

## Minute

### Education, Leisure and Housing Committee

Wednesday, 14 November 2018, 10:30.

Council Chamber, Council Offices, School Place, Kirkwall.



### Present

Councillors Robin W Crichton, John A R Scott, Stephen G Clackson, Alexander G Cowie, Barbara Foulkes, Steven B Heddle, J Harvey Johnston, W Leslie Manson, John T Richards, Stephen Sankey, James W Stockan and Owen Tierney.

Jo Hill and Mary Maley.

### Clerk

- Sandra Craigie, Committees Officer.

### In Attendance

- Wilfred Weir, Executive Director of Education, Leisure and Housing.
- Peter Diamond, Head of Education (Leisure, Culture and Inclusion).
- James Wylie, Head of Education (Curriculum and Community Learning).
- William Ross, Principal, Orkney College.
- Keith Foubister, Works and Inspection Manager (for Items 1 and 2).
- Garry Burton, Sport and Leisure Manager (for Items 1 to 8).
- Paul Kemp, Strategic Finance Manager.
- Peter Trodden, Solicitor.
- Kerry Spence, Community Learning and Development Team Leader (for Items 1 to 7).
- Hazel Flett, Senior Committees Officer.
- Andrew Hamilton, Performance and Best Value Officer (for Items 1 to 3).

### Observing

- Kirsty Groundwater, Press Officer.

### Apology

- Hugh Halcro-Johnston.

### Declarations of Interest

- Councillor John T Richards – Item 6.
- Councillor Stephen Sankey – Item 6.
- Councillor John A R Scott – Item 6.

## **Chair**

- Councillor Robin W Crichton in the Chair.

### **1. Revenue Expenditure Monitoring**

After consideration of a joint report by the Executive Director of Education, Leisure and Housing, the Executive Director of Corporate Services and the Head of Finance, copies of which had been circulated, and after hearing a report from the Strategic Finance Manager, the Committee:

Noted:

**1.1.** The revenue financial summary statement in respect of Education, Leisure and Housing for the period 1 April to 30 September 2018, attached as Annex 1 to the joint report by the Executive Director of Education, Leisure and Housing, the Executive Director of Corporate Services and the Head of Finance, indicating the following:

- A net General Fund overspend of £41,400.
- A net Non-General Fund overspend of £57,300.

**1.2.** The revenue financial detail by Service Area statement, in respect of Education, Leisure and Housing for the period 1 April to 30 September 2018, attached as Annex 2 to the joint report by the Executive Director of Education, Leisure and Housing, the Executive Director of Corporate Services and the Head of Finance.

**1.3.** The explanations given and actions proposed in respect of significant budget variances, as outlined in the Budget Action Plan, attached as Annex 3 to the joint report by the Executive Director of Education, Leisure and Housing, the Executive Director of Corporate Services and the Head of Finance.

### **2. Housing Revenue Account**

#### **Revenue Repairs and Maintenance Programme**

After consideration of a joint report by the Executive Director of Education, Leisure and Housing and the Head of Finance, copies of which had been circulated, the Committee:

Noted:

**2.1.** The position of expenditure incurred as at 30 September 2018, against the approved revenue repairs and maintenance programme in respect of the Housing Revenue Account, as detailed in section 4.2 of the joint report by the Executive Director of Education, Leisure and Housing and the Head of Finance.

**2.2.** The explanations given in respect of significant budget variances, attached as Appendix 1 to the joint report by the Executive Director of Education, Leisure and Housing and the Head of Finance.

Councillors Steven B Heddle and James W Stockan left the meeting at this point.

### **3. Performance Monitoring**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, the Committee:

Noted the performance of Education, Leisure and Housing for the reporting period 1 April to 30 September 2018, as set out in sections 3 to 5 and Annexes 1 and 2 of the report by the Executive Director of Education, Leisure and Housing.

Councillors Steven B Heddle and James W Stockan rejoined the meeting at this point.

### **4. Support for Learning – Review**

After consideration of a report by the Executive Director of Education, Leisure and Housing, together with an Equality Impact Assessment, copies of which had been circulated, and after hearing a report from the Head of Education (Leisure, Culture and Inclusion), the Committee:

Noted:

**4.1.** That a review of support for learning provision in Orkney's schools had been carried out over an 18-month period, with the outcome report attached as Appendix 1 to the report by the Executive Director of Education, Leisure and Housing.

**4.2.** The key conclusion of the review of support for learning provision, namely that, when advice and guidance around assessment and planning was robustly implemented, it made a positive difference to the lives of children, young people and families.

**4.3.** That the review of support for learning provision also noted:

- Inconsistencies of practice in respect of assessment, planning and delivery, within and across schools.
- That not all staff felt knowledgeable and confident regarding some of the challenges they met.
- Variability in the consistency of service provision within Education, Leisure and Housing as well as with respect to the contribution of other partners agencies and services.

**4.4.** That work was ongoing to build confidence and capacity with respect to meeting the needs of all learners across staff groups and schools.

**4.5.** That development and improvement work was underway and included in the service's National Improvement Framework Plan that would support the recommendations of the review of support for learning provision.

**4.6.** That, should the recommendations of the review of support for learning provision be accepted, the 3-year Action Plan, attached as Appendix 2 to the report by the Executive Director of Education, Leisure and Housing, would be used to progress the recommendations and inform the ongoing review of the service's National Improvement Framework Plan.

**4.7.** That a more specific review of the provision of Support for Learning Assistants within schools had also been undertaken in order to manage the service within the approved budget, which had increased over the last five years but not in line with the increase in the numbers of children and young people identified as having additional support needs.

**4.8.** That the full impact of the review of the provision of Support for Learning Assistants would not be known until early 2019 as the changes required were phased in.

The Committee resolved to **recommend to the Council:**

**4.9.** That the recommendations of the review of support for learning provision, attached as Appendix 1 to this Minute, be approved.

**4.10.** That the Executive Director of Education, Leisure and Housing should submit a report, to the next meeting of the Committee, prioritising the 3-year Action Plan referred to at paragraph 4.6 above.

**4.11.** That, once the changes referred to at paragraph 4.8 above were in place, the Executive Director of Education, Leisure and Housing should undertake a further review of the impact of the revised allocation of Support for Learning Assistants within schools and thereafter submit the results to a meeting of the Committee no later than June 2019.

## **5. National Improvement Framework**

### **Education Standards and Quality Report and Improvement Plan**

After consideration of a report by the Executive Director of Education, Leisure and Housing, together with an Equality Impact Assessment, copies of which had been circulated, and after hearing a report from the Head of Education (Curriculum and Community Learning), the Committee:

Resolved to **recommend to the Council** that the Orkney Islands Council Education Standards and Quality Report and Improvement Plan 2018, attached as Appendix 2 to this Minute, be approved for submission to the Scottish Government and thereafter used to inform the working plan of staff across the Education service for forthcoming years.

Jo Hill and Mary Maley left the meeting at this point.

## **6. Pickaquoy Centre Trust – End of Year Performance**

Councillors John T Richards, Stephen Sankey and John A R Scott declared non-financial interests in this item, being Council-appointed trustees of the Pickaquoy Centre Trust, but concluded that their interests did not preclude their involvement in the discussion.

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Sport and Leisure Manager, the Committee:

Noted:

**6.1.** Pickaquooy Centre Trust's end of year usage figures and performance for 2017 to 2018, attached as Appendix 1 to the report by the Executive Director of Education, Leisure and Housing, which indicated the following:

- Overall annual usage figures of 463,611 which represented an overall increase of 9% in usage against the same period in 2016 to 2017.
- The main positive variances against targets being:
  - Gym (including strength and conditioning).
  - Group exercise.
  - Health suite and spa.
  - Other indoor leisure.
  - Swimming.
  - Climbing and bouldering.
  - Soft play.
  - Campsite.
  - Sport courses.
- The main negative variances against targets being:
  - All-weather pitch use.
  - Junior activities.
  - Arena sports.
  - Cinema.
  - Squash.
  - Track and infield.
  - Grass pitches.

**6.2.** That Pickaquooy Centre Trust's annual accounts for 2017 to 2018 had been submitted and indicated an operating deficit of £324,623.

## **7. Community Learning and Development Annual Report**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Community Learning and Development Team Leader, the Committee:

Noted the Community Learning and Development Annual Report 2017 to 2018, attached as Appendix 1 to the report by the Executive Director of Education, Leisure and Housing.

## **8. Natwest International Island Games – Gibraltar 2019**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Sport and Leisure Manager, the Committee:

Noted:

- 8.1.** That Orkney Island Games Association was preparing for the 2019 NatWest International Island Games to be held in Gibraltar from 6 to 13 July 2019.
- 8.2.** That it was anticipated that eight sports would be represented at the 2019 NatWest International Island Games, with 50 provisional Orkney participants.
- 8.3.** That Orkney Island Games Association was seeking financial support from the Council in respect of two team officials as well as games competitors.
- 8.4.** That the cost of attending the 2019 NatWest International Island Games was estimated at £1,150 per competitor.
- 8.5.** That, historically, the level of grant awarded by the Council had been assessed on an individual basis for each NatWest International Island Games, depending on the location of the Games.
- 8.6.** That the grant to Orkney Island Games Association towards participation in the Island Games was normally paid over two financial years, with budget provision existing for 2018 to 2019.
- 8.7.** That, in advance of a service budget being established as part of the Council's annual budget setting process, award of grant to Orkney Island Games Association in 2019 to 2020 was subject to an adequate budget being made available.

The Committee resolved to **recommend to the Council:**

- 8.8.** That a per capita grant of £100 per person be awarded to Orkney Island Games Association in respect of participants and officials in the 2019 NatWest International Island Games, up to a maximum of 50 participants and two officials.
- 8.9.** That, subject to an adequate budget being made available in 2019 to 2020, the grant, referred to at paragraph 8.8 above, should be payable equally over each of the two financial years 2018 to 2019 and 2019 to 2020, up to a maximum sum of £2,600 each year.

## **9. College Management Council Sub-committee**

After consideration of the draft Minute of the Meeting of the College Management Council Sub-committee held on 5 November 2018, copies of which had been circulated, the Committee:

Resolved:

- 9.1.** On the motion of Councillor John A R Scott, seconded by Councillor Robin W Crichton, to approve the Minute of the Meeting of the College Management Council Sub-committee held on 5 November 2018 as a true record.

The Committee resolved to **recommend to the Council**:

**9.2.** That the recommendations at paragraphs 3.5 and 3.6 of the Minute of the Meeting of the College Management Council Sub-committee held on 5 November 2018, attached as Appendix 3 to this Minute, be approved.

## **10. Conclusion of Meeting**

At 12:25 the Chair declared the meeting concluded.

Signed: Rob Crichton.

Appendix 1.

## **Support for Learning Review**

The High-Level themes extracted lead to 18 key recommendations which are related to three core areas:

- Area 1 – Quality Assurance.
- Area 2 – Leadership.
- Area 3 – Learning.

### **Area 1 – Quality Assurance**

#### **Getting it Right Processes and Procedures**

##### **Recommendation 1.1.**

Quality assurance of Child's Plans and their impact on outcomes for children and young people should be planned for to ensure:

- Child's Plan targets are outcomes focused rather than focusing on request for input or referrals.
- There is an explicit matching of intervention to child's identified needs, as assessed through the multi-disciplinary integrated assessment process.
- The voice of the child or young person has been fully captured.

##### **Recommendation 1.2.**

Training on Getting it Right should be revisited and re-launched to ensure processes, roles and responsibilities are understood by all and amended Child's Plan documents are promoted. The training should re-emphasise the child's planning process as the key process through which all vulnerable children's needs are collaboratively assessed, identified and addressed. It should also enable exploration of ways of maximising participation of children and families.

##### **Recommendation 1.3.**

Good health and wellbeing as the foundation for good learning should be at the heart of Orkney's strategic vision for all children and young people and this vision promoted through the Getting it Right principles and practice by all staff embedding the language of wellbeing across the curriculum (also relates to area 2).

#### **Gathering, Monitoring and Disseminating Information**

##### **Recommendation 1.4.**

The Local Authority should prioritise supporting schools to gather the same data in the same format. This will make it easier to develop consistency of approach to identifying and monitoring needs across Orkney, as well as monitoring the effectiveness of interventions. (Also relates to area 3).



### **Recommendation 1.5.**

There needs to be an authority focus on staged intervention to achieve coherence in use across schools in order that levels of need are recorded and monitored consistently. (Also relates to area 2).

### **Recommendation 1.6.**

SEEMIS Health and Wellbeing application should be adopted in Orkney. Transitional consultation, planning, and training will be required to ensure a smooth journey from existing storage systems to SEEMIS.

### **Recommendation 1.7.**

Access to key legislation and policy documents should be readily accessible to all practitioners via a regularly updated electronic Orkney Support Manual.

## **Area 2 – Leadership**

### **Relationships**

#### **Recommendation 2.1.**

There is a need to embed, both at a strategic and operational level, positive relationships as fundamental to learning and wellbeing.

At a strategic authority level through to a classroom practice and family work level, Orkney should drive forward relationship-based approaches to addressing pupil and family needs across communities, including MITA (Maximising the Impact of Teaching Assistants), nurture approaches and the Synergy model.

### **Capacity Building**

#### **Recommendation 2.2.**

A high-quality training strategy should drive forward how capacity is built within and across schools, teams and communities in order that knowledge, skills and confidence is built upon and made maximum use of.

The training strategy should draw from consultation processes within school as well as local and national priorities. It should promote apprenticeship and mentoring models, e.g. Synergy, as well as rolling programmes.

An area for immediate prioritisation of capacity building is increasing teachers and support staff confidence and skills in meeting the needs of children with language and communication difficulties through the development of collaborative models of working with support specialists who will prioritise mentoring, support and development roles.

#### **Recommendation 2.3.**

Educational Psychology is most effective when systems allow capacity building through consultation and development work.

Strategic systems should be explored within education and partner agencies to promote a consultative model of service delivery.

## **Inclusion**

### **Recommendation 2.4.**

A strategic vision on inclusion should be created at local authority level which is known by all and informs policy, planning and priorities across all schools and establishments.

Training should be developed to build inclusive ethos and practice within schools.

Authority and school leadership should embrace and develop flexible curricular based on effective learning pathways which have coherence and meaning over time. These pathways will often involve creative collaboration with other agencies to deliver non-classroom-based learning (also relates to areas 1 and 3).

Mechanisms should be in place to ensure alternative learning environments are properly resourced and equipped.

## **Area 3 – Learning**

### **Support Staff**

#### **Recommendation 3.1.**

All 5 roles of the Support for Learning Teacher are key to effective identification and meeting of need and sustaining good learning and teaching for all.

Support for Learning Teachers should take a lead role in leading training and development across schools and at an authority level. (Also relates to area 2).

#### **Recommendation 3.2.**

Further capacity can be built within and across establishments when Pupil Support team staff work in partnership with Support for Learning staff within schools.

Pupil Support team should continue to develop practices to synchronise and integrate with Support for Learning and Guidance, including helping to collaboratively identify and meet training needs.

#### **Recommendation 3.3.**

Maximising the impact of support staff should be a priority.

Programmes such as MITA should be promoted at school management and through an authority strategic level.

Mentoring/apprenticeship models should be explored, e.g. Synergy partnering with in-school staff, the Language and Communication Service, Autism Service, etc. (also relates to area 2).

## **Barriers to Learning**

### **Recommendation 3.4.**

Orkney should strive towards greater consistency across the Authority in how literacy difficulties are identified and addressed. In particular, secondary schools should be given opportunity to explore best practice in supporting literacy issues including low level difficulties.

The Authority's Literacy Steering Group should consider how to address the points raised in the report entitled 'Literacy Difficulties' as part of Orkney's overarching literacy plan.

## **Inclusion**

### **Recommendation 3.5.**

In order to meet the learning and social and emotional needs of the most vulnerable children mechanisms should be developed for strong partnership working and shared approaches and resources across settings.

Consideration of forums to look at support for and resourcing of challenging needs. Such forums would allow equitable timely response to level of need through a transparent process of allocation of scarce resources, e.g. Pupil Support input. (Also relates to areas 1 and 2).

# The National Improvement Framework



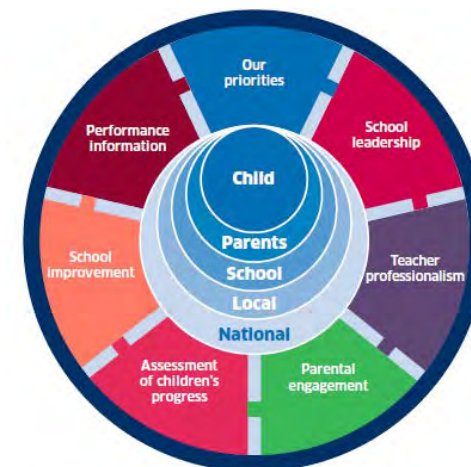
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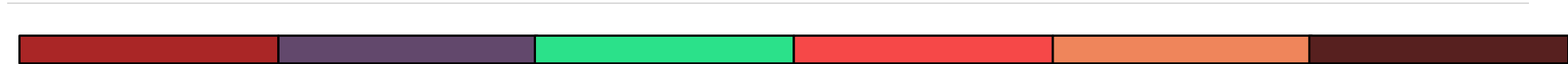
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**Education Service**

## **Standards and Quality Report and Improvement Plan**

**November 2018**

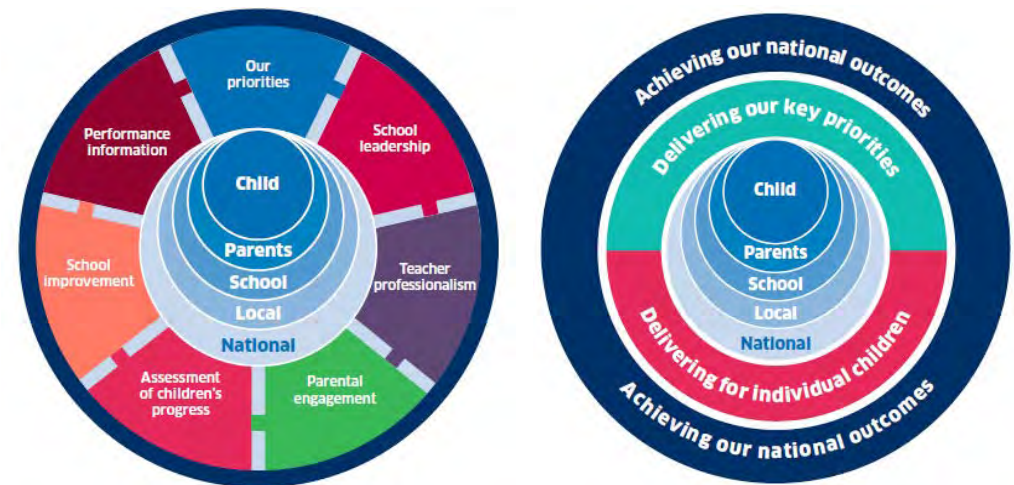


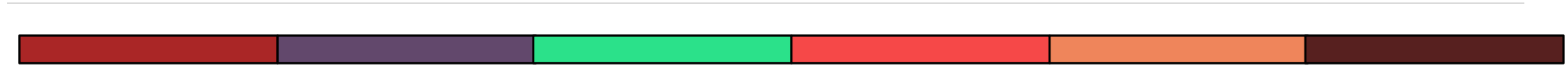


## Preface

This document sets out our Service approach to ensuring Excellence and Equity for all pupils in our care; an overview of our most recent attainment results and positive destinations data; the progress made to date in our present set of improvement priorities and future planning to ensure a clear strategic and operational improvement agenda to raise attainment, close the gap and therefore deliver on the Scottish Government's National Improvement Framework and Orkney Islands Council's, Council Plan 2018-23

It is imperative that whilst implementing local and national priorities that we design our present and future improvement priorities to meet the requirements of learners in Orkney. In doing so this document must not be read in isolation. Our present and future improvements link to: The Orkney Community Plan; The Orkney Islands Council, Council Plan 2018-23; The Our Islands Our Future Plan; The Education, Leisure and Housing Service Plan; The Learning Landscape Review; The Children's Services Plan; The Community Learning and Development Partners Plan 2018-21; The Early Level and Childcare Delivery Plan; The Active Schools Plan; the Cultural Services Plan and the Northern Alliance Regional Improvement Plan. In setting down this improvement agenda we will provide clarity of progress and direction to: the young people in our care, their parents, our teaching and learning workforce, the communities that we serve; Elected Members, locally and nationally; Orkney Islands Council Senior Management Team; Education Scotland and the Scottish Government.





