

- Facilitate peer visits across the RIC to support teaching staff in developing high quality learning experiences in First Level Numeracy

Schools will have progressive, coherent, well designed and innovative curriculum rationale and models.

The well-being of all children and young people in Falkirk Council is paramount. Improving outcomes for children and young people has always been a key priority for Falkirk and our focus has been to ensure that children receive appropriate support to meet their needs. Getting it Right for Every Child (GIRFEC) is a national approach which we will continue to embed into our daily practice to improve outcomes for all our children and young people and their families. Contributing to our children's well-being in a range of ways helps ensure the most positive outcomes for them later in life.

We have worked with our schools to consider enhancing and improving their curriculum rationales and designs with a particular focus on developing pathways and progression through learning. We have used The Education Scotland Progression Frameworks and National Benchmarks in Numeracy and Literacy to support practitioners in assessing progress and achievement. Our own [Falkirk Council Progression Pathways](#) documents for Numeracy and Literacy also provide a support for schools and practitioners whilst engaging in moderation opportunities. These documents give clear direction on progression through levels as well as having National Benchmarks and the Experiences and Outcomes in one document. National benchmarks and assessment and moderation advice are routinely used by schools to inform curriculum development. This has helped the incremental improvement in attainment at key stages.



The FC Progression Pathways provide us with a helpful and consistent standard for evaluation at school and service level. Our school reviews have enabled us to see the impact that these frameworks are making in improving progression and coherence in learning, particularly in literacy and numeracy. By 2020 these will be available for all curriculum areas.



Our ELCs, primary and secondary schools are looking outwards to discuss and compare curriculum design. Pupils and parents have been more involved in the development of curriculum rationales and the design of infographics/ sketch notes to summarise and brand the uniqueness of their school's context and values. There is strong evidence that schools take account of learners' entitlements through the curriculum design.

Performance Officers looked at the structure of our secondary curriculum designs with a refreshed focus on pathways from the BGE into the senior phase.

Our school improvement discussions focused on the work schools were undertaking to evolve and improve the choices and pathways that learners could take. We have placed a strong emphasis on the learner journey from 3 -18. There has been considerable progress in the secondary sector, in widening the curriculum for pupils to enable them to learn within and beyond their classrooms and their schools.

Consortia arrangements are enabling pupils to access subjects across Falkirk and the use of digital platforms to access learning is developing well. The central improvement team have a rigorous programme of support and challenge, through this recognise the work our schools are doing to ensure curriculum design is appropriate and maximises opportunities for achievement and attainment for all learners. Recent development work for secondary schools and enabled officers and teams to work together using an electronic statement of results, upgraded from the original SQA file to include attendance data, SIMD, FME etc. This has further enhanced our ability to analysis the impact of BGE curriculum structures and choices on senior phase attainment.

Since 2017, headteachers' and Managers' meetings have been a forum for improvement seminars, led and facilitated by headteachers, DHTs, PTs, teachers and practitioners. This has enabled us to share effective and improving practice in curriculum innovation which is improving outcomes for children and young people. Curriculum design and rationale also featured highly as a common theme for improvement across all four LAs in our 2018 FVWLIC professional needs analysis and was also a key theme for support in the FVWLIC Practitioner consultation.

Our ELCs and schools have a good understanding of the needs of their learners and are working hard to design their curriculum to meet these needs on both an inclusive and an aspirational level. HTs ensure time is protected for staff professional learning which is aligned to the school improvement priorities primarily with a secondary element around personal needs and interest.

The development of adaptive planning strategies are allowing for greater flexibility in curriculum flow giving more opportunities for challenge and progression on a more personalised basis. There are opportunities for pupil leadership in the four contexts for learning. Our quality assurance processes monitor the development of pedagogical practice to ensure learners can develop their autonomy in learning. Schools continue to develop skills within curriculum areas, applicable also to multi-contextual learning. There is evidence of the development of career education and career management skills within the curriculum. In 2017 -18 we identified that work should continue to ensure this is progressive, relevant and aligned to interest across all sectors. Schools are continuing to develop their wider partnerships which can support and influence this element of the curriculum.



Supporting and challenging the requirement of effective use of performance information through intelligent use of data.



