



Agenda Item 14

Forth Valley and West Lothian Regional Improvement Collaborative Progress Report

Falkirk Council

Title: Forth Valley and West Lothian Regional Improvement Collaborative Progress Report
Meeting: Education, Children and Young People Executive
Date: 9 November 2021
Submitted By: Director of Children's Services

1. Purpose of the Report

- 1.1. The purpose of the report is to update the Council on progress made by the Regional Improvement Collaborative in supporting educators in Falkirk.

2. Recommendations

- 2.1. It is recommended that the Education, Children and Young People Executive
- (i) note the content of this report
 - (ii) note the Forth Valley and West Lothian Regional Improvement Collaborative Recovery Plan 2020 - 2021 (Appendix 1)
 - (iii) note the progress made against the Recovery Plan 2020-21 in terms of Governance, Numeracy, Literacy, Health & Wellbeing and Curriculum and Online learning (Appendix 2)
 - (iv) note the priorities outlined in the Forth Valley and West Lothian Regional Improvement Collaborative Recovery Plan 2021-22 (Appendix 3)

3. Background

- 3.1 The Forth Valley & West Lothian Regional Improvement Collaborative (RIC) was set up in 2017 with phase 1 of the regional improvement plan developed in January 2018. Phase 2 of the regional improvement plan was published in September 2018 following funding from Scottish Government and the recruitment of a dedicated full time RIC Team. In 2019 a three year strategic plan 2019-2022 was created and adopted (See Appendix 1).
- 3.2 In April 2019, Education Scotland moved to a regional model to support the implementation of national policy at regional and local level. A recovery plan for 2020-2021 (Appendix 2) was also developed to support the existing plan following a review of priorities in light of the COVID-19 situation and the

impact that this has had on the education of children and young people in the region and throughout Scotland.

- 3.3 The Lead officer for the RIC is appointed on rotational basis from the four Local Authorities; with the Lead Officer assuming the role on an eighteen month term. The current Lead Officer is the Strategic Director (People), Clackmannanshire, who took over the role in August 2020. A Depute Head Teacher was seconded from Alloa Academy in October 2020 to undertake the role of Development Officer, supporting the Lead Officer.
- 3.4 In February 2021 a new governance structure was put in place (See Appendix 3). The new structure is designed to be more inclusive, allowing a wider range of stakeholder's views to be heard and recognised.
- 3.5 The RIC currently has six Workstreams in operation which form the Connect Team; Literacy, Numeracy, Health & Wellbeing, STEM, Curriculum and Online Learning and Performance.
- 3.6 A large scale consultation in relation to our RIC's Vision and Values was carried out in May/June. As a result of this, a new vision and set of values were adopted.

'To build a collaborative culture to close the socio- economic gap and improve outcomes for every learner'

Equity Everyone has the right support to succeed

Empowerment Creating the conditions and opportunities to shape our futures

Collaboration Working and learning together to improve outcomes

Every six months there is a focus on a particular value. The current focus is on Equity, with Empowerment becoming the focus in January 2022.

- 3.7 In August 2021 a new Recovery Plan was adopted. The overarching aims of this plan are:-

Focussed on measuring improvement in the following key areas:-

- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

3.8 Reporting of impact on these areas will be based around our three core values. A review of the role and functions of Regional Improvement Collaboratives, carried out by the Scottish Government, had begun pre Covid and was paused at the height of the pandemic. This review resumed in the summer and the final report on this is expected to be published at the end of October.

3.9 A joint self-evaluation with Education Scotland was undertaken in October/November 2021 focussing on assessing the progress of the RIC in relation to

- (i) The priorities set out in the 2020-2021 recovery plan and 2019-2022 regional plan.
- (ii) The impact of work undertaken.
- (iii) Identification of key challenges to provide a route map for next steps.

This exercise will be completed in mid- November and a report with recommendations will be produced for consideration by the Directors. Any recommendations accepted will be provided with copies of this self-evaluation report.

4. Considerations

4.1. There are no major considerations arising from this report.

5. Consultations

5.1 Both the Recovery Plan and updated Governance Structure have been developed in consultation with both the four Local Authorities participating in the FVWL RIC and with Education Scotland.

6. Implications

Financial

6.1 The RIC is funded on an annual grant application basis from the Scottish Government. Last session there was a significant underspend as a result of unfilled vacancies or staff being recalled from secondment to return to their original establishments as a result of the pandemic. As a result, £16k was returned to each of the four Local Authorities to support Covid recovery.

6.2 This session a grant application for £889 900 was accepted. The table below outlines the projected spending for this session.

Regional Improvement Collaborative Forth Valley and West Lothian			
	Staffing	Non-Staff Costs	Total Funding Requested
Workstream Title (eg. Quality Improvement)	Cost £		
Literacy	140,417	4,000 **	144,417
Curriculum & Virtual	137,883	4,000 **	141,883
Improving Performance (1 x Data Coach employed in each Local Authority)	86,338	30,000 *	116,338
Developing the work of the RIC	136,449		136,449
Leading the Work of the RIC	65,378		65,378
Health & Wellbeing	45,878	4,000	49,878
Total	857,800	42,000	899,800

Legal

- 6.3 There are no legal implications arising from this report.

Risk

- 6.4 No risk implications have been identified.

Sustainability/Environmental Impact

- 6.5 There are no implications for sustainability or environmental impact arising from this report.

7 Conclusions

- 7.1 The work of the FVWL RIC is ongoing despite the challenges faced by operating during the COVID-19 pandemic.
- 7.2 The work carried out by the FVWL RIC continues to focus on raising attainment and reducing the poverty related attainment gap.

