



## **Agenda Item 8**

# **National Improvement Framework (NIF) – Education Plan**

**Falkirk Council**

**Title:** National Improvement Framework (NIF) – Education Plan  
**Meeting:** Education, Children and Young People Executive  
**Date:** 26 January 2021  
**Submitted By:** Director of Children's Services

**1. Purpose of Report**

- 1.1 The purpose of this report is to inform the Education, Children and Young People Executive of new arrangements regarding the National Improvement Framework (NIF) and to seek approval of the NIF Plan 2020-2021.

**2. Recommendations**

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

**(1) approve the NIF Plan 2020 - 2021; and**

**(2) request that the Director of Children's Services brings back a report evaluating its impact to the Education Executive in November 2021.**

**3. Background**

- 3.1 The National Improvement Framework (NIF) for Scottish Education was launched by the First Minister in January 2016. The Framework supports the ambition to achieve excellence and equity for every child in Scotland. The NIF is updated annually.
- 3.2 The NIF is underpinned by a series of new planning and reporting duties designed to support transparency and accountability around the efforts of the Scottish Government and education authorities to improve educational outcomes. These legal duties (integrated into the Standards in Scotland's Schools etc. Act 2000 through Part 1 of the Education (Scotland) Act 2016) will be accompanied by new statutory guidance. This provides education authorities with support in interpreting the duties and in identifying the practical steps they should take in order to meet their new legal responsibilities.
- 3.3 Children's Services is required to submit an annual plan to the Scottish Government by the 31<sup>st</sup> August each year. The draft plan for 2020 -2021 was submitted with a covering note informing Scottish Government that this will be updated following our Elected Members consideration of our NIF Plan.

## **4. Considerations**

- 4.1 The NIF plan is designed to give an indication of Children's Services key areas for improvement and is updated annually to take account of changing priorities locally and nationally.

**Appendix 1** is Falkirk Council's plan under these legislative duties.

- 4.2 Our priorities for session 2020 - 2021 organised under our key areas and have been reviewed and amended to reflect the NIF and the results of ongoing self-evaluation. Appendix 1, Page 10, provides a summary overview of these key priorities.
- 4.3 This year's plan continues to have a clear focus on improving outcomes and experiences for all the children and young people who attend our schools. In line with the Standards and Scotland's Schools etc. Act 2000 the plan also sustains the focus on tackling inequalities of outcomes that exist for different equity groups and aligns with the priorities associated with the NIF. These are:
- improvement in attainment, particularly in literacy and numeracy;
  - closing the attainment gap between the most and least disadvantaged children and young people;
  - improvement in children and young people's health and wellbeing; and
  - improvement in employability skills and sustained, positive school-leaver destinations for all young people.
- 4.4 Four high level areas for improvement are outlined and give an indication of the priorities for development which will be undertaken to make the necessary improvements in the quality of provision. These are:
- Leadership Support and Development;
  - Raising Attainment and Achievement;
  - Wellbeing, Inclusion and Equality; and
  - Skills and Attributes Development
- 4.5 Children's Services evaluates its progress annually to identify strengths in current provision and areas where further development is required. The self-evaluation and evaluations of services and schools by the School Improvement Team, Education Scotland and Care Inspectorate identify the steps which need to be taken to secure continuous improvement.

## **5. Consultation**

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

## **6. Implications**

### **Financial**

- 6.1 Headteachers have received their pupil equity funding allocation from the Scottish Government grant. Headteachers are required to track and monitor the allocation for their school and the impact it has on closing the poverty related attainment gap. Officers will work closely with the Headteachers to ensure they adhere to Falkirk Council financial regulations. Any additional training costs are met within the existing training budget.

### **Resources**

- 6.2 The plan details a number of initiatives, which we will progress over the coming year. Officers, Headteachers and other school staff engagement will drive the projects from within existing resources.

### **Legal**

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

### **Risk**

- 6.4 None.

### **Equalities**

- 6.5 None.

### **Sustainability/Environmental Impact**

- 6.6 None.

## **7. Conclusion**

- 7.1 This is Falkirk Council's new NIF Plan. This plan links to the key priorities and outcomes of the Single Outcome Local Delivery Plan, draft Corporate Plan, and the Integrated Children's Services plan.

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Director of Children's Services

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Date: 04 January 2021

## **Appendix**

Appendix 1 National Improvement Framework- Education Plan 2020-2021

### **List of Background Papers:**

None

**Falkirk**

Great Place  
to Live,  
Learn & Work



**Falkirk Council**  
*Children's Services*

**Education Division  
Service Recovery and  
Improvement Plan  
2020 2021**

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# Foreword

Since the start of the COVID-19 pandemic in Scotland and we understand how difficult this period has been for all our children, young people, their families, and our staff. Throughout this period our early learning centres and schools have strived to continue to deliver high quality education and learning experiences to our learners, with a key focus on staff and children and young people's wellbeing, connectedness, and sense of belonging.

