

The background of the slide features a large, light blue outline of the Coat of Arms of the Government of Nunavut. The crest includes a crown at the top with four floral motifs. The shield is divided into four quadrants: top-left shows a stylized building, top-right shows a caribou head, bottom-left shows a sailing ship, and bottom-right shows an eagle. A banner at the bottom contains the motto 'ANE FOR A' in Inuktitut.

Agenda Item 13

**National Improvement Framework
(NIF) – Education Service Recovery
and Improvement Plan**

Falkirk Council

Title: National Improvement Framework (NIF) – Education Service Recovery and Improvement Plan
Meeting: Education, Children and Young People Executive
Date: 09 November 2021
Submitted By: Director of Children's Services

1. Purpose of Report

- 1.1 The purpose of this report is to inform the Education, Children and Young People Executive of new arrangements regarding the National Improvement Framework (NIF) and to seek approval of the NIF Service Recovery and Improvement Plan 2021-2022.

2. Recommendations

2.1 The Education, Children and Young People Executive is asked to:-

- (i) approve the NIF Service Recovery and Improvement Plan 2021-2022; and**
- (ii) request that the Director of Children's Services brings back a Standards and Quality Report evaluating its impact to the Education Executive in November 2022.**

3. Background

- 3.1 The National Improvement Framework (NIF) for Scottish Education was launched by the First Minister in January 2016. The Framework supports the ambition to achieve excellence and equity for every child in Scotland. The NIF is updated annually.
- 3.2 The NIF is underpinned by a series of planning and reporting duties designed to support transparency and accountability around the efforts of the Scottish Government and education authorities to improve educational outcomes. These legal duties (integrated into the Standards in Scotland's Schools etc. Act 2000 through Part 1 of the Education (Scotland) Act 2016) are accompanied by statutory guidance. This provides education authorities with support in interpreting the duties and in identifying the practical steps they should take in order to meet their new legal responsibilities.

- 3.3 Children's Services is required to submit an annual plan to the Scottish Government by the 31st August each year. The draft plan for 2021-2022 was submitted with a covering note informing Scottish Government that this will be updated following our Elected Members consideration of our NIF Service Recovery and Improvement Plan 2021 - 2022..

4. Consultation

- 4.1 The NIF Plan is designed to give an indication of Children's Services key areas for improvement and is updated annually to take account of changing priorities locally and nationally.
- 4.2 Our priorities for session 2021-2022 are organised under our key areas and have been reviewed and amended to reflect the NIF 2021, the continued impact of the COVID-19 Pandemic and the results of ongoing self-evaluation.
- 4.3 This year's plan takes cognisance of the requirement of the Service to continue to support ELCCs and Schools to manage day to day impact of the COVID-19 Pandemic. It retains a clear focus on improving outcomes and experiences for all the children and young people who attend our Early Learning and Childcare (ELC) Centres, ELC Classes and schools. In line with the Standards and Scotland's Schools etc. Act 2000 the plan also sustains the focus on tackling raising attainment and achievement for all learners. Improvement work for session 2021-2022 aligns with the priorities associated with the NIF. These are:
- improvement in attainment, particularly in literacy and numeracy;
 - closing the attainment gap between the most and least disadvantaged children and young people;
 - improvement in children and young people's health and wellbeing; and
 - improvement in employability skills and sustained, positive school-leaver destinations for all young people.
- 4.4 Two high level areas for improvement are outlined and give an indication of the priorities for development which will be undertaken to make the necessary improvements in the COVID-19 recovery journey and the quality of provision. These are:
- Raising Attainment and Achievement; and
 - Curriculum Design and Development
- 4.5 Children's Services evaluates its progress annually to identify strengths in current provision and areas where further development is required. The self-evaluation and evaluations of services and schools by the School Improvement Team, Education Scotland and Care Inspectorate identify the steps which need to be taken to secure continuous improvement.

5. Considerations

- 5.1 Officers have used feedback from consultation with the full Service and Service and School Improvement team, the Additional Support Needs team, schools and ELC Centres when collating the plan.

6. Implications

Financial

- 6.1 Headteachers have received their Pupil Equity Funding allocation from the Scottish Government grant. Headteachers are required to track and monitor the allocation for their school and the impact it has on closing the poverty related attainment gap. Officers will work closely with Headteachers to ensure they adhere to Falkirk Council financial regulations. Any additional training costs are met within the existing training budget. There are no financial implications arising from this report.

Resources

- 6.2 The plan details a number of initiatives, which we will progress over the coming year. The collaboration and engagement of officers, headteachers and practitioners will drive the projects from within existing resources.

Legal

- 6.3 The Education Division has a legal duty to prepare an annual plan for submission to the Scottish Government by 31st August annually.

Risk

- 6.4 None.

Equalities

- 6.5 None.

Sustainability/Environmental Impact

- 6.6 None.

7. Conclusions

- 7.1 This is Falkirk Council's new NIF Service Recovery and Improvement Plan. This plan links to the key priorities and outcomes of the Single Outcome

Local Delivery Plan, draft Corporate Plan, and the Integrated Children's Services plan.