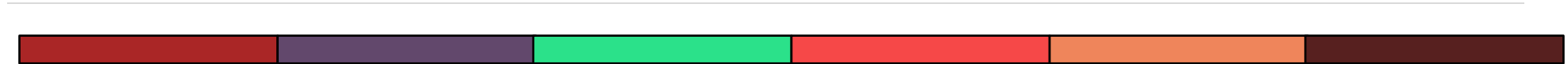


**Contents:**

Page 8	<b>Section 1: Executive Summary</b>
Page 14	<b>Section 2: Orkney Schools Attainment Report 2016-2017</b>
Page 36	<b>Section 3: Progress Review</b>
Page 38	School Leadership and Empowerment
Page 42	Teacher Professionalism
Page 46	Parental Engagement
Page 48	Assessment of Children's Progress
Page 56	Broad General Education and Learning Pathways
Page 58	Literacy and Language
Page 72	Numeracy and Mathematics
Page 78	Health and Wellbeing
Page 84	Additional Support for Learning
Page 86	Developing the Young Workforce
Page 90	Data Management
Page 92	Scottish Government Pupil Equity Fund Grant Projects
Page 98	<b>Section 4: Improvement Plan</b>
Page 100	Appendix 1 – School Leadership and Empowerment
Page 108	Appendix 2 – Teacher Professionalism
Page 114	Appendix 3 – Parental Engagement
Page 122	Appendix 4 – Data Management, Tracking, Monitoring, Moderation and Assessment
Page 130	Appendix 5 – Language and Literacy
Page 156	Appendix 6 – Numeracy and Mathematics
Page 166	Appendix 7 – Health and Wellbeing
Page 176	Appendix 8 – Broad General Education Learning Pathways
Page 184	Appendix 9 – Learning, Teaching and Assessment
Page 196	Appendix 10 – Developing the Young Workforce
Page 206	Appendix 11 – Additional Support for Learning







# The National Improvement Framework

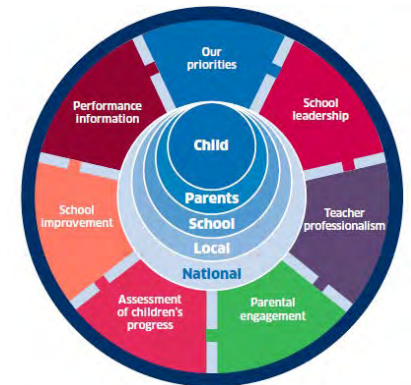
## Orkney Islands Council Education Improvement Plan



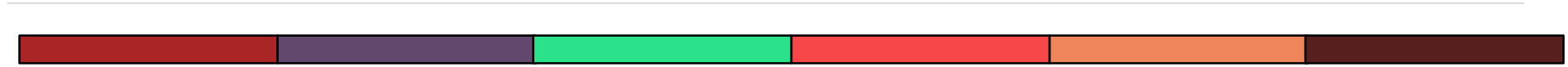
### Section 1

### Executive Summary

November 2018



1422



## EXECUTIVE SUMMARY

### National Improvement Framework<sup>1</sup>

The National Improvement Framework builds on the best practice within Curriculum for Excellence in using a range of data and evidence to report and plan improvements for children.

[The 2017 National Improvement Framework and Improvement Plan<sup>1</sup>](#) and the [2018 National Improvement Framework and Improvement Plan<sup>1</sup>](#) for Scottish Education is designed to help us deliver the twin aims of excellence and equity in education - ensuring children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.

The Framework is based on the best practice which exists internationally on the use of data and intelligence to improve education and has been informed by the Organisation for Economic Co-operation and Development (OECD) research on Synergies for Better Learning.

The Framework identifies key 'drivers' of improvement, as illustrated in figure 1, and key priorities listed below:

- 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 well-being; and
- Improvement in employability skills and sustained, positive school leaver destinations.

Figure 1



<sup>1</sup> [www.gov.scot/Publications/2015/09/7802/downloads](http://www.gov.scot/Publications/2015/09/7802/downloads)



## Raising Attainment in Orkney

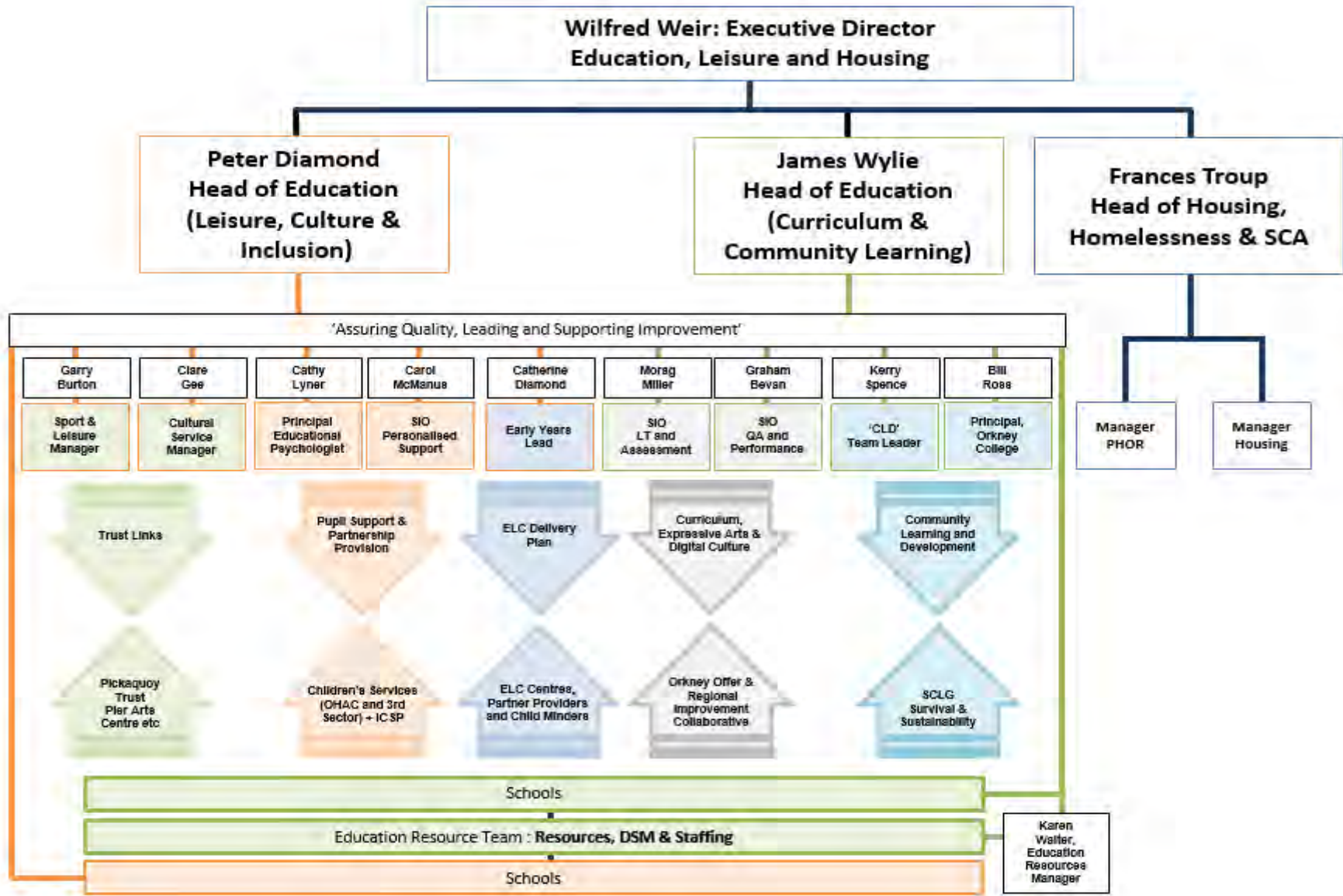
To ensure that we achieve '[Excellence and Equity](#)'<sup>2</sup> for each child and young person in our care, an agreement was reached by all Head Teachers/Leaders in Education and Senior Officers in September 2017 that this shared, service improvement agenda would be implemented, and further developed and reported on throughout the period 2017-2022. In doing so we will:

- establish a strategic overview for the Orkney Offer/Orkney Campus – Cradle to Grave educational approach;
- continue to implement the national programme for School Leadership (appendix 1);
- review and develop our strategy and practice in Career Long Professional Learning for all school staff and Professional Update for teaching staff (appendix 2);
- review and develop our strategy and practice for Parental Engagement and Family Learning (appendix 3);
- review and establish a consistent data management, tracking, monitoring and moderation structure across all establishments (appendix 4);
- develop strategies and practice for Literacy, Numeracy and Health and Wellbeing and monitor and moderate implementation across all of our schools (appendices 5,6 and 7);
- engage in a full review of the Broad, General Education Learning Pathways across all curriculum areas and develop a consistent pathway in learning which will incorporate the Experiences and Outcomes for Literacy, Numeracy and Health and Wellbeing, Benchmarks, Cross Cutting Themes, Digital Technologies, Developing the Young Workforce/Career Education Standards and Career Management Skills and link with the Tracking, monitoring and moderation strategy (appendix 8);
- develop a Learning and Teaching Strategy which incorporates the findings of a review into the impact of the Assessment is for Learning Initiative and Social Pedagogy theory (appendix 9);
- establish a Developing the Young Workforce Strategy, and a single employment strategy in conjunction with the Development and Infrastructure Service, partner agencies and employers (appendix 10).

The engagement of senior officers, head teachers, setting managers, school staff, partners, parents and pupils and young people in the development of these workstreams is integral to our educational empowerment agenda, which empowers head teachers/leaders in education and everyone engaged in our education service and school communities. Shared working in this manner allows for the streamlining of workload and bureaucracy thus ensuring quality development in a managed and supported way.


In session 2017/2018 the Executive Director of Education, Leisure and Housing instigated a review of the structure and remits within the Education Service. The purpose of the review was to ensure that the Service was well place to implement local and national expectations for the learners in Orkney. The following table highlights the new Education Service structure:

<sup>2</sup><https://beta.gov.scot/publications/delivering-excellence-equity-scottish-education-delivery-plan-scotland/pages/0/>



1426





Section two of this report incorporates the Orkney Schools Attainment Report for 2016/2017 which was taken to the Education, Leisure and Housing Committee on 28 March 2018.

In session 2017/2018 attainment in Reading, Writing and Numeracy at P1, P4, P7 and S3 increased with the exception of numeracy at P7 which dropped by 7% on last year's figures. Listening and talking was recorded in this period for the first time. The targeted development of moderation of levels, teaching and learning approaches in Reading, Writing, Listening and Talking, and Numeracy will have led to this improvement. The collection of national attainment data has, to date, been a trial. We will continue to ensure staff attend national training events for moderation, provide authority-wide moderation training and support schools with in-school and inter-school moderation opportunities. We will continue to provide training opportunities to develop learning, teaching and assessment structures for Reading, Writing, Listening and Talking, and Numeracy across the Broad General Education.

In Senior Phase young people are increasingly engaging with the aims of the Orkney Offer. This is characterized by their course choices being tailored more to provide individual learning pathways over the three years in their senior phase. This also means that a more diverse and appropriate range of choices being made, resulting in a wider range of achievements being offered through the local Orkney College and through additional recording of wider achievements in schools. Foundation apprenticeships are also being developed to ensure alternative routes to employment are available. Numeracy and Literacy has a strong focus to ensure all pupils achieve the highest possible levels on leaving to their positive destinations.

Leavers data in session 2016-17 shows overall attainment of school leavers is on a par with all measures but is particularly high for lower and middle achieving pupils


In Orkney 75 % of the school leavers achieved literacy and numeracy at SCQF Level 5 in 2017, and 92% achieved it at SCQF Level 4. Whilst the improving trend is also evident nationally, Orkney schools now exceed both the Virtual Comparator and the national figure. Overall, almost all Orkney school leavers are very well equipped to move into positive destinations.

Wider achievement opportunities for young people in Orkney continue to offer rich experiences through a broad choice of cultural and sporting activities. Activities are provided in and out of school hours by schools, the Community Learning and Development team, the Active Schools team and community volunteers.

In 2016/2017 96.1% of our young people progressed into a positive destination.

Section three of this report highlights progress made against the targets set for academic session 2016/2017. These targets were agreed by the Education, Leisure and Housing Committee on 15 November 2017.

The workstream lead for Leadership; Career Long Professional Development and Professional Update has worked collaboratively with the Scottish College of Educational Leadership, the General Teaching Council for Scotland, the Scottish Parent Teacher Council (Connect), the



Scottish Government, Education Scotland, Columba 1400 and Shetland Islands Council to establish leadership training opportunities for aspiring school leaders; to establish a Parental Engagement Strategy that fulfils recent national policy revisions; and is reviewing the Professional Review and Development structure to ensure quality approaches across Orkney's schools.

Our link Education Scotland Attainment Advisor established a working group, clear terms of reference and target completion dates to ensure the establishment of a consistent strategy for Data Management, Tracking, Monitoring, Moderation and Assessment. Progress has been made in this area, however, due to unforeseen circumstances this project has not achieved the milestones as planned. A new Attainment Advisor is expected to be allocated to Orkney in the near future who will progress this workstream.

The Language and Literacy workstream has established Language Two, French, in every school in Orkney. Primary schools were supported to implement this initiative by a Development Officer funded by a Scottish Government grant. Two Primary schools are now trialling Language Three, one offering German and one offering Spanish.

A second cohort of schools participated in the Early Literacy through Play programme for P1 and P2 class teachers. The first cohort were also supported throughout the year. This action research approach to the delivery of early literacy has established strong and productive collaborative practices amongst teachers in the early and first level stages of primary school. This project was funded by the Scottish Government and delivered by an external trainer, nationally renowned for her work in this area.

Orkney engaged with the Northern Alliance Regional Improvement Collaborative, Early Literacy Project for the second year. This programme engaged P1 teachers in base-line assessment of pupils at the beginning and end of P1 as well as ensuring appropriate interventions through the year.


A working group has been established to look at the development of learning pathways through the Broad General Education and Senior Phase for Language and Literacy.

The Mathematics and Numeracy workstream has engaged with two Northern Alliance Regional Improvement Collaboratives, one in primary school and one in secondary school. Schools have been identified to participate in these projects when the programmes reach this point. Training in, place value and basic calculation was provided to all primary teachers and secondary mathematics teachers to work towards consistent across schools. Secondary mathematics staff worked with primary teachers to further this work.

The Orkney Maths Hub Champion worked with school representatives to support mathematics development across all schools. The Maths Hub is an Education Scotland funded initiative.

Within Health and Wellbeing a further group of primary schools engaged with our chosen programme of study/learning pathway, Jigsaw. The last two primary schools to engage with the programme will do so in session 2018/2019.





Stromness Academy and Sanday Junior High School trialled the secondary Jigsaw materials and reported very positive outcomes which ensure a progression and clear learning pathway for learning, teaching and assessment in Health and Wellbeing from P1 to S4. This pathway also ensures that targeted support provided by our partner agencies, for identified pupils, starts from a consistent foundation.

A new Anti-bullying Policy and guidance was established for staff working with children and young people across Education, Leisure and Housing. This Policy was passed by the Education, Leisure and Housing Committee on 6 June 2018. In session 2018/2019 all schools will revise their own anti-bullying policies in line with the guidance provided.

In collaboration with Police Scotland, guidance was issued to schools and settings managed or supported by Education, Leisure and Housing on how to manage a situation where a weapon/knife incident takes place.

Broad General Education working groups were established for Language and Literacy, Mathematics and Numeracy; Health and Wellbeing and Science. In June 2018 Head Teachers worked with Service Improvement Officers to begin to establish workstream groups and timescales for the remaining subject areas.

Within the Learning Teaching and Assessment workstream significant progress has been made in moderation of assessment. In-service days were led by both local and national officers to provide training in moderation for teachers. Service Improvement Officers and Quality Assurance and Moderation Support Officers led in-school training sessions to support teachers further.

The Developing the Young Workforce workstream has seen the establishment of the Developing the Young Workforce Orkney Regional Board; a Developing the Young Workforce Strategy; and the establishment of an Orkney Skills and Employability Strategic Group led by the Executive Directors of Education, Leisure and Housing and Development and Infrastructure. The outcomes of this work will ensure collaborative approaches that will link directly to the Orkney Partnership's Vibrant Economies Group.

The Additional Support for Learning workstream has concluded a review of its practices and is in the process of concluding an improvement agenda.

Section 4 of this report is the revised Improvement Plan passed by the Education, Leisure and Housing Committee on 15 November 2017.

# The National Improvement Framework

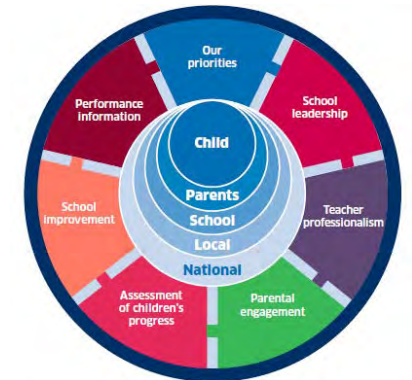
## Orkney Islands Council Education Improvement Plan



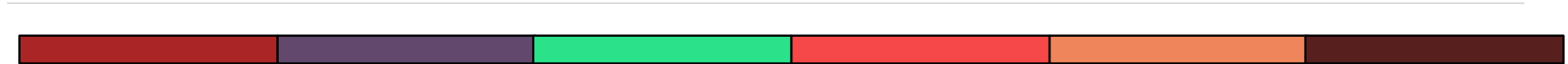
### Section 2

## Orkney Schools Attainment Report Session 2016-17

November 2018



1430



## Orkney Schools Attainment Report Session 2016-17

### Early Learning

Practitioners in the Early Level have continued to gather data about early language on entry to nursery at three years old. Between August 2016 and August 2017, the number of children entering with no language or very little language decreased to 7%, however, the number of children who were working with a wider team prior to entry decreased.

Evidence suggests that the nursery experience continues to be making a difference. The following table compares entry to nursery with entry to P1 in terms of additional support needs relating to significant language delay.

'Little or no language at start of nursery'.	10%	10%	10%	13%
	2012	2013	2014	2015
Significant additional support needs (language) at start of P1.	7.4%	6.9%	6%	8%
	2014	2015	2016	2017

	2012	2013	2014	2015	2016
Percentage of children entering with no language or very little language.	10%	10%	10%	13%	7%
Percentage of these children who were identified/working with Speech and Language Therapy (SALT), or a wider team, before entry.	50%	47%	38%	70%	38%

	2014	2015	2016	2017
Percentage of children entering P1 who have met their developmental milestones	85%	78%	81%	79%

Practitioners in nursery use Staged Intervention processes to note how children are progressing in their development. In session 2017/2018, the number of children entering P1 who had reached their developmental milestones had decreased slightly to 79%. Small fluctuations in the numbers of children in the year group, and in those who have complex needs, can make a significant difference to the figures, however, broadly, one in five children (20%) in nursery may be said to have additional support needs at any particular time.



## Curriculum for Excellence Levels

### Background

The Scottish Government conducts an annual survey of Achievement of Curriculum for Excellence Levels (the ACL survey) by pupils in all publicly funded schools in Scotland. The data is published annually, for the previous school session, in December of each year. The data supports one of the drivers for improvement within the National Improvement Framework for Scottish Education by providing a measure of progress in learning linked to the Curriculum for Excellence.

Data gathered in ACL relates to achievement in the Broad General Education (BGE), which covers stages P1 to S3 and is based on teacher professional judgements of the Curriculum for Excellence (CfE) Levels achieved by each pupil in areas of literacy and numeracy for pupils in stages P1, P4, P7 and S3, as of June 2017.

The areas of literacy reported on within ACL are Reading, Writing and Listening & talking. For Numeracy, there is only one reported category, namely Numeracy itself.

The teacher judgements which underpin the data reported in ACL are based on all of the evidence collected by teachers during the on-going assessment of children and young people's learning. This includes evidence garnered from observing learners at work, from assessment of their work in class, from talking to them about their learning and from the outcomes of more formal assessments, which will include the outcomes of National Standardised Assessments and PIPS results.

In order to ensure that the judgements about progress in learning are consistent across Orkney, moderation procedures are in place at schools, and whole authority level. Quality assuring these procedures is an ongoing process and is ensuring that, over time, the quality of the data within ACL will continue to improve.

Curriculum for Excellence sets out 5 levels of achievement through which children and young people are expected to progress in their learning journey, starting from their early (pre-school) years. In general terms, it is expected that most children and young people will achieve the CfE Levels by the stages set out in the following table:

Curriculum for Excellence	Most children and young people are expected to achieve this Level by the end of:
Early	P1
First	P4
Second	P7
Third and Fourth	S3

It should be emphasised that because each child’s learning journey is unique, there will be children and young people who achieve the levels noted above both earlier and later than is set out in the table above.

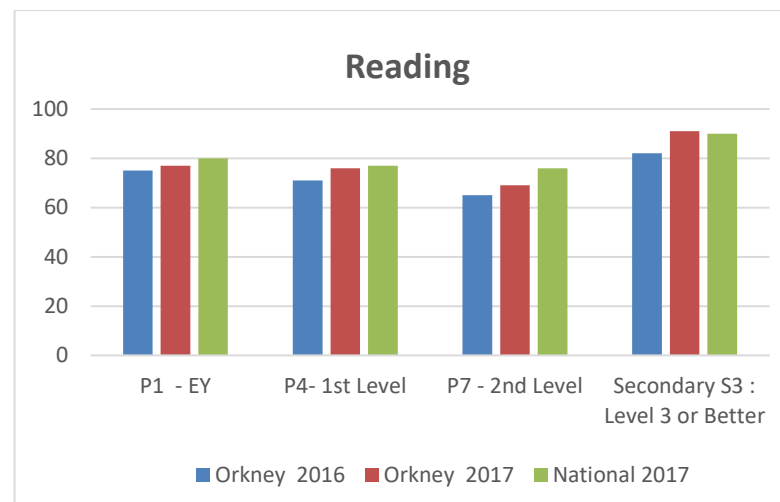
Data in the ACL survey is reported in terms of the percentage of the year group stage who are recorded as having achieved the “expected” Level by that stage. For S3, the data is reported as the percentage achieving Level 3 or 4 and this is reported in the tables as achieving Level 3 or better.