Our approach to planning for improvement has been different during academic session 2020-2021. The pandemic continues to demand flexibility and responsiveness. Plans have had to adapt, at times, on a weekly basis, as we continue to meet the relentless challenges of the ever-changing situation. We have worked in partnership with our schools and early learning and childcare (ELC) settings to plan for recovery and improvement. These plans combined COVID-19 risk assessments, guidance and protocols for the protection and safe management of staff and children and young people. In addition, expectations for quality and improvement were set out. This series of Falkirk Council Children's Services (FCCS) supportive guidance and planning started on the 20<sup>th</sup> March:

- |   |                                 |
|---|---------------------------------|
| • FCCS COVID - 19 Response Plan Phase 1         | 20 <sup>th</sup> March 2020     |
| • FCCS COVID - 19 Response Plan Phase 2         | 16 <sup>th</sup> April 2020     |
| • FCCS COVID - 19 Response Plan Phase 3         | 30 <sup>th</sup> April 2020     |
| • FCCS COVID - 19 Recovery Plan Phase 1         | 23 <sup>rd</sup> June 2020      |
| • FCCS COVID - 19 Recovery Plan Phase 2         | 10 <sup>th</sup> August 2020    |
| • FCCS COVID - 19 Recovery and Improvement Plan | 11 <sup>th</sup> September 2020 |

The Children's Services Education Division Recovery and Improvement Plan 2020 -2021 retains the overarching key priorities from session 2019 -2020 of:

- Raising attainment and Achievement
- Skills and Attributes development
- Wellbeing, equality, and inclusion



**Falkirk Council**  
Children's Services

## EDUCATION DIVISION CONTEXT

### 8 Mainstream Secondary Schools

#### 1 Secondary School for Severe and Complex Needs

**The Inclusion and Wellbeing Service supporting primary and secondary aged pupils with social and emotional additional needs**

**1 Service Base for primary and secondary aged pupils with hearing and visual impairment**

### 48 Primary Schools

#### 3 Shared Headship Arrangements

#### 13 Early Learning and Childcare Centres

#### 39 Nursery classes

#### Within mainstream schools:

#### 3 Secondary Additional Support Centre Provisions

#### 3 Primary Additional Support Centre provisions

#### 2 Severe and Complex Needs provisions (1 split site)



Leadership support and development is always central to Service and School Improvement, this session it is crucial. It is important to recognise the planning, creativity and innovation of the Service and School Improvement Team in sustaining the suite of leadership development programmes across early years, primary and secondary sectors. This has required significant redesign to facilitate and deliver programmes online. This significant priority continues to keep our senior leaders connected, supported, and consulted and has been a positive influence on our strong partnership approach to responding to the COVID pandemic and planning for recovery and improvement.

Schools and early learning and childcare settings have each considered the impact of the pandemic on Falkirk's families. Since the start of lockdown in March, immense efforts have been made to keep in contact with families, to provide as much information as is possible and to keep children and young people connected. Our settings have used their own budgets and Scottish Government Pupils Equity Funding to support work that sustains continuity and quality of learning experiences no matter how these are delivered.

The caveat to this plan is that COVID -19 presents new challenges on an almost weekly basis. It impacts on every aspect of our work daily and will continue to do so for some time to come. Plans are continuously adapted to meet demands of the current context and the continually evolving recommendations and expectations associated with Scottish Government and Education Scotland guidance.

This plan summarises our Red Amber Green (RAG) evaluation of the 2019 -2020 priorities for improvement:

- **RED** Still work to do
- **Amber** Good progress made
- **Green** Very good progress made/ achieved
- **Note** Red arrow signifies improvement work across sectors.

The plan also summarises key improvement activities that are a continuation of the work started in 2019 -20 and build on the suite of response and recovery plans.

**David Mackay**

**Head of Education**



## Attainment and Achievement 2019-20 R.A.G. Evaluation Summary

Improvement Priority	Expected Outcome by August 2020	R A G Evaluation
Major focus on tracking, monitoring and moderation of professional judgements of CFE, BGE	<ul style="list-style-type: none"> <li>All school have access to a Service and School Improvement template for tracking and monitoring progress over time for all pupils from early learning until S3</li> </ul>	March 2021
	<ul style="list-style-type: none"> <li>Positive practice and recommendations for improvement from the Service and School Improvement Team's Thematic review of Moderation, Term 3 2019 -2020 will be shared with all schools.</li> </ul>	Re-focus to How Good Is Our School?4 Quality Indicator 3.2 - Raising Attainment and Achievement in its totality January – June 2021
	<ul style="list-style-type: none"> <li>The SSI thematic review of the expenditure and impact of Pupil Equity Funding on improving outcomes for children and young people provides examples of effective, research-based practice for scaling up and areas for improvement.</li> </ul>	Completed Feb 2020
	<ul style="list-style-type: none"> <li>Scrutiny of Teacher Judgement Survey data from 2015 to 2019 enables evaluation of shifts and trends at between the reported stages, P1 –P4, P4 -P7 and P7-3. This information is used to support and challenge schools proportionately</li> </ul>	No collection of Curriculum for excellence levels data in June 2020. Ongoing as data becomes more reliable
Initiate the Council of the Future, Service of the Future/ Transformational Enablers Projects for:	<ul style="list-style-type: none"> <li>All primary and secondary Headteachers will have contributed to the work to consider the potential to transform primary and secondary education provision.</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>The two project leads for both work streams will ensure a direct correlation with the Scottish Government/ Education Scotland's expectations and recommendations from the "Towards and Empowered System" documents.</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>All school staff teams understand the direct link between their school improvement plans. The FC Business Plan 2019 -2024 and the FC Strategic Outcomes and Local Delivery Plan 2016 - 2020</li> </ul>	COVID -19 has impacted as responsive planning has been essential

