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| Agenda Item | 18. |
| Report No | PEO 19/17 |

HIGHLAND COUNCIL

Committee: People

Date: 23 August 2017

Report Title: **The Highland Council Education Improvement Plan**

Report By: Director of Care and Learning

1. **Purpose/Executive Summary**

1.1 This report sets out for Members the education improvement plan for 2017-18. It has been constructed by the Quality Improvement Team using the National Improvement Framework, and further to engagement with key stakeholders

2. **Recommendations**

2.1 Members are asked to:

- note the revised national expectations summarised in this report
- approve the improvement priorities for 2017-18
- approve the plans to deliver on the priorities.

3. Background Information

3.1 The Standards in Scotland's Schools etc. Act

3.1.1 The National Improvement Framework (NIF) for Scottish Education was launched by the First Minister in January 2016. The Framework supports The Scottish Government ambition to achieve excellence and equity for every child in Scotland and builds on the Raising Attainment for All agenda. Importantly, it places a legal duty on local authorities to actively address the poverty related attainment gap.

3.1.2 The National Improvement Framework identifies 4 key priorities for action:

- Improvement in attainment, particularly literacy and numeracy.
- Closing the attainment gap between most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

3.1.3 The Framework is underpinned by a series of new planning and reporting duties designed to support transparency and accountability. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000, through amendments contained in Part 1 of the Education (Scotland) Act 2016.

3.1.4 The Scottish Government has published statutory guidance to support education authorities to carry out their new legal responsibilities.

3.2 Legislative changes

3.2.1 The statutory guidance clarifies how the 2000 Act has been amended through the 2016 Act, in order to:

- impose duties on education authorities to enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.
- impose a duty to secure improvement in the quality of school education with a view to achieving the strategic priorities of the National Improvement Framework.
- impose duties in relation to annual planning and reporting; and annual school improvement planning.

3.3 The duty of due regard

3.3.1 From August 2017, a new duty of having 'due regard' will be established. This means that all strategic decisions must be taken with due regard to how they will address, or help to address, the disparity of educational outcomes which exist between our most and least disadvantaged and at the same time raise attainment for all.

3.3.2 In order to demonstrate 'due regard', education authorities must seek and have regard to the views of head teachers, pupils, parents, trade union representatives, voluntary organisations and others as the authority thinks appropriate.

3.4 **Other duties of education authorities in pursuance of the NIF priorities**

3.4.1 In addition to paying “due regard”, Education Authorities must ensure that improvement activity within schools is consistent with the four strategic priorities of the NIF (see section 2.1) and also produce an annual report of progress made in pursuance of the priorities.

3.5 **Planning and reporting cycle**

3.5.1 A revised approach to planning and reporting based on the NIF priorities, aims to improve the quality of information to:

- children, young people, parents and carers
- support education authorities in planning and delivering services
- support the development of national education policy.

3.5.2 It is anticipated that these planning and reporting arrangements will form a continuous coherent annual improvement cycle, providing a line of sight between national improvement activity and efforts to raise standards within individual schools and Local Authorities.

3.6 **School Improvement Planning (SIP)**

3.6.1 School Improvement Plans (SIP) should be informed by the priorities of:

- the National Improvement Framework;
- the appropriate Local Authority strategic plans; and
- the priorities of the school community plan.

3.6.2 The process should be underpinned by consultation and engagement with stakeholders.

3.6.3 Scottish Attainment Challenge (SAC) and Pupil Equity Funding (PEF) plans should be incorporated within school improvement planning documentation thereby reducing the need for additional bureaucracy.

4. **Authority Improvement Plan**

4.1 The Highland Council Improvement Plan is attached as **Appendix 1**.

5. **Implications**

5.1 **Resource** – The cost of all improvement actions will be undertaken within schools and authority existing budgets and with support from funding allocated through either SAC funding or PEF.

5.2 **Legal** - The Local Authority is well placed to discharge the new duties as outlined in the Statutory Guidance.

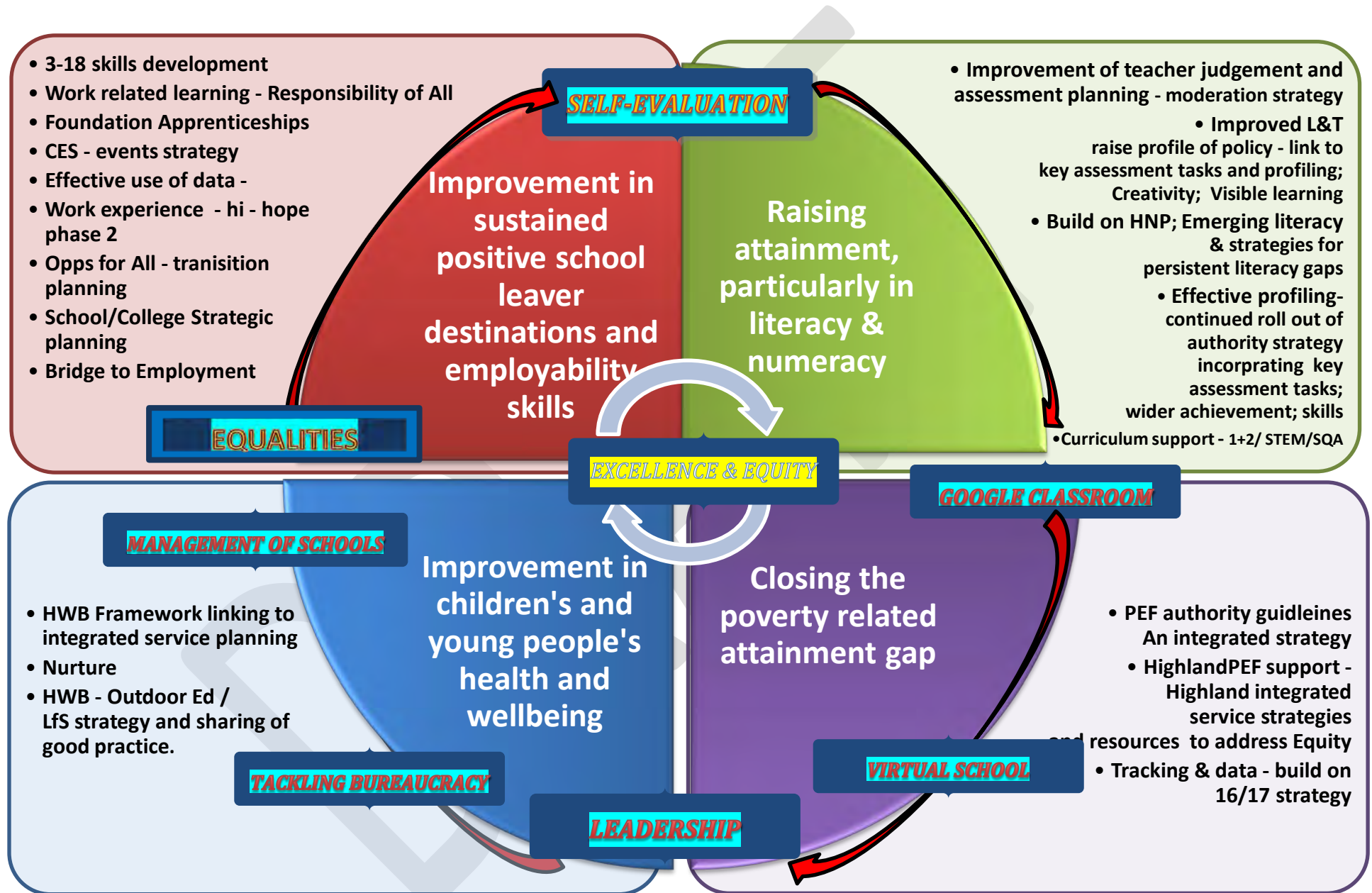
5.3 **Community (Equality, Poverty and Rural)** - Successful implementation of the NIF plan will lead to improve outcomes for children, young people and their families. There will be a positive impact on children, young people and families including those with protected characteristics and support our work in ensuring that people are resilient, including and supported when needed. This approach has potential to significantly and positively impact on a number of individuals as support will be tailored to their very individual needs. The Pupil