Attainment over Time

Falkirk Council School Improvement Framework (SIF): Our SIF Hub has been developed and created in Glow. Key policy documents related to raising attainment have been collated and made available in an accessible, dynamic and digital format to reduce bureaucracy and widen access. This universal strategy hub for all users, links to other relevant strategies and guidance. All documents are live and regularly updated. Co-creation of the online SIF has centralised and unified strategies, support tools, co-ordination of ideas and tasks, and provided consistency of message across the division.

All establishments have access to a complete suite of centrally provided, relevant data sets to enable comparisons and moderation of performance with schools across the authority, within clusters and various geographical and comparative groups. This enables us to have

consistent and robust conversations about data and identify our priorities.

Broad General Education (BGE) We have continued to sustain positive, improving performances in the Broad General Education (BGE) and in the Senior Phase. Increased numbers of schools are using a range of effective assessment strategies to track and monitor children's progress, attainment and achievement. Centrally organised training in partnership with Scholar supported schools to prepare for the implementation and analysis of the Scottish National Standardised Assessments (SNSAs) in April/May 2018. This was undertaken successfully by our schools within the requested timescale.

% of P1,P4 ,P7 and S3 pupils at expected Curriculum for Excellence level in:	2016	2017	2018	2019
Reading	80%	80%	83%	84%
Writing	75%	77%	79%	79%
Listening & Talking	85%	85%	88%	88%
Literacy	71%	74%	76%	77%
Numeracy	78%	78%	82%	83%



Performance has been maintained at Level 3 and Level 4. Both of these measures remain at their highest level to date.

Attainment at Level 5 has increased by 3% from last year and is now at the highest level to date in Falkirk schools.

This is a positive picture; this has been an improvement in supporting and encouraging students to achieve at higher levels.

	2017	2018	2019
1 or more awards at SCQF Level 6 (Higher) or better	57	58	56
3 or more awards at SCQF Level 6 (Higher) or better	34	35	32
5 or more awards at SCQF Level 6 (Higher) or better	15	14	16

Performance has been maintained in Attainment of 3 or more Highers by the end of S6, and matches the highest figure to date in Falkirk schools.

There is a difference of 1% in the attainment of 5 or more Highers by the end of S6 between this year and last year. Last year's figure was the highest to date.

There is a difference of 2% in attainment of 1 or more Advanced Highers between this year and last year. Last year's figure equaled the highest to date.

	2017	2018	2019
5 or more awards at SCQF Level 3 or better	87	88	88
5 or more awards at SCQF Level 4 or better	81	81	81
5 or more awards at SCQF Level 5 (A-C) or better	38	41	44

There is a difference of 2% in attainment of 1 or more Highers by the end of S5 between this year and last year. Last year's figure matched the previously highest figure of 2016.

There is a difference of 3% in attainment of 3 or more Highers by the end of S5 between this year and last year. Last year's figure was the highest to date.

Attainment of 5 or more Highers by the end of S5 has increased by 2% this year, and is the highest to date in Falkirk schools.

As with attainment in S4, this is also a positive picture as students have been supported and encouraged to achieve more awards at level 6

	2017	2018	2019
3 or more awards at SCQF Level 6 (Higher) or better	45	45	45
5 or more awards at SCQF Level 6 (Higher) or better	31	31	30
1 or more awards at SCQF Level 7 (Advanced Higher) or better	18	18	16

Supporting the development of self-evaluation which delivers measurable improvement.

The Service and School Improvement (SSI) Team developed our Leading Improvement – Evidencing Impact Programme (LIEIP) in partnership with our link Scottish Government Improvement Advisor. This bespoke programme for school senior leadership teams (SLTs) to support improvement planning was delivered through improvement coaching workshops. The programme supported senior leadership teams from over 75% of our primary and secondary schools to work together to refine and enhance their School Improvement plans. The original rationale for developing the LIEI Programme was based on the overwhelming research evidence that showed practitioners who feel empowered and are provided with the opportunities to collaborate achieve better outcomes for learners. We built on feedback from our planning for improvement work from session 2017 -2018. The 2018 - 2019 programme provided:

- the opportunity to collaborate with other leadership teams, along with staff from the Service and School Improvement Team;
- protected planning time;
- individual improvement coaching and support from the Scottish Government Improvement Adviser and their link Team Managers; and a focus on the best measures to apply when reporting improvement.

The table below summarises the key areas of progress, improvement and impact regards the LIEI Programme structure and content, the benefit and impact for the SSI and the impact at Service level.