Director of Children's Services

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Date: 04 October 2021

Appendix:

Appendix 1

Education Division NIF Service Recovery and Improvement Plan 2021-2022

List of Background Papers:

None



Falkirk Council
Children's Services

Service Improvement Plan 2021 -2022

Education Division

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Foreword

The Children's Services Education Division Service Improvement Plan for session 2021-2022 is based on a position of strength. The COVID-19 pandemic will continue to influence our culture and practice long after it is over. Much of this influence has been positive. As a service, we start the next session with significantly improved digital skills, with more effective strategies for connecting, collaborating and communicating and with a joint determination to continue to set high expectations and aspirations for all of our children and young people in Falkirk.

The vision and ultimate aim of Children's Services' Learning to Achieve Strategy for Raising Achievement has never been more relevant or important: *We want all learners in our educational settings to have enjoyable, challenging experiences allowing them to work to their full potential. For economic and social reasons we must enable all young people to be pro-active and independent within their own learning experience. The service must support young people to develop resilience of character and the creativity and flexibility necessary to function in our rapidly changing society.*

Learners will then develop the skills and attributes which will allow them to make a positive contribution to society and achieve positive, sustained destinations. We must inspire young people to become enthusiastic lifelong learners. We aim to ensure that all our learners have access to:

- *Positive learning environments*
- *Opportunities to fully develop the four capacities*
- *Opportunities for play, sport, creativity and cultural activities*
- *Opportunities to contribute to decision making*
- *Opportunities to develop skills for life and skills for work*
- *Support that will enable them to make positive transitions at all stages of their learning*

We are privileged to have a highly dedicated workforce who do some outstanding and amazing things to support our children, young people, and families. Creating inspirational learning environments, transforming the educational experiences of all learners, and building on the strength of our partnerships with parents/carers, communities, trade unions and professional associations.

*We recognise that learning experiences will take place in and beyond school. All adults who contribute to the educational experience of our learners are key players in making this vision a reality. **Our ultimate aim is to raise the bar ensuring that all of our learners have better educational outcomes.***

Finally, I would like to take this opportunity to thank our staff for their commitment and dedication in continuing to adapt to the changing landscape and in providing the high quality of learning experiences to all our learners.