Equity Fund aims to improve the outcomes of some of the most vulnerable who are eligible for free school meals. Schools are guided to look at the needs of individuals and identify any barriers to their achievement.

- 5.4 **Climate Change/Carbon Clever** - There are no implications.
- 5.5 **Risk** – While additional funding has been provided through SAC and PEF funding. There may be a risk around the provision of adequate numbers of staff to ensure the delivery of predicted outcomes.
- 5.6 **Gaelic** – The Gaelic issues will be covered through the normal improvement planning process.

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| Designation | Director of Care and Learning |
| Date | 14 August 2017 |
| Author | Beth Brown, Strategic Quality Improvement Manager |
| Background Papers | Standards in Scotland's Schools etc. Act 2000 through amendments contained in Part 1 of the Education (Scotland) Act 2016. |

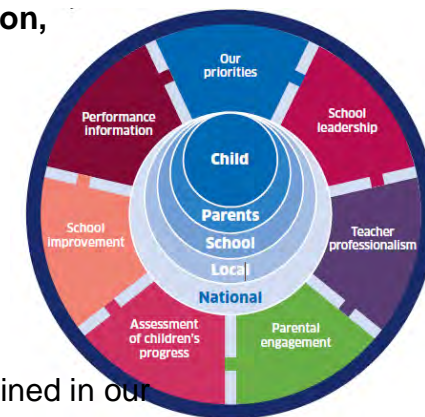
HIGHLAND COUNCIL EDUCATION - IMPROVEMENT REVIEW AND PLAN – 17-18



HIGHLAND COUNCIL EDUCATION - IMPROVEMENT REVIEW AND PLAN – 17-18

This review and plan sets out progress and planned implementation to meet the Local Authority aims of ensuring our young people have the best possible chance of success, achievement and reaching a positive destination, through our approach to the excellence and equity agenda within our education plan.

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.



To achieve this our aims are underpinned by the National Improvement framework drivers and key priorities outlined in our overview –

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Summary of Improvement Report/Plan engagement process: specific stakeholder engagement is detailed within in-depth plans – below is summary/overview list of example stakeholder involvement coming through in-depth plans and central strategy.

- Headteachers and school staff
- Development officers/ working groups
- Parent forums – linked to working groups / central forum
- Trade Unions – LNCT
- Care and Learning services
- Pupils – various through development officer feedback
- DYW regional groups/ Employability team
- Allied Health Professionals/NHS Highland
- Third sector

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| Raising attainment particularly in Literacy and Numeracy | How are we doing? How do we know? Review of 16/17 actions | What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area) | Measurement | Tackling Bureaucracy See Appendix A (LA - overview actions) | Leadership Opportunities |
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| <p>NUMERACY</p> <p>Highland Numeracy Project (In-depth Plan)</p> <p>NIF DRIVERS</p> <ul style="list-style-type: none"> • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress <p>HGIOS4 QIs QI 2.3, QI2.6 QI3.2</p> | <p>Support ASGs in planning and integrating learning, teaching and assessment using national guidance including the Benchmarks</p> <p>The blog/Glow well established online resources accessed by practitioners. Analysis shows a clear rise in “views” over each year. Numbers of schools/staff attending training has risen from 15/16 with follow up support rolled out as visits/twilight. This session has also shown a greater demand for parent information events. A presentation was developed for schools, which can be adapted to particular needs</p> <p>Develop a shared understanding of standards and progression across the BGE up to the end of S3</p> <p>Twilight training sessions and CPD have been developed and delivered as planned. The NDO has been part of the authority Tapestry initiative on Moderation and Assessment and has also been part of the SG QAMSO initiative and will continue to contribute to the authority Moderation and Assessment plans for 2017/18.</p> <p>Ensure effective transition information is used to plan progressive learning pathways for all young people.</p> <p>Almost every ASG in Highland have had some level of contact with the NDO/ CPD since January 2015. Over 90 different primary schools have been represented on at least 1 of the numeracy 16/17 CPD options and over 60 schools have had direct engagement with the NDO this session. Further extending the Highland numeracy developments into secondaries is a priority for 2017/18. Incas data has been analysed for the past 5 years and shows year on year improvement across P3, P5 and particularly P7 stage.</p> <p>Continue to develop and grow CPD teams and identify lead practitioners to support training across Highland.</p> <p>The Steering group met as planned in sessions 15/16 and</p> | <ul style="list-style-type: none"> • Extend and enhance Highland Numeracy Strategies in early years • Extend and enhance Highland Numeracy Strategies in secondary schools • Support the development of effective assessment and moderation in numeracy & maths across the BGE • Continue to promote effective learning and teaching in numeracy & maths across the BGE | <ul style="list-style-type: none"> • Incas & Sosca data • CfE Level data • CPD feedback and engagement data • ASG / school participation mapping | <ul style="list-style-type: none"> • Numeracy Blog & resources • NDO working with schools to support improvement | <ul style="list-style-type: none"> • Maths recovery trainers in school • Primary & secondary steering group delivering CPD • 8 Highland Numeracy QAMSOs • NDO post – strategic lead and National numeracy champion |

