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## NORTH AYRSHIRE COUNCIL

10 November 2020

### Cabinet

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<b>Title:</b>	<b>South West Educational Improvement Collaborative (SWEIC) Annual Plan 2020</b>
<b>Purpose:</b>	To seek approval from Cabinet to support the priorities and content of the South West Educational Improvement Collaborative (SWEIC) Annual Plan 2020.
<b>Recommendation:</b>	That Cabinet agrees the SWEIC Annual Plan 2020, attached at Appendix 1, and notes progress to date.

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### 1. Executive Summary

- 1.1 The SWEIC Annual Plan 2020 outlines the Regional Improvement Collaborative's (RIC) response to the on-going Covid-19 pandemic throughout the 2020-21 academic year. The plan has been created to support local authorities throughout the recovery phase with a key emphasis to recover, reconnect and renew. The plan continues to align with the ambitions of the National Improvement Framework and will continue to focus work in three key areas:
- Broad General Education.
  - Closing the poverty-related attainment gap.
  - Enhancing leadership capacity and collaboration.
- 1.2 These areas of collaborative focus will enhance existing work and will not replicate existing individual Local Authority plans.
- 1.3 The 2020-21 plan builds upon the SWEIC's progress to date while being cognisant of the pandemic's impact. A strong emphasis of the plan is to enhance the use of technology to facilitate opportunities to collaborate.
- 1.4 SWEIC workstreams made good progress in delivering planned activities prior to the Covid-19 pandemic. The closure of schools in March 2020 resulted in a need for resources to be reprioritised across the SWEIC to support remote learning.

## **2. Background**

2.1 The 2019 SWEIC Annual improvement plan was approved by Cabinet on the 29th of October 2019. This plan focused on three key areas which were:

- Broad General Education.
- Closing the poverty-related attainment gap.
- Enhancing leadership capacity and collaboration.

2.2 Many of the events and professional learning programmes planned for practitioners in the latter half of the school year were postponed following the closure of schools in March 2020. This has impacted on the overall progress made across the workstreams. Nevertheless, a summary of progress to date towards delivery of the SWEIC Annual Plan 2019-20 is outlined in paragraphs 2.3 - 2.6 below:

### **2.3 Broad General Education**

All four local authorities continued to work towards the implementation of the agreed criteria for the four stages of assessment within a Curriculum for Excellence level. This ensures consistency of expectations when moderating standards across the SWEIC. Prior to the pandemic, a range of collaborative professional learning opportunities were held across the SWEIC for education practitioners. In addition, Quality Assurance Moderation Support Officers and subject specialists continued to engage in strategic discussions to enhance assessment and moderation practice sharing across the RIC. Following the training of Numeracy Champions across the four local authorities, over 500 teachers from across the RIC participated in professional learning in maths and numeracy to improve pupil progress and outcomes in this area of the broad general education curriculum. A collaboration between our RIC, the University of Glasgow and the University of the West of Scotland has been initiated to improve skills and teacher confidence in teacher numeracy and mathematics as part of teacher training and probationer programmes.

### **2.4 Closing the poverty-related attainment gap**

"Family" networks of primary schools with similar contexts, challenges and improvement priorities were established across the SWEIC to: facilitate collaboration on shared priorities; promote interesting practice and resources; and enhance analysis of data to support school improvement. This has enabled Primary Schools to identify common improvement priorities and share effective use of Pupil Equity Funding across the SWEIC. A focus on the analysis of data, both at primary and secondary school level, has been used to challenge thinking around closing the attainment gap. This has been supported by Attainment Advisors and the Professional Advisor from Insight (the national senior phase benchmarking tool). A regional Early Years event was held in November 2019 to share interesting practice from settings across authorities through a series of workshops and keynote speeches. Over 200 head teachers, early years managers, private providers and early years practitioners attended this event, which will inform the collaborative's next steps in providing support for the early years sector. In addition, professional learning in parental engagement was delivered to school leadership teams, supported by Connect, a national charity focused on parental involvement in education. In addition, 60 rural schools across the SWEIC were supported by Education Scotland's regional improvement team to come together to discuss and collaborate on some of the common challenges they face in their rural

contexts. Following this event, resources including sketchnotes were produced to capture and share the learning.

