



**MINUTES OF THE MEETING OF THE
EDUCATION COMMITTEE**

**TUESDAY 24 MARCH 2015
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

1

Committee Members Present:

Councillor S Akhtar (Convener)
Councillor D Berry
Councillor S Brown
Councillor J Caldwell
Councillor S Currie
Councillor A Forrest
Councillor D Grant
Councillor J Gillies
Councillor J Goodfellow
Councillor P McLennan
Councillor M Libberton
Councillor F McAllister
Councillor J McNeil
Councillor J Williamson
Mrs M Goldsmith

Council Officials Present:

Mr A McCrorie, Depute Chief Executive (Resources and People Services)
Mr D Nightingale, Head of Education
Ms M Ferguson, Service Manager – Legal & Procurement
Mr R Parker, Service Manager – Education (Strategy & Operations)
Ms A Mitchell, Service Manager – Education (ASN & Early Years)
Ms A Hood – Team Leader (Employability)
Ms P Smith – Principal Officer (Information and Research)

Clerk:

Ms J Totney, Team Manager – Democratic Services

Visitors Present:

Ms Y Binks – Depute Head Teacher, Preston Lodge
Mr P Reynolds, Head Teacher, Ross High School
Ms L Rodger, Head Teacher, North Berwick High School

Apologies:

Councillor W Innes
Councillor P MacKenzie
Councillor M Veitch
Ms Gillan
Mr McHugh

The Convenor advised the Committee that the meeting was not quorate. The Education Committee quorum is 10 councillors and two external members and on this occasion only one external member was present.

She advised that, per Standing Order 6.2, no business could be carried out at a meeting unless a quorum was present. As the quorum has not been met, the Convenor postponed the meeting to a date and time to be determined.

Signed

Councillor Shamin Akhtar
Convener of the Education Committee

DRAFT



**MINUTES OF THE MEETING OF THE
EDUCATION COMMITTEE**

**TUESDAY 31 MARCH 2015
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

Committee Members Present:

Councillor M Libberton (Depute Convener)
Councillor D Berry
Councillor S Brown
Councillor D Grant
Councillor J Gillies
Councillor J Goodfellow
Councillor W Innes
Councillor P MacKenzie
Councillor J McNeil
Mr S Bunyan
Ms G Gillan
Mrs M Goldsmith

Council Officials Present:

Mr D Nightingale, Head of Education
Ms M Ferguson, Service Manager – Legal & Procurement
Ms F Brown, Principal Officer (Business Unit)

Clerk:

Ms F Currie, Committees Assistant

Apologies:

Councillor S Akhtar
Councillor J Caldwell
Councillor S Currie
Councillor F McAllister
Councillor P McLennan
Councillor M Veitch
Councillor J Williamson
Mr M McHugh

The Depute Convenor advised the Committee that the meeting was not quorate. The number of Councillors required for a quorum was 10, and only 9 were in attendance.

As per Standing Order 6.2, no business could be carried out and the meeting was adjourned to a date and time to be determined.

Signed

.....
Councillor Margaret Libberton
Depute Convenor of the Education Committee

DRAFT



**MINUTES OF THE MEETING OF THE
EDUCATION COMMITTEE**

**TUESDAY 7 APRIL 2015
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

Committee Members Present:

Councillor S Akhtar (Convener)
Councillor D Berry
Provost L Broun-Lindsay
Councillor J Caldwell
Councillor A Forrest
Councillor D Grant
Councillor J Gillies
Councillor J Goodfellow
Councillor M Libberton
Councillor P MacKenzie
Councillor F McAllister
Councillor J McNeil
Councillor M Veitch
Councillor J Williamson
Ms G Gillan
Mrs M Goldsmith
Mr M McHugh

Council Officials Present:

Mr A McCrorie, Depute Chief Executive (Resources and People Services)
Mr D Nightingale, Head of Education
Mr G Wilson, Senior Solicitor
Mr R Parker, Service Manager – Education (Strat & Ops)
Mrs F Brown, Principal Officer (Business Unit)

Clerk:

Ms F Currie, Committees Assistant

Apologies:

Councillor S Brown
Councillor S Currie
Councillor W Innes
Councillor P McLennan
Mr S Bunyan

Declarations of Interest:

None

Councillors MacKenzie and Berry raised concerns about the absence of certain agenda items. The Convenor stated that, due to time constraints, it was important to deal with the business first and the Councillors' concerns would be heard at the end of the meeting.

1. MINUTE OF THE EDUCATION COMMITTEE MEETING ON 30 SEPTEMBER 2014 FOR APPROVAL

The minute of the meeting of the Education Committee held on 30 September 2014 was approved.

2. ROLL CAPPING AT DUNBAR GRAMMAR SCHOOL, KNOX ACADEMY, MUSSELBURGH GRAMMAR SCHOOL AND NORTH BERWICK HIGH SCHOOL

A report was submitted by the Depute Chief Executive (Resources & People Services) asking the Committee to approve the S1-S4 intake level at the above secondary schools for Session 2015/16.

Principal Officer, Fiona Brown, presented the report which, she said, sought to provide a high quality education while ensuring equality of resources across East Lothian. She explained that a range of factors were taken into account when considering where and how to cap numbers, including proposals for new housing and the levels of migration in and out of catchment areas. She stated that the only increase or decrease that had been requested from June 2015 was for Knox Academy.

Mrs Brown responded to questions from Members relating to figures for North Berwick High School, class sizes for practical and academic subjects and the factors involved in determining the number of reserved places. Councillor MacKenzie suggested that, given the complexities of the calculations, it might have been useful to have a Members' briefing prior to the meeting.

Councillor Goodfellow was content with the terms of the report. However, Councillor Berry expressed concern that not all possible options were being explored.

Mrs Brown then alerted Members to an emerging situation relating to St Mary's RC Primary School in Haddington. She advised that the Committee had previously agreed to formally cap the roll of St Mary's at a maximum of 125 pupils. However, she stated that the P1 intake for August 2015 was already oversubscribed and there was a risk that the school would not have the capacity, in future years, to accommodate expected pupils. She therefore sought the Committee's agreement to cap the P1 intake at a maximum of 16 pupils.

Councillor McNeil asked why this amendment was in the form of a verbal update rather than a written report. Mrs Brown explained that there had not been time to prepare a formal report in advance of the meeting. However, at the request of Councillor McNeil, she agreed to place a brief report in Members' Library following the meeting.

Councillors Berry and MacKenzie raised a Point of Order stating that the Committee should have been informed of the proposed amendment at the beginning of the meeting. While there was no intention to deliberately mislead the Committee, the

Convenor accepted that she should have made Members aware of this matter earlier.

Councillor Libberton moved that the recommendations of the report be amended as proposed by Mrs Brown and Councillor McNeil seconded the motion.

Decision

The Committee agreed the recommendations as amended:

- (i) a maximum intake level in S1-S4 for session 2015/16 for the schools as set out in recommendation 2.1 of the report.
- (ii) to take account of migration in and out of the above schools prior to and throughout school session 2014/2015; the only increase or decrease that has been requested from June 2015 is for Knox Academy to increase the current S2 from 140 to 150 for S3; and
- (iii) a maximum intake level in P1 at St Mary's RC Primary School of 16 pupils for session 2015/16.

3. RESERVING PLACES IN SCHOOLS FOR CATCHMENT PUPILS WHO MOVE INTO THE CATCHMENT AREA DURING ACADEMIC YEAR 2015/16

A report was submitted by the Depute Chief Executive (Resources & People Services) to obtain the Committee's approval for retaining places for incoming catchment pupils in identified schools for session 2015/16.

Mrs Brown presented the report providing a summary of its content. She sought Members' agreement to hold in reserve places for incoming catchment pupils and to delegate decisions on any changes to the number of places held in reserve to the Head of Education in consultation with the Education Convenor.

In response to questions from Members, Mrs Brown explained the background to the calculations for primary and secondary schools and addressed specific concerns relating to Pinkie St Peter's Primary School, North Berwick High School and Knox Academy.

Councillor Goodfellow thanked officers for their hard work in preparing this paper and indicated that, following discussions with Head Teachers at schools in his ward, he was satisfied with the proposed arrangements.

Councillor Berry expressed concerns that the calculations for North Berwick High School appeared to be different to those for other secondary schools in the county, such as Knox Academy.

Decision

The Committee agreed to:

- (i) hold in reserve places for incoming catchment pupils for session 2015/16 as detailed in section 2.1 (i); 2.1 (ii); and 2.1 (iii) of the report
- (ii) delegate any changes to the number of places held in reserve to the Head of Education in consultation with the Education Convenor, should the number of pupils requiring a place at the school significantly increase or decrease.

4. PUPIL PLACEMENT POLICY

A report was submitted by the Depute Chief Executive (Resources & People Services) asking the Committee to approve the updated Pupil Placement Policy.

Mrs Brown presented the report advising Members that the policy had been updated following a review of the Council's Standing Orders in 2014 which gave authority to the Head of Education to make decisions previously taken by the Pupil Placement Sub Committee.

Councillors MacKenzie and Grant, as previous members of the Pupil Placement Sub Committee, both welcomed this change to the governance arrangements.

Councillors Berry and Goodfellow also supported the paper and commented on the importance of having a clear placement policy.

Decision

The Committee agreed to approve the updated Pupil Placement Policy which delegates the responsibility of considering placing requests to the Head of Education in the case of entry to primary one and secondary one.

Councillors Mackenzie and Berry asked why certain items, which had appeared on the agenda for the Committee's March meeting, had not been on the agenda today. They suggested that a further meeting of the Education Committee be convened as soon as possible to consider these items. The Convenor said she would discuss this with officers and arrange another meeting of the Committee at a date and time to be agreed.

Signed

Councillor Shamin Akhtar
Convener of the Education Committee



MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE

TUESDAY 21 APRIL 2015
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON

Committee Members Present:

Councillor S Akhtar (Convener)
Councillor D Berry
Provost L Broun-Lindsay
Councillor A Forrest
Councillor D Grant
Councillor J Gillies (Items 1 – 3)
Councillor J Goodfellow
Councillor W Innes (Items 1 – 3)
Councillor M Libberton
Councillor P MacKenzie
Councillor F McAllister
Councillor P McLennan (Items 1 – 3)
Councillor J McNeil
Councillor M Veitch (Items 1 – 3)
Councillor J Williamson
Mrs M Goldsmith
Mr M McHugh

Council Officials Present:

Mr D Nightingale, Head of Education
Ms J McCabe, Senior Solicitor
Mr R Parker, Service Manager – Education (Strat & Ops)
Ms A Mitchell, Service Manager – Education (ASN & Early Years)
Ms A Hood, Team Leader - Employability
Ms P Smith, Principal Officer (Information & Research)
Ms J Ogden-Smith, Communications Officer
Mr P Reynolds, Head Teacher – Ross High School
Ms L Rodger, Head Teacher - North Berwick High School
Ms Y Binks, Depute Head Teacher – Preston Lodge High School

Clerk:

Ms F Currie, Committees Assistant

Apologies:

Councillor S Brown
Councillor J Caldwell
Councillor S Currie
Mr S Bunyan

Ms G Gillan

Declarations of Interest:

None

1. EDUCATION ACCESSIBILITY STRATEGY 2014-2016

A report was submitted by the Depute Chief Executive (Resources & People Services) to update the Committee on the Accessibility Strategy 2014-2016.

The Service Manager – Education (ASN & Early Years), Alison Mitchell, presented the report advising Members that the draft Strategy had been approved by the Committee in September 2014, pending consultation with relevant stakeholders. The consultation ran from January to February 2015 and despite promotion there were no responses. Ms Mitchell now sought the Committee's approval of the finalised Strategy.

Responding to questions from Members, Ms Mitchell advised that the Strategy applied to all children with additional support needs and would ensure that they had access to all areas of the school curriculum and extra-curricular activities, such as sports. The Head of Education, Darrin Nightingale, indicated that the Sport Advisory Group was looking at the issue of access for all pupils and would shortly be meeting with representatives of Scottish Rugby Union. He welcomed Councillor McLennan's offer of contact details for the Scottish Football Association.

The Convenor commended the Education Accessibility Strategy as an important step in promoting positive attitudes to disability.

Decision

The Committee agreed to:

- (i) approve the Accessibility Strategy 2014-2016 and authorise the distribution of the Strategy to all educational establishments in East Lothian;
- (ii) authorise the implementation of the Action Plan resulting from the Accessibility Strategy 2014-2016; and
- (iii) authorise a review of consultation procedures and consultation on an annual basis.

2. HEAD TEACHER APPOINTMENTS

A report was submitted by the Depute Chief Executive (Resources & People Services) to inform the Committee of the Head Teacher appointments made by the Appointments Sub Committee.

Mr Nightingale presented the report inviting Members to note the appointment of four new Head Teachers, who were all now in post.

The Convenor welcomed the report and thanked officers and those volunteers involved in the recruitment process.

Decision

The Committee agreed to note the contents of the report.