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| | <p>16/17 and have contributed to reviewing and informing our improvement planning as well as identifying CPD next steps</p> | | | | |
| <p>LITERACY</p> <p>Emerging Literacy Strategy (In-depth Plan)</p> <p>Tackling persistent literacy difficulties in levels 1-3</p> <p>NIF DRIVERS</p> <ul style="list-style-type: none"> • Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress <p>HGIOS4 QIs QI 1.3; 2.3; 2.5; 2.7; 3.2</p> | <p>Develop a training programme for Emerging Literacy</p> <p>Whole day Emerging Literacy training has been created and delivered over nine sessions in the four areas in term 1 and term 4. This whole-day introductory session has been attended by Class Teachers, ASN Teachers, SMT, Care and Learning support staff and Allied Health Professionals. CPD Evaluations have been positive.. Through our partnerships with the Library Service we have co-developed training for 'Bookbug' and 'Read, Write, Count' which has supported Emerging Literacy through HGIOS 4 Family Learning and Partnerships. We have continued to work with Speech and Language Therapists to embed Words Up within Emerging Literacy. There have been a series of Words Up trainings across the Authority. Through our engagement with Early Years Education Support Officers, a training programme for Early Years Practitioners has been created and delivered across the Authority. This training has equipped EYPs with the theory and practical based play learning experiences which can be embedded into child initiated learning across the Early Level.</p> <p>Set up and support Emerging Literacy Local Networks to further develop Emerging Literacy in schools</p> <p>Seven local Emerging Literacy networks have been created and supported across Highland, each with five twilight sessions during the course of the year. These have enabled practitioners to take a developmental approach through on-going practitioner enquiry which has capitalised on collaborative practice... We have supported 50 Primary Schools throughout the Authority this session.</p> <p>Create Authority Guidance to include information on Emerging Literacy</p> <p>Key resources include Practice Videos to support Words Up key messages along with training videos to support practitioners in understanding the theory, rationale, assessments and support tools to take a developmental approach. This was published in April 2017.The networks reviewed these resources prior to release.</p> | <ul style="list-style-type: none"> • Emerging Literacy – whole day training - round 1 and round 2 over term 1 & 4. • Resources to support Emerging Literacy will continue to be created to support Emerging Literacy • Early Years Emerging Literacy Training for EYPs • Ten Local Networks will be operating across the Local Authority to support practitioners in taking a developmental approach • 3 wave intervention model training to SMT/ teachers/PSAs across 4 areas • Training will be offered in: paired reading, shared reading, cued spelling, • PSA led intervention packs, screening, and matching intervention to the specific need. • A trainer will be trained to help the | <ul style="list-style-type: none"> • CPD Evaluations • Emerging literacy audit for SMT and QIT • CfE Level Judgements – Early Level • Early Years Education Support Officer visits • Blog analytics • Practitioner evaluations through Local Networks • Feedback from course participants after training days. • Reading ages taken before and after trial assessments. • Incas & National test reading data • Ongoing feedback from CTs and PSAs after training once back in the classroom | <ul style="list-style-type: none"> • Highland Literacy Blog • Local Network – collaborative support • In-depth Improvement Plan template created • CPD training • Reading diagnostic assessments and resources • Literacy officers and working group to look at how to support schools improve this agenda | <ul style="list-style-type: none"> • Northern Alliance Literacy Lead Officer is the Education Key Link in Highland • Multi-agency group with education and health to deliver training • Working alongside Early Years Education Support Officers to support the delivery of Early Years training • Champions to be identified through each Local Network • 2 Literacy development officers • Working group of practitioners |

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| | <p>Continue to make resources available to online on</p> <p>The Highland Literacy Blog has daily page hits of on average 1,000 per day Monday – Friday. Analytics have identified that the Emerging Literacy resources receive the majority of these interactions.</p> <p>A Structured Approach to Teaching Reading Comprehension</p> <p>Completion of diagnostic reading assessment to identify gaps in comprehension. A reading ‘working group’ has been set up and members have piloted assessments and evaluated comprehension strategies within class. CAT sessions have been carried out with pilot school staff - topics for discussion include:</p> <ul style="list-style-type: none"> ➤ phonics and reading comprehension data has been shared and discussed at class teacher level. ➤ Evaluating text structure ➤ Questioning ➤ ASN delivery <p>There has been weekly PSA training carried out in pilot schools to develop the 7 comprehension strategies, the fix up strategies, reciprocal teaching & collaborative strategic reading. A parent workshop is planned for term 4 outlining oral comprehension strategies to try at home.</p> <p>Using reading comprehension assessments will measure progress from the baseline done earlier in the year as well as qualitative feedback from class teacher/ PSA understanding of delivery.</p> | <p>continuity and commitment to the targeted interventions.</p> <ul style="list-style-type: none"> • The new resources, uploaded to Glow • | | | <ul style="list-style-type: none"> • Train the trainer in schools involved |
| <p>MODERATION</p> <p>Planning Effective Assessment through effective L&T</p> <p>Moderation Strategy (In-depth Plan)</p> | <p>Tapestry Partnership - Teaching, learning communities - Summative Assessment and Improving teacher judgement</p> <p>Out of 140 leaders signing up to the programme 105 have successfully completed the 7 leader sessions and have started workshops with classroom practitioners across 70 schools. Schools participating are cross sector with a few instance where entire ASG staff are involved. There are only 3 ASGs where no staff have been trained across the schools. Feedback across the leader sessions has been positive and 65 leaders are going forward for GTCs professional recognition. Initial qualitative feedback from</p> | <ul style="list-style-type: none"> • Key Assessment task class teacher practitioner training • ASG moderation leaders – map TLC leaders and roll out training • Regional moderation events – Feb inset – lit/ num and secondary subjects | <ul style="list-style-type: none"> • Class practitioner surveys on confidence banding • HT feedback on engagement and confidence levels of staff • ASG leader feedback on moderation events | <ul style="list-style-type: none"> • Authority TLCs session 16/17 • Assessment task training • Proformas for assessment audit and planning | <ul style="list-style-type: none"> • ASG moderation leaders – progression from 16/17 TLC leaders • QAMSO role at regional and national level |