DE Mackay, Head of Education



Section 1

Progress and Improvement

2020/21



National Policy Context

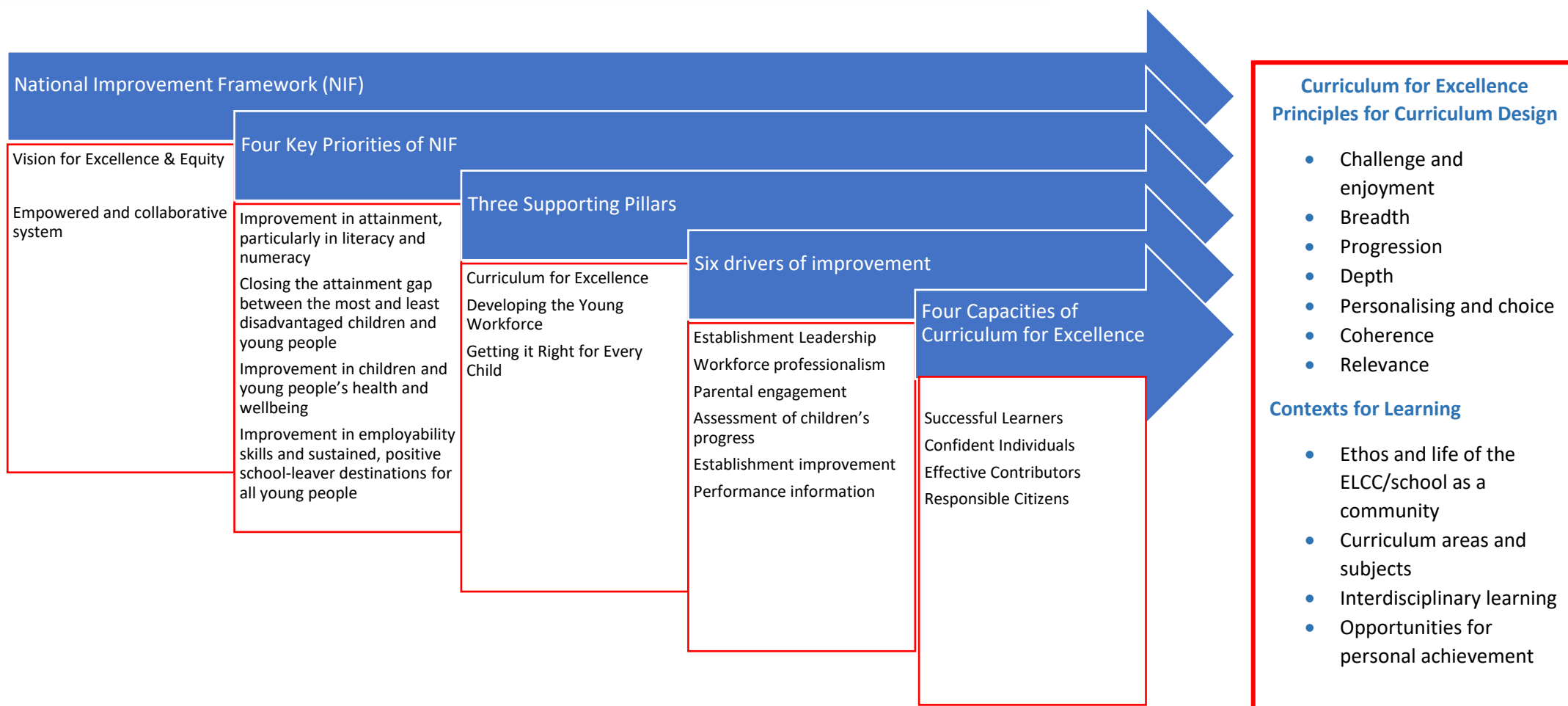
Common policy themes

Equity / inequalities / attainment gap	Review of assessments	Cyclical reviews of CfE	Partnership working / collaboration
Holistic approach - integration with other sectors	Professional learning / development	Delivery / assurance - e.g. data, monitoring, milestones and outcomes	'Pandemic proof' the system
Expand digital capabilities	Innovation, knowledge exchange, peer support	Variation in performance / consistency of improvement	Impact of Covid



Scottish Government
Riaghaltas na h-Alba
gov.scot

National Planning Context



Children's Services Education Division: Culture and Practice

The Standards in Scotland's Schools etc Act 2000 states that education authorities have a duty to ensure that school education is "directed to the development of their personality, talents, mental and physical abilities of the child or young person to their fullest potential" and requires authorities to take account of the views of children and young people on issues which affect their education. The act also identifies a set of National priorities for education in Scotland. These are:

- Attainment and achievement
- Framework for learning
- Inclusion and equality
- Values and citizenship
- Learning for life

The Children and Young People (Scotland) Act 2014 and associated statutory and practice guidance provides a framework for sector specific work for Early Learning and Childcare and Getting It Right for Every Child, the key tenet of which is wellbeing, inclusivity, equality and equity.

In Children's Services we seek to ensure that our early learning, primary, and secondary establishments provide learning experiences which will enable all children and young people to achieve and participate in the development of a fair and caring society. All our work within Education Services, the central team and in all education establishments, will be underpinned by the key values of:

- Partnership
- Public Service
- Performance

The Education division is ambitious and aspirational for all of Falkirk's children and young people and also for all those who lead and support learning. Our improvement activity is planned around the three domains above:

- Partnership; the work we will do **with** establishments
- Public Service; the expectations, guidance, support, challenge and development we will provide **for** establishments
- Performance; the improvements, achievements and progress that will be made **by** establishments



With you

Partnership

Planning
People power
Product



For you

**Public
Service**

Support &
Challenge
Solutions
Strength



By you

Performance

Excellence and
equity
Empower
Engage
Enterprise

Our culture and practice is based on a number of interconnected themes which influence all aspects of our work.

Children and Young People First	Consistently High Standards	Self Evaluation for Improvement	Culture-based Accountability	Excellence in Educating and Learning	Diversity and Equalities
Leadership at all levels	Capacity for Improvement	Meeting the needs of Stakeholders	Policy Development and Planning	Excellence and Equity	Engaging Families/Family Learning
Professional Learning and Development	Quality Improvement	Leadership Support and Development	Professionally Empowered and Equipped	Courage and Resilience	Confidence and Connectedness
Ambition and Empowerment	Reducing the Poverty Related Attainment Gap	Skills and Attributes Development	Partnerships and Resources	Wellbeing, Equity and Inclusion	Early Learning and Childcare
Children's Rights	Leadership of Change and Improvement	Getting It Right for Every Child	Corporate Pride	Learning for Sustainability	Relationships

These themes help us to keep the key National Improvement Framework priorities and drivers for improvement at the centre of our work.

Leadership Development: Progress and Improvement Dashboard 2020/21

Progress and Improvement Key

Still work to do

Good progress

Very good progress

Overarching aim	Plan and deliver a coherent, structured programme to develop leadership capacity across the system	
	Design and delivery of the FCSSI Headteacher Leadership Development and Induction Programme. Plan and deliver a structured programme of high-quality professional learning sessions (blended learning approach) for 11 newly appointed and Acting Head Teachers which are designed to enhance the leadership capacity	
	Design and delivery of the DHT Leadership Development Programme to provide an opportunity for networking and professional dialogue across sectors/clusters/settings. To consider national context/priorities and identify local/school implications	
	<p>Provide small group sessions to support the wellbeing, resilience, and connectivity of Headteachers through the FC SSI Leading "Well." Design and facilitate a series of Leading Well sessions for Head Teachers, Depute Head Teachers and ELC Heads of Centres to explore and support the challenges and opportunities of leading teams this session by:</p> <ul style="list-style-type: none"> • Bringing groups of peer senior leaders together to reflect on the changes they have experienced and the impact on them and their settings; • Exploring personal and professional achievements during the period from March 2020 -June 2021 	
	Design and deliver the first Quality Associates Programme to increase capacity across the Service to further improve the robustness of evaluation and the quality of engagement for improvement	
	To develop a professional learning programme for those colleagues who will be asked by Service and School Improvement to contribute to the evaluation and scrutiny of the standards and quality of the provision of early learning, primary and secondary sectors.	

