Improving Lives Together

Ambition I Compassion I Integrity

PERTH & KINROSS COUNCIL

Raising Attainment Strategy

2020-2023

Achieving Excellence and Equity

Education & Children's Services

Contents

Foreword

Education & Children's Services (ECS) is committed to improving the attainment and achievement of all our children and young people in line with the National Improvement Framework and Improvement Plan.

We aim to continue to build on the successful work that has resulted from the Raising Attainment Strategy 2016-2019.

We have high aspirations for all children and young people and want to ensure that every child and young person in our early learning and childcare centres and schools enjoys learning and achieves well.

Our five improvement themes of Leadership at all Levels, Excellence in Teaching and Learning, Effective Interventions, Engaging with Families and Communities and Use of Evidence and Data link directly with the National Improvement Framework improvement themes. Our evidence tells us that we need to continue to focus on improving pupil attendance and reducing exclusion rates, increasing attainment in writing and numeracy particularly in P4 and P7, and supporting pupil wellbeing including where appropriate, their mental health. Evidence is also telling us that deprivation-related gaps remain, and we must continue to find ways to redress this.

This strategy outlines where we are now, how we are going to improve and how we will measure success.

Education & Children's Services (ECS) is committed to working with our community planning partners and our families and communities to improve lives together. This work is underpinned by our shared values of ambition, compassion and integrity.

Sheena Devlin
Executive Director (Education & Children's Services)

Part One

National and Local Context

Rationale

"The Scottish Government has set out a clear vision for education in Scotland, with a commitment to "a Scotland in which all children and young people can realise their potential, regardless of their social background or learning needs, thereby developing the knowledge, skills and attributes they will need to flourish in learning, life, and work."

National Improvement Framework 2016

Launched in February 2015, The Scottish Attainment Challenge was established to achieve equity in education by ensuring that every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap. It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child. It focuses on improvement activity in literacy, numeracy and health and wellbeing and complements the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.

The Pupil Equity Fund (PEF), launched in 2017, and the Care Experienced Children and Young People Fund (CECYPF), introduced in 2018, are part of the Attainment Scotland Fund. Every Council is in receipt of PEF funding which is allocated directly to schools and targeted at closing the poverty-related attainment gap.

The Scottish Government has recognised that the COVID-19 pandemic has impacted on every aspect of our lives in Scotland. In response to the financial and resource implications for ensuring critical provision for children and families, the current guidance relating to the Attainment Scotland Funding, which includes Pupil Equity Funding, has been relaxed. This is to enable Headteachers and Local Authorities to work in partnership to support the education and care of children and young people where it is most needed. There is an agreement that there should be a more flexible approach, and decisions must remain consistent with the principle of equity in education.

Working in partnership with parents and families is essential to ensure that the children and young people get the best chance in life and achieve their potential.

"Providing opportunities, supporting and building capacity amongst parents and families to capitalise on children's learning experiences is key in raising attainment and closing the poverty-related attainment gap. Research evidence shows that when parents, carers and other family members are effectively involved in their children's education, the outcome for their children is better."

Scottish Schools (Parental Involvement) Act Guidance, 2006

Rationale

Ensuring equity and excellence for all, raising attainment and closing the poverty related attainment gap will be even more important in light of COVID-19. Whilst some learners will have adapted well to learning at home, made good progress and developed new skills others may be at greater risk of becoming disengaged and are likely to return to school with increased gaps in their learning. In addition, learners will need support to re-connect with peers and adults in school. They may experience a variety of emotions from relief and happiness to anxiety, anger and loss. As such, a focus on relationships, health and wellbeing to raise attainment will be central to the recovery process.

Aims and Purpose of the Strategy

The **overall aim** of the PKC Raising Attainment Strategy is to set out our shared vision, priorities and expectations in relation to raising attainment and achievement for every child and young person to achieve the national ambition of:

- *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 succeed; and*

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

This refreshed strategy renews our commitment to achieving the highest outcomes for all. It provides an opportunity to focus on the local and national context, outline the Perth and Kinross approach and details how we will measure success.

Our strategy builds on what we know works well by highlighting areas of good practice nationally, promoting evidence-based interventions and signposting to appropriate research. It reflects the national picture outlined in the National Improvement Framework and mirrors the key messages within the Tayside Plan:

"We will ensure that, through meaningful engagement in learning, high-quality learning experiences and skilful staff, all of our children, regardless of their circumstances, will be successful learners, confident individuals and responsible citizens who contribute to their communities. We will have ambitious targets for raising attainment and achievement."

The Tayside Plan for Children, Young People and Families (2017-2020)

In order to drive innovation, share practice and secure collective improvement the strategy aligns with the work of the PKC Excellent Relationships, Excellent Learning and Teaching Policy and other supporting strategies as illustrated in the diagram below:

Raising Attainment Strategy

Excellent Relationships, Learning and Teaching

Literacy Strategy	Numeracy Strategy	Health and Wellbeing
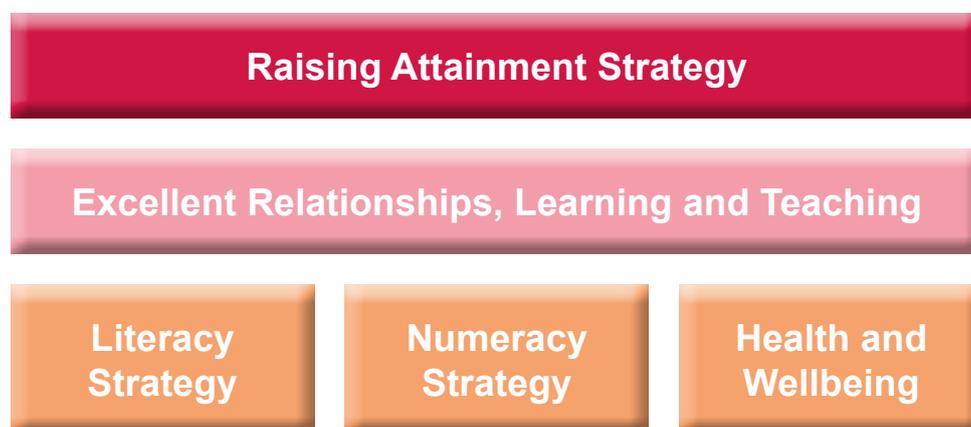
"Both Curriculum for Excellence and the National Improvement Framework share a clear and positive narrative of a bold nature which, if applied consistently, will help to raise attainment and close the poverty-related attainment gap."

International Council of Education Advisers, July 2017

National Improvement Framework

Our Priorities:

- *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; and*

- *improvement in employability skills and sustained, positive school-leaver destinations for all young people.*

The Scottish Government sets out a clear vision within the National Improvement Framework. Outlined, is a commitment to delivering **excellence** by ensuring children and young people acquire a broad range of skills and capacities at the highest levels.

Also delivering **equity** so that every child and young person thrives and has the best opportunity to succeed, regardless of their social circumstances or additional needs.

The latest statistics outlined by the Scottish Government indicate rising poverty and income inequality in Scotland in recent years. Currently the child poverty rate stands at 24% in Scotland. According to the latest official figures, just over 1 million people in Scotland are classed as living in poverty, including 240,000 children *(Joseph Rowntree Foundation, October 2019)*.

It is important that we draw upon lessons learned from the Scottish Attainment Challenge to date. National evidence[1] is now available and this shows us that the most effective emerging practice includes the following key elements:

- *shared responsibility and highly-effective leadership at all levels;*

- *improved use and analysis of a wider range of qualitative and quantitative data;*

- *a deeper understanding of the challenges and barriers for children and young people;*

- *evaluation of children's readiness for learning and early identification of concerns;*

- *a clear investment and focus on career-long professional learning;*

- *an increase in the use and application of evidence-based research including recognised methodologies and approaches;*

- *an increased focus on improving outcomes in health and wellbeing, literacy and numeracy;*

- *working more collaboratively with a wider range of partners;*

- *greater awareness of the cost of the school day and impact this can have on families.*

[1] **How well are the Scottish Attainment Challenge authorities improving learning, raising attainment and closing the poverty-related attainment gap?** *Education Scotland, June 2019*

National Recommendations

It is recommended that schools and local authorities ensure:

- *a focus on excellence and equity in order to increase the pace of change and close the gap;*

- *interventions and approaches continue to be informed by rigorous self-evaluation;*

- *data and other evidence is being used effectively and leading to improvement;*

- *clarity in setting out outcomes, measures and targets and being more specific about poverty related attainment gaps;*

- *moderation, monitoring, tracking and assessment should include a particular focus on equity;*

- *parental engagement is leading to improved outcomes for learners living in the most deprived communities and circumstances;*

