quintile 1	Green	Green	Green

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

NIF 3: Improvement in children's and young people's health and wellbeing

- We will ensure equality for all children with protected characteristics
- We will revise and decolonise the curriculum
- We will improve the PSE curriculum in secondary schools
- We will improve provision to meet the needs of young people in secondary schools
- We will learn outdoors

Action number	Action	2021	2022	2023
3.1	Embed revised local authority policy to prevent and respond to bullying and prejudice	Green	Green	Green
3.2	Embed Tackling Racist Incidents guidance	Green	Green	Green
3.3	Revise and decolonise the Curriculum	Amber	Green	Green
3.4	Revise School/Cluster Outdoor Education policy	Amber	Amber	Green
3.5	Implement RHSP guidance	Amber	Green	Green
3.6	Establish Wellbeing Bases in Secondary Schools	Amber	Amber	Green
3.7	Undertake Inclusive Practice Review within three-year cycle, with support of Psychological Services and ASL Service	Amber	Amber	Green

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

NIF 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

- We will embed children’s rights
- We will review curricular pathways to ensure coherent development of skills
- We will align pathways to provide parity and fairness
- We will develop strategic plans to meet the objectives of the City Vision 2050

Action number	Action	2021	2022	2023
4.1	All schools embed Career Education Standard at appropriate stage	Green	Green	Green
4.2	All schools & clusters use My World of Work Profile for primary to secondary transition	Green	Green	Green
4.3	All secondary schools review and align curricula	Amber	Green	Green
4.4	All schools review Curriculum Rationale & Pathways to ensure children’s rights and wellbeing are secured	Amber	Amber	Green
4.5	All secondary schools implement Transitions Guidance for young people from S3 with additional support needs	Amber	Amber	Green
4.6	All schools prepare Edinburgh Learns for Life Learning Strategy and Routemap	Amber	Amber	Green

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

Edinburgh Learns for Life Boards

Teaching,
learning and
assessment

Digital
learning

Leadership

Learning
together

Inclusion

Equalities

DYW
(Pathways)

Sustainability

Rights

Equity

Health and
wellbeing

Finance

Staffing

Learning
Estates