

EVALUATION/IMPACT

The impact of this work on children and young people is most direct when the detail of each enquiry project is examined – see a sample of extracts below from probationer teacher enquiry presentations

"Before this course I was feeling overwhelmed by the prospect of completing a Practitioner Enquiry. This session put me at ease and highlighted the value of completing an enquiry and how it helps teachers develop their confidence in their practice."

"The enquiry was an excellent opportunity to develop professional learning and practice."

"Pupils seemed to retain knowledge from previous class where strategy was used. This knowledge was applied to their coursework and marks were notably higher for knowledge and understanding questions. This suggests that higher order thinking skills were utilised as knowledge was applied effectively to skill questions."

"I now feel more confident using professional reading to guide my practice and as a result of my own practitioner enquiry, I now feel more confident in supporting my learner's well-being."

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

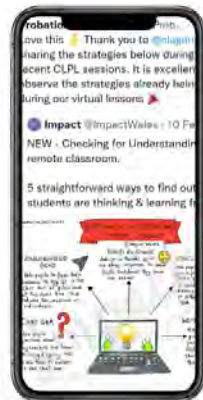
- Continue to adapt our provision for this valuable element of professional learning in response to global pandemic limitations.
- Develop the range of ways in which we support practitioner enquiry and harness its power across our menu of professional learning

- The totality of this work relates to the Quality Improvement element of our service plan and our aim to build professional learning experiences which embody our SSI team vision: "With You, For You, By You."
- Our emphasis on practitioner enquiry demonstrates our commitment to developing a collaborative approach to continuous Service and individual setting improvement, contributing to:
 - Collective development and delivery of high-quality experiences and outcomes for children and families.
 - Designing, facilitating, brokering, and delivering high quality professional learning opportunities.
 - Facilitating and supporting improvement collaboratives and neighbourhood professional networks.
 - Building capacity to lead improvement across settings, Falkirk, the FVWLric and more widely across the system



- Implementing new strategies and reflecting on their effectiveness has allowed me to develop my teaching and learning. I am now more reflective about my practice and willing to implement and try new things.

SUPPORTING AND DEVELOPING PROBATIONER TEACHERS ACROSS THE AUTHORITY



TARGET GROUP

- 59 newly qualified primary practitioners
- 61 newly qualified secondary practitioners
- Senior leadership teams and probationer supporters in school establishments

DESCRIPTION OF KEY ACTIVITY/TASK

- providing professional and pastoral support
- reporting to the General Teaching Council (Scotland)
- carry out classroom observations
- coaching and mentoring meetings
- liaising with school management teams
- creating, facilitating and delivering professional learning
- support for class teacher and probationer recruitment process

LINK TO FVWL RIC

We have worked closely with FVWL RIC colleagues to develop and extend our professional learning offer. This has included delivery of CLPL sessions on:

- Providing high quality feedback
- Managing difficult conversations with probationers/students
- Creating a bespoke action plan for probationers

EVALUATION/IMPACT

"I feel prepared to start my journey as a fully registered teacher having been provided with invaluable support and guidance this year."

"In what has been one of the most testing, crazy and uncertain time in all of our lives I have felt supported and valued. The support that I have received has been second to none. I feel prepared and excited about becoming a fully registered teacher!"

"I have thoroughly enjoyed my probation year with Falkirk Council. I have learned many new skills and I have had so much support from my supporter and my school. I feel very lucky to have had such a great experience despite ongoing challenges."

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- Continue to streamline the CLPL programme
- Assess the needs of the new cohort (disrupted university experience due to COVID-19).
- Continue to develop the use of Microsoft Teams and online tools to communicate and collaborate with probationers.
- Continue to provide sessions online until restrictions allow otherwise.
- Continue to encourage networking amongst similar stages/levels/clusters to create supporting relationships within the probationer cohort.
- Develop a NQT Team space for 2020-21 probationers to allow them to continue to collaborate with each other and to share updates regarding GTCS Stepping Stones programme for NQTs.
- Continue to keep up to date with GTCS through monthly Probationer Manager Sessions and Action Learning Sets.
- Continue to communicate with GTCS and SLT at relevant school regarding early cancellation recommendation for a primary probationer.
- Develop knowledge and understanding of the new GTCS Standards and embedding in all approaches e.g. Practitioner Enquiry, observations, meetings etc.

- Majority of probationers identified as 'cause for concern' at Early Progress Report in October 2020 were supported to reach full registration and successfully completed their probationary year. Of the nine primary probationers identified as 'cause for concern', five were supported to successfully achieve full registration. This year one primary probationer was recommended for early cancellation in December 2020 and three primary probationers were recommended for extensions due to competency in June 2021. A competency extension was supported from session 2019-2020 at primary and this extension period was completed successfully.
- Of the three secondary colleagues identified as cause for concern at Interim Report in December 2020, three secondary probationers were recommended for extensions due to competency in June 2021.
- Probationers understand the importance of reflecting against the GTCS standards during evaluations and using these to support their next steps for improvements in practice. They are fully aware that observations must meet the Standards and should be consistently referred to in order to meet the needs of all young people across the council.
- Familiarity of the new Standards enabled us to reflect on current probationer observation paperwork and adapt the elements of good practice in line with these. We updated our reflective feedback meeting paperwork to aid probationers in choosing appropriate Standards when engaging in professional discussions of their practice. We have also adapted Interim and Final Report prompts to support schools in reflecting against the new Standards when providing feedback on probationer progress

SUPPORTING AND DEVELOPING EARLY YEARS ACROSS THE AUTHORITY

Being a senior leader in Falkirk
ELC is.....



TARGET GROUP

Whole authority - senior
leaders, practitioners,
support for learning
teachers, support for
learning assistants

DESCRIPTION OF KEY ACTIVITY/TASK

- Falkirk's Excellence and Equity Leads (Early Years Pedagogues) each undertook an equity project called What Matters to Me?
- Support the effective use of developmental scales to document children's progression in music underpinned by Froebel's 'Mother Songs' philosophy.
- Develop practitioner's awareness on the importance of Dance and provide children with the opportunity of dance experiences.
- Building on previous work, a comprehensive programme of high-quality professional learning for early years professionals was delivered.
- A comprehensive offer of professional learning for senior leaders was devised and delivered.

LINK TO FVWL RIC

- Falkirk introduced and now leads a focus group of local authority officers from five authorities. The group meets every 8 weeks and has successfully enabled the sharing of effective practice and approaches within the excellence and equity agenda. As part of this, Falkirk's Lead Pedagogue was invited to speak to Excellence and Equity Leads in North Ayrshire and the Northern Alliance about how to be most effective in the role.

