

Education, Children and Families Committee

10:00am, Tuesday, 12 October, 2021

Education Standards & Quality Report 20-21 (Part 2) Learning, Teaching & Assessment

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the progress and impact, within Teaching, Learning & Assessment, reported in this section (part 2) of the S&Q report.
 - 1.1.2 Agree next steps at 5.1 – 5.3
 - 1.1.3 Agree that updates on the work detailed in this report are presented at Committee as required.

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Education Standards & Quality Report 20-21 (Part 2) Learning, Teaching & Assessment

2. Executive Summary

- 2.1 This aspect of the Standards & Quality report provides a summary of the progress and impact within Teaching, Learning & Assessment. (HGIOS 4 Quality Indicator 2.3) The full Standards & Quality Report, related to this area of practice, is provided (Appendix 1) stating the outcomes, key strengths and next steps evidenced by evaluative data. Also included is a summary of the HGIOS Quality Indicator Values for 2.3 which all schools submitted, as part of their own Standards & Quality Reports, based on their self-evaluation processes. The next steps section, in the S&Q report (Appendix 1), sets out the actions which will be taken to continue to provide support and challenge to schools to drive continuous improvement. This report should be read in conjunction with the Attainment in the Broad General Education Committee Report (October 2021).

3. Background

- 3.1 Professional actions, associated with Teaching, Learning & Assessment, are governed through the Edinburgh Learns Board led by the Acting Senior Education Manager, supported by the SDO Edinburgh Learns Teaching and Learning Team. This Board has strong senior leadership representation from each school sector and from partner agencies. This ensures empowerment of senior leaders to lead strategy at school, and Local Authority, levels, including taking a central role in decision-making. This also enables the gathering of data, from a range of stakeholders, to support the evaluation of the progress and impact of the actions agreed by the Board.
- 3.2 Progress reports are regularly provided at senior leadership meetings, and at Head Teacher briefings, to share agreed actions, the impact of these actions and to consider whether plans need to be adapted to ensure positive outcomes for learners.
- 3.3 The overarching aim of the Quality Improvement and Curriculum Service is to ensure consistency in the provision of high-quality teaching, learning & assessment, leading to improved outcomes for learners and positive destinations. The impact of the Covid pandemic has meant that initial plans have been adapted to reflect the local and national context and Health & Safety guidance. This has meant a rapid acceleration in the development of digital skills to support remote learning, an

increased focus on outdoor learning and the need to adapt to new ways of working whilst continuing to improve outcomes for learners.

4. Main report

4.1 Impact of the Covid Pandemic

The Covid pandemic has impacted the provision of teaching, learning and assessment in many ways. School leaders and staff teams have responded to the need to provide remote and blended learning, during periods of lockdown and self-isolation. This has required a rapid acceleration in digital skills with new, essential ways of working emerging. This has presented some challenges in terms of pupil engagement in learning which has, in some cases, impacted progress in learning. Teachers have had to adapt assessment and moderation practices which has, in some examples, affected confidence in teachers' judgements about pupils' progress.

4.2 Edinburgh Learns for Life Strategy

The Edinburgh Learns for Life Strategy provides a fairer, greener, healthier vision for education in Edinburgh:- to create a world class learning city, which enables all young people to "find their passion" whilst eradicating poverty-related, and other, barriers to success. These are collective goals which all schools should hold at the heart of their practice. Plans already in place, to deliver this strategy, provide the fertile ground needed to achieve excellence in teaching, learning and assessment in order to ensure all learners access the highest quality provision.

4.3 Edinburgh Learns Teaching, Learning & Assessment Board

The Board action plan priorities focus on the provision of high-quality professional learning, including the 4 aspects of the Edinburgh Learn Teachers' Charter. There has been positive practitioner engagement in all aspects of the Charter with key performance indicators included in the Council Business Plan and Education Improvement Plan 2021-24 to increase this engagement over the next 3 years.

4.4 Digital Strategy

The advancements in Digital practice have been well supported by professional learning to ensure practitioners demonstrate a high level of skills and confidence. The Digital strategy will be augmented through the implementation of the Empowered Learning (1:1 devices) strategy which will enable all young people to access learning with equity in a world class digital environment.