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| <p>NIF DRIVERS</p> <ul style="list-style-type: none"> • Leadership • Teacher Professionalism • Assessment of Children's Progress <p>HGIOS4 QIs QI 1.2; 1.3; 2.3; 2.4; 2.6; 3.2; 3.3</p> | <p>workshops in schools has been positive and we will issue a leader's survey and separate practitioner survey in June to measure confidence levels in planning assessment, this will inform next year's in-depth moderation strategy.</p> <p>Moderation - build on moderation feedback from HT conference and continue to support school improvement planning around this</p> <p>A moderation pack was produced from Education Scotland materials and adapted subject specific audit tools to aid schools deliver a 5 session programme with staff around moderation understanding and self evaluation.</p> <p>Take part in National moderation strategy – Highland Quality Assurance moderation support officers – QAMSOs</p> <p>18 members of Highland staff are literacy and numeracy QAMSOs / additional practitioners across all 4 CfE levels. This year all have been trained by Education Scotland in effective holistic assessment planning and have taken along material to moderate planning and judgements with National colleagues. While the strategy was often rushed and incurred initial high demands – feedback from QAMSOs is that they have found the process helpful in terms of their CPD and most are keen to be involved in a regional moderation strategy next session as well as continue their role as QAMSOs.</p> | <ul style="list-style-type: none"> • Secondary subject leaders training and events. • Continue Reading and numeracy National QAMSO participation • Creative Learning | <ul style="list-style-type: none"> • Secondary working group lead event feedback • QAMSO/National event feedback on Highland evidence | <p>tool.</p> <ul style="list-style-type: none"> • Highland assessment online resource to be established | <ul style="list-style-type: none"> • School moderation leader role – HTs (primary) Deputes – Secondary • Secondary working group lead involvement |
| <p>EFFECTIVE PROFILING (In-depth Plan)</p> <p>NIF DRIVERS</p> <ul style="list-style-type: none"> • Parental Engagement • Assessment of Children's Progress <p>HGIOS4 QIs QI 2.2; 2.3; 2.4; 2.6</p> | <p>Training offered in November 2016 and May 2017 to introduce the Highland continuous Profiling and Reporting model</p> <p>9 training sessions took place across 4 areas. To supplement the Profiling and Reporting support package in light of the Education Scotland (January 2017) Reporting Guidance for schools, the cog on Key Assessment Tasks was further developed to take account of the advice and guidance from 'A Statement for Practitioners from HM Chief Inspector of Education' to support schools in tackling bureaucracy.</p> <p>Highland's support materials for Profiling and Reporting have been published on the National Improvement Hub as</p> | <ul style="list-style-type: none"> • Training for new HTs on continuous Primary Profiling and Reporting • Audit and track school sign-off • Develop Early Years Profiling and Reporting package & training to HTs / managers • Deliver EY Profiling | <ul style="list-style-type: none"> • On-going school evaluations through QIT audit • Sign-off data for 2016 – 2018 • On-going evaluations from EYESO monitoring visits | <ul style="list-style-type: none"> • Removing end of year report. • Highland's approach has been shared on the National Improvement Hub as a model of good practice | <ul style="list-style-type: none"> • HTs (or nominated staff member) attending train-the-trainer training to deliver back in setting |

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| <p>CURRICULUM SUPPORT</p> <p>Secondary working groups / SQA</p> <p>NIF DRIVERS</p> <ul style="list-style-type: none"> • Assessment of Children's Progress • Teacher Professionalism • Leadership <p>HGIOS4 QIs QI 1.2; 2.2; 2.3; 3.2; 3.3</p> <p>1+2 LANGUAGES</p> <p>NIF DRIVERS</p> <ul style="list-style-type: none"> • Assessment of Children's Progress • Teacher Professionalism | <p>a model of good practice.</p> <p>Audit the progress of schools who have identified sign-off in 2016/2017.</p> <p>QIT provided with audit tool to monitor how schools have been embedding continuous approaches to Profiling and Reporting. As of the end of 2016/2017, 7 schools are now on the summative report with significantly more schools planning on sign off next session with the remainder planning for session 18/19, 19/20</p> <p>Set up Secondary working groups to provide BGE and senior phase support through inset days</p> <p>Out of the 15 initial working groups set up, 9 were successful in attracting/ maintaining staff involvement and delivering subject specific CPD in either the Sept and/or Feb inset days. In a few instances the working group linked to TLC assessment leaders. This allowed key messages to BGE assessment training to be rolled out further in some subjects. Uptake to inset events were positive indicating a desire for this support to continue especially in light of sqa changes next session. Action plans and evaluations were sent out to schools for information on progress. Inset evaluations</p> <p>Secondary BGE curriculum Rationale</p> <p>Several schools involved in a working group around support with BGE secondary rationale. A suite of advice and audit tools has been drafted for schools to use when reviewing their curriculum at all levels.</p> <p>1+2 Training Highland Wide</p> <ul style="list-style-type: none"> • Delivered training on In-Set days and twilights for teachers of Primary 3 and 4, French and Gaelic • Early Years Practitioners received training in French and moderating Early Level • Probationers trained in the use of the PowerLanguage platform and French • Twenty teachers trained in PLL 12 day French course • Twenty teachers in Primary 5 -7 trained on 3 day Saturday course in French • Two hundred teachers have subscribed to PLL on-line | <p>and Reporting training to EYPs</p> <ul style="list-style-type: none"> • Continue subject working groups – with focus on benchmarks; assessment planning and SQA arrangements • Link subject working groups to secondary moderation strategy • Set up an SQA working group to look at presentation policy and guidance for schools • SQIO – linking to secondary schools by request to provide support around BGE curriculum • Train Primary 5 to Primary 7 teachers in French and Gaelic • Early Level Refresh Day • First Level Refresh Day | <ul style="list-style-type: none"> • Working group feedback on events • CDP Subject inset evaluations • SQA co-ordinator feedback • Subject lead moderation feedback • Evaluation feedback on all training and Highland CPD calendar • Feedback from Primary 3 and Primary 4 staff | <ul style="list-style-type: none"> • Subject support to schools • Events for discussion, views and training • Resources produced in some instances • Support training and resources produced for schools to aid delivery in classroom | <ul style="list-style-type: none"> • Working group participation – leading inset training, / informing strategy • Subject lead identified • DOs in French and Gaelic |
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HGIOS4 QIs QI – 1.2; 2.2; 3.2