EVALUATION/IMPACT

- 1406 attendees were recorded at 52 programmes/sessions
- A self-evaluation audit showed that the majority of practitioners found the Early Learning Blethers to be most impactful on practice with up to 150 participants attending some sessions
- To date just under 300 Falkirk practitioners have completed the professional learning session: Supporting Rich Learning and Progression Through Block Play.
- In 2020-21 some 166 practitioners across 43 settings accessed the Wonderful Woodwork professional learning programme.
- Currently there are 105 Falkirk Froebelian's who have or currently are implementing Froebel projects into ELC settings as part of the university course work.

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

Quality Improvement:

- Create and issue a recruitment & selection manual.
- Revise the process of professional review & development for the ELC workforce.
- Work with the workforce, TUs and HR to maximise attendance and ensure high levels of commitment among ELC professionals.
- Review partnership procurement process and contracts to reflect the National Standard and Service Improvement Period.
- Deliver proportionate support settings.
- Deliver high-quality professional learning.

Policy and Performance:

- Implement the new NAMS.
- Implement new system for pastoral notes.
- Review Admissions Policy and create comms to staff & parents to support this.
- Implement the ELC staffing review.
- Plan and undertake regular communication with ELC parents and prospective parents.
- Create a Falkirk Families Information Service.

Early Intervention and Prevention

- CARE group - prioritising ASN transitions.
- Delivery of community PEEP groups.
- Issue guidance to ELC centres on admission of two year olds (reserved places).
- Increase capacity for E2s and review admission procedures.



"The professional dialogue built into sessions was most valuable. This enabled the teams to digest and process and understand the training."

"Our team is newly formed - it was really beneficial to participate in the training together as a team."

Top Ten Best Attended Professional Learning Sessions:

- Leadership Collaborative for Senior Leaders
- Introduction to Froebel
- Deepening knowledge and supporting practice - newly qualified practitioners
- Private nurseries - support programme
- Planning in the moment
- Marvellous Mealtimes
- Play is the Way
- Block play
- Woodwork
- Self-Evaluation : Engaging with frameworks for improvement

More information can be found in the full Early Years standards and quality report in the appendices below.

Wellbeing, Equity and Inclusion



Falkirk Council
Children's Services

2020-2021 Service Priority:

Improve processes to support attainment and positive destinations for Falkirk's vulnerable children and young people.

What did we aim to achieve in Session 2020-2021?

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.	
	Deliver bespoke training on staged intervention to senior leaders.	

	Devise additional training materials on staged intervention for use in ELC settings.	
Schools	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)	
Schools	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	

SUPPORTING AND DEVELOPING HEALTH AND WELLBEING ACROSS THE AUTHORITY

PSE Resources:



DESCRIPTION OF KEY ACTIVITY/TASK

- Curricular developments and support for PSE, Food and Health and Physical Education
- Support to schools for wider GIRFEC agenda
- Support for schools relating to Domestic Abuse, Free Sanitary Products, Implementation of new school food regulations, PE, Physical Activity and Sport
- Representation on Child Protection Improvement Group (Falkirk), Child Sexual Exploitation (Forth Valley), Gender-based violence (Falkirk), SOLD Physical Activity and Mental Health (both Falkirk), Policies and Procedure for Child Protection (Forth Valley), Alcohol and Drugs Partnership (Forth Valley and Falkirk),
- Co-ordination of Pastoral Depute Headteacher meetings
- Regional Collaborative lead for the Health and Wellbeing workstream

TARGET GROUP

All teaching and support staff are targeted for different parts of HWB work in order to develop the responsibility for all aspects of health and wellbeing

Early Years
Establishments and Primary, Secondaries and ASN schools supported also.

LINK TO FVWL RIC

- Curriculum work is closely linked to the HWB workstream which is led by Falkirk support officer
- Resources are shared across the 4 authorities and strategies and ideas are shared at bi-monthly meetings with the 4 RIC leads

EVALUATION/IMPACT

August - December

Mental Health and Wellbeing professional learning, positively evaluated by teachers and support for learning staff who attended (through CPD manager and emails).

Jan - April Lockdown

Individual support to schools in response to SSI team calls to check on progress.

Regional Collaborative blog launched to host PSE resources for all levels in all areas of the subject. Positive reception and number of hits to the blog in the first few months show that teachers are valuing this extensive resource

PSE Resources - Forth Valley & West Lothian Regional Improvement Collaborative (glowscotland.org.uk)

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- Implementation of the updated substance use curriculum for nurseries, primaries and secondary schools.
- Development of a package to support work on Domestic Abuse for schools, including a programme of professional learning
- New professional learning for GIRFEC paperwork, including recording information on chronologies and pastoral notes etc.
- Creation of a network group for secondary Pastoral PTs

- Assessing progress and supporting schools to implement the recommendations from the National PSE review.
- Support is offered on authority basis (CLPL programme) and to individual schools (1 to 1 meetings with Headteachers to discuss requirements and tailor support).
- Consultation has taken place at an individual level (Primary Heads and Secondary Pastoral DHTs), in groups (Pastoral DHTs, RIC working groups, probationers etc) and with partners.
- Evidence is available from the numbers accessing resource support through the Falkirk and RIC blogs, feedback from schools (email folder) and uptake of professional learning
- Development of the curriculum for Substance Use and application for tobacco and alcohol funding to support these improvements.
- Evidence from re-aligning Children's Services data, ADP figures for hospital admissions, overdose numbers and drug deaths show there is a significant problem across Falkirk and an updated hadn't been progressed since 2010.
- Consultation has taken place at an individual level (Primary Heads and Secondary Pastoral DHTs), in groups (Pastoral DHTs, RIC working groups, probationers etc) and with partners.
- Evidence is available from the numbers accessing resource support through the Falkirk and RIC blogs, feedback from schools (email folder) and uptake of professional learning.

SUPPORTING AND DEVELOPING DIGITAL LEARNING ACROSS THE AUTHORITY



DESCRIPTION OF KEY ACTIVITY/TASK

- Day to day management and support for Falkirk Council Children's Services use of Glow
- Contributing to, and representing Falkirk Council Children's Services, in respect of digital learning strands on Education Scotland National Technologies Network
- Contributing to, and representing Falkirk Council Children's Services in relation to online safety, on Central eSafety Partnership
- Providing support for all school ICT Co-ordinators
- Management of DigilearnFalk channels in Microsoft Teams for all teaching and non-teaching staff across Falkirk Council Children's Services
- Supporting Falkirk schools with Pupil Digital Leaders
- Supporting schools in working towards achieving Scottish Digital Schools Award in developing strategic implementation of digital learning across all stages
- Organising and delivering programme of digital learning CLPL for staff across Falkirk Council Children's Services, in collaboration with colleagues from Education Scotland, FVWLRIC, XMA Learning, DSAS and commercial organisations
- Supporting staff across Falkirk Council Children's Services in achieving micro-credentials in Microsoft Innovative Educator programme and Apple Teacher programme recognition through on-demand online CLPL