4.5 Closing the Gap in Learning

Additional staffing capacity has provided schools with resources to address identified gaps in learning which has resulted from the impacts of the pandemic. Following consultation with senior leaders, Additional Covid Recovery Funding 2021-22 has been allocated on a per capita basis, to allow schools to support learners on the basis of need, requiring an analysis of school/learning community data.

4.6 Assessment & Moderation

CEC Assessment & Moderation practice has been shared across the SEIC, increasing the engagement of Secondary practitioners with the moderation model endorsed by Education Scotland. Further work is required to increase rigour in teachers' professional judgements about pupils' progress.

4.7 The Voice of Young People

A firm commitment to ensuring adherence to the UNCRC, and to improving outcomes for young people living in poverty, those with additional support needs and those who are care experienced, transcends all outcomes and key strategic actions. This extends to consulting with learners about the curriculum and pathways on offer to them to ensure equality of access and to enable them to find their passion.

4.8 Progress in Learning

Achievement of Curriculum for Excellence Level data for P1, 4 & 7 is detailed in the "Attainment in the BGE" Committee Report (October 2021). S3 data was not collected by Scottish Government this session. Since the data was last collected in 2018-19, the data for 2020-21 reflects a drop of between 2-4% in each of the measured areas. The most noticeable decreases are in P7 for Numeracy (3%), P4 Writing (4%). Compared to attainment predictions gathered in November 2020, an increase has been evidenced in all measured areas

4.9 Schools' Self-Evaluation

QI Value 2.3	2 (Weak)	3 (Satisfactory)	4 (Good)	5 (Very Good)
Primary	1	18	63	7
Secondary		3	17	3
Special	1	4	6	

The majority of schools have self-evaluated their practice as "Good (4)" for Teaching, Learning & Assessment.

Self-evaluation over time

Mean 2.3 value	2017-18	2018-19	2019-20	2020-21
Primary	3.90	3.86	3.88	3.86
Secondary	3.73	3.91	3.96	4.00
Special	3.73	3.36	3.36	3.45

% 4 or better	2017-18	2018-19	2019-20	2020-21
Primary	78.6%	77.3%	76.1%	78.6%
Secondary	63.6%	73.9%	78.2%	86.6%
Special	72.7%	54.5%	45.5%	54.5%

4.10 Support & Challenge

Actions to support schools with continuous improvement are detailed in the Standards & Quality Report (Appendix 1)

The QICS will provide proportionate support to schools with the greatest decreases in attainment and to those self-evaluating with a QI value of 3 (satisfactory) or less. There will be a strong focus on strategies for raising attainment, including at transition from P7 to S1. Additionally, schools will be supported in tracking, and developing strategies to improve, pupils' attendance.

5. Next Steps

- 5.1 The EL Board will take forward the action plan priorities, as detailed in the next steps section of the Standards & Quality report (Appendix 1).
- 5.2 Evaluation of progress and areas for development within the Action Plan, will be undertaken throughout Session 2021-22. Actions are fully aligned to the City Vision, Council Business Plan, Edinburgh Learns for Life Strategy and key city objectives such as eradicating poverty.
- 5.3 Core improvement activities will continue to focus on developing high quality teaching and learning skills, to improve outcomes for all learners. They will also focus on bringing about the culture change needed to eradicate poverty. This will include narrowing the poverty related attainment gap, increase positive destinations and increase the wellbeing and resilience of all young people.

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

- 7.1 The Edinburgh Learns Board has strong representation from school leaders and relevant partner agencies. We will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. The reach of the Boards is increased through the Learning, Teaching & Assessment Leads' network.
- 7.2 Each year schools evaluate themselves against the HGIOS? 4 2.3 Quality Indicator.
- 7.3 The Board is completing an Integrated Impact Assessment which will fully engage stakeholders. These will be reported by the end of the next school session.