3. REPORTING ON THE NATIONAL BENCHMARKING MEASURES (SENIOR PHASE) TO 2014 AND THE NEW NATIONAL BENCHMARKING TOOL, “INSIGHT”

A report was submitted by the Depute Chief Executive (Resources & People Services) to inform the Committee of:

- (i) the release of the new Scottish Government senior phase (S4 to S6) national benchmarking tool, “Insight”, across Scotland;
- (ii) the changes to reporting on attainment and achievement of pupils in the senior phase in East Lothian, using information from ‘Insight’; and
- (iii) the trends in attainment and achievement in the senior phase, including Scottish Qualifications Authority (SQA) performance, in East Lothian for academic session 2013/14, using the national benchmarking measures from Insight.

Mr Nightingale introduced the report providing a brief overview of the qualifications available to pupils in S1 to S6. He indicated that this report would focus on achievements within the Senior Phase (S4 to S6) and he invited Paul Reynolds, Head Teacher of Ross High School, to provide a summary of the new benchmarking tool, ‘Insight’, and the ‘virtual comparator’.

Mr Reynolds advised Members that the new online Senior Phase benchmarking tool, ‘Insight’, had been developed to replace the “Standard Tables and Charts” (STACs) publication and was made live in September 2014. He explained that it focused on four nationally agreed “National Benchmarking Measures” and compared pupils at different schools across Scotland based on a range of background characteristics. This ‘virtual comparator’ provided ten comparable results for each pupil and enabled schools in East Lothian to build a detailed picture of how their pupils’ attainment levels compared to pupils with similar backgrounds across the rest of the country.

In response to questions from Members, Mr Reynolds stated that ‘Insight’ included non-academic qualifications such as the John Muir Award and the Duke of Edinburgh Award and it encouraged schools to provide details of any qualifications not already included in its database. He confirmed that it covered all schools in Scotland and provided its assessment at pupil rather than school level thus offering a much fairer comparison. It did not, however, apply to non-state schools.

Mr Nightingale then moved on to the second part of the report which focussed the analysis of attainment levels throughout East Lothian during the past five years. Lauren Rodger, Head Teacher of North Berwick High School, provided a summary of the figures. She advised that East Lothian’s percentage performance had shown an improvement over the past five years with its highest performance to date in 2014. However, this was still lower than both the ‘virtual comparator’ and the national average. She then explained how this information was used by teaching staff and gave examples of the work being undertaken to continually improve attainment levels across secondary schools in East Lothian.

Ms Rodger concluded that the ‘virtual comparator’ provided far more specific information than ever before allowing staff to identify the actions and supports required to improve attainment for individual pupils.

Mr Nightingale and Ms Rodger responded a number of questions from Members regarding the figures contained within the report and how improvements might be made to current practice to improve future results.

Councillor Berry commented that while statistics were useful he would have preferred a briefer, more focused report which reached some conclusions about the way forward. He acknowledged that there was a variance in levels of attainment between secondary schools but felt that the report did not address the fact that some schools appeared not to have improved at all over the past five years.

Councillor MacKenzie thanked officers for their diligence and looked forward to seeing a continuing improvement next year.

The Convenor welcomed the report which highlighted the picture at both school and cluster level. She said that it was important to have an explanation of the figures and how they would be used to improve and drive forward standards across the county.

Decision

The Committee agreed to note:

- (i) the change to the benchmarking tool used to analyse SQA attainment data in the senior phase from Standard Tables and Charts (STACs) to Insight;
- (ii) the change in the way we analyse and evaluate levels of attainment and achievement in the senior phase in our secondary schools using Insight and the new local and national benchmarking measures;
- (iii) that the data contained within the report is based on the four national benchmarking measures, focusing on the performance of Leavers cohorts over the five years to 2014;
- (iv) that the four new national benchmarking measures reported by the Scottish Government Insight tool in February 2015 show that attainment and post school participation in East Lothian has improved over the five years to 2014;
- (v) that further improvements still need to be made in Literacy and Numeracy at SCQF Levels 5 and 6 or better and overall in the Middle 60% attaining grouping to bring East Lothian's performance more in line with the Virtual Comparator; and
- (vi) the results contained within the report and that the examination results inform and guide actions in each of the six secondary schools' School Improvement Plans.

4. POSITIVE SCHOOL LEAVER DESTINATIONS AND MORE CHOICES MORE CHANCES (MCMC)

A report was submitted by the Depute Chief Executive (Resources & People Services) to update the Committee regarding positive school leaver destinations highlighting the recent School Leaver Destination Report (SLDR) and employability activity in East Lothian.

The Team Leader – Employability, Alison Hood, presented the report indicating that Skills Development Scotland provided information about leaver destinations on an annual basis to assist local authorities and schools in targeting resources effectively. She advised Members that East Lothian had continued to achieve increases with their positive destinations, most recently moving from 89.9% to 92.2% of young people leaving school and moving into employment, training and further education.

She explained that the results had been achieved through a multi agency approach offering a range of opportunities and support mechanisms for pupils to assist their transition into positive destinations.

In response to questions from Members, Ms Hood confirmed that the team attended careers fairs and recruitment events across the county to promote their agenda and that they had recently entered into partnership with Fort Kinnaird recruitment centre. In addition, their prevocational programme included activity agreements, careers coaches and aftercare for those young people who were yet to achieve a positive destination. She acknowledged that continued funding was an issue and that they were pursuing alternative options to replace 'Yes' funding which had ended in December 2014.

Councillor McAllister said that the Council should not lose sight of the most basic skills of literacy and numeracy and in the importance of developing pupils' social skills. However, he commended the innovative nature of the projects and the continuing improvement in results.

Councillor Berry commented that this was a very important element of the services provided by the Council and offered a lifeline to many school leavers. Councillor Goodfellow expressed his disappointment that 'Yes' funding was no longer available.

The Convenor thanked Ms Hood for her report and for the excellent work undertaken by her team.

Decision

The Committee agreed to:

- (i) note the contents of this report;
- (ii) recognise the wide range of activities being undertaken to improve positive leaver destinations in East Lothian, in particular the work being undertaken to engage with the hardest to reach young people; and
- (iii) note the significant increase in the positive destinations which has moved from 89.9% to 92.2% of young people leaving school and moving into employment, training and further education.

Signed

Councillor Shamin Akhtar
Convener of the Education Committee

REPORT TO: Education Committee

MEETING DATE: 16 June 2015

BY: Depute Chief Executive (Resources and People Services)

2

SUBJECT: Health and Wellbeing Strategy 2015-2018

1 PURPOSE

- 1.1 To seek the approval of the Committee for the Health and Wellbeing Strategy 2015-2018.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. Approve the Health and Wellbeing Strategy (Appendix 1) and authorise me to distribute the Health and Wellbeing Strategy 2015-2018 to all educational establishments in East Lothian.
 - ii. Authorise educational establishments to implement the Activity Framework resulting from the Health and Wellbeing Strategy 2015-2016.

3 BACKGROUND

- 3.1 The Health and Wellbeing Strategy 2015-2018 was drafted in January 2015.
- 3.2 Consultation ran between January 2015 and 27 February 2015. Feedback from Head Teachers and others was very positive. The draft strategy was reviewed and amended in light of the feedback given.
- 3.3 The second draft was presented to the Senior Management Education Board (SMEB) in February 2015 and was approved by the SMEB.

4 POLICY IMPLICATIONS

4.1 All current and future strategies will take account of:

- The duties set down by The Children and Young People’s Act 2014;
- The Professional Standards set out by the General Teaching Council Scotland (GTCS);
- Getting Right for Every Child (GIRFEC); and
- The United Nations Convention on the Rights of the Child (UNCRC)

5 EQUALITIES IMPACT ASSESSMENT

5.1 An Equality Impact Assessment has been carried out and no negative impacts have been found.

6 RESOURCE IMPLICATIONS

6.1 Financial – To be identified through consultation, although any additional expenditure will have to be met from existing budgets.

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 Health and Wellbeing Strategy (Appendix 1)

AUTHOR’S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail: dscott2@eastlothian.gov.uk
DATE	15 May 2015

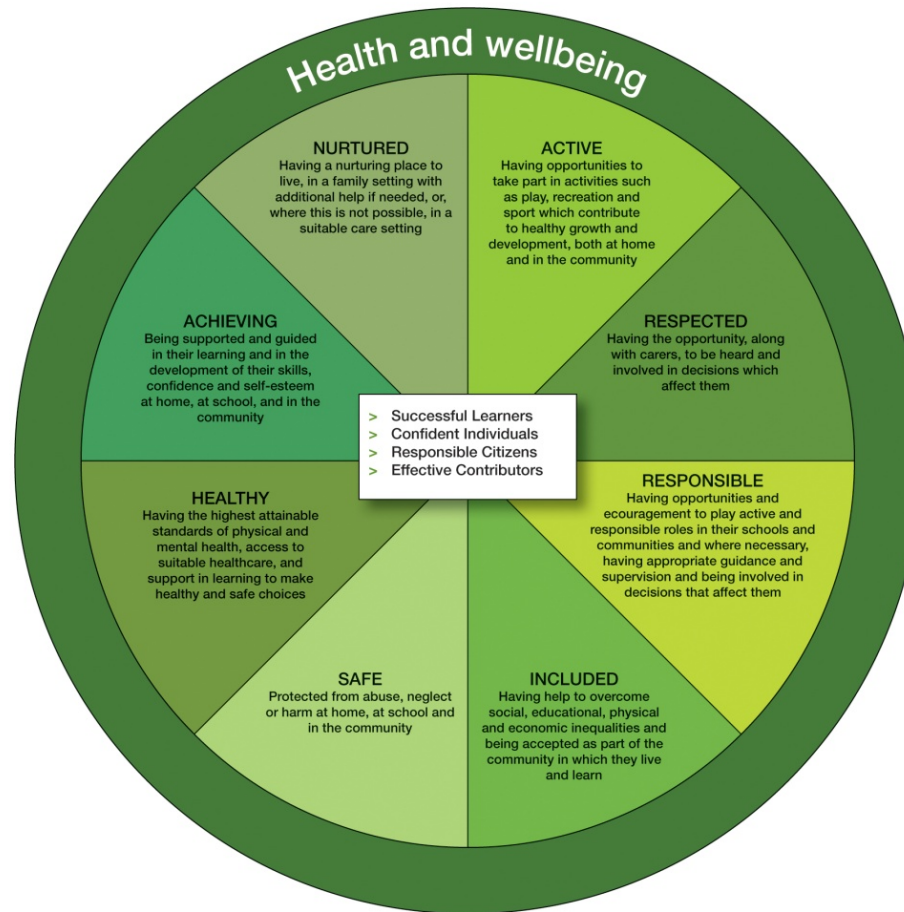
Raising Attainment in East Lothian

Health and Wellbeing Strategy



Vision

To build capacity and confidence in all those who work with children and young people, to embed HWB Responsibility of All within their work and in their establishments.



Purpose

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

Structure

Health and Wellbeing is structured into six organisers

Mental, Emotional, social and physical wellbeing

Planning for choices and changes

Physical education, physical activity and sport

Food and Health

Substance Misuse

Relationships, sexual health and parenthood

Those in bold are the responsibility of all.

Skills for Learning, Life and Work

All children and young people are entitled to opportunities for developing skills for learning, life and work. The skills are relevant from the early years right through to the senior phase of learning and beyond. At the heart of health and wellbeing is the capacity to form and sustain good

personal, social and working relationships. This promotes resilience; self-esteem and confidence with regard to learning. Skills in personal learning planning and career management, working with others, leadership and physical co-ordination and movement all relate closely to health and wellbeing as well as to enterprise and employability.

GIRFEC and Health and Wellbeing

Getting it right for every child (GIRFEC) is the national approach to reforming children's services to improve outcomes for all children and young people. It overarches all other policies for children, young people and families. GIRFEC is important for everyone who works with children, young people and families, as well as those who work with adults who look after children. It provides the strategic policy framework supporting other key policies and guidance, including Curriculum for Excellence.

United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) was produced in 1989 specifically for children, recognising the special care and protection they need throughout childhood. The Convention sets out these rights in 54 Articles and three Optional Protocols. Every child is entitled to the **protection, provision and participation** that these rights seek to uphold; it is the responsibility of every adult working with children to be effective **duty bearers** of these rights, and to ensure that children are able to claim their rights through opportunities for learning and participation.

The four core principles of the convention are:

- Non discrimination
- Devotion to the best interests of the child
- The right to life, survival and development
- Respect for the views of the child

Children's rights clearly relate to their wellbeing. If we value children and young people's rights then we must provide a learning community which makes them feel included, where their achievements are valued and celebrated and where their **voice is heard**. To ensure we take practical approaches to support children and young people, the UNCRC/GIRFEC approach would encourage practitioners:

- To consider each child as an individual with their own needs, risks and rights
- To engage and involve the child as far as practical in discussions and decisions which affect his or her future
- To seek out and consider the voice of the child
- To plan and review activity to improve outcomes based on wellbeing

Leadership

Leadership has the greatest impact on supporting the health and wellbeing of children and young people when:

- a strong, strategic lead makes links between policy, systems and practice;
- priorities are identified and agreed in partnership;
- a range of effective communication methods are in use;
- stakeholders feel included and know their contributions are valued;
- leaders, at all levels, have clear responsibilities and have accountability to deliver improvements;
- all leaders demonstrate the attitudes and behaviours which best support health and wellbeing;
- there are creative and meaningful opportunities for leadership at every level;
- support and training is available to develop leadership skills;

Practitioners' roles and responsibilities for health and wellbeing

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach; schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. The diagram on page 1 illustrates this shared vision and common goal.