TARGET GROUP

- Teaching and non-teaching staff from across all sectors in Falkirk Council Children's Services
- Primary, secondary and special school ICT Co-ordinators/Digital Learning Leaders
- Pupil Digital Leaders from Falkirk primary and secondary schools and the staff who support them

LINK TO FVWL RIC

- Creation and development of FVWLRIC digital learning strategy
- Development of FVWLRIC public-facing site
- Providing advice and one-to-one support for FVWLRIC workstream teams in use of digital platforms and digital technology

EVALUATION/IMPACT

- Organised, promoted, managed and delivered 63 virtual professional learning sessions with a digital learning focus to 1385 staff
- 4 publicly accessible websites are directly managed, with content created and kept updated to provide support for practitioners across all sectors of Falkirk Council Children's Services
- 21 Falkirk Schools have now achieved Scottish Digital Schools Award recognition (increase of 7 over past year) and all Falkirk schools are registered on the self-review framework.
- 1 Falkirk schools cluster became one of first in Scotland to achieve the Scottish Digital Schools Award Cluster Award
- 1 school has again been awarded Microsoft Showcase School status.

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- Continuing to build capacity within central teams and establishments to make effective use of wide range of digital tools available to all users in Falkirk Council Children's Services Glow platform (including Microsoft Office 365, Microsoft Teams, OneNote Class Notebook, Forms, Sway, Immersive Reader, SharePoint sites, WordPress blogging platform, RM Unify LaunchPad, SharePoint sites) and in particular those tools which have become newly available this year
- Rebuild and develop DigiLearnFalk support site to provide easier access to digital learning guides, documentation, exemplars and support resources aligned to national and local priorities (incorporate content from Falkirk Mobile Devices in Education site to be decommissioned)
- Develop programme of digital learning CLPL/workforce development aligned to local, RIC and national priorities in collaboration with SSI teams, wider Children's Services central teams, Education Scotland Digital Skills team, XMA, FVWLRIC and DSAS especially in changing landscape of device deployment/availability for learners, improved connectivity and wider access to online tools within Glow, as well as awareness raising and support for wide range of newly available tools/features to support learning and teaching

- 168 staff within Falkirk Council Children's Services have now successfully completed Apple Teacher programme (increase of 38 over year 2020-21)
- 4 staff within Falkirk Council Children's Services have now achieved Apple Professional Learning Specialist recognition (increase of 2 over year 2020-21)
- 200 staff within Falkirk Council Children's Services have now achieved Certified Microsoft Innovative Educator recognition (increase of 20 over year 2020-21)
- 47 staff within Falkirk Council Children's Services have now achieved Microsoft Innovative Educator Expert recognition (increase of 7 over year 2020-21)
- 5 staff within Falkirk Council Children's Services have now achieved Certification in Google for Education recognition
- Both Pupil and Staff use of Glow in Falkirk schools has increased over the last year, with pupil access sessions increasing by over 400% from 63027 pupil access sessions in August 2020 to peak in the year of 324479 pupil access sessions in January 2021 (lockdown 2)
- The number of pupils accessing Glow more than doubling from 8164 in August 2020 to 17317 in January 2021.
- For teaching and non-teaching staff access sessions increased by over 100% from 42218 staff access sessions in August 2020 to 87099 staff access sessions in January 2021 (lockdown 2)
- The number of staff accessing Glow increasing by 25% from 2378 in August 2020 to 2974 in January 2021.

SUPPORTING AND DEVELOPING ADDITIONAL SUPPORT NEEDS ACROSS THE AUTHORITY



Falkirk Council - Trainers in
specialist behaviour management

DESCRIPTION OF KEY ACTIVITY/TASK

- Develop strategic action plan for Parental Involvement and Engagement Strategy
- Focus on improving attendance, reducing absence; refine data and identify high level messages
- 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
- Unify Health and wellbeing (HWB) policy and practice
- Develop and embed digital skills that support inclusion

TARGET GROUP

All school establishments and practitioners. Targeted schools, identified through data analysis and self-identified schools through their own self-evaluations.

LINK TO FVWL RIC

Colleagues are representatives of the following groups:

- Additional Support Needs (ASN) professional learning group
- Senior Leadership Team (SLT) ASN Group

Additionally, the Falkirk Council training team delivered Moving and Handling training to Clackmannanshire Support for Learning Assistants (SFLAs)

EVALUATION/IMPACT

- Improvement Clusters created for Severe and Complex and ASC bases
- Inclusion and Wellbeing Service (IWS) further increased its capacity through outreach support to:
 - provide consultation and support to all schools for children and young people
 - deliver Compassionate Caring Communities (CCC) training to identified schools/requesting schools
 - Identified children educated and cared for outwith the authority have been brought closer to home with places available at IWS with more children remaining and engaged in mainstream setting
 - Support Staff trained in IWS SEBN ABC/CCC training as part of teacher training delivered to identified schools.
 - 23 schools received support and training of which 4 were High Schools

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- Celebration of ASN best practice and pupil achievement
- Promote Education Scotland and Scottish Government recommended ASN professional learning pathways for Support staff available in August 2021
- Further support and staged intervention workshops will take place in schools where child planning and intervention is identified as less robust and children are not meeting their benchmarks
- Collate and promote the range of professional learning and training available across Children's Services, 3rd sector and partner services
- Launch QI Networks: Secondary SFL/Pupil Support Network; Primary Cluster Champion SFL/Pupil Support/Pastoral network; Child Protection Forum
- Create ASN Data collection strategy to better analyse data, allocate resources and training and predict need
 - SLWG to commence to create new formula/strategy to allocate ASN block SFLA hours to schools
 - young carers statement of entitlement, ASN 14+ Transitions plan, Stage of Intervention and Child's Plan recorded in seemis for central QA
- Measure Impact of resources allocated to children

maybo

Understanding and meeting the developmental needs of children and young people

- Specialist behaviour/de-escalation programme delivered to all ASC, Wing and Carrongrange HS staff
- Refresher training for key staff previously trained in 19/20
- Specialist behaviour training team of 6 has been recruited and trained and 3 year implementation programme developed:
- 600 licences agreed for online theory training, an increase from 250 in 19/20
- Support staff trained in Maybo* in specialist provisions
- Sensory and ASD training delivered in requesting schools, ASC provisions and Early Years settings prior to Maybo training

Further information on Maybo training can be found at:
RRN Approved Training for Schools and Education Services (maybo.com)

More information can be found in the full Early Years standards and quality report in the appendices below.