The ACL survey also incorporates an additional category which is appropriate for children and young people who have long term significant and complex additional support needs which mean that they are unlikely to progress through CfE Levels during their time in education. These children and young people are recorded in ACL under the category “Children/young people following individual milestones for learning”. These small figures are not included in this report.

A summary of the data for the 2017 ACL survey for Orkney is presented in the tables and graphs on the next page. Figures show percentages achieving appropriate level by stage.

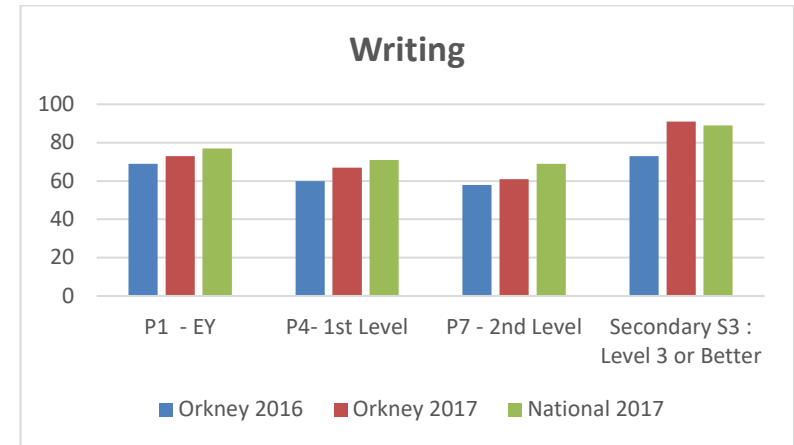
A summary of the data for the 2017 ACL survey for Orkney is presented in the tables and graphs below. Figures show percentages achieving appropriate level by stage.

Reading	P1 Early Level	P4 1st Level	P7 2nd Level	Secondary S3: Level 3 or Better
Orkney 2016	75	71	65	82
<b>Orkney 2017</b>	<b>77</b>	<b>76</b>	<b>69</b>	<b>91</b>
National 2017	80	77	76	90

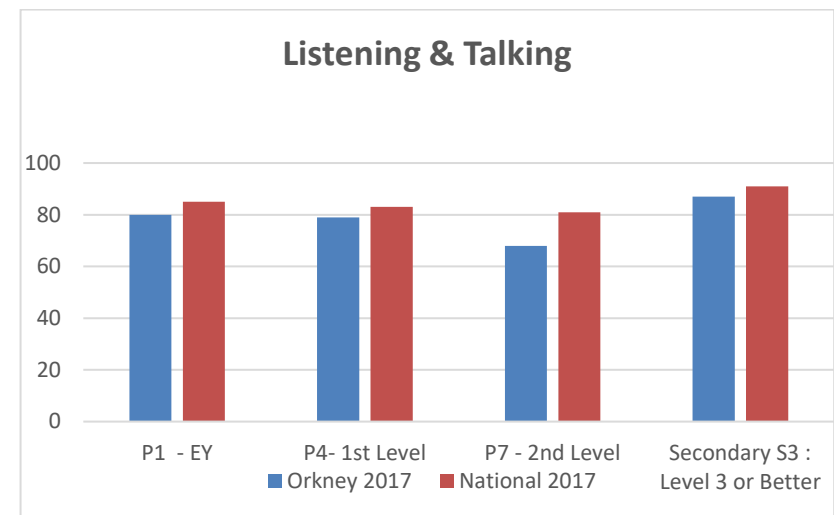




Writing	P1 Early Level	P4 1st Level	P7 2nd Level	Secondary S3 Level 3 or Better
Orkney 2016	69	60	58	73
<b>Orkney 2017</b>	<b>73</b>	<b>67</b>	<b>61</b>	<b>91</b>
National 2017	77	71	69	89



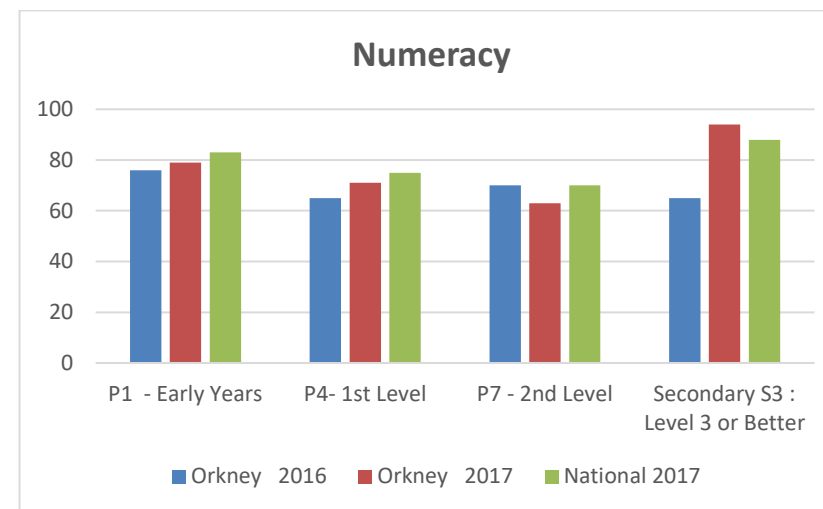
Listening & Talking	P1 Early Level	P4 1st Level	P7 2nd Level	Secondary S3: Level 3 or Better
Orkney 2016	No data collected			
<b>Orkney 2017</b>	<b>80</b>	<b>79</b>	<b>68</b>	<b>87</b>
National 2017	85	83	81	91



1435



Numeracy	P1 Early Level	P4 1st Level	P7 2nd Level	Secondary S3: Level 3 or Better
Orkney 2016	76	65	70	65
<b>Orkney 2017</b>	<b>79</b>	<b>71</b>	<b>63</b>	<b>94</b>
National 2017	83	75	70	88



### Analysis

- For primary schools, with the exception of 2<sup>nd</sup> Level Numeracy at Primary 7, there is an improvement across all curriculum areas at P1, P4 and P7.
- Some of the variation in figures for 2017, compared with 2016, could be attributable to more consistent approaches to moderation and quality assurance of teacher judgements.
- The national figures show that Orkney still has some way to go in stabilising the judgements at most stages.
- The Orkney profile of achievement as all children and young people progress through the levels at Early Level, P1 to S3 is in line with the national profile showing a drop in levels from Early Level through to P7 followed by a rise in levels at S3.
- Overall the figures confirm the continued focus that Government and the Local Authority have in supporting staff in their judgements, through the quality assurance and moderation of teacher judgements in Orkney schools.
- The improvements reflect the continuing focus in all schools on the importance of Literacy and Numeracy in supporting learning and teaching across the curriculum for all children and young people in Orkney.





## Levels of Achievement in National Examinations

### Background

Each year young people in secondary schools in Orkney are presented for National Courses and Units certificated by the Scottish Qualifications Authority (SQA), as well as a smaller number presented for a range of qualifications and awards accredited by bodies other than SQA. Since September 2014, young people's achievements in these awards are collated, analysed and presented through the Scottish Government's benchmarking system, "Insight". The data and analysis presented in this report is sourced from Insight.

Insight presents attainment data in a number of forms, most importantly in the form of four key national benchmarking measures as follows:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Increasing post-school participation
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

The measures are based on the achievement of each school leaver in each year. They include the leavers at each stage (S4, S5 or S6) in any one year. The cycle of when new data becomes available to refresh Insight means that each year's stage data is refreshed in September (following the release of SQA exam results in August), and the Leaver's data is refreshed each February (once the full analysis of destinations of each cohort of school leavers has been completed).

The analysis presented in this report reflects the update of Insight published on 27<sup>th</sup> February 2018, which incorporates the 2017 SQA exam results and 2017 leavers destinations data. The Insight measures used to illustrate attainment levels in this report are of two types:

- Measures of attainment that focus on the key skills of Literacy and Numeracy;
- General measures of attainment, based on the Insight tariff point score, which allocates a number of points to each award achieved, with more points being awarded for more advanced awards.

The key benchmark for performance in Insight is provided by the "Virtual Comparator". The data that underlies performance of the Virtual Comparator for Orkney is generated by randomly selecting young people from across Scotland that match the characteristics of the Orkney young people whose performance is being evaluated. Insight also allows performance to be compared against appropriate national level measures.

It should be noted that Insight is primarily an online resource that presents data in both graphical and tabular form. Reproductions of some of the graphical presentations from Insight have been provided below. To assist in interpretation of graphs from Insight, tables of data are also provided for some of the measures.

The data that follows refers to National Benchmarking Measures which represents data relating to young people who have left school (school leavers) in the current reporting year ie the qualifications they obtained by the end of their Senior Phase.

Some graphs and tables in the analysis that follows also use the Northern Alliance Regional Improvement Collaborative group of local authorities and national figures for comparison purposes.

### **Analysis of Attainment through Senior Phase** **National Benchmarking Measure: Improving Attainment in Literacy and Numeracy for all school leavers**

We are ambitious for our pupils and want as many of our school leavers as possible to be highly literate and numerate, increasing their life chances greatly.

Curriculum for Excellence stresses the responsibility of *all* teachers for developing literacy and numeracy skills. This reflects the importance placed on these crucial skills which unlock learning in all other areas of the curriculum and are therefore vital for success in learning, life and work in the modern world and workplace.

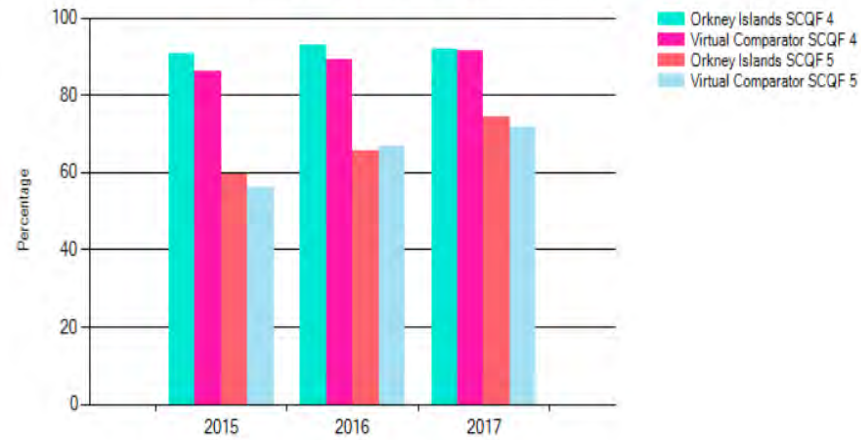
The following table and graphs illustrate the trends in the levels of attainment in literacy and numeracy of school leavers at SCQF<sup>2</sup> levels 4 and 5.

% Leavers achieving Literacy and Numeracy	SCQF Level 4			SCQF Level 5		
	2015	2016	2017	2015	2016	2017
<b>Orkney Islands</b>	<b>91</b>	<b>93</b>	<b>92</b>	<b>60</b>	<b>66</b>	<b>75</b>
Virtual Comparator	86	89	91	56	67	72
The Northern Alliance	87	89	90	58	66	67
National	86	88	89	59	64	66

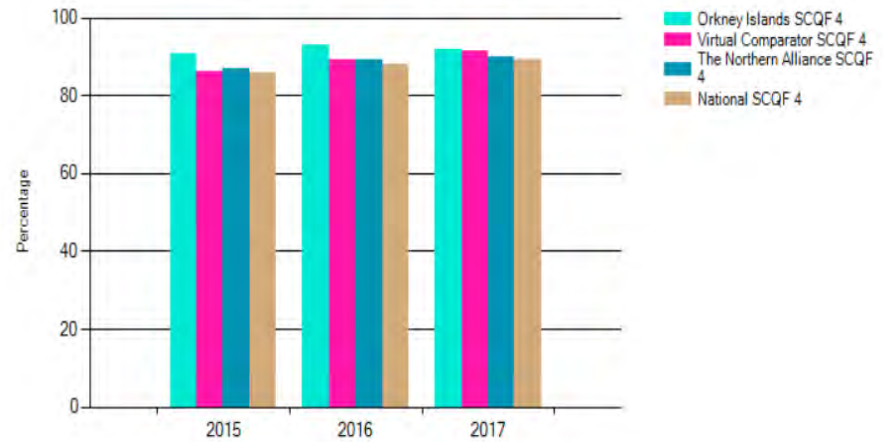
<sup>2</sup> Scottish Credit and Qualifications Framework – a national framework within which most accredited awards can be placed at different levels. For example, awards at Higher are at Level 6; those at National 5 at Level 5.



Improving attainment in literacy and numeracy  
Percentage of Leavers Attaining Literacy and Numeracy



Improving attainment in literacy and numeracy  
Percentage of Leavers Attaining SCQF Level 4 Literacy and Numeracy



Improving attainment in literacy and numeracy  
Percentage of Leavers Attaining SCQF Level 5 Literacy and Numeracy



## Analysis

- These figures show a continuing positive picture of attainment in numeracy and literacy by Orkney school leavers. In Orkney 75 % of the school leavers achieved literacy and numeracy at SCQF Level 5 in 2017, and 92% achieved it at SCQF Level 4. Whilst the improving trend is also evident nationally, Orkney schools now exceed both the Virtual Comparator and the national figure.
- Across all schools in Orkney, throughout the Broad General Education and into the Senior Phase, there is a continuing focus on all school leavers achieving their very best in the key skills of literacy and numeracy.
- The ongoing challenge in Orkney is to ensure that schools focus on the small number of young people who are not yet achieving these awards in numeracy and literacy when they leave school.

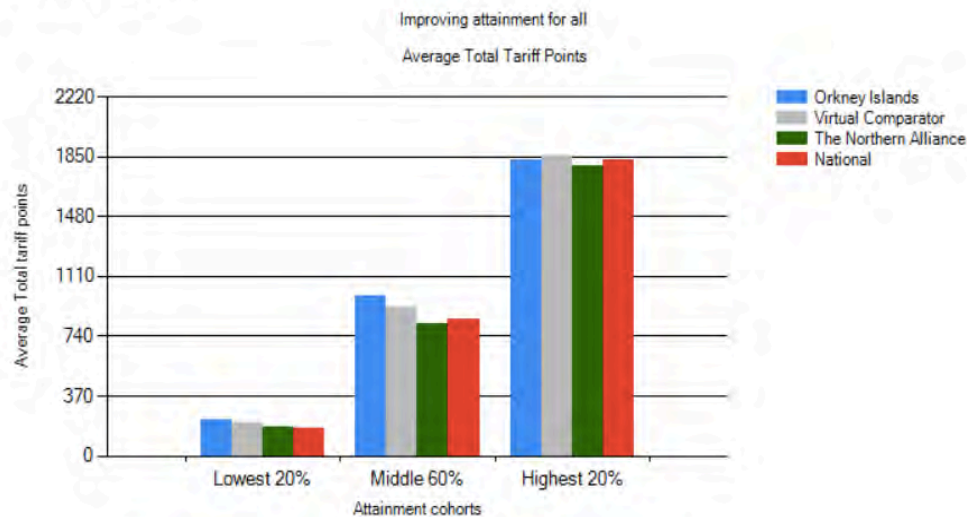
## National Benchmarking Measure: Improving Attainment for All

This is a general measure of the level of attainment of all school leavers during 2017. It is based on the Insight Tariff Point Scale which allocates points to each qualification, depending on the level of difficulty and volume of work involved.

The variation of curriculum design and choices across schools and local authorities makes it difficult to compare data at each stage in S4, S5 and S6. These tables and graphs therefore focus on the level of attainment of school leavers.

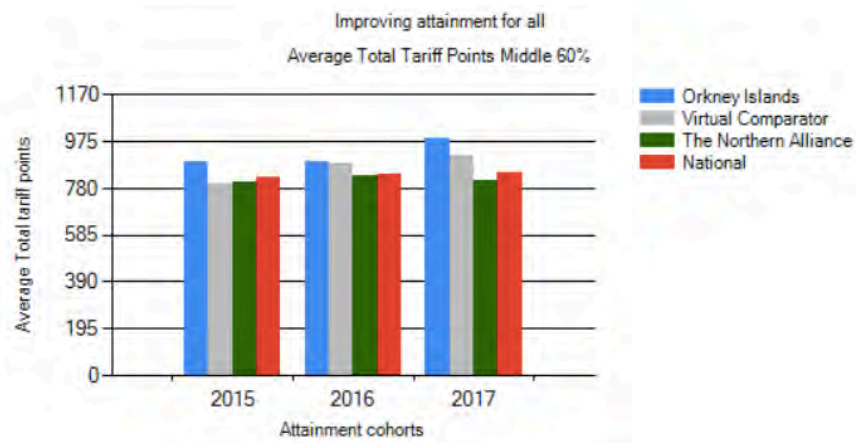
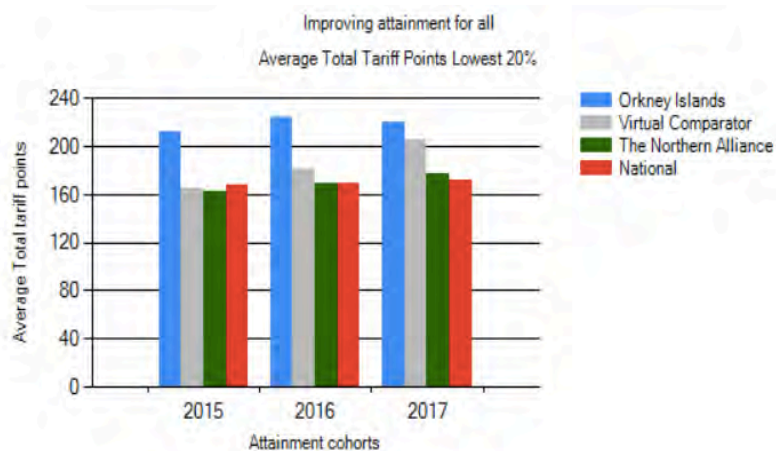
The graph below shows the average tariff point score for each of three sub-cohorts of leavers in 2017. ie the lowest 20%, the 60% in the middle, the highest 20%.

The selected year is 2017

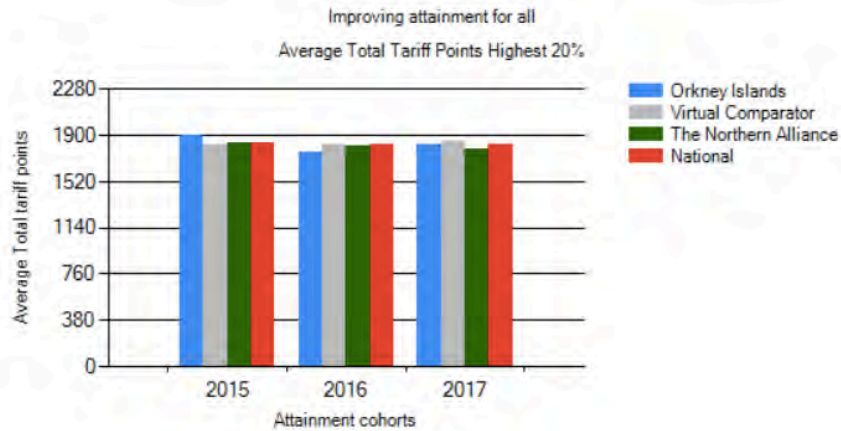


The graphs and table below set out to show the distribution of overall leaver attainment (tariff points) over time.

Average Tariff points of 2017 Leavers	Lowest Attaining 20%			Middle Attaining 60%			Highest Attaining 20%		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Orkney Islands	213	224	221	890	891	988	1904	1756	1826
Virtual Comparator	165	182	205	799	884	915	1826	1823	1854
The Northern Alliance	163	169	177	808	830	812	1838	1816	1792
National	168	170	172	823	838	842	1834	1822	1830



1441



### Analysis

- Overall attainment varies from year to year owing to the make-up of the relatively small leaver cohorts so small variations are not always statistically significant. Orkney's young people, however, do achieve well overall and this is particularly evident in the consistently high levels of attainment of our lowest 20% and middle 60% when compared with national and Virtual Comparator figures.
- Attainment in the highest performing 20% of young people is also strong and in line with Virtual Comparator, Northern Alliance and national levels.
- As our young people consider more bespoke curriculum choices through the added opportunities provided by the Orkney Offer, there is an expectation that increasing numbers of young people, will be influenced by and choose pathways that lead to higher quality and more sustainable positive destinations.