Attainment and Achievement: Progress and Improvement Dashboard 2020/21

Progress and
Improvement Key

Still work to do

Good progress

Very good progress

Overarching Aim	Major focus on tracking, monitoring and moderation of professional judgements of CFE, BGE	
ELC	Continue to work jointly with Falkirk's Educational Psychology Service to devise and deliver training and support the early adoption of an ELC assessment framework.	
	Devise and deliver a range of professional development opportunities, including leadership activity, to support robust professional judgement of children's progress in ELC.	
	Deliver professional development and leadership opportunities to support further engagement in How Good Is Our Early Learning & Childcare? – quality indicator 3.2 Securing children's progress	
	Support through virtual and digital means engagement of parents and families in their child's learning, for example, through apps and digital profiles; and, continually enhance and update Connected Falkirk website.	
	Take forward an innovation family-centred project led by Early Years Pedagogues called to support schools to understand the needs of the community around the ELC/ school	
Schools	Promote, support, and monitor the use of the FVWLric Equity Toolkit https://sites.google.com/eds.glow.scot/fvwlcovid19equitytoolkit/home	
	Develop professional learning Digital modules focusing on supporting the assessment of the impact of COVID-19 on children and young people.	

	Refresh FCCS Guidance for the implementation of Scottish National Standardised Assessments.	
	SSI Team Manager engagement with school teams focusing on recovery, improvement, and PEF Planning.	
	Form a network in Falkirk of practitioners who have participated in the numeracy programmes and develop a support system and training programme for other Falkirk practitioners; numeracy leads/mentors	
	Tracker to all primary schools and further develop communication and link to BGE tracking in secondary and the use of this data in transition into S1.	
	Continue to work with teachers and Quality Assurance Moderation Support Officers to review and enhance current FCSSI moderation packs which support the improvement of moderation	
	Collaborative with FVWL RIC Numeracy Principal Teachers to provide further professional development and resources	
	Gather and analyse attainment of Curriculum for Excellence levels P1,P4, P7 and S3 to target support in preparation for the Scottish Government lift in June 2021.	
	Authority officers and school leaders will further develop the approaches to quality assurance and moderation to ensure robust, valid and reliable teacher judgement is in place. This will support the teachers in ensuring evidence is in valid and reliable due to the changes to the 2021 exam diet	
	SSI officers will hold review meetings in each secondary school session 2020/21, key focus: (i) the impact of their tracking and monitoring of performance at individual pupil level (ii) the overall effectiveness of this in informing learning and teaching (iii) steps being taken to improve attainment in subjects where there is apparent underperformance (iv) the attainment and achievements of vulnerable groups such as looked after children and those living in areas of relative deprivation. (v) analysis of school leaver destinations and the impact of specific factors e.g. attainment, SIMD etc.. (vi) curriculum analysis to provoke the shift in destination profiles (vii) impact of covid 19 on SLDR and associated planning	
ASN	Measure the impact of resources allocated to children and young people on their progress, attainment, and achievement.	
	Further develop partnership working with Enquire to ensure our processes are family oriented and based in children's rights	
All	Provide support and guidance to monitor the levels of pupil engagement during periods of blended/ remote learning	
	Review, update and add to DigiLearnFalkirk site to widely share guides and curated resources to support pupils, parents/carers and teachers in pupils accessing Glow and class in Microsoft Teams for different types of devices	

Skills and Attributes Development: Improvement and Progress Dashboard 2020/21

Progress and
Improvement
Key

Still work to do

Good progress

Very good progress

Overarching Aim	Major focus on skills development and increasing opportunities for learners to develop knowledge and skills in learning, including STEM subjects 3 -18	
ELC	Continue to increase the focus on high quality outdoor play and learning, with an emphasis on key skills of communication, teamwork and problem-solving, through a range of activity including by: facilitating the participation of six ELC settings in the national Virtual Nature School programme; and, sharing of effective practice, promoting the work of Beancross Primary ELC Class's Back to Nature approach.	
	Continuation of Marvellous Mealtimes agenda where young children are supported to grow, cook, and eat healthy foods and recipes.	
	Facilitate participation in the Natural Numeracy self-guided professional learning resource to support practitioners' knowledge and understanding of foundational mathematical concepts; and, through the new assessment framework, support practitioners to improve observational assessment of children's progress in early mathematics	
	Increase the number of ELC and primary practitioners gaining the Froebel in Childhood Practice certificate, which supports the supports the development of STEM attributes through block play, sewing, outdoor play and 3D modelling with clay; and, share this widely across all settings	
Schools	Continue to create and deliver professional learning based on the Raising Attainment in Science Education (RAiSE) survey feedback focusing on engineering and computational thinking.	