Director of Children's Service

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Date: 19 October 2021

Appendices

- Appendix 1 Recovery Plan 2020-2021
- Appendix 2 Progress Summary and Update Report
- Appendix 3 Recovery Plan 2021-2022

List of Background Papers:

None



**Forth Valley & West Lothian
Regional Improvement Collaborative
Recovery Plan
for 2020-2021**

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The Forth Valley and West Lothian (FV&WL) Regional Improvement Collaborative (RIC) is entering the second year of its 3 year plan, and has undertaken a review of priorities in light of the COVID-19 situation that has impacted on education of children and young people in the region and throughout Scotland. In response to the situation, a recovery plan has been produced which supports the existing plan as well as introducing a focus on recovery of learning for children and young people. The vision for the RIC remains to:

Drive excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

(Please refer to the full 3 year plan: [Forth Valley & West Lothian Regional Improvement Collaborative Plan 2019-2022](#) and the [Work stream plans 2019- 2022](#), for full details). The Plan will be updated in 2021 to take account of recovery planning and any adjustments to plans.

Work streams

To support the recovery of learning for children and young people, the following work streams will continue, and have revised their plans:

- Numeracy – focus on learning loss and biggest gaps
- Literacy – focus on learning loss and biggest gaps
- Health & Well Being - a review of this workstream is underway to provide clarity and meet needs of children, staff and families as a result of COVID -19
- Curriculum will now have renewed focus on Digital Learning

A new RIC Development officer has been appointed in October 2020. A revised programme and monitoring of all the workstreams will be established, supported by Project Plans, clear outcomes and milestones. Performance monitoring and improvement planning will be embedded into all plans with the lead for Performance Information work supporting the Development Officer in this role with support from Education Scotland as required.

The appointment of a Digital Officer is underway. The post will lead on the development of digital learning across the four authorities, linking with national and other developments. In particular furthering opportunities with the national e-learning offer and the RIC offer and curriculum transformation.

The STEM work stream will reconnect leads from the local authorities and build partnerships with Forth Valley & West Lothian colleges. The RAISE Science officers from each local authority will work with each other to develop the programme in primary schools supported by Education Scotland.

Other areas of collaboration and focus will continue to develop and respond to needs identified across the four authorities as the FVWL RIC matures and evolves. In particular:

- The **STEM** work stream will connect leads from the local authorities and build partnerships with Forth Valley & West Lothian colleges. The RAISE Science officers from each local authority will work with each other to develop the programme in primary schools and in response to national developments.
- **Career Long Professional learning (CLPL):** This group will continue to work together to co-ordinate and develop CLPL across the RIC supported by the RIC CPD Manager system which enables practitioners to participate in learning from any of the local authorities. Access to national CLPL programmes provided by ES will continue to be available and bespoke RIC CLPL will continue to be accessible from ES as appropriate.
- **Data Analysis** - The data coaches (one from each local authority) will continue to support schools and workstream leads in the use of data for numeracy and literacy with a key role in informing learning and teaching strategy for improvement. They will work together collaboratively to share their learning and

expertise, and with the Attainment advisor from Education Scotland. **The data coaches will also support the Performance Lead and the Development Officer with performance information.**

- Early Learning and Childcare will continue with established networks, sharing and collaborative practice.
- Community Learning and Development, Parental and Family Engagement and Educational Psychology continue to work together.
- There will be a new strand of engagement around Youth Voice and how this can be reflected more explicitly and meaningfully across the FVWL RIC.

Education Scotland staff are involved in all the workstreams, working alongside colleagues, building capacity and providing support.

Governance

The structure for the FVWL RIC is well established with a model that effectively reflects the principle of leading from the middle, collaboration and bottom up. The RIC lead officer reports on the progress of the Collaborative to respective Chief Executives and to local elected members via the relevant education committees of each council. Centre colleagues are also updated on the work of the RIC. Following the uncertainty and challenges during COVID-19, communication, engagement and governance will be revisited and strengthened to reflect new circumstances and ways of working.

The existing governance arrangements will continue, however it has been agreed that lead roles (Chief Executive Officer and RIC Lead Officer) will be aligned to provide coherence to the work that is being undertaken on a regional basis and will sit with one local authority for an 18 month period which will then be open to review. This took effect on 30th September 2020. The RIC Lead Officer will work closely with the Senior Regional Advisor for Forth Valley and West Lothian at Education Scotland and with the other RIC Leads across Scotland.

In addition, a new strategic group entitled, 'Health & Well Being Strategic Group' is being considered. The rationale and proposal for how this may be developed is set out in a consultation paper. This is currently undergoing a consultation phase with stakeholders (details within the draft proposal).

FVWL RIC Numeracy Recovery Plan summary 2020 (DRAFT)

This short-term RIC numeracy plan has been shared and discussed with LA leads, with a positive response from all LAs across the RIC. It is built on the original Numeracy plan and is adaptable to the current circumstances.

Programme/Activity	Target Audience	Rationale
Recovery interventions	Practitioners - first, second and third level learners	Create a series of recovery lessons/ diagnostic materials for first, second and third level learners. Materials can be used by teachers to reinforce and supplement learning in the classroom, and will link to key pressure points at each level. Online support will be provided for practitioners through the use of webinar sessions.
Video tutorials	Practitioners	A number of tutorial videos have been created to introduce teachers to effective lessons formats in how to further develop number sense. Lessons and activities are effective practice promoting pupil led learning. Tutorials further enhance teacher's pedagogy in creating rich learning experiences for learners. Provide opportunity for teachers to engage in online webinars with the numeracy team. Webinar participants will access video tutorials, which will provide a basic knowledge of these activities, before embarking on webinars. Lesson starter pack materials will be created for teachers. Many of the lessons and activities can be introduced in class with little financial outlay, and are based on enhancing pedagogy and teacher subject knowledge. Create video tutorials to show teachers 'the what and the how' in why manipulatives are important to use during numeracy/maths lessons. Again, webinars will be created to further enhance teacher understanding.
Early/first level training, first/second level training, second/third level training	Practitioners	The numeracy academy training in the short term will be delivered through webinars, rather than attending the numeracy academy. Although the lesson study model cannot be used in its ideal format, teachers will still be supported by the RIC numeracy team online. The team will provide support learning materials and resources, and regular online support. They will continue to facilitate a mid-training collaboration session to share effective practice.