1442

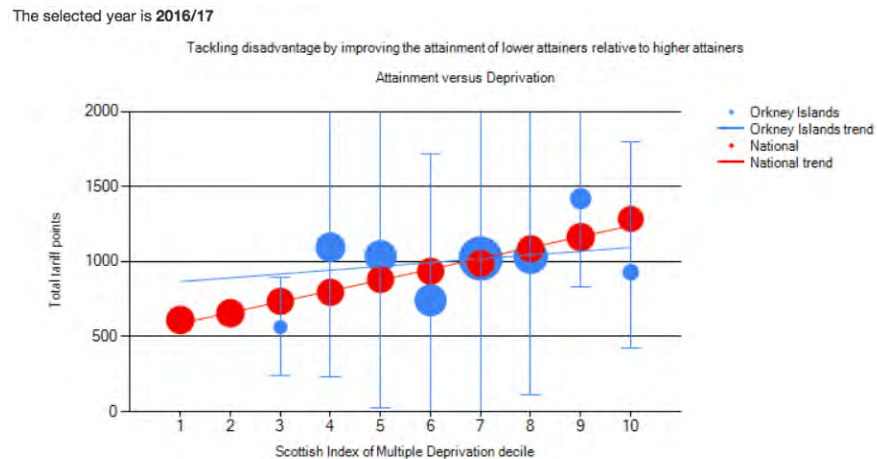


## National Benchmarking Measure: Attainment versus Deprivation: Average total tariff score for Orkney leavers and Virtual Comparator by Single Index of Multiple Deprivation (SIMD Decile 2017)

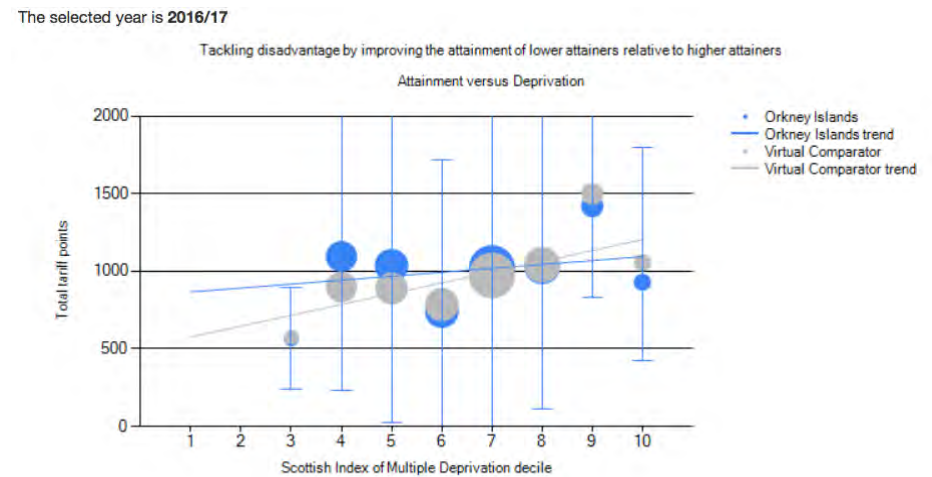
This measure seeks to provide an insight into the relationship between attainment and relative deprivation and in terms of the current national priorities, is therefore an important measure.

The graph below indicates in red the national profile of leaver's average attainment against each SIMD decile<sup>3</sup>. The trend line clearly indicates that there is a significant attainment gap nationally. The blue trend line represents the Orkney profile and the varying size of the circle represents the number of pupils in each SIMD decile.

Graph 1: National (Red) vs Orkney Blue



Graph 2: Virtual Comparator deciles Grey vs Orkney Blue



1443

<sup>3</sup> SIMD Decile - the Scottish Index of Multiple Deprivation is the Scottish Government's official tool for identifying areas in Scotland concentrations of deprivation by incorporating several different aspects of deprivation (multiple-deprivations) and combining them into a single index partitioned into 10 equal deciles.



### Analysis

- There is no significant relationship between SIMD and attainment as the national profile and the gap in Orkney is low giving a near horizontal line.
- This is confirmed when considering Orkney vs Virtual Comparator (similar settings).
- Further consideration is needed to link more relevant measures of deprivation in Orkney to attainment.

### Wider Achievement

There is an increasing realisation amongst those involved in the education of young people that passing exams is not the only way that young people can get accreditation for their endeavours. The wider achievements of young people are increasingly recognised and their benefits appreciated.

The table overleaf, which is an extract from the Community Learning and Development Service Annual Report 2016/17, is an excellent example of how Curriculum for Excellence is taking place within youth work settings around Orkney in 2016-17.







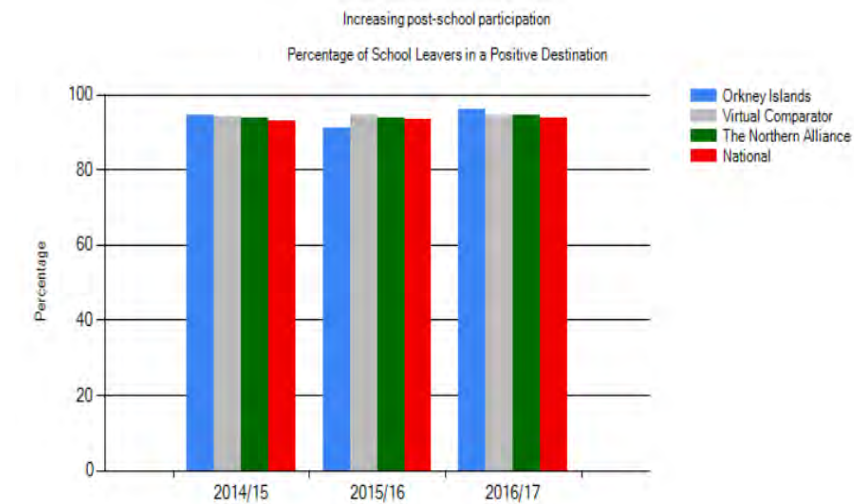
Type of Award	No. of Recipients
<p><b>Dynamic Youth Awards</b> Peer assessed awards for young people in the 10+ age group. DYA give young people the opportunity to be recognised and accredited for the activities they take part in either within or out with the school setting. A Dynamic Youth Award is equivalent to a SCQF Level 3.</p>	<p><b>85: 2017</b> (75: 2016)</p> <p>3650 hours of activity</p>
<p><b>Youth Achievement Awards</b> These awards are now Scottish Qualifications Authority (SQA) customised and feature on pupils Scottish Qualifications certificates alongside those formal national qualifications gained in schools and colleges. In Orkney the majority of these awards are gained out with the school setting and often provide significant benefits for the local community.</p>	<p><b>Bronze 8</b> <b>Silver 5</b> <b>Gold 1</b></p>
<p><b>Duke of Edinburgh Awards</b> Young people achieve an Award by completing a personal programme of activities in four sections (five if they're going for Gold). They'll find themselves helping people or the community, getting fitter, developing skills, going on an expedition and taking part in a residential activity (Gold only).</p>	<p><b>Bronze 50</b> (21 in 2016) <b>Silver 4</b> <b>Gold 4</b></p>
<p><b>MSYPs</b> The Scottish Youth parliament allows young people to develop their skills and confidence through representing their peers both locally and nationally. Calum McArthur from KGS and Jack Norquoy from Stromness Academy were duly elected to represent Orkney at the Scottish Youth Parliament.</p>	<p><b>2</b></p>
<p><b>Youth Forum Members</b> The Orkney Youth Forum is a recently developed initiative to bring young people together to provide greater opportunities for young people to have their voices heard and to engage on a range of youth and wider community issues. In February 2017 young people spoke about their involvement in the Orkney Youth Forum at the 'Growing Up In Orkney' Conference.</p>	<p><b>20</b> (2016: 15)</p>
<p><b>Young Scot</b> Number of Young Scot Card holders in Orkney - Percentage of Young Scot card holders in Orkney - Percentage of Young Scot card holders across Scotland -</p>	<p><b>3030</b> <b>89.5%</b> <b>70%</b></p>

1445



## National Benchmarking Measure: School Leavers Destinations

The Leaver Initial Destinations measure is useful when trying to understand which learner journeys through Senior Phase lead to initial positive destinations.



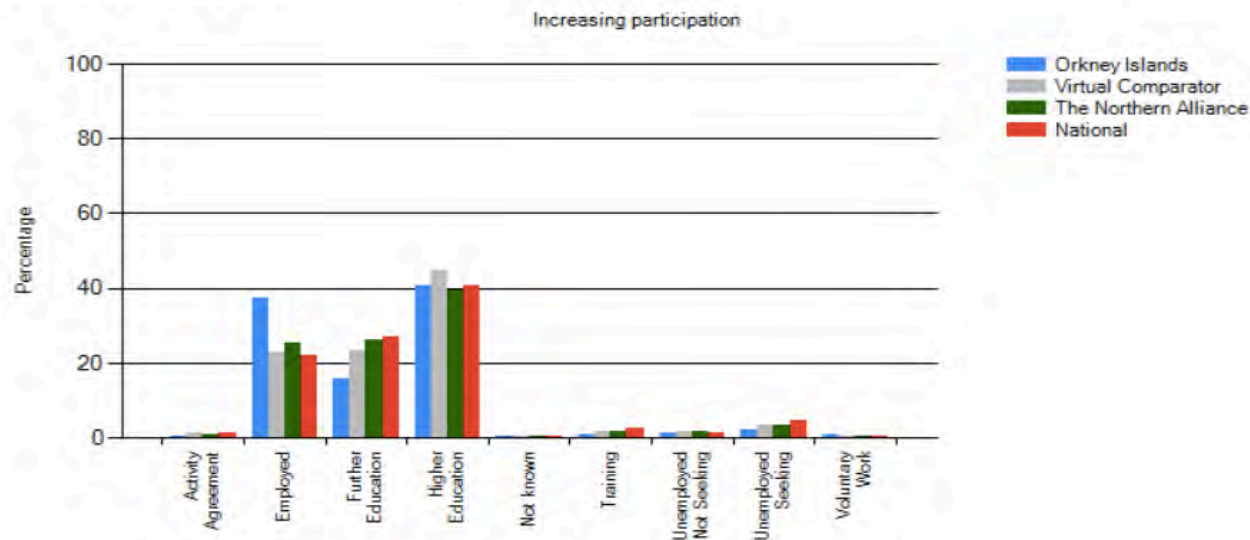
% of Schools Leavers in a Positive Destination			
	20114/15	2015/16	2016/17
Orkney Islands	94.6	91.08 *	96.1
Virtual Comparator	94.2	94.3	94.4
The Northern Alliance	93.9	93.6	94.4
National	93.0	93.3	93.7

\*Error in data recorded in Insight actual figure in the region of 94%



Taking a closer look at the underlying data reveals our school leavers destinations.

The selected year is **2016/17**



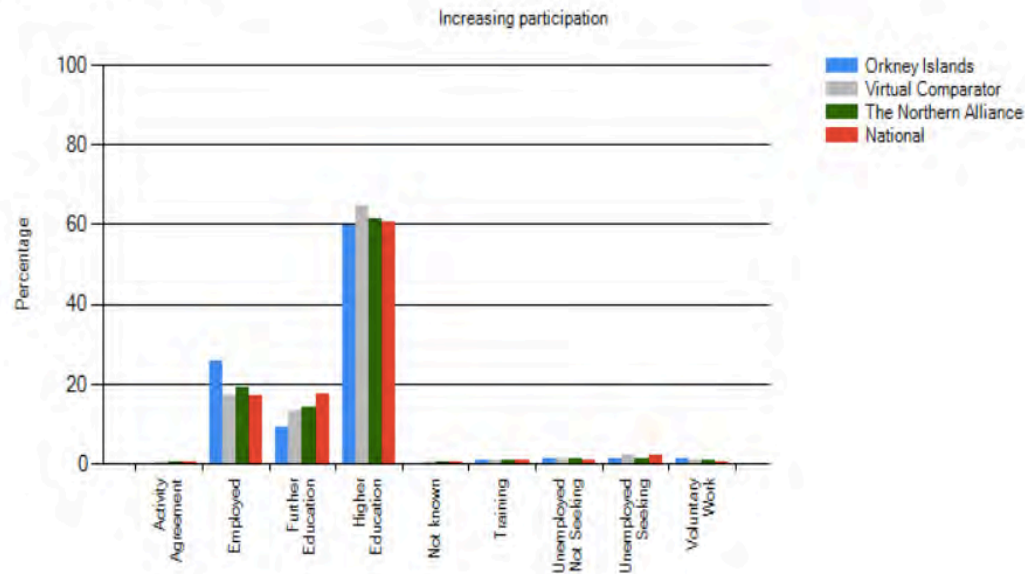
### Analysis

- Overall Orkney leavers have a consistently high record in moving into Positive Leavers Destinations.
- The initial leaver destination profile does not follow our comparator trends, with many more leavers going directly into employment, fewer moving into further education and slightly fewer going into Higher Education.
- Breaking down leaver destinations at the time of leaving shows the destinations of S4, S5 and S6 leavers. The majority of young people now stay at school throughout their Senior Phase so the number of pupils represented by the following graphs represent very
- small numbers.



## Destinations of S6 leavers

The selected year is 2016/17



### Analysis

- The majority of S6 leavers 60% move into higher education which is lower than our Virtual Comparator but which is in line with the national leavers figure. This is explained by the 26% of leavers in S6 who went straight into employment which is much higher than our Virtual Comparator and national leavers. As with S4 and S5 leavers a smaller percentage go into further education compared with our Virtual Comparator and national leavers.
- As the Orkney Offer and Senior Phase develops, there will be further opportunities for young people to take a mix of school based and college-based courses. This is in keeping with the aim to further develop individual career pathways for young people through Senior Phase.



- A key outcome of the Government's Developing Young Workforce (DYW)<sup>4</sup> programme is to achieve increased positive and sustainable destinations and employment for all our young people.
- Through the work of the DYW programme, the Orkney Offer and the Skills and Employability Strategic Group we aim to improve our labour market intelligence to help schools to give better career advice to young people on the pathways they can take into the local employment market.

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<sup>4</sup> Developing the Young Workforce (DYW) - is a seven-year programme (2014-2021) that aims to better prepare children and young people aged 3–18 for the world of work. The headline aim of Developing the Young Workforce is to reduce youth unemployment



## Raising Attainment Improvement Projects

The following set of improvement projects are all focussed on the common theme of improving attainment and achievement of young learners.

Projects are organised alongside the National Improvement Framework Drivers and expanded on the following pages to outline progress and next steps:

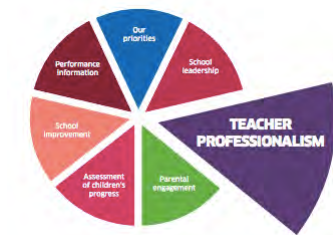
### School Leadership

- Leadership Skill Development



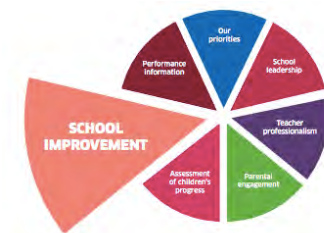
### Teacher Professionalism

- Review of Professional Update and Professional Review and Development Policy



### School Improvement: Literacy and Language Focus

- 1 + 2 language development in within the Broad General Education and Senior Phase
- Developing Early Language (Hanan)
- Early Language Group
- Developing Early Language (Elklan)
- Developing Early Literacy Through Play-Based Approaches (SAC Project)
- Peedie talkers, thinkers and listeners (SAC Project)
- Improving literacy - speaking and listening - through a Philosophy for Children (P4C) approach to learning (SAC Project)





### School Improvement: Health and Wellbeing Focus

- Health and Wellbeing Pathways in Learning

### School Improvement: Numeracy and Mathematics Focus

- Raising attainment in Numeracy and Mathematics
- Numeracy and Mathematics Transition Programme (SAC Project)

### School Improvement: Developing the Young Workforce Focus

- Developing the Young Workforce Strategy/Skills and Employability Strategy

### Assessment of Children’s Progress and Performance Information

- Achieving a Level
- Attainment Review & Dialogue
- School Review Programme



1451



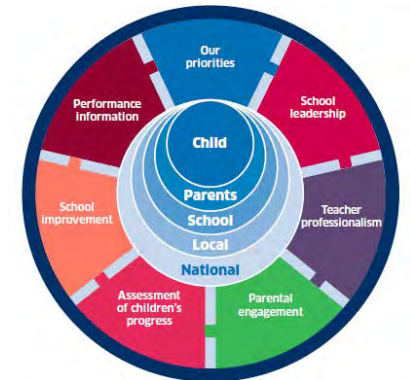
# The National Improvement Framework

## Orkney Islands Council Education Improvement Plan



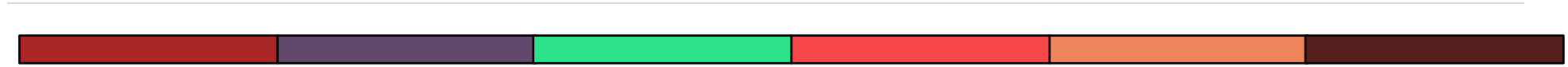
### Section 3 Progress Review

November 2018



1452







<b>School Leadership and Empowerment</b>	
<b>Leadership Skill Development</b>	To develop a variety of leadership training opportunities for staff at all levels to enhance practice, develop empowered leaders, enhance pupil experience and raise attainment to ensure excellence and equity for all.
<b>Progress made 2016/2017</b>	<ul style="list-style-type: none"><li>• Staff have participated in leadership courses run by the Scottish College of Educational Leadership as follows: Into Headship (September 2015 to present); In Headship (September 2017); Excellence in Headship (April 2017 to present); Teacher Leadership Programme (September 2016 to present); Collaborative Middle Leadership (2017/18).</li><li>• Developing Leadership course with the University of Highlands &amp; Islands and Shetland Islands Council (January 2017 to September 2017, new cohort due January 2018).</li><li>• Engaged with Columba 1400 project to develop leadership for Head Teachers, Principal Teachers, and Early Years Managers (throughout 2017/18).</li><li>• Experienced Head Teachers informed about Scottish College of Educational Leadership Fellowship programme</li><li>• Established an early learning and childcare leadership pathway for new managers and aspiring leaders.</li></ul>
<b>Next Steps for 2017/18</b>	<ul style="list-style-type: none"><li>• Continued engagement with Scottish College of Educational Leadership to develop awareness of the Framework for Educational Leadership (2018).</li><li>• Evaluate and consolidate Local Developing Leadership course (in progress).</li><li>• Engage with Primary School Depute Head Teachers and Principal Teachers to identify any barriers to participation on the Into Headship course (2017-18) and pass any relevant information on to partner Universities.</li><li>• Monitor and evaluate impact of Into Headship qualification.</li><li>• Build on the Early Learning and Childcare leadership pathway learning and extend to include a second cohort.</li><li>• Undertake evaluation to establish the drivers and barriers for Early Learning and Childcare practitioners to aspire to leadership positions (2019-20).</li></ul>

1454



**Progress made  
2017/2018**

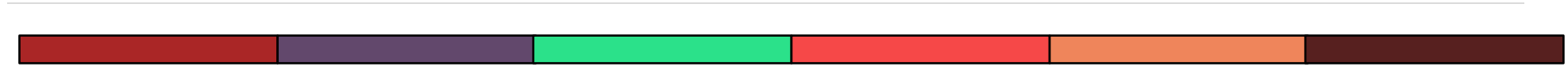
- Staff have participated in leadership courses run by the Scottish College of Educational Leadership as follows: Into Headship (September 2015 to present); In Headship (September 2017); Excellence in Headship (April 2017 to present); Teacher Leadership Programme (September 2016 to present); Collaborative Middle Leadership (2017/18).  
Good progress has been made in developing a structured and sustainable recruitment and selection process for the Into Headship programme which will enable potential Head Teachers to hold the Standard for Headship. The local Authority has seven successful participants; three of which now occupy Head Teacher posts in Orkney and there are another two on this year's course. Since September 2016 four Orkney teachers have participated in the Scottish College of Educational Leadership Teacher Leadership Programme.
- A Developing Leadership course has been developed with University of Highlands & Islands and Shetland Islands Council.
- Development of a broader Orkney Leadership and Learning pathway has been delayed owing to other priorities.
- Opportunities for Masters level learning have been offered with University of Highlands & Islands and the University of Aberdeen. At present Orkney has two participants on the Masters of Education (Critical Enquiry) programme and two on the Masters of Science (Leadership in Professional contexts) programme.
- Engaged with Columba 1400 project to develop leadership for Head Teachers, Principal Teachers and Early years managers.
- Scottish College of Educational Leadership Fellowship programme has been discontinued.
- Initial contact was made with Scottish College of Educational Leadership regarding Developing Middle Leadership and one planning session took place. Owing to Staffing changes at Scottish College of Educational Leadership this programme was suspended.
- The Education Service has engaged with the Northern Alliance Regional Improvement Collaborative's Developing Leadership workstream working group which has included two members from Orkney. This was useful for helping to establish the tone for partnership working between the Regional Improvement Collaborative and the Education Service and for ensuring that the Education Service's priorities remain relevant to the wider context.