	Partnership working with Skills Development Scotland to create short CLPL sessions based on the Career Education Standard, Career Management Skills, Labour Market Information and Future Skills with resources to implement learning about these from Early to Second Level in primary.	
	SSI officers and school leaders will continue to collaborate with partners including Skills Development Scotland, Falkirk Council Employment and Training Unit and Forth Valley College to develop alternative strategies to minimise the impact of COVID 19 on 2020/ 2021 school leaver destinations.	
	Develop more resources Maths (Science Technology Engineering and Maths (STEM) in preparation for Maths Week Scotland 2021	
	Collaborative with FVWL RIC Numeracy Principal Teachers to provide further professional development and resources.	
	3 –18 approach to ensuring high quality destinations that move them out of poverty – learning for earning Middle 60% focus on moving the curriculum towards work-based learning for workplace earning.	
ASN	Further develop the Holiday Activity Programme operating permanently out of Carrongrange HS (CWDT, venue available from ASN Service).	
Educational Psychology Service (EPS)	<p>The Educational Psychology Service has had 0.5fte psychologist funding devoted to early years. The focus over the past 18 months has been on two major programmes each with substantial sub strands. It has been delivered by two different psychologists and in partnership with the early years team.</p> <p>Early Learning Core Assessment and Progression Framework</p> <ul style="list-style-type: none"> • Skills for Learning and Life • Foundations of literacy • Natural numeracy • Self and social development <p>Family Learning</p> <ul style="list-style-type: none"> • Increase understanding of Family Learning • Self-evaluation • Self-evaluation into practice: Enhancing Universal practice • Planning for Targeted support <p>We have seen 5 early learning establishments engage in the initial phase of the Skills for Learning and Life programme and 12 early learning establishments engage in the family learning programme. Both these programmes will be rolled out in 2021-2022 and beyond as the service increases its provision in early years, in partnership with the Early Years team</p>	

Wellbeing, Inclusion and Equality: Improvement and Progress Dashboard 2020/21

Progress and
Improvement
Key

Still work to do

Good progress

Very good progress

Overarching Aim	Major Focus on staff training and development to improve support for children and young people with SEBN. Consistent use of the ASN & Staged Intervention process & support for schools to embed this.	
ELC	Carry-out with the ELC sector a training needs analysis focusing on additional support needs; and, devise a comprehensive training programme of support.	
	Introduce a streamlined approach to manage referrals for support for young children with additional support needs.	
	Include ASN as an area of focus with Senior Early Years Officer networks.	
Schools	Deliver bespoke training on staged intervention to senior leaders.	
	Devise additional training materials on staged intervention for use in ELC settings.	
	Provide training associated with Child Protection Significant Case Review.	
	Further develop systems to track wider achievement of pupils, particularly those in SIMD deciles 1 -3	

	Provide case studies of effective practice and strategies for supporting complex SEBN needs	
	Update the Practitioner Pages to reflect reviewed Guidance for Getting it Right for Every Child (GIRFEC)	
	Regularly share and discuss the work of the Children's Commission Leadership Group	
	Further develop partnerships with Community Learning and Development CLD and the Voluntary Sector to support children, young people, and families.	
	Maintain and enhance current publicly accessible online support websites: Use of digital technology in learning and teaching Use of mobile devices to support learning Online Safety and Digital Citizenship Service and School Improvement team of Falkirk Council Children's Services	
	Share the effective practice in Falkirk's secondary schools to further develop pupil leadership programmes.	
	Sustain the improving trend in both numeracy and literacy at level 4 and level 5 for care experienced leavers	
ASN	Increase training opportunities for support staff	
	Collate and promote the range of professional learning and training available across Children's Services, 3 rd sector and partner services	
	Continue to develop Career Long Professional Learning for staff to support them and upskill them to meet HWB needs of pupils with Additional Support Needs.	
	Continue with collaborative work between Children's Services and Partners to develop an Integrated Transitions Pathway Birth to 25 years.	
	Create an authority Framework for Inclusion and Equity	
EPS	The Educational Psychology Service provided workforce development in 7 key areas during this year, Anxiety Toolkit, Compassionate and Connected Communities, Pedagogy and Autism levels 1, 2 and 3, Educating 2 year olds, Transitions and Complex Needs. This was re-developed into online, live sessions for part or all of the course.	

	<p>The Educational Psychology Service provided Level 1 Consultation service (formerly known as Telephone Consultation) to support over 450 children and we provided Substantial Educational Psychology involvement for just over 400 children and young people. 75% of children with whom EPS had substantial involvement have multiple additional support needs. 60% of children with whom we provided Level 1 consultation had multiple additional support needs.</p> <table><tr><th>Most prevalent Additional Support Needs</th><th>Percent</th></tr><tr><td>Social, Emotional and Behavioural Needs</td><td>45%</td></tr><tr><td>Autism Spectrum Disorder or Social Communication Needs</td><td>43%</td></tr><tr><td>Looked After or Family Issues</td><td>20%</td></tr><tr><td>Mental Health or anxiety</td><td>12%</td></tr><tr><td>Violence and risk of exclusion</td><td>9%</td></tr></table>	Most prevalent Additional Support Needs	Percent	Social, Emotional and Behavioural Needs	45%	Autism Spectrum Disorder or Social Communication Needs	43%	Looked After or Family Issues	20%	Mental Health or anxiety	12%	Violence and risk of exclusion	9%	
Most prevalent Additional Support Needs	Percent													
Social, Emotional and Behavioural Needs	45%													
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Looked After or Family Issues	20%													
Mental Health or anxiety	12%													
Violence and risk of exclusion	9%													
	<p>8 courses are available as anytime learning courses on the Practitioners Blog. These consist of:</p> <ul style="list-style-type: none">• Understanding Behaviour• Introduction to Anxiety• Low Arousal Approach• Social Stories• Comic Strip Conversations• Blether Board• Incredible Five Point scale• Calm Kit Resource• Fix-It-Folder													
	<p>Guidance and materials on 32 other topics and the anxiety toolkit project developed during 2020 and 2021. 13,700 views on the practitioners blog and 8,600 views on the main blog (for parents).</p>													