- training course paid by 1+2 budget
- Modern Languages teachers trained in use of PL platform
- Survey Monkey used in all training sessions to inform next steps and feedback positive
- Tracking impact of last years' training by targeting teachers for individual feedback of impact in classroom
- L3 programmes completed in Polish, Spanish and BSL. Scots Language to be completed 2017/18
Early and First Level planners completed by June 2017

SCIENCE

NIF DRIVERS

- Assessment of Children's Progress
- Teacher Professionalism

HGIOS4 QIs QI – 1.2; 2.2; 2.6; 2.7; 3.3

Primary Science

- Little Lighthouse** training completed with 3 x ASGs (Nairn, Grantown, Kingussie)
- Twilight Astrobiology** Training- Holm Primary
- Spring Fair**- Community Engagement with Science (Thermochromic Pigments and Eurostem Cell Game) Community
- Astrobiology Training**- Probationers (Dingwall)
- Science Update** (Community Resilience, Molecule Building, Waste to Energy) Sept 2016 Inset
- Science Update** (Electricity, Forces, Resources to support Science) Feb 2017 Inset (Note- Air Race Challenge Launch- to include Primaries)
- Nairn ASG** meetings regarding Science week and to promote Eurostem Cell Game
- Aviemore Primary**- Support with HWB theme of Sports and performance enhancing agents

Transition

- Highland Transitions Project** (Skye) – Activities developed and involving primary schools include:- Flooding and Community Resilience; Microbiology; Art
- Community Resilience**- (see above, SEPA, Education Scotland, Aberdeen Waste to Energy experts)
- Chemistry at Work- Dingwall Academy** (available to primary staff)
- Development of teaching resources in collaboration with Edinburgh University** (Solar Spark)- links to Community Resilience and Flooding

- EYP and probationer training**

- Ambassadors within ASG to be trained to support ASG**

- Update Benchmarks on Highland Primary Science Framework**

- The Little Lighthouse Training and Sphero Training**

- Astrobiology Training** – 3 day summer school at Edinburgh University for Highland primary and Secondary staff and probationers

- SSERC Primary Cluster Training**

- Community Resilience**- Collaboration with Lifescan funded Community Resilience - 11-13 yr olds

- Chemistry at Work** (CAW)-Culloden and Plockton High ASG

- Moderate across Early and First Level

- Baseline survey data on science provision in Primary
- CPD training vent evaluations
- Feedback from Secondary staff linked to transition attainment and progression

- Centre officers employed to deliver training and link with external agencies to support schools with training and resources.

- Appoint 1.4 FTE RAISE Primary science developed officers

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CREATIVITY

in partnership
with High Life
Highland and
Eden Court

NIF DRIVERS

- Leadership
- Teacher Professionalism
- School Improvement

HGIOS4 QIs
QI- 1.2; 2.2; 2.3;
3.2; 3.3

Phase 1: Head Teacher engagement

October initial engagement launch event took place at Eden Court Theatre. The event involved presentations on Creativity Skills in relation to the national educational agenda. 39 Head Teachers present, representing 54 schools. The event resulted in 26 nominations of Creative Champions from 32 schools.

Phase 2: Creative Champion Engagement

Twilight events in Nov. and Feb focusing on role of the Creative Champions in promoting the development of creativity skills within their schools and specifically in ensuring that creativity appeared in their school's Improvement Plan for session 17/18. Following feb event the key task for Creative Champions now was to work with their HT on the completion of the "Creativity Implication" boxes in the school's in-depth action plans.

Phase 3: Engagement through local events

In May 7 twilight sessions, led by David Cameron and team to support our Creative Champions as they developed local initiatives. Sessions focused on the ways in which creativity could be integrated into learners' experiences as a set of skills that the curriculum can encourage pupils to develop. These sessions open to Creative Champions as well as staff in school and across ASG. In total these sessions engaged with 175 teachers and other school staff, giving positive evaluations and between them representing 37 schools.

- Key examples of good work around creativity will be shared by Creative Champions during session 17/18,
- increase the number of schools engaging with creativity in their Improvement plans in session 18/19.
- A programme of engagement events planned

- Improvement plans and measurement tools per school
- QIT / HT lesson observations
- Engagement of more schools
- Feedback on events

- Creative Champions appointed for each school involved. (middle leadership)

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| CLOSING THE POVERTY RELATED ATTAINMENT GAP | How are we doing? Review of 16/17 actions | What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area) | Measurement | Tackling Bureaucracy | Leadership |
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| <p>Effective use of data to identify and address the gap.</p> | <p>Effective use of Data - Better use of data to target intervention at authority, school and pupil level.</p> <p>Risk Matrix package set up and rolled out in HT and Secondary PT data training sessions. Feedback on usefulness to inform improvement and identify pupils 'at risk' of disengaging has been very positive across both Primary and secondary staff. Data training events have been delivered across both Primary and Secondary - 4 Secondary PT sessions and a Secondary SMT day. There have been 4 Primary HT/SMT data training days supplemented with 4 twilight training sessions on using Excel to track attainment.</p> <p>Production of Datasets for schools</p> <p>CfE level analytical datasets produced and issued to schools in April. These datasets underpin the level of achievement data sent to SG and provide graphing of whole school data and analysis of pupil filters (SIMD/ ASN). These graphs allow schools to analyse whole school data, start to map trends and identify pupils who did not achieve levels and target and track them into the following year. Secondary Insight datasets were issued to schools in January to inform SQA/ Insight analysis. More detailed graphs and more accessible datasheets are being produced to allow easier filtering and analysis of this data.</p> | <ul style="list-style-type: none"> • Effective use of data - Highland guidelines • Continue to produce and improve on School datasets And incorporate use into training • Continue roll out training including Risk Matrix to SMT / PTs • Appointment of a data officer to work with specific PEF schools | <ul style="list-style-type: none"> • CPD feedback • Increased awareness of data showing through improved school plans • Feedback on datasets | <ul style="list-style-type: none"> • School datasets produced • Excel twilight training • Risk Matrix package | <ul style="list-style-type: none"> • Appointment of PEF data officer |
| <p>Highland PEF support – an integrated strategy</p> | <p>Highland PEF support</p> <p>Following HT PEF meetings in all 4 areas, Highland PEF guidelines have been issued to schools including advice on improvement planning as well as information for schools around post costing and services on offer. A database of services is being produced as well as a finance tracking system.</p> <p>PEF Central Support survey issued to schools - this will determine interest in schools 'buying in' to a new central resource in the form of development officers in literacy, numeracy, Physical literacy (play) and use of data (see</p> | <ul style="list-style-type: none"> • Area – strategic planning – PEF officer • SESI / HGIOS4 - self evaluation training and QIT moderation of SIP expectations • Highland Glow tile – Highland interventions to support Equity • Remits and schools roles established • Timeline of visits • Linked to school action | <ul style="list-style-type: none"> • Mapping PEF interventions to inform strategic planning • Individual schools impact reports and overview officer data | <ul style="list-style-type: none"> • PEF central support • PEF officer mapping and aiding schools monitoring procedures and financial tracking • Extra support to schools to | <ul style="list-style-type: none"> • Appointment of lit/ num/ WB support officers for PEF |