Develop strategic action plan for Parental Involvement and Engagement Strategy including review of current processes for reporting to parents	<ul style="list-style-type: none"> <li>• Our partnership with the FVWLRIC lead for Parental Engagement ensures that Falkirk Council's review of the existing Parental Engagement Strategy aligns to the Learning Together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021.</li> <li>• Processes for reporting to parents are reviewed as part of the Council of the Future Development projects to provide more frequent and relevant information to parents about children and young people's progress, attainment, and achievement.</li> <li>• The key messages from the May 2019 national Parental Engagement Survey will provide valuable data to inform our development of parental engagement and family learning.</li> </ul>	Ongoing, some progress made	
		Data has been used to inform the plan	
Focus on improving attendance, reducing absence; refine data and identify high level messages	<ul style="list-style-type: none"> <li>• <u>Existing monthly reporting on attendance</u> will be further developed to focus on absence related impact on attainment and achievement statistically.</li> <li>• The sharing of effective practice in improving attendance and reducing absence ensures that all schools are clear of Service expectations regards communications to families and to pupils.</li> </ul>	Ongoing	
		Continuing to develop improvements	
<b>Effective working strategies to keep</b>  SSi thematic review – gave opportunity to evaluate a focussed area at scale Existing monthly reporting on attendance - a standardised approach to reporting on and recording attendance, with a clear focus on monitoring impact on attendance	<b>Improvement evidence</b>  BGE Tracking tool – having a positive impact in the confidence of school teams to use data for improvement	<b>Priorities for change and improvement 2021</b>  Service and School Improvement Team's Thematic review of Moderation - Re-focus to 3.2 in its totality January – June 2021 (understanding and capitalising on the key features of success and impactful improvement)	

# Skills and Attributes Development 2019-20 R.A.G Evaluation Summary

Improvement priority	Expected Outcome by August 2020	R A G
<b>Major focus on skills development and increasing opportunities for learners to develop knowledge and skills in STEM subjects 3 -18</b>	<ul style="list-style-type: none"> <li>All Headteachers and senior leaders will have had the opportunity to attend a STEM symposium which will ensure they have an understanding of STEM as a national Priority and the expectations of the local authority. ELCs and schools.</li> <li>The seconded post of RAiSE officer ensures that we have a strategic lead with national connections to support and develop learning and teaching in primary schools.</li> </ul>	Completed
		Completed
<b>Continue to develop the alignment and blending of the DYW &amp; STEM strategies (KPIs: Teacher confidence &amp; Competence, Inspiration, Excellence, Equity, Connectedness)</b>	<ul style="list-style-type: none"> <li>Our intelligence of sector growth and demand forecasts, pace of technological change and Workforce Demographics ensures that our curriculum offer aligns to the key performance indicators of the National Stem Strategy for Scotland.</li> <li>Partnership work with our FVWLRIC Education Scotland link officer ensures our support for schools to improve STEM learning and teaching approaches</li> <li>Learning and teaching in STEM equips our children and young people with the skills and attributes that they need to enter employment now and in the future.</li> <li>Our schools have embraced opportunities for young people to become STEM leaders and some have fully engaged in the formal Scottish Government Young STEM Leaders Programme</li> </ul>	Continue to develop through SDS partnership and STET
		Ongoing
		Ongoing
<b>Create a collection of professional development tools/experiences to support practitioners with STEM</b>	<ul style="list-style-type: none"> <li>Our partnership and collaboration with Forth Valley College, the FVWLRIC literacy and numeracy Academy CLPL programmes and between schools provides a variety of professional learning and development which reinforces the connectedness of STEM across the curriculum.</li> <li>Training and development generate an interest and enthusiasm for teaching and learning in STEM subjects 3- 18 for staff, children, and young people</li> </ul>	Next step – initial connection has been made
		Ongoing
<b>Effective working strategies to keep</b> STEM symposium - a clear expectation of the service improvement priority, supported by local, regional, and national stakeholders	<b>Improvement evidence</b> The seconded post of RAiSE officer – Education Service investment in a dedicated resource to support and develop STEM across our ELCs and schools	<b>Priorities for change and improvement 2021</b> 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, Equality, and Inclusion 2019-20 R.A.G Evaluation Summary