## **2.5 Enhancing Leadership Capacity in Collaboration**

A SWEIC leadership event for Primary Head Teachers was organised in partnership with Columba 1400 in October 2019. This event provided an opportunity for Primary Head Teachers to collaborate, reflect and continue to build positive relationships with their colleagues in their family of schools. In addition, 25 senior leaders from across the South West participated in the Evolving Systems Thinking programme offered by Education Scotland. The programme was designed to support system level educators to enhance their leadership skills and experience through regional collaborative working. A strong focus of this programme is delivering excellence and equity for all children and young people in Scotland. Across the SWEIC, a number of school leaders have registered for the Coaching for Success Diploma, which will provide them with enhanced skills in non-directive coaching and will support them to develop a coaching culture in their schools. The SWEIC has developed a bespoke approach to developing secondary school middle leaders through the “Leaders of Pedagogues” programme. This is designed to build leadership capacity within schools at a range of levels and promote sustainability of a leadership culture.

- 2.6 Additional groups are beginning to add to collaborative capacity across the South West and support the workstreams where applicable. The current groups include staff focused on Additional Support Needs, Psychological Services, ICT, Early Years, staffing and Community Learning and Development. The groups represent growth in the willingness to work collaboratively across the South West and will increasingly focus on better outcomes for children and young people.

## **3. Proposals**

- 3.1 That Cabinet agrees the SWEIC Annual Plan 2020, attached at Appendix 1, and notes progress to date.

## **4. Implications/Socio-economic Duty**

### **Financial**

- 4.1 It is anticipated that costs associated with the RIC will be covered by additional funding from the Scottish Government or from within existing education budgets.

### **Human Resources**

- 4.2 Proposed staffing implications through the appointment of SWEIC staff will be agreed across the collaborative and will be managed through temporary secondments.

### **Legal**

- 4.3 None.

## **Equality/Socio-economic**

- 4.4 The work of the collaborative will enhance existing efforts to reduce the poverty related attainment gap and improve the quality of outcomes for children and young people.

## **Environmental and Sustainability**

- 4.5 None.

## **Key Priorities**

- 4.6 Council priorities:

- Children and young people experience the best start in life.
- Active and strong communities.

## **Community Wealth Building**

- 4.7 Better educational outcomes for children young people and adults, as well as increased capacity building and resilience in communities are required to underpin a strong local economy.

## **5. Consultation**

- 5.1 Consultation is a key component of the SWEIC's approach and is carried out throughout the development and implementation of planned activity.

Audrey Sutton  
**Interim Executive Director**

For further information please contact **Andrew McClelland, Head of Service (Education)**, on **01294 324413**.

## **Background Papers**

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Educational Improvement  
Collaborative

**Leasachadh Foghlaim**  
**Co-obrachail an Iar-dheas**



**Excellence through  
collaboration**  
Sàr-mhathais tro cho-obrachadh



**Improvement Plan 2020/21**

**Recover – Reconnect – Renewal**

## South West Educational Improvement Collaborative

### Recover – Reconnect – Renewal

2020/21

*“System leaders...understand that collective wisdom cannot be manufactured or built into a plan created in advance. And it is not likely to come from leaders who seek to “drive” their predetermined change agenda. Instead, system leaders work to create the space where people living with the problem can come together to tell the truth, think more deeply about what is really happening, explore options beyond popular thinking, and search for higher leverage changes through progressive cycles of action and reflection and learning over time. Knowing that there are no easy answers to truly complex problems, system leaders cultivate the conditions wherein collective wisdom emerges over time through a ripening process that gradually brings about new ways of thinking, acting, and being.” (Senge et al, 2015).*

The South West Regional Improvement Collaborative recognises and respects the pressures that education staff at all levels are under during the Covid-19 pandemic, responding urgently to the rapidly changing situation in schools and communities and appreciate that staff are fully focussed on engaging with our children, young people and families. Due to social distancing and the closure of school buildings, all SWEIC events and professional learning opportunities organised between 16<sup>th</sup> March and the end of term were postponed.