- *Partners are fully involved in self-evaluation and planning to ensure maximum impact on the outcomes of children and young people.*
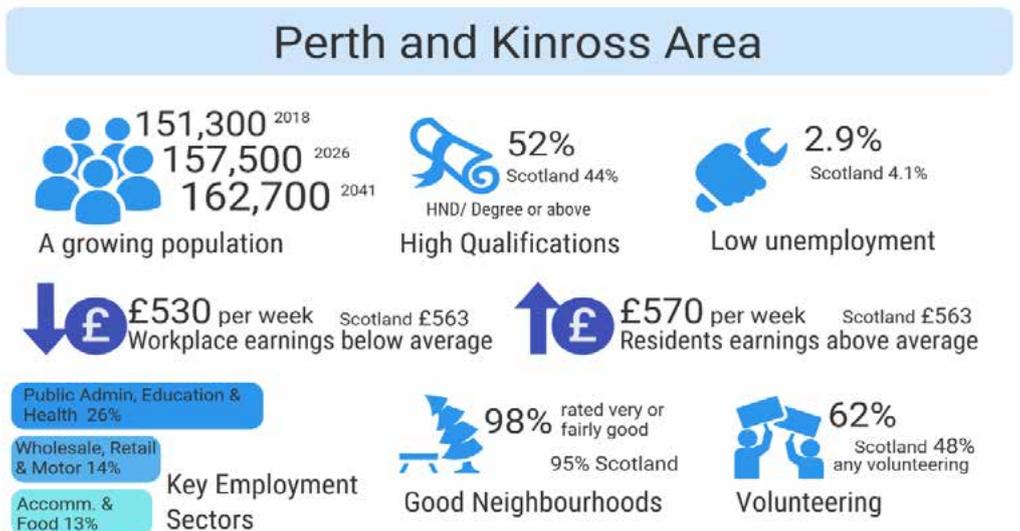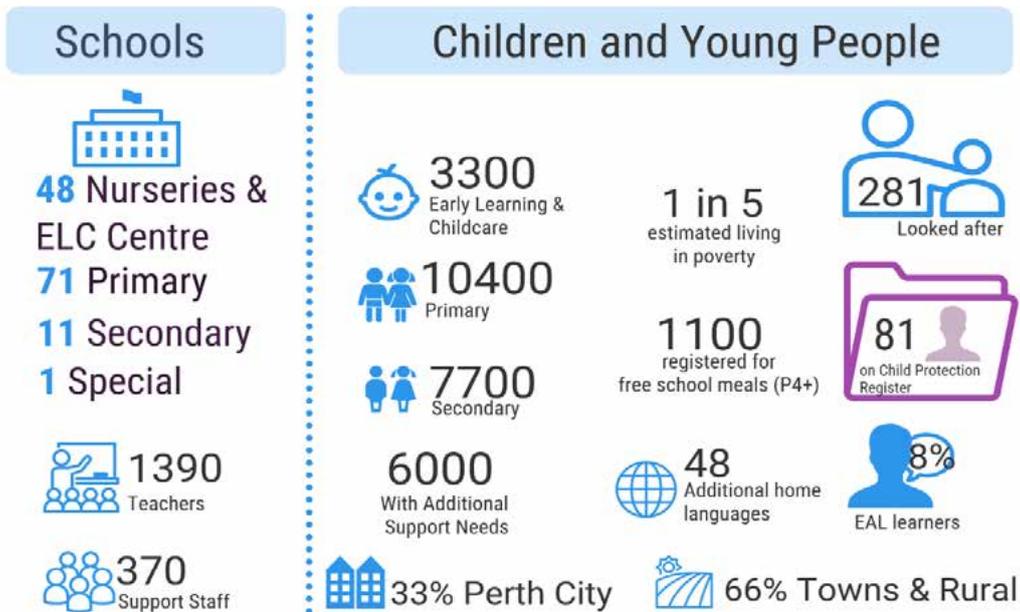
Perth and Kinross is a diverse area encompassing the City of Perth, many larger and small towns as well as extensive rural areas. Perth and Kinross does not have a significant number of children and young people who are identified, using the Scottish Index of Multiple Deprivation (SIMD), as coming from families potentially affected by poverty. However, a range of other local data, including the ACORN classification, indicates that a number of children and young people are living in households where incomes are low.

Evidence tells us that around 18% of children and young people in our local authority are living in poverty. Poverty is not confined to the urban areas of Perth and Kinross. We know that hidden rural poverty can be less visible, making it hard to identify.

Rural deprivation can include factors such as fuel poverty, increased transport costs to access services and low-income employment.

Schools
48 Nurseries & ELC Centre
71 Primary
11 Secondary
1 Special
1390 Teachers
370 Support Staff

Children and Young People
3300 Early Learning & Childcare
10400 Primary
7700 Secondary
6000 With Additional Support Needs
1 in 5 estimated living in poverty
1100 registered for free school meals (P4+)
48 Additional home languages
281 Looked after
81 on Child Protection Register
8% EAL learners
33% Perth City
66% Towns & Rural

Perth and Kinross Area
151,300 2018
157,500 2026
162,700 2041
A growing population
52% Scotland 44% HND/ Degree or above — High Qualifications
2.9% Scotland 4.1% Low unemployment
£530 per week Scotland £563 Workplace earnings below average
£570 per week Scotland £563 Residents earnings above average
Public Admin, Education & Health 26%
Wholesale, Retail & Motor 14%
Accomm. & Food 13%
Key Employment Sectors
98% rated very or fairly good 95% Scotland Good Neighbourhoods
62% Scotland 48% any volunteering Volunteering

Research by Professor John McKendrick has demonstrated that there are children in Scotland living in poverty in even the most affluent areas. Two-thirds of those classed as *'poor'* live outside deprived areas.

Living in poverty can result in facing insecurity, uncertainty, and difficult decisions about money. It can lead to an absence of access to the necessary resources and support needed to play a full part in society. Children themselves can be aware of the social stigma and this can affect their behaviour, learning and attendance at school. Likewise, this can affect parental participation and engagement in the school community.

Schools should therefore explore the socio-demographic factors which feature within their unique contexts and consider the different facets of poverty:

Hidden Poverty	Poverty of Opportunity	Rural Poverty	Working Poverty	Poverty of Aspiration

- ■ *Hidden Poverty: This may be about what or who families have access to which can be affected by hidden circumstances, disabilities or belonging to a group with a protected characteristic.*

- ■ *Poverty of Opportunity: Parents and carers living in poverty can struggle to find the means to fund activities outside of school which could enrich their learning experiences. Families in rural communities can find it difficult to access some activities.*

- ■ *Rural Poverty: Families living in rural areas can have additional or increased costs of living. Fuel poverty can be a real issue for families living in rural areas, as can being able to afford to travel distances to access amenities.*

- ■ *Working Poverty: Many face daily struggles and face a number of obstacles including finding affordable housing, travelling to and from work, buying basic necessities, arranging childcare, having unpredictable work schedules, juggling two or more jobs, and coping with low wages.*

- ■ *Poverty of Aspiration: Children's less successful progress in education is often blamed on their, and/or their parents' poor aspirations. This has become known as the 'poverty of aspiration'.*

Upon returning to school on a full time basis or experiencing a blended approach to learning as a result of COVID-19, it will be important to work with families and partners to address any inequalities such as digital access or issues emerging from financial hardship. Schools may find that for some the poverty gap has widened and that many family circumstances have now changed. Time should be taken to listen and understand the circumstances and needs of groups and individuals.

Recent qualitative evidence collated across our schools tells us that:

- *there is continued work in early years settings on child development, communication and early literacy which is showing indications of improvement;*

- *schools are increasingly developing new ways of delivering family learning opportunities and parenting programmes are showing a positive impact;*

- *extensive work around developing literacy and numeracy frameworks to support schools and LMGs is providing a structured approach to improvement;*

- *effective tracking and monitoring of progress in attainment has been further developed to support more robust professional discussions on next steps in learning;*

- *digital technologies are increasingly used to enhance learning;*

- *leadership programmes are providing the professional support and challenge to develop effective school leaders;*

- *evidence-based and data-driven improvement activity is further expanding;*

- *interventions to address the poverty-related attainment gap are well-planned and increasingly well-evaluated to show impact;*

- *school leaders continue to be supported to use an action research model and tools from the Educational Endowment Fund to analyse school level data to identify attainment gaps, and from there to select and evaluate appropriate interventions;*

- *equity networks are helping to support PEF funded activities and interventions to be shared across schools and nurseries;*

- *the Emotional Wellbeing Collaborative has promoted a focus on resilience and has supported a range of school initiatives targeted to deliver improvements in this area;*

- *secondary schools continue to develop their curricular options with a view to increasing vocational opportunities while maintaining a broad academic offer;*

- *the range and number of foundation apprenticeships is increasing.*

Our quantitative data in Perth and Kinross is telling us:

Excellence — Raising attainment for all learners

The proportion of P1s meeting all their expected developmental milestones remains steady at around 4 in 5 — **80%**

Steady, long-term progress in CfE levels achieved is shown across all stages and areas

Progress (improvement) of individual year group cohorts through the levels is consistent

Steady rise in breadth and depth of Leaver's attainment and positive destinations; above national averages

Equity — Closing the poverty-related attainment gap

Early indications of poverty gaps closing at all levels across the Broad General Education

Strengthening bundle of interventions to tackle poverty

Closing poverty-related gaps for leavers in Level 5 Literacy and Level 4 Numeracy

Inspections of ELC centres and schools show strong performance above benchmarks

Areas for collective focus and attention

Boys remain more likely not to meet development milestones and be ready for school

Writing and **numeracy** levels lower than reading, listening & talking, and poverty gaps more persistent

Wellbeing and **mental health** remains a concern - a growing need to support our children and young people

Emotional development and **speech** and **language** are development areas most commonly not met pre-school

Attendance has decreased, especially amongst pupils potentially affected by poverty

Attainment of looked after children and young people remains lower than peers

What Do We Need To Do Now?

Our main priorities for improvement in order to raise attainment and close the poverty-related attainment gap are set out below:

- *Raising attainment in literacy and numeracy across all quintiles.*

- *Improving the wellbeing and mental health of our children and young people.*

- *Closing the poverty-related attainment gap.*

- *Increasing attendance levels.*

- *Reducing exclusion rates.*

- *Improving the attainment of Looked-After Children, especially those looked after at home, and children and young people with additional support needs.*
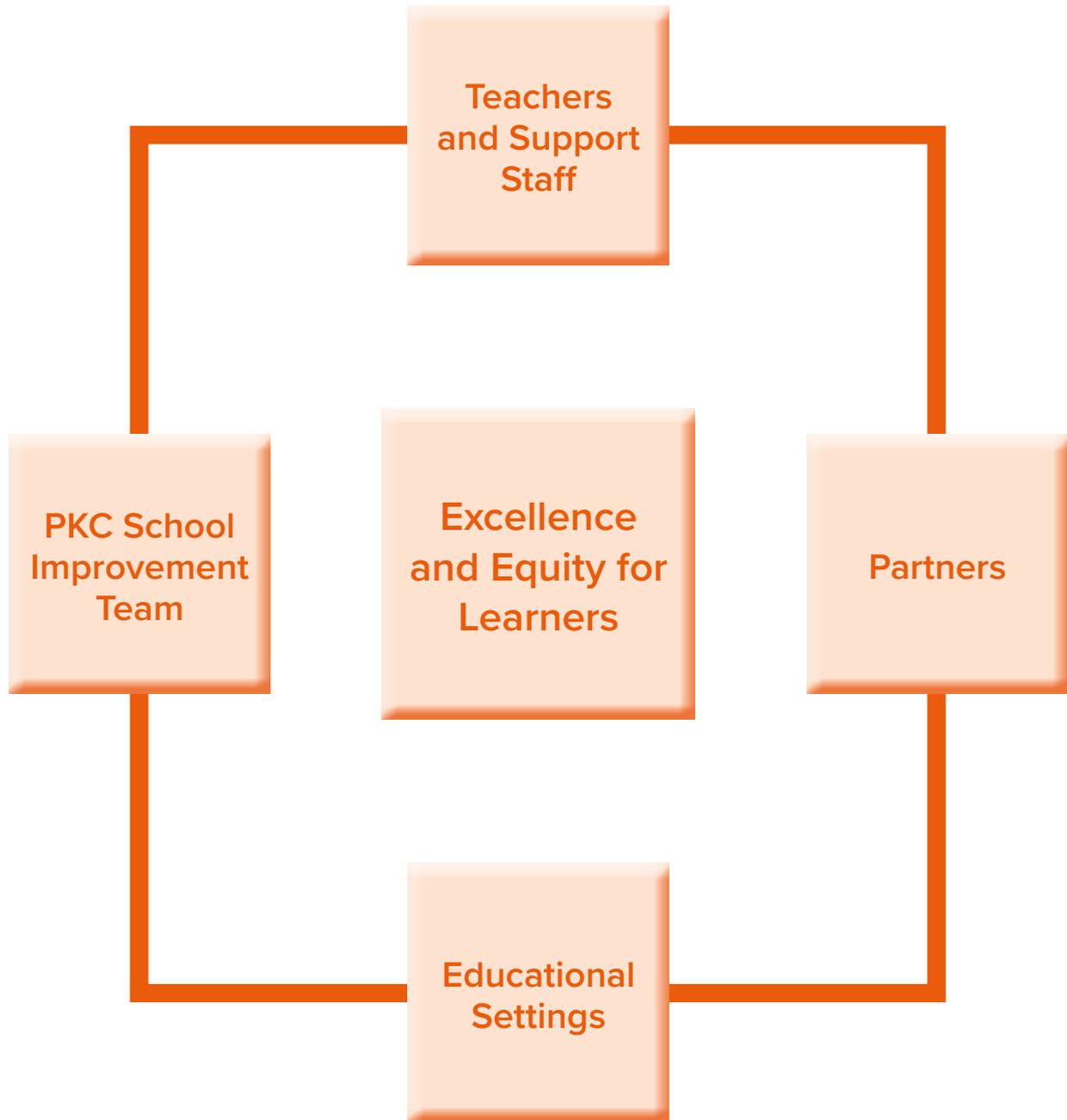
We will do this by:

- *building capacity across all levels through providing a strong professional learning and development offer;*

- *empowering staff, children and young people, and parents/carers;*

- *working with colleagues to develop a school improvement framework which is proportionate and can provide targeted support where needed;*

- *sharing a core dataset across the Tayside Regional Improvement Collaborative, to measure attainment and to plan for improvement.*

As children and young people return to school after the COVID-19 lockdown, some groups and individual learners may require intensified and targeted approaches to ensure that they do not become disengaged or fall behind. Schools may need to reconsider expectations around aspects of school life such as the **Cost of the School Day** ⊘. Partnership working will be important and schools may wish to think flexibly and creatively around their use of resources and any additional funding such as the Pupil Equity Fund to ensure maximum impact for learners addressing needs in the current context.

Part Two

The Perth and Kinross Approach

Teachers and Support Staff

PKC School Improvement Team

Excellence and Equity for Learners

Partners

Educational Settings

Leadership at All Levels

Excellence in Learning and Teaching

Effective Interventions

Engaging with Families and Communities

Use of Evidence and Data

In Perth and Kinross, the ECS vision is of Improving Lives Together. Our values of **ambition, compassion, integrity** underpin our approach to raising attainment and closing the poverty related attainment gap and influences the work we do.

It is the responsibility of the local authority and therefore all practitioners in Perth and Kinross to work to:

- *develop a culture of aspiration and ambition for all our children and young people in achieving excellence;*

- *promote excellent learning and teaching to ensure consistent, high-quality provision of learning with appropriate pace and challenge for each learner;*

- *support the development of excellent relationships to enable learners to engage in the process of learning and promote their desire to learn;*

- *ensure equity of opportunity and experience and reduce the attainment gap between those from the most and least disadvantaged backgrounds.*

In order to achieve these outcomes, the strategy will focus on five PKC Improvement Themes. These align with the key drivers in the National Improvement Framework (NIF) and link with our other key PKC strategies.

Our key themes and main actions are:

Theme One - *Leadership at All Levels*

We will:

- *continue to develop leadership opportunities and training at all levels in order to further develop capacity and improve outcomes;*

- *review our school improvement planning framework to ensure a robust approach which is proportionate and builds capacity within the system;*

- *create opportunities for staff, pupils and parents to feel empowered to take forward school improvement priorities;*

- *strengthen collaborative quality improvement activities across our schools, local management groups and regional improvement collaboratives to drive improvement.*

Theme Two - *Excellence in Teaching and Learning*

We will:

- *exploit fully the flexibility of Curriculum for Excellence and refreshed narrative to better meet the needs of all learners and provide support for all;*

- *focus on literacy and numeracy supports and frameworks on which to build future learning and recognise the key importance of health and wellbeing in relation to learner success;*

- *embed moderation activities to share good practice, make informed judgements in relation to pupil progress and ensure consistent approaches;*

- *ensure effective pastoral and curricular transitions at all stages to build on prior learning and provide continuity in learning experiences;*

- *consider the cost of the school day for families when making decisions about learning and teaching;*

- *identify appropriate universal approaches and targeted interventions to address the challenges and barriers children and young people may face.*

Perth & Kinross Council Improvement Themes

Theme Three - *Effective Interventions*

We will:

- employ action research and improvement methodologies to improve outcomes and measure impact of interventions and pedagogical approaches;

- ensure that interventions are continually evaluated for impact on children's progress and attainment;

- promote partnership working between education practitioners, educational psychologists and allied health professionals to inform practice and shape decision-making;

- use Pupil Equity Funding to interrupt the cycle of deprivation and impact positively on children and young people's progress and attainment;

- further develop equity networks in partnership with Education Scotland attainment advisor and the Regional Improvement Collaborative.

Theme Four - *Engaging with Families and Communities*

We will:

- support and promote engagement with families, parents and carers and the wider community to support children's learning;

- promote opportunities for family learning to encourage family members to learn together and foster positive attitudes to lifelong learning;

- deliver targeted programmes to break the inter-generational cycles of deprivation and low attainment.

Theme Five - *Use of Evidence and Data*

We will:

- use data intelligently at all levels of the system to help drive improvement;

- build the capacity and confidence of school practitioners to generate, understand and analyse a range of data in order for them to know the story of the individual, class or school setting and make informed decisions to support the learner journey;

- use a range of qualitative and quantitative data to set aspirational but achievable targets, for excellence and equity.

- provide Career Long Professional Learning (CLPL) opportunities to enable practitioners to engage in high-quality research informed enquiry methods in collaboration with others.

School Self-Evaluation

It is intended that schools and the local authority work together effectively to achieve the strategy outcomes through the PKC improvement themes.

Schools should engage fully in the self-evaluation process following clear guidance outlined in **HGIOS4/HGIOELC** and following the refreshed PKC school improvement framework.

Robust school improvement processes will enable schools to articulate where they are in the cycle of improvement and next steps in the process.

LOOKING INWARDS:
knowing ourselves
inside out through
effective self-evaluation

LOOKING OUTWARDS:
learning from what
happens elsewhere to
challenge our own thinking

LOOKING FORWARDS:
exploring what
the future might
hold for today's
learners and
planning how to
get there

How we are organised to deliver the outcomes in this strategy is outlined below:

(a) *Knowing Your School Attainment Story*

(b) *Improvement Methodology*

(c) *PKC Information Resources*

(d) *School Improvement Groups*

(e) *Use of Research*

(f) *Universal Provision and Targeted Approaches*

(g) *PKC Improvement Raising Attainment Self-Evaluation Framework*

(h) *Raising Attainment Board*

(i) *Equity Network Meetings*

(j) *Partnerships*

(k) *COVID-19 Raising Attainment Recovery*

(a) Knowing Your School Attainment Story

'No one ever made a decision because of a number. They need a story.'

Daniel Laureate (Economics)

We need data for improvement to:

- *understand what needs improved;*
- *identify gaps and reduce inequity;*
- *test changes;*
- *track and monitor progress;*
- *report on impact.*

Effective Data Analysis

Identify Your Gap

- *Ensure that your **gaps are clearly identified**, agreed and defined.*

- *Understand why these gaps are there. **What are the barriers to learning?***

- *Barriers and gaps should be informed by a **range of intelligence** including the **PKC attainment suite, quality assurance** and **feedback from pupils and families**.*

- *It is also important to have a **thorough contextual understanding** of the needs within your **local community, families and individuals**. This should inform the type of support and approaches that may be the most successful.*

Address The Gaps

- *Review the use of any PEF money or interventions in previous years. What was successful for individuals or groups? Can this be built upon? Are there any things to reflect upon or lessons learned? Did you spend your PEF allocation? If not, why not?*

- *Interventions should be evidence-based and measurable with a clear timeline and plans to track progress and review the impact for the pupils involved.*

- *Ensure that there is a relentless focus on excellence in your universal provision so that any interventions are effectively targeted to where there is the most need.*

- *Plan for sustainability and to build capacity into the system.*

- *Work with partners within and beyond the school.*

- *Keep to a few targeted interventions. Think about the quality of the delivery, effective change management and embedding practice.*

Achieving the Strategy Aims - Organised to Deliver
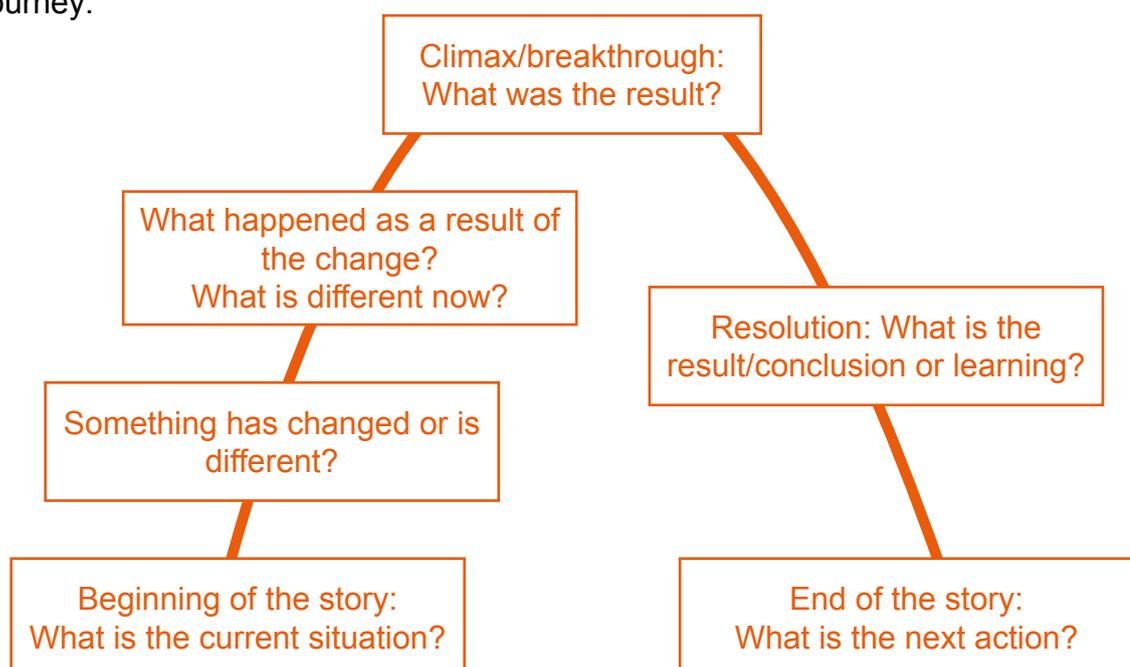
Measure Impact