GTC Scotland Professional Standards

The suite of professional standards provides a framework for teachers to examine, inform and continually develop their thinking and practice. The core area of **Professional Values and Personal Commitment** highlights the following as fundamental to being a teacher:

- Social justice
- Trust and respect
- Integrity
- Professional commitment

These, along with many aspects of **Professional Knowledge and Understanding** and **Professional Skills and Abilities** also articulate well with the roles and responsibilities of practitioners for health and wellbeing.

Links to Health and Wellbeing Impact Review

This strategy is, in part, based around the areas found to be in need of most support as a result of the findings of the Education Scotland Health and Wellbeing Curriculum Impact Review;

- Learner voice
- Development of resilience
- Strong partnership working
- Progression and evaluating progress in health and wellbeing
- Impact of ethos and strong supportive relationships across establishments/clusters
- Effective use of 'tutor time' in secondary schools

Health and Wellbeing Framework Activity 2015-2018

The following is a framework which describes good practice and its impact on the individual, the school and society. All schools should use the framework to undertake a thorough audit current practice. It is recognised that most East Lothian schools have made progress in terms of developing many of the key outcomes detailed below. In recognition of this, the proposed timescale section has been left blank deliberately. It is acknowledged that schools need to sustain and build on current good practice and this section should be completed at establishment level. However it is expected that:

- an audit of current practice will have been undertaken by all schools by June 2016 and;
- significant progress across all outcomes will be achieved by June 2018.

A copy of the audit should be passed on to the school's QIO.

Appendix 1- Health and Wellbeing Framework Activity 2015/18

What do we want?	How are we going to do it	Impact	Proposed Timescale
Culture			
<p>Learners’ views are valued and they contribute regularly to planning improvements in health and wellbeing. A strong culture of recognising the ‘learners’ voice in terms of content, methodology and approaches to health and wellbeing</p>	<ul style="list-style-type: none"> • We are going to regularly ask children and young being regularly about what they would like to learn within health and wellbeing • We will be sensitive and responsive to the wellbeing of each child and young person • We will continue to use and develop Formative Assessment strategies which engage our learners in their learning. 	<ul style="list-style-type: none"> • Children and Young People believe they can exert a positive influence in shaping the school’s work in relation to health and Wellbeing. • High quality approaches in learning and teaching are in evidence in all classrooms 	
<p>Approaches to managing behaviour are restorative and/or solution oriented in nature</p>	<ul style="list-style-type: none"> • We are going to continue to develop staff understanding of what constitutes high quality behaviour management. Procedures will be put in place to ensure consistency across the school. 	<ul style="list-style-type: none"> • The school has a supportive and nurturing ethos, positive and supportive relationships and a climate for learning where learners are not afraid to voice their concerns 	
<p>School based programmes to develop self-confidence, resilience and coping skills.</p>	<ul style="list-style-type: none"> • We will develop school based programmes which use a variety of approaches including active, cooperative and peer learning and 	<ul style="list-style-type: none"> • The school engages children and young people and takes account of their views and experiences, particularly where decisions are to be 	

Appendix 1- Health and Wellbeing Framework Activity 2015/18

	<p>effective use of technology</p> <ul style="list-style-type: none"> • We will develop programmes which take account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse 	<p>made that may impact on life choices</p> <ul style="list-style-type: none"> • The programmes and activities lead to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable. • Staff have a clear and shared strategy for the development and health and wellbeing to ensure smooth progression and achievement across the curriculum. • A high priority is given to the development of health and wellbeing across the four aspects of the curriculum. 	
<p>Health and wellbeing well referenced in personal learning planning and approaches</p>	<ul style="list-style-type: none"> • We will ensure there is ongoing reflection by the child/young person • We will ensure that there is ongoing observation and dialogue • We will schedule protected time for one-to-one dialogue with all learners • We will implement consistent school based 	<ul style="list-style-type: none"> • Children and Young People are actively involved in their learning, • They can identify what their next steps are and recognising when they have been successful. • Improvements in self esteem • Children and young people becoming <i>confident individuals</i>. Children and 	

Appendix 1- Health and Wellbeing Framework Activity 2015/18

	recording procedures	<p>Young people taking more responsibility for setting learning targets</p> <ul style="list-style-type: none"> • More positive attitudes to learning that will provide a firm foundation for lifelong learning. 	
Processes in place to evaluate, record and communicate success and progress in health and wellbeing	<ul style="list-style-type: none"> • We will use information gathered through existing whole school approaches which may include: profile, e-portfolio; PLPs; learner's self-reflection; comments and pastoral notes. • We will gather from parents/carers; information gathered from other partners, such as: community planning partnerships; agencies active in the learner's local area 	<ul style="list-style-type: none"> • A clear focus on the process of children and young people moving from where they are in their learning towards their desired goals. • Staff clarify and share learning intentions and success criteria and appropriate experiences for achieving these. • Learners are involved in reporting activities in order to promote their ownership of their learning. • On-going reporting activities are closely linked to learners' reflection and dialogue about progress. 	
A high level of understanding and awareness about the importance of mental, emotional and social wellbeing	<ul style="list-style-type: none"> • We will ensure the development of Health and Wellbeing is a constant feature in School /Cluster Improvement plans 	<ul style="list-style-type: none"> • Health and Wellbeing is valued and viewed as a priority in school and cluster work. 	
Where appropriate, family-based support given, in particular to help	<ul style="list-style-type: none"> • We will provides clear, positive and constructive 	<ul style="list-style-type: none"> • Children, young people and their families at all levels are 	

Appendix 1- Health and Wellbeing Framework Activity 2015/18

<p>young parents in order to improve their health and wellbeing.</p>	<p>feedback about children's and young people's learning and progress, looking back on what has been achieved against standards and expectations.</p> <ul style="list-style-type: none"> • We will create an agenda for discussions between learners and those teaching and supporting them about their next steps in learning. 	<p>seen as key drivers in increasing achievement and reducing inequality.</p>	
<p>The delivery of health and wellbeing is not just a programme of one off events without sufficient opportunities to follow-up. It is embedded in the life and work of the school.</p>	<ul style="list-style-type: none"> • We will ensure that children and Young People will experience certain aspects of health and wellbeing through focused programmes such as personal and social education programmes • We will ensure that these programmes will draw on the expertise of others. • We will plan Health and wellbeing initiatives systematically throughout the session, moving beyond reliance on an annual 'health week' approach 	<ul style="list-style-type: none"> • Programmes and activities lead to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable • Specialists within and outwith the learning community working together are able to ensure that children and young people learn in the most effective ways. • Subject teachers, including teachers of home economics and physical education, playing a very important role in the teaching and learning of health and wellbeing 	

Appendix 1- Health and Wellbeing Framework Activity 2015/18

		<p>through the experiences and outcomes for food and health, and physical education, physical activity and sport.</p> <ul style="list-style-type: none"> • Sports specialists play an important part in physical activity and sport provision. 	
Resources are effectively targeted for those who most need it.	<ul style="list-style-type: none"> • We will use Quality Assurance mechanisms which include reference to addressing health and wellbeing priorities, especially in areas of perceived need. 	<ul style="list-style-type: none"> • Health and other needs of all children and young people are effectively met, but specifically those most vulnerable and their families. 	
A strong culture of partnership working with other agencies exists.	<ul style="list-style-type: none"> • We will promote a shared approach which allows practitioners across all services for children and adults meet the needs of children and young people • We will ensure that colleagues such as home link staff, health professionals, educational psychologists and sports coaches who can make complementary contributions through their specialist expertise and knowledge. 	<ul style="list-style-type: none"> • The recognition across all agencies that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help • Strong ethos of fostering health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship • The school and cluster 	

Appendix 1- Health and Wellbeing Framework Activity 2015/18

		harness the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.	
--	--	---	--

Appendix 1- Health and Wellbeing Framework Activity 2015/18

Systems			
<p>A strong system across all schools to build on children's and young people's knowledge and skills at points of transition, within establishments and across clusters and learning communities</p>	<ul style="list-style-type: none"> We will ensure that transition arrangements including within schools as well as from school to school include a focus on health and wellbeing and are supported by information within pupil profiles and records which progresses with the child and young person as they move from stage to stage. 	<ul style="list-style-type: none"> Children and Young People report that they make good pastoral and curricular transitions from school to school and stage to stage. Teachers report that accompanying transition documentation is relevant, accessible and allows them to make good decisions about next steps in learning. 	
<p>A strong focus on creating opportunities for young people to apply their health and wellbeing skills in practical situations and real life contexts.</p>	<ul style="list-style-type: none"> We will develop experiences which allow children and young people to apply their knowledge, understanding and skills in different learning contexts. For example, looking at food practices and choices in terms of availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media. 	<ul style="list-style-type: none"> Children and Young People can demonstrate their breadth of learning across the experiences and outcomes Children and Young People can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects Children and Young People can apply what they have learned in new and unfamiliar situations 	
<p>All pupil committees are effective in gathering and responding to</p>	<ul style="list-style-type: none"> We will ensure that Children and Young People have an 	<ul style="list-style-type: none"> Children and Young people believe they can positively 	

Appendix 1- Health and Wellbeing Framework Activity 2015/18

<p>children's and young people's views.</p>	<p>opportunity to express their views in a supportive context.</p> <ul style="list-style-type: none"> • We will ensure that children's and young people's views are taken seriously • We will ensure that feedback is provided in a timely manner • We will ensure that any actions which are agreed are undertaken 	<p>influence aspects of the school environment and their learning.</p> <ul style="list-style-type: none"> • The school encourages children and young people to act as positive role models for others within the educational community 	
<p>Approaches to evaluating and measuring success within health and wellbeing reflect on the impact of programmes and planned interventions.</p>	<ul style="list-style-type: none"> • Our quality assurance procedures are robust and rigorous and give confidence in teachers' judgements. • We will provide the opportunity for teachers to collaborate and participate in professional dialogue and collegiate working. • Our procedures ensure fairness for all children and young people and are open and transparent to all staff, parents and learners. • Our quality assurance is fit for purpose and proportionate with processes articulating across stages and sectors. 	<ul style="list-style-type: none"> • Staff work well across different stages or departments. • Staff work well with colleagues in associated schools/colleges or with schools within the local authority. • Staff are involved in local professional learning activities. 	

Appendix 1- Health and Wellbeing Framework Activity 2015/18

<p>Our schools building on existing effective models of local moderation to develop staff confidence in evaluating learners' progress within health and wellbeing.</p>	<ul style="list-style-type: none"> • We will provide opportunities for staff to work together to share their understanding of standards and expectations of performance through participation in professional discussion and moderation activities. • We will provide opportunities for sharing and reflecting which will promote collaborative working across pre-school, primary, secondary, college and other settings to share practice and expertise. • We will encourage staff to engage with National examples which illustrate progress and achievement and will inform teachers' reflections alongside their own sampling evidence of learning and reviewing their own and colleagues' judgements. 	<ul style="list-style-type: none"> • Staff have a clear understanding of standards and expectations of performance • Staff are aware about the variety of ways in which learners may respond to an assessment task. • Staff are confident in their ability to make judgements. • Staff develop shared understandings that enhance classroom practice and support alignment of curriculum and assessment. • Moderation practice is leading to improvements for learners. 	
--	--	--	--

Appendix 1- Health and Wellbeing Framework Activity 2015/18

Practice			
<p>Practitioners who use learning and teaching methodologies which promote effective learning</p>	<ul style="list-style-type: none"> • We will promote teaching which takes account of the views and experiences of children and young people. • We will promote learning and teaching that takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse • We will promote the teaching of knowledge, skills and attitudes identified within the various aspects of the health and wellbeing experiences and outcomes as being interrelated. • Teachers and other practitioners will plan and present learning in ways that enable learners to see them as closely linked. • 	<ul style="list-style-type: none"> • Effective learning through health and wellbeing which promotes confidence, independent thinking and positive attitudes and actions 	
<p>Effective communication between school and CLD professionals to ensure that out-of-class learning is more effectively taken into account</p>	<ul style="list-style-type: none"> • We will ensure that CLD colleagues play a significant role in cluster working, especially in relation to 	<ul style="list-style-type: none"> • Health and Wellbeing is valued and viewed as a priority in school and cluster work . 	