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| | <p>above). The main role of these officers will be to up-skill and scale up existing good practice in Highland with new , existing , staff with a focus on children suffering from deprivation. Costings, remits and adverts are now to be worked on to appoint staff for new session.</p> | <p>plans</p> <ul style="list-style-type: none"> • Inspire Scotland – go to Play linked and planned into HWB support | | <p>reduce workload internally around training, resources and use of data.</p> | |
| <p>Self evaluation for Self Improvement</p> <p>NIF DRIVERS</p> <ul style="list-style-type: none"> • Teacher Professionalism • School Improvement • Performance information • Assessment of Children' <p>HGIOS4 QIs QI 1.1; 1.3; 1.4; 1.5; 2.4;2.5; 3.1</p> | <p>School Improvement SQR and plan</p> <p>A working group was set up to look effective use of HGIOS 4 and SIP/SQR template which satisfies Gov statutory guidance. SQR/SIP templates and supporting paperwork has now been finalised and rolled out with HTs at various HT events and followed up with SESI half day training sessions. This paperwork explicitly links self-evaluation activity in schools with the production of the Standards and Quality Report and School Improvement Plan, which are statutory requirements for schools.</p> <ul style="list-style-type: none"> • SESI events – several events rolled out between Nov to May exploring the theory and practice of self-evaluation processes in schools, which latterly have also covered the template Paperwork for Standards and Quality Reports and School Improvement Plans devised during session 2016/17 • Sessions were attended by 346 delegates. 175 schools have been represented at one or more of these sessions, with some schools participating at HT, DHT, PT and CT levels. Evaluations averaged 3.6/4.0 in course gradings and comments in evaluations suggest the courses were seen as helpful and likely to lead to adjustments in practice. | <ul style="list-style-type: none"> • Further planned sessions will target those schools who have not yet engaged with any of the self-evaluation training to date • These sessions will be aimed at specific groups, such as unpromoted staff, middle leaders and HTs. • Create a new version of the training which will allow us to explore the way our approach to self-evaluation and the generation of the new SIRP paperwork has operated in year 1. • Recall day for middle leadership • New session focused entirely on Leadership of change. | <ul style="list-style-type: none"> • Improved understanding of alignment and integration of process coming through 17/18 paperwork • Number of schools having VSE through QIVs/ QIO engagement visits and/or HMle. | <ul style="list-style-type: none"> • Reviewed paperwork to streamline and amalgamate different aspects of SE. | <ul style="list-style-type: none"> • Involving all stakeholders in SESI – promotes leadership at all levels. |

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| IMPROVEMENT IN CHILDREN'S AND YOUNG PEOPLE'S HEALTH AND WELLBEING | How are we doing? Review of 16/17 actions | What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area) | Measurement | Tackling Bureaucracy | Leadership |
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| HWB framework linking to integrated service planning (In-depth Plan) | <p>Responsibility For All' Toolkit and resources to be produced Draft toolkit and tracker created ; to be shared with HTs at May Conference.</p> <p>Suggestions for CPD – information gathered and will be fed back to respective organisations. Information gathered used to inform 17-18 AIP.</p> <p>Sharing of practice – information gathered and collated into booklet and shared on GLOW. This will be added to over time.</p> <p>Highland Lifestyle Survey Information collated. Shared at HT Conference.</p> | <ul style="list-style-type: none"> • Share information collated around CPD with colleagues • Continue gathering practice to share on GLOW • Framework finalised following HT feedback | <p>Gather and collate information</p> <p>Stats from attendance at twilights</p> | <ul style="list-style-type: none"> • An easily accessibly resource to support H&W • CPD arranged according to the requirements of schools | <ul style="list-style-type: none"> • PEF officer in place to roll out training • Working Group to continue |
| LfS strategy and sharing of good practice. (In-depth Plan) | <p>LfS Conference in association with partner groups to raise awareness of LfS/Sustainable Development Goals (for Primary and Secondary) Festival held on 10th September. Good uptake of places with all six workshops well attended. Feedback very positive and a further Festival was planned for March 2017. This was postponed to 9th September 2017 due to lack of attendees.</p> | <ul style="list-style-type: none"> • Run twilights on the Sustainable Development Goals and the Rights of the Child • Create a Highland version of 'Rights Respecting Schools' • Create a Northern Alliance Group for LfS | <ul style="list-style-type: none"> • Gather data on attendance at twilights/Festival • Hits on LfS blog • Numbers of schools with E&D Policies in place | <ul style="list-style-type: none"> • Sharing of resources on blog to support classroom practice • Twilights around the Global Goals and Equality and Diversity • Online training tool for Equality and Diversity • Rights respecting Schools pack produced • Work with LfS practitioners across the Northern Alliance | <ul style="list-style-type: none"> • Support Officer to maintain LfS Group to run twilights • Work with HOW, CCX. Outdoor Learning etc to deliver training • Working Group to continue |
| NIF DRIVERS <ul style="list-style-type: none"> • Teacher Professionalism • Parental engagement • Performance Information | <p>Raise awareness of ECO Schools Each school receives a letter from the Authority when they achieve Green Flag status. This is also shared on the LfS blog and tweeted. Schools are encouraged to continue ECO work through regular emails.</p> <p>Equality and Diversity Twilights were run by Health team. This was promoted through emails and attendance increased. A survey to establish the number of schools who had an Equality and Diversity Policy was sent out.</p> | | | | |
| HGIOS4 QIs QIs – 1.2; 2.2; 3.1; 3.2 | <p>SDG twilights – to begin term 4</p> | | | | |
| PEF focus on Play and Outdoor Learning | <p>PE twilights and INSET days</p> <p>Attendance high and evaluations good. Delivered across the Authority working with Primary and secondary schools.</p> | <ul style="list-style-type: none"> • Development officer appointed for PEF schools • Linking to Go2Play and Ground for Learning's | | | |

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(In-depth Plan)