- *Have a **clear understanding** of your **baseline position** prior to the intervention.*
- ***Collect and analyse comparative data** over the period of the intervention.*
- ***Impact** should be measured in terms of **desired outcomes** for young people and **progress over time**.*

Review and Reflect

- *Consider the impact. **How successful was this intervention?** Might you now **adapt it, adopt it or abandon it?***
- *Can you **'up-scale' the success?** Celebrate and share the practice across the school and local authority?*
- ***Where to next?** Think about the individual pupils and groups. Are all of their gaps closed? Are you monitoring the ongoing impact to ensure the pupils stay on track?*

Telling Your School Attainment Story

Once you have followed the process above, it will be important to reflect on and be able to relate your successes, challenges and next steps in your attainment journey:

Climax/breakthrough: What was the result?

What happened as a result of the change? What is different now?

Resolution: What is the result/conclusion or learning?

Something has changed or is different?

Beginning of the story: What is the current situation?

End of the story: What is the next action?

(b) Improvement Methodology

In Perth and Kinross, evidence-based and data-driven improvement activity is expanding. Interventions to address the poverty-related gap are increasingly well-planned and well-evaluated to show impact. School leaders are supported to use PKC Improvement Methodology (which combines action research and Model for Improvement strategies) and tools from the Education Endowment Foundation to analyse school level data to identify attainment gaps, and from there to select and evaluate appropriate interventions.

ACTION RESEARCH CYCLE
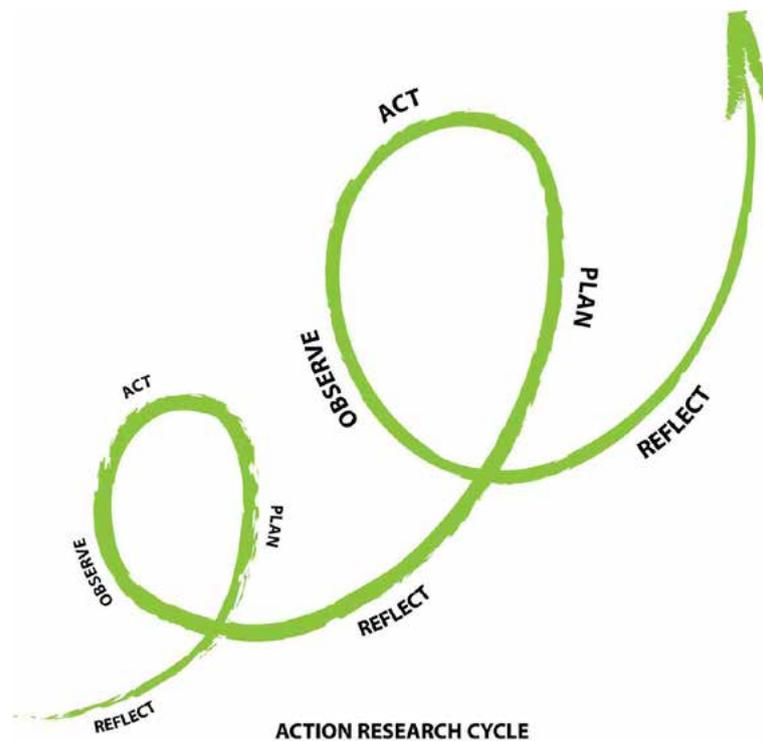
It is recognised that individual schools need to respond according to their own data, current developments and staff skill set. The PKC Improvement Methodology is designed to support this. In the strongest examples, schools have selected a smaller number of very focussed interventions and approaches with clear outcomes and measures in place.

A clear evidence base exists for interventions that can support schools to close the attainment gap. The **Scottish Attainment Challenge: Learning and Teaching Toolkit** ⌀ and the **Sutton Trust-EEF Teaching and Learning Toolkit** ⌀ provide accessible summaries of educational research which provide guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. An **Early Years Toolkit** ⌀ is also available.

| Toolkit Strand	Cost	Evidence Strength	Impact
Feedback ➜ High impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	8
Metacognition and self-regulation ➜ High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	7
Reading comprehension strategies ➜ High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	6
Collaborative learning ➜ Moderate impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	5
Mastery learning ➜ Moderate impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	5
Oral language interventions ➜ Moderate impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	5
Peer tutoring ➜ Moderate impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	5
Phonics ➜ Moderate impact for very low cost, based on very extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	4

(c) PKC Information Resources

Perth and Kinross schools are well supported by the development of the PKC Attainment Suite, with a wide range of information made available to practitioners to inform data analysis and which can provide specific tools to record and analyse data.

Insight Benchmarking

PKC Attainment Suite
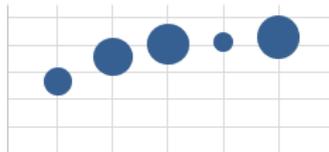
School Information Dashboards

(d) School Improvement Groups

Our primary schools are organised into Improvement Groups (known as families). These have been developed by taking into consideration the context within Perth and Kinross and aim to:
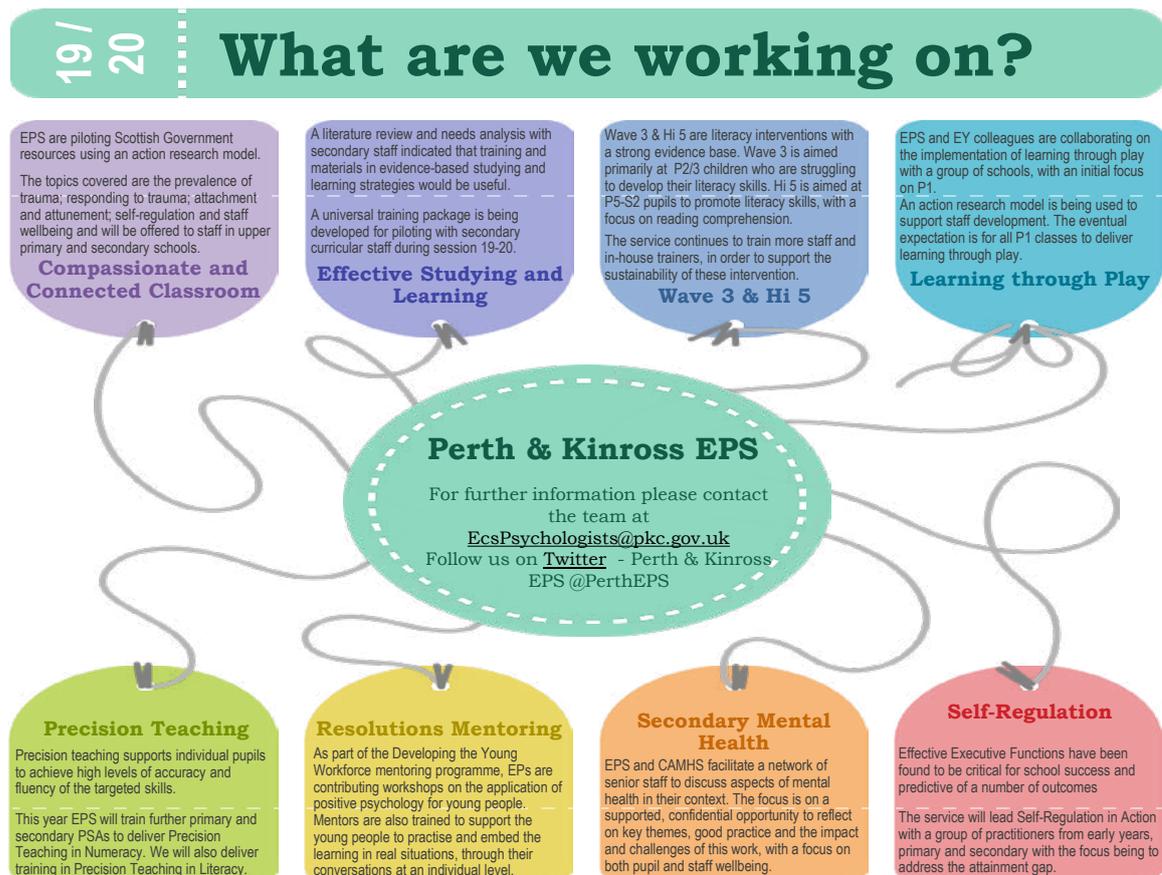
- *allow schools to identify with other schools with similar ACORN profiles;*

- *support school improvement activity in a range of ways by drawing comparisons with their data;*

- *enable schools to collaborate, share good practice and learn from each other.*

(e) Use of Research

The need to ensure that school leaders and practitioners are aware of well-researched and up-to-date information about pedagogical thinking and what is working effectively is critical. The Scottish Government has set out its commitment to *'A Research Strategy for Scottish Education ⊘'* which supports the use of evidence and data in order to deliver continuous improvement in the education system. Leadership at system, local authority, school and class level is key to ensuring that effective collaborative approaches are in place to learn lessons for successful interventions.

Within Perth and Kinross, we have a strong record of working closely with our partners to support schools to use recognised methodologies and approaches, such as action research and implementation science to strengthen self-evaluation. Some examples of development work to raise attainment, close the poverty-related attainment gap and support wellbeing include the projects set out below:

19/20 : What are we working on?

Compassionate and Connected Classroom

EPS are piloting Scottish Government resources using an action research model.