Improvement Priority	Expected Outcome by August 2020	R A G
Major Focus on staff training and development to improve support for children and young people with SEBN	<ul style="list-style-type: none"> <li>Inclusion and Wellbeing Service (IWS) has increased its capacity through outreach support to provide consultation and support to schools for children and young people.</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>The effective practice of the IWS, from the extensive Family Programme offered to pupils and parents is shared across all schools and supported by relevant training.</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>The IWS training to school staff to build the capacity of school staff skills, knowledge and confidence when working with children and young people with Social Emotional and Behavioural Needs ( SEBN) supports schools to reduce exclusions, part time timetables and to increase attendance and engagement .</li> </ul>	Ongoing
Consistent use of the ASN & Staged intervention process & support for schools to embed this	<ul style="list-style-type: none"> <li>The recently revised Staged intervention Process is used effectively by all schools and ELCs and has improved:                             <ul style="list-style-type: none"> <li>practitioner understanding of staged intervention processes and procedures;</li> <li>multi agency working;</li> <li>establishment-based assessment and interventions; and appropriate and relevant referrals/ applications for support.</li> </ul> </li> </ul>	Ongoing
		Ongoing
		Ongoing
		Ongoing
Unify Health and wellbeing (HWB) policy and practice	<ul style="list-style-type: none"> <li>Our curriculum support and professional learning and development will be designed to align with the recommendations from the Scottish Government Review of Personal and social Education and the key messages from the 2019 National Health and Wellbeing Census.</li> <li>Collated data from SSI school reviews and HMI inspections is used to analyse performance evaluations of our ELCs and schools of Q1 3.1: Ensuring wellbeing, equality, and inclusion to target support and design curriculum and staff development.</li> </ul>	Ongoing
		Ongoing
Create a toolkit for self-evaluation based on HGIOURS	<ul style="list-style-type: none"> <li>Resources and guidance to support the use of How Good is OUR school Parts 1 and 2 developed by the short-life working group of P5 –S2 pupils and staff ensures this resource is integral to pupil participation in self-evaluation in all schools.</li> </ul>	Completed task Ongoing use

Develop and embed digital skills that support inclusion	<ul style="list-style-type: none"> <li>• Senior leaders and practitioners will know how to and be expected to access the Education Scotland Inclusive Education online module.</li> </ul>		Ongoing
	<ul style="list-style-type: none"> <li>• ELC and schools access a range of support resources from a central online source linked directly to the Service and School Improvement Hub.</li> </ul>		Ongoing
	<ul style="list-style-type: none"> <li>• Curriculum support officer ICT, practitioners and pupil digital leaders continue to engage with and increase the number of schools achieving the Digital Schools Awards</li> </ul>		Ongoing
<b>Effective working strategies to keep</b>  Resources and guidance to support the use of How Good is OUR school - adaptability and flexible use with a range of groups e.g. children, staff, whole school community. Giving learners an opportunity to lead SE		<b>Improvement evidence</b>  Responsive approach to ensuring digital access and methods were used during COVID. Evidence shows a sharp increase in the quantity and quality of online engagement	<b>Priorities for change and improvement 2021</b>  Review the level of awareness and application of the staged intervention process and the CLPL offer which supports this.

## Senior Leadership Support and Development 2020 - 2021

Priority	Improvement Actions	Outcomes
<b>Design and delivery of the FCSSI Headteacher Leadership Development and Induction Programme for cohorts 3 and 4</b>	<p>Plan and deliver a structured programme of high-quality professional learning sessions (blended learning approach) for 11 newly appointed and Acting Head Teachers which are designed to enhance the leadership capacity of participants by:</p> <ul style="list-style-type: none"> <li>• Establishing a self-sustaining, collaborative professional networks</li> <li>• Encouraging personal growth through critical self-reflection, self-awareness, and a focus on emotional intelligence</li> <li>• Accessing local, national, and international research which can be applied to enhance practice</li> <li>• Participation in a range of focused learning sessions and rich professional dialogue</li> <li>• Share learning and reflections by participating on learning into practice sets</li> </ul> <p>Coordinate a 'practical support' session with colleagues from Children's Services – Resources Team to include:</p> <ul style="list-style-type: none"> <li>• Annual staffing process, HR, Payroll</li> <li>• Repairs &amp; maintenance, Premises management</li> <li>• School fund procedures, DSM reporting + Procurement</li> <li>• ICT programme overview, SEEMiS</li> <li>• Enrolments, forward planning</li> </ul>	<p>Evaluation of the programme with participants will inform improvements to the programme for the next cohort of HTs.</p> <p>Leadership capacity in all participants will have been enhanced through participation in the programme.</p>
<b>Design and delivery of the DHT Leadership Development Programme</b>	<p>Plan and deliver a coherent, structured programme to develop leadership capacity in a cohort of 18 DHTs</p> <ul style="list-style-type: none"> <li>• To provide an opportunity for networking and professional dialogue across sectors/clusters/settings</li> <li>• To consider national context/priorities and identify local/school implications</li> <li>• To share good practice from the authority relating to some common themes of middle leadership</li> <li>• Focusing on:</li> </ul> <p>Leading Change, Leading Others, Leading Self and Leading Learning</p>	<p>Evaluation the programme, with participants, through a 'Share the Learning' event at the end of the session will inform the impact of the programme on developing leadership capacity and will contribute to succession planning for senior school leaders.</p>