Programme	Service and School Improvement Team	Service
<ul style="list-style-type: none"> • Enabling participants to have planned and protected time to work together with a focus on: • Further developing improvement planning processes using improvement methodology • Our Improvement Advisors role in bringing in the right improvement tools at the right points of the programme • The feedback from participants about being able to work on their own data in context with challenge and coaching • The opportunity to debrief learning and reshape and evolve the next session as required 	<ul style="list-style-type: none"> • We extended our existing range of support and challenge offered to senior leaders and their teams. • We further developed the range of opportunities for practicum learning and professional collaboration. • We improved the quality and usefulness of School Improvement Plans and Standards • Improved our skills in coaching for improvement • refining our support and challenge questions to help with measures and evaluating impact/ improvement • We were able to review and adapt the programme as we went along • We used a range of Quality Improvement Tools 	<ul style="list-style-type: none"> • Utilising the skills of those colleagues who have already engaged in the Scottish Coaching for Leadership of Improvement • Improving the on time submission of SIPs and S And Qs as well as the quality – moving the majority to most • We have moved considerably from being awash with data to being more data literate • We have nurtured a culture of interest in using data to tell our individual and collective “Stories of Improvement” • Developing a culture of all teach all learn • Motivating a wider range of colleagues to develop their improvement methodology knowledge and skills • Using our learning in our development work with our Regional Collaborative

Highly skilled practitioners employ a variety of engaging and creative approaches to deliver rich and engaging learning experiences for all children and young people, including delivering developmentally appropriate learning and play in the early stages of Primary.

During 2018/19 there was an increase in the number of ELC practitioners engaging in the professional learning and development and an increase in the reported level of impact of this training. Engagement in the Early Learning Leadership Forum has increased over the course of the year with almost all settings being represented at each of the three meetings. A further 37 ELC practitioners across 11 settings are engaged in the Froebel in Early Childhood Practice Certificate course. To support the growing number of Froebel trained staff, successful networks were established. Two practitioners from the original Falkirk cohort have been invited to present their projects at the Annual Froebel Conference in Edinburgh in September 2019.



Falkirk Children's Services training programme for ELC Modern Apprentices and workforce trainees was evaluated as being 'highly compliant' in all ten quality indicators with areas of highly effective practice being highlighted, particularly in relation to the excellent assessment planning leading to very good holistic learning accounts from trainees.



Work undertaken by the EYPs and centrally based Early Years team independently and jointly has resulted in CLPL opportunities for ELC staff and teachers working in the early stages of primary 1 being more evidence-based. In each setting with an Early Years Pedagogue, Family Learning and Family Engagement was a key driver for improvement. The connection between Family Learning and Health and Wellbeing is obvious. A range of interesting approaches were trialled and documented including, play boxes, community groups and intergenerational projects. These are listed in Appendix 1. Further detailed information for each of these interventions, as well as associated training materials, are available on [Glow](#) under [Early Years Pedagogues – Interventions 2018-2019](#).



Internal and external scrutiny within individual settings recorded the positive progress made in the delivery of a developmentally appropriate curriculum in the early stages of primary school. Particular note was made of the high levels of engagement in learning and children's increasing their capacity to work independently and co-operatively with others to solve problems and deepen their learning. 40 teachers participated in a 7-session course with Deirdre Grogan of Strathclyde University on changing pedagogy in primary 1. This has supported increasing staff confidence with the approach and has established a network of professionals for further collaboration. Data gathered from evaluations of training shows an improved level of satisfaction in the quality and relevance, and a significant increase in attendance at training courses from last session (+269 attendees)

Learning to Achieve



In Falkirk we encourage, promote and support leadership opportunities for all of our staff, pupils, parents and community members. Leadership development programmes in Falkirk are of high quality. The programmes we offer support the professional learning of all of our practitioners and complement the national programmes which are promoted across Children's Services.



All 4 Service and School Improvement Team Managers, 3 Education Support Officers and most of our 8 Early Years Pedagogues (Excellence and Equity Leads) have successfully undertaken the Scottish Coaching and Leadership Improvement Programme (SCLIP). Through implementation of

the Model for Improvement methodology these colleagues are

evidencing measurable impact of their work.

45% of Falkirk senior leaders are involved in national Leadership programmes with Universities, Education Scotland and the Scottish College for Educational leadership, this includes Into Headship and In Headship.