SUPPORTING AND DEVELOPING DYSLEXIA EDUCATION ACROSS THE AUTHORITY



TARGET GROUP

Classroom practitioners
and support for learning
teachers.
Students at risk of dyslexia.

DESCRIPTION OF KEY ACTIVITY/TASK

- Support schools in the identification and support of pupils at risk of Dyslexia
- Support schools to follow literacy pathway
- Process and act on referrals from schools
- Provide support and training for probationers and support for learning teachers
- Creation and set up of a dedicated online group space for support for learning teachers across the authority

LINK TO FVWL RIC

Officers are members of the Literacy
workstream.

EVALUATION/IMPACT

- Almost all referrals to the service are appropriate or complex cases
- Increasing numbers of children on the literacy pathway and referrals to the service
- Yearly consultation with schools and tracking of pupils on the pathway
- SfL Teachers continued to have opportunities to share practice, seek advice and engage in training through the Teams page
- There is a dedicated platform provided for SLA's to link in and engage in training

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- Consultation and tracking with schools to identify and prioritise pupils
- Ensure all outstanding referrals are progressed, managing time to increase efficiency
- Continue to participate in team around child meetings (TACs) where possible and appropriate
- Review pathway process to increase the amount of quality information gathered from all involved
- Training of new Support Staff in their role within the pathway process and the administration and interpretation of assessment
- Maintain the TEAMS pages for Support for Learning Teachers and Assistants
- Continue to support new Support for Learning Teachers with training and advice when required
- Provide more intensive support to school teams when appropriate to build knowledge of the pathway
- Continue to provide training for probationers
- Provide training opportunities for classroom practitioners and support staff to raise awareness of dyslexia through various training sessions



"Very approachable and easy to contact for advice when necessary. Support Teachers attending TAC meetings is very valuable when sharing assessment results with parents. Conversation Events are also very valuable to engage with other SfLTs to share examples of good practice and provide opportunities to develop expertise."

"The actual discussions we have about individual pupils is invaluable. Sometimes it is difficult to tease out what the actual barrier to learning is for some pupils, and it so important that the correct identification is made. Having the expertise of the team helps in the examination of the evidence and then we can be more confident in making an identification."

More information can be found here:

<https://blogs.glowscotland.org.uk/f/public/epspractitioners/uploads/sites/2864/2018/08/Specific-Learning-Differences-and-Literacy-Pathway-Falkirk-Council-April-2018-updated.pdf>

Skills and Attributes Development

2020-2021 Service Priority:

Improve attainment and positive destinations for Falkirk's young people

What did we aim to achieve in Session 2020 -2021?

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 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).	

SUPPORTING AND DEVELOPING DATA FOR IMPROVEMENT ACROSS THE FVWL RIC



TARGET GROUP

All school establishments and practitioners.
To date that now includes 94% of HT's/SLT in primary and 50% in secondary.
CLPL has been delivered in 73% of primary establishments.
Work streams within FVWL RIC.

DESCRIPTION OF KEY ACTIVITY/TASK

- Provide support and CLPL in the use of data for improvement.
- Collaborate and share good practice with other LA Data coaches within the FVWL RIC.
- Support other workstreams within the FVWL RIC with their data.
- PEF/SAC support - funding and impact.
- Support to Scottish Attainment Challenge schools.

LINK TO FVWL RIC

- Performance workstream.
- RIC Connect team.
- Literacy workstream
- Numeracy workstream

EVALUATION/IMPACT

".....held a session with my staff on data analysis and this has allowed us to have more robust, detailed and evidence-based discussions around our improvement agenda. Another is planned when it is possible."

".....is approachable and always has time to discuss any questions. I am comfortable picking up the phone to discuss any issues I have around my data and she has also supported us as a cluster with our shared data."

"..... very informative session on tracking, can't wait to get in and about my data (didn't think I would ever say that :) "

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- St Margaret's and Carron PS - introducing Improvement methodology
- SNSA analysis – create neighbourhood documents
- Neighbourhood data analysis
- Collaborate with team manager and Education Scotland NIF adviser on Moderation Lead Programme
- Further collaboration on measuring impact within FVWL RIC workstreams and programmes
- Support the new FVWL RIC performance team lead
- Continue to support schools with their data analysis journeys.
- Continue to collaborate and develop new ELC tracker – trial, data collection and then further roll out
- Monitor and gather feedback on new senior phase tracker - school trial and the further roll out
- Secondary school improvement meetings – create data packs on the SQA results for all secondaries and central team

"Data analysis is not a skill that comes easily to all teaching staff: learning to identify anomalies, being critically reflective around the data and using it to inform teacher judgement are relatively new skills required of teachers. Having an expert who can help us with this process is invaluable."

"As a leadership team, we have benefitted greatly from the range of professional learning opportunities that she offers. These experiences are always linked to our school context and have proved invaluable in supporting us to identify our priorities to raise attainment for all and close the gap."

Examples of CLPL delivered:

- SNSA training and analysis for Primary schools
- New tracking tool training
- Data Overviews for the school/ Central Team Data Journey
- Cluster Data Sessions
- Neighbourhood Data Sessions
- Insight/SQA Analysis for Secondary schools
- SNSA training and analysis for Secondary schools
- Council wide 'Lets talk about SNSA: Literacy P4/P7'
- Data to support School Improvement Plans/PEF Plans
- Data for Improvement: How to use data effectively
- Data for Practitioner Enquiries (including sessions with FC Probationers)

SUPPORTING AND DEVELOPING OUTDOOR LEARNING ACROSS THE AUTHORITY



TARGET GROUP

All school establishments and practitioners.
Targeted schools, identified through data analysis.

DESCRIPTION OF KEY ACTIVITY/TASK

- Build capacity and confidence of practitioners to take learning outdoors
- Provide opportunities for progression through specialist outdoor activity support
- Ensure outdoor learning is embedded as part of a wider Learning for Sustainability curriculum entitlement
- Create and facilitate lockdown recovery programme
- Create and facilitate Primary 7 transition programme

LINK TO FVWL RIC

Presently there is no regional link, however National member of Scottish Advisory Panel for Outdoor Education (SAPOE). As part of this:

- lead practitioner of a team which developed on-line national professional learning courses to support Outdoor Learning for Education Scotland

EVALUATION/IMPACT

- Teaching Learning Outdoors professional learning - completed by over 550 practitioners and another 430 pending
- Supporting Learning Outdoors professional learning - 800 practitioners registered
- Lockdown recovery programme:
 - 12 schools took part in a four week programme of outdoor/adventure activity
 - 48 days of outdoor/adventure activity delivered
 - 86 targeted pupils benefited
- Primary 7 transition programme:
 - Larbert Cluster: 14 days delivered involving 390 pupils
 - Bo'ness Cluster: 6 days delivered involving 159 pupils
 - Falkirk Cluster: 9 days delivered involving 220 pupils
 - Denny Cluster: 10 days delivered involving 277 pupils
 - Graeme Cluster: 9 days delivered involving 214 pupils
 - Grangemouth Cluster: 6 days delivered involving 155 pupils
 - Braes Cluster: 7 days delivered involving 184 pupils
 - St Mungo's Cluster: 11 days delivered involving 300 pupils
 - Carrongrange: 2 days delivered