Playtime revolution

- Establish a 10 week school specific programme

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| Improvement in employability skills and sustained, positive school leaver destinations | How are we doing? Review of 16/17 actions | What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area) | Measurement | Tackling Bureaucracy | Leadership |
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| <p>3-15 Skills development/ STEM/ Enterprise</p> <p>NIF DRIVERS</p> <ul style="list-style-type: none"> • Teacher Professionalism • Assessing Children's Progress <p>HGIOS4 QIs</p> <p>QI – 2.2; 2.7; 3.3</p> | <p>DYW through Primary Curriculum – Skills for learning, life and work</p> <p>ASGs continue to have DYW in their improvement cycle with twenty four having responded to the latest survey stating that they had DYW BGE as an in depth project for SIP. In March 2016 twenty seven schools said that it would be a priority 2016-17. Support papers, examples and audits were created and uploaded to GLOW summer 2016 to help schools focus from August 2016 and an average of 25 'hits' per month show that the starter pack and the supporting materials are being accessed regularly. 75% of schools who responded state that DYW is now embedded in their curriculum with 25% stating that these have been stand alone projects this session. Three schools had direct input from the SQIO with three further having access to the collegiate session materials. 67% of schools stated that skills for learning, life and work had improved and with the combined use of My World of Work SDS resource there is evidence of schools using the Six Pathways to reflect on what they are developing, where there strengths are and using the six pathway headings to categorise what they are understanding and developing. Again, evidence from the GLOW tile shows that next to the starter pack the skills supporting documents are accessed frequently.</p> <p>Partnership Working/ Digital skills</p> <p>SDS facilities have improved greatly for staff CPD as well as workshops and activities for groups of young people. Staff links have been established with the STEM engagement adviser and initial CPD for staff was open with two sessions a week from August – November. As a result, there have been 94 visits from schools with 97% being P6 or P7. While over two thousand pupils and more than two hundred and fifty staff have accessed the building it remains important to consider what happens next.</p> <p>S1-3 - The science development officer engaged with Dingwall</p> | <ul style="list-style-type: none"> • So far 12 more schools have booked direct support August – October 2017 as it becomes a priority in their improvement plans. • Target Secondary to engage with digital hub • Follow up with schools attending CPD - impact 17/18 • Include in staff DYW /Skills CPD – share good practice and approaches | <ul style="list-style-type: none"> • ASG/school participation mapping and revisiting schools that had DYW on SIP last session to further measure impact – use of survey and gathering evidence for GLOW • Regular meetings with SDS to gather data on school engagement • Review data and target support and resources • Review from evaluations for next steps | <ul style="list-style-type: none"> • SQIO providing up to date materials that can be made to suit school communities • Everything uploaded to GLOW that is relevant. • Partnership working with SDS providing schools with resources and support in this area. | |

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| <p>and Alness secondary schools to have a DYW BGE day with a focus on science in the community. This was carried out with local businesses and young people from S3'</p> <p>Enterprise</p> <p>With the collaboration of Scotland's Enterprising Schools a conference took place on 1st June 2017. DYW team and SQIO organised a number of workshops and speakers to stimulate creativity and action for next session. Workshops were hosted by those currently on the journey in Highland. The Market Place provided schools and settings with further inspiration to lead their schools next session. 25 schools had representation at this CPD Event (17 Primary / 8 Secondary), further representation from key partners HLH, SDS</p> <p>DYW Regional Groups</p> <p>Work carried out this year with all 3 regional boards and operational sub-groups. A member of the authority DYW team sits on all the Regional Boards and regular meetings take place with the DYW operational teams to share information on school engagement as well as the wider DYW agenda. The main aim of the work of the groups is the employer/education engagement agenda.</p> <p>Hi-Hope Work Experience</p> <p>This session has seen the set up and soft launch of Hi-Hopes work experience tab. Schools can use this to teach/ discuss skills development, profiling, job sector roles as well as key aspects of the job application process. This is a web based tool which allows young people access from home/ mobile phones, making it easier for discussion with Parents/Carers. This was rolled out to HTs at HSHA as well as DYW strategic leads in school through a day's training across broad aspects of DYW. Discussions are on-going with SG regarding Hi-Hope informing Market place – a National employer platform.</p> <p>Development of SEEMiS</p> <p>Currently SEEMiS has the facility to capture free-text 16+ & pastoral information, but offers no logical place to capture the wider work-related learning of individual pupils. If this is to be better embedded all teachers should be able to record any work-related learning undertaken by pupils.</p> | <p>Secondary Work related learning</p> <p>HGIOS4 QIs</p> <p>QI – 1.2; 2.2; 2.4; 2.7; 3.3</p> <p>NIF DRIVERS</p> <ul style="list-style-type: none"> • Teacher Professionalism • School Leadership • School Improvement • Performance information | <ul style="list-style-type: none"> • Continue partnership working and review LPAs • Work experience - hi - hope phase 2 – reporting data • Market Place – articulate alignment with Hi-Hopes • Scoping of recording mechanism for work-related learning via SEEMiS in alignment with hi-hope opportunities and the Responsibility of All agenda | <ul style="list-style-type: none"> • Feedback from Schools – events and Work experience survey • Hi-hope analytics reports to measure impact and usage in schools • School pilot | <ul style="list-style-type: none"> • DYW groups managing employer engagement and requests • New system to support streamlined process and aiding L&T in classroom • 16+ data central support and guidance. |
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| Responsibility of All & Use of data | <p>Career Education Standard and use of Data</p> <p>DYW lead day and presentation to HTs on key aspects of Carer education standard and responsibility of all agenda. Work with SDS around curriculum inserts is on-going and there requires to be continued roll out and raised awareness of expectations regarding wider curriculum in work related context. The Risk Matrix use has been included in training with regard to identifying pupils 'at risk' from not reaching a positive destination and putting in interventions.</p> | <ul style="list-style-type: none"> • CES - events strategy following school survey • Effective use of data - authority level mapping and CPD for school staff • Continued work with SDS and lesson inserts | <p>Review from evaluations for next steps SDS engagement impact</p> | <ul style="list-style-type: none"> • SDS lesson inserts to aid L&T |
| Bridge to Employment | <p>Review BtE programme</p> <p>Our Bridge to Employment programme has undergone a review this year. A strategic group has been set up involving representatives from the central team, employers (Life Scan, SSE and Cap Gemini) and schools, to consider the main aims of the programme and target groups of young people. The new programme is being planned as a two year programme focusing on engaging young people in S3 into STEM related activities and work related learning with the intention this will inform their subject choice if appropriate. There will then be opportunity for progression into a year 2 at any point appropriate to the young person across their senior phase. Employability, STEM pathways and some certification will be offered. An interim programme was established and rolled out for exisiting year 2 pupils and valuable puil and staff feedback has been tkaen this year to inform strategy moving forward.</p> | <ul style="list-style-type: none"> • Yr 1 detailed plan and course spec issued to schools • Launch new programme with schools • Plan Yr 2 programme | <p>Pupil and school feedback.</p> <p>Numbers on programme</p> <p>Progression to yr 2.</p> <p>Employer feedback</p> | <ul style="list-style-type: none"> • BtE - Centrally organised programme streamlined to support workload in schools – reduced paperwork and in-school completion of content. |
| Foundation Apprenticeships and College Strategy | <p>FA Engineering funding bid with Nigg Skills Academy and delivery plan</p> <p>A recent funding bid has been approved by Skills Development Sotland for Highland Council to deliver a 2 year Foundation Apprenticeship in Engineering in conjunction with Nigg Skills Academy as a sub contractor partner. This partnership working will allow pupils from up to seven schools in the mid Highland area the opportunity to train in their local context and gain a industry based qualification which they can then build on through various progression routes in further education or employment. An initial delivery plan has been drawn up with school, including parental engagement and application process now underway to start next session. We presently have 7 pupils applying for this 2 year course.</p> | <ul style="list-style-type: none"> • Nigg Skills Engineering FA planning – launch Yr 1 course • Monitor and report on key milestones • Evaluate and inform yr 2 planning • MA Project Officer will support development of FA work-experience opportunities within HC. • Using 16+ data to anticipate possible future MA development by cross-referencing with aspirations of local yp. | <ul style="list-style-type: none"> • Closely monitored pupil progress • Feedback from all stakeholders • Number of opportunities increase • Number of opportunities | <p>A – centrally organised programme led by centre and Nigg Skills.</p> |