Appendix 1- Health and Wellbeing Framework Activity 2015/18

<p>as part of broader health and wellbeing experiences.</p>	<p>planning for improvement</p>		
<p>Consistent and progressive approaches to outdoor learning across clusters, in order to avoid establishments' reliance on individual enthusiasts to provide opportunities.</p>	<ul style="list-style-type: none"> • We will ensure that all children and young people a participate in a range of progressive and creative outdoor learning experiences which are clearly linked to health and wellbeing • Schools and centres are providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond • Teachers and educators embedding outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people. • We will make good use school grounds .Younger children, in particular, can explore, and develop a sense of ownership of their school grounds in their own time on a daily basis. 	<ul style="list-style-type: none"> • The schools and clusters actively encourage and capitalise on the potential to experience learning and new challenges in the outdoor environment • Schools are encouraging and capitalising on the potential to experience learning and new challenges in the outdoor environment' • Opportunities for outdoor learning exist within the Health and Wellbeing Curriculum 	
<p>The appropriate level of resources</p>	<ul style="list-style-type: none"> • We will use Quality 	<ul style="list-style-type: none"> • The school uses a variety of 	

Appendix 1- Health and Wellbeing Framework Activity 2015/18

<p>for staff to address key areas of mental , emotional and social wellbeing such as body image, inappropriate sexualised behaviours, bereavement counselling, suicide prevention and the abuse of technology and social media.</p>	<p>Assurance mechanisms which include reference to addressing health and wellbeing priorities, especially in areas of perceived need.</p> <ul style="list-style-type: none"> • We will ensure that schools use the skills and expertise of partners and specialists, where appropriate 	<p>high quality resources to support learning and teaching</p> <ul style="list-style-type: none"> • These resources are relevant, accessible and up-to-date • Good use of partnership working to deliver high quality learning experiences. 	
<p>Our schools build on learners' existing skills and abilities, place a greater emphasis on self reporting of progress in health and wellbeing by children and young people</p>	<ul style="list-style-type: none"> • Our staff have a clear and shared strategy for the development and health and wellbeing to ensure smooth progression and achievement across the curriculum. • We have robust tracking and monitoring procedures are in place to track progress in Health and Wellbeing. • A high priority is given to the development of health and wellbeing across the four aspects of the curriculum. • We will ensure that Health and wellbeing well referenced in personal learning planning and approaches 	<ul style="list-style-type: none"> • Staff , children and young people have sound understanding of where they are in their learning and can identify next steps • Approaches to personal learning planning is leading to positive outcomes for learners. 	
<p>Young people are given appropriate</p>	<ul style="list-style-type: none"> • We are going to regularly ask 	<ul style="list-style-type: none"> • The school engages children 	

Appendix 1- Health and Wellbeing Framework Activity 2015/18

<p>input into the content and approach taken in delivering personal, social and health education.</p>	<p>children and young being regularly about what they would like to learn within health and wellbeing</p> <ul style="list-style-type: none"> • We will continue to use and develop Formative Assessment strategies which engage our learners in their learning. 	<p>and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices</p>	
<p>Children and Young People are given high quality personal support</p>	<ul style="list-style-type: none"> • We will ensure that each child has an identified member of staff who knows and understands them • This member of staff will support them in facing changes and challenges and in making choices. 	<ul style="list-style-type: none"> • Children and young people feel that they can share their anxieties with an appropriate individual who has the skills, rapport, responsibility and the time to listen and to help, or can identify appropriate sources of support. 	

REPORT TO: Education Committee
MEETING DATE: 16 June 2015
BY: Depute Chief Executive (Resources and People Services)
SUBJECT: Numeracy and Mathematics Strategy 2014-2018

3

1 PURPOSE

- 1.1 To seek the approval of the Committee for the Numeracy and Mathematics Strategy 2014-2018.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
 - i. Approve the Numeracy and Mathematics Strategy (Appendix 1).
 - ii. Authorise educational establishments to implement the Activity Framework resulting from the Numeracy and Mathematics Strategy 2014-2018.

3 BACKGROUND

- 3.1 The Numeracy and Mathematics Strategy 2014-2018 was drafted in August 2014.
- 3.2 The draft was presented to the Senior Management Education Board (SMEB) in October 2014 and was approved for wider consultation.
- 3.3 The consultation ran between November 2014 and December 2014.
- 3.4 The Numeracy and Mathematics Strategy 2014-2018 was distributed to schools in January 2015.
- 3.5 The Activity Framework was updated in February 2015 to reflect expectations for 2015-16 and this update was launched at the 'Making Maths Matter' Conference on 13 March 2015.

4 POLICY IMPLICATIONS

4.1 All current and future strategies will take account of:

- The duties set down by The Children and Young People's Act 2014;
- The Professional Standards set out by the General Teaching Council Scotland (GTCS);
- Getting Right for Every Child (GIRFEC);
- The United Nations Convention on the Rights of the Child (UNCRC)

5 EQUALITIES IMPACT ASSESSMENT

5.1 An Equality Impact Assessment has been carried out and no negative impacts have been found.

6 RESOURCE IMPLICATIONS

6.1 Financial – A Scottish Government Grant of £21800 was provided to support Numeracy and Mathematics developments in East Lothian as part of the National Numeracy Hub in 2014-15. A further grant of £8500 is expected for 2015-16. Additional expenditure will have to be met from existing budgets.

6.2 Other - None

7 BACKGROUND PAPERS

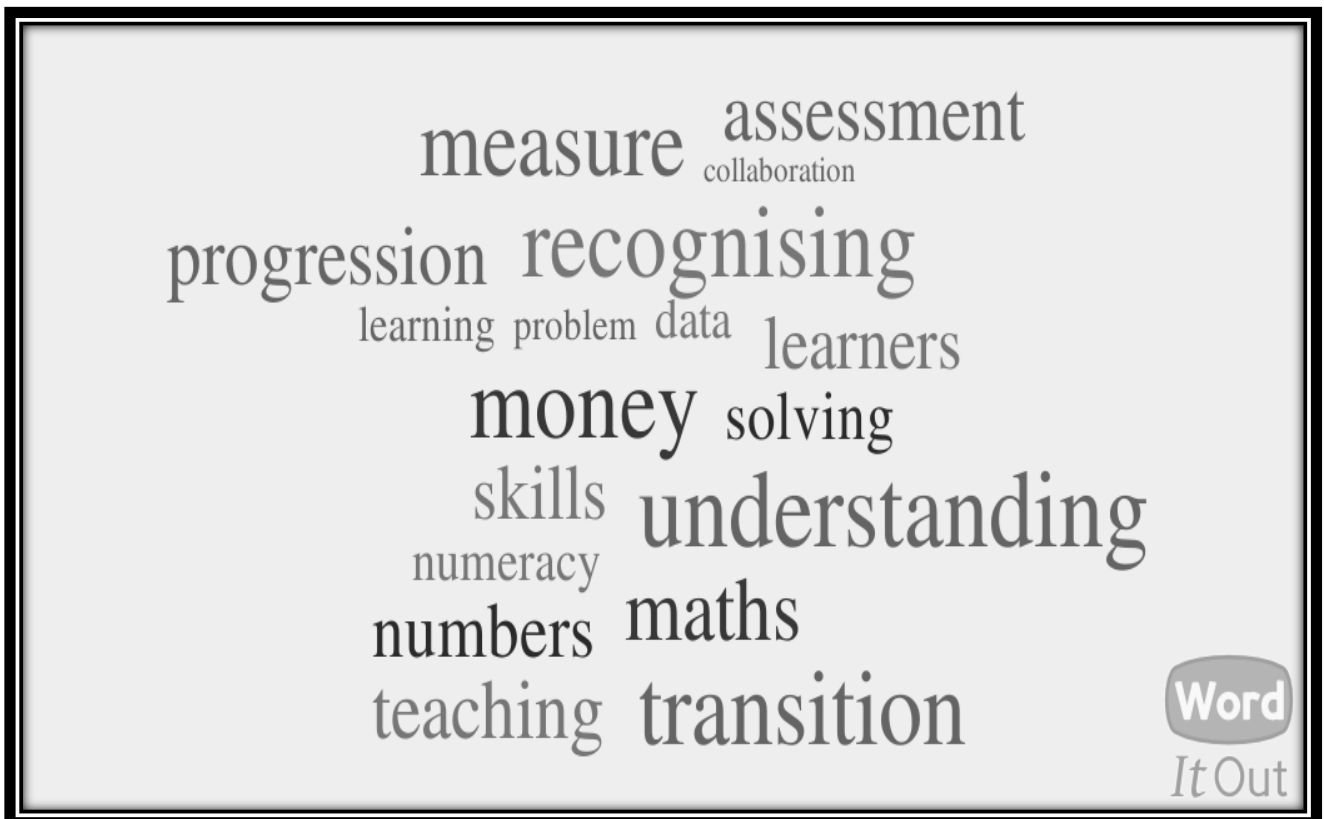
7.1 Numeracy and Mathematic Strategy 2014-2018 (Appendix 1).

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827137 E-mail: khaspolat@eastlothian.gov.uk
DATE	20 May 2015



Raising Attainment in East Lothian

Numeracy and Mathematics Strategy 2014-2018



VISION:

To support the Government's vision for Scotland's society and economy and ensure our learners have the mathematical and numeracy skills to function responsibly in everyday life and equip them for lifelong learning.

AIMS:

Numeracy and Mathematics Strategy aims to set the context for raising attainment and improving Numeracy and Mathematics outcomes for all learners through:

- Developing a positive attitude to Numeracy and Mathematics across our whole learning community, fostering high aspirations and an ethos of achievement.
- Ensuring all our learners have access to meaningful learning experiences which enable them to progress their skills in Numeracy and Mathematics.
- Ensuring all our learners are secure in conceptual development of Numeracy and Mathematics skills through a shared understanding of numerical development, for example Stages of Early Arithmetical Learning (SEAL).
- Enabling all our learners to demonstrate confidence in analysing information, solving problems and making informed choices using their skills in Numeracy and Mathematics.
- Supporting all our learners to demonstrate understanding of their progress in Numeracy and Mathematics.
- Providing all our learners with appropriate feedback on how to improve their Numeracy and Mathematics skills, and ensure they are able to set personal targets at all stages of their learning.
- Building staff capacity to develop appropriate skills, knowledge and understanding of Numeracy and Mathematics across all sectors.
- Encouraging active involvement of parents and carers to support learners within Numeracy and Mathematics.
- Ensuring continuity and progression in Numeracy and Mathematics learning through effective transition at each stage.

Numeracy and Mathematics Overview

There are five significant aspects of learning in Numeracy and Mathematics:

- Use knowledge and understanding of the number system, patterns and relationships
- Use knowledge and understanding of measurement and its application
- Use knowledge and understanding of shape and space
- Research and evaluate data to assess risks and make informed choices
- Apply numeracy and mathematical skills.

Numeracy

The confidence and competence in using number which will allow individuals to solve problems, analyse information and make informed decisions based on calculations.

(Numeracy Principles and Practice paper)

Numeracy Across Learning is the responsibility of all. Numeracy is a skill for learning, life and work. Being numerate involves developing an ability and confidence in using numbers that allows us to function responsibly and contribute effectively to society. Good numeracy skills are necessary for successful learning and are essential for life beyond school.

Mathematics

Mathematics equips us with many skills required for life, learning and work. Understanding the part mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and the richness it brings.

(Mathematics Principles and Practice paper)

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics organisers: The mathematics experiences and outcomes are structured within three main organizers, each of which contains a number of subdivisions:

Number, Money and Measure	Shape, Position and Movement	Information Handling
<ul style="list-style-type: none"> • Estimation and rounding • Number and number processes • Multiples, factors and primes • Powers and roots • Fractions, decimal fractions and percentages • Money • Time • Measurement • Mathematics – its impact on the world, past, present and future • Patterns and relationships • Expressions and equations 	<ul style="list-style-type: none"> • Properties of 2D shapes and 3D objects • Angle, symmetry and transformation 	<ul style="list-style-type: none"> • Data and analysis • Ideas of chance and uncertainty

Approaches to raising attainment in Numeracy and Mathematics

This strategy has been organised according to the approaches to raising attainment document published by the Scottish Government and Education Scotland in association with ADES:

- Increasing ambition, aspiration and expectations
- Delivering excellent learning and teaching
- Understanding progress
- Developing effective leadership
- Engaging family and the wider community

Increasing ambition, aspiration and expectations in Numeracy and Mathematics

In East Lothian, improving attitudes towards Numeracy and Mathematics is central to improving attainment. Much has been written about negative attitudes learners often have towards Numeracy and Mathematics and the impact that can have well into adulthood. Being "no good at maths" is often accepted without thought and can carry little stigma.

To improve attitudes towards Numeracy and Mathematics our learners should value the skills and see the relevance of these skills for life. Our learners should believe that abilities in Numeracy and Mathematics can be developed through effort and that they are not fixed. They should be able to see mistakes as opportunities to learn and to see challenge as a good thing.

Teachers should set high aspirations for Numeracy and Mathematics and communicate these aspirations with learners, parents/carers and each other.

Delivering excellent learning and teaching in Numeracy and Mathematics

In East Lothian, effective learning and teaching is at the heart of raising achievement and attainment in Numeracy and Mathematics. From the early stages onwards, all our learners should experience success in Numeracy and Mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They should enjoy exploring and applying concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. At all stages, an emphasis on collaborative learning should encourage our learners to reason logically and creatively through discussion of numerical and mathematical ideas and concepts.

Through their use of effective questioning and discussion, teachers should use misconceptions and wrong answers as opportunities to improve and deepen learners' understanding of numerical and mathematical concepts. A range of learning and teaching approaches to challenge and stimulate our learners should be used to promote enjoyment of Numeracy and Mathematics.

Problem solving should be central to all our learning and teaching. We should regularly encourage all our learners to explore different options: 'what would happen if...?' is the fundamental question for teachers and learners to ask as numerical and mathematical thinking develops.