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- Continuing to develop the professional learning programme to build capacity of practitioners
- Support outdoor learning as part of Learning for Sustainability
- Support outdoor learning development within Additional Support Needs (ASN) sector to build capacity with practitioners and establishments



- "I am far more likely to take my children outdoors now - I had wanted to but was unsure about how it would work. I am going to speak to my Headteacher about starting a weekly learning slot in an area near the school."
- "Thank you so much for allocating us time on this programme. Our pupils have gained so much from it - new skills, new friendships and a renewed enthusiasm for school"
- "The fact that we know all of our primary schools have had this shared experience will help us to plan our transition days"
- "All of the activities were really fun and cool and because we did the same as other schools we can maybe talk about it when we meet them"
- More information can be found on the following blog:
<https://blogs.glowscotland.org.uk/for/OutdoorLearning/>

SUPPORTING AND DEVELOPING STEM EDUCATION ACROSS THE AUTHORITY



TARGET GROUP

All 8 clusters in Falkirk including practitioners, leaders and pupils. Practitioners across the 4 RIC authorities.

DESCRIPTION OF KEY ACTIVITY/TASK

- Raise aspirations in Science, Technologies and Mathematics (STEM) education
- Work to the objectives of the Raising Aspirations in Science Education (RAiSE) programme:
 - raise attainment and achievement in primary science and STEM
 - tackle inequity and inequality in learners' experiences and outcomes
- Develop and deliver training
- Develop and share resources
- Secure funding/resources
- Support practitioners and students

LINK TO FVWL RIC

We work with the RAiSE Officers in Clackmannanshire and West Lothian and the STEM Officer in Stirling. We work with Mairi Thomson, Maria Docherty and Fiona Shaw in Education Scotland.

EVALUATION/IMPACT

- Developed and published Engineering and Computational Thinking professional learning.
- Secured 18 RAF Glider workshops for Primary Schools through Smallpiece Trust: 18 schools and 360 pupils attended
- Signposted and encouraged 2 secondary schools to sign up for the Smallpiece trust #I am Set STEM support package - These schools will receive £28000 of STEM activities over the next 5 years
- Created a STEM competition on Sound and Waves with Joe Walker from Cirrus Logic, though STEM ambassadors
- Secured 17 schools to engage with the little lighthouse project
- Provided 29 live STEM CLPL sessions. (553 Total attendance at sessions, feedback positive)
- Led 2 Probationer STEM professional learning sessions. (60 probationers attended these sessions, feedback was positive from forms evaluation)
- Engaged with EY leadership and practitioners, led one blether and participated in 4 CLPL sessions.
- Successful in 2 STEM grants #falkirkSTEMpire mentor network and #falkirkSTEMpire Wonderful Woodwork. (Partners in 4 grants and made 2 grant applications ourselves to provide a legacy for the RAISE program £23000 worth of support for our work)
- Developed Lfs and COP26 STEM video resource
- Developed Career Education Training with Skills Development Scotland

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- Collaborate with RIC colleagues on priorities of the STEM Action Group (STAG), Additional Support Needs (ASN), Early Years, Developing the Young Workforce (DYW) and Broad General Education (BGE)/Senior Phase.
- Deliver:
 - RIC STEM Leadership Course
 - Conference of the Parties (COP) 26 professional learning
 - Woodwork training
 - Pondering pondlife sessions
 - technologies webinars for the little lighthouse and the tweety bird projects with Education Scotland
- Create mentor network and recruit colleagues
- Support Inclusion Service in training for practitioners on Little lighthouse and Lego League and tools in school.

RAF Glider Challenge

Well done to our winners of the glider contest. Their glider flew 8 metres! Good job! Future engineers in the making
@SmallpieceTrust @rafyouthengage



"It was educational by testing out and trying to see what wings and parts would work"

"It was the best thing ever!"

LEGO League

Some of the very talented girls presented their models they have been building to a panel of judges. They showed professionalism and skills and answered some tricky questions. Well done Lego Ladies!
@RIC420 @smallpiece2020 @education PS13 @RIC420 @smallpiece



"I enjoyed the building part of the activity. I really like building Lego sets so that helped me think about what might work best. Altogether I would give it a 4 out of 5"

Created electronic sway newsletter:

September 279 views

November 202 views

February 269 views

April 163 views

June 44 views so far

More information can be found in the following blog:
<https://blogs.glowscotland.org.uk/fa/stemfalkirk/>

High Standards High Quality



With You • For You • By You

Teamwork

Community



Family

This final section shares success and achievement throughout 20-21. These case studies are just a tiny sample from our ELCs and schools. They evidence our collective endeavour to achieve the highest standards and high quality in all aspects of our work.

They describe a Service which is strengthened by teamwork, which has ambition to work and learn beyond our ELCs and schools with communities and values the engagement and contributions of families.

The case studies are reflective of innovation and creativity seen across Children's Services throughout session 2020 -2021 but particularly what has been learned from the COVID pandemic that has changed many aspects of the way we live, learn and work in Falkirk.

High Standards High Quality 1

Carmuir's Primary School & ELC Class

– what matters to me?



Falkirk Council
Children's Services

Aim:

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?

What did we do:

- Door step and nursery garden visits were organised for all new children.
- Microsoft forms questionnaire sent via email to all families to obtain qualitative and quantitative data before and after implementation.
- What matters to me questions to be developed and issued to all returning children.
- Current care plan updated to reflect a "What Matters to Me" section.
- Practitioners to use Leuven scale for Well-Being and Involvement during settling in period.
- Documentation of a child's what matters to me enhanced transition journey.

What did we learn:

Our curriculum offer and the way that it is experienced by children and families need to align closely to their needs and aspirations. This enables us to say that we have a child / family-centred approach which places a strong emphasis on the unique development of each child and assets within each family.

Our practice improved through this approach as experiences were highly relevant to children and families:

- We use a personalised approach to engage with children and families from the start.
- We have used our conversations to be more creative with our approaches during COVID-19.
- There is a more relaxed feel around our relationships with children and families and we enjoy the time we spend together as a community.