Recognising the significant impact of the coronavirus and recovery, it will not be reasonable to expect the RIC plan to be delivered as intended in the academic year 20/21. We have therefore amended our RIC plan in order to focus on our key objectives. We will begin to facilitate peer to peer, school to school and authority to authority collaboration by using digital technologies, allowing colleagues to engage with each other in ways which suit them best at this time of great uncertainty. This will ‘create the space’ to ‘come together to tell the truth’ ‘to bring about new ways of thinking, acting and being.’

As a profession, educators are constantly learning, adapting and striving to improve their practice. The response to the Covid-19 crisis has shown how resilient, creative and adaptable those working in education can be. We intend to reflect on the learning throughout this period and identify the positive changes that we would like to keep during our renewal period. We will explore a range of mechanisms to deliver virtual learning opportunities to create space for colleagues across the South West to work together sharing the good practice which has developed and bring about new ways of thinking, acting and being.

Barriers to collaboration which existed before Covid-19 such as travel and costs of staff cover are no longer issues as practitioners are increasingly meeting and learning online. We must however be sensitive and mindful of the challenges faced by schools and be realistic in our expectations of colleagues.

Each workstream has produced an action plan outlining intended activities across the next year.

<b>BGE: Assessment and Moderation Workstream : Recover – Reconnect - Renew Action Plan</b>			
<b>Critical Activities</b>	<b>March 2020 – June 2020</b>	<b>July 2020 – December 2020</b>	<b>January 2021– June 2021</b>
Develop on-line opportunities for practitioners to collaborate and engage in assessment and moderation activities across stages and curriculum areas.	<p>SWEIC officers meet with West Partnership officers to look at WP Moderation Portal.</p> <p>Consider the use of consistent paperwork and processes based on the 4 stages of progress for SWEIC moderation activities.</p>	<p>Develop a portal and processes for sharing planning, evidence and moderation of assessment.</p> <p>QAMSOs, SWEIC officers and the ES NIF adviser work to produce PL to underpin on-line moderation activities.</p>	<p>Portal is piloted by volunteer establishments and practitioners across SWEIC.</p> <p>QAMSOs deliver PL to underpin portal activity.</p> <p>QAMSOs model peer moderation process.</p>
Create virtual networks using Microsoft Teams for all sectors and secondary subjects to facilitate collaboration on themes supporting improvements in learning, teaching and assessment and addressing practitioner needs in response to the ongoing impact of Covid-19.	<p>Microsoft Teams set up.</p> <p>Identify facilitators/ lead practitioners to promote and develop sustained participation in networks.</p>	<p>Online launch and promotion of networks.</p> <p>Promote and communicate regular opportunities for on-line networking.</p> <p>Open discussions on learning and teaching approaches demonstrate interest and generate common themes for further exploration. Eg blended learning.</p> <p>Secondary subject networks share and analyse data, work collaboratively and share interesting practice to improve outcomes for learners.</p>	<p>There is a widening and extension of support networks for curriculum areas and for other groups who have requested support.</p> <p>Effective networks are in place which facilitate sustained collaboration with a focus on improvements in learning, teaching, assessment and attainment in all secondary subject areas and across early years, primary and special sectors</p> <p>Network members continue collaboration and mutual support to mitigate the negative impact of Covid-19. The momentum established through virtual platforms ensures networks</p>

			become self-sustaining and empowered as we move towards recovery. Face to face meetings, when permitted, are well attended and positive impact on practitioner practice can be demonstrated.
Assessing, tracking and monitoring learners progress – facilitate sharing of effective practice.		Virtual networks share effective practice in assessing where young people are and tracking their progress during the recovery period. PL offered on 4 stages of progress.	All establishments are assessing progress using the 4 stages model and are confidently tracking and monitoring the progress of learners.
E-learning <ul style="list-style-type: none"> <li>• E-sgoil</li> <li>• SWEIC Virtual Solution</li> </ul>	RIC representative identified for E-Sgoil national programme.	<p>Potential benefits of E-sgoil national programme to address the issues created by Covid-19 are considered and progressed.</p> <p>Regional solutions to enhance national programme are considered-</p> <ul style="list-style-type: none"> <li>• Virtual work experience</li> <li>• Alternative curriculum provision</li> <li>• Professional learning community</li> <li>• Advanced Higher Hub</li> </ul> <p>Regional implementation board is established.</p>	<p>Regional implementation board is in place, working to ensure that e-learning opportunities enhance equity in terms of curriculum opportunity for all pupils, irrespective of geographical location.</p> <p>E-Sgoil programme is available and supports pupils to access learning, mitigating the impact of staff and pupil absence due to Covid-19 isolation protocols.</p> <p>SWEIC virtual solutions are progressed -</p> <ul style="list-style-type: none"> <li>• Virtual work experience</li> <li>• Alternative curriculum provision</li> </ul>