The topics covered are the prevalence of trauma; responding to trauma; attachment and attunement; self-regulation and staff wellbeing and will be offered to staff in upper primary and secondary schools.

Effective Studying and Learning

A literature review and needs analysis with secondary staff indicated that training and materials in evidence-based studying and learning strategies would be useful.

A universal training package is being developed for piloting with secondary curricular staff during session 19-20.

Wave 3 & Hi 5

Wave 3 & Hi 5 are literacy interventions with a strong evidence base. Wave 3 is aimed primarily at P2/3 children who are struggling to develop their literacy skills. Hi 5 is aimed at P5-S2 pupils to promote literacy skills, with a focus on reading comprehension.

The service continues to train more staff and in-house trainers, in order to support the sustainability of these intervention.

Learning through Play

EPS and EY colleagues are collaborating on the implementation of learning through play with a group of schools, with an initial focus on P1.

An action research model is being used to support staff development. The eventual expectation is for all P1 classes to deliver learning through play.

Perth & Kinross EPS

For further information please contact the team at
EcsPsychologists@pkc.gov.uk
Follow us on Twitter - Perth & Kinross EPS @PerthEPS

Precision Teaching

Precision teaching supports individual pupils to achieve high levels of accuracy and fluency of the targeted skills.

This year EPS will train further primary and secondary PSAs to deliver Precision Teaching in Numeracy. We will also deliver training in Precision Teaching in Literacy.

Resolutions Mentoring

As part of the Developing the Young Workforce mentoring programme, EPs are contributing workshops on the application of positive psychology for young people. Mentors are also trained to support the young people to practise and embed the learning in real situations, through their conversations at an individual level.

Secondary Mental Health

EPS and CAMHS facilitate a network of senior staff to discuss aspects of mental health in their context. The focus is on a supported, confidential opportunity to reflect on key themes, good practice and the impact and challenges of this work, with a focus on both pupil and staff wellbeing.

Self-Regulation

Effective Executive Functions have been found to be critical for school success and predictive of a number of outcomes

The service will lead Self-Regulation in Action with a group of practitioners from early years, primary and secondary with the focus being to address the attainment gap.

(f) Universal Provision and Targeted Approaches

It is essential that Education and Children's Services support practitioners to deliver **excellent learning and teaching** and also to recognise that the establishment of **excellent relationships** between pupils and staff is essential for long-term success.

Achieving Excellence

It is our aim in Perth and Kinross to have a consistent level of highly effective universal provision across all our schools and early years' settings. A new PKC *'Learning and Teaching Policy'* sets out our aspirational vision of ***'excellent relationships, excellent learning and teaching'*** under the themes of:

- *Relationships*
- *Leading learning*
- *Curriculum*
- *Learning and teaching*

Achieving Equity

School leaders and practitioners across the local authority continue to deepen their understanding of the challenges and barriers for children and young people living in the most deprived communities and circumstances. In the strongest examples, this is driven forward by shared responsibility and highly effective **leadership at all levels**.

The Inclusion Review implementation plan will provide further opportunities to strengthen support children and young people with additional support needs will address the recommendations of the national ASL Review will be addressed and progress monitored progress at the Raising Attainment Board.

The Primary Raising Attainment and Inclusion, Supporting Education (PRAISE) Team has now been established. The PRAISE team in conjunction with SCYPF colleagues and other partners helps to support children who are looked after at home to be able to fully participate and achieve within the school setting. We have completed the commissioning of the mentoring service via MCR pathways and will commence from August 2020.

(g) PKC Raising Attainment Self-Evaluation Framework

Under each PKC Improvement theme, expectations for professionals working within nurseries and schools are outlined within a self-evaluation framework.

These themes have been influenced by our local context and what our quality assurance and feedback from schools and stakeholders are telling us. In addition, the framework draws from the *'Scottish Attainment Challenge Self-Evaluation Resource'* which is the latest national document produced to bring together features of the most effective practice around equity.

These areas are outlined in more depth within the framework along with a range of challenge questions designed to support thinking and self-evaluation around raising attainment and ensuring excellence and equity for all. These are not intended to be used as a checklist but provide a starting point for shared understanding of excellence and professional reflection and dialogue.

(h) PKC Raising Attainment Board

In progressing this strategy in line with the Tayside Plan, a Raising Attainment Board (RAB) has been established to focus primarily on raising attainment and closing the poverty related gap. The board will have an overview of the progress being made within the strategic priorities. The main roles of the board will be to:

- *ensure effective robust governance structures that provide sufficient opportunities for support and challenge at all levels;*
- *steer and guide the direction of travel for raising attainment within Education & Children's Services;*
- *develop a performance management framework; define measures, establish targets and monitor progress. It will seek information and evidence from the other strategy groups in relation to attainment and will adopt a monitoring role to ensure accountability and transparency;*
- *develop and implement effective systems in relation to PEF to monitor and track attainment, focusing on national returns and evaluate expenditure.*

(i) PKC Equity Network Group

This group is connecting practitioners with a PEF role or remit and providing opportunities for members to:

- *hear key messages and information about local and national developments;*
- *make connections with colleagues across the authority;*
- *identify support and advice needed to be effective in their role;*

- *give feedback and provide opportunities for discussion in relation to future priorities;*

- *access advice and support from an Education Scotland Attainment Advisor.*

(j) Partners

Parental Engagement, Family Learning and Learning at Home

Parents and carers are the most important and significant educators of their children. We know that schools need support from parents and carers to achieve the overarching ambition of raising attainment and closing the poverty related attainment gap. In order to ensure these outcomes strong partnership between schools and parents are required to promote meaningful engagement in learning throughout a child's time in education. Schools will support parents and carers in a range of ways to become active participants in this journey through opportunities to be involved in the life of the school, to be given support and advice which helps parents to talk to their child about their learning, and to develop a strategic approach with parents to embed effective family learning and learning at home.

It is essential that they are:

- *fully included and involved in their child's education;*

- *regularly informed as to their child's progress and development needs;*

- *aware of the important part they can play in their child's education;*

- *confident in their child's capacity to succeed at school;*

- *able to share their aspirations for their children.*

Partnerships with Other Agencies and the Third Sector

PKC has a strong record of working effectively with a wide range of statutory and third sector partners. Schools in PKC are encouraged to think creatively in their use of PEF and develop partnerships with appropriate organisations in the delivery of activities which improve outcomes for children and young people and help raise attainment. There are opportunities for organisations in the third sector to support Headteachers and schools to enhance learners' experiences and also benefit those who are affected by poverty. Within the *'Equity Fund: Guidance for Third Sector Organisations'* the Scottish Government states:

> *"Parents and the local community are a valuable source of support and partnership and schools are encouraged to think creatively about the ways they work with families, carers, the third sector and others about the use of the money."*

(k) COVID-19 Raising Attainment Recovery

From the closure of all schools and early learning and childcare (ELC) provision on 20 March 2020, education and learning for children and young people continued from home. In Perth & Kinross Council (PKC), school staff worked tirelessly to develop and improve the ways in which this has been delivered, to ensure that parents and carers were able to support learning, and that children and young people had learning adapted to suit their needs. In addition, over the period of lockdown, critical childcare for keyworkers and vulnerable children was provided seven days a week and over holiday periods.

Most children and young people accessed their learning at home, through a variety of paper-based resources and online and digital means. A significant effort was made to identify those families for whom digital access to learning was hampered by a lack of either internet connection or devices. Over 350 devices on mobile internet packages were supplied to families, ensuring that all children and young people were able to make best use of the digital and online learning plans in place. Many other iPads and laptops were supplied to families who were experiencing challenges with the demands on the number of devices in the household but had sufficient internet access.

Schools took varied approaches to online learning for pupils to allow them to engage in meaningful ways. This was supported by the **PKC Remote Learning Hub** ⊘ which provides resources, advice and support to parents, staff and pupils. All pupils accessed Glow or other online tools to access learning and feedback delivered by teachers. Staff monitor pupil engagement on a regular basis and provide support where required.

From the outset of lockdown, provision was made for children and young people who were assessed by Headteachers and social work colleagues as vulnerable. This has been provided through attendance at Children's Activity Centres, Partner Providers, Childminders, special provisions, and through the direct support from social work colleagues and other community supports. The GIRFEC (Getting it Right for Every Child) practice model has continued to ensure that Child's Planning processes has involved parents and partners, and that plans have been reviewed to meet needs.

As well as presenting operational challenges, the closure of schools and early learning and childcare provision due to COVID-19 has allowed innovation, creativity and development of new ways of delivering effective learning and teaching. It is recognised that, as the plan for the reopening of schools and ELC settings develops, it is important to review and evaluate these new and innovative practices, particularly around the development of online learning and the use of digital technologies for both learners and staff.

Decisions made regarding the opening of schools and ELC provision must comply with the national framework, and be guided by the agreed aims and

objectives within the National Improvement Framework, including the shared vision of excellence and equity for education, Curriculum for Excellence, Getting it Right for Every Child and other legal requirements.

On 21 May 2020, the Scottish Government published the document *'Coronavirus (COVID-19): Framework for decision-making - Scotland's route map through and out of the crisis'*. The route map gave an indication of the order in which the current restrictions would be changed once it was deemed safe to do so. *'Excellence and Equity During the COVID-19 Pandemic - A strategic framework for reopening schools, early learning and childcare provision in Scotland'* was published on the same date and on 28 May *"Coronavirus (COVID-19): Reopening schools' guidance'* was published. The national framework has been jointly developed by the Scottish Government, Local Government and key partners across the education system. It has been agreed that this framework should be used to support the development of Local Phasing Delivery Plans (LPDP).

The **LPDP** ⌀ has adopted the following key principles as set out in the national framework:

- *Safe: protects the physical, emotional and mental health and wellbeing of children and young people as well as staff.*

- *Fair and Ethical: ensuring every child has the same opportunity to succeed through the blend of in-school and home learning, with a particular focus on closing the poverty related attainment gap.*

- *Ability to prioritise learners at key points and/or with specific needs.*

- *Clear: is easy to interpret and understand, and has the confidence of parents, staff and young people so that they can plan ahead.*

- *Realistic: the options are both viable and effective.*

It is recognised that a period of reconnection is required as staff and pupils return to school. Wellbeing is of paramount importance, and the curriculum offer will consider that children and young people need time to reconnect with their peers, with staff and get used to new ways of working. The curriculum now requires to be delivered both in-school and at home, and careful consideration must be given to the balance of time for subject areas, and methods of delivery in respect of the curriculum, prior knowledge will not be assumed, and a process of contextual assessment of the needs of groups as well as individual learners will take place. The fact that children and young people are re-joining their school learning at different points will be acknowledged and affirmed.