**Next Steps for  
2018-2019**

- Engage with Primary School Depute Head Teachers and Principal Teachers to identify any barriers to participation on the Into Headship course (2017-18) and pass any relevant information on to partner Universities. Include professional dialogue around the theme of leadership development as part of the Professional Review and Development process.
- Continue to run a local Developing Teacher Leadership programme being led by Orkney and Shetland on a bi-annual rota.
- Continue to develop a broader Orkney Leadership and Learning pathway.
- Columba 1400 programme is scheduled to take place in March 2019. At present three Head Teachers and Nursery Managers have shown interest in attending. Funding to support this is proving challenging.
- Continued engagement with Scottish College of Educational Leadership to develop awareness of the Framework for Educational Leadership.
- Engage with Scottish College of Educational Leadership's Systems Change programme which is to be accessed through the Regional Improvement Collaborative with only four Places allocated to the Northern Alliance Regional Improvement Collaborative.
- Explore mechanisms to Strengthen Middle Leadership.
- Continue to engage with the Northern Alliance Regional Improvement Collaborative's Developing Leadership workstream.

1456





<b>Teacher Professionalism</b>	
<b>Review of Professional Update and PRD Policy</b>	This project will implement the evaluation structures for the Professional Update and Professional Review and Development strategy.
<b>Progress made 2016-2017</b>	<ul style="list-style-type: none"><li>• Professional Review and Development Policy developed by working group.</li><li>• 100% return for Professional Update since July 2015.</li><li>• Attempts have been made (using questionnaires) to evaluate the structure and quality of experience of Professional Update. Professional Review and Development was not part of this. A low response made the process invalid.</li><li>• The General Teaching Council for Scotland have been contacted to help establish a more robust structure of evaluation.</li></ul>
<b>Next Steps for 2017-2018</b>	<ul style="list-style-type: none"><li>• Re-establish the working group to develop a robust evaluation process for the Professional Review and Development experience to ensure any training needs are identified for reviewees and reviewers regarding the process.</li><li>• Identify possible focus groups involved in the Professional Review and Development process to ensure equity of support for all teachers (e.g. supply staff; Professional Update sign offs; reviewers and reviewees)</li><li>• Develop a mechanism to collate training requests that emerge from the Professional Review and Development process to ensure meaningful and focused allocation of resources by the Local Authority.</li></ul>

1458



**Progress made  
2017-2018**

- A Professional Review and Development Policy was developed by the Working Group. Possible areas for improvement have been identified.
- 100% return for Professional Update since July 2015.
- Questionnaires were used to try to evaluate the structure and quality of experience of Professional Update. A low response made the process invalid. We will gather this information through Professional Review and Development to achieve this target.
- The General Teaching Council for Scotland have been contacted to help establish a more robust structure of evaluation in preparation for the re-accreditation of the Professional Review and Development process (due 2021).
- The Northern Alliance Regional Improvement Collaborative Developing Leadership working group which has identified the Professional Review and Development process as central to helping develop leaders.
- The Education Service has engaged with the General Teaching Council for Scotland's review of Professional Standards (due 2020) through feedback from teaching staff.  
Steps were taken to identify how schools were using their Pupil Equity Funding allocation to help identify emergent or common themes. There was a wide variety of use mainly driven by contexts and amount of budget available.
- All primary staff and secondary English and Mathematics teachers participated in a sharing of standards training day in February 2018.
- Primary and secondary English and Mathematics teachers participated in Core Mathematics Training in October 2017.

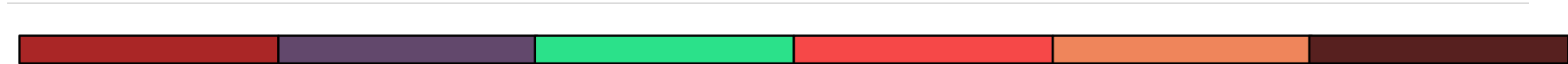


**Next Steps for  
2018-2019**

- Re-convene the Professional Review and Development working group to further develop the existing Professional Review and Development process.
- Identify possible focus groups involved in the Professional Review and Development process to ensure equity of support for all teachers (e.g. supply staff; Professional Update sign offs; reviewers and reviewees).
- Continue to offer training regarding the Professional Review and Development process for both reviewees and reviewers.
- Establishing professional dialogue around the theme of leadership should be part of the Professional Review and Development working group's remit. (see Developing Leadership section of this document – How to encourage Primary staff to apply for leadership positions). Similarly, steps to ensure a wide understanding of a Coaching approach (advocated by both General Teaching Council for Scotland and the Northern Alliance Regional Improvement Collaborative) should be highlighted as part of Education Service training developments.
- Continue to feedback to the General Teaching Council for Scotland review of Professional Standards as appropriate.
- Develop a mechanism to identify training needs, especially those related to pedagogy, to raise attainment. In addition, this will enable a meaningful and focused allocation of resources by Schools and the Local Authority.

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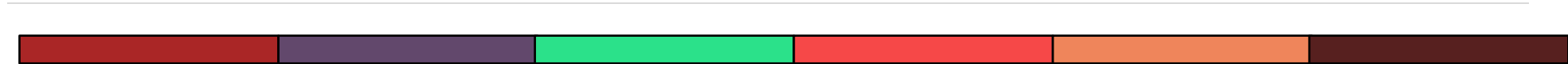




## Parental Engagement

<b>Develop a Parental Engagement Strategy</b>	To review and develop a Parental Engagement strategy and ensure clear shared understanding across the Service of Family Learning expectations.
<b>Progress made 2017-2018</b>	<ul style="list-style-type: none"> <li>• Parental Engagement and Involvement has been a Government priority during 2017-18. The publication of a National Action plan (<i>Learning Together</i>) in August 2018 set out 52 steps to develop this area over the next 3 years. The timeframe (3 years) and content of the Government's plan informs the Orkney Parental Engagement and Involvement Strategy. In the last session Orkney Islands Council has been proactive in this area and has already made good progress towards addressing the key priorities contained in the plan which were agreed by the Convention of Scottish Local Authorities and Association of Directors of Education in Scotland.</li> <li>• A Parental Involvement Officer has been identified to co-ordinate developments in this area. Partnership working at local and national levels has enabled a 3-year Parental Engagement and Involvement Strategy to be developed. This is in the final stages of preparation. Following Committee and Council approval schools settings and wider service will implement this in session 2019-2020.</li> <li>• Family Learning programmes continue to be identified and established by Community Learning and Development throughout Orkney.</li> </ul>
<b>Next Steps for 2018-2019</b>	<ul style="list-style-type: none"> <li>• Two Parent Council Chair Conferences were held this session, led by the Executive Director of Education, Leisure and Housing.</li> <li>• Completion of the Parental Engagement and Involvement Strategy.</li> <li>• Establish cross-sector group to support strategy roll out.</li> <li>• Continue to identify, audit and publicise Family Learning Programmes. Partnership working between the Community Learning and Development team, the Early Years team, the NHS, the Third Sector and parents will need to be monitored to ensure that needs are being met and duplication avoided. Steps are being taken (initial meetings held) to ensure that communication takes place between these groups.</li> <li>• Review of Probationer Teacher Learning programme to include Parental Involvement training in 2019-20 session.</li> </ul>

1462





### Assessment of Children’s Progress

**Learning Teaching and Assessment**

The Education Service will work to establish a Learning Teaching and Assessment Strategy to ensure a consistent approach to high quality learning experiences for young people.

The Local Authority is committed, through school leadership, to provide continued support to schools to build confidence in the reliability and validity of teacher judgements, as they assess children’s’ progress, and moderation of Curriculum for Excellence Levels.

The Local Authority, supported by Education Scotland, will work with schools and officers to ensure a shared and confident understanding and consistency of approach across all schools.

The Local Authority will develop capacity for staff to participate and deliver effective moderation to ensure future national Curriculum for Excellence data sets are increasingly accurate.

This should build upon the work already in place in schools and allow us to demonstrate that moderation at school and local authority level is effective and performance information, reliable.

There is an expectation that schools will set aside time for school and cluster moderation activity.

**Progress made 2017-2018**

- Six staff took on the role of Quality Assurance and Moderation Support Officers (QAMSOS) and participated in a National Programme of monitoring, training and support. Locally, training for Head Teachers took place in November 2016 in relation to wider moderation approaches and holistic assessment.
- Key Quality Assurance and Moderation Support Officers held meetings locally to share practice and moderate children’s learning across schools.
- Quality Assurance and Moderation Support Officers began to be linked to schools to develop individual practice.
- An Education Service, Directorate Management redesign was instigated by the Executive Director of Education, Leisure and Housing. In doing so remits for Heads of Service and Service Improvement Officers

1464



were designed to ensure clarity of responsibility for all areas of Learning. A Head of Service and Service Improvement Officer have responsibility for Curriculum and Learning, Teaching & Assessment. All three Service Improvement Officers have responsibility for a group of subject areas and their Learning Pathways.


- Service Improvement Officers sampled Teaching and Learning episodes throughout the year as part of singular visits and planned school reviews.
- A calendar of school visits was established which engaged Service Improvement Officers, Head Teachers and School staff in quality assuring Learning, Teaching and Assessment. Working in Collaboration, Service Improvement Officers and Head Teachers established next steps to improve the work within Teaching, Learning and Assessment.
- All schools reviewed or developed their Curriculum Rationale.
- A Service Improvement Officer and Head Teacher created a briefing document for class teachers to outline a clear set of criteria to ensure quality learning episodes. This is being trialled in two schools.
- All schools engaged with moderation at a service led, sharing of standards and moderation In-Service day. All Primary teachers and Secondary English and Mathematics teachers participated in this day. Moderation took place within and across the levels using national Benchmarks and pupil work from schools. This supported the teacher judgement programme and positively challenged schools on their marking allocation.
- Most schools allocated time within their Working Time Agreements for assessment and moderation work. Some schools worked across their own establishments and across other establishments. Schools were moderated by our officers and Head Teachers who have been trained by Education Scotland through national training events.
- All schools engaged in an Interdisciplinary Learning Project about Japan. Schools allocated a leader from the teaching staff to participate in five whole-authority planning sessions led by a Service Improvement Officer and the Arts Officer. The officers focussed the session on the development of knowledge of the national Science, Technology, English and Maths (STEM) strategy and national assessment strategies. Each teacher disseminated this knowledge to all their schools' teaching staff. Using this knowledge schools planned their topic which was then moderated by this group for STEM subjects, assessment and teaching and learning. In most schools this process has proven to be a successful approach.
- Three Quality Assurance and Moderation Support Officers continued to work nationally and within the programme for writing, numeracy and listening and talking. As part of this programme the Quality Assurance



	<p>and Moderation Support Officers worked closely with individual schools in terms of collecting the evidence required for the national programme. By June 2018, Quality Assurance and Moderation Support Officers had worked with all medium to large primary schools in terms of delivering professional learning to staff and gathering the necessary evidence required as part of the two years of the national programme.</p> <ul style="list-style-type: none"><li>• Paul Morgan from Education Scotland presented a keynote in February 2018 to all teachers present updating them on the national picture for moderation especially focussing on the wider moderation process and not just the verification of achievement of a level. This helped set the scene for all participants in relation to then undertaking the moderation activity for the remainder of the day.</li></ul> <p>The remainder of the day was spent with staff undertaking moderation across schools in trios. Head Teachers joined some of the trios to provide an element of support and challenge to the trios as part of their discussion. Feedback from participants was very positive and enabled staff to consider the levels of attainment their children had reached and whether there was agreed shared understanding of what these levels looked like in terms of actual evidence of learning. This has led to an improving confidence by staff in achievement of a level but we recognise that this remains a priority.</p>
<b>Next Steps for 2018-2019</b>	<p>Working in collaboration with Education Scotland and the Scottish College for Educational Leadership the Service will implement a shared data collection and analysis structure, a shared tracking and monitoring programme, and a shared assessment and national standardised assessment programme and a moderation strategy.</p> <p>“Across the authority, teachers will collect evidence of planning, learning and assessment (including holistic assessments) in numeracy and writing for 2 children during the course of the session for moderation of achievement of a level during the Feb in-service day. Teachers will work together to moderate this across schools to improve shared understanding of expectations.”</p> <ul style="list-style-type: none"><li>• Establish a Learning, Teaching and Assessment Policy incorporating the trialled standards for a quality learning episode.</li><li>• Service Improvement Officers to evaluate learning episodes across schools and settings.</li><li>• Service Improvement Officers to monitor attainment for the Broad General Education and Senior Phase formally three times a year. Timeous intervention must be put in place to support timeously if required.</li></ul>

1466



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- Teachers must be encouraged to self-evaluate their performance within Learning, Teaching and Assessment.
  - The Education Service will organise/lead two sharing of standards/moderation In-Service days across all schools and settings. In addition the following will be organised to further develop teachers professional judgement.
  - Data literacy will be further developed across the teaching workforce to ensure that quality evaluation of data judgements leads to quality teacher judgements.
  - Senior Service Officers to investigate possibilities for action research development for teachers to improve learning and teaching methodologies (pedagogy) to improve learning episodes and experiences where necessary, thus supporting the raising of attainment.
  - Further inter-disciplinary planning event engaging all schools to further develop moderation in other curriculum areas.
  - Service Improvement Officers to moderate each school's Curriculum Rationale.

To continue to improve the confidence of teacher's professional judgement in achievement of a level we will now:

- Deliver a Head Teacher session on the moderation of reading
- Continue to support schools in relation to understanding the wider moderation process and specifically the development and use of holistic assessments.
- Monitor Working Time Agreements in relation to time set aside for moderation at school/cluster level
- Facilitate another In-Service day in February 2019 for verification of achievement of a level in writing, numeracy and reading.
- Service Improvement Officers will continue to engage with schools on tracking attainment and the impact of interventions in relation to raising attainment for all children.

<b>Attainment Review &amp; Dialogue (Primary and Junior High Schools)</b>  <b>SIO</b>	<p>The school attainment review discussion (integral to the local Quality Assurance Calendar of Activity) will focus on the use of relevant, contextualised, performance information and the effectiveness of approaches to learning, teaching and the assessment of children’s progress. Ensuring that ‘schools make a difference’ (school improvement) will require high quality school leadership and improved data literacy.</p>
<b>Progress made 2016-2017</b>	<ul style="list-style-type: none"> <li>• The Head Teachers of the two Senior Secondary Schools and three Junior High Schools presented their attainment analysis to the Executive Director of Education, Leisure and Housing (ELH) in March 2017. This was predominately focused on the Senior Phase results although one of the Junior High Schools presented on all attainment throughout the school.</li> </ul>
<b>Next Steps for 2017-2018</b>	<ul style="list-style-type: none"> <li>• The establishment of a Data Management, Tracking, Monitoring, Assessment and Moderation group will establish a structure for consistent data gathering and analysis across the Service. This group, in collaboration with the Executive Director of Education, Leisure &amp; Housing will establish a set format for this presentation that all schools will follow.</li> <li>• Key dates for the presentation of the Broad General Education achievement data have been set and all Primary School Head Teachers will, as of session 2018/2019 present their attainment statistics to the Executive Director of Education, Leisure &amp; Housing.</li> </ul>
<b>Progress made 2017-2018</b>	<ul style="list-style-type: none"> <li>• In December 2017 and May 2018 Head Teachers worked with Service Improvement Officers to evaluate predicted Broad General Education results for session 2017/2018. Interventions were discussed with and between Head Teachers and Service Improvement Officers.</li> <li>• The Executive Director for Education, Leisure and Housing chaired the annual review of actual Senior Phase results in November 2018 presented by Head Teachers. A similar review took place following the prelim results in March 2018 and discussed interventions.</li> <li>• The Data Management, Tracking, Monitoring Assessment and Moderation Group was established and a clear improvement schedule was established. This group is led by our link Attainment Advisor from Education Scotland. Due to unforeseen circumstances a new Attainment Advisor will be appointed to Orkney. It is anticipated that they will begin to lead this project in January 2019.</li> </ul>



**Next Steps for 2018-2019**

- The Data Management, Tracking, Monitoring, Moderation and Assessment workstream structure will be reviewed by the Head of Education (Curriculum and Community Learning), Service Improvement Officers and our Attainment Advisor to establish next steps where required.

<b>School Review Programme</b>	The school review programme will support and challenge school self-evaluation. It will focus on data literacy and performance information, how assessment of children’s progress informs school improvement planning, parental engagement and school leadership. Opportunities for enhanced teacher professionalism will be offered through the co-construction of the review programme for individual schools to meet the needs of children, parents and staff. In 2016-17 school reviews will begin to include staff from other local authorities, which further supports the development of school leadership, empowerment and teacher professionalism.
<b>Progress made 2016-2017</b>	<ul style="list-style-type: none"> <li>• Four School Reviews have taken place to date. One will be revisited owing to staff absence. The actions from the reviews have influenced the school improvement plans and have strongly influenced the National Improvement Framework: Orkney Islands Council: Education Improvement Plan. Officers from Shetland Islands Council supported us in the review of one school in session 2016/2017.</li> <li>• A decision was taken to temporarily suspend the School Review process and to replace this with a progressive Service approach to Self-Evaluation, quality assured by the Service Improvement Officers.</li> </ul>
<b>Next Steps for 2017-2018</b>	<ul style="list-style-type: none"> <li>• The establishment of a Service Improvement Plan will influence school development and therefore the Service Quality Assurance structures.</li> <li>• It is imperative that consistent approaches to Self-evaluation for Self-improvement are developed across schools. This must be led by Service Managers and Officers.</li> </ul>
<b>Progress made 2017-2018</b>	<ul style="list-style-type: none"> <li>• St Andrews Primary School participated in a full school review this session. Dounby Community School participated in a detailed review of the next steps set in its review carried out in session 2015/2016. Stromness Academy participated in a progress to date evaluation following its review in session 2016/2017. Evie Community school participated in a review of next steps set by Her Majesty’s Inspectors as part of their Education Scotland Inspection of the school in session 2016/2017.</li> <li>• Service Improvement Officers and Head Teachers trialed a school Quality Assurance calendar ensuring key focus on a month by month basis thus ensuring moderation and monitoring of quality took place.</li> </ul>
<b>Next Steps for 2018-2019</b>	<ul style="list-style-type: none"> <li>• The Service Improvement Officer with responsibility for Quality Assurance will review the long-term school review diary.</li> <li>• The Service Improvement Officer with responsibility for Quality Assurance will review the piloted Quality Assurance calendar.</li> <li>• An audit of school self-evaluation structures will take place.</li> </ul>



	<ul style="list-style-type: none"><li>• Leaders of Learning meetings will agenda self-evaluation regularly to develop shared standards across schools.</li></ul>
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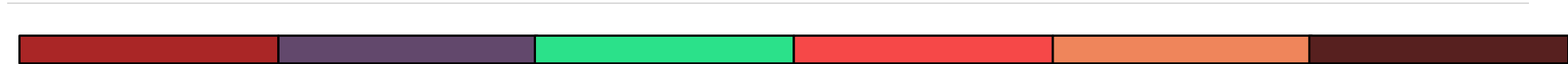




<b>Broad General Education &amp; Learning Pathways</b>	
<b>Progress made 2017-2018</b>	<ul style="list-style-type: none"><li>• Through Head Teachers/Leaders in Learning meetings detailed discussion resulted in identification of a Broad General Education work stream with identified initiation dates.</li><li>• Secondary subject groups have been re-established which will support this process.</li></ul>
<b>Next Steps for 2018-2019</b>	<ul style="list-style-type: none"><li>• Working group membership to be finalised and terms of reference to be established.</li><li>• Review of present pathways to be established.</li><li>• Detailed improvement plan for each subject work stream to be established.</li></ul>

1472







**Literacy and Language**

**1 + 2 language development within the BGE and Senior Phase**

1 +2 languages is a government initiative funded until 2021 to ensure learners have the opportunity to develop language learning of two other languages, as well as their mother tongue.

Key outcomes for learners will be:

- Motivation, confidence and enthusiasm in their language learning;
- To reflect and develop skills to learn a new language;
- To improve and understand more securely aspects of literacy in their first language;
- A greater understanding of future career choices and pathways in language learning leading to greater participation and involvement through the Broad General Education, Senior Phase and beyond;
- A clear understanding of active global citizenship;
- Increased percentage of young people studying languages at the Senior phase;
- Increased percentage of young people seeking/achieving future employment/Learning using their language/cultural skills and understanding.

**Progress made 2017-2018**

- Our 1+2 working group developed a progression framework from Early to Third Level (Nursery to Secondary 3). This also included further support and advice from Education Scotland and Scotland's National Centre for Languages (SCILT).
- Key resources to support this framework have been implemented across schools over a three-year period which have included Camembear 1 and 2, Access Studio 1,2,3 and Stimmt.
- A key French resource, Camembear 1+2, has been purchased for all primary settings. This detailed programme is for non-specialists and ensures that there is a progressive, coherent and relevant pathway of language learning that engages and motivates learners. Feedback has been very positive from both practitioners and children. Training and support was provided for Early and First Level teachers. All primary settings are now beginning to deliver French language on a regular basis using this resource. Some schools have opted to use Camembear in their Second Level classes depending on the level of language proficiency of their learners.