		<p>Resources for developing E-sgoil/ SWEIC virtual solutions are identified.</p> <p>Tests of change are implemented e.g. cross border on-line tutorials.</p>	<ul style="list-style-type: none"> <li>Professional learning community</li> <li>Advanced Higher Hub</li> </ul>
<p>Maths</p> <ul style="list-style-type: none"> <li>Winning Scotland Foundation</li> <li>Professional Learning</li> <li>Collaborative Action Research</li> </ul>	<p>Practitioners register for Mindset Teams programme. Launch day in June. Online learning begins.</p> <p>SWEIC group plans PL for September – blended learning approaches and bar modelling. Face-face professional learning resources are adapted and developed into online resources. Call back day rescheduled from March to September.</p> <p>Strategic group meets with UWS and University of Glasgow staff to discuss developing collaborative work.</p>	<p>On-line learning continues.</p> <p>On-line professional learning opportunities are offered to Numeracy Leaders and practitioners across the SWEIC using asynchronous and synchronous digital learning.</p> <p>Collaboration with UWS takes place to develop Collaborative Action Research (CAR) with Numeracy Leaders.</p> <p>Collaboration with UoG takes place to develop the Enhanced Practice module for BA4 students. SWEIC group members provide inputs for BA4 students on Fractional and Algebraic Reasoning</p>	<p>Collaborative Action Research Projects begin.</p> <p>Effective networks are in place which will facilitate sustained collaboration with a focus on improving learning, teaching, assessment and attainment in numeracy and mathematics across all sectors.</p> <p>CAR integrated into Numeracy Champions activity. Champions are engaging in enquiry network activity to deepen collaboration and focus professional learning on improving outcomes for young people.</p> <p>SWEIC group members continue to support and develop delivery of the Enhanced Practice module.</p>

<p>Developing the Young Workforce</p>	<p>Local Authority lead officers meet with DYW regional groups and ES RIT officer to identify needs.</p>	<p>Engage with national initiatives aimed at supporting young people into positive and sustained destinations. Engage with staff from the RIT to support practice in this area.</p> <p>Share practice around factors that positively impact on positive post-school destinations such as work placements and alternative curriculum options.</p> <p>Begin recruitment of DYW Coordinators and develop a regional network.</p> <p>Offer professional learning opportunities E.g. Career Education Standard</p> <p>Engagement with CLD staff and colleagues in relation to No One Left Behind delivery models.</p>	<p>Continue to engage with national initiatives aimed at supporting young people into positive and sustained destinations. Continue to engage with the RIT to support practice in this area.</p> <p>Continue to share practice around factors that positively impact on positive post-school destinations such as work placements and alternative curriculum options.</p> <p>Recruitment of DYW Coordinators is complete and they are having meaningful engagement with young people, practitioners and senior leaders.</p> <p>Regional DYW co-ordinator network is established to support collaboration.</p> <p>Continue to offer professional learning opportunities.</p> <p>Continue to engage with partners including CLD.</p>
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<b>Closing the Poverty Related Attainment Gap Workstream : Recover – Reconnect - Renew Action Plan</b>			
<b>Critical Activities</b>	<b>March 2020 – June 2020</b>	<b>July 2020 – December 2020</b>	<b>January 2021– June 2021</b>
Create virtual networks to enable staff at all levels in families of primary schools to share research, data, resources and approaches relevant to recovery planning.	Microsoft Teams created for Rural, Small Town and Urban families. Teams also allow cross family collaboration. Codes shared in June newsletter.	Online meeting to launch Head Teacher collaboration in family networks. Facilitators identified for each family to develop sustained momentum of purposeful online collaboration.	Effective networks are developed by families to facilitate regular collaboration with a clear focus on improvements in learning, teaching and assessment and addressing needs in response to the ongoing impact of Covid-19. Raise awareness of available community data, familiar to CLD, in order to support school improvement planning.
Create virtual networks to enable secondary staff and CLD colleagues with PEF/closing the poverty related attainment gap remits to share experiences, ensuring professional learning and effective practice is informed by learners experiences.	Microsoft Teams created.	Online opportunities offered to collaborate on identified themes.	Continue to provide online opportunities for staff to collaborate on key emerging themes.  Raise awareness of available community data, familiar to CLD, in order to support school improvement planning.
Identification of measures, assessment and interventions to address inequity as a result of Covid-19. <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Health and wellbeing</li> </ul>	ES Attainment advisers and NIF adviser prepare webinars on Aifl and making use of available data.	Professional learning delivered online – Aifl; identifying the gap using available data, training in interventions.  SG Inequity audit – look at findings and identify effective practice in addressing inequity/ gaps in learning/ HWB counsellors.	Continue to offer professional learning on key themes. Continue to share interesting and effective practice in addressing inequity.