Schools have been developing a blended learning approach which involves a carefully planned balance of direct in-school teaching alongside online and offline learning away from school. With the work already undertaken to develop guidance on approaches to blended learning, PKC schools

are well equipped to take forward this approach in August 2020, if necessary. Opportunities to extend the variety of learning materials on offer within the model will continue to be developed. This will include the production of materials with parents and children and young people with ASN. This guidance will inform our curriculum delivery in August and will be updated and revised accordingly.

Throughout lockdown and into each phase of delivery, GIRFEC approaches to planning have continued for children and young people who require support to address barriers to their learning. The LPDP ensures that children who require targeted and specific support will receive it to ensure equity, and to address the difficulties which some children and young people have faced by not being in school.

The priority on re-entry to school is the wellbeing of children, young people and staff, which should take place through a nurturing approach.

Key principles for nurturing wellbeing include:

- *promoting feelings of safety;*

- *recognising loss;*

- *supporting emotional containment;*

- *prioritising connectedness and social relationships;*

- *fostering resilience, including identifying opportunities for growth and development as a result of experiences.*

Guidance has been produced on support for staff wellbeing and this will be evaluated and reviewed.

The Education & Children's Services Education Framework for Recovery: Re-opening Schools Guide (attached as Appendix 3 in the main report) contains all of the guidance, information and action that schools require as part of planning for the reopening of schools. It sets out the steps for recovery planning. This recovery planning is now considered the contingency plan for schools. The Framework for Recovery considers five themes of recovery for schools in four phased steps from June to December 2020:

- *Environment*

- *Curriculum*

- *Support for Children, Young People and their Families*

- *Support for Staff*

- *Communication*

Achieving the Strategy Aims - Organised to Deliver

On 23 June 2020, the Deputy First Minister, in a statement to the Scottish Parliament, announced that due to the suppression of the virus and the progress being made in Scotland the Government's plan was to prepare for children and young people to return to school full-time in August. If that trajectory does not continue Local Delivery Phasing Plans will be implemented as the contingency.

Children and young people will return to school from 12 August 2020. Schools and teachers will work closely to establish their attainment levels and plan for necessary universal and targeted support, particularly for the most vulnerable and those who did not fully engage in the learning at home curriculum from 23 March to 1 July 2020.

All COVID-19 related guidance is detailed and linked at Appendix 3.

Part Three

Measuring Success

In order to identify if the actions taken to improve our priorities have been effective, measures are aligned to the strategy's two overall objectives:

1 **Excellence**
   *We strive to improve performance across the board. In simple terms we aim to increase the combined 'average' of all individuals and **raise the line**.*

2 **Equity**
   We strive to reduce the "gaps" between those disadvantaged in different ways because of their circumstances.

In simple terms, we aim to **flatten the line** across groups of different advantage/deprivation.

More deprived   *Less deprived*
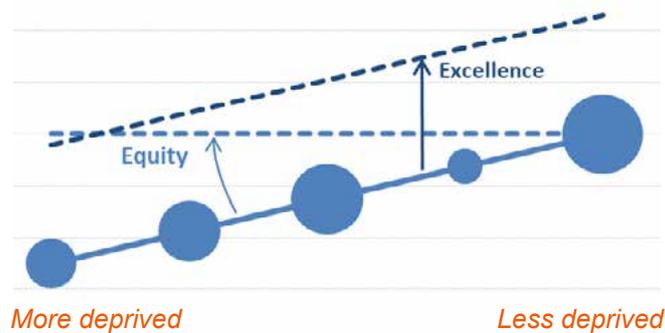
These principles are shown simply above but progress will likely be a complex combination of these two factors. In showing progress, we aim to draw upon a broad range of evidence rather than relying on single, narrow measures. Changes are likely to be seen reliably over several years and year-by-year comparison should be done with care.

Stretch Aims

The Scottish Government have introduced milestones to support the aim to *"substantially eliminate"* the attainment gap within 10 years. Stretch aims are national measures which have been developed to mark the progress being made over time.

Promoting a *"Can Do"* Attitude

To raise attainment, schools need to ensure that learners make strong progress at each stage of learning. By ensuring that every child is progressing well at all stages, by maintaining the pace of progress and by constantly building confidence, we can help to further improve learning opportunities for all our children and young people. Developing high aspirations and promoting a growth mindset in schools, families and communities is a key focus for our strategy.

Mind the Gap

"There is clear evidence of a persistent gap in attainment gap in attainment between pupils from the richest and poorest households in Scotland. This gap starts in pre-school years and continues throughout primary and secondary school. In most cases, it widens as pupils progress through the school years. Most importantly, the poverty attainment gap has a direct impact on school-leaver destinations and thus the potential to determine income levels in adulthoods."

Closing the attainment gap in Scottish education - Joseph Rowntree Foundation

Stretch Aims Explained

Stretch aims differ from targets in that they provide a guide and set a challenging ambition to achieve transformational change. Stretch aims are specific measures designed to drive improvement focusing on key stages of the learner's journey.

They are useful tools for:

- *promoting ambitious high expectations in relation to excellence and equity;*
- *analysing performance information and measuring the gap between the most and least deprived;*
- *setting long-term goals with achievable short-term targets;*
- *focusing on the impact of school improvement priorities across the school.*

Targets

Targets set across the local authority are also aspirational and promote high expectations in performance. However, for individual schools it is important to take into consideration attainment over time, comparator schools, cohorts of children and young people, as well as the school context and size when considering the contribution they can make to achieve the PKC target for improvement.

Schools should work with the local authority to **adapt targets** where appropriate to meet individual school contexts to ensure that they are relevant, achievable and aspirational for all. These should be discussed and agreed with staff to ensure that there is clarity and a shared understanding of their purpose.

The decision to close school and childcare settings due to COVID-19 had a profound impact on the lives of children and families throughout Scotland. There was little time to prepare, or scope to explain, the changes to children and young people. Their relationships and friendships were abruptly interrupted as well as their learning.

It is recognised there will be challenges in returning to services after a turbulent break. Schools should work closely to establish the attainment levels of children and young people and plan for necessary universal and targeted support and recovery work required to reduce and remove any lag in progress and also to address any gaps in learning that have developed, particularly for the most vulnerable and those who did not fully engage in the learning at home curriculum from 23 March to 1 July 2020. This will inform their local raising attainment and closing the poverty related attainment gap targets and stretch aims that relate to the PKC stretch aims and targets.

Benchmarking

Perth and Kinross Attainment performance relative to Scotland and other authorities (below) indicates the relative strengths and areas for further improvement. Whereas CfE level attainment has been improving steadily over many years in Perth and Kinross, compared to Scotland and comparators, performance is in the lower quartile. However, PKC leavers' attainment is generally at or above the national average, and so more robust moderation of teacher judgement throughout the Broad General Education is required to determine pace of progress.

Perth and Kinross: Overall Achievement of CfE Levels, P1, P4, P7 & S3
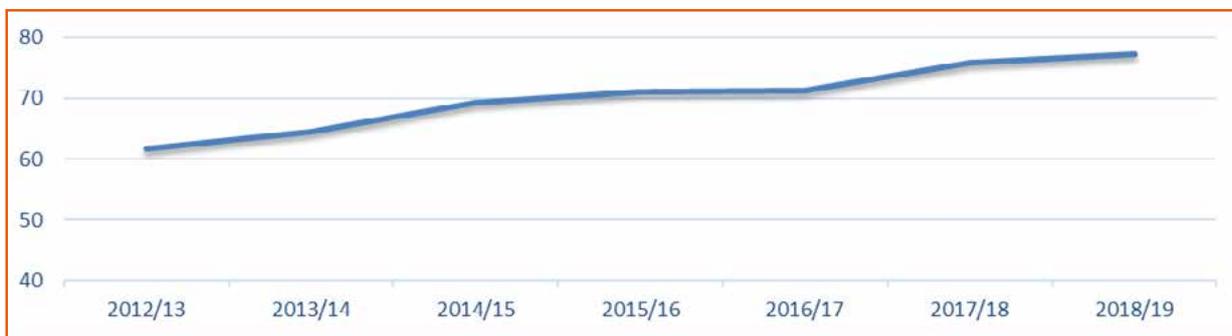
National Benchmarking: School-Leavers
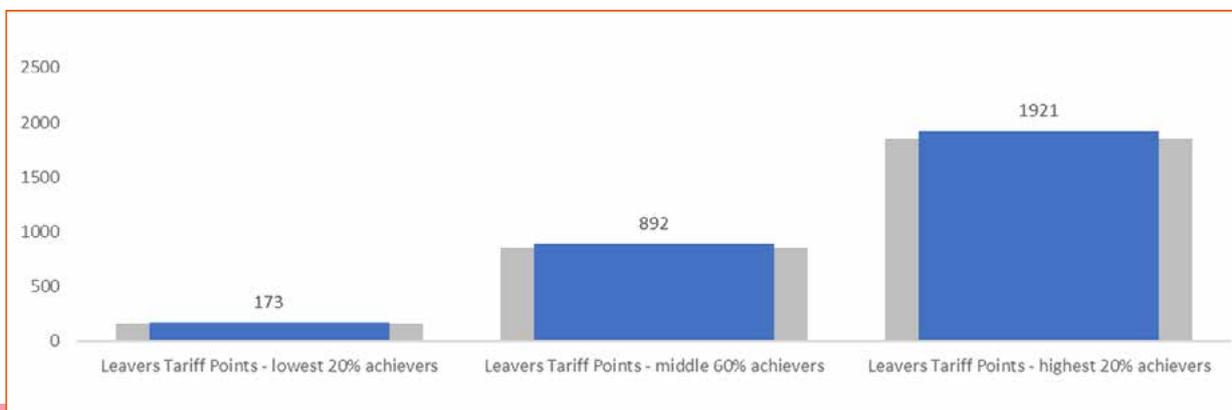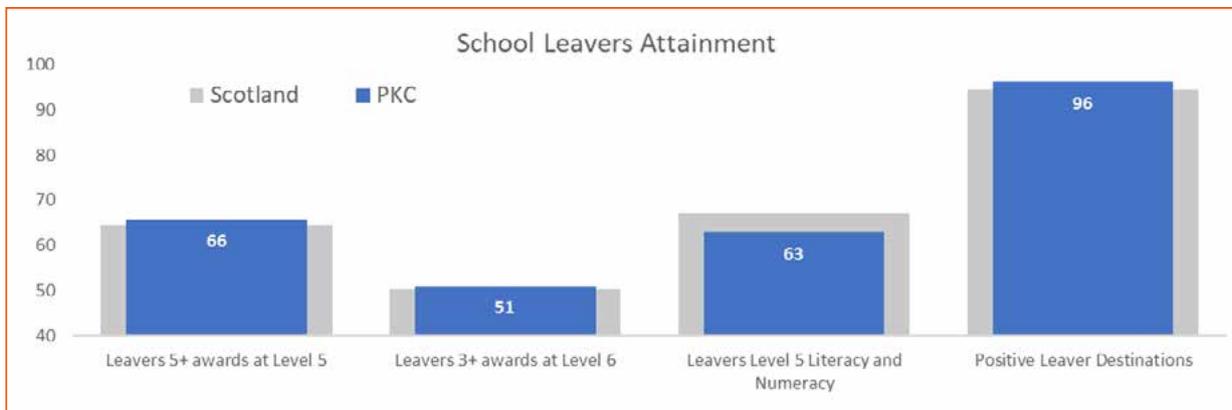
Stretch Aims

Perth and Kinross Stretch Aims and Targets for Improvement

	Excellence Performance of All		Equity Closing the Gap

Pre-School Development Milestones

The proportion of children starting P1 who meet all expected development milestones, eg speech and language, attention, emotional development, motor skills.