FVWL RIC Literacy Recovery Plan summary 2020 (DRAFT)

Programme/Activity	Target Audience	Rationale
Support and liaison		
Regular sharing of resources and research via Twitter, blog & email	All FVWL practitioners	To ensure that all FVWL practitioners have easy access to current literacy research and CLPL offers.
English PTs' Network	English PTs	To bring together subject specific practitioners from the 4 LAs for support, collaboration and to share good practice.
Secondary Support for Learning PTs' Network	SfL PTs	As above.
EAL Teachers' Network	EAL Practitioners	As above.
"Let's talk about..." sessions on request	All practitioners	To bring together practitioners to discuss specific areas of concern and/or interest.
Programme - Literacy Tutoring (pilot project)	BGE English practitioners & pupils	There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind but an estimated 80% of disadvantaged pupils currently do not have access to quality individual tuition (EEF & Sutton Trust).
Outdoor Learning for Literacy	Early Years, primary & secondary practitioners	Outdoor learning will be an important component of recovery plans so sharing good practice in this area will be of value.
Reading		
Working Group - Developing teachers' professional judgement of achievement of a level in reading	Early – 4 th Level practitioners & Literacy QAMSOs	Recognition of the need for "systematic, widespread and effective collaboration" (OECD) and increased practitioner confidence in the judgement of achieving a level.
Working Group - Reading Accreditation Partnership with Scottish Book Trust	Primary & secondary practitioners	Building a Reading Culture (Working Group) has been an integral component of the FVWL RIC plan for several years; this now dovetails with the SBT Reading Accreditation (the pilot programme was successful and is now being rolled out to all FVWL schools).
Programme - Reciprocal Reading (8 weeks)	Upper primary & BGE English teachers	Reciprocal Reading is rated as high impact on the EEF Toolkit and highlighted as having *FVWL RIC Literacy Academy RR programme now has Education Scotland endorsement.
Programme - Disciplinary Literacy (8 weeks).	Non-English teachers of BGE pupils	Disciplinary Literacy is identified as a priority by EEF for "struggling students" ("Improving Literacy in Secondary Schools").
Programme - Reading Recovery: CPD for 2 practitioners who started training in 2019; IPD for 4 other FVWL practitioners	Early Years & primary practitioners	Reading Recovery is an early intervention that targets children with the most complex problems in reading and writing and enables them to reach age expected levels within 20 weeks (Reading Recovery Europe).

Programme - Paired Reading for learning assistants & parent/carers groups	Learning assistants; parents/carers	EEF “Working with Parents to Support Children’s Learning” recommends providing practical strategies to support learning at home. EEF “Closing The Gap: Key Lessons” highlights that teaching assistants can be used more effectively when properly trained and supported.
Writing		
Webinars - Stephen Graham recordings to be shared with all practitioners with accompanying “challenge questions”	Primary & BGE English teachers	RIC and national data reveal a clear writing gap for learners at risk of missing out. The Stephen Graham “Reading into Writing” webinars (May 2020) engaged 231 FWVL practitioners & many expressed interest in further sessions.
Webinars – Building a Writing Culture & Moderating Writing	Primary & secondary practitioners	As above. These webinars will build on the work done in May 2020.
Other		
Programme - Winning Scotland Foundation Literacy Growth Mindsets	Primary & secondary practitioners	WSF evidence shows that pupils participating in growth mindset programmes become more confident, engaged and achieve more as a result of this work. The course has been tailored to the current situation.

RIC PROGRESS SUMMARY AND UPDATE REPORT

OCTOBER 2021



Literacy

The literacy team met most of their stated objectives and supported educators through the following programmes

Programme	Participants	No. Of Schools/Views (Clacks figures in brackets)
Reciprocal Reading	270	47
Writing Webinars	401	526
Paired Reading	63	28
Early Years Good Practice Sessions	164	N/a
Literacy Through Play	131	
Scottish Book trust Reading Accreditation		92
Helicopter Stories	213	
Speech and language Sessions	89	
Paired reading	63	18

Additional Information

A number of Literacy networks were created in session 2020 – 21 to offer ongoing support and opportunities for collaboration. These include:- (each with representation from all 4 LAs):

Building a Reading Culture;

English PTs;

Primary NQTs;

English NQTs;

Early Years (164 members);

Literacy through Play (141 members);

Helicopter Stories (214 members);
Speech & Language (95 members);
Reciprocal Reading (270 members);
Writing (302 members);
Primary Facebook

In addition the Literacy team created a range of videos to support learners which can be found on the FVWL YouTube channel. These support children and young people doing N5 English; Higher English; Early, First, Second & Third Level Reciprocal Reading; Early, First, Second & Third Level Writing.

Outcome/Impact

Equity:

- *All interventions are research based and chosen for their potential to close the socio-economic attainment gap in literacy.*
- *Practitioners from all 4 Local Authorities are invited to all RIC Literacy sessions; the majority of sessions and programmes have had practitioners from each of the 4 Las involved.*

Empowerment:

- *Practitioners across FVWL are leading literacy interventions in their schools with support from RIC Literacy.*
- *Evaluations demonstrate that Practitioners feel more confident in delivery and that their practice in classrooms has changes as a result of these interventions.*

Collaboration:

- *To date (May 2021) 1566 FVWL practitioners have collaborated in RIC Literacy sessions and programmes – collaborating before, during and after.*
- *In session (2020-21) 9 different literacy networks were created – covering all stages from Early Years through to Senior Phase; sharing good practice & resources. These groups not only allow for the dissemination of good practice but they also act as support network for colleagues allowing for sharing of resources and solution focussed discussion. Practitioners report that they feel less isolated, better supported and that these have had a positive impact on their practice.*
- *Each Local Authority is represented in the Literacy Workstream - meetings and drop-in sessions once per fortnight – and these members contribute to the planning and evaluation of RIC Literacy programmes as well as co-leading some sessions.*

Numeracy

Intervention/Support	No of Participant Establishments/practitioners
Maths recovery	16
Early Level Recovery	23
First Level Recovery	25
Early level Vulnerable Learners	
First Level Vulnerable Learners	92
Maths through stories	175
Number sense	160
Probationer Training Number Sense	180
Choral Counting	84
Early Number sense	245
Cuisinaire Rods	61

Outcomes/Impact

EQUITY – For learners suffering the most significant gaps learner skills, confidence and engagement have increased as a result of interventions. Targeted interventions have shown significant improvement in learner achievement. Access to programmes has been broadened and more schools and practitioners than ever before have been able to access training and support. A range of resources have been produced and made more accessible to all learners across the RIC through the RIC You Tube channel and the RIC Blog.