<p>Provide PL with a clear focus on high quality learning, teaching and assessment to improve outcomes for all learners through:</p> <p>Blended learning Digital learning Outdoor learning Play based learning P1 literacy pedagogy Maths - Bar modelling E-Sgoil Working with CLD and other partners.</p>	<p>ES, RICs and LAs produce guidance on remote learning, digital learning, blended learning, assessment etc.</p> <p>E-Sgoil Regional Programme.</p>	<p>Provide online opportunities for staff to collaborate on key themes.</p> <p>Signpost practitioners to quality professional learning.</p> <p>E-Sgoil Regional Programme.</p>	<p>Continue to provide online opportunities for staff to collaborate on key themes.</p> <p>Signpost practitioners to quality professional learning.</p> <p>Identify interesting practice and share across RIC.</p> <p>E-Sgoil Regional Programme.</p> <p>Promote the range of accreditation options available to learners in partnership with CLD.</p> <p>CLD will collaborate on a range of activities which support practice and reporting on children's rights.</p>
<p>Family Engagement Build on the positive experiences of family learning during the school closure period.</p>	<p>Online professional learning delivered by Connect.</p> <p>Share practice eg NAC Family Learning Team's website.</p>	<p>Identify opportunities, in collaboration with family learning lead officers, to engage with family learning practitioners including CLD, to provide quality professional learning opportunities, case studies, parent surveys and interesting practice.</p> <p>Share practice in supporting families impacted by poverty who have received new technology.</p>	<p>Continue to signpost practitioners to quality professional learning opportunities, case studies, parent surveys and interesting practice.</p>

Supporting vulnerable children during the recovery period. (SWEIC ASN network)	Local authorities produce guidance on supporting vulnerable children during lockdown.	<p>Share LA guidance/policies. Share practice in use of care experienced PEF money. Share experiences of effective partnership working.</p> <p>Develop approaches to support contact and communication with families in line with contingency arrangements.</p> <p>Support and implement the rollout of digital devices to support vulnerable children and young people access learning.</p>	<p>Continue to share effective practice with education staff and partners.</p> <p>Continue to develop approaches to support contact and communication with families in line with contingency arrangements.</p> <p>Continue to support and implement the rollout of digital devices to support vulnerable children and young people access learning.</p>
Working with families and communities to improve outcomes for children and young people affected by poverty.	Signpost practitioners to guidance, documents and surveys eg CPAG – The Cost of Learning in Lockdown.	<p>Raise awareness of social issues emerging from Covid-19.</p> <p>CLD will review and share learning from hubs established during Covid-19 lockdown to inform future practice.</p> <p>Identify and share supports, resources and grants available to support families affected by poverty including examples of CLD practice which alleviate the impact of poverty on learners/families/ communities.</p>	Continue to identify and share supports, resources and grants available to support families affected by poverty including examples of CLD practice which alleviate the impact of poverty on learners/families/ communities.