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| Opportunities for all | <p>Support and Development of FA Opportunities via HC</p> <p>Work continues to support Modern Apprenticeship Project Officer who is currently looking to develop work experience opportunities within HC for young people undertaking College FA courses.</p> | | utilised | | |
| | <p>Opportunities for All</p> <p>The Opportunities for All LA Commitment and national indicator is to increase the proportion of young people participating in Learning, Training and Work. Key targets for 2017/18 are set within the SG reporting template. Priority targets include increasing positive destinations of school leavers by ensuring that schools & supporters of young people have the tools and knowledge to support young people locally.</p> <p>16+ Data</p> <p>All secondary schools are using the SEEMiS 16+ tab to record intended leaving dates, preferred routes & preferred occupations for all s4-s6 pupils. This information is used to support planning to ensure successful transition to post-school destinations.</p> <p>Datahub</p> <p>Work continuing with national SDS Data Sharing Team to further develop the datahub & the capture of useful information via SEEMiS to support the DYW and Opps for All agenda</p> <p>Transitions</p> <p>A new Transition Coordinator was appointed in June 2016. This post, managed by the ASN Head of Service, allows for close working with our Opportunities for All Coordinator around the positive destination agenda for all our young people leaving school in Highland. The Transitions Coordinator is also working closely with NHS Adult Service Transition Project Manager to consider and track the transition to adult services for our young people who are noted as requiring stage 3 or 4 intervention level on the ASN matrix. Early intervention work is also underway around the P7 to S1 transition using the Seasons programme. The Transitions Protocol has recently been launched and will monitored and reviewed over the next 12</p> | <ul style="list-style-type: none"> • Data analysis of post school destinations by Opps for All target groups • Linking with multi-agency partners around post school transition planning • Refresh & re launch of YEAP (Youth Employability Activity Plan) • Promotional work around the Skills Pipeline to remind partners about the differentiation of the 5 stages. Continue to include in staff CPD • 16+ meetings in each school to identify need of pupils most at risk of not achieving a positive post-school destination • Alignment of Hi-Hope, SEEMiS, Marketplace and Datahub sector information | <ul style="list-style-type: none"> • Reduction in negative destinations. • Practitioners will have a better understanding of the pipeline and how to plan and prepare yp to access appropriate training. - feedback | <ul style="list-style-type: none"> • Central staff supporting schools to target support, find pathways, use data and link to SDS. | |

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| | months. Promotional work is underway with school staff and partners | | | | |
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Tackling Bureaucracy in Highland 16/17 – 17/18

Below are Highland actions for tackling bureaucracy agenda for 2016/17 and 2017/18 related to the authority improvement plan. Main actions across the different aspects of the plan include

- **Development officers** in place to provide training strategies for schools in Literacy; numeracy; HWB; 1+2; Science; DYW; digital learning; profiling; assessment and moderation
- **Online resources** linked to the improvement agenda – toolkits; L&T resources; assessments; blogs
- **Network groups** set up to aid professional dialogue and support – Emerging literacy; TLCs; moderation leaders
- **Effective use of data support & tools**
 - training; guidelines; support workshops
 - Risk Matrix implementation – most data in one place
 - Data packs produced per school with overview; raw data and filter pivot charts
 - Collection of level data through Seemis
- **Streamlined paperwork for SQR / SIP**
 - now one document without repeat of information across previous SQR / SIP.
 - fulfils statutory requirements for reporting and planning
 - fulfils HMIE documentation
 - training session around paperwork and approach to SISE to tackle bureaucracy and link to good practice
- **In-depth action plan templates** created for schools to personalise and include in SIPs for authority wide projects
- **Effective Profiling** – reducing/ removing the end of year report - Highland's approach has been shared on the National Improvement Hub as a model of good practice
- **Hi-Hope work experience**
 - streamlined on-line service for schools to support and enhance learning around work related learning.
 - Phase 2 will include availability of reports to give schools around work experience data to inform actions.
- **Secondary working groups** set up to support teachers with BGE moderation; SQA changes and verification
 - Support will include sharing materials and /or producing resources

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- Exemplifying process and standards if applicable
- Point of contact for questions
- SQA key link QIO established and short life working group set up to provide guidelines and recommendations for entry

- **Pupil Equity Fund / SAC – workload support includes**
 - HT Guidelines and process to embed PEF planning into improvement framework
 - 3rd Sector online database with information and costing of external services
 - PEF officer employed to help schools/areas track finance and aid staff strategic planning
 - Plans for Highland 'interventions for equity' tile on glow to aid sharing of effective interventions
 - Central support development officers to be appointed to work with specific schools who wish to use this extra resource to support their context in literacy, numeracy, HWB , data.