How do we know:

- We continually evaluate our approach to ensure that it is meeting the intended aim
- Analysis of questionnaire feedback shows that all parents (100%) stated that the 'What Matters to Me' approach supported them to share more significant information about their child.
- All parents (100%) reported that the approach provided them with the opportunity to think about and describe what matters to them about their child's journey through nursery.
- Diagram 1 is an extract from one practitioner's small test of change with one child and family. Using the Leuven Scales of Wellbeing & Involvement to measure progress over defined blocks of time, the annotate sections give indications of what works for the child. Taking clear action and a personalised approach is shown to be successful for this child and family.

Diagram 1



This was the progress I had made over a five week enhanced transition period

High Standards - High Quality 2

St Francis Xavier Primary School

- Lockdown Online Talent Show



Falkirk Council
Children's Services

What we did:

Over lockdown our school carried out an online talent show to celebrate 60 years of our school. We held a talent show online with auditions and the finalists were shown. The whole school watched the YouTube premiere over three days from the comfort of their own homes. They then took to their class teams to vote for their favourite act. This was shared via Twitter and the winners were selected and announced by Susan Boyle.

Who we involved:

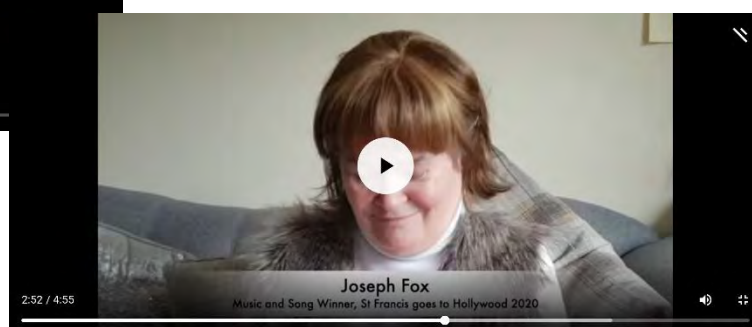
This involved all pupils. Parents joined to watch, vote and comment and the talent show was a huge hit online with the Falkirk Community. We even had some shares in the USA from Susan Boyle's fan site.

The difference it made:

This was an exciting time for all of our families as the talent show - St Francis Goes to Hollywood - is something that the children look forward to every year. The children were all welcome to participate and all entries were viewed by our judges and sent straight to the finals. This is something which we can never do in the live shows at school as there are always too many acts to fit into an afternoon. This gave so many more children an opportunity to participate. We had entries that would never have entered if they had to dance on a huge stage in school in front of 500 people. Parents commented on this too and mentioned they couldn't believe how happy getting to be part of the show was for their pupils. We had 400 live views on the day we released the first show and hundreds more who have watched YouTube on catch up. The children all left positive feedback via Teams and Twitter and shared their votes online. We feel this had a huge impact on our community's health and wellbeing as children were able to connect with the acts in their class. The sense of togetherness in the final week of term was incredible and spirits were most definitely lifted.

What we will do differently in the future:

We will continue to use Teams as a springboard for sharing our learning and homework tasks. We created our own school YouTube channel which we will continue to use. We shared talents of individual children who may never have had the confidence to perform in front of a live audience. We will now for the first time ever look at video entries for our talent show as an option to give more opportunities for those who find the process overwhelming. We will share our next talent show again online, even when we are allowed back on stage as this will be a great way to share with our wider community.



High Standards - High Quality 3

Falkirk High School

- Virtual Professional Learning

What we did:

All staff and pupils faced a steep learning curve when adapting to home learning during lockdown. We recognised the need to support staff with skills and confidence to embrace the digital and virtual learning environment we now found ourselves in and, therefore, created our very own in-house Virtual CPD Programme. This was led by staff for staff, to open up and embrace this new way of working from home. Over 18 sessions throughout May and June were delivered with almost all staff participating in one or more sessions, some as many as 10, from 'closing the gap' to Microsoft Teams, to Kahoot and Mentimeter. Each session was researched, planned and prepared by our own staff in areas of their own professional and personal expertise and included follow-up support materials and a Q&A after each session to share best practice amongst each other. A staff survey using Google Forms was completed to measure participation and engagement and to support planning for the next session. (50 out of 80 staff completed the survey).

Who we involved:

The whole programme was coordinated online via Microsoft Teams and involved a team of 14 staff to organise and deliver the sessions.

The difference it made:

The overwhelming difference, evidenced by our staff survey, came from staff commenting on their improved skillset with digital tools to support learning:

"It's been fantastic. The CPD has addressed issues affecting me right now and given me solutions ... the support information afterwards is great."

"It has been great to have the time to participate in the CPD opportunities and I have improved my ICT skills immensely in a very short time."

However, the most significant difference was staff confidence and having the opportunity and now the ability to experiment with new pedagogical approaches to support our digital learning priorities as a school. As an authority, we are fortunate to be moving to a 1:1 device by December 2020, so lockdown learning has allowed our school community to be ready, willing and able to confidently use digital learning within and outside of the classroom.

"....has had a huge impact on my ICT skills and much improved confidence to design and plan my lessons for pupils."

With staff being isolated in their own homes, our in-house CLPL programme provided the opportunity for staff to support each other, but also a forum for them to discuss concerns, collaborate and share best practice across all subjects and faculties. The sessions also allowed for staff to connect socially and emotionally with each other which also supported their own wellbeing.

What we will do differently in the future:

In terms of mind-set, our staff reflected and learned so much about themselves, each other and our young people, that there is now an overwhelming shift to continue this way of working within the school, to support not only Learning and Teaching and on-going staff CLPL, but also societal and pupil need. In line with our school improvement priority of striving for 'Excellence in Learning and Teaching', in particular, increasing capacity and confidence in staff to improve the consistency and quality of the learner experience, we have launched our in-house virtual CLPL programme for this session. With over 20 sessions on offer from now until January, staff can sign up to lead, participate and support each other in areas reflected within our school recovery plan in terms of Health and Wellbeing, loss of learning/moving learning on and transitions. In line with this, we are opening up this programme to provide support to our cluster colleagues in terms of their digital literacies and confidence to use these to not only substitute, but begin to modify and redefine digital tools and resources to enhance the learning and teaching experience in their classrooms too.

High Standards - High Quality 4

RAiSE

- Raising Aspirations in *STEM Education



Falkirk Council
Children's Services

What we did:

We had been in post as RAiSE (Raising Aspirations in Science Education) Officers for Falkirk Council since January 2020. We had spent time getting to know our authority and practitioners by visiting schools and researching needs for support. We had also been meeting various agencies to establish what provision they could and do make to the authority. When we went into lockdown we had just completed summarising all of our research and creating a targeted Action Plan to take our work forward. We very quickly realised that several of our ambitions would no longer be possible in the form we had planned, so we had to think creatively and adapt. Our most successful adaptation has been our online CLPL offering. We have been on a huge learning curve with regards to creating and providing this CLPL. On reflection, deciding to go down this route has offered us brilliant opportunities to develop ourselves and create a sustainable legacy.