EMPOWERMENT – Evaluations from CLPL delivered and the process measures adopted demonstrate that both teacher and learner confidence has increased in the areas targeted. Practitioners report that interventions have had a positive and sustained impact on their practice.

COLLABORATION - 85% of all primary schools across the RIC have engaged in Numeracy training/interventions. New numeracy networks have been established and are supporting colleagues in developing numeracy skills. The Workstream is meeting the needs of practitioners and adding value to Local Authority provision. This is evidenced by the fact that Courses are regularly full with many having long waiting lists. The RIC Numeracy twitter has significantly grown in reach and now has 1338 active followers.

Curriculum and Online Learning Development

The Inspiration Hub - <https://theinspirationhub.co.uk/> Our recently launched website, The Inspiration Hub, is where we can develop collaborate and empower along with addressing issues of equity across our RIC.

Part 1 of The Inspiration Hub has been a digital platform to support collaboration through our sharing of examples of developing practice from across our RIC. To date we have more than 50 examples of practice shared on the directory with more being added throughout the session. These examples of practice are searchable on stages, curricular areas and aspects of learning. The Inspiration Hub is a way we can celebrate the innovative and transformational practice in our RIC while supporting each other on our journey of improvement.

Part 2 of The Inspiration Hub will launch during session 2021/22, following consultation and data-gathering from session 2020/21. To help us, as RIC, to action our values of equity, empowerment and collaboration, we are working with partners to help identify potential pathways for learners while sharing ideas of accredited learning opportunities across all sectors. This information will form the creation of a Qualifications Directory which will be searchable through stages, curricular areas and vocational sectors. It will empower our schools and establishments to have the information they need to help ensure our curriculum meets the needs of all of our learners.

Working with SQA regarding data gathering of our Senior Phase which will be shared with our Curriculum Workstream to inform plans to support the creation of our Qualifications Directory. We are working in partnership with SQA, Tayside Regional Improvement Collaborative and West OS to evaluate our National 1-3 curriculum offerings and work collaboratively, along with our ASN practitioners to develop learning experiences and widen our curriculum offerings. We are working in partnership with SQA, SCQF and Education Scotland to support schools in their curriculum reviews in light of the recent OECD reports and the refreshed curriculum narrative.

Our FVWL RIC website <https://blogs.glowscotland.org.uk/glowblogs/fvwlric/>

Our FV&WL RIC website has been redesigned to make it easier for practitioners and school leaders be able to see the work being led through our various RIC Workstreams, as well as upcoming events and professional learning opportunities. There is also an option to contact Workstreams directly so that more bespoke, personalised support can be provided if needed.

Staff can sign up for updates so that they are sent notifications by email when updates have been provided by their choice preferences /chosen Workstreams.

Our subjects and sector networks, C Change Hubs, are being rolled out. We currently have nine networks created and more to come. These networks are a crucial way we can support curriculum, pedagogy and assessment while facilitating the conditions needed for supporting equity, empowerment and collaboration.

Finance

Last session there was a significant underspend due to staff returning to Local Authority duties during the pandemic and difficulty recruiting particular roles. As a result £16k was returned to each Local Authority to support covid recovery.

This year a grant application for £888 800 was granted by the Scottish Government to support RIC activities. Projected spending for the session is shown in the table below.

Regional Improvement Collaborative Forth Valley and West Lothian					
	Staffing			Non-Staff	Total Funding Requested
Workstream Title e.g. Quality Improvement	Number	FTE	Cost £	Costs £	£
Literacy	2	2	140,417	4,000**	144,417
Numeracy	2	2	137,883	4,000**	141,883
Curriculum & Virtual	1	1	86,338	30,000*	116,338
Improving Performance	5	4.2	245,457		245,457
Developing the work of the RIC	2	2.2	136,449		136,449
Leading the work of the RIC	1	0.5	65,378		65,378
Health & Wellbeing	1	1	45,878	4,000**	49,878
Total	14	12.9	857,800	42,000	899,800

STEM

The collaborative STEM team has been developed and is supported by RAiSE (Raising Aspirations in Science Education) programme, and its officers. The team is currently linking with RIC Data Coaches to examine a range of data e.g., (Gender balance, socio-economic profiles) to identify gaps and areas for development. STEM leadership courses supported by Attainment Advisors, RAiSE officers and external partners have been developed.

Health & Wellbeing

The RIC Health and Wellbeing team have developed an extensive RIC wide Personal and Social Education programme on substance use at all levels from Early through to Senior phase. These resources can be accessed by any educator across our RIC via the Blog.

As part of the Covid recovery programme a HWB Principal Teacher has been appointed to support this work and develop positive proactive approaches to mental health and wellbeing of children, young people and staff across our RIC.

PERFORMANCE

The RIC funds a data coach for each Local Authority to analyse performance information to support schools in targeting the reduction of the poverty related attainment gap. Data coaches work with individual establishments and clusters helping them to use data more effectively to identify gaps and target interventions. Data coaches have a key role in gathering intelligence and sharing best practice, both within their own Local Authority and across the RIC. All data coaches regularly meet collectively with Education Scotland and Attainment Advisors to share practice. This has resulted more efficient data gathering and presentation.

In addition, data coaches use performance information to advise and support the RIC work streams to ensure that their programmes are targeted to achieve maximum impact.