8. Background reading/external references

- 8.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>
- 8.2 Attainment in the BGE Committee Report (October 2021)
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9. Appendices

- 9.1 Appendix 1 Edinburgh Learns Standards & Quality Report 2020-21 Teaching, Learning & Assessment

APPENDIX 1

CEC STANDARDS & QUALITY REPORT

TEACHING, LEARNING & ASSESSMENT



October, 2021

Edinburgh Learns

“Our Goal is that every learner experiences the best teaching and learning”

Our Outcomes

- To promote the Edinburgh Learns for Life strategy:- To value learning as a means to transform lives; value all types of learning; develop healthy bodies, minds & attitudes for effective learning; save our planet as we learn about sustainability and climate change.
- To ensure all teaching staff in our city use the 4 modes of excellent teaching (Edinburgh Learns Teaching Charter) and to evaluate the impact on improved outcomes for learners.
- To establish network of Learning, Teaching and Assessment leads, supported by centralised professional learning. To ensure all staff, are mentored or coached to improve through feedback and the revised PRD process.
- To support Schools to work with their communities to shape and build the best local Curriculum.
- To ensure all learners make progress in learning including addressing identified gaps.
- To improve outcomes for young people living in poverty, those with ASN and those who are care experienced.
- Ensure all schools participate in CLPL to further develop Digital skills to support Empowered Learning (1:1 devices).
- To strengthen the Digital Learning Coordinator network to ensure participation of all schools in the delivery of the Empowered Learning strategy.
- To review the CEC Assessment & Moderation CLPL offer.
- To ensure compliance with UNCRC across all aspects of practice.

What Does Our Evidence Tell Us?

Edinburgh Learns for Life

The Edinburgh Life Strategy, as our new vision for education, has been positively received by school leaders following its launch. Feedback has indicated that the inherent values:- the need to create a world class learning city, which enables all young people to “find their passion” whilst eradicating poverty-related, and other, barriers to success are collective goals which all schools should hold at the heart of their practice. This has created early fertile ground from which to build on the outcomes within the Edinburgh Learns Teaching, Learning & Assessment Action Plan.

Edinburgh Learns Teachers’ Charter

The 4 key themes from the Edinburgh Learns Teaching and Learning Framework have been branded under the “Teachers’ Charter.” This gives schools, and individual practitioners, a clear steer on priority practice areas to develop high quality teaching and learning. Engagement data, for each of the 4 themes to date, are below.

Engagement with our professional learning (number of attendees):

	Formative Assessment	Differentiation	Skills	Leadership of Learning
Full course	131	176	101	111
Aspect of the course (focused webinar)	200 (approx.)	333 (approx.)	0	25

*Number of attendees for aspects are approximate as some practitioners attended more than one session. We have reduced the engagement numbers to aim to reflect this.

Confidence and Skills Evaluation:

	Formative Assessment	Differentiation	Skills	Leadership of Learning
Confidence in planning increase*	1.3	1.0	1.7	0.9
Skills in using approaches increase*	1.1	1.0	1.9	0.8

*Teachers are asked to rate their confidence and skills on a 1-5 scale before and after. The data in the table is the mean increase across all attendees.

Impact on educator and learners' data is as follows:

	Formative Assessment	Differentiation	Skills	Leadership of Learning
Positive impact on educator (% agree/strongly agree)	100%	93%	100%	78%
Positive impact on learners (% agree/strongly agree)	70%	100%	100%	100%

Most teachers agree that engagement with professional learning has had a positive impact on their practice and the majority of teachers agree that their learning has had a positive impact on learners.

Addressing Gaps in Learning

Closing the Gap staff were deployed to each Secondary school and to Primary School Clusters. This was centrally allocated with an increased allocation to schools with a predicted downwards trend in attainment during terms 3 and 4. Senior leaders were surveyed to ask them about the deployment of Additional Covid Recovery Funding for 2021-22. £2,692,000 has been deployed to schools to secure additional staffing, to enable a needs-based model to address identified gaps in learning. Senior leaders are encouraged to adopt a "learning community" approach to financial, and improvement, planning which maximises impacts for learners and yields cost efficiencies to ensure a best value approach to financial stewardship of available funds.