<p><b>Provide small group sessions to support the wellbeing, resilience, and connectivity of Headteachers through the FC SSI Leading “Well”</b></p>	<p>Design and facilitate a series of Leading Well sessions for Head Teachers, Depute Head Teachers and ELC Heads of Centres to explore and support the challenges and opportunities of leading teams this session by:</p> <ul style="list-style-type: none"> <li>• Bringing groups of peer senior leaders together to reflect on the changes they have experienced and the impact on them and their settings;</li> <li>• Exploring personal and professional achievements during the period from March 2020;</li> <li>• 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</li> <li>• Developing and sharing strategies for keeping well during these challenging times.</li> <li>• Looking forward to consider ‘new horizons’</li> </ul> <p>Planned sessions:</p> <ul style="list-style-type: none"> <li>• Break, Create Transform (25 DHTs)</li> <li>• From Uncertainty to Beyond (23 HTs)</li> <li>• Navigating Complexities (28 HTs, 20 DHTs, 13 Heads of Centres)</li> <li>• New Horizons (30 HTs and 13 Heads of Centres)</li> </ul>	<p>Evaluation of these sessions will identify the support and learning which has had a positive impact on participants and school teams.</p> <p>Senior leaders are resilient and supported .</p>
<p><b>Priority - Facilitate and support a forum for Headteachers to lead, design and deliver session to share effective practice and collaborate on Service priorities through Leading “Well” HT Breakfast Club</b></p>	<p>Collaborate with and support HT colleagues to further develop a self-sustaining HT forum which facilitates:</p> <ul style="list-style-type: none"> <li>• high-quality professional dialogue among peers</li> <li>• sharing of effective practice and strategies for improvement</li> <li>• peer mentoring</li> <li>• an all teach all learn approach</li> </ul>	<p>The HT Breakfast Club is re-established and provides a confidential forum for HTs to collaborate on school, service, and national priorities in a less formal forum.</p>
<p><b>Priority - Provide targeted programmes for support for Senior Leadership Teams - SLT</b></p>	<p>Identify a school senior leadership team which would benefit from a bespoke package of support to improve effectiveness. This includes:</p> <ul style="list-style-type: none"> <li>• A meeting with the HT to explore the development needs of the senior team</li> <li>• The HT will work alongside a consultant to design the bespoke offer</li> </ul>	<p>Participation in the programme leads to a more effective SLT which has a</p>



**Effective Leadership  
Programme**

- The SLT will participate in 2 days of SLT development


positive impact on the wider  
school community.





# Attainment and Achievement: Improvement Activity 2020 -2021

Priority	Expected Actions by June 2021			
	Early Learning and Childcare	Primary	Secondary	ASN
Major focus on tracking, monitoring and moderation of professional judgements of CFE, BGE	<ul style="list-style-type: none"> <li>Continue to work with jointly with Falkirk's Education Psychology Service to devise and deliver training and support the early adoption of an ELC assessment framework.</li> <li>Devise and deliver a range of professional development opportunities, including leadership activity, to support robust professional judgement of children's progress in ELC.</li> <li>Deliver professional development and leadership opportunities to support further engagement in How Good Is Early Learning &amp; Childcare? – quality indicator 3.2 Securing children's progress</li> </ul>	<ul style="list-style-type: none"> <li>Promote, support, and monitor the use of the FVWLric Equity Toolkit <a href="https://sites.google.com/eds.gov.scot/fvwlcovid19equitytoolkit/home">https://sites.google.com/eds.gov.scot/fvwlcovid19equitytoolkit/home</a></li> <li>Develop professional learning Digital modules focusing on supporting the assessment of the impact of COVID-19 on children and young people.</li> <li>Refresh FCCS Guidance for the implementation of Scottish National Standardised Assessments.</li> <li>SSI Team Manager engagement with school teams focusing on recovery, improvement, and PEF Planning.</li> <li>Analysis of SNSA 20/21 for schools/clusters/estate and</li> </ul>	<ul style="list-style-type: none"> <li>Further develop S1 to S3 tracking learners' journeys and attainment</li> <li>SSI and AA to hold a seminar for Senior Leaders as to the attainment and leaver destination profiles of Falkirk's young people. The focus of the seminar will be Excellence and Equity in the context of curriculum and attainment</li> <li>SSI officers will hold review meetings in each secondary school session 2020/21, key focus:               <ul style="list-style-type: none"> <li>(i) the impact of their tracking and monitoring of performance at individual pupil level</li> <li>(ii) the overall effectiveness of this in informing learning and teaching</li> <li>(iii) steps being taken to improve attainment in subjects where there is apparent underperformance</li> <li>(iv) the attainment and achievements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Measure the impact of resources allocated to children and young people on their progress, attainment, and achievement.</li> </ul>