Understanding progress in Numeracy and Mathematics

Research shows that there are significant differences in children's numerical and mathematical knowledge when they begin school. These differences increase as they progress through school. There is a clear tendency for low attainers in the early years to continue to be low attainers. In order to ensure all our learners make appropriate progress in Numeracy and Mathematics, East Lothian has developed an action

research based approach to professional development to ensure staff have an in depth understanding of how learners acquire numerical and mathematical skills and concepts. This should ensure that staff are able to assess learners' progress with confidence and plan appropriate next steps.

Formative assessment should underpin the learning and teaching of Numeracy and Mathematics to facilitate a rich and meaningful dialogue about progress in learning between staff and learners. Robust tracking and monitoring should be in place to support all our learners' progress and achievement across Broad General Education and into the Senior Phase. Numeracy and Mathematics should be moderated regularly at departmental, school and cluster level in order to share standards and continue to raise expectations. A wide range of evidence should be collected and used when making judgments about learners' progress and there should be evidence of breadth, challenge and application. Dialogue about progress in learning should underpin assessment and moderation activities, particularly at key points of transition. Learners should lead this dialogue about their own learning.

Effective leadership in Numeracy and Mathematics

Effective leadership at all levels is crucial to improving attainment in Numeracy and Mathematics in East Lothian. We should work on the premise that it is everyone's responsibility to raise attainment and that we are all accountable for the progress of each and every learner. Our senior managers in schools should work collaboratively to raise attainment for all at school, cluster and authority level. Many of the methodologies and pedagogical approaches developed in East Lothian have been, and continue to be, led by practitioners. Creating professional learning networks of practitioners should underpin our approach to sustainable improvement in Numeracy and Mathematics through our Numeracy and Mathematics academies, co-operative learning and moderation activities.

We need to ensure that all our learners take a lead in their learning through collaborative learning and teaching approaches, universal support and through school, cluster and authority leadership opportunities.

Engaging family and community in Numeracy and Mathematics

The premise that it is everyone's responsibility to raise attainment in Numeracy and Mathematics should include parents and the wider community. To ensure all our learners get the best start in life and are well-supported in their learning we should develop positive relationships with families to share the positive message about Numeracy and Mathematics, to raise expectations and to build capacity in families to support all our learners.

The local community and local employers should work collaboratively with schools to ensure all our learners see the relevance of Numeracy and Mathematics as a life skill. Schools should develop opportunities to highlight Numeracy and Mathematics through events and programmes involving employers and the local community e.g. World of Work week, Employers Fayres, Financial Education, Fair Trade, and Together We Count.

Additional reading:

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/principlesandpractice/index.asp>

<http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/mathematics/principlesandpractice/index.asp>

<http://www.educationscotland.gov.uk/about/areasofwork/raisingattainment/approaches/index.asp>

<http://www.nationalnumeracy.org.uk/national-numeracy-challenge/index.html>

What do we want?	How are we going to do it?	Impact	Proposed Timescale
Increase ambition, aspiration and expectations in Numeracy and Mathematics			
<p>Raise expectations and improve attitudes towards Numeracy and Mathematics</p> <p>'It is not ok to say I'm no good at maths ...'</p>	<p>A u t h o r i t y</p> <ul style="list-style-type: none"> • Raise the profile of Numeracy and Mathematics in East Lothian - share vision and expectations • Hold a Numeracy and Mathematics conference - March 2015 • Provide and support opportunities to raise the profile of Numeracy and Mathematics with learners - inter-school challenges, life skills focus e.g. Barclays bank • Develop the Curriculum for Excellence website to share practice in Numeracy and Mathematics and to outline the strategy • Lead 'What you say counts' campaign to raise awareness amongst parents and the wider school community of the importance of positive attitudes towards Numeracy and mathematics. 	<ul style="list-style-type: none"> • Shared understanding of the Numeracy and Mathematics strategy in East Lothian • Sharing of practice • Improved networking • Improved staff engagement in Numeracy and Mathematics opportunities • Improved learner engagement in Numeracy and Mathematics • Clear expectations • More positive attitudes toward Numeracy and mathematics. 	<p>2014 onwards</p> <p>2015</p> <p>2014 onwards</p> <p>2015 onwards</p> <p>2015 onwards</p>

What do we want?	How are we going to do it?	Impact	Proposed Timescale
<p>S c h o o l s</p>	<ul style="list-style-type: none"> • Share Numeracy and Mathematics strategy with all staff and the wider school community as appropriate. • Ensure staff attend and contribute to the Numeracy and Mathematics conference • Develop opportunities in school to improve attitudes towards Numeracy and Mathematics with staff and learners for example through work on ‘Mindsets’. • Engage with and develop leadership opportunities for learners to lead Numeracy and Mathematics developments • Engage in the ‘What you say counts’ campaign widely involving staff, parents, carers and the wider community. 	<ul style="list-style-type: none"> • Shared understanding of the local strategy and how this relates to national guidance. • A greater understanding amongst staff and learners of how to improve attitudes and engagement in Numeracy and Mathematics. • Changing mindsets towards Numeracy and Mathematics. 	<p>2014 onwards March 2015 2014 onwards 2014 onwards 2015 onwards</p>
<p>S t a f f</p>	<ul style="list-style-type: none"> • Plan and develop opportunities to improve attitudes towards Numeracy and Mathematics • Work to improve expectations • Engage with the Numeracy and Mathematics strategy • Contribute to the Numeracy and Mathematics conference and share practice • Engage with ‘What you say counts’ campaign 	<ul style="list-style-type: none"> • Changing mindsets towards Numeracy and Mathematics. • Improved confidence and enthusiasm for Numeracy and Mathematics. • Improved expectations and practice. 	<p>2014 onwards 2014 onwards 2014 onwards March 2015 2015 onwards</p>

Deliver excellent learning and teaching in Numeracy and Mathematics			
<p>Engage all staff in high quality staff development opportunities to improve understanding of how learners acquire Numeracy and Mathematics skills and to improve learning and teaching</p>	<p>A u t h o r i t y</p> <p>Staff development in Stages of Early Arithmetical Learning (SEAL)</p> <ul style="list-style-type: none"> • Continue Inter-authority Numeracy Academy approach to support strong practice in numeracy. • Pilot a cluster Numeracy Academy in Musselburgh cluster to build capacity to support this approach at cluster level. • Develop Numeracy Leadership events to support senior managers • Support the development of a cluster approach to the Numeracy Academies. <p>Staff development to improve pedagogy in mathematics</p> <ul style="list-style-type: none"> • Develop an inter-authority mathematics academy to increase confidence in teaching mathematics. • Use action research to pilot approaches and inform development. • Plan strategy for wider engagement • Roll out Mathematics academies from session 2015/16 • Evaluate programme <p>Staff development for Nursery practitioners to support the development of knowledge and understanding of conceptual development in Numeracy and Mathematics</p> <ul style="list-style-type: none"> • Identified practitioner to attend staff development in Midlothian. • Use this opportunity to reflect and then plan appropriate staff development for nursery practitioners in East Lothian. • Use action research to pilot approaches and inform development. • Plan strategy for wider engagement - from session 2015/16. • Roll out Mathematics academies from session 2015/16 	<ul style="list-style-type: none"> • Growing confidence in practitioners to teach numeracy effectively through action research. • Improved learning experiences for learners. • Better identification of learning needs and appropriate strategies to address these. • Learners more secure in number. • Improved pace and challenge. • Deeper understanding of progress in mathematics. • High quality staff development in place. 	<p>2014- 2016</p> <p>2015/16</p> <p>April 2015 onwards 2015 onwards</p> <p>2014/15</p> <p>2014/15 April 2015 August 2015 onwards May 2016</p> <p>September 2014 April 2015</p> <p>April 2015 August 2015 onwards</p>

	<p>Staff development to highlight problem-solving and application of Numeracy and Mathematics</p> <ul style="list-style-type: none"> • Midlothian development officer input for staff • Develop an approach for East Lothian 		<p>2015 2015 onwards</p>
<p>S c h o o l s</p>	<ul style="list-style-type: none"> • Ensure Numeracy and Mathematics forms part of school/cluster planning • Ensure staff engage with Numeracy and Mathematics academies to deepen understanding of how children learn skills and concepts in Numeracy and Mathematics and to improve pedagogy. • Provide opportunities to share practice. • Monitor and evaluate practice to secure improvement. 	<ul style="list-style-type: none"> • Clear and consistent methodologies are in place to ensure continuity and progression for learners 	<p>2014 – 2018 2014 onwards 2014 onwards 2014 onwards</p>
<p>S t a f f</p>	<ul style="list-style-type: none"> • SEAL graduates develop practice based on the SEAL approach in class and begin to support colleagues in school. • Staff engage in school based developments for Numeracy and Mathematics to improve outcomes for learners. • Staff are aware of nursery Numeracy and Mathematics academies and leaders are identified to take these developments forward in primary schools. • Staff engage in Nursery and mathematics academies and develop practice in class. 	<ul style="list-style-type: none"> • Developing practice and confidence in teaching and assessing Numeracy and Mathematics • Gaps in learning begin to be addressed • Raised expectations • Improved learning experiences for learners • Improved attainment in numeracy and mathematics 	<p>2014 onwards 2014 onwards 2015 onwards 2015 onwards</p>

Understand progress in Numeracy and Mathematics			
<p>Ensure shared understanding of standards, particularly at key transition points, in order to raise achievement in mathematics and numeracy -</p> <p>*key transition points - Nursery to P1, P7-S1, BGE to Senior Phase</p>	<p>A u t h o r i t y</p> <ul style="list-style-type: none"> • Develop and evaluate East Lothian ‘HELP’ resource to support a shared understanding of standards across transitions - Numeracy and Mathematics. • Work with colleagues to develop annotated examples of achievement in Numeracy and Mathematics to support moderation activity. • Commission Education Scotland development time to inform and develop assessment and moderation practice. • Support School Improvement Partnership Programme (SIPP) to develop tracking and monitoring of attainment BGE S1 to S3 • Deliver INCAS and SOSCA standardised assessments to support assessment and tracking of numeracy at all levels. • Deliver Numeracy and Mathematics academies to improve understanding of progress in learning. 	<ul style="list-style-type: none"> • Shared understanding of standards and expectations • Dissemination of information and practice at national level. • Greater collaboration across schools to secure improvement. • More robust standardised testing. • Greater confidence in identifying next steps in learning and approaches to support learners’ progress. 	<p>2014/15</p> <p>2015 onwards</p> <p>March 2015 Conference</p> <p>2014 onwards</p> <p>2014 onwards</p> <p>2014 onwards</p>

	<p>S c h o o l s</p> <ul style="list-style-type: none"> • Ensure there is a regular focus on numeracy and/or mathematics as part of the school and cluster moderation activity. • Trial and use East Lothian HELP sheets and National resources to develop a shared understanding of standards and to raise expectations, particularly at key transition points. • Ensure high quality assessment evidence with clear evidence of breadth, challenge and application. • Develop opportunities for learners to lead the dialogue about their learning and progress, including at key points of transition. 	<ul style="list-style-type: none"> • Shared understanding of standards • Shared understanding of quality assessment and moderation evidence to make sound judgements about attainment and progress. • Greater involvement of learners in assessment and moderation activity, particularly at key points of transition. 	<p>2014 onwards</p> <p>2014 onwards</p> <p>2014 onwards</p> <p>2014 onwards</p>
	<p>S t a f f</p> <ul style="list-style-type: none"> • Work with colleagues to share understanding of standards and expectations through moderation activities involving coherent planning, checking, sampling reviewing and providing feedback for improvement. • Ensure assessment always supports learning and is based on a wide range of evidence exemplifying breadth, challenge and application. • Involve learners fully in assessment and moderation. 	<ul style="list-style-type: none"> • Increasingly robust assessment and moderation practices. • Increased confidence and continuity of assessment evidence. • Learners fully involved in assessment and moderation activities - leading the dialogue about learning at key points of transition. 	<p>2014 onwards</p> <p>2014 onwards</p> <p>2014 onwards</p>

Effective leadership in Numeracy and Mathematics				
Develop leadership at all levels so everyone is accountable for raising attainment in Numeracy and Mathematics	A u t h o r i t y	<ul style="list-style-type: none"> • Develop a sustainable approach to leadership of Numeracy and Mathematics through Numeracy and Mathematics Academies and learning networks. • Pilot and develop a cluster model led by practitioners. • Develop a mentoring programme through drop in sessions to continue to support practitioners. • Develop a leadership role for learners to become Numeracy and Mathematics champions to support the strategy • Develop a programme on Mindsets to develop leadership responsibility in all. • Develop Numeracy Leadership events to support senior managers 	<ul style="list-style-type: none"> • Sustainable leadership opportunities and developments to support learning in Numeracy and Mathematics. • Increased ownership and accountability. • Positive mindset to Numeracy and Mathematics. 	<p>2014 onwards</p> <p>2014`onwards</p> <p>2015 onwards</p> <p>2015 onwards</p> <p>2015 onwards</p>
	S c h o o l s	<ul style="list-style-type: none"> • Establish lead learners for Numeracy and Mathematics amongst staff and learners. • Through monitoring, support and challenge, ensure all staff understand their responsibilities to raise attainment. • Engage with authority and national leadership opportunities. • Encourage staff to access Numeracy and Mathematics academy networks. 	<ul style="list-style-type: none"> • Increased accountability for raising attainment at every level. • Positive mindset towards Numeracy and Mathematics. 	<p>2014 onwards</p> <p>2014 onwards</p> <p>2015 onwards</p> <p>2014 onwards</p>