Highlighted Additional Work Undertaken

UNCRC

With the proposed implementation of UNCRC into Scots law, it was identified that this had the potential to have a major impact in the delivery of Children's Services. The four LA's and Education Scotland agreed to develop a common plan for implementation. Phase one of the implementation plan is in place and has been delivered to teaching staff across the RIC. This is the awareness raising phase. A 'thinglink' for staff was launched which contains videos, slides, challenge questions, text etc. which takes about an hour to complete. This has received very positive evaluations from participants so far. Stirling and Clacks are slightly ahead at this point as they had the two inset days at the start of term. Falkirk and West Lothian however, have used their inset days in October to launch this. The 'thinglink' is designed for education staff, but is currently being modified for use across Children's Services and the Colleges. There will be further programmes developed for Parents/Carers and also for Children and Young People.

Education Scotland/RIC Partnership working

We use a range of social media to communicate with educators and partners across our RIC. Our main form of regular communication however, is through the jointly produced SWAY – This is published six times per session and is shared across all four Local Authorities. The next two SWAY's in this calendar year will articulate with our Equity theme.

Challenge Poverty Week – We worked closely with colleagues in Education Scotland on this. There were four aims for the Challenge Poverty Week

1. Highlight the reality of poverty
2. Challenge the stereotypes
3. Showcase the solutions
4. Increase the public support for actions to solve poverty

As a RIC we were best able to support aim 3. To that end we are actively sought best practice from across our RIC and beyond to illustrate ways in which we can

assist our children, Young people and their Families in alleviating poverty and creating greater equity. These examples came from across our RIC and will be included in our Inspiration Hub.

We are attempting to make the challenge Poverty initiative a sustainable initiative as opposed to a week long highlight. To that end we are challenging all schools/establishments and Local Authorities to focus a day on supporting local foodbanks/start-ups etc. in whatever way possible between now and the end of the year. This articulates with our Equity focus.

Other areas of significant partnership working includes:-

Digital Thinking

Senior Phase Curriculum

STEM Global Citizenship in Maths Pedagogy

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In addition we are currently working on a joint self-evaluation project to give us a broader view of how our RIC is performing, this will report to Directors in mid-November.

Easter Study and Ongoing Online Support

To support learners and families in the lead up to SQA presentation the following actions were taken:-

- Live online revision lessons were delivered online via e scgoil. Our RIC had the largest number of participants across the country.
- To compliment live lessons our RIC created 54 recorded online revision lessons for a range of subjects at different levels which could be accessed via our Youtube channel. These received over five thousand views.
- A Senior phase supported study SWAY was published. This had links to a range of resources and study support. The target audience was learners and their families. This SWAY had over three thousand views.
- A range of support materials for Literacy and Numeracy for all levels were uploaded to our Youtube channel and to the RIC blog.

Next Steps

Self-Evaluation Exercise

A joint RIC/Education Scotland self-evaluation exercise is currently being undertaken and will be presented to the Directors for consideration in mid-November. This will evaluate progress made so far and make recommendations to the Directors for the next steps to be undertaken. A new three year strategic plan will be produced following on from this

Health and Wellbeing – To support our Health and Wellbeing focus we have appointed a PT Health and Wellbeing. This appointee will take up post in November. The person will be responsible for taking a proactive approach to Health and Wellbeing for children, young people and staff across the RIC. They will identify and share best practice and co-ordinate efforts and resource production to support practitioners across the four Local Authorities..

C Change Hubs

A network of c change hubs are under development, creating networks for staff to interact, share practice and support each other. These will operate in all sectors at all levels. These will be of particular value in ASN settings where staff often feel isolated and do not have the same access to support as staff working in mainstream settings.

Online Learning

Whilst we know that most children and young people found the change from face to face to online learning during the pandemic a disruption to their learning; for a small proportion of our learners (approximately 10%) there was a benefit. We are looking at how we can better support these young people, many of whom who have specific learning needs, across our RIC. This may involve for example, providing specialist online learning support/lessons at certain times.



**Forth Valley & West Lothian
Regional Improvement Collaborative
Recovery Plan
for 2021-2022**

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The Forth Valley and West Lothian (FV&WL) Regional Improvement Collaborative (RIC) is entering the third year of its 3 year plan, and has undertaken a review of priorities in light of the continued COVID-19 situation that has impacted on education of children and young people in the region and throughout Scotland. In response to the situation, a second recovery plan has been produced which supports the existing plan as well as focussing on recovery of learning for children and young people. The vision for the RIC remains to:

Drive excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Underpinning all that we do and guiding our actions to achieve our vision are our shared values of Equity Empowerment and Collaboration

(Please refer to the full 3 year plan: [Forth Valley & West Lothian Regional Improvement Collaborative Plan 2019-2022](#) and the [Work stream plans 2019- 2022](#), for full details).

Overarching Aim

Our recovery plan is focussed on continuing to support our children and young people to rebuild literacy and numeracy, focussing particularly on those that have been hardest hit by the disruption to normal teaching and learning during the pandemic. We recognise that the health and wellbeing of our children and young people is a prerequisite to this process and therefore this will be a key element permeating all our actions and plans. Recovery will require a multi-level and multi-agency approach, requiring effective planned collaboration. Within our Connect Team we will be building collaboration across the Workstreams with a holistic data led approach to interventions to support schools, clusters and Local Authorities. Working with Local Authorities and our partners in Education Scotland we will seek to build greater collaboration across the RIC. A key element in this will be the further development of subject, stage and interest networks to provide greater opportunities to collaborate and support colleagues.