		<p>develop analysis on cohort progression for partnership work with schools and CLPL sessions</p> <ul style="list-style-type: none"> <li>Form a network in Falkirk of practitioners who have participated in the numeracy programmes and develop a support system and training programme for other Falkirk practitioners; numeracy leads/mentors.</li> </ul>	<p>of vulnerable groups such as looked after children and those living in areas of relative deprivation.</p> <p>(v) Analysis of school leaver destinations and the impact of specific factors e.g. attainment, SIMD etc..</p> <p>(vi) Curriculum analysis to provoke the shift in destination profiles</p> <p>(vii) Impact of covid 19 on SLDR and associated planning</p>	
		<ul style="list-style-type: none"> <li>Roll out new Falkirk Council CfE Tracker to all primary schools and further develop communication and link to BGE tracking in secondary and the use of this data in transition into S1 CLPL to SLT and staff in schools on the use of the new tracking sheet and how they can use it most effectively via teams online.</li> <li>Provide further data processing and analysing support</li> <li>Continue to work with teachers and Quality Assurance Moderation Support Officers to review and enhance current</li> </ul>	<ul style="list-style-type: none"> <li>Authority officers and school leaders will further develop the approaches to quality assurance and moderation to ensure robust, valid and reliable teacher judgement is in place. This will support the teachers in ensuring evidence is in valid and reliable due to the changes to the 2021 exam diet.</li> <li>SQA QA calendar will be adopted to ensure submission is manageable and timeous</li> <li>Standardise the practice of using the SSI Tracker to provide transition data P7 – S1</li> </ul>	

		<p>FCSSI moderation packs which support the improvement of moderation</p> <ul style="list-style-type: none"> <li>Gather and analyse attainment of Curriculum for Excellence levels P1,P4, P7 and S3 to target support in preparation for the Scottish Government lift in June 2021</li> </ul>		
<p>Initiate the Council of the Future, Service of the Future/ Transformational Enablers Projects for:</p> <ul style="list-style-type: none"> <li>Broad General Education (BGE) 2023</li> <li>Senior Phase 2023</li> </ul>		<p>Connected Falkirk will give our children and young people the confidence, skills and knowledge needed to thrive in an ever-changing, fast-paced digital world. This initiative will:</p> <ul style="list-style-type: none"> <li>provide a digital device for all Primary 6 to Secondary 6 pupils</li> <li>provide a number of devices to Primary 1 to Primary 5 classes</li> <li>provide a device to every class teacher, supported by an accredited professional learning programme ensure fast, reliable Internet connectivity in all our schools</li> </ul>		
<p>Develop strategic action plan for Parental Involvement and Engagement Strategy including review of current processes for reporting to parents</p>	<ul style="list-style-type: none"> <li>Support through virtual and digital means engagement of parents and families in their child's learning, for example, through apps and digital profiles; and, continually enhance and update Connected Falkirk website.</li> <li>Take forward an innovation family-centred project led by Early Years Pedagogues called What Matters to Me; and,</li> </ul>	<p>Connected Falkirk will:</p> <ul style="list-style-type: none"> <li>provide families with an opportunity to be digitally connected</li> <li>develop a website that signposts families to support, resources and information.</li> <li>Develop, in partnership with ELC and school leaders, an area specifically for blended/ remote learning</li> </ul>		<ul style="list-style-type: none"> <li>Further develop partnership working with Enquire to ensure our processes are family oriented and based in children's rights</li> </ul>

	<p>share this widely across all settings using a variety of approaches.</p> <ul style="list-style-type: none"> <li>• Begin to rollout the PEEP Learning Together Programme, a curriculum for young children and families, by training 15 PEEP group leaders across the ELC sector in Falkirk.</li> <li>• Develop collaborative support and work with Children's Neighbourhoods Scotland, Glasgow University to support leaders to better understand their local communities and the relationship between the community and the school and how sustain and create effective partnerships in the COVID pandemic context.</li> </ul>			
<p>Focus on improving attendance, reducing absence; refine data and identify high level messages</p>	<ul style="list-style-type: none"> <li>• Continue to maximise attendance and uptake of ELC entitlement across all eligible age groups.</li> <li>• Update the locality demographic maps for 2020- 21 to support schools to understand the needs of the community around the ELC/ school.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve Attendance in Primary from an average of 94% to 96% by 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Improve Attendance in Secondary from an average of 90% to 93% by 2022</li> </ul>	

		<ul style="list-style-type: none"> <li>• Provide support and guidance to monitor the levels of pupil engagement during periods of blended/ remote learning</li> <li>• Review, update and add to <a href="#">DigiLearnFalkirk</a> site to widely share <a href="#">guides</a> and <a href="#">curated resources to support pupils, parents/carers and teachers in pupils accessing Glow and class in Microsoft Teams for different types of devices</a>.</li> </ul>	 	
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## Skills and Attributes Development: Improvement Activity 2020 -2021



Priority	Expected Outcome by June 2021			
	Early Learning and Childcare	Primary	Secondary	ASN
Major focus on skills development and increasing opportunities for learners to develop knowledge and skills in STEM subjects 3 -18	<ul style="list-style-type: none"> <li>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.</li> <li>Continuation of Marvellous Mealtimes agenda where young children are supported to grow, cook, and eat healthy foods and recipes.</li> <li>Participation of key ELC staff in the Forth Valley and West Lothian Regional Improvement Collaborative professional learning opportunities; and, delivery of associated projects.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to create and deliver professional learning based on the Raising Attainment in Science Education (RAiSE) survey feedback focusing on engineering and computational thinking.</li> <li>SSI RAiSE officers will provide Q and A sessions for individual schools</li> <li>Developing the Young Workforce (DYW)STEM competition project.</li> <li>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 schools as well as secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Further develop the Holiday Activity Programme operating permanently out of Carrongrange HS</li> </ul>
Continue to develop the alignment and blending of the DYW		<ul style="list-style-type: none"> <li>Develop more resources Maths (Science technology Engineering and Maths (STEM)</li> </ul>	<ul style="list-style-type: none"> <li>3 –18 approach to ensuring high quality destinations that move</li> </ul>	