Our schools create bespoke programmes which facilitate the development of pupil leadership skills and give our young people opportunities to lead initiatives locally and nationally.

This year we had Falkirk Council's and Scotland's first Children's University Graduation at FVC Stirling Campus for primary and Secondary pupils from the Bo'ness Cluster.



All Falkirk's secondary schools contributed to workshops to share effective practice across the curriculum. 99% of evaluations rated the event and workshops as excellent.

In June 2019, we held our first Falkirk Learning Festival in the Forth Valley College Stirling Campus. This event was designed and organised by secondary HTs and DHTs.



This was an excellent event and am so glad I went. The speaker was excellent and set the tone for the rest of the event. The presentations from staff were great and really showcased the great work that is being done in Falkirk. I am currently writing up my notes and will share with the rest of staff. Thanks again and please put on another next year which I would definitely attend.



Aspiring middle leaders across the authority had the opportunity to engage in either the *To Lead or Not to Lead* or *Dare to Care* programmes.

Participants have an increased awareness of how to lead and manage others. Many participants have used their experience to support them in gaining promoted posts. The increased self-awareness,

thanks to the 360 process and evaluation of their projects, has led to improved relationships and effectiveness within teams. Involvement of DHTs as 'assessors' has further developed their leadership skills particularly in quality assurance and assessment.

Equity for all Learners

Falkirk schools have continued this funding to support developments and targeted interventions to:

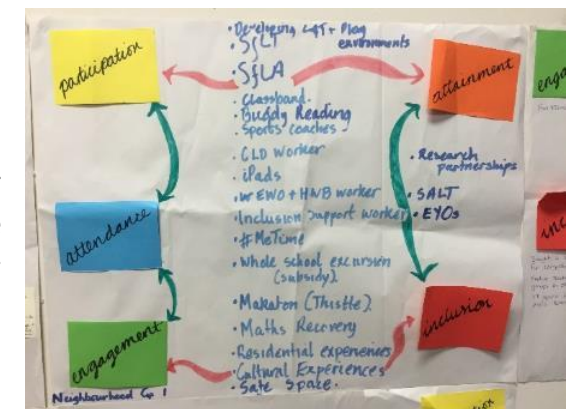
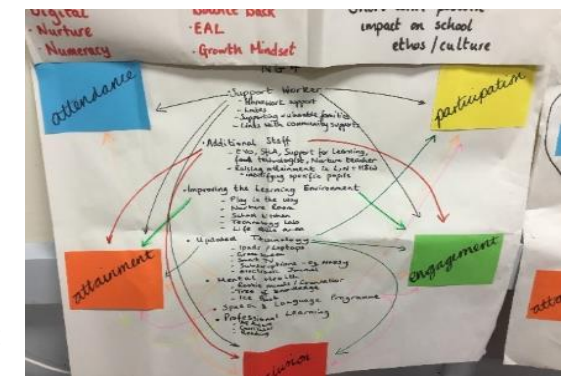
- improve children and young people's health and wellbeing; focus on health and wellbeing to reduce exclusions and improve attendance and achievement;
- develop nurturing approaches and inclusive practice; and
- support families and provide wider and enriching experiences in and out with school

2018 - 2019 58% of primary schools and 13% of secondary schools are working in partnership with Speech and Language Therapy service (SaLT) to improve the spoken language, confidence and learning of our children and young people. The number of schools engaging has continued to increase in 2019. The SaLT service is working closely with the Service and School Improvement Team (SSI) to increase the universal offer of support for all schools in addition to that which they can design for schools who have PEF. Children's Services provided updated guidance for session 2018 -2019. Schools have continued access to regular facilitated events and surgeries which provide direct support, training, information, and advice and guidance on spend, contracts, recruitment, procurement, and planning.

The SSI Team have worked with senior leaders to be more succinct about using data to identify priorities and measure improvement and progress, including any initiatives and interventions funded by Scottish Attainment Challenge (SAC) and PEF. In addition, School Improvement Plans and Standards and Quality Report Templates are explicit in the planning and evaluation of SAC and PEF.

Dedicated time was allocated across the session for schools, working in their Neighbourhood groups to discuss and compare effective strategies for raising attainment and closing the poverty related attainment gap, particularly where SAC and PEF have been used. Colleagues have had the opportunity to share their improvement journeys at Headteachers' Meetings, FVWLRIC events and FC professional learning sessions. We are seeing a growing willingness of schools teams to share what has worked well and also what has not. Our colleagues across all sectors are embracing the "All Teach-All Learn" approach.