Curriculum Reform and Design

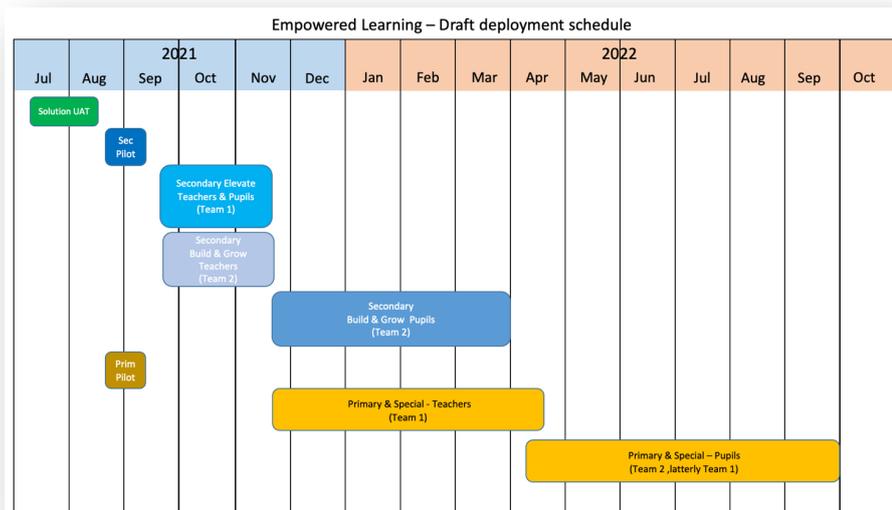
Schools are self-evaluating their curriculum offer as part of Renewal/Improvement planning as detailed as a priority in the Education Improvement Plan 2021-24. Reform and design will be undertaken, in collaboration with learners, and wider community stakeholders over the next 3 years. This is to ensure that equalities is at the heart of pathways offered which enable young people to find their passion.

Outcomes for Care Experienced Young People

An experienced Head Teacher, with lived experience of care, has been seconded full time to raise the profile of the Care Experienced Community, secure interventions to support attainment in Literacy, Numeracy and Health and Wellbeing, and to strengthen multi agency working in line with our commitments in our Corporate Parenting Plan and The Promise. The team has been augmented by an additional 1.0 FTE Educational Psychologist and 0.6 FTE ASL leader.

Empowered Learning Project (1:1 Devices)

The pandemic created the need for a digital remote learning model to be developed by all schools to ensure that young people continued to progress in their learning. This required a rapid acceleration of skills development for staff who have delivered both synchronous and asynchronous learning experiences throughout. Building on this rapid development of the Digital Strategy is the Empowered Learning Project which is an extensive investment (£17.6m) providing 1:1 devices for all pupils P6-S6 and 1:5 for pupils P1-5 (39,000 devices), the aim of which is to create a world class learning environment in Edinburgh's schools. The rollout will focus on 3 stages:- Deployment Preparation, Deployment & Support and Training for staff, completed by December 2022. Site visits are now completed.



Assessment & Moderation

Professional learning in the CEC Assessment & Moderation model has been delivered, by the Edinburgh Learns team to secondary lead teachers at SEIC level. 100% of attendees stated that they would use their learning in the classroom/establishment. The Edinburgh learns suite of Assessment and Moderation professional learning has also included self-led training on engagement with benchmarks to support achievement of a level, and live webinars to improve confidence and rigour in teachers' judgements about pupils' progress.

UNCRC

The Rights of the Child permeate many areas of current school practice as evidenced e.g. in the number of schools who have received accreditation as a Rights Respecting School:-

74 Primary schools (24 registered, 24 Bronze, 19 Silver, 7 Gold)

21 Secondary schools (4 registered, 11 Bronze, 3 Silver, 3 Gold)

9 Special schools (6 Bronze, 2 Silver, 1 Gold)

What Were Our Strengths?

- The Edinburgh Learns for Life strategy provides an ambitious vision for education which has been launched with senior leaders across the school estate. This strategy is aligned to the Council Business Plan and is being actioned through the Edinburgh Learns Empowerment Boards and, at

school level, through Renewal Plans. This strategy has strong transdisciplinary connections to other Council services e.g. Digital and Learning Estates.