## Wellbeing, Equality, and Inclusion: Improvement Activity 2020 -

Expected Outcome by June 2021				
Priority	ELC	Primary	Secondary	ASN
Major Focus on staff training and development to improve support for children and young people with SEBN	<ul style="list-style-type: none"> <li>Carry-out with the ELC sector a training needs analysis focusing on additional support needs; and, devise a comprehensive training programme of support.</li> <li>Introduce a streamlined approach to manage referrals for support for young children with additional support needs.</li> <li>Include ASN as an area of focus with Senior Early Years Officer networks.</li> </ul>	<ul style="list-style-type: none"> <li>Provide training associated with Child protection Significant Case Review.</li> <li>Further develop systems to track wider achievement of pupils, particularly those in SIMD deciles 1 -3</li> <li>Provide case studies of effective practice and strategies for supporting complex SEBN needs</li> </ul>	<ul style="list-style-type: none"> <li>Share the effective practice in Falkirk's in secondary schools to further develop pupil leadership programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Increase training opportunities for support staff.</li> <li>Collate and promote the range of professional learning and training available across Children's Services, 3<sup>rd</sup> sector and partner services</li> <li>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.</li> </ul>
Consistent use of the ASN & Staged intervention process & support for schools to embed this	<ul style="list-style-type: none"> <li>Deliver bespoke training on staged intervention to senior leaders.</li> <li>Devise additional training materials on staged intervention for use in ELC settings.</li> </ul>		<ul style="list-style-type: none"> <li>Sustain the improving trend in both numeracy and literacy at level 4 and level 5 for care experienced leavers</li> </ul>	

Unify Health and wellbeing (HWB) policy and practice	<ul style="list-style-type: none"> <li>Update the Practitioner Pages to reflect reviewed Guidance for Getting it Right for Every Child (GIRFEC)</li> <li>Regularly share and discuss the work of the Children's Commission Leadership Group</li> </ul>	<ul style="list-style-type: none"> <li>Further develop partnerships with Community Learning and Development CLD and the Voluntary Sector to support children, young people, and families.</li> </ul>		<ul style="list-style-type: none"> <li>Continue with Collaborative work between Children's Services and Partners to develop an Integrated Transitions Pathway Birth to 25 years.</li> <li>Create an authority Framework for Inclusion and Equity</li> </ul>
Develop and embed digital skills that support inclusion		<ul style="list-style-type: none"> <li>Maintain and enhance current publicly accessible online support websites: <ul style="list-style-type: none"> <li>» <a href="#">Use of digital technology in learning and teaching</a></li> <li>» <a href="#">Use of mobile devices to support learning</a></li> <li>» <a href="#">Online Safety and Digital Citizenship</a></li> <li>» <a href="#">Service and School Improvement team of Falkirk Council Children's Services</a></li> </ul> </li> </ul>		
Leadership Development	<ul style="list-style-type: none"> <li>To support our educators, an accredited professional learning programme will be rolled out to build the skills and understanding needed to support seamless integration of digital tools into the learning environment. The training will allow staff to make best use of the right technology, when and where appropriate for each child and young person.</li> </ul>			

	The training will help staff gain confidence in their use of digital technologies, enabling them to redesign learning experiences which will transform outcomes. Technical and pedagogical support will be available through the Connected Falkirk programme, in addition to the ongoing development of the Pupil Digital Leaders programme in schools.
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# Falkirk

Great Place  
to Live,  
Learn & Work



This plan should be regarded as a working document that is one part of Falkirk Council's plans for improvement. We continue to align our work to the drivers for improvement set out in with the expectations within the suite of [National Improvement Framework](#) documents and the common objectives within the [Forth Valley and West Lothian Regional Improvement Collaborative Plan 2019-2022](#) and the [Re-envisioning our RIC Consultation paper V3](#)

The Education Division Recovery and Improvement plan sits within the wider context of the following Falkirk Council plans:

- [Economic Recovery Plan](#)
- [Corporate Plan](#)
- [Business Plan](#)
- [Digital Falkirk Strategy](#)
- [Council of the Future Projects](#).



## Quality Improvement – Building Capacity

Our vision for Service and School Improvement is “With You, For You, By You.” This captures our ambition of achieving a collaborative approach to continuous Service and individual setting improvement.

We plan to do this by:

- Working alongside colleagues to support the 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.
- Developing the FCCS Quality Associates Programme to increase our capacity to work with senior leaders across all sectors to evaluate and reach robust evidence-based judgements of the quality an impact of learning and teaching.
- Collect and use performance data to inform and drive improvement.



Responding to the COVID -19 pandemic and managing the restrictions imposed when in lockdown has presented both challenges and opportunities. Our collective endeavour remains to gather valid and reliable evidence of impact and improved outcomes for children and young people. Our aim is for this to be a collaborative approach where evidence and data are generated from direct work in ELCs and schools with colleagues, children, and young people.