*STEM – Science, Technologies and Mathematics

Who we involved:

Feedback from practitioners who completed our RAiSE survey informed which topics we created CLPL videos on. We looked at the areas of development required and made a plan of support considering how to involve our families and colleagues in the creation of these videos. We utilised resources created and made available to us through the RAiSE network in Scotland and we contacted colleagues in Education Scotland to create CLPL videos for us to complement our work. A timetable for the release of our CLPL videos was created and we decided we would support practitioners with their engagement by providing a live Q&A session via Microsoft Teams on each of the videos at the end of the week the video was released. Practitioners had a full week to watch the videos whenever was convenient for them. We provided a padlet and a Teams group chat for practitioners to ask questions prior to the live Q&A or if they could not attend. The live Q&A sessions were well attended and became a great place for discussion and sharing of good practice. We minuted these sessions and shared the minutes with those who could not attend. These CLPL videos now remain available to our practitioners and the rest of the RAiSE network and we are currently adding to them with two more CLPLs being released just after the October break.

The difference it made:

Online CLPL session YouTube videos have been watched 592 times in total, our Teams group is now accessed by 78 practitioners from 20 different schools, we've had 47 attendees from six schools at our live Q&A sessions and 1,504 new views to our blog page. Feedback from these sessions has included:

"I've had a quick look at some of the resources in the folders. Wow, so many topics for each area and so well resourced. It makes it much easier to be flexible and follow what the children are interested in as a topic develops. It's the first time I've done training like this. I really like the format."

"Thank you so much, Laura, Barbara and Gayle. You have made STEM very accessible. The sessions have been really enjoyable."

What we will do differently in the future:

We have learned and continue to learn so much from this way of working. We have managed to adapt to continue to engage our practitioners even in these ever-changing circumstances. Our digital skills have had to improve as we have learned how to create and edit videos, curate a blog and online video channel. A communications' strategy was developed to keep our profile high and engage as many practitioners as possible. Tracking analytics was another learning experience we had to undertake to check the success of our work. As this model had been successful, we are now in the process of adding to our bank of videos. We then plan to offer a bespoke Q&A session on these videos to our schools at their request. The skills we have developed have allowed us to think differently about all our work. We have a project to promote the science resources available through our library services. We are now looking at how we could help pupils/teachers create videos of the work they do with these resources and these videos become a bank of project ideas linked to the resource box. All these video resources and our video CLPL will be a lasting legacy of our RAiSE project.

"Electricity has been the area of Science which I have had least confidence in delivering. I enjoyed all of your videos and found them very informative. The progression from Early to Second Level is clear and the experiments and science behind each part explained well. This has definitely given me the confidence to use these experiments with my class, depending on the stage. I can always refer back to the videos and resources if I need too."

"Really great, practical examples of activities to do and the language we should be using with pupils. Through discussion in the open area and observation this would lead into STEM stories and activities once the children have looked at forces in a familiar setting and allowing them bring that knowledge and understanding and see it being used in a different context."



High Standards - High Quality 5

Community Learning and Development

- Falkirk Summer Takeaway



Falkirk Council
Children's Services

What we did:

Falkirk Summer Takeaway Was More Than Just About Food.

“... Youth work delivered by Community Learning and Development Service is an essential part of our school team and our offer to pupils and their families.” - Stuart Kelly, Head Teacher, Falkirk High School

COVID-19, Learning Loss and Food Insecurity.

The closure of Falkirk Council schools during the initial months of the COVID-19 pandemic raised concerns that the poverty-related attainment gap would increase. Most pupils who attended Falkirk High School were at home during the lockdown period with the pupils receiving a mixture of parent-led learning and school-provided resources and support. Pupils who faced significant challenges were identified as being at particular risk of falling further behind as they did not have access to online learning, or even any education at all. It has been recognised within Falkirk High School that some pupils who face significant challenges also face 'learning loss' during school holiday periods, together with food insecurity as result of not being able to access free school meals entitlement. This was further exacerbated for these pupils by COVID-19.

Who we involved:

YouthLink School and Youth Work Partnership funding could not have come at a more important time for Falkirk High School pupils, their families and staff. Youth workers, teachers, Barnardo's staff and Youth Scotland staff invited pupils and families to be involved in the Summer Takeaway and together they created a six week programme of activities.

The difference it made:

The pupils, families and staff agreed that the purpose of the activities was to encourage cooperation and learning within the family. The provision of food and digital devices were approaches to support the cooperation and learning that could take place for the pupils and their families. The pupils and their families all agreed to create experiences that people were keen to be a part of and comfortable and proud to share with others including their successes and 'disasters' (rubber eggs that didn't bounce). Families shared with youth workers that family life can be very busy. It was agreed with pupils and families that the activities required would offer opportunities for family empowerment, flexibility, with no set times or days to participate, and importantly with support "on tap, not on top". Youth workers provided all the resources that the pupils and their family would need to do each activity. These were packaged up and delivered on a weekly basis, together with a shopping voucher to support the family to buy additional food for recipes that they have learned or wanted to experiment with. Homemade tuna and banana pizza was one of the surprise additions to our recipe collections. Working with the pupils and families/carers, youth workers demonstrated the recipes or tasks via social media videos which were uploaded to the group and then the

families could, if they wanted, show how it went in their homes. The pupils were able to support their parents with some aspects of digital technology.

What we will do differently in the future:

Falkirk's Summer Takeaway has enabled partners to test out the resilience of family learning delivery within the context of the COVID-19 pandemic. Partners worked extremely closely to ensure that disadvantaged families has access to digital devices and connectivity, as this was central to the participation of pupils and families/carers within the Summer Takeaway. Detailed below are the next steps for Falkirk's Summer Takeaway:

- Eight families have committed to continue to take part with family learning as a direct result of their experiences of Falkirk High School Summer Takeaway.
- Falkirk High School has committed to the Connecting Falkirk Project which will ensure that pupils who face significant challenges are connected digitally so that they can access online learning and support.
- The positive experience of the Summer Takeaway has resulted in Falkirk High School committing to invest in a full time CLD Worker to focus on the delivery of youth work and family learning.
- Learning from Falkirk High School Summer Takeaway will be disseminated within Falkirk Council, Forth Valley and West Lothian Regional Improvement Collaborative and national networks.

"Relationships with and within families are critical for our school. We see youth work and family learning as key to developing these relationships and our holistic approach to learning and development."