- The four key themes from the teaching and learning framework have been branded under the “Teachers’ Charter.” This gives schools, and individual practitioners, a clear steer towards professional learning to facilitate high quality teaching and learning.
- The wide range of Edinburgh Learns professional learning opportunities are offered in addition to the Teachers’ Charter. A self-led professional learning offer to support the development of teachers’ digital skills has been provided. In addition, the Edinburgh Learns team has delivered live digital webinars for all probationer teachers this session to support the implementation of the Empowered learning strategy (1:1 devices). Most teachers agree that this has had a positive impact on their practice with the majority agreeing that there has been a positive impact on outcomes for learners.
- The additional Closing the Gap workforce enabled targeted cohorts of young people to receive additional support to address gaps in learning. This additional staffing capacity also proved essential in ensuring schools stayed open, as part of the emergency deployment model.
- A learner-led approach to curriculum reform and design is being developed as part of the Granton Learning Strategy, to ensure young people are fully consulted on what they want to learn and that they are well supported, to progress their learning, by those who work with them in the places in which they live. This approach seeks to ensure parity of esteem in curricular pathways, supporting all young people to “find their passion.” Central to this approach is ensuring equality of access to all learners, eliminating any conscious, or unconscious bias which may be present in the curriculum offer and supporting resources.
- The launch of the Empowered Learning (1:1 device) strategy will build on the acceleration of practitioners’ digital skills which has emerged as a strength of practice throughout the pandemic. This aspect of the Digital strategy will facilitate innovation in a world class digital learning environment across the school estate.
- A deeper understanding of the care experienced community has been developed across the school estate. City-wide systems are in place to effectively track the attendance and attainment of care experienced young people is in place. This includes ensuring effective support at key transition points. A self-evaluation tool has been developed to support senior leaders in evaluating their current care experienced provision and to inform renewal planning. Partnerships to raise attainment of CE young people have been extended e.g. with Volunteer Tutor Organisation, Columba 1400 and MCR Pathways.
- The CEC Assessment and Moderation Framework is now published. The document includes sample quality calendars and case studies to support schools with creating, and self-evaluating, their assessment and moderation strategy. The framework also shares the LA (Education Scotland endorsed) moderation process. The Edinburgh Learns team continues to upskill colleagues in this model through high-quality professional learning at Local and SEIC levels which has evidenced increased levels of engagement, particularly from Secondary practitioners.

What Are Our Next Steps?

- All schools will detail their strategies for taking forward the Edinburgh Learns for Life strategy in Renewal & Improvement plans.
- Continue to offer professional learning in all 4 themes of the Teachers’ Charter. Key performance indicators of 30%, 50% & 70% workforce engagement respectively over this 3-year period are included in the Council Business Plan/Education Improvement Plan 2021-24. The impact of this CLPL on improving outcomes for learners will be evaluated, including raised attainment in Literacy and Numeracy.
- Increase collaboration with other teams, including the ASL service, to widen the range of professional learning opportunities offered to support teachers and pupil support assistants.

- Deliver the implementation plan for Empowered Learning (1:1) project, ensuring school leaders, staff, parents/carers and learners experience equitable access. The impact on learners' outcomes will be closely evaluated through progress in renewal plans, stakeholders' views and impact on pupil attainment, including young people experiencing barriers to learning. Three digital development officers have been recruited to support the rollout of the Empowered Learning (1:1) project. The Edinburgh Learns team will work closely with this team, and the Lead Digital QIEO, to upskill teachers in the delivery of high quality (evidence-based) learning, teaching and assessment using digital resources.
- School plans for the use of Additional Covid Recovery funding will clearly define the appropriation of funds, with decisions based on an analysis of available data at school/ learning community levels. These plans will be evaluated by the QICS to ensure plans are appropriate and the impact measured by schools on an ongoing basis. Impact will be quality assured by the QICS as part of Standards & Quality reporting 2021-22.
- Continue to promote the LA model for Assessment & Moderation to upskill practitioners and leaders to augment teachers' judgements about learners' progress. This is supported through the Engagement in the Benchmarks professional learning offer. Live webinars will be offered timeously to support schools in submitting attainment predictions (Nov & March). The existing QAMSO network will be increased and augmented.
- Establish a Learning, Teaching & Assessment Leads Network (Primary and Secondary) to develop a learning community approach to improving teaching, learning and assessment. Members will be prioritised for EL Teachers' Charter professional learning and Local/National CLPL in Assessment & Moderation. Seek to ensure diversity of membership e.g. BAME colleagues are represented.
- Ensure all education staff are aware of their role as corporate parents and the fundamentals in "The Promise" to improve outcomes for care experienced young people.
- Ensure schools are supported to embed effective system to track attendance and attainment of all young people including those who are care experienced, those living in poverty and those with other protected characteristics.
- Impacts on outcomes for learners will be evaluated through QICS activities :- quality assurance of renewal plans (progress and impact), support and challenge conversations with senior leaders, Supported/Validated self-evaluation processes, analysis of predicted attainment, pupil attendance data.