<b>Leadership Workstream : Recover – Reconnect - Renew Action Plan</b>			
<b>Critical Activities</b>	<b>March 2020 – June 2020</b>	<b>July 2020 – December 2020</b>	<b>January 2021– June 2021</b>
Leaders of Pedagogues Programme	<p>LPP is promoted in each authority. Participants register by end of June.</p> <p>Two training sessions for Facilitators of the programme have taken place.</p>	<p>Facilitator Training organised for 30 September – 2 October, 2020.</p> <p>Design sessions will be arranged for Facilitators to create the programme to match the design group brief (October – December 2020).</p> <p>Initial connection with participants (November).</p>	Programme commences in January 2021.
Coaching for Success Programme	Postponed	Professional reading and on-line networking.	Programme begins when face to face meetings become possible.
Evolving Systems Thinking	On-line seminars offered.	<p>Online seminars offered to cohort 1 participants.</p> <p>Final module delivered on-line.</p>	Possible registration for SWEIC cohort 2.
Focused Conversations	Microsoft Teams created for leaders at all levels in all sectors. Planning for online meetings.	On-line facilitated discussions on emerging themes, designed to support sustained collaboration, including SW networks such as CLD and psychological services.	Colleagues from across SWEIC can engage with focused conversations to support sustained collaboration.

<b>Early Years : Recover – Reconnect - Renew Action Plan</b>			
<b>Critical Activities</b>	<b>March 2020 – June 2020</b>	<b>July 2020 – December 2020</b>	<b>January 2021– June 2021</b>
<b><u>Assessment and Moderation</u></b> Develop on-line opportunities for practitioners to collaborate and engage in Early Level assessment and moderation activities.	SWEIC officers meet with West Partnership officers to look at WP Moderation Portal.  Consider the use of consistent paperwork and processes based on the 4 stages of progress for SWEIC moderation activities.	Develop a portal and processes for sharing planning, evidence and moderation of assessment.  QAMSOs, SWEIC officers and the ES NIF adviser work to produce PL to underpin on-line moderation activities.	Portal is piloted by volunteer establishments and practitioners across SWEIC. Early Level QAMSOs deliver PL to underpin portal activity. QAMSOs model peer moderation process.
<b><u>Closing the Gap</u></b> Developing pedagogy and practice by providing on-line PL and sharing of interesting practice in: Play Based Learning / Froebel Approach Blended Learning Realising the Ambition Outdoor Learning Digital Learning Speech and Language Therapy/ P1 Literacy Pedagogy Working with partners eg CLD, health	Signpost practitioners to ES, RICs and LAs guidance on remote learning, digital learning, blended learning, assessment, play based learning tool kit etc.	Work with ES RIT officers to develop professional learning webinars on key themes.  Signpost practitioners to quality professional learning and online networking opportunities.  Identify interesting practice and share across RIC.	Identify interesting and effective practice nationally and in the South West to share with practitioners.  Offer online opportunities for practitioners to collaborate in open discussions and on key themes.
<b><u>Leadership</u></b>  Engage with University of Edinburgh to offer a PL programme in the Froebel Approach to EY leaders.	Engage with University of Edinburgh regarding offer of Froebel training for SWEIC.	Finalise offer and promote throughout the South West. Finalise registration for programme.	Participants begin online learning.

EY lead practitioners develop collaborative networks and offer PL in pedagogical development to maintain a focus on quality provision during the expansion programme.		Discuss with EY strategic leads and identify appropriate practitioners. Set up working group including ES EY officers and agree priorities.	Group organise online collaborative networks and offer professional learning with a clear focus on improving the quality of provision during the expansion programme.
<b><u>Parental Engagement</u></b> Building on good practice developed during school closures/ remote learning.	Signpost practitioners to UWS online module. Identify and share interesting practice.	ES RIT offer support to a network of SW parental involvement officers, and other practitioners with this remit to identify shared areas for improvement, and to share practice.	ES RIT continue to support a network of SW parental involvement officers, and other practitioners with this remit to identify shared areas for improvement, and to share practice.