Work streams

To support the recovery of learning for children and young people, the following work streams will continue, and have revised their plans:

- Numeracy – data informed focus on learning loss and biggest gaps
- Literacy – data informed focus on learning loss and biggest gaps
- Health & Well Being – A Health and Wellbeing PT has been appointed and they will work with the H&WB lead, the existing team and the newly appointed Health and Wellbeing officer from Education Scotland to further this agenda. Health and Wellbeing will be a key element in all Workstream activity in the coming year.
- Curriculum and Online Learning –The focus going forward is on supporting online learning, developing our inspiration hub and building a network of C Change Hubs to support development across the RIC.
- Performance – The focus going forward will be on supporting Local Authorities and Workstreams to use data effectively to target interventions to achieve maximum impact. RIC wide SNSA and performance data will be used to determine universal support.
- STEM - The **STEM** work stream will connect leads from the local authorities and further develop the partnerships with Forth Valley & West Lothian colleges. This coming session it is planned to develop an Early Years STEM network to provide intelligence to meet the needs at Early level. It is also planned to develop a STEM ASN network. This will allow for project based learning at ASN level. The STEM leadership programme will be extended and closer collaboration with other Workstreams on joint programmes are planned. The STEM Workstream in partnership with Education Scotland will take the lead on COP 26 preparations.

A revised programme and monitoring of all the Workstreams has been established, supported by RACI Project Plans, clear outcomes and milestones. Performance monitoring and data based improvement planning based will be embedded into all plans. Reporting of impact will be values based and will be focussed on measuring improvement in the following key areas:-

- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment

- Developing further effective collaboration at all levels.

Other areas of collaboration and focus will continue to develop and respond to needs identified across the four authorities as the FVWL RIC matures and evolves. In particular:

- **Career Long Professional learning (CLPL):** This group will continue to work together to co-ordinate and develop CLPL across the RIC supported by the RIC CPD Manager system which enables practitioners to participate in learning from any of the local authorities. The inspiration hub will be developed to include a CLPL section where practitioners from across the RIC can access all local and national CLPL programmes and events
- **Data Analysis** - The data coaches (one from each local authority) will continue to support schools and workstream leads in the use of data for numeracy and literacy with a key role in informing learning and teaching strategy for improvement. They will plan for collecting H&WB data on a RIC wide basis, to allow for planning and reporting on this area. The data coaches will also support the Performance Lead and the Development Officer with performance information.
- **Early Learning and Childcare** will continue with established networks, sharing and collaborative practice. RIC wide training and support will be offered to practitioners.
- **Community Learning and Development**, Parental and Family Engagement and Educational Psychology continue to work together. CLD teams will work with the Development Officer to ensure that the voice of Young People is fully articulated and that they become integral co-creators in RIC planning, activities and actions.

Education Scotland staff are fully involved and are an integral element in the Connect Team and all the Workstreams; working alongside colleagues, jointly planning, building capacity, developing programmes and providing support.

Governance

A new more inclusive governance structure has been developed and is now up and running. This year arrangements will be embedded and partnership working work to further clarify roles and responsibilities between the Collaborative Delivery Board and the Programme Board will be undertaken. The Young People's Collaborative Board will have a specific responsibility for scrutiny of UNCRC implementation across the RIC.

Communication

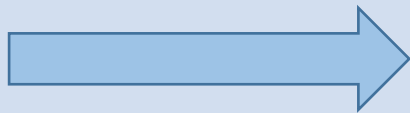
This session we intend to develop further our Inspiration Hub to allow for sharing of developing practice and creating a comprehensive all level certification database.

We will also further develop our successful joint RIC/Education Scotland SWAY publication ensuring that it not only reaches all our professionals but that the contents meet their needs. It will continue to support the development of collaboration, sharing best practice and promoting the work being carried out across Forth Valley and West Lothian to reduce the socio economic attainment gap.

FVWL RIC Literacy Plan 2021-22

Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences for all.

RIC VALUES: equity;
empowerment; collaboration



Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people.

Develop collaboration between practitioners within and across local authorities to promote leadership at all levels.

Strive to raise attainment for all and close the poverty related attainment gap by supporting reflection on performance of pupils to enable continuous improvement.

SUPPORT & COLLABORATION

- Continue to share resources, research & good practice.
- Maintain established networks.
- Re-introduce in-school support.
- Introduce targeted interventions.

READING

- Reading Accreditation (Scottish Book Trust) Working Group.
- Reciprocal Reading: continue sessions & support.
- Paired Reading: continue.

WRITING

- Create targeted intervention and offer to specific schools.
- Continue to share good practice utilising the inspiration hub.

MODERATION

Build on the SQA Moderation model to allow for greater collaboration in Literacy moderation across clusters, Local Authorities and the RIC in the B.G.E

Interventions to support Literacy Recovery

Programme/Activity	Target Audience	Rationale
Support and liaison		
Regular sharing of resources and research via Twitter, blog & email	All FVWL practitioners	To ensure that all FVWL practitioners have easy access to current literacy research and CLPL offers.
English PTs' Network	English PTs	To bring together subject specific practitioners from the 4 LAs for support, collaboration and to share good practice.
Secondary Support for Learning PTs' Network	SfL PTs	As above.
EAL Teachers' Network	EAL Practitioners	As above.
"Let's talk about..." sessions on request	All practitioners	To bring together practitioners to discuss specific areas of concern and/or interest.
Programme - Literacy Tutoring (pilot project)	BGE English practitioners & pupils	There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind but an estimated 80% of disadvantaged pupils currently do not have access to quality individual tuition (EEF & Sutton Trust).
Outdoor Learning for Literacy	Early Years, primary & secondary practitioners	Outdoor learning will be an important component of recovery plans so sharing good practice in this area will be of value.