Our overall allocation for Falkirk schools increased from £3,577,320 in 2018 to £3,621,960 in 2019. The Pupil Equity Funding (PEF) allocation for primary and secondary schools in Falkirk for session 2018 -2019 was



£3,577,320. The average primary school PEF allocation spend is 47% and for secondary schools 55%. Funding is focused on staffing 35% and services 65%. Two Falkirk Schools (one primary and one secondary) have Scottish Attainment Challenge (SAC) Funding as well as PEF.

In this second year of PEF, Falkirk Schools have continued to use this funding to support developments and targeted interventions to:

- improve children and young people's health and wellbeing;
- focus on health and wellbeing to reduce exclusions and improve attendance and achievement;
- develop nurturing approaches and inclusive practice;
- support families and provide wider and enriching experiences in and out with school;

Authority Spend 2017/18

Literacy & Numeracy	35%
Health & Wellbeing	41%
Across All	24%
Spent	100%

Authority Spend 2018/19

Literacy & Numeracy	31%
Health & Wellbeing	44%
Across All	25%
Spent	100%

Education Scotland carried out a National Thematic Review of local authority Readiness for Empowerment. One of the major focuses for this work was to gauge how well LAs provided schools with advice and support to ensure that PEF and SAC spend was effective and efficient to meet the needs of pupils living in poverty, as well as ensuring that personnel and procurement procedures are being followed and no barriers are in the way of spend. Falkirk was deemed to be doing this very well.

In 2018-2019 the two main areas of cost within PEF were:

- Staff 35%
- Services 65%



Braes High School Flourish Programme:

10 S1 pupils worked together with their parent(s) to develop positive relationships; health and lifestyle choices; develop in skills in literacy and numeracy, organisation and planning.

'Snug' created for 'read to write' approach

Focus on Family reading, informal 1 parent events emulating home support - 2 EYOs supporting early vocabulary acquisition. Improved use of wow words, common words and improved sentence making.

Appointment of 1 FTE Education Welfare Officer

Improvements in attendance; attainment; family support/interventions/signposting to partner agencies; input to single and multi-agency assessments.

ELC, Primary and Secondary leaders involved in the review process in November 2018 reported that they felt supported and enabled to make good decisions and had access to help and advice whenever they needed it. The Service and School Improvement team have continued to monitor PEF spend. When schools are not on track, we provide help and support on how to effectively and efficiently spend funds in the best way to support their pupils and families. This will remain an important part of our work with schools for session 2019 -2020 as the Scottish Government are not allowing any underspend or carry forward.

The inception of Pupil Equity Funding (PEF) means that head teachers may augment the core staff structure through the appointment of additional senior staff. In doing so, head teachers determine the remits/key areas of responsibility of senior staff. Head teachers have had full autonomy in the use of PEF monies to augment staff structures to address unmet needs among pupil groups. Every effort is made to support head teachers with their requests and for these requests to be met timeously. Head teachers are encouraged to use existing staffing structures flexibility to fulfil their requirements, for example, offering additional hours to part-time staff. We have seen an increasing number of creative and helpful posts being recruited using PEF/ SAC funds. Some examples are given in the speech bubbles.

Given the size of the PEF funding and the unique and individual challenges local school leaders face with meeting national targets and outcomes, we have strengthened their support teams to provide additional assistance, advice and to provide robust procedures and guidance around the financial governance and accountability for PEF with the aim of freeing up school leaders to focus on learning & teaching.

PEF money has been placed within the control of headteachers to plan and direct such interventions and approaches to impact positively on the educational attainment of the targeted group. Falkirk Council continues to have overall accountability for attainment, achievement and progress of our children and young people and will require to report to Scottish Government to accurately account for the PEF spend. We have identified the need to support and challenge schools to measure the effectiveness of these posts in raising attainment and closing the poverty related attainment gap.