- Jennifer Macpherson, Depute Headteacher, Falkirk High School

What we did:

Maintaining connection and providing support for our senior leaders was considered by the service as a high priority for Term 4. There was therefore a requirement to adapt planned headteacher (HT) and deputy headteacher (DHT) sessions and re-imagine how this support for senior leaders would be designed and delivered. DHTs who were already engaged in our 2019-2020 DHT programme were invited to attend a facilitated online session during Term 4. These sessions were called 'Break, Create, Transform' and provided an opportunity for DHTs to reflect on how leading in lockdown had impacted on both themselves and their school teams. HTs were invited to facilitated online sessions with a group of up to five peers. These sessions, 'Leading Well – From Uncertainty to Beyond' aimed to support HTs in responding to the impact of leading school communities during lockdown by: Bringing groups of peer HTs 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; Considering the leadership qualities that will be required of them as they prepare for and open schools in August – sharing what they consider to be the most challenging aspects and where they can build on strengths, and Developing and sharing strategies for keeping well during these challenging times.

Who we involved:

The sessions involved groups of HTs and DHTs joining sessions which were facilitated by one of our team managers and support officer for professional development. Working alongside the authority to lead the development of these programmes, was a key authority partner, Jane Mudd from The Mudd Partnership.

Who we involved: The sessions involved groups of HTs and DHTs joining sessions which were facilitated by one of our team managers and support officer for professional development. Working alongside the authority to lead the development of these programmes, was a key authority partner, Jane Mudd from The Mudd Partnership.

The difference it made:

"After the session I felt positive and went on to e-mail staff with a list of what we had achieved to date and that they should feel proud of this. An excellent session, thank you for organising."

"... protected time to hear the strategies others are using to support this situation was really beneficial, but also served to remind me that we don't have to respond in the same way."

"As a new Acting HT, for me, the main value of participating in the Leading Well session was the reassurance that we are all in the same position, with the same uncertainties ... having an opportunity to share successes reminded me of how far we have come and what has been achieved."

"I found the session very worthwhile and useful I came away with a few good ideas which I implemented with my teams. It was also good to know that my worries are not mine alone! I did leave the session knowing that I was doing a good job, that I had ideas about further improvement in my practice and I could contact other HTs if I had any other questions."

"...we were able to speak honestly and openly about our school experiences and personal experiences which have impacted on our role at present. The focus on what we had achieved was positive and uplifting."

What we will do differently in the future:

The HT and DHT sessions were oversubscribed and evaluated positively. HTs requested further sessions beyond the summer and in September and October, the second offer in this series has been successfully delivered. These sessions were entitled 'Leading Well – Navigating Complexity' and supported HTs in understanding the new realities and challenges of leading their school community. Focusing on emotional intelligence and exploring the paradoxes of leadership in the current climate, these sessions were responsive to the needs of the participants involved in each session. As an authority, the experience of supporting senior leaders during lockdown has resulted in a more responsive and flexible approach to planning leadership programmes. Connecting leadership skills and issues from outwith education during a time of global crisis has added an extra dimension to our programmes. Further sessions will be facilitated over the course of the year, as appropriate. These sessions will be designed to complement other professional learning programmes for senior leaders and the content will be planned to reflect the changing recovery phase. Feedback from the participants in our lockdown sessions has overwhelmingly identified the communicative space as being a key benefit for them. Future work will look to protect this time and space for senior leaders to share experiences and reflections with their peers.

High Standards - High Quality 7

Service and School Improvement Teams

Please use the following link to access the full reports for the:

- ASN Service
- Education Psychology Service; and
- ELC service

[Standard and Quality Reports on the SSI blog](#)

The Context for Session 2021-2022

• FCCS COVID-19 Response Plan	Phase 1	20 th	March 2020
• FCCS COVID-19 Response Plan	Phase 2	16 th	April 2020
• FCCS COVID -19 Response Plan	Phase 3	30 th	April 2020
• FCCS COVID -19 Recovery Plan	Phase 1	23 rd	June 2020
• FCCS COVID -19 Recovery Plan	Phase 2	10 th	August 2020
• FCCS COVID -19 Recovery & Improvement Plan	Phase 3	11 th	September 2020
• Service Recovery & Improvement Plan	Updated	10 th	January 2021

All of the plans above have set out support, guidance and next steps for improvement whilst managing the challenges and impact of the COVID-19 Pandemic. The day to day operational logistics of keeping children, young people and staff safe and resilient have not lessened. Our priorities for session 2021-2022 are cognisant of this ongoing context.

We will continue to interpret the significant volume of Scottish Government [COVID-19 Guidance](#). Since March 2020 there have been more than 76 documents and updates. We will continue to support our ELCCS and schools with localised advice notes and operational guidance to help manage the health, safety and wellbeing of our staff, children and young people.

We will also keep our recovery and improvement priorities for session 2021-2022 under review and adapt as necessary using data and information from continuous self-evaluation. In addition we will take account of the following national influences which will have a direct impact on Children's Services Education Division, ELCCs and Schools:

- [The 2021 OECD Report Recommendations](#): reform of Education Scotland , HMI and SQA
- [OECD 2021 Student Assessment in Scotland: Upper-secondary](#)
- The outcome of the Scottish Government review of the [Scottish Attainment Challenge \(SAC\) and SAC2 proposals](#)

Priorities for Session 2021-2022

For session 2021-2022 we will retain our overarching strategic improvement focus areas of:

- Attainment and achievement
- Skills and Attributes development
- Wellbeing Inclusion and equality

Attainment and Achievement

Continue with the Succeed Today Excel Tomorrow (STET) Council of the Future, Service of the Future/ Transformational Projects for:

- Connected Falkirk
- ASN
- Primary Estate

Development of the strategic action plan for Parental Involvement and Engagement Strategy including review of current processes for reporting to parents

Continue to focus on improving attendance, reducing absence; refine data and identify high level messages:

- 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

Skills and Attributes Development

Skills development and increasing opportunities for learners to develop knowledge and skills in STEM subjects 3 -18

Continue to develop the alignment and blending of the DYW & STEM strategies (KPIs: Teacher Confidence & Competence, Inspiration, Excellence, Equity, Connectedness)

Further improve the integration of professional learning through STEM with the local and FVWL literacy and numeracy CLPL programmes.

Analysis of STEM curriculum in Senior Phase

Wellbeing, Inclusion and Equality

Consistent use of the ASN & Staged Intervention process & support for schools to embed this

Continue to monitor application of the Staged Intervention process and the impact of CLPL offer which supports this

Unify Health and wellbeing (HWB) policy and practice

Staff training and development to improve support for children and young people with SEBN

Develop and embed digital skills that support inclusion

Self-evaluation data, quality assurance information and consultation with ELCCs and schools has confirmed that the 2021 -2022 Recovery and Improvement plan needs to have 2 major priority areas:

- Continuing to raise attainment and achievement for all children and young people
- Curriculum design and development

The Service Recovery and Improvement Plan 2021-2022 sets out how these areas will be driven forward.

Service & School Improvement



Falkirk Council
Children's Services



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