1474





	<ul style="list-style-type: none"><li>• Access Studio 1 is another French resource acquired for all primary settings. This resource is also being used in our Secondary Schools/Departments ensuring progression across the stages.</li><li>• Our Senior Secondary/Junior High Schools have been allocated additional funding from the 1+2 grant to develop resources in Language 2 and 3, including Access 2 and 3 and Stimmt.</li><li>• 'Lightbulb' materials are currently being developed for the Primary 4-6 stages which will build on the previous skills and knowledge developed through Camembear 1 and 2 programmes.</li><li>• Two primary schools have been identified as pilot schools for Language 3 (Spanish) and have started with a further pilot school to be confirmed to develop German as Language 3.</li></ul>
<b>Next Steps for 2018-2019</b>	<ul style="list-style-type: none"><li>• Support Primary/secondary schools in developing approaches to Language 3 in line with national guidance and expectation.</li><li>• Through moderation activities work with all schools to develop a shared understanding of progression within and across Curriculum for Excellence levels and verification of a level.</li><li>• Develop further opportunities for professional learning and sustainable workforce planning.</li><li>• Collaborate with the Data Management, Tracking, Monitoring and Moderation and Assessment Group to identify formal procedures for 1+2 in this area.</li></ul>



<p><b>Developing Early Language (Hanan)</b></p> <p><b>(PT Early Years)</b></p>	<p>This project will focus on developing practitioner professionalism by enhancing their understanding of early language development and quality interactions. It will support practitioners to understand and assess children's progress.</p>
<p><b>Progress made 2016-2017</b></p>	<p>A research project was undertaken to assess the improvement in adult interactions with children. All eleven practitioners attending, 'Learning Language and Loving It' felt that the course had increased their awareness of effective adult interactions with children, and they were able to identify specific strategies that they found most helpful. They felt that they were more intentional in terms of their choice of strategies and more aware of effective adult interactions. Observation of practitioners and interactions with children in the playroom confirmed that practitioners were using a variety of appropriate strategies. Using Observe, Wait and Listen seemed to have a positive correlation with children initiating interactions. The majority of practitioners had changed the way they structured sessions to make them more focussed on promoting language development and were more reflective in their practice. Practitioners have also reported more confidence in understanding how to understand, identify and support children's language development.</p> <p>Recent feedback from a Care Inspectorate Inspection in 2018 identified interaction as a strength in Learning Language and Loving It trained settings.</p>
<p><b>Next Steps for 2017-2018</b></p>	<p>A further twelve practitioners will be offered training in 2017-18. A second and third trainer will be trained when Hanan are offering the workshops, so that the roll out is sustainable.</p> <p>Three new trainers were trained in August 2018 and a third cohort of practitioners is about to be trained.</p>

1476



<b>Early Language Group (PT Early Years)</b>	In collaboration with NHS Speech and Language Therapy Services, this early intervention project will focus on those children identified at the 27 to 30 months health visitor check. The project, involving children and parents, will use 'playful' approaches to support early language development. It will focus on parental engagement and assessment of children's progress.
<b>Progress made 2016-2017</b>	<p>Early Years Chatters ran from The Autumn 2016 to the end of the summer term 2017. It was supported by the Speech and Language Therapy Service, and involved a Nursery teacher, Early Years Lead Practitioner and Homelink Worker from the Early Years Team. Families found it difficult to come every week but there was a steady attendance of 4 children and their parents every week.</p> <p>Friendships have been formed between the parents attending and just to hear that their child is not the only youngster requiring a language boost is encouraging for them.</p> <p>Comments from parents (as part of an Evaluation of the Group):</p> <ul style="list-style-type: none"> <li>• A chance for my child to meet others before nursery.</li> <li>• Has been a good introduction to the nursery setting and the small group has built confidence.</li> <li>• Space to play and different toys and experiences for stimulation.</li> <li>• Good to have a group for children this age.</li> <li>• A chance to chat with other parents.</li> <li>• Get ideas of things to support language development.</li> <li>• Having fun with singing etc in a group.</li> <li>• A bridge between home and nursery.</li> </ul> <p>Staffing vacancies in the Speech and Language Therapy service, along with staff changes in the Early Years Service have meant that the group is not yet running this term. There have been three enquiries from Health Visitors to request a place when the group restarts.</p>
<b>Next Steps for 2017-2018</b>	There will be further discussion with the Speech and Language Therapy Service (SALT), to decide whether there is capacity to support this initiative in the future.
<b>Progress made 2017-2018</b>	Due to a lack of staff this has not progressed in the planned way. We will continue to work with NHS Orkney to progress this as and when staff are recruited.

<p><b>Developing Early Language (Elklan)</b></p> <p><b>(PT Early Years)</b></p>	<p>This collaborative project with NHS Orkney and the Early Years' Service focuses on developing practitioner and teacher professionalism. It will develop understanding of language development and the use of targeted approaches to support children with language delay, as well as supporting practitioners to assess and plan for children's progress.</p> <p>As a result of staff vacancies within the NHS this project did not progress and is not expected to restart in the near future.</p>
<p><b>Progress made 2016-2017</b></p>	<p>Owing to significant staffing difficulties in the speech and language therapy service, this SALT-led project did not take place. Key people have since left the services, however, the materials will be used as part of pupil support.</p>
<p><b>Next Steps for 2017-2018</b></p>	<p>Materials will be shared with Pupil Support.</p>
<p><b>Progress made 2017-2018</b></p>	<p>Materials were shared with Pupil Support.</p>



<b>Developing Early Literacy Through Play-Based Approaches</b>	<p>Support leadership and planning for school improvement through a focus on data literacy and the use of relevant, contextualised, performance information. Year 2 of the project focused on teacher professionalism and the quality and effectiveness of approaches to learning, teaching and the assessment of children’s progress, building on the first year of the project to include:</p> <ul style="list-style-type: none"><li>• Early Phonological awareness</li><li>• Developing Reading skills</li><li>• Developing children’s independence in story creating and writing for a variety of purposes</li><li>• The potential of Loose Parts Play (also covered within Year 1)</li><li>• Developing effective planning models for Literacy</li></ul>
<b>Progress made 2016-2017</b>	<p>The Scottish Government funding for this project has allowed us to introduce a play-based approach to early literacy in Primary 1 and 2. In Phase one, nine schools engaged in this project, which has been led by an external Educational Consultant. Staff have collaborated throughout the year taking part in courses, meetings, follow-through activities, linking their improved practice to current research to develop their own knowledge and understanding.</p> <p>Across all schools, early signs show an increase in the level of quality of children’s talk about all aspects of literacy, in their ability to talk about their learning and a greater focus on children’s ability to plan and to identify their own next steps in learning. The level of children’s engagement has also significantly increased with more children motivated to become involved in a wide range of literacy rich experiences and fewer reluctant writers. In particular, there has been an increase in the number of boys showing greater enthusiasm for writing with more meaningful contexts to engage them in the process. All schools have identified that the increase in children’s confidence demonstrated through a more play-based approach has led to an increased ability for children to apply their learning from ‘adult - led sessions’ and also to demonstrate learning and understanding in a way that would have been missed by more formal experiences.</p> <p>Through a Plan-Do-Review approach in their play, children are working more collaboratively together, sharing their learning both orally and in written form through play diaries to record development and provide evidence of progress. In spelling, children are showing more confidence and independence in using word books, dictionaries and thesauruses. Schools are noticing a higher standard and variety in their children’s writing. The level of creative</p>




	<p>ability in writing has increased as more evidence of their story making through play has provided a purpose for a deeper understanding of the conventions of imaginative writing. Planning for a play - based approach is showing a more holistic approach to early literacy learning with greater links between reading, writing, talking and listening.</p>
<p><b>Next Steps for 2017-18</b></p>	<ul style="list-style-type: none"> <li>• Establish a working group to identify how this play-based approach may be continued in the upper stages. This will initially consist of early and first level staff that have been part of the project in 2016 – 2017 and then extended to second / third level staff.</li> <li>• Review Orkney Islands Council’s Literacy and Language strategy/framework</li> <li>• Build on Year 1 of the initiative with cohort 2 focusing on progression in reading, writing, talking and listening skills at early / first level</li> <li>• Rollout of the initiative to all other schools to undertake the content of the Year 1 course through a series of focus days throughout the year and support visits from Lynda Keith</li> <li>• Establish a ‘hub’ in GLOW for sharing practice and resources across Orkney.</li> </ul>
<p><b>Progress made 2017-2018</b></p>	<p><b>Key themes have included:</b></p> <ul style="list-style-type: none"> <li>• The Pedagogy of Play and how this relates to young children’s understanding and use of Literacy and Language in a range of contexts.</li> <li>• Creating a Literacy – rich environment in which quality experiences are planned and where play can be extended to meet the needs of all children and to offer challenge in learning.</li> <li>• Links to current thinking and background reading on the value of the principles underpinning Play – based approaches in Early Literacy and how these can be extended to the First Level</li> <li>• Key knowledge, skill development and application which can provide depth in learning through these approaches.</li> <li>• Developing teacher professionalism and inquiry through reflective practice and transformational change.</li> <li>• Reviewing the progression in Early Reading Skills, Phonological Awareness, Story Creating and Story Writing, Listening and Talking skills to fully engage children in the learning process.</li> <li>• Linking Experiences and Outcomes, Benchmarks and the key underpinning Literacy skills to embed depth, breadth, challenge and application.</li> </ul>



	<ul style="list-style-type: none"><li>• Tracking progress with new Baseline Assessments directly linked to Play- based learning observations and evidence.</li><li>• One of the most innovative aspects of the work in 2017 – 2018 was the development of a Planning Tool for Play Based Learning for Orkney Islands Council. This was developed in consultation with both cohorts and will be trialled across schools in session 2018 – 2019. The Planning Tool builds upon the key findings of the project and helps to ensure that links and connections are made across the Literacy Experiences and Outcomes to create meaningful and deep learning experiences for children.</li><li>• Feedback on the impact to date on children’s learning.</li><li>• Boys Into Writing is promoting a more positive attitude.</li><li>• Motivation to learn as children are given more choice and opportunities to explore the conventions of writing in their own way.</li><li>• Increased evidence of story creating and children generating ideas to balance with adult - led learning.</li><li>• Greater potential for extended use of talk as children explain their learning through play and reflect upon their learning.</li><li>• More recording of evidence in children’s learning through big books, book of the week activities, learning stories.</li><li>• Heightened awareness of staff through their observations of children’s learning. Comments from staff about seeing children work with more independence and with a confidence not previously seen before.</li><li>• Review of the organisation of space to create a more effective flow of literacy experiences.</li><li>• A Literacy and Language Improvement Group was established to begin the process of reviewing and developing the Orkney Literacy and Language framework.</li><li>• A hub in GLOW was established for Literacy and Language which has to date been populated with support materials for the Early Literacy Through Play Project.</li></ul>
<b>Next Steps for 2018-2019</b>	<ul style="list-style-type: none"><li>• Review of project to date: What are we building upon?</li><li>• Key Features of a Literacy – rich Environment at the Second Level</li><li>• Redefining the Learning Spaces/ areas for Second Level</li><li>• Audit of current practice and way forward.</li><li>• Planning into practice and developing a coherent approach -review of possible Planning for Second Level.</li></ul>

1481



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- Developing Learning Walls, Learning Prompts and the Language of Learning.
  - Classroom organisation for effective management and organisation
  - Creating a Writing Area for independent use.
  - Making the links at the Second Level.
  - Developing Readers and Writers at the Second Level.
  - Creating quality Learning Experiences.
  - Making real and appropriate links to the potential for digital Literacy.
  - Developing the final Planning Tool
  - Implications for Transition to Secondary
  - Write up and review of the Literacy Project
  - Analyse attainment data of past cohorts within this programme to influence next steps and report outcome.

<b>Peedie talkers, thinkers and listeners</b> SAC Project (HT Evie/Firth)	To focus on parental engagement as well as approaches to the assessment of children's progress and the use of performance information (data literacy). In addition, the project will involve reflecting on Teacher Professionalism in an interdisciplinary working environment which also requires quality school leadership if outcomes are to be sustainable and replicable.
<b>Progress made 2016-2017</b>	<p>This project has provided an alternative way of delivering interventions in language development. The project has supported parents through a small series of group sessions addressing the key areas of thinking, talking and listening that underpin the development of early language.</p> <p>In terms of impact to date, parents have demonstrated greater confidence in supporting their children's language development and sharing experiences with one another. The children are making small steps of progress and will continue to be supported and monitored through a variety of means.</p>
<b>Next Steps for 2017-2018</b>	<ul style="list-style-type: none"> <li>• To take forward an evaluation in collaboration with the Educational Psychology Service and Speech and Language Therapy Service identifying key principles for engaging another group of parents and children from both Firth and Evie Schools.</li> <li>• To reassess the needs of the pupil group and then begin another intervention block in November 2017. The plan is to widen the group and place more focus on upskilling staff to maximise impact being carried forward in day to day learning.</li> <li>• To introduce greater use of video enhanced reflective practice in situations beyond the group intervention</li> <li>• Following this block of five weeks we will again monitor progress and implement next steps.</li> </ul>
<b>Progress made 2017-2018</b>	<p>We ran another planned block of sessions in May and June 2018. The focus continued around the development of language and communication, this time to parents of children about to enter P1. The model was varied to include play sessions and parental input and evaluative sessions. The focus was on input relating to language and communication development, playing alongside the children using open ended materials and watching/discussing video clips of adults communicating with children. The feedback would indicate parents were more aware of expectations in terms of literacy within the curriculum and everyday things they could do at home to support their child's learning. The majority of parents indicated they had more ideas of how to stimulate their child's literacy development and thinking skills. Staff also indicated it was positive working together as part of their own professional learning. It also aided the transition process.</p>

**Next Steps for  
2018-2019**

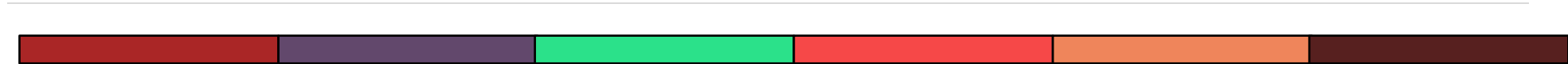
- Consider the sustainability of the model and potentially run similar workshops later this session.
- Continue to monitor the progress of the children participating in the group.
- To share the programme with Head Teacher colleagues for development across schools in Orkney through a Head Teachers/Leaders of Learning meeting.



<p><b>Improving literacy - speaking and listening - through a Philosophy for Children approach to learning.</b> SAC Project  (HT Shapinsay)</p>	<p>To improve teacher pedagogy and teacher professionalism through developing the quality of teaching through high quality approaches to learning e.g. developing high quality questioning and higher order thinking skills; there is a clear focus on approaches to the assessment of children’s progress and the use of performance information (data literacy) to inform practice. Ensuring successful outcomes are sustainable and replicable on any scale will require significant high-quality school leadership.</p>
<p><b>Progress made 2016-2017</b></p>	<p>To develop improvements in Listening and Talking skills across a number of schools in Orkney. The funding allowed a member of staff to receive further training in the Philosophy for Children approach and she has, in turn, built the capacity of other staff in the Service to ensure a sustainable model. The trainer has attended courses, led courses with members of staff across Orkney schools and provided practical and customised advice to our staff. Two other members of staff from other primary schools in Orkney have also attended further training in Philosophy for Children allowing a group of teachers in three schools to develop Philosophy for Children further across Orkney. It is difficult to quantify the impact, as other interventions are being delivered in the schools. The project is under constant review, identifying gains in children’s confidence in listening and talking. Staff who have been using Philosophy for Children since October 2016 report that children have become more confident in listening and talking, and that children are beginning to apply skills learned in philosophy to other areas of the curriculum.</p>
<p><b>Next Steps for 2017-2018</b></p>	<p>Having attended the Level 2A Philosophy for Children course in August 2017, two teachers will now undertake a personal project to complete Level 2A. Together with the member of staff already trained to Level 3, this will allow this group of staff to form a Philosophy for Children leadership group. The group will meet to plan a progression of skills in Philosophy for Children, based around the Listening &amp; Talking Experiences and Outcomes which can then be used by teachers to moderate and further enhance children’s literacy skills using a Philosophy for Children approach. The group of staff who have completed the Level 1 Philosophy for Children course will also be further</p>

1485

	<p>trained in some of the strategies from the Level 2A course, which will in turn allow further progress in higher order thinking skills and Listening &amp; Talking. Training will be given to some schools not already using Philosophy for Children, and it is hoped that further Level 1 training courses will be carried out as we now have a trainer based in Orkney. As more schools take on the approach, further moderation of Philosophy for Children will be able to take place across schools and it is anticipated that the Philosophy for Children approach will contribute to raised attainment in Listening &amp; Talking in particular, as well as across the curriculum and be integral to the final Learning, Teaching, Assessment and Moderation and Language and Literacy strategies.</p>
<p><b>Progress made 2017/18</b></p>	<p>We have seen improvements in Listening and Talking skills across a number of schools in Orkney. The funding allowed a member of staff to receive further training in the Philosophy for Children approach and she has, in turn, built the capacity of other staff in the council to ensure a sustainable model. The trainer has attended courses, led courses to members of Orkney staff and provides practical and customised advice to our staff. Two further members of staff have also received further training in Philosophy for Children, enabling them also to offer further support to others. As a group the three members of staff who have received further training have produced links to the curriculum and to creativity with Philosophy for Children, for easier links to be made.</p> <p>For the past 2 years initial training in Philosophy for Children has been delivered to Teacher Training students at Orkney College and across UHI.</p>
<p><b>Next Steps for 2018-2019</b></p>	<ul style="list-style-type: none"> <li>• Run further Level 1 Philosophy for Children courses in the authority.</li> <li>• Create a progression of skills in Philosophy for Children, particularly linked to Listening and Talking.</li> <li>• Moderation of Philosophy for Children across schools that are participating in the Philosophy for Children programme.</li> <li>• Explore Philosophy for Children in the secondary schools.</li> <li>• Share the progress to date with Leaders of Learning at a meeting.</li> </ul>





## Numeracy and Mathematics

### Raising attainment in Numeracy and Mathematics

To Develop a consistent understanding of and capacity for improvement in Numeracy through the Broad General Education and on through into Senior Phase. Our key outcomes are to develop better use of our performance information and benchmarking data on children's progress of Mathematics and Numeracy and confidence and success in Mathematics and other STEM (Science, Technology, Engineering and Mathematics) subjects. It will be led by a curriculum leader to support Kirkwall Grammar School and its associated primary schools. The programme will build on and develop teacher professionalism through the opportunities created by the Numeracy Hub supported by the local Numeracy Champion. This programme will be extended to seek impact across all schools in Orkney.

To develop a consistent understanding of and capacity for improvement in Numeracy through the Broad General Education and on through into Senior Phase. Our key outcomes are to develop better use of our performance information and benchmarking data on children's progress of Mathematics and Numeracy and through this building confidence and success in Mathematics and other STEM (Science, Technology, Engineering and Mathematics) subjects.

This programme will be supported by curriculum leaders in Secondary schools and staff from their associated primary schools. The programme will build on and develop teacher professionalism through the opportunities created by the Numeracy Hub supported by the local Numeracy Champion. This programme will be extended to seek impact across all schools in Orkney.

Orkney will also engage in the two STEM Numeracy and Mathematics programmes:

- Supporting Primary level confidence in teaching Numeracy and Mathematics
- Analysing data to develop capacity to identify and build capacity to improve the attainment in Senior Phase Numeracy and mathematics.

Primary staff will work with Lynda Keith, Educational Consultant with a focus on Early and First Level Numeracy through play-based learning:

- Building on the effective pedagogy of play to create a quality environment and quality experiences.