Learning to Achieve – Pupil Equity Funding



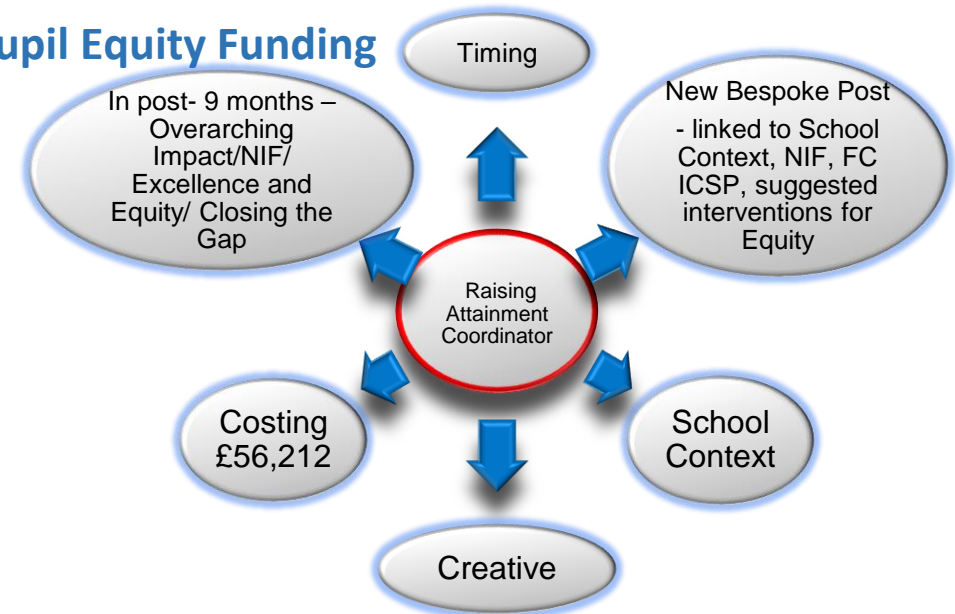
Langlees Primary school is one of Falkirk's two Scottish Attainment Challenge Schools. In session 2018 -2019 we began thinking more creatively about how we delivered on the 'closing the poverty related attainment gap' agenda.

Our school context was such that we had a very young staff, a high level of parental and pupil need and for our newly established leadership team. Our local Integrated Children's Service Plan (ICSP) reiterated the message from Scottish

Government that we were '*in a period of transformational change and that we needed to consider how we got it right for all our children in a creative way..*'

As HT, I created a bespoke post –Strategic Raising Attainment Co-ordinator. With HR, I drew up the job specification which was focused around the bespoke needs of our school context, as well as the National Improvement Framework Drivers.

The RTA has supported staff in taking forward their leadership roles – i.e. We have a CT responsible for School Newspaper – Lesley has been able source the best value for printing the newspaper, link with Falkirk Herald in promotion of the school newspaper, plan and organise the launch of each edition of the newspaper – and work with the CT lead alongside pupils in developing their skills for life and work in doing all of this. With our CT who has led on Numeracy, our Raising Attainment Coordinator has helped this CT roll out an effective Numeracy Improvement bundle through supporting systems to track pupil progress, the impact of such is such that Teachers are able to visually show their pupils where they are at in progressing through their learning journey. With our CT leading on Digital Technologies –Lesley has supported for this CT the purchase of resources, giving our pupils access to a wider range of digital technologies. Lesley –knows what curricular aspects all our CT's are leading on and researches courses and professional learning linked to each CT leadership roles.



The post of Raising Attainment Coordinator (RTA) has enabled us to develop the driver of School Leadership at all levels. Session 2018 -2019 was the first full year we have been able to complete 100% of our Quality Assurance plans. The post has helped me as HT, to spend more time on the development and improvement of Learning and Teaching.

We organised sessions to support our schools in their understanding of the Scottish Index for Multiple Deprivation (SIMD).

Our colleague Elizabeth Fraser from the Scottish Government Communities Analysis Division helped school teams to understand better the demographics of Falkirk in terms of SIMD.

This improved our collective understanding of the dynamics that can change within our communities. This opportunity to explore what definitions and assumptions was helpful in ensuring approaches and interventions were better planned and supported the right children, young people and where appropriate, families at the right time.