	Excellence	Equity
Current Level	81% (2019)	14% *Percentage point gap between ACORN 4/5 and 1*
2020-21 Target	Increase by 2%	Reduce by 2%
Stretch Aim	90%	5%

Literacy and Numeracy - Broad General Education

The proportion of learners who meet national expectations of reading, writing, listening and talking and numeracy (Curriculum for Excellence levels) at the end of P1, P4, P7 and S3.

	Excellence	Equity
Current Level	77% of learners meet expected levels P1, P4, P7: average of 75% S3: average of 83% (2019)	10% average *Percentage point gap between ACORN 4/5 and 1*
2020-21 Target	Average of Authority Comparators	8%
Stretch Aim	85%	5%

Literacy and Numeracy - School-Leavers

The proportion of all school leavers in a year who achieve (separately) literacy and numeracy qualifications at SCQF Levels 4 and 5.

	Excellence	Equity
Current Level	Level 4: 94% (Lit) 92% (Num) Level 5: 82% (Lit) 67% (Num) (2019)	Level 4: 4% (Lit) 5% (Num) Level 5: 13% (Lit) 21% (Num) *Percentage point gap between ACORN 4/5 and 1*
2020-21 Target	As Virtual Comparator	Reduce all by 3%
Stretch Aim	Level 4: 95% Level 5: 85%	Level 4: No gap Level 5: 8%

Average Tariff Points - School-Leavers

The average total number of school-leavers' tariff points which summarise all levels of attainment (the lowest 20% of achievers, middle 60% and highest 20% of achievers).

	Excellence	Equity
Current Level	Lowest 20%: 173 (VC: 173) Middle 20%: 892 (VC: 866) Highest 20%: 1,921 (VC: 1870) *(2019)*	1.84 *Ratio of ACORN 1 (1,163 tariff points) and 4/5 (632 tariff points)*
2020-21 Target	Exceed Virtual Comparator in each area	1.7
Stretch Aim	Increase by 5%	1.5

Stretch Aims

Attainment Breadth and Depth - School-Leavers

The proportion of school leavers who achieve certain numbers of awards at particular levels: the proportion achieving 5 or more awards at SCQF Level 5 or above; those achieving 1, 3 and 5 awards at Level 6; and those achieving 1 or more at Level 7.

	Excellence
Current Level	5@5: 64% 1@6: 65% 3@6: 50% 5@6: 37% 1@7: 27% *(2019)*
2020-21 Target	Exceed Virtual Comparator
Stretch Aim	Increase by 5%

S4 Staying on to S5

The proportion of the S4 roll who stay on at school into S5.

	Excellence	Equity
Current Level	85% *(2019/20)*	12% *Percentage point gap between ACORN 4/5 and 1*
2020-21 Target	87%	10%
Stretch Aim	90%	5%

Stretch Aims

Vocational Qualifications

The proportion of S4 and S5 leavers (combined), that leave without Highers, who achieve a vocational qualification at any level.

	Excellence	Equity
Current Level	53% *(2018)*	7% *Percentage point gap between ACORN 4/5 and 1*
2020-21 Target	57%	5%
Stretch Aim	70%	2%

Positive Destinations

The proportion of school leavers in a positive destination (as per the national definition) at initial (3 month) and follow-up (9 months) after leaving school.

	Excellence	Equity
Current Level	97% (Initial) 96% (Follow-up) *(2018/19)*	4% (Initial) 6% (Follow-up) *Percentage point gap between ACORN 4/5 and 1 (2017/18)*
2020-21 Target	97% (Initial) 97% (Follow-up)	3% (Initial) 5% (Follow-up)
Stretch Aim	98% (Initial and Follow-up)	2% (Initial and Follow-up)

Stretch Aims

Participation Measure

The proportion of 16-19 year olds participating positively (as per the national definition).

	Excellence	Equity
Current Level	93% (2019)	8% *Percentage point gap between SIMD 1 and 5*
2020-21 Target	94%	6%
Stretch Aim	96%	2%

School Attendance

The attendance of all pupils over a full academic year, as a proportion of all possible half days where attendance would be expected.

	Excellence	Equity
Current Level	Primary: 95% Secondary: 91% (2018/19)	Primary: 3% Secondary: 6% *Percentage point gap between ACORN 4/5 and 1*
2020-21 Target	Primary: 95.5% Secondary: 91.5%	Primary: 2% Secondary: 4%
Stretch Aim	Primary: 96% Secondary: 93%	Primary: 1% Secondary: 3%

Stretch Aims

School Exclusions

The rate of exclusions for primary and secondary pupils over a full academic year, expressed as the number per 1,000 pupils.

	Excellence	Equity
Current Level	Primary: 4.6 Secondary: 33 *(2018/19)*	Primary: 10 Secondary: 31 *Gap between ACORN 4/5 and 1*
2020-21 Target	Primary: 3.5 Secondary: 25	Primary: 8 Secondary: 25
Stretch Aim	Primary: 3.0 Secondary: 20	Primary: 1.5 Secondary: 15

Literacy and Numeracy - Looked-After School-Leavers

The proportion of all looked-after school-leavers in a year who achieve (separately) literacy and numeracy qualifications at SCQF Level 4 (3 year rolling average).

	Excellence
Current Level	Literacy: 77% Numeracy: 83% *(2017-2019)*
2020-21 Target	As Virtual Comparator
Stretch Aim	90%

Stretch Aims

Positive Destinations - Looked-After Children

The proportion of looked-after school-leavers in a positive destination (as per the national definition) at 3 month after leaving school (3 year rolling average).

	Excellence
Current Level	83% (Initial) *(2017-2019)*
2020-21 Target	Virtual Comparator
Stretch Aim	All leavers' figure in year

Average Tariff Points - Looked-After School-Leavers

The average total number of looked-after school-leavers' tariff points which summarise all levels of attainment (the lowest 20% of achievers, middle 60% and highest 20% of achievers) (3 year rolling average).

	Excellence
Current Level	Lowest 20%: 31 (VC: 58) Middle 20%: 210 (VC: 315) Highest 20%: 653 (VC: 1,146) *(2017-2019)*
2020-21 Target	Virtual Comparator
Stretch Aim	All leavers' figure in year

Notes

- *Currently refers to the latest published figure, which may vary in actual year.*
- *Specific measures for looked-after children and young people will be identified.*
- *# indicates that a number of different sub-measures are involved but not shown in full.*

Appendices

The Cost of the School Day
https://cpag.org.uk/scotland/cost-school-day 🔗

The Joseph Rowntree Foundation
www.jrf.org.uk/ 🔗

Growing Up in Scotland
https://growingupinscotland.org.uk/ 🔗

The Fairer Futures Commission
https://fairerfutures.com/ 🔗

The National Improvement Framework
www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/ 🔗

How Good is Our School 4
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf 🔗

Scottish Attainment Challenge - Scottish Government
www.gov.scot/policies/schools/pupil-attainment/ 🔗

Every Child Every Chance: The Tackling Child Poverty Delivery Plan 2018-2022
www.gov.scot/publications/child-chance-tackling-child-poverty-delivery-plan-2018-22/ 🔗

Interventions for Equity
https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity 🔗

Scottish Attainment Challenge: Learning & Teaching Toolkit
https://education.gov.scot/improvement/Pages/EEF-Toolkit.aspx 🔗

How well are the Scottish Attainment Challenge authorities improving learning, raising attainment and closing the poverty-related attainment gap? Summary Report
https://education.gov.scot/Documents/SACSummaryReport.pdf 🔗

https://education.gov.scot/improvement/self-evaluation/scottish-attainment-challenge-self-evaluation-resource-draft/ 🔗

Scottish Attainment Challenge and Partnerships with the Third Sector
https://education.gov.scot/improvement/self-evaluation/scottish-attainment-challenge-and-partnerships-with-the-third-sector/ 🔗

Achievement refers to the totality of skills and attributes embedded within the four capacities of *Curriculum for Excellence* and developed across the curriculum in school and through learning in other contexts.

Acorn is a geodemographic segmentation of the UK's population. By analysing significant social factors and population behaviour it provides precise information and in-depth understanding of different types of people.

Attainment refers to the measurable progress which children and young people make as they progress through and beyond school. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.

Closing the gap refers to the gap in progress, attainment and achievement between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes. This is often referred to as the *"attainment gap"*.

Contextual Assessment means that each school will make a judgement in assessing children and young people's progress over the period of the school closures. They will take into consideration the levels of engagement with at-home learning on an individual basis and consider personal, social and academic development.

Equity means treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.

Equality is the removal of barriers and the widening of opportunities for those for whom access is limited. Where equality is embedded in practice, there will be no prejudice-based discrimination.

Personalised support means learning, teaching and assessment are planned to meet the needs of learners as individuals. It includes ensuring that all learners have regular opportunities to discuss their learning and progress and can influence decisions about what and how they learn.