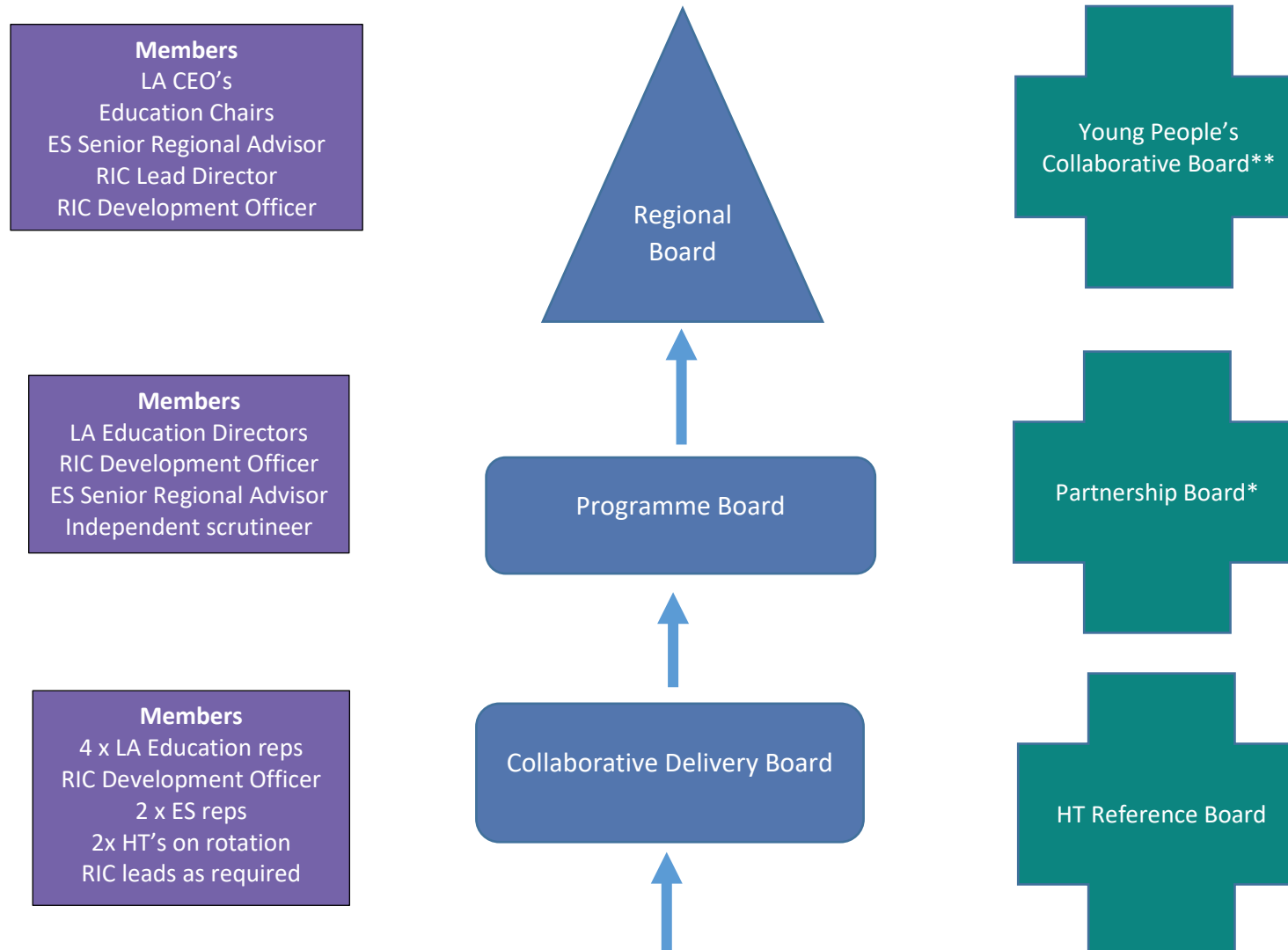
Reading		
Working Group - Developing teachers' professional judgement of achievement of a level in reading	Early – 4 th Level practitioners & Literacy QAMSOs	Recognition of the need for “systematic, widespread and effective collaboration” (OECD) and increased practitioner confidence in the judgement of achieving a level.
Working Group - Reading Accreditation Partnership with Scottish Book Trust	Primary & secondary practitioners	Building a Reading Culture (Working Group) has been an integral component of the FVWL RIC plan for several years; this now dovetails with the SBT Reading.
Programme - Reciprocal Reading (8 weeks)	Upper primary & BGE English teachers	Reciprocal Reading *FVWL RIC Literacy Academy RR programme now has Education Scotland endorsement.
Programme - Disciplinary Literacy (8 weeks).	Non-English teachers of BGE pupils	Disciplinary Literacy is for “struggling students” (“Improving Literacy in Secondary Schools”).
Programme - Reading Recovery: CPD for 2 practitioners who started training in 2019; IPD for 4 other FVWL practitioners	Early Years & primary practitioners	Reading Recovery - early intervention that targets children with the most complex problems in reading and writing and enables them to reach age expected levels within 20
Programme - Paired Reading for learning assistants & parent/carers groups	Learning assistants; parents/carers	EEF “Working with Parents to Support Children’s Learning” providing practical strategies to support learning at home. EEF “Closing The Gap: Key Lessons” Using teaching assistants more effectively when properly trained and supported.

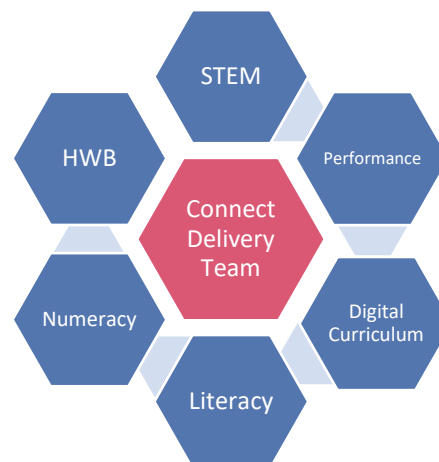
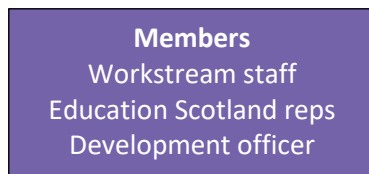
Writing		
<p>Building on the existing recorded Webinars with accompanying 'challenge questions'</p> <p>'Stephen Graham 'Reading into Writing and Building a Writing Culture & Moderating</p>	<p>Primary & Secondary English teachers</p>	<p>RIC and national data reveal a clear writing gap for learners at risk of missing out. The Stephen Graham "Reading into Writing" webinars engaged 231 FWVL practitioners & many expressed interest in further sessions.</p>

Numeracy - In August 2021 we will have a new Numeracy Team in place. The full Numeracy plan will be further developed by the new team.