	<p>S t a f f</p> <ul style="list-style-type: none"> • Understand their role in raising attainment in Numeracy and Mathematics. • Foster positive mindsets in learners to ensure they take responsibility for their learning and progress. • Access opportunities at authority and national level to engage in Numeracy and Mathematics networks and developments to improve practice. 	<ul style="list-style-type: none"> • Increased accountability for raising attainment at every level. • Greater confidence in leading and developing pedagogy. • Positive mindset towards Numeracy and Mathematics. 	<p>2014 onwards</p> <p>2014 onwards</p> <p>2014 onwards</p>
Engaging family and community in Numeracy and Mathematics			
<p>Improve engagement of parents/carers and the wider school community to improve attainment in Numeracy and Mathematics</p>	<p>A u t h o r i t y</p> <ul style="list-style-type: none"> • Develop the Curriculum for Excellence website to improve information about Numeracy and Mathematics in East Lothian. • Create documentation for parents/carers on how they can support Numeracy and Mathematics at home, including through the ‘What you say counts’ campaign. • Share practice from schools and communities on engaging parents/carers and the wider community in Numeracy and Mathematics e.g. Together we Count, Employability Skills Weeks, Pre-school work with parents. carers. • Develop an area of the website linking life skill resources and tools. 	<ul style="list-style-type: none"> • Improved access to information and resources. • Increased opportunities to be involved. • Improved mindsets towards Numeracy and Mathematics – seen as increasingly relevant and a skill for life. 	<p>2015 onwards</p> <p>2015 onwards</p> <p>2015 onwards</p> <p>2015 onwards</p>

	<p>S c h o o l s</p> <ul style="list-style-type: none"> • Make parents/carers aware of resources and information available to them through the school, the authority and at national level. • Engage in the ‘What you say counts’ campaign • Continue to develop opportunities to engage parents and carers supporting learners. • Work with partners to support Numeracy and Mathematics e.g. stay and play, adult numeracy, employers. • Encourage parents to engage in programmes on Mindsets. 	<ul style="list-style-type: none"> • Joined up approach to raising attainment in Numeracy and Mathematics. • Improved access to information and resources. • Increased opportunities to be involved. • Improved mindsets towards Numeracy and Mathematics – seen as increasingly relevant and a skill for life. 	<p>2014 onwards 2015 onwards 2014 onwards 2014 onwards 2014 onwards</p>
	<p>S t a f f</p> <ul style="list-style-type: none"> • Ensure parents/carers are well-informed about Numeracy and Mathematics and how they can help learners, including through the ‘What you say counts’ campaign. • Use opportunities to involve parents/carers in Numeracy and Mathematics events, life skills work, and employability skills events. • Through knowledge of learners and their families, target and support to improve numeracy levels. • Engage parents and carers in Mindset developments. 	<ul style="list-style-type: none"> • Shared approach to raising attainment in Numeracy and Mathematics. • Increased opportunities to be involved. • Improved mindsets towards Numeracy and Mathematics – seen as increasingly relevant and a skill for life. 	<p>2014 onwards 2014 onwards 2014 onwards 2014 onwards</p>

REPORT TO: Education Committee

MEETING DATE: 16 June 2015

BY: Depute Chief Executive (Resources and People Services)

4

SUBJECT: Quality Assurance Policy 2015

1 PURPOSE

- 1.1 To seek the approval of the Committee for the Quality Assurance Policy 2015.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. Approve the Quality Assurance Policy (Appendix 1).
 - ii. Authorise me to distribute the Policy to all educational establishments in East Lothian.

3 BACKGROUND

- 3.1 This policy was drafted in August 2014 and sets clear expectations for both Education Service Officers and staff in schools with regard to performance management and quality assurance.
- 3.2 Consultation ran between August 2014 and October 2014.
- 3.3 The new procedures contained within the policy were piloted between November 2014 and May 2015.
- 3.4 The draft policy was presented to the Senior Management Education Board (SMEB) in December 2014. The draft policy was approved by the SMEB, subject to a number of minor amendments which have been incorporated into the attached document (Appendix 1).

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 An Equality Impact Assessment has been carried out and no negative impacts have been found.

6 RESOURCE IMPLICATIONS

6.1 Financial - Any additional expenditure will have to be met from existing budgets.

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 Quality Assurance Policy (Appendix 1).

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail: dscott2@eastlothian.gov.uk
DATE	15 May 2015



Education

Quality Assurance Policy

April 2015

Quality Improvement Team

This policy seeks to:

- **provide a rationale for performance management and quality assurance across the Education Service**
- **describe the nature and type of activity which underpins excellent performance management and quality assurance**
- **set clear expectations for both Education Service Officers and staff in schools with regard to performance management and quality assurance**

Background.....	2
Aims.....	2
Format.....	2
Audit.....	2
School Improvement Plan.....	2
Standards and Quality Report.....	3
Professional Review and Career Long Professional Learning.....	3
Staff Remits.....	4
School Self Evaluation.....	4
Use of Performance Information.....	4
Monitoring.....	6
Appendix 1.....	9
Calendar of Activities for Performance Management.....	9

DRAFT

Background

The Standards in Scottish Schools Act places a statutory duty on Education Authorities to ensure the quality of provision in its schools. East Lothian Council is committed to working in partnership with schools and parents to provide a high quality education service. The Council endorses the use of the national measures of school self evaluation as contained in How Good is our School (2007 edition) and uses these in its own quality assurance procedures in schools:

- Head Teacher review
- staff review
- school evaluation
- school improvement planning
- reviewing and monitoring the progress of the School Improvement Plan
- providing high quality Career Long Professional Learning (CLPL)
- monitoring learning and teaching

Aims

- to continuously improve the quality of learning and teaching in East Lothian schools for the benefit of each individual child
- to support staff in the processes of school self evaluation
- to provide a common framework for schools within East Lothian Council
- to inform the process of planning for school improvement

Format

Within East Lothian Council, the following Quality Assurance procedures and processes should be evident within each school. Schools should ensure that feedback provided to staff clearly focuses on impact on pupil learning.

Audit

The work of the school should be the subject of continuous self-evaluation, carried out against the quality indicators as contained in How Good is Our School and Child at the Centre and in line with Education Scotland Advice notes. Information gathered through the on going monitoring processes, which the school team is engaged in throughout the year, should be used to inform school improvement. It is essential that the views of staff, parents and pupils are taken into consideration.

School Improvement Plan

The purpose of the School Improvement Plan is to ensure that schools identify accurately those areas for improvement, which will have the greatest effect in enabling schools to continue to raise attainment. Schools will identify barriers to learning and issues of attainment/achievement.

Priorities for the School Improvement Plan will follow directly from the next steps identified in the Standards and Quality Report and will take account of National and Local Single Outcome Agreement. The plan should demonstrate clearly the school's focus on improvement and the benefit this will bring to pupils.

School Improvement Plans must have the following sections:

- school aims
- priorities for improvement
- expected outcomes
- personnel responsible
- timescales
- evidence
- evaluations

Due to the clear focus on pupil learning required by Improvement Planning, schools should also include summary details of maintenance tasks, curricular and pastoral developments through the use of annual calendars, remits and management plans.

It is a **statutory requirement that parents and pupils are consulted** on the formation of the School Improvement Plan. It is also necessary that plans are informed by all members of staff and the wider community so that everyone has ownership of the final plan.

School Improvement Plans must be submitted to Quality Improvement Officers by the end of June of the preceding session. This allows senior staff in schools time to amend plans in the light of feedback and to agree a programme of Continuing Professional Development activities in consultation with school staff.

The plan is an active document, which may be altered in the course of the year. This will be as a result of the ongoing process of monitoring and evaluating the progress of the plan. Alterations to the plan must be discussed with and communicated to staff and the school's Quality Improvement Officer.

Standards and Quality Reporting

Schools must produce an annual Standards and Quality Report, based on the Education Scotland self evaluation format and structured to include the context of the school and 3 key questions:

How well do children learn and achieve?

How well does the school support children to develop and learn?

How well does the school improve the quality of its work?

Evaluative statements should be referenced to the five key quality indicators:

Q.I. 1.1 Improvements in Performance

Q.I. 2.1 Learners Experiences

Q.I. 5.3 Meeting Learners' needs

Q.I. 5.1 The Curriculum

Q.I. 5.9 Improvement through Self Evaluation

The Standards and Quality Report should be clear and concise and is intended for distribution to parents. Evaluative statements must feature as well as factual information and attainment data. For example, "very good progress has been made in problem solving and pupils are now more able to apply appropriate strategies effectively". Next steps should also be identified and be used to inform the next improvement plan.

Professional Review and Career Long Professional Learning

Head Teacher Review will be managed by the school's Quality Improvement Officer or the Head of Education. It is expected that a review of all members of staff is carried out annually by the school's senior management. The authority expects a formal written record every year. Probationary teachers who are subject to the council's mentoring scheme would be the exception to this process. Staff review will inform the improvement planning process and the identification of professional needs aimed at supporting the school improvement and learning.

Career Long Professional Learning (CLPL) is based on the concept of teachers as enquiring practitioners who engage in deep, rigorous, high impact professional learning. They understand the inter-connectedness between enquiry and self-evaluation. Career-long professional learning links professional review and professional update. Teachers recognise the need for professional learning to impact on professional practice, the quality of learning and teaching and school improvement. Teachers know that through working and learning together and achieving the right blend and balance of professional learning activities, they will have the greatest possible impact on the learning of children and young people.

It is recognised that such development is not limited to attendance at courses and may include activities such as working alongside colleagues, shadowing, visiting other establishments, participating in or leading a working group, cluster working and professional reading.

As stated above Career Long Professional Learning is aimed at supporting school improvement and learning. CLPL is directly linked to the professional standards for teachers and those in leadership positions. Reviewer and Reviewee together are responsible for negotiating the individual's CLPL Plan for each year but each individual member of staff is responsible for maintaining his/her own CLPL Record.

Staff Remits

Staff remits will be reviewed annually to take account of outcomes from staff review and the needs of the School Improvement Plan. Promoted staff remits must be shared with all members of staff, pupils and parents.

School Self Evaluation

To promote effective learning, it is vital that a culture of self-evaluation exists where pupils and all staff members consciously and regularly self evaluate against national quality indicators. This can be achieved through planned opportunities during the course of the school year. School leaders should also seek staff, pupil and parent feedback on the effectiveness of leadership within the school. Evidence from the above can be used by the school to inform improvement at all levels.

In addition to this, it is expected that school management and staff teams monitor learning and teaching and school practices. This monitoring will include:

- the effectiveness of teaching plans
- assessment of pupils
- sampling pupil work
- the extent to which targets have been shared with pupils
- learning visits
- meeting with teaching staff to review pupil progress, attainment and targets
- liaison – stages, learning support, visiting specialists
- parent/pupil/staff questionnaires
- minutes of staff and management meetings.
- using performance information

It is vital that attainment and the progress of the individual feature as regular items on the agenda of management team meetings.

Use of Performance Data

The use of performance information should be an integral part of each school's self evaluation. Performance information should be considered in the context of the school and its comparator schools. It should be seen as a tool which generates questions for discussion between Education Services and Head Teachers and between Head Teachers and their staff.

Roles and Responsibilities

Education Services is responsible for:

- informing schools in good time of returns required
- setting a return date.
- issuing guidance if appropriate.

Schools are responsible for:

- ensuring the accuracy of data.
- ensuring that deadlines for returns (either electronic or paper) are met.
- ensuring that standards testing and other information gathering is carried out on time e.g SEE

Analysis

Data for performance analysis may be drawn from a number of sources including:

- Insight
- Seemis
- Standardised tests e.g. InCAS, Midysis
- External consultants.

Use of Information

Performance information is intended to support teachers in improving the effectiveness of programmes of work and forward planning. All teachers have a professional responsibility to make use of information available to improve teaching and learning.

Discussion of the information relating to individual schools and how this can support improved attainment and achievement will be a primary focus of all Quality Improvement Officers' ongoing contact with schools and attainment review meetings twice a session..

Monitoring

All schools will submit on an annual basis:

- School Improvement Plan
- Standards and Quality Report
- *Collegiate Working Time Agreements*

This information will be used as the basis of discussion on school improvement with the school's Quality Improvement Officer. The Quality Improvement Team will use evidence from school submissions and discussions in evaluation visits. As part of the programme for evaluation visits, officers will require to have access to supporting documentation on school self-evaluation. This will include:

- Timetables

- Classroom monitoring records
- Forward plans/course materials
- School arrangements for monitoring and tracking pupil progress
- Staff remits
- Management calendars
- Views of staff, pupils and parents.

Attainment Meetings with Secondary Schools. (September/February)

These meetings will take place with The Head of Education, School's Quality Improvement Officer, The Head Teacher, an additional Secondary Head and the MIS team.

Focus - The school's National Qualification performance data.

Agenda - The Head Teachers' analysis of the data school's performance data
Open discussion with colleagues about the analysis and possible actions arising from this discussion.

Each Meeting will be minuted with points for action identified.

February Meeting

Participants - As above

Focus - Progress on action points will be reviewed and will include analysis of 'Leavers' Data.