Section 2

Improvement Planning 2021/22



Continuing Strategic Focus Areas 2021/22

Attainment and Achievement	Skills and Attributes Development	Wellbeing, Inclusion and Equality
<p>Continue with the Succeed Today Excel Tomorrow (STET) Council of the Future, Service of the Future/ Transformational Projects for:</p> <ul style="list-style-type: none"> • Connected Falkirk • ASN • Primary Estate <p>Development of the strategic action plan for Parental Involvement and Engagement Strategy including review of current processes for reporting to parents</p> <p>Continue to focus on improving attendance, reducing absence; refine data and identify high level messages:</p> <ul style="list-style-type: none"> • Improve Attendance in Primary from an average of 94% to 96% by June 2022 • Improve Attendance in Secondary from an average of 90% to 93% by 2022 	<p>Skills development and increasing opportunities for learners to develop knowledge and skills in STEM subjects 3 -18</p> <p>Continue to develop the alignment and blending of the DYW & STEM strategies (KPIs: Teacher Confidence & Competence, Inspiration, Excellence, Equity, Connectedness)</p> <p>Further improve the integration of professional learning through STEM with the local and FVWL literacy and numeracy CLPL programmes.</p> <p>Analysis of STEM curriculum in Senior Phase</p>	<p>Consistent use of the ASN & Staged Intervention process & support for schools to embed this</p> <p>Continue to monitor application of the Staged Intervention process and the impact of CLPL offer which supports this</p> <p>Unify Health and wellbeing (HWB) policy and practice</p> <p>Staff training and development to improve support for children and young people with SEBN</p> <p>Develop and embed digital skills that support inclusion</p>

Improvement Activity 2021/22

By June 2022 we want to be able to answer the following key Service Management Questions

What key outcomes have we achieved?

How well do we meet the needs of our stakeholders? Impact on:

- Learners
- Parents, carers and families
- Workforce
- ELC schools and wider communities

How good is our delivery of education processes?

How good is our management?

How good is our leadership?

What is our capacity for improvement?

The next sections of the plan sets each of the Education Division team's high level priorities and activities for session 2021/22 in the order below:

- ELC
- Service and School Improvement
- Additional Support for Learning Needs

Early Learning and Childcare

What?	With You Partnership	For You Service	By You Improvement	What difference do we want to make?
	People Planning Pedagogy Product – co-creation Partnership Quality	People Planning Pedagogy Product – co-creation Partnership Quality	People Planning Pedagogy Product – co-creation Partnership Quality	Attainment Achievement Ambition Aspiration Leadership Development Capacity for Improvement
How?	<ul style="list-style-type: none"> • Continue to instil national standards and local polices in support of workforce professionalism. • Improve communication and engagement with parents & families. • Utilise existing resources in pursuit of effective early intervention and prevention approaches including family support and family learning. • Support practitioners in the pursuit of high quality early years experiences: curriculum, learning, teaching & assessment. • Support quality improvement through support for quality improvement methodologies including an ELC QI Faculty. • To work together as a team to improve current practice in relation to transitions from home to nursery through the rights-based, participative approach: What Matters to Me? 	<ul style="list-style-type: none"> • Within existing resources, provide staffing models to support the aspiration of high quality delivery. • Provide in-setting support for practitioners in a proportionate way within existing resources. • Provide regular and high-quality professional learning opportunities for leaders and practitioners. • Support for the workforce to be well informed through regular and accessible communication. • Provide further guidance on the effective transitions to support 1140 hours of early learning and childcare. • Provide further guidance on Deferred Entry. • Represent the Service on national and regional forums; and liaise with key agencies to achieve the best support locally. 	<ul style="list-style-type: none"> • Full implementation of 1140 hours. • Marvellous Mealtimes & Larder • Froebel in Falkirk • ELC Quality Associates Programme • ELC Quality Improvement Faculty • Play is the way 	<ul style="list-style-type: none"> • The Early Years workforce is motivated, well trained and highly effective with all levels within the system operating effectively and efficiently as a one service within a framework of clear roles and responsibilities. • Data is well used to build intelligence of what works and identifies areas for improvement; and, to take improvement action as appropriate. • Support is proportionate and targeted and has measurable impact on staff, children and families.