Overall Aims/Values	Methodology	SUPPORT & COLLABORATION
<ul style="list-style-type: none"> • Further develop targeted data based numeracy interventions and support. • Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences for all. • Build self sustaining networks to support practitioners at School, Cluster and LA level. • Underpinning VALUES: equity; empowerment; collaboration 	<ul style="list-style-type: none"> • Use data to target areas where resources can offer greatest impact. • Ensure that Health and Wellbeing is an integral aspect of all programmes • Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people. • Use networks to develop collaboration between practitioners within and across local authorities to promote numeracy leadership at all levels. • Strive to raise attainment for all and close the poverty related attainment gap by supporting reflection on performance of pupils to enable continuous improvement. • Use the inspiration hub as a vehicle to share best practice 	<ul style="list-style-type: none"> • Continue to share and develop resources, research & good practice. • Maintain established networks, and build new networks to support staff and learners. Building ASN networks and support are a priority. • Re-introduce in-school support. • Liaise with data coaches to ensure that Numeracy interventions are focussed on areas which can provide the greatest impact. • Continue to collaborate with numeracy team in other RIC's • Develop further links with Forth Valley and West Lothian Colleges • Further develop links with other workstreams, building on the links already established with STEM and Literacy • Build on the SQA moderation model to develop collaborative Numeracy moderation across the RIC.

Forth Valley & West Lothian Regional Improvement Collaborative Structure





**Core membership of Parent Councils, Colleges with invited partners included as required. Partners could include Health, Social Work, Chambers of Commerce etc.*

*** Membership to be determined by Young People at the RIC participation event in April*

	Members	Meet	Purpose
Connect Delivery Team	<ul style="list-style-type: none"> • RIC workstream staff • Education Scotland reps • RIC Development officer 	Monthly	<ol style="list-style-type: none"> 1. To add value to the work of each LA. 2. To bring coherence across the priority workstreams and work collaboratively to plan and develop themes for improvement. 3. To use information from the RIC Performance Profile to inform the direction of focus and to identify areas requiring improvement to support achieving excellence and equity aims. 4. To further develop the Communication and Engagement strategy in collaboration with the Communication Team. 5. To inform practitioners, leaders and partners about the work of each workstream. 6. To support and develop a culture that empowers practitioners and develops systems leadership capacity by delivering quality professional learning programmes and providing opportunities to lead the growing range of projects supporting the RIC priorities.
Collaborative Delivery Board	<ul style="list-style-type: none"> • 4 x LA Education reps • RIC Development Officer • 2 x ES reps • 2x HT's on rotation • RIC leads as required 	Monthly	<ol style="list-style-type: none"> 1. To provide advice and support to the Connect Delivery Team in shaping and delivering outcomes for each priority. 2. To ensure that workstream actions are in accordance with the overall vision and strategic direction of the RIC. 3. To share key developments in LAs and to identify and consider opportunities for collaborative working that will support improvement outcomes. 4. To scrutinise performance of the Workstreams. 5. To evaluate progress with development plans. 6. To oversee the consultations carried out with Advisory Boards. 7. To present papers for decision at the Programme Board.
Programme Board	<ul style="list-style-type: none"> • LA Education Directors • RIC Development Officer • ES Senior Regional Adviser • Independent Scrutineer 	Quarterly	<ol style="list-style-type: none"> 1. To provide strategic direction for the vision and aims of the RIC. 2. To approve ongoing Finance on a quarterly basis. 3. To ensure that all partners and stakeholders are fully consulted and engaged in the development of the RIC. 4. To evaluate the overall performance of the RIC and support a robust measurement plan. 5. To provide strategic support to facilitate clear communication between the key groups leading the work of the RIC. 6. To review and report on the impact of the grant on progress in achieving outcomes.
Regional Board	<ul style="list-style-type: none"> • LA Chief Executive Officers • Education elected members • ES Senior Regional Advisor • RIC Lead Director • RIC Development Officer 	Bi-annually	<ol style="list-style-type: none"> 1. To share the vision of the Collaborative. 2. To drive the success of the FV&WL RIC plan. 3. To support and facilitate collaborative projects and working together. 4. To oversee the RIC grant allocation from the Scottish Government.

HT Reference Board	<ul style="list-style-type: none"> • RIC Development Officer • Primary & Secondary HT reps 	Quarterly	<ol style="list-style-type: none"> 1. To provide feedback on current and future planning. 2. To support the development of RIC plans.
Partnership Advisory Board	<ul style="list-style-type: none"> • Senior Officer from FV&WL RIC • Parent Council representatives • RIC CLD rep • FV&WL college representatives • RIC Educational Psychologist rep • Identified permanent reps from partner organisations • Others for specific meetings 	Quarterly <i>in advance of Programme Board</i>	<ol style="list-style-type: none"> 1. To act as a consultative body on new ideas, plans and policies 2. To provide expert advice and support as and when necessary and/or appropriate 3. To represent the views of groups of stakeholders from across the RIC 4. To challenge and support plans, policies and interventions by the RIC across Forth Valley and West Lothian.
Young People's Collaborative Board	<i>Arrangements Ongoing through CLD leads across the RIC.</i>	Tbc	<ol style="list-style-type: none"> 1. To act as a consultative body on new ideas and plans 2. To ensure that the views and rights of young people across the RIC are fully represented in the decision making process in line with the statutory implementation of UNCRC. 3. To scrutinise RIC plans, policies and interventions in relation to UNCRC implementation. 4. To challenge and support plans, policies and interventions by the RIC across Forth Valley and West Lothian. 5. To be involved in the co creation of plans, policies and interventions by the RIC across Forth Valley and West Lothian.