Agenda - Head Teacher's report on progress and an analysis of Leavers' Data
Head Teacher's report of projected levels of attainment in the upcoming National Assessments
Open discussion with colleagues about above

Secondary Evaluation visits

Evaluation Visit 1 (September- November)

Focus on Broad General Education and progress across the curriculum

Evaluation Visit 2 (March- June)

A second evaluation visit will be made on a proportionate basis where clearly identified reasons exist e.g. request from Head Teacher, progress on HMle Action Plan, New Management Team etc.

Secondary School Improvement Partnership Programme

All Midlothian and East Lothian Schools are involved in this programme. Schools work together to take forward specific development work. Schools are being supported the LA, Education Scotland and Glasgow University.

The Education Service will continue to support school with this programme to ensure that our schools continue to improve.

Primary

Cluster Attainment Meetings (September- October /March)

These meetings will involve about 4 Primary Head teachers responsible for schools of a similar background

September/October Meeting

Agenda- Each Head Teacher will provide an analysis based on a set of key .Open discussion with colleagues about the analysis and possible actions arising from this discussion.

Each Meeting will be minuted with points for action identified.

March Meeting

Participants- As above

Focus- Standardised Test Analysis
Progress on action points.

Open discussion with colleagues about above.

Evaluation Visits

Evaluation Visit 1 (September- February)

Focus on Improvements in Performance, especially in relation to the development of the curriculum and leading school based change.

All visits will be undertaken by the school's designated QIO, however a number of identified schools (e.g. Post inspection, Pre-Inspection) will include at least one other QIO and possibly another colleague e.g. Head Teacher or current practitioner (Nursery).

All visits based on school's self evaluation report. By the end of the visit the strengths and areas of development will be dated and signed by LA rep and HT.

Evaluation Visit 2 (March – June)

A second evaluation visit will be made on a proportionate basis where clearly identified reasons exist e.g. request from Head Teacher, progress on Education Scotland/Care Commission, Action Plan etc.

Primary School Improvement Partnership Programme.

Primary SIPP on a similar basis to the programme for Secondary Schools.

APPENDIX 1

Calendar of Activities for Performance Management

Month	Education Service	Primary Schools	Secondary Schools
August	Initial analysis of National/Local Measures by LA Officers		Initial analysis of National Measures by Senior Managements Teams
September	Attainment Meetings (Primary/Secondary)	Attainment Meetings Standardised Testing Programme (Baseline PIPS)	Attainment Meetings National Qualification Performance Meetings with Principal Teachers
October	Attainment Meetings (Primary/Secondary)	Attainment Meetings	Evaluation Visit 1
November	Evaluation Visit 1 (Primary/Secondary)	Evaluation Visit 1 Standardised Testing Programme (InCAS) P7 SEE return	Evaluation Visit 1
December	Evaluation Visit 1 (Primary)	Evaluation Visit 1	
January	Evaluation Visit 1 (Primary)	Evaluation Visit 1	School Leavers Data
February	Evaluation Visit 1 (Primary) Attainment Meetings (Primary/Secondary) Preparation of the National Measures (all), Local Measures: Candidate Initial Destinations and Breadth and Depth: Leavers stats. Briefings to Head of Education and Quality Improvement Officers	Evaluation Visit 1 Attainment Meetings Standardised Testing Programme (InCAS) P5 (this can be undertaken from Feb Break until Easter Break)	Attainment Meetings
March	Proportionate Evaluation Visit 2	Proportionate	Proportionate Evaluation

	(Primary Secondary) HoS presentation on National Measures and to Elected Members	Evaluation Visit 2 Standardised Testing Programme (InCAS) P3 (this can be undertaken from Feb Break until Easter Break)	Visit 2
April	Proportionate Evaluation Visit 2 (Primary Secondary)	Proportionate Evaluation Visit 2	Proportionate Evaluation Visit 2 SOSCA Testing
May	Proportionate Evaluation Visit 2 (Primary Secondary)	Proportionate Evaluation Visit 2 Standardised Testing Programme (Baseline Follow up PIPS)	Proportionate Evaluation Visit 2 SOSCA Testing
June	Proportionate Evaluation Visit 2 (Primary Secondary)	Proportionate Evaluation Visit 2 Submit to the QIO-School Improvement Plan School Standards and Quality Report School Collegiate Calendar	Proportionate Evaluation Visit 2

REPORT TO: Education Committee

MEETING DATE: 16 June 2015

BY: Depute Chief Executive (Resources and People Services)

5

SUBJECT: Learning and Teaching Policy 2015

1 PURPOSE

- 1.1 To seek the approval of the Committee for the Learning and Teaching Policy 2015.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. Approve the Learning and Teaching Policy (Appendix 1).
 - ii. Authorise me to distribute the Learning and Teaching Policy to all educational establishments in East Lothian.

3 BACKGROUND

- 3.1 This original policy was drafted in 2005 by the then Head of Education Don Ledingham.
- 3.2 The Scottish educational landscape has changed significantly since its publication and the Department's 3-18 Assessment and Reporting Group took the decision to review and update the policy in November 2014.
- 3.3 Consultation ran between December 2014 and January 2015.
- 3.4 The draft policy was presented to the Senior Management Education Board (SMEB) in December 2014. The draft policy was approved by the SMEB.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 An Equality Impact Assessment has been carried out and no negative impacts have been found.

6 RESOURCE IMPLICATIONS

6.1 Financial - Any additional expenditure will have to be met from existing budgets.

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 Learning and Teaching Policy (Appendix 1).

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail: dscott2@eastlothian.gov.uk
DATE	15 May 2015



**East Lothian
Council**

Resources and People Services (Education)



LEARNING AND TEACHING POLICY

MARCH 2015

EAST LoTHIAN COUNCIL LEARNING AND TEACHING POLICY

Introduction

This policy is intended to have a positive impact upon the quality of the learning and teaching process in East Lothian. It should be read in conjunction with East Lothian's Quality Assurance Policy.

This policy is deliberately concise and focuses upon those elements of the learning and teaching process which will make the biggest difference to the quality of learning and teaching in our schools.

Schools should develop their own policy in line with this document, which may extend beyond these elements if so desired.

Implementation guidelines for schools are included as Appendix 1.

Rationale

- The key to a successful learning and teaching policy is the extent to which it has a positive impact upon the learning process in our schools.
- This framework articulates with the aims stated in the Department's Education Local Improvement Plan and Strategy (2014-2018), which in turn links with the Integrated Children's Services Plan.
- This framework adopts a learner focus by describing the entitlements and responsibilities of all learners (staff and pupils).
- All learners are entitled to experience these minimum expectations in our schools.

This framework is based upon three inter-connected principles:

- All learners should be treated with unconditional positive regard (see below)
- Learners need to be engaged for learning to take place
- The development of learning and teaching should be a collaborative enterprise

Definition of Unconditional Positive Regard:

- Unconditional – suspension of judgement about a person
- Positive – adoption of a positive perspective
- Regard – the outlook adopted towards another person

“Judge the deed, not the person”

The fundamental building blocks of good practice

All learners are entitled to expect that:

- intentions are shared in a lesson or group of lessons with reminders as appropriate
- they are provided with quality feedback
- lessons are summarised within learning sessions
- their learning is supported by the use of appropriate questioning techniques
- they are enabled and encouraged to make a full contribution
- they will be supported to gain independence in their learning
- the context for learning is regularly reinforced
- they are provided with advice about what to do next to further their learning
- they are provided with regular opportunities to give feedback about their learning experiences
- their feedback is used to modify, adapt and improve the learning process
- their learning is enhanced by appropriate use of digital technology

Presumptions about the learning environment

All learners are entitled to expect that their learning will take place in an environment:

- which is safe and stimulating for learning
- where their individual needs are taken into account
- where mutual trust and respect is encouraged among all learners
- which encourages learners to engage in their own learning and take responsibility for their learning

Presumptions about content

All learners are entitled to a clear line of skills development and to be provided with:

- learning opportunities which enable them to experience success
- opportunities which extend their understanding and competence
- content appropriate to their level of understanding and competence
- engaging and stimulating learning experiences
- a pace of learning which maintains and stimulates interest
- breadth, challenge and application

within a **progressive** and **coherent** framework.

Presumptions about rules, standards and conduct

Learners are entitled to expect to have:

- rules and expectations explained and reinforced
- rules and expectations consistently applied and upheld
- actions and decisions being explained
- equitable and fair treatment

Presumptions about learning experiences

Learners are entitled to expect to be:

- enabled to work and learn as individuals, pairs and groups
- encouraged to develop an understanding of themselves as learners
- enabled to investigate areas of personal interest
- supported to develop research skills
- encouraged to be creative and develop problem solving skills

Presumptions about digital literacy

Learners are entitled to expect to:

- have access to appropriate resources from the World Wide Web
- have best use made of their digital literacy
- be encouraged to engage in the learning process through digital opportunities
- be directed towards appropriate resources available on the World Wide Web

Presumptions about Learners' Responsibilities

Learners have a responsibility to:

- respond appropriately to being treated with unconditional positive regard
- have respect for the rights of others to learn
- accept the opportunity to become actively engaged in their own learning
- engage in feedback about their learning in a constructive manner
- work constructively with, and support, other learners

APPENDIX 1

IMPLEMENTATION GUIDELINES FOR SCHOOLS

These guidelines describe how schools will be enabled to develop their own strategy to fulfil our aspirations about learning and teaching contained within the Learning and Teaching Policy.

OUR GOAL

To ENGAGE pupils in their learning with a view to developing the four capacities identified in Curriculum for Excellence:

- Responsible citizens;
- Effective contributors;
- Confident individuals;
- Successful learners

OUR APPROACH

We believe that schools can identify a range of entry points to engage teachers in developing their practice, in line with General Teaching Council for Scotland (GTCS) Professional Standards. Examples of entry points might include: assessment frameworks, positive behaviour approaches, Career Long Professional Learning (CLPL), contribution to school improvements and developments. Each of these entry points can be equally effective in supporting teachers to fulfil our shared goals.

Characteristics of our approach:

- It is recognised that top down initiatives to develop learning and teaching have a limited impact;
- We believe that all teachers wish to continually seek to develop and improve their practice. We should not characterise teaching and learning initiatives as “fixing” a deficit in practice but see them as an enhancement to existing “good” practice;
- Schools will seek to develop a strategy which encourages and empowers teachers to be innovative with their practice;
- Schools will develop strategies which result in action and which have an identifiable positive impact upon the learning process;
- There is no single model for good practice; diversity can be accepted as long we can satisfy the entitlements identified within our Learning and Teaching Policy;

Our staff development programmes should be focused upon supporting Learning and Teaching Policy;

Gradual, collective and sustained progress in learning and teaching is preferable to sudden, individual and short-term activity;

Schools and clusters should attempt to create a “critical mass” within their schools which encourages and supports teachers to develop their practice;

School leaders need to prioritise and demonstrate an active commitment to developing teaching and learning.

REPORT TO: Education Committee

MEETING DATE: 16 June 2015

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: School Education - A report prepared by Audit Scotland (June 2014) on behalf of the Accounts Commission

6

1 PURPOSE

- 1.1 To update the Committee regarding the Education Service position with regard to Audit Scotland recommendations in relation to Pupil Attainment and Wider Achievement and Improving Pupil Performance.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to note the contents of this report.

3 BACKGROUND

- 3.1 In June 2014 Audit Scotland published a report entitled: School Education. The report was based on an audit which assessed how efficiently and effectively Councils are using their resources to maximise pupil achievement in schools. Audit Scotland examined:

- How much Councils spend on school education and what they spend it on.
- How effectively Councils are driving forward improvements in pupil achievement.
- How efficiently Councils are using their resources to maximise pupil achievement.

- 3.2 The audit focused on primary and secondary school education in Scotland. It did not examine early years, pre-school, or special school education; independent schools; or further and higher education establishments. In addition it did not include investment or expenditure in other services that support young people in the education journey e.g. East Lothian Works, Instrumental Music Service, Country Rangers and Outdoor Learning.

- 3.3 Point 15 in Part 1 – School Expenditure of the Audit Scotland report states that it is important to note that the figures quoted within the report represent a snapshot in time. Councils started to make changes to education budgets at different times.
- 3.4 It also did not look at progress in implementing Curriculum for Excellence or the quality of teaching in Scotland. It reviewed how Councils deliver education, but did not examine the role of the Scottish Government, Education Scotland or other stakeholders such as the Scottish Qualifications Authority (SQA).
- 3.5 There is a range of attainment measures used within Scottish education. Audit Scotland selected ten of these to examine performance across the entire senior phase, S4-S6. The selected measures are closely aligned to the measures that Councils report to their own Education Committees.