Service and School Improvement

What?	With You Partnership	For You Service	By You Improvement	What difference do we want to make?
	People Planning Pedagogy Product – co-creation Partnership Accountability Quality	Curriculum Knowledge & Skills Connectedness Communication Workforce development Professional Learning Support and challenge	Excellence Equity Equality Engagement Empowerment Quality	Attainment Achievement Ambition Aspiration Leadership Development Capacity for Improvement
	For session 2021/22 we are retaining our focus on tracking, monitoring, assessment and moderation of professional judgements.			
Raising Attainment How?	<ul style="list-style-type: none"> Implementation of the FC SSI Senior Leadership Engagement Strategy. Development, delivery and evaluation of the Primary Neighbourhood Groups Programme. Undertake thematic reviews across a 20% sample of schools focusing on How Good is Our school?4th Edition (HGIOS?4)?4 Quality Indicators: <ul style="list-style-type: none"> 1.1 Self-Evaluation for improvement 3.2 Raising Attainment and Achievement Lift BGE CFE attainment data for all stages in November and March to identify positive improvement trends and to target support and resources. 	<ul style="list-style-type: none"> Provide proportionate and differentiated support and challenge for establishments based on contextual data. Provide packages of support data to enhance and improve the effectiveness of quality assurance processes to track and monitor children and young people's achievement Design, facilitate and evaluate the FC Service and school Improvement Moderation Programme in partnership with our Education Scotland National Improvement Framework (NIF) Advisor Provide advice, development, resources and challenge. 	<ul style="list-style-type: none"> Further development of tracking and monitoring processes to include aspirational achievement targets in Literacy and Numeracy for the Broad general education(BGE) Further develop culture based accountability for improvement at establishment, neighbourhood and service levels Continued to develop senior phase assessment and qualifications models in line with national guidance All Heads of Establishment will contribute to strategic service evaluation for improvement 	<ul style="list-style-type: none"> Our Senior Leadership Engagement Strategy increases quality assurance and quality improvement capacity across the Service. All educators understand and enact their responsibility and accountability for improving outcomes for all children and young people. Overall improvement in BGE attainment in Literacy and numeracy of 10% by 2022 We will have improved our processes and collaborated effectively to plan high quality learning experiences and pathways 3- 18yrs.

What?	With You Partnership	For You Service	By You Improvement	What difference do we want to make?
	People & Planning Pedagogy Product – co-creation Partnership Accountability	Curriculum Knowledge & Skills Connectedness & Communication Workforce development/ Professional Learning Support and challenge	Excellence Equity Equality Engagement Empowerment	Attainment Achievement Ambition Aspiration Leadership Development Capacity for Improvement
	For session 2021/22 and beyond our curriculum design and development focus will prioritise the cross-cutting theme of Learning for Sustainability. Our focus on this umbrella theme will integrate the UNCRC, Children and Young People's leadership, and Conference of the Parties (COP) 26.			
Curriculum Design and Development How?	<ul style="list-style-type: none"> Working with practitioners in Falkirk and across Forth Valley and West Lothian RIC to share effective practice and improvement work for the priority themes Draw on the skills and expertise of ELC and school teams to design , create and deliver professional learning and practical resources 	<ul style="list-style-type: none"> Develop and deliver a suite of training and professional learning associated with the priority themes. Provide leadership clarity of expectation, and direction in the development of the themes above. Signpost to national support and resources and broker the services from Education Scotland and FVWL RIC colleagues 	<ul style="list-style-type: none"> Support all establishments in all sectors to integrate the following themes into their curriculum offers and professional learning. Ensure that all educators access essential and relevant training and that all understand their responsibility to contribute and deliver. Evaluate the quality of learning and teaching in the priority themes. 	<ul style="list-style-type: none"> Our curriculum umbrella for UNCRC, Conference of the Planet (COP) 26, Learning for Sustainability, and Children and Young People's leadership enables practitioners, senior leaders and officers to connect learning and development, manage expectations and enhance learning and teaching experiences as is appropriate for their setting All educators take responsibility for the integration of the priority themes into curriculum designs and learning pathways.

Additional Support for Learning Needs

What?	Collaborate Partnership	Support Service	Empower Improvement	What difference do we want to make?
	Stakeholders Communities Children's Rights Partners Planning Accountability Resources & Sustainability	Policy & Guidance Knowledge & Skills Connectedness & Communication Workforce development & Professional Learning Curriculum Support and challenge Advocacy, Mediation and Conflict Resolution	GIRFEC Inclusion ASL Legislation & Statutory Obligations Excellence Equity Equality Engagement	Meet Learners' Needs Increase Participation & Engagement Promote Presumption of Mainstream Raise Attainment Recognise Achievement Build Ambition & Grow Aspiration Develop Leadership & Capacity for Improvement
How?	<ul style="list-style-type: none"> Enhance engagement in ASN Parent Forum Celebrate and showcase Achievement of Pupils with ASN and best practice in ASN Embed My Rights, My Say Co -Create an authority Framework for Inclusion and Equity Develop Enquire project to support empowered schools to work with empowered parents and young people Lead Enhanced Transitions Pilot with SG and ARC to improve transitions for young people with complex ASN and their families Increase ASN Outreach capacity 	<ul style="list-style-type: none"> Update ASN suite of Service Circulars, Guidance and Policy to reflect current national guidance and embed UNCRC in all our publications/communications Further deliver, collate, support and promote identified ASN training to practitioners: <ul style="list-style-type: none"> - from within Children's Services and partner services, the RIC ASN groups, Education Scotland modules, Scottish Government recommended ASN professional learning pathways for Support staff Autism Strategy: implement SCERTS framework 	<ul style="list-style-type: none"> Monitor the number of children with ASN who are on track/making progress towards achieving their expected CFE levels in all establishments including those in receipt of Exceptional SFLA hours. Refresh ASN Processes and Handbook for schools Support quality improvement in ASN Leadership through development of our Enhanced Provision network, ASC Cluster, Severe and Complex Cluster and Into Headship Inclusion projects; Validated Self Evaluation of Windsor Park Sensory Service using How Good is Our Sensory Service materials? 	<ul style="list-style-type: none"> ASL legislation and ASN processes are known, understood and consistently and effectively implemented by all educators to better meet children's needs Voices of young people and children will be embedded in our GIRFEC processes and practice Parents/carers are collaborative partners with the ASN Service Child Protection Coordinators use the Forum to learn, update, collaborate and share effective practice across their Teams and the Service, ensuring legislation and systems are used effectively to safeguard children, young people and their families.