Validated Self-evaluation (VSE) visits and the thematic review approach have successfully facilitated professional support and challenge between officers and peers about aspects of provision and practice. In the best examples, these processes have been well used as a basis for future priority planning. Albeit in different circumstances, and undoubtedly in different ways, we will continue to develop our quality assurance and self-evaluation approaches. This includes the new Quality Associates Programme.

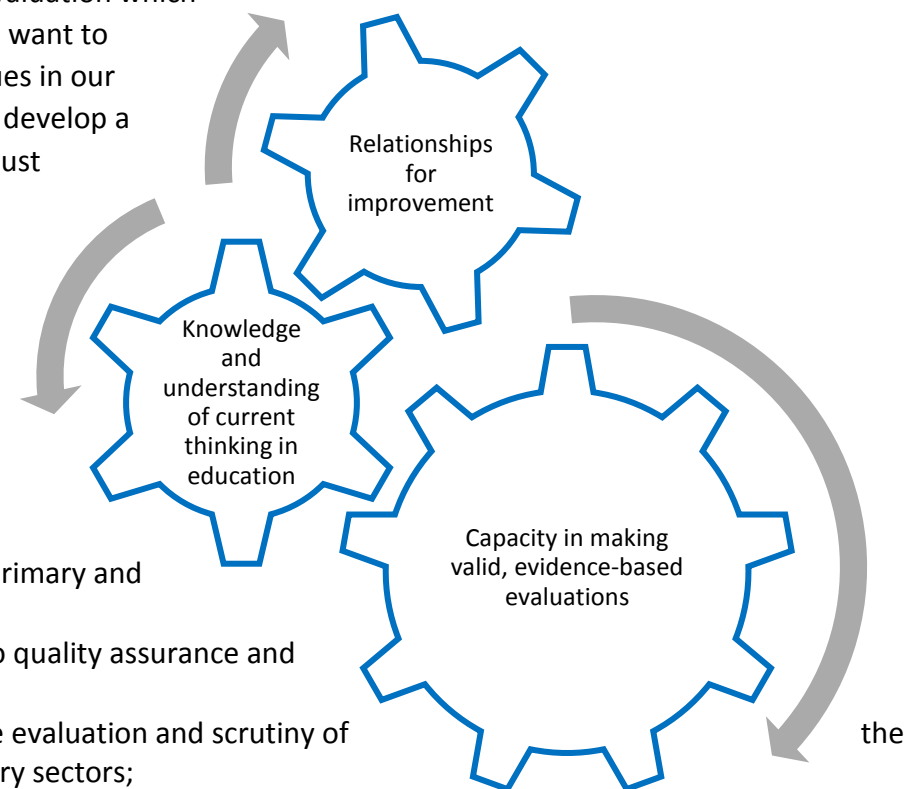
The Quality Associates programme has been created as a result of our service self-evaluation which identified the need to further develop our processes for evaluation and scrutiny. We want to achieve this by using the skills and experience we already have and those of colleagues in our regional improvement collaborative and Education Scotland. To do this, we want to develop a programme that will increase capacity across the Service to ensure effective and robust quality assurance, evaluation, and scrutiny.

### Aims

- To increase capacity across the Service to further improve the robustness of evaluation and the quality of engagement for improvement.
- To develop a professional learning programme for those colleagues who will be asked by Service and School Improvement to contribute to the evaluation and scrutiny of the standards and quality of the provision of early learning, primary and secondary sectors.

Identified participants for phase1 of this programme are senior leaders across ELC, Primary and Secondary who have:

- expressed an interest through ERD in further developing their contribution to quality assurance and improvement work at service and national level;
- already been asked, or will be asked, by SSI to contribute to contribute to the evaluation and scrutiny of standards and quality of the provision of early learning, primary and secondary sectors;
- a well-developed knowledge of quality assurance/quality improvement methodology;
- experience / impact of leading improvement within and beyond their own establishment; and
- experience of being an effective critical colleague, mentor, coach.



The programme starts (virtually) on the 21<sup>st</sup> January 2021 and is structured around 8 ½ day sessions concluding in June2021. Sessions have been designed in collaboration with colleagues from Education Scotland HMI and Education Scotland officers linked to our Regional Improvement Collaborative. These same colleagues will also contribute to the facilitation and delivery of sessions.



### Policy Context 2020 – 2021

We continue to work within vast array of national policy and guidance. This has increased expeditiously in relation to the COVID -19 pandemic. In addition, other organisations have produced guidance. The documents are too numerous to list. Publications have been sent, revised, and updated from:

- The Scottish Government
- Education Scotland
- Care Inspectorate
- General Teaching Council Scotland (GTCS)
- NHS Scotland
- Public Health Scotland
- Scottish Qualifications Authority (SQA)
- British Psychological Society
- Education Endowment Foundation
- COSLA
- Association of Directors of Education Scotland (ADES)
- Children’s Hearing Improvement Partnership
- Professional organisations/ Unions; EIS, SSSC, NASWT, SLS, AHDS
- Children’s parliament
- Community learning and Development (CLD) Standards Council
- The Scottish Community Development Centre
- The Scottish Council for Voluntary organisations
- Youth Link Scotland
- Child Poverty Action Group