3.6 KEY MESSAGES WITHIN THE AUDIT SCOTLAND SCHOOL EDUCATION REPORT

- 3.6.1 In 2012/13, Councils spent £4.8 billion on education services, of which £3.8 billion was spent on primary and secondary education. Around two-thirds of this expenditure (68%) was on staff costs. Councils' spending on education fell by 5% in real terms between 2010/11 and 2012/13, largely as a result of employing fewer staff. Councils' education services are likely to continue to face budgetary pressures, and they need to be alert to the potential impact of increased workloads on remaining staff. East Lothian Council was the only Council in Scotland who did not reduce their expenditure on teachers over the period 2010/11 and 2012/13.
- 3.6.2 Performance has improved against all ten of the attainment measures examined over the last decade. However, there is significant variation in attainment between individual Councils, schools, and groups of pupils; and there is a considerable gap between Scotland and the top performing countries. Current measures at both national and council level focus on the attainment of secondary pupils at S4-S6 level. There are no comparable measures available at a council and national level. East Lothian Council has a wider spread of performance between schools in the authority in terms of percentage of S4 pupils achieving five awards at level five in 2013, a figure comparable with an authority with a 'widely different' level of deprivation.
- 3.6.3 Levels of deprivation have a large influence on attainment. Some schools have achieved better attainment results than their levels of deprivation would indicate, suggesting that the gap between the lowest and highest performing schools cannot be wholly attributed to different levels of deprivation. Closing the gap in performance between schools is likely to be critical to improving overall attainment levels.
- 3.6.4 Councils that have made the most improvements have focused on areas such as developing leadership skills, and improving both teacher quality

and systems for monitoring and tracking pupil data. There are also increasing opportunities for pupils to develop a wide range of skills for living and working in the wider world. Councils are starting to target resources to improve both attainment and wider achievement but there is scope to improve strategic planning and strengthen the role of elected members in holding education services to account.

3.7 RESPONDING TO THE RECOMMENDATIONS

3.7.1 The position paper (Appendix 1) provides the East Lothian position in relation the recommendations made by Audit Scotland in Parts 2 and 3 of the report:

- Pupil Attainment and Wider Achievement
- Improving Pupil Performance

3.7.2 Appendix 1 also details the strategies and interventions put in place to raise pupil attainment, wider achievement and pupil performance by East Lothian schools, education service staff and other services. Many of these address the recommendations of the report.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities group and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 School Education - Accounts Commission (lodged in the Members Library) and East Lothian Position Paper: School Education Accounts Commission Audit Scotland June 2014 in relation to Part 2 Pupil Attainment and wider achievement and Part 3 Pupil Performance (Appendix 1).

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827137 Email: dscott2@eastlothian.gov.uk
DATE	20 May 2015

School Education Accounts Commission

Audit Scotland June 2014

East Lothian Position

Part 2 - Pupil Attainment and Wider Achievement

Recommendations:

1. Councils should ensure they fully understand why levels of attainment vary between their schools and different groups of pupils

- All our primary schools have effective monitoring and tracking in place e.g. INCAS, previously PIPS, to support pupil progress and to inform appropriate next steps in learning. In our Secondary schools, robust tracking and monitoring of performance is in place in S4 to S6, Whilst effective procedures have been implemented at this stage, most of our schools are still developing effective strategies from S1 to S3, and is a permanent item for discussion and action at Secondary Head Teacher meetings.

Next steps:

Many schools still need support to effectively analyse and act upon data.

Monitor tracking developments at S1 to S3 and how this informs transition to the senior phase. We have sought and implemented in one secondary school a more dynamic system which involves replacing traditional reports with more regular data and insight being sent to parents inviting and in some cases requesting a conversation or meeting about that young person's progress.

- Most primary schools track the attainment of different groups of learners and cohorts of learners in order to put appropriate support and interventions in place. Secondary school guidance teams work effectively to support learners. Support for learning teachers and support staff work in all schools to support learners needing additional support in order to achieve. Most secondary schools are introducing universal support or front line guidance to ensure all learners have a key worker with an overview of their attainment and achievement from S1.

Next steps:

Update the Education Committee, on a regular basis, the progress of developments and the impact on the attainment of different groups of learners.

Further improve the analysis of data at authority level for different schools and different groups of learners through INSIGHT and for P1 to S3.

- Through the introduction of INSIGHT, the national benchmarking tool, the focus on closing the attainment gap has encouraged schools and clusters to engage more with SIMD data at individual pupil level in order to track attainment for learners according to areas of deprivation. Benchmarking information against our comparator authority and comparator schools has raised awareness of how similar cohorts of learners are

performing elsewhere. Several clusters are beginning to use this information to track learners from 3 to 18.

Next steps:

Improve the analysis of data at authority and school level to ensure we are meeting the needs of all our learners and that we are increasingly confident that we are reducing any barriers to progress and achievement, schools to update progress by October 2015.

2. Councils should develop and implement strategies to reduce gaps in performance between the lowest and highest performing schools

- The department's Quality Assurance Service has some several years taken a proportionate approach to challenge and support in schools. Schools where there are identified concerns with attainment or where there may be capacity issues receive further support and intervention from the service and other partners such as Education Scotland, Community Learning and Development, Educational Psychologists. This session the Quality Assurance procedures have been revised in line with our vision of individual accountability for attainment and a collegiate approach in order to secure improvement. There are now regular attainment meetings with Quality Improvement Officers and groups of Head Teachers out with evaluation visits to discuss attainment in schools of a similar size and demographic. Secondary School Head Teachers have similar attainment meetings with the Quality Improvement Officer, Head of Education and a partner Head Teacher. Evaluation visits still take place but are now including Head Teachers and staff from other schools to build capacity, share practice and lead to further improvement.

Next Steps:

Review the impact of the Quality Assurance Procedures on Improvements in performance, to ascertain how best to use the limited resource available.

- The Education Department knows its schools well and undertakes activity to understand why attainment varies between the highest performing and lowest performing schools. Where there is a need identified, support and where appropriate, resource is deployed to build capacity in schools. For example, schools have been paired up to build leadership capacity in a school, Education Scotland has provided support to build capacity, funding for support such as Learning Rounds has been provided, and an additional depute has been provided to support leadership.

Next Steps:

Continue to improve analysis of data at authority level to ensure there is appropriate challenge and support for all schools through the revised Quality Assurance procedures.

Continue to ensure that individual accountability for raising attainment is understood by all staff, learners and parents and that there is individual 'buy in' to that vision.

Continue to consider new and innovative strategies to support schools and staff where improvements in attainment and achievement continues to be a concern, using good practice from within the authority and in other authorities. This should include robust monitoring and tracking.

Ensure staff and schools are held to account and that there is appropriate challenge and intervention to secure improvement.

- Improving learning and teaching for all in order to raise attainment is at the core of the Local Education Improvement and Planning Strategy. We invest in high quality staff development opportunities with a clear focus on improving learning and teaching and outcomes for learners. These include Co-operative Learning, Learning Rounds, practitioner enquiry, the numeracy academy. We have been validated for our Professional Review and Development (PRD) and Professional update procedures and this will ensure there is clarity amongst practitioners and leaders in our schools expectations for attainment/achievement and high quality learning and teaching. In addition we are securing high quality leadership and practitioner development programmes for teachers and school leaders.

Next Steps:

Continue to develop our people to ensure that there is increasing consistency in high quality learning and teaching which leads to improved outcomes for all our learners.

Continue to implement the new PRD and professional update procedures, including use of Head Teacher Conferences to discuss performance improvement.

3. Councils should work with the Scottish Government and Education Scotland to develop a suite of agreed performance measures which would provide an overall picture of education attainment and achievement across Scotland

- Officers of the department attend the national ADES groups working with Education Scotland and the Scottish Government. A Quality Improvement Officer specifically attends the ADES Performance and Improvement Network where national policy about performance measures is discussed.
- We have nominated the Head of Service to sit on the National Steering Group for the new Achievement Advisers.

Next steps:

Continue to ensure officers work within the ADES forum to influence national policy and provide guidance regarding strategic developments within the authority. Ensure the new Partnership Agreement reflects the authority's priorities.

4. Councils should develop more coordinated approaches to gathering and recording information in schools and the levels of participation and the outcomes they achieve. This will help councils scrutinise performance and ensure resources are used as efficiently as possible

- The education service has a range of procedures in place to gather information relating to its effectiveness. As well as many of the evaluative activities described above, e.g. standardized assessments, tracking systems, evaluation visits, INSIGHT etc, it also regularly asks staff and pupils to give feedback about its performance. The SEE (Survey of Educational Experience) specifically asks children and young people about their experience at school. This information is analysed at school, cluster and local authority level and specific actions may follow as a direct result of the information given. In the same way the Employee Engagement survey seeks to gather information for all staff in schools. Schools and Officers at Council Level are

very proactive at reviewing the data deriving from the survey to plan developments. The Council employs a Participation Officer who actively seeks the views of Looked After and Accommodated young people and those with additional needs. The views of parents are sought in all schools. They employ a variety of methods e.g. questionnaires, focus groups, Parent Councils, open evenings etc., again this information influences whole school development work.

Next Steps:

Consider development of a further survey at S4.

Ensure that all pupil surveys are framed and reviewed within the SHANARI Wellbeing indicators.

*SEE surveys (all P6/S2 Pupils annually), Employee Engagement Survey (all schools based staff annually)

Part 3 – Improving Pupil Performance

Recommendations:

- 1. Councils should ensure education strategic documents contain clear priorities and actions that set out what is to be achieved in the short, medium and long term. Performance management arrangements should monitor outcomes and report regularly on delivery against strategic objectives, such as raising attainment among the lowest-performing pupils**

- A strategic group, the Senior Management Education Board (SMEB), has an overview of strategic priorities for education and outlines expectations for the service. The Education Local Improvement Plan and Strategy (ELIPS) has been developed by the group to provide a clear steer for all staff about expected outcomes with clearly defined actions. The strategy will feature more prominently at Education Committee.

Next steps:

Ensure the strategy is widely circulated and that accountability for delivery and the outcomes is built into quality assurance activity.

Consider recommendations to provide clear expectations for the short, medium and long term.

- Following the Inspection of Children's Services the Children's Strategic Partnership groups are working in partnership across services to identify clear shared priorities. A logic model to include long medium and short term targets is informing the planning within these groups to contribute to the Integrated Service Plan in June 2015. The groups have clearly defined lines of accountability for delivery of the Integrated Children's Services Plan in the longer term.

Next steps:

Ensure these groups are fully established in order to develop shared outcomes and inform the new Integrated Children's Services Plan.

- Shared accountability for outcomes is a focus at Head Teacher conferences and increasingly at clusters. Some clusters are developing multi-agency learning plans to improve outcomes for learners through partnership working at a local level.

Next steps:

Ensure that all clusters are working collegiately to improve outcomes for learners and that plans clearly align with the Education Local Improvement Plan and Strategy and other strategic plans.

2. Councils should review the sufficiency of information provided to education committees on attainment at S4-S6, pupil performance between P1-S3 and wider achievement. They should also ensure committees have the time and support to adequately challenge and hold to account education services

- Standardised assessment through the use of PIPs at P1, P3, P5 and P7 has been in place in East Lothian since 2008. Reports have regularly been provided at Education Committee outlining attainment information and trends at local authority level. Due to increasing concerns over the sample size for PIPs standardised assessment, a decision was taken to move from PIPs to INCAS this session. This will provide more detailed diagnostic assessments at school level.

Next steps:

Monitor how these new assessments inform tracking and monitoring of learners at school level

Ensure the committee is fully informed of changes to the standardised assessment procedures and how this relates to the reporting of attainment.

- Secondary On-Screen Curriculum Assessment (SOSCA) assessments are being introduced at S1/S2 in all secondary schools this session. This is to provide standardised assessment information over the key transition point from primary to secondary education and to support existing planning and assessment practices in secondary to ensure there is appropriate pace in learning for all learners.

Next steps:

Monitor how these new assessments inform tracking and monitoring of learners at school level

Ensure the committee is fully informed of changes to the standardised assessment procedures and how this relates to the reporting of attainment.

- All our primary and secondary schools are planning and assessing using the experiences and outcomes in Curriculum for Excellence. Progress in learning is being effectively tracked through Curriculum for Excellence levels in almost all primary schools. Effective procedures to track levels of attainment at S1 to S3 are being developed through partnership between East and Midlothian as part of the School Improvement Partnership programme. Moderation practices continue to develop within schools and across clusters to develop confidence in professional judgements about levels.

Next steps:

Continue to develop tracking of progress across learning.

Develop a co-ordinated approach to collating Curriculum for Excellence levels at authority level for P1 to S3 and consider how this could be reported at committee.

- Wider achievement is increasingly tracked in schools and is highlighted through pupil profiling and through the pupil profiles at P7 and S3. Community Learning and Development track learners wider achievement through participation in awards such as Duke of Edinburgh. INSIGHT, the national benchmarking tool, has wider achievement as a key performance measure.

Next steps:

Ensure that all schools have an approach to recording and recognising wider achievement.

Continue to ensure that wider achievement is recognised and valued as part of the reporting process.

3. Councils should consistently use the Scottish Local Government Benchmarking Framework to benchmark their performance against other councils, and share good practice to improve educational attainment and wider achievement.

- Secondary schools and education staff are engaging with INSIGHT, the national benchmarking tool for reporting and analysing performance in national qualifications and wider achievement at S4 to S6. Working in partnership with neighbouring authorities and Education Scotland, reports are being developed to support and challenge schools to improve and to report to committee.

Next steps:

Continue to build confidence in staff at all levels to use INSIGHT to inform improvements and lead to better outcomes for learners.

Support Councilors to fully understand the changes to national benchmarking of performance and how this impacts on the reporting process.

Continue to ensure that wider achievement is recognised and valued as part of the reporting process.