<p><b>Progress made 2016-2017</b></p>	<p>All Mathematics staff engaged with liaison opportunities with their associated Primary Schools and a P6/7 teacher. Meetings covered varied themes:</p> <ul style="list-style-type: none"> <li>• Different learning strategies (e.g. number talks/plickers)</li> <li>• Resources (e.g. Heinemann Active Maths/MyMaths)</li> <li>• Differentiation</li> </ul> <p>Consideration was given to strengths and weaknesses and areas for development. Benchmarking Data used in Orkney Schools is now under closer scrutiny, with comparisons being made with expected Curriculum for Excellence levels. Data analysis suggests that we are performing below the national measures particularly when seeking Curriculum for Excellence Second Level Numeracy based on P7 Pips data. Further work is required to sharing PIPS data and look at trends and progression.</p>
<p><b>Next Steps for 2017-2018</b></p>	<ul style="list-style-type: none"> <li>• Co-ordinate all work streams relating to Numeracy and Mathematics aligned to the National Improvement Framework and National STEM Strategy to ensure consistency in Numeracy and Mathematics across all schools.</li> <li>• Establish Working Groups to review and develop the Broad General Education Learning Pathways across all STEM curriculum areas.</li> <li>• Liaison with Secondary and Primary staff will continue to develop with further meetings and sharing practice between staff.</li> <li>• Linking in the Maths Champions and the Maths Hub to the specific attainment project above</li> <li>• Links to the on-going programme to support the moderation of Numeracy at all Curriculum for Excellence levels against the Benchmarks.</li> <li>• Develop and embed the transition arrangements for Numeracy and Mathematics.</li> <li>• Review the impact of implemented strategies on raising attainment in Numeracy and Mathematics through the Broad General Education and Senior Phase.</li> </ul>
<p><b>Progress made 2017-2018</b></p>	<ul style="list-style-type: none"> <li>• Mathematics staff engaged with liaison opportunities with their associated Primary Schools/Departments and a P6/7 teacher. Meetings continued with a focus on: <ul style="list-style-type: none"> <li>○ Different learning strategies (e.g. number talks/plickers)</li> <li>○ Resources (e.g. Heinemann Active Maths/MyMaths)</li> <li>○ Differentiation</li> </ul> </li> </ul> <p>Consideration was given to strengths and weaknesses and areas for development.</p>



	<ul style="list-style-type: none"><li>• Benchmarking Data used in Orkney Schools is now under closer scrutiny, with comparisons being made with expected Curriculum for Excellence levels. Data analysis suggests that we are still performing below the national measures particularly when seeking Curriculum for Excellence Second Level Numeracy based on P7 data. Further work is required to sharing PIPS data and look at trends and progression. Further analysis of this session (2017-18) is now making use of the Scottish National Standard Assessment data with triangulation with relevant PIPS data, Curriculum for Excellence Teacher judgements and national expectations of levels. Schools are beginning to use these data sets to consider cohorts and the interventions that might be relevant to support groups at either side of the expected stage achievements.</li><li>• Lynda Keith has engaged with our Primary staff to support their understanding in teaching Place value. A full in-service day was assigned to this and Lynda Keith followed this up with school visits supporting programmes in use including Heinemann Active Maths. She worked to develop a better understanding in using planning and the benchmarks alongside the key Mathematics/Numeracy resources in place.</li><li>• Engagement with the Regional Improvement Collaborative (Northern Alliance) working group engaged primary schools and secondary mathematics staff in this development. This project is in its infancy and is expected to progress in Session 2018/2019.</li><li>• Review of the Regional Improvement Collaboratives (Northern Alliance) Learning Pathway for Mathematics in the Broad General Education was initiated amongst senior service officers.</li><li>• A development officer worked with a senior officer from the Science Skills Academy to identify a possible progressive science learning pathway for Broad General Education.</li><li>• Senior Service Officers, Elected Members, a senior officer from the Science Skills Academy and an officer from Highlands and Islands Enterprise met on two occasions to discuss how Orkney could engage in the development of a Newton Room. Further discussion with senior officers in Development and Infrastructure have progressed this to sit within the plan for the Innovation and Research Campus and also within the Islands Deal.</li><li>• Funding was allocated from the Innovation Fund to fund a Development Officer for Digital Technologies.</li><li>• Subject Groups within all subject areas were re-established across all secondary schools. All STEM related subject areas co-ordinated a staff development In-service day to discuss government expected standards in line with the Education Scotland's published Benchmarks.</li></ul>
<b>Next Steps for 2018-2019</b>	<ul style="list-style-type: none"><li>• Coordinate all work streams relating to Numeracy and Mathematics aligned to the National Improvement Framework and National STEM Strategy to ensure consistency in Numeracy and Mathematics across all schools<ul style="list-style-type: none"><li>○ Continue to develop Lynda Keith learning through play in early/first levels: focussing this session 2018-19 on the same group who covered Literacy through play last session.</li></ul></li></ul>



- Links to the on-going programme to support the moderation of Numeracy at all Curriculum for Excellence levels against the Benchmarks – this is supported by our local Quality Assurance and Moderation Support Officers leads and national training programme.
- Establish Working Groups to review and develop the Broad General Education Learning Pathways across all STEM curriculum areas: Numeracy and mathematics:
  - Discussions through Head Teacher meetings and working group will consider the way forward in adopting/developing a progression pathway for Orkney Numeracy and Mathematics. Lynda Keith will support this process as we consider both the Northern Alliance draft and East Ayrshire models
- Linking in the 2018-19 Maths Champions and the Maths Hub bid to Scottish Government to the overall strategy within the NIF Service plan:
  - Develop and embed the transition arrangements for Numeracy and Mathematics;
  - Liaison with Secondary and Primary staff will continue to develop with further meetings and sharing practice between staff – we plan to see this approach embedded across all schools.
- Align where appropriate the Northern Alliance Workstreams covering support for teachers teaching numeracy and monitoring and improving attainment in numeracy and mathematics:
  - Review the impact of implemented strategies on raising attainment in Numeracy and Mathematics through the Broad General Education and Senior Phase: Northern Alliance;
  - Numeracy and Mathematics workstreams;
  - Appoint a Digital Technologies Development Officer.
- Develop guidance and associated training to support Early Learning and Childcare practitioners to be confident in observing, understanding and planning for mathematical learning 2018-2020.
- On every school visit all Service Improvement Officers will review the progress being made by pupils in numeracy and mathematics in the second level stages (P5-7).

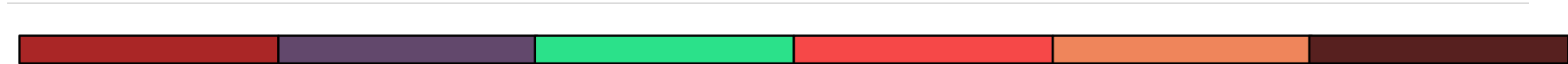


<p><b>Numeracy and Mathematics Transition Programme</b></p> <p>SAC Project</p> <p>(HT KGS)</p>	<p>This project has a focus on data literacy and the use of relevant, contextualised, performance information. It will focus on teacher professionalism and the quality and effectiveness of approaches to learning, teaching and the assessment of children’s progress. Ensuring success will require high quality school leadership (Senior Managers/ Principal Teachers/Depute Head Teachers/Head Teachers)</p>
<p><b>Progress made 2016-2017</b></p>	<p>Funding for this has allowed for the short-term appointment of a curriculum leader in numeracy, who has been working with Kirkwall Grammar School and associated primary schools, taking a broad look at attainment in numeracy across learning in the Broad General Education. Although it is early days, we expect to improve the awareness of numeracy as a curriculum responsibility for all, have shared language and teaching delivery of mathematical concepts and a shared understanding and implementation of consistent progression across learning pathways. In time we hope to see an improvement in the attainment of our learners in numeracy and mathematics.</p>
<p><b>Next Steps for 2017-2018</b></p>	<p>Further liaison work on transitions in Numeracy and Mathematics will be developed across all schools. Transition data will better inform secondary schools on the needs of different cohorts to ensure an early focus on the specific needs of individuals and groups. PIPS, SNSA and MidYIS data sets will complement Teacher Judgements and the expectations of progression in S1-S3.</p> <p>To develop a cross curricular Numeracy approach where all staff have a shared understanding of the language of numeracy and mathematics.</p>
<p><b>Progress made 2017-2018</b></p>	<p>Secondary Maths and Primary teachers worked together to establish consistent approaches to mathematical strategies.</p>
<p><b>Next Steps 2018-2019</b></p>	<p>This national funding has now ended. This strategy will be linked to Broad General Education workstream.</p>

1492









<b>Health and Wellbeing</b>	
<b>Health and Wellbeing Pathways in Learning</b>	<p>Develop a strategy for, and progressive pathway through, the Health and Wellbeing curriculum that is intertwined within an overarching ethos across the service.</p> <p>Joint working with NHS Orkney and links to the Children's Services Plan is integral to the overall improvement in Health targets in Orkney.</p> <p>There is a need to ensure a consistent pathway across our establishments to ensure that informed targeted support can be provided by our partners if and when required to ensure pupil/students get the right help at the right time in the right way.</p> <p>That all schools and settings have clear and updated policies and procedures for addressing issues relating to bullying. Senior Officers from the Service will scrutinise bullying returns and work with schools and settings.</p>
<b>Progress made 2016/17</b>	<p>The Jigsaw resource which provides long-term support and development was sourced and purchased through joint funding by Education, Leisure and Housing and NHS Orkney. Thirteen primary schools trialled the programme in session 2016/17.</p> <p>NHS Orkney have reviewed their education programme to compliment the resource.</p> <p>A programme was purchased for Primary School Physical Education and support was provided to schools by the Health and Wellbeing Lead Officer to implement the structure consistently. Physical Education Principal Teachers, Secondary Physical Education teachers and itinerant Physical Education teachers were involved in discussions prior to the purchase of this resource.</p> <p>The Health and Wellbeing Lead officer coordinated planning structures with the Itinerant Physical Education Teachers in collaboration with the Principal Teachers of Physical Education in our Senior Secondary Schools.</p>

1494



	<p>These plans were created through involvement with partners in the Active Schools Service and community clubs. National funding for the Physical Education Lead Officer ended and as such this post ended.</p>
<p><b>Next Steps for 2017-2018</b></p>	<p>Stromness Academy and Sanday Junior High School will trial the Jigsaw programme to build a coherent health and wellbeing pathway through S1 and S4 and consideration of how to move towards this in all our secondary schools/departments in relation to expectations and funding is now needed.</p> <p>Establish one, child relevant, Anti-bullying Policy for Education, Learning and Housing.</p> <p>Establish a policy on Responding to Knife Crime.</p> <p>Review the implementation of the Physical Education programme, all schools to engage with the Sport Scotland Sports Awards scheme to audit their practice and establish an improvement agenda.</p> <p>Two further primary schools to implement the Jigsaw programme.</p>
<p><b>Progress made 2017-2018</b></p>	<p><b>Project 1 – Health and Wellbeing curriculum</b></p> <p>In August 2017 primary schools implemented the Jigsaw programme as the core resource for their Health and Wellbeing programme, taking the number of primary departments using this to 18 leading to greater consistency in learning and teaching approaches for health and wellbeing. This programme is enhanced further by additional approaches and programmes in some schools; eg Roots of Empathy. Samples of learning and teaching in Health and Wellbeing using Jigsaw were undertaken and children were engaged and motivated in their learning through this approach.</p> <p>The Service Improvement Officer with responsibility for Health and Wellbeing met with the Scottish representative for Jigsaw and they worked jointly to redesign the programme for delivery in small schools with composite or multi-composite classes.</p> <p>Support small schools to implement the new Small School Guidance from Jigsaw.</p>

Training was provided for Papdale Primary School and Glaitness School in May 2018 to support staff in readiness for implementation of Jigsaw during session 2018/19. This was well received with staff feeling more confident in how to deliver the approaches of the Jigsaw programme.

Two primary schools, three junior high schools and one secondary school will implement the Health and Wellbeing resource this session. Four out of our five secondary departments will trial newly created resources.

Sanday Junior High School and Stromness Academy piloted new secondary materials developed by the Jigsaw Company. This pilot was fully supported by the writer of the materials. Feedback from this trial was positive.

### **Project 2 - Anti-bullying Policy**


During session 2017/18, a working group was re-convened to review and update the Anti-Bullying Policy for Education, Leisure and Housing. The final policy was approved on 4th July through the committee cycle process.

All schools and settings were then provided with the following 5 documents:

- The Education, Leisure and Housing Anti-bullying Policy, approved July 2018
- The template policy for schools and settings to use when updating their own practice
- An executive summary that can be used to promote work in this area and for notice boards/ foyers etc.
- The Equalities Impact assessment that will cover settings own policies (using the provided template) as well the Education, Leisure and Housing policy.
- Guidance for recording bullying and equalities issues on SEEMiS

The Scottish Government have a clear expectation that all schools across Scotland use SEEMiS for recording incidents of bullying and equalities by August 2019. Orkney is in phase 1 of this national programme as we already have an expectation that all our schools and services use SEEMiS to record incidents of bullying, therefore, additional guidance has been issued to schools as part of this process.

	<p><b>Project 3 - Responding to a knife incident guidance</b></p> <p>Guidance was created by a small, short-term working group and issued to schools in April 2018. This is essentially guidance to support school in knowing how to deal with incidents that involve knives or weapons ensuring that the health, safety and wellbeing of all involved are met as far as possible.</p> <p><b>Additional work under the health and wellbeing agenda. Updated guidance has been developed in the following areas to provide consistency and support to schools and will be issued to all schools before the end of December 2018.</b></p> <ul style="list-style-type: none"> <li>• Healthcare guidance</li> <li>• Monitoring attendance and lateness</li> <li>• Recording and reporting concerns</li> <li>• Provision of free sanitary protection in schools</li> </ul>
<p><b>Next Steps for 2018-2019</b></p>	<p><b>Project 1 – Health and Wellbeing curriculum</b></p> <p>Audit of learning and teaching in health and wellbeing to ensure the sustainability of approaches and impact on children and young people’s knowledge, understanding and skills development.</p> <p>Support Small schools to implement the new Small School Guidance from Jigsaw.</p> <p>Develop a strategic framework for the Health and Wellbeing Curriculum with partners.</p> <p><b>Project 2 - Anti-bullying Policy</b></p> <p>The Education, Leisure and Housing Service will monitor incidents of Anti-bullying monthly for session 2018-19. Guidance and support will be available to schools through the Service Improvement Officer with responsibility for this development.</p> <p>Head teachers will monitor incidents of bullying monthly during session 2018-19 and ensure that the appropriate information is recorded in SEEMiS.</p> <p>All schools and settings will update their own Anti-bullying policies using a template with guidance to support them in this process.</p>



Continue to participate in phase 1 of the national programme of recording incident of bullying onto SEEMiS.

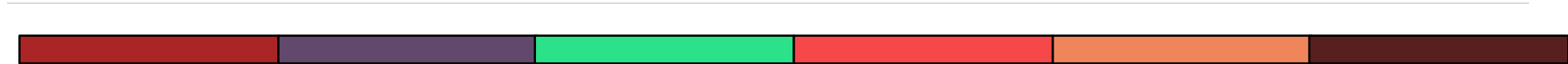
**Project 3 - Responding to a knife incident guidance**

All schools to implement guidance/monitor number of incidences involving weapons.

**Project 4 – PE workstream to be undertaken during session 2018/19**

**Additional actions**

LGBTI+ training and awareness raising planned for February 2019 and moving towards gaining the Charter from LGBT Youth Scotland.





<b>Additional Support for Learning</b>	
<b>Pupil Support Service</b>	Principal Teacher, Pupil Support
<b>Educational Psychology</b>	Principal Educational Psychologist
<b>Progress made 2017-2018</b>	<ul style="list-style-type: none"><li>• Significant progress in collaboration has taken place between the Pupil Support Team and the Educational Psychology service, on the development of a centralised process for requesting support for specialist services from both the Pupil Support Team and the Educational Psychology Service team. This has been shared with schools and partners.</li><li>• We have established a regular management meeting which assigns, monitors and reviews 'Requests for Involvement'. Our services have come together to develop a shared understanding and rationale focused on children and their families.</li><li>• A collaboration between The Principal Teacher of Additional Support for Learning and the Educational Psychology team has completed the Support for Learning Review. The outcomes of this review have been shared with Head Teachers.</li><li>• The Educational Psychology team supported the key local priority of promoting relationships as fundamental to all our work through:<ul style="list-style-type: none"><li>○ coordinating Synergy training and developing mechanisms to implement this model of working.</li><li>○ organising twilight sessions focusing on relationship-based approaches e.g. nurture.</li></ul></li><li>• The Educational Psychology team has supported the wider Pupil Support Team to achieve its key improvement aims both at an operational and strategic level and in doing so has maintained close partnership working as a key outcome.</li><li>• The Educational Psychology team has successfully supported the development of a new Autism Assessment pathway which maintains the integrity of good interdisciplinary working and partnership with parents.</li></ul>

1500







**Next Steps for 2018-2019**

- Develop how we work with schools and partners on responding to support focussing on ways to develop our support for the Support for Learning community, for example through the development of the Support for Learning network.
- Deliver on the outcomes from the Support for Learning Review focussing initially on relational approaches and the Synergy model.
- Develop ways to measure impact of Support for Learning interventions.
- To refocus on the Consultation Model of Service delivery and capture the impact of losing 1 full day per week Educational Psychology time to schools.

1501





**Developing the Young Workforce**

**Developing the Young Workforce Strategy**

We will establish a strategic and operational plan to ensure a consistency of approach across the Education Service. Working in collaboration with our partners it is imperative that there is a review of the various work streams across the council in relation to employability. In doing so a streamlined approach will interlink the various projects and dovetail into the requirements and outcomes of the Developing the Young Workforce Orkney Regional Group Board (DYWORGB) thus ensuring positive destinations and community sustainability. Teacher professionalism will be developed through training and involve partnership working with Skills Development Scotland and Education Scotland on the Career Education Standard and Career Management Standard and their use in classrooms and across schools.

**Progress made 2016-2017**

All of our Secondary Schools/Departments are working with Skills Development Scotland to create and implement the *School Partnership Agreement*. In addition, these schools have positive working relationships with local employers many of whom provide work experience opportunities for pupils in the Senior Phase.

A successful funding application to the Scottish Government has provided the recently constituted DYWORGB with £430,450 over 4 years to August 202. This finance will employ a Project Manager and 2/3 Admin Assistant (Modern Apprentices) to fulfil a clearly defined set of targets.

Some schools engage positively with the, 'My World of Work' programme to enhance pupil leaning experiences. Some Primary Schools are engaging with the Career Education Standards; all Head Teachers received training from Education Scotland in December 2016 to familiarise themselves with Developing the Young Workforce (DYW) 3-18.

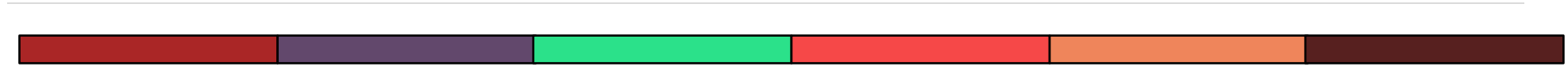
1502



<p><b>Next Steps for 2017-2018</b></p>	<p>The Head of Education and Improvement will coordinate, through the Developing the Young Workforce Development Officer, a review of the various Employability Work Streams within Orkney Islands Council and our partners. Working in collaboration the Developing the Young Workforce Development and Developing the Young Workforce Orkney Regional Board Project Manager and representative from Skills Development Scotland (SDS) will establish an improvement plan to stream line practices for positive destinations and community sustainability.</p> <p>The Developing the Young Workforce Development Officer will work in collaboration with the Developing the Young Workforce Officer in Moray Council to evaluate the Moray Developing the Young Workforce strategy in line with the Orkney Islands Council Skills Plan.</p> <p>The Head of Education and Improvement, through the Developing the Young Workforce Development Officer and SDS Local Manager, will audit the present practices of the Opportunities for All Work Stream, the allocation of the Opportunities for All grant and the quality assurance procedures required for this funding.</p> <p>By May 2018 the Developing the Young Workforce Development Officer will have completed a Developing the Young Workforce Strategic and Operational Plan as well as a professional skills analysis and training plan. This programme will interlink with the Developing the Young Workforce Orkney Regional Board Strategic and Operational Plans.</p>
<p><b>Progress made 2017-2018</b></p>	<ul style="list-style-type: none"> <li>• The Executive Directors of Education, Leisure and Housing and Development and Infrastructure coordinated a working group to establish a Skills and Employability Strategy for Orkney. Initial work was supported by our area manager from Skills Development Scotland by reflecting on the Moray skills programme. A strategic group was formed and a draft strategy was worked on.</li> <li>• The majority of the opportunities for all workstream grant was again allocated to the Connect Project. Orkney continues to record high results for young people progressing on to positive destinations.</li> <li>• Foundation Apprenticeships were offered to all S4, S5 and S6 pupils in Orkney schools, however only three enrolled: two taking up apprenticeships in Business Skills and one in Social Services and Health Care.</li> </ul>

**Next Steps  
2018-2019**

- A review of the NEET grant allocation to be carried out.
- Engage with Community Learning and Development Partners Plan 2018-2021 to interlink Developing the Young Workforce opportunities with all three workstreams.
- The Developing the Young Workforce Orkney Regional Group Board has been established, is operating very effectively and is supported by a Project Manager. Implementation of the Key Performance Indicators and financial profile is underway. The Board and Officers are working with schools in the development of a clear and consistent strategy for work experiences for our Young People.
- Complete the draft Skills and Employability Strategy and Improvement Plan.
- Audit present Skills for Work structures and practices by all schools and settings to determine a consistent approach to the implementation of Developing the Young Workforce; Careers Education Standards; Careers Management Standards; 15-24 Learner Journey Review.