Scottish Index of Multiple Deprivation (SIMD) is a statistical tool used by local authorities, the Scottish Government, the NHS and government bodies to identify small concentrations of multiple deprivation across Scotland in a consistent way. There is measurement of seven domains: current income, employment, health, education, skills and training, housing, geographical area and crime. Areas within Scotland are divided up into data zones.

Targeted support refers to additional or targeted support, tailored to children and young people's individual circumstances. This could be at any point of their learning journey or, for some, throughout the journey. It encompasses children and young

people requiring more choices and more chances to achieve positive, sustained post-school destinations. This *"targeted"* support is usually, but not exclusively, delivered by staff with additional training and expertise.

Universal support is the responsibility of all practitioners and partners within their own teaching environments. It includes children and young people's entitlement to conversations about learning, reviewing progress and planning next steps as part of effective personal learning planning. It means ensuring planned opportunities for achievement which focus on the learning and progress made across the full range of contexts and settings in which the curriculum is experienced.

Education Scotland
Foghlam Alba

NHS Scotland

Detail	Date	Link 🔗
Latest guidance about COVID-19 from NHS Scotland	Regularly updated	**www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19**
Guidance for non-healthcare settings	20/05/20	**www.hps.scot.nhs.uk/web-resources-container/covid-19-guidance-for-non-healthcare-settings/**

Scottish Government

Detail	Date	Link 🔗
Coronavirus (COVID-19) Phase 3: Guidance on reopening early learning and childcare services	15/06/20	**www.gov.scot/publications/coronavirus-covid-19-phase-3-guidance-on-reopening-early-learning-and-childcare-services/**
Advice on priorities for teachers and other school staff (letter from DFM & CoSLA)	05/06/20	**https://i.emlfiles4.com/cmpdoc/6/6/1/8/2/files/669200_letter-to-teachers-education-staff-and-directors-of-education---advice-on-priorities-for-teachers-and-other-school-staff---june-2020.pdf?dm_t=0,0,0,0,0**
Coronavirus (COVID-19) support for continuity of learning	05/06/20	**www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/**
Coronavirus (COVID-19) Curriculum for Excellence in the recovery phase	05/06/20	**www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/**
Coronavirus (COVID-19) Guidance for fully outdoor childcare providers	01/06/20	**www.gov.scot/publications/coronavirus-covid-19-fully-outdoor-childcare-providers-guidance/**

Detail	Date	Link ✎
Coronavirus (COVID-19): re-opening schools guide	28/05/20	**www.gov.scot/publications/ coronavirus-covid-19-re-opening- schools-guide/**
Scientific advice behind reopening schools and ELC	26/05/20	**www.gov.scot/news/safe-return-to- schools-and-nurseries/**
Coronavirus Act 2020: Educational continuity direction	21/05/20	**www.gov.scot/publications/ coronavirus-act-2020-educational- continuity-direction/**
Coronavirus (COVID-19): Strategic framework for reopening schools, early learning and childcare provision	21/05/20	**www.gov.scot/publications/ excellent-equity-during-covid-19- pandemic-strategic-framework- reopening-schools-early-learning- childcare-provision-scotland/**
Coronavirus (COVID-19): Strategic framework for reopening schools and early learning and childcare settings: initial impact assessment	21/05/20	**www.gov.scot/publications/initial- impact-assessment-strategic- framework-reopening-schools-early- learning-childcare-settings-scotland/**
Coronavirus (COVID-19): Framework for decision-making - Scotland's route map through and out of the crisis	21/05/20	**www.gov.scot/publications/ coronavirus-covid-19-framework- decision-making-scotlands-route-map- through-out-crisis/**
Guidance for central and local government and public bodies in Scotland on key measures contained within the Coronavirus (Scotland) Act 2020	07/04/20	**www.gov.scot/publications/ coronavirus-covid-19-guidance-for- stakeholders-on-the-coronavirus- scotland-act-2020/**
Food Fund Guidance	05/04/20	**www.gov.scot/publications/ coronavirus-covid-19-food-fund- guidance-to-local-authorities/**

Guidance Related to COVID-19

SQA

Detail	Date	Link 🖉
Update for schools and colleges	03/06/20	**www.sqa.org.uk/sqa/94362.html**
SQA response to Scottish Parliament Education and Skills Committee	21/05/20	**www.sqa.org.uk/sqa/94257.html**
Message to College Heads of Centre, and SQA Co-ordinators	13/05/20	**www.sqa.org.uk/sqa/94179.html**
Guidance for learners, parents and carers	02/04/20	**www.sqa.org.uk/sqa/files_ccc/020420-SQA-NQ2020-Parent-Carer-covid-19-FAQ.pdf**

Education Scotland

Detail	Date	Link 🖉
Assessment in the Broad General Education 2020/21 Guidance	11/06/20	**https://education.gov.scot/improvement/learning-resources/assessment-in-the-broad-general-education-2020-21/**
Transitions in 2020 Resource	29/05/20	**https://education.gov.scot/improvement/learning-resources/transitions/**
ES online learning resources	Regularly updated	**https://education.gov.scot/improvement/learning-resources/supporting-online-learning-links-for-practitioners/**
Information for parents	Regularly updated	**https://education.gov.scot/parentzone/learning-at-home/**
Information on Professional Learning and Leadership (PLL) programmes and endorsement	Regularly updated	**https://professionallearning.education.gov.scot/about/pll-update-on-covid-19/**

Detail	Date	Link 🔗
Scotland Learns	Regularly updated	**https://education.gov.scot/ improvement/scotland-learns/**
Newsletter for practitioners	Updated Weekly	**https://education.gov.scot/ improvement/scotland-learns/ resources-for-practitioners/a-weekly- newsletter-for-practitioners/**
Newsletter for parents and carers	Updated Weekly	**https://education.gov.scot/ improvement/scotland-learns/a- weekly-newsletter-for-parents-and- carers/**
Paper: Assessment - what is working well?	14/05/20	**https://education.gov.scot/ improvement/scotland-learns/ resources-for-practitioners/ assessment-what-is-working-well/**

The British Psychological Society

Detail	Date	Link 🔗
Compassionate transitions: Reconnecting school communities post-COVID-19 closures	June 2020	**www.bps.org.uk/sites/www.bps.org. uk/files/Policy/Policy%20-%20Files/ Compassionate%20transitions%20 -%20reconnecting%20school%20 communities.pdf**

Care Inspectorate

Detail	Date	Link 🔗
Covid-19 Information Page	Regularly updated	**www.careinspectorate.com/index.php/ coronavirus-professionals**
A letter to all childcare providers following First Minister's Statement	21/05/20	**www.careinspectorate.com/images/ documents/coronavirus/CI_note_ FINAL_FINAL.pdf**

Children's Hearing Improvement Partnership

Detail	Date	Link 🖉
Guidance on looked-after children and Children's Hearings following FM Statement	22/05/20	**www.chip-partnership. co.uk/2020/05/22/coronavirus-first-minister-statement-21-may-2020-and-childrens-hearings/**

EIS

Detail	Date	Link 🖉
Update from the General Secretary	05/06/20	**www.eis.org.uk/Coronavirus/ GenSecUpdate0506**
Guidance for Working at Home		**www.eis.org.uk/Coronavirus/ WFHGuidelines**
Advice re ASN and hub school support		**www.eis.org.uk/Coronavirus/ ASNAdvice**
Guidance for Independent Schools and Third Sector Establishments		**www.eis.org.uk/Coronavirus/ IndependentSchools**

NASUWT

Detail	Date	Link 🖉
Coronavirus Health and Safety Advice for Teachers	Regularly updated	**www.nasuwt.org.uk/advice/health-safety/coronavirus-guidance/ coronavirus-faqs.html**

See Me

Detail	Date	Link 🖉
Advice on supporting mental health during CV19 including supporting children	24/03/20	**www.seemescotland.org/news-and-blogs/talking-about-mental-health-during-the-coronavirus-outbreak/**

Guidance Related to COVID-19

Education Endowment Foundation

Detail	Date	Link 🔗
Resources to support schools and parents	02/06/20	**https://educationendowmentfoundation.org.uk/covid-19-resources**

SSTA

Detail	Date	Link 🔗
Advice and information for members	Regularly updated	**https://ssta.org.uk/covid-19-advice-and-information-for-members/**

TUC

Detail	Date	Link 🔗
Guidance for Union Reps	Regularly updated	**www.tuc.org.uk/CoronavirusRepsGuide**
Guidance for unions	Updated 16/04/20	**www.tuc.org.uk/resource/covid-19-coronavirus-guidance-unions-updated-30-march**

SSSC

Detail	Date	Link 🔗
Guidance and information	Regularly updated	**www.sssc.uk.com/covid-19/**

CoSLA

Detail	Date	Link 🔗
COVID-19 Information for Councils	Regularly updated	**www.cosla.gov.uk/covid-19-information-for-councils**

Guidance Related to COVID-19

GTCS

Detail	Date	Link 🔗
Guide for online good practice	03/04/20	**www.gtcs.org.uk/News/news/gtcs-scotland-publishes-guide-online-good-practice.aspx**
Health & Wellbeing for staff		**www.gtcs.org.uk/News/news/health-wellbeing.aspx**
GTCS update and FAQs	Regularly updated	**www.gtcs.org.uk/News/news/covid-19-gtcs-business-continuity.aspx**

ADES

Detail	Date	Link 🔗
COVID-19 Recovery Documents	Regularly updated	**www.ades.scot/Documents/COVID19Recovery/**
ADES response to COVID-19	23/04/20	**www.ades.scot/News/27-ades-response-to-covid---19**
Community food contacts	07/04/20	**www.ades.scot/Content/UserGenerated/file/LISTOFCOMMUNITYFOODCONTACTS.docx**

CLD Standards Council

Detail	Date	Link 🔗
FAQs	04/06/20	**http://cldstandardscouncil.org.uk/wp-content/uploads/FAQ-04June2020.pdf**
Guidance for CLD students and programme providers	22/05/20	**http://cldstandardscouncil.org.uk/updated-guidance/**

The Scottish Community Development Centre (SCDC)

Detail	Date	Link 🔗
Support for community organisations during the COVID-19 crisis	Regularly updated	**www.scdc.org.uk/coronavirus**

The Scottish Council for Voluntary Organisations (SCVO)

Detail	Date	Link 🔗
Coronavirus Third Sector Information Hub	Regularly updated	**https://scvo.org.uk/support/ coronavirus**

Youth Link Scotland

Detail	Date	Link 🔗
Guidance and resources to support digital youth work	Regularly updated	**www.youthlinkscotland.org/covid-19-guidance/**

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