INCOME

Percentage of people who are income deprived and receive certain benefits or tax credits



HEALTH

Comparative Illness Factor: standardised ratio

Hospital stays related to alcohol misuse: standardised ratio

Hospital stays related to drug misuse: standardised ratio

Standardised mortality ratio

Emergency stays in hospital: standardised ratio

Proportion of population being prescribed drugs for anxiety, depression or psychosis

Proportion of live singleton births of low birth weight



ACCESS

Average drive time to a petrol station, a GP surgery, a post office, a primary school, a secondary school, a retail centre

Public transport travel time to a GP surgery, a post office, a retail centre



EMPLOYMENT

Percentage of working age people who are employment deprived and receive certain benefits



EDUCATION

School pupil attendance

Attainment of school leavers

Working age people with no qualifications: standardised ratio

Proportion of people aged 16-19 not in full-time education, employment or training

Proportion of 17-21 year olds entering into full time higher education



CRIME

Recorded crimes of violence, sexual offences, domestic housebreaking, vandalism, drugs offences, and common assault per 10,000 people



HOUSING

Percentage of people living in households that are overcrowded

Percentage of people living in households with no central heating

The table below shows the poverty related attainment gap (between most & least deprived 20%) for BGE since session 2015 -/16 to June 2019

	2016	2017	2018	2019
Reading	23%	24%	18%	19%
Writing	21%	24%	20%	21%
L & T	20%	20%	14%	14%
Literacy	25%	27%	22%	23%
Numeracy	22%	23%	17%	17%

We continue to work together to address barriers that can influence parents' involvement and engagement. The views of Falkirk parents and carers who responded the most recent survey from the Scottish Government.

91.80% of parents responded to the question 'would you say there is anything preventing you from being more active in the life of your school?'

Of those that responded, 47.96% answered work commitments, 14.26% answered care of young children, 14.06% not being aware of any opportunities, 13.07% answered other reasons, 4.99% answered there are no opportunities, 4.20% answered a lack of confidence, 0.99% answered cost, and 0.46% answered language barriers.



Digital Infrastructure:

Replacement and data migration of:

- All Primary and Secondary School Data and Deployment Servers have been replaced

Deployment and configuration of:

- Over 1000 PCs in Secondary schools
- Over 2000 iPads across Early Years, Primary and Secondary Schools, including a 1:1 device deployment to a whole year group

An upgrade of Wi-Fi in all Secondary Schools

- A file archiving solution has been implemented in Secondary Schools to reduce storage requirements



Communication and Access

4 publicly accessible blogs to support the use of digital in learning and teaching, the use of mobile devices to support learning, ASN, and E-safety

Glow

Both Pupil and Staff use of Glow has increased over the last year, with student sessions doubling in number. Added to this is the increasing use of Office365 in Glow, with Microsoft Teams seeing the greatest growth and is now the most popular option for class collaboration online.



Digital Resources

BorrowBox, the eBook and Audiobook service, has been made available to all pupils and staff, via their Glow account, to support literacy.

Twig/TigTag/TigTag Jr have been procured and made available to all schools through their Glow account to support STEM.



School Recognition

Through the success of our Digital strategy; 11 Schools have achieved Scottish Digital Schools Award status and ALL Falkirk schools are signed up to take part. 4 schools are currently going through the self-evaluation process for their award. 1 school has been awarded Microsoft Showcase school status.

1 school has been given UK wide recognition in the EdTech50 schools list.



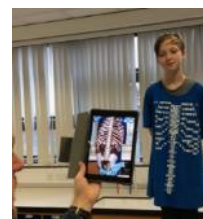
2 schools are finalists in the Scottish Education Awards for their use of digital technologies in learning

Schools and centre staff have spoken at national Holyrood events, chosen for their impactful use of digital technologies Through their use of Digital Film, a Secondary school teacher was a finalist in the UK wide IntoFilm Teacher of the Year awards.



Pupil Digital Leaders

The majority of Falkirk schools now have Digital Leaders, made up of groups of pupils supported by staff, to improve the use of digital in their school. Courses, both in school and centrally



Professional Recognition/Support for staff

Through the implementation of the Strategy, as of June 2019, we now have the following:

22 Microsoft Innovative Expert Teachers
84 Apple Teachers

We have gathered evidence using Sways, containing school-shared Tweets where digital technology is being used by staff and pupils to support learning and teaching. Positive use of hardware and digital learning approaches has been noted in recent School Inspection Reports.



Apple Teacher

Professional Development

Curriculum Support staff have delivered 95 ICT-related development opportunities to over 1000 staff. These were made up of school-based, and central CLPL. In addition, there were several Digital TeachMeet events.