	<ul style="list-style-type: none"> • Develop resourcing strategy for SFLA hours • Develop a Data Strategy for the ASN Service: to inform allocation of resources, training needs analysis, self-evaluation and Quality Improvement 	<ul style="list-style-type: none"> • Supporting and Managing Distressed and dysregulated children, through continued implementation of MAYBO (De-escalation and Behaviour Management) plan, year 3. 	<ul style="list-style-type: none"> • Deliver Safeguarding and Child Protection Forum for designated Child Protection coordinators, to implement new national CP guidelines and processes and other national objectives • Develop Advocacy partnership and training through Govan Law and Mediation (Resolve) • Improve Named Person Schools Holiday Safeguarding Service 	<ul style="list-style-type: none"> • Increased leadership opportunities and improved quality of professional learning and multi- agency training and collaboration for our workforce impacts positively and directly on improving experiences and outcomes for children and young people. • Birth to 25 Transitions Pathway developing in partnership with young people and families for effective transitions • Resources are more effectively allocated to greatest need to improve educational experiences for learners.
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Educational Psychology Service

Please see [Self Evaluation | Falkirk Educational Psychology Service \(glowscotland.org.uk\)](https://glowscotland.org.uk)

The EPS is working within the competency framework of the Scottish Government when it articulates the training. This is intended to guide managers and practitioners to select the appropriate training course or level for their job role. There are 4 levels of training which are dependent on job and or service role:

- Informed
- Skilled
- Enhanced
- Specialised

The course available on line or in person will make reference to this framework to guide managers and participants in addressing their learning and development needs. The Educational Psychology service in Falkirk has also developed considerable expertise in using collaborative approaches to workforce development, (Coach Consult Method, Improvement Science, Implementation Science and Making Your Programmes Successful).

	Collaborate Partnership	Support Service	Empower Improvement	Success will be when
What?	Improve the pedagogy and practice with the education workforce in ASN <ul style="list-style-type: none"> • Social emotional and behavioural needs • Neurodevelopmental disorders • Anxiety Toolkit • Family circumstances and looked after children 	Funded Project Work <ul style="list-style-type: none"> • Early Years – practice and support systems • Community Mental Health and Wellbeing – system designs and support • GIRFEC Practice across children's services 	Improving how educational psychology supports children, families and schools Service evaluation	Staff and managers report impact on their practice from our training and development work Evidence shows that Children's outcomes improve

<p>How?</p>	<p>A suite of courses and collaborative training experiences exploring social, emotional and behavioural needs, on themes such as Nurture, Resilience, Conflict resolution and de-escalation</p> <p>Neurodevelopmental disorders</p> <ul style="list-style-type: none"> • Training across 3 levels of practice regarding ASD • Contributing to the practice development of SCERTS within the authority • Contributing to the neuro-developmental service specification with key NHS partners <p>Anxiety Toolkit</p> <ul style="list-style-type: none"> • Co-creation project developing system responses to promoting wellbeing where anxiety-based needs are emerging. <p>Family</p> <ul style="list-style-type: none"> • Improving how educational psychology supports children, families and schools, through closer partnership working and family learning • Parenting programme – children with complex needs 	<p>Early Years</p> <ul style="list-style-type: none"> • Assessment practice in early years, • Family learning and engagement • Workforce development • Strategic and resource groups <p>Community Mental Health and wellbeing</p> <ul style="list-style-type: none"> • Co-designing the authority level service response for community mental health, in partnership with the Service for Community Mental health and wellbeing and school counselling <p>GIRFEC practice</p> <ul style="list-style-type: none"> • Focused workforce development on the key GIRFEC components for the wider children services workforce in partnership with social work 	<ul style="list-style-type: none"> • Core service delivery for those most in need of our service. • School level work modifications - Consultation, planning, level 1 and substantial • Authority level • Leading on Trauma, • Contributing to Transitions • Out with children <p>Service evaluation on</p> <ul style="list-style-type: none"> • Parental views on EPS delivery – survey and focus groups • Data on key drivers – analysis of performance data for the service • Attainment gaps and poverty – delving deeper into tracking and monitoring of those in receipt of service impacted by poverty 	<ul style="list-style-type: none"> • Evidence-based approaches are implemented to a high standard • The children and families that most need our service see the impact of psychology • The impact of the suite of early intervention approaches is high • The service works in increasingly modern and digital ways
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The Education Division Service Plan is a working document subject to review and to change. It is part of a suite of important Falkirk Council corporate plans:

[Business Plan 2021-2024](#)

[Falkirk Economic Strategy 2015-2025](#)

[Strategy for Community Engagement 2019-2024](#)