Bring Your Own Device (BYOD)

BYOD for Learning- BYOD4L now in evidence in more schools. Support events in school support have provided and several Primary schools are now implementing BYOD to support learning.



is
and
been

SCRAN has been procured and made available to all schools through their Glow account to support learning.

provided, were delivered to pupil digital leaders with staff.

Wellbeing, Equity and Inclusion

2018 -2019 Service Priority:

Staff will have the opportunities to improve their skills through a programme of professional learning on inclusion, equality and wellbeing.	Practice in schools will be improved by a new staged intervention policy and guidance.	Increase the opportunities for children to be Educated Closer to Home resulting in improved outcomes.	Increase participation in education and promote equality for our most vulnerable children and their families.	Provide support for schools and nurseries on key areas of their Health and Wellbeing provision
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Improve processes to support attainment and positive destinations for Falkirk's vulnerable

children and young people.

What did we aim to achieve in session 2018 -2019?

Staff will have the opportunities to improve their skills through a programme of professional learning on inclusion, equality and wellbeing.



Schools increasingly identify groups of pupils at risk of not achieving and provide additional support for them. This can take the form of lunchtime or after-school study support clubs. In many of our schools pupils can also access 1 to 1 intervention and peer mentoring and support. IT is used to support pupils in their learning and as they grow older with their study. Our teachers are increasingly using IT-based resources to motivate pupils. Pupils are also directed towards IT-based resources they can access at home to support their learning and studies. Pupil Equity Funding has been used extensively to enhance the range of technologies and digital learning devices and programmes available to pupils.



Schools and Service and School Improvement Staff continue to work together to provide support and training for those practitioners working closely with children and young people who need additional help to access their curriculum and experience success in their learning. Particularly successful and impactful work has been undertaken by our Specific Learning Differences Officers. They led a series of training and support sessions for Support for Learning staff. These included:

- Providing training opportunities for Classroom Practitioners, Probationers and Support for Learning Teachers (SfLTs)
- Twilight sessions on Dyslexia and Dyscalculia [reading strategies, conversation events, signposting of Dyslexia modules, and implementation of assessments for new support for learning teachers.

Training courses are always well attended and often have to be run twice to accommodate all those who wished to participate. A continual high turnover of SFLT's and a young classroom workforce means there is a constant need for ongoing training. As a result of this development work:

- Class room practitioners feel more confident in identifying literacy difficulties in pupils.
- Probationers have a greater understanding of the reasons why pupils may be experiencing reading/literacy difficulties thus ensuring appropriate support and interventions can be implemented.
- New primary and secondary SFLT's feel supported, establish links with peers, and have access to support through email and telephone, as well as 1:1 support when needed.

Improving practice in schools using the new staged intervention policy and guidance.

In Falkirk, almost all of our children make their journey from birth to adulthood, supported by their family and universal services. For some children and young people, additional help and support is needed. We have revised our Staged Intervention Guidance. This guidance provides key information to support the implementation of duties under the Education (Additional Support for Learning) (Scotland) Act 2009 (ASL Act). The ASL Act requires education authorities to identify, provide for and to review the ASN of the pupils for whose education they are responsible. This will include the planning of support to overcome barriers to learning and, where appropriate, the opening of a Co-ordinated Support Plan (CSP) and support the transition process and support for those children and young people with additional needs.



Increasing participation in education and promote equality for our most vulnerable children and their families.

87%

of parents and carers surveyed said the staff in their child's school were approachable

Our revised Guidance sets out our core expectation that parents/carers have regular opportunities to discuss their parents/carers are supported to actively and meaningfully engage in their children's learning and life at school. Staff work with parents/carers to reduce potential barriers to engagement and are responsive to the family circumstances. It places families at the centre of this planning, as active participants in their child's learning and development.

In August 2018 we provided lunch for 40+ children in our school dining halls. It quickly became apparent that this was not the approach we hoped our children would experience. In September 2018 we moved to our ELC environments for children to experience a relaxed and unhurried lunch approach.

The Service's Marvellous Mealtimes approach has been adopted in almost all of the early adopters of the expanded 1140 hours. This approach, which promotes wellbeing, engagement and enjoyment during snack and lunchtimes has been positively evaluated by Care Inspectorate. Falkirk staff who are implementing the approach have been invited to share their learning beyond Falkirk including at a good practice conference in a neighbouring authority. We continually reinforce that it is essential that children's and young people's wellbeing is at the centre of developments and changes.