<b>Data Management</b>	
	Develop a systematic approach to, and consistent understanding of, data management across the service to aid and support the planning, assessment and moderation of work streams. This will provide a foundation for all Broad General Education work streams to manage data and aid the process of tracking attainment and achievement to appropriately target pathways and ensure positive outcomes for all.
<b>Progress made 2017-2018</b>	<ul style="list-style-type: none"> <li>• Colleagues from Education Scotland delivered input over two days which covered the national context for data management and support for Orkney schools.</li> <li>• Current practice in data management was audited across the Head Teacher group.</li> <li>• A working group was established and led by our Attainment Advisor from Education Scotland to create a draft strategic and operational policy of Data Management and to agree a consistent structure to track, monitor, moderate and predict attainment in the Broad General Education and Senior Phase.</li> <li>• The working group used audit information from present practice to establish a detailed Improvement Plan which was then shared with Head Teachers and Service Improvement Officers. The Improvement Plan established a tracking and monitoring structure to provide consistency and continuity across the Service following pupils' progressing through their school years.</li> <li>• Six schools were selected for support and challenge visits by the Attainment Advisor.</li> </ul>
<b>Next Steps for 2018-2019</b>	<ul style="list-style-type: none"> <li>• Target dates must be revised and the newly appointed Attainment Advisor will ensure target dates are met.</li> <li>• A group of schools will be selected to trial the tracking and monitoring materials.</li> <li>• All schools to implement the draft Data Management Strategic and Operational Policy.</li> <li>• Working group lead and Service Improvement Officers to provide continuing support to Head Teachers in implementing the Policy.</li> </ul>

1506







**Scottish Government Pupil Equity Funding Grant Projects**

<b>Dounby Primary School</b>  <b>Grant allocated £3,600</b>	<ul style="list-style-type: none"><li>• Teacher development for the teaching of reading, using in-house expertise to provide bespoke development for each teacher to improve the quality of their teaching of reading, raise standards of reading in the school and narrow the gap for identified pupils. Finance spent to employ the training and to release teachers from class.</li><li>• MITA training for staff from the Institute of Education. West Mainland schools are working collaboratively on an initiative to improve the quality of support that our support for learning assistants provide to children with identified learning needs, with the purpose of raising attainment for those children. Finance was spent to employ the training and to purchase follow-up materials.</li><li>• Subscription to Sumdog to provide a mathematics tool to encourage children to practise their mathematics learning and for teachers to monitor their progress.</li></ul>
<b>Evie Primary School</b>  <b>Grant allocated £4,800</b>	<ul style="list-style-type: none"><li>• Funding was used to purchase resources to support early literacy in line with the work supported by Lynda Keith and the Northern Alliance project. These have supported a developmental approach to literacy and numeracy which is now being extended throughout the school.</li><li>• Numicon resources have been purchased in both schools to support developmental approaches to numeracy and mathematics and we aim to bring a trainer to Orkney to deliver staff development around this.</li><li>• Along with other west cluster schools Evie invested in the MITA project to develop the role of support for learning assistants and teachers. As a result, specific pupils are being targeted more effectively especially in setting targets and next steps.</li></ul>
<b>Firth Primary School</b>  <b>Grant allocated £7,200</b>	<ul style="list-style-type: none"><li>• Funding was used to purchase resources to support early literacy in line with the work supported by Lynda Keith and the Northern Alliance project. These have supported a developmental approach to literacy and numeracy which is now being extended through the school.</li><li>• Numicon resources have been purchased in both schools to support developmental approaches to numeracy and mathematics and we aim to bring a trainer to Orkney to deliver staff development around this.</li></ul>

1508





	<ul style="list-style-type: none"> <li>• Along with other west cluster schools Firth invested in the MITA project to develop the role of support for learning assistants and teachers. As a result, specific pupils are being targeted more effectively especially in setting targets and next steps.</li> <li>• The Fresh Start literacy programme was purchased which targets pupils who are finding reading a challenge. The Support for Learning Teacher worked collegiately with staff from Stromness Academy to develop best use of the programme to ensure quality transition to secondary.</li> </ul>
<b>Glaitness School</b>  <b>Grant allocated £24,000</b>	<ul style="list-style-type: none"> <li>• School-based Mathematics In-Service training provided including subject knowledge development and model lesson from a Mathematics consultant working directly with staff and pupils.</li> <li>• Targeted additional teaching support in Literacy and Numeracy for identified pupils to boost their attainment to be more in line with age-related expectations.</li> <li>• Respect, relationships and anti-bullying workshops were provided to all pupils. Through discussions and facilitator-led drama workshops, pupils explored what it takes to develop positive relationships and how to appreciate and celebrate their own positive attributes and achievements.</li> <li>• Classroom resources were purchased to support learning in reading and mathematics.</li> </ul>
<b>Hope Primary School</b>  <b>Grant allocated £3,600</b>	<ul style="list-style-type: none"> <li>• Numicon materials were purchased to train staff in this targeted support approach to numeracy.</li> <li>• In engaging with nurture principles, support staff were trained and equipment was purchased to support a Nurture Room.</li> </ul>
<b>North Walls Primary School</b>  <b>Grant allocated £3,600</b>	<ul style="list-style-type: none"> <li>• The attainment gap in Numeracy and Mathematics will be reduced through learning and teaching, development of the existing mathematics programme and the development of digital mathematics by: <ul style="list-style-type: none"> <li>• engaging staff in CPD opportunities;</li> <li>• the mathematics programme will be organised to support teacher engagement with the programme;</li> <li>• Digital mathematics programmes;</li> <li>• Providing iPads for home access to digital mathematics programmes.</li> </ul> </li> </ul>

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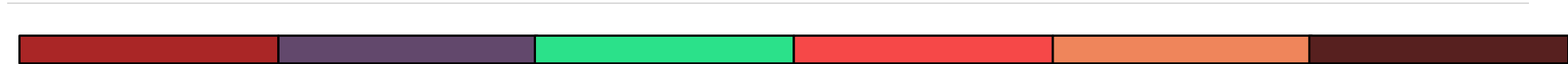
<p><b>Orphir Primary School</b></p> <p><b>Grant allocated £7,200</b></p>	<ul style="list-style-type: none"> <li>• A teacher led homework club supporting specific children with parents present with the aim of up-skilling parents and pupils, giving them effective strategies.</li> <li>• Conducted MITA training to improve the effectiveness of input from the Support for Learning Assistants.</li> <li>• There is on-going work being carried out to develop the outdoor learning space with the aim of having a nurturing space in nature.</li> </ul>
<p><b>Papdale Primary School</b></p> <p><b>Grant allocated £61,200</b></p>	<ul style="list-style-type: none"> <li>• An additional part-time Support for Learning Teacher was employed on a temporary basis for 2017-2018 to identify the children who meet the criteria to target parental engagement, attendance, attendance at out of school clubs, Breakfast Club and provide support in both Literacy and Numeracy. Also purchased were Numicon numeracy resources.</li> </ul>
<p><b>Rousay Primary School</b></p> <p><b>Grant allocated £3,600</b></p>	<ul style="list-style-type: none"> <li>• The Nessy online spelling/reading resource was purchased to support pupils. This is used on a daily basis.</li> <li>• Literacy based games were purchased to support identified targets with specific pupils.</li> </ul>
<p><b>St Andrews Primary School</b></p> <p><b>Grant allocated £1,200</b></p>	<ul style="list-style-type: none"> <li>• Release of staff to take part in training to raise attainment in early literacy through play-based approaches.</li> </ul>
<p><b>Sanday Junior High School</b></p> <p><b>Grant allocated £13,200</b></p>	<ul style="list-style-type: none"> <li>• A focus on the raising of attainment in mathematics by giving staff additional CPD time and attendance at online learning, ensured that staff reflected on their own professional practise, adjusting the ways in which they taught. Shine maths was purchased to support targeted pupils in the Secondary school. Pupils on this programme have made significant progress in their learning.</li> <li>• The Power of 2 programme was purchased for targeted support with mathematics in the Primary department. Pupils have grown in confidence and are beginning to consistently retain concepts.</li> <li>• A rich learning environment was created to engage pupils in writing through a photography course in the Secondary department which was followed-up in the classroom with writing in English.</li> </ul>

	<ul style="list-style-type: none"> <li>• Interdisciplinary spelling intervention for targeted pupils has seen success in their spelling ability.</li> <li>• The ASDAN qualifications framework was engaged with for one pupil in Secondary.</li> <li>• Every pupil on the island now attends at least one activity facilitated by the provision of transport. Feeling included has had a positive impact on Health and Wellbeing.</li> </ul>
<b>Stenness Primary School</b>  <b>Grant allocated £2,400</b>	<ul style="list-style-type: none"> <li>• A teacher led homework club supporting specific children with parents present with the aim of up-skilling parents and pupils, giving them effective strategies to support their children in the long-term.</li> <li>• Conducted MITA training to improve the effectiveness of input from the Support for Learning Assistants.</li> <li>• Developed reading programmes for specific groups and resources these groups with age appropriate engaging books.</li> <li>• Enhanced intervention programmes in school.</li> </ul>
<b>Stromness Academy</b>  <b>Grant allocated £10,800</b>	<p>Reading skills were focused on, these are proven to have an impact on pupils' attainment right across the curriculum. Some of the most disadvantaged pupils have reading ages well below their chronological age:</p> <ul style="list-style-type: none"> <li>• The Accelerated Reader Programme was purchased. All S1 pupils are now involved in this programme, dedicating time to reading daily. They compete as a class and against personal targets both for the amount they read, and for the complexity of the language in the books they choose; this has motivated pupils to read more. Data provided by the programme allows teachers to have much more informed conversations with pupils about what they are reading and to identify those in need of further support to improve.</li> <li>• This programme will be rolled out to S2 and S3 in coming years.</li> </ul>
<b>Stromness Primary School</b>  <b>Grant allocated £15,600</b>	<ul style="list-style-type: none"> <li>• Provided specific MITA training for Support for Learning staff.</li> <li>• Provided staffing cover for the Literacy Through Play developments.</li> <li>• Purchase of iPads for specific supported learners.</li> <li>• A focus on enhanced development of nurture approaches in the school. Extra sessions are available in the 'Orchard Room' to ensure more support for targeted pupils.</li> </ul>
<b>Stronsay Junior High School</b>  <b>Grant allocated £3,600</b>	<ul style="list-style-type: none"> <li>• Training linked to numeracy and the development of the Heinemann Active Maths has been provided for staff.</li> <li>• Training linked to literacy (Early Literacy Strategy) as a joint project with Sanday Junior High School has been provided.</li> <li>• Funding provided for Additional Support for Learning hours due to exceptional support needs arising in the school.</li> </ul>

**Westray Junior  
High School**

**Grant allocated  
£3,600**

- Replaced reading programme to ensure targeted support through universal programmes.
- Introduced the Numicon structure to develop numeracy skills with targeted pupils.



# The National Improvement Framework

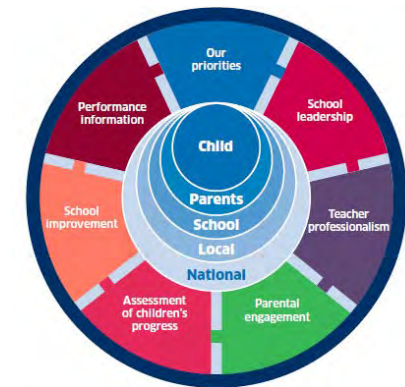
## Orkney Islands Council Education Improvement Plan



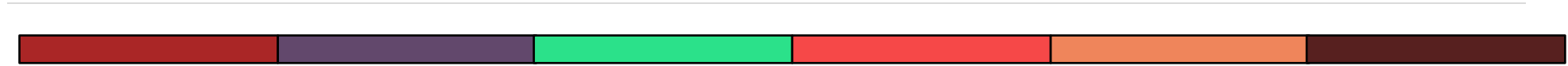
### Section 4

### Improvement Plan

November 2018



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# The National Improvement Framework

## Orkney Islands Council Improvement Plan

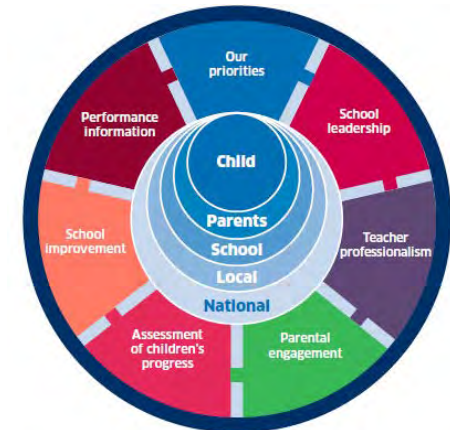
### School Leadership & Empowerment

#### Appendix 1

November 2017  
Updated October 2018

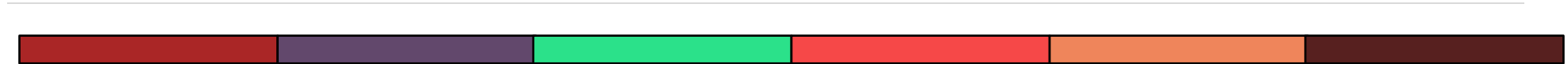


**ORKNEY**  
ISLANDS COUNCIL



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**Education and Improvement work stream action plan: Leadership**

**Key Lead: George McKinlay, Principal Teacher: Learning Communities**

**Improvement Priority title:** To develop a variety of Leadership training opportunities for teaching staff at all levels.

Reference to Education, Leisure and Housing Service Plan 2016-2019:

Priority 2: **Promote successful, thriving Communities** (2.2b – Communities and schools)

Reference to Orkney 2020 plan

Priority: **Learning** (Make learning about the whole person; Promote learning as the shared responsibility of the whole community)

Reference to Orkney Childcare and Young People's Partnership Action Plan 2017-20

Theme 2: **Relationships** (Collaboration)

**Linked to QI/Theme:**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and Management of Staff
- 1.5 Management of resources to promote equity

**Links to National Improvement Framework Priority:**

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

**Links to National Improvement Drivers:**

- School Improvement     School Leadership     Teacher Professionalism     Parental Engagement   
 Assessment of Children’s Progress     Performance Information

<b>What exactly are we going to do? (detail of specific actions / Success Criteria)</b>	<b>Who will lead this? (detail of responsibilities)</b>	<b>Timescales (by when)</b>
Develop a structured and sustainable recruitment and selection process to enable all new Head Teachers to hold the Standard of Headship by 2018/2019.	Principal Teacher: Learning Communities	February 2016 Complete
Develop awareness of Scottish College of Educational Leadership’s Framework for Educational Leadership and build on this to provide learning opportunities in leadership for all teachers by August 2017 (i.e. Develop an Orkney Teacher Leadership and Learning Pathway).	Principal Teacher: Learning Communities	January 2017 Due to changes in SCEL this has been progressed to a completion date of December 2019.
Develop experienced Head Teachers understanding of, and increase participation in, the Scottish College of Educational Leadership Fellowship programme.	Principal Teacher: Learning Communities	December 2017 - Programme suspended.

1519

Enable Head Teachers Career Long Professional Learning through Leadership development with Columba 1400 in collaboration with Shetland Islands Council.	Principal Teacher: Learning Communities, Centre Manager Columba 1400	May 2017 Ongoing engagement with Columba 1400 and Shetland Islands Council
Head Teachers engaged in the Excellence in Headship programme.	Principal Teacher: Learning Communities	May 2017 Complete
Participate in Collaborative Middle Leadership pilot programme with Scottish College of Educational Leadership.	Head of Education and Improvement	May 2017 Programme suspended
Teacher Leadership: Class teachers involved in leadership programmes through Scottish College of Educational Leadership.	Principal Teacher: Learning Communities	September 2016 Complete
Run Local Developing Leadership Programmes through University of Highlands & Islands in partnership with Shetland Islands Council and Western Isles Council.	Principal Teacher: Learning Communities	January 2017 Complete
Offer opportunities for participation in Masters Level Learning: Masters of Education (Critical Enquiry) Masters of Science (Leadership in Professional contexts)	Principal Teacher: Learning Communities	June 2017 Complete
Engage with Primary School Depute Head Teachers and Principal Teachers to identify any barrier to participation on the Into Headship course (2017-2018) and pass any relevant information on to partner Universities. Include professional dialogue around the theme of leadership development as part of the Professional Review and Development process.	Principal Teacher: Learning Communities	December 2018
Continue to run a local Developing Teacher Leadership Programme being led by Orkney and Shetland on a bi-annual rota	Principal Teacher: Learning Communities	Ongoing

1520

Engage with Scottish College of Educational Leadership's System Change programme which is to be accessed through the Regional Improvement Collaborative.	Principal Teacher: Learning Communities	Ongoing
Continue to engage with the Northern Alliance Regional Improvement Collaborative's Developing Leadership work stream.	Principal Teacher: Learning Communities	Ongoing
Continue to develop a broader Orkney Leadership and Learning pathway,	Principal Teacher: Learning Communities	February 2019
Explore use of Leading systems change training for Central Staff.	Principal Teacher: Learning Communities	June 2019
Explore mechanisms to strengthen middle leadership.	Principal Teacher: Learning Communities	June 2019
Develop awareness of Scottish College of Educational Leadership's Framework for Educational Leadership and build on this to provide learning opportunities in leadership for all teachers by August 2017 (i.e. Develop an Orkney Teacher Leadership and Learning Pathway).	Principal Teacher: Learning Communities	December 2019

<b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b>	<b>Who will lead this? (detail of responsibilities and timescales)</b>
<ul style="list-style-type: none"> <li>➤ Course evaluation and assessment</li> <li>➤ Teaching and learning moderation</li> </ul>	Principal Teacher: Learning Communities



**Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)**

- The whole plan is to ensure equality for all teaching staff across the service.
- Travel funding creates equity implication to which we have requested national support.

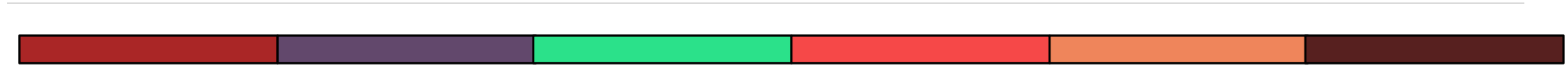
**Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)**

- Professional development time
- Each staff member has a tutor link and online peer support.

**Expected resource needs (including costings if applicable). Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:**

- Professional development time
- Personal finance
- Service budget allocation for transport

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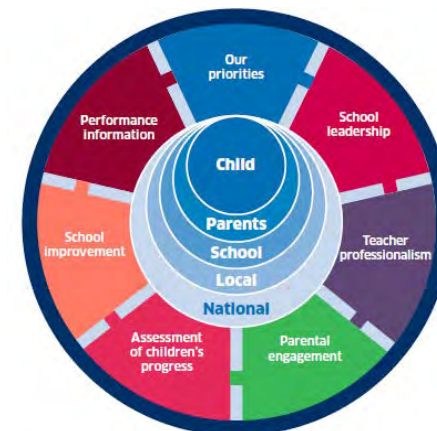
# The National Improvement Framework

## Orkney Islands Council Improvement Plan

### Teacher Professionalism

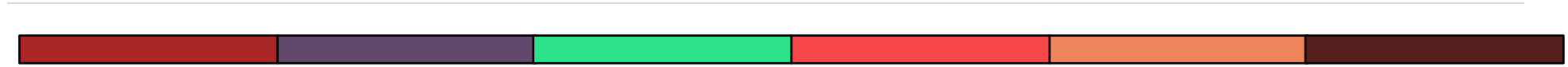
#### Appendix 2

November 2017  
Updated October 2018



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**Education and Improvement work stream action plan: Professional Update**

**Key Lead: George McKinlay, Principal Teacher: Learning Communities**

**Improvement Priority title:** Develop evaluation structures for Professional Review and Development (including Professional Update).  
Reference to Education, Leisure and Housing Service Plan 2016-2019

**Priority 2** - Promote successful, thriving Communities

Reference to Orkney 2020 Plan

Priority: **Learning** (Encourage learning for life; Promote learning as the shared responsibility of the whole community)

Reference to Community Learning & Development Strategy 2015 -18

Theme: **Communities and Volunteers have the skills and opportunities they need** (Learners are aware of the opportunities available and where they can be accessed)

**Linked to QI/Theme:**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning

**Links to National Improvement Framework Priority:**

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

**Links to National Improvement Drivers:**

- School Improvement     School Leadership     Teacher Professionalism     Parental Engagement
- Assessment of Children's Progress     Performance Information

## Outcomes

- Staff have access to high quality professional learning throughout their career.
- That there is consistency in delivery of, and access to, Professional Review and Development/Employee Review and Development, and Career Long Professional Learning across the service.
- That we review quality assurance structure for the impact of Career Long Professional Learning on learners.

<b>What exactly are we going to do? (detail of specific actions / Success Criteria)</b>	<b>Who will lead this? (detail of responsibilities)</b>	<b>Timescales (by when)</b>
Re-establish the Professional Review and Development working group.	Principal Teacher: Learning Communities	September 2017 – December 2018
Review of the quality and impact of the Professional Review and Development process for both a reviewer and reviewee perspective. Review of Career Long Professional Learning opportunities and equality of these.	Principal Teacher: Learning Communities	October 2017 – December 2018
Establish a short life working group made up of staff who have participated in the Professional Update sign off process in the past session to evaluate the experience.	Principal Teacher: Learning Communities	October 2017 - December 2018
Update Professional Review and Development Policy in preparation for General Teaching Council for Scotland re-accreditation.	Principal Teacher: Learning Communities	June 2018 – June 2020
Engage with the General Teaching Council for Scotland to review Professional Standards for Teachers.	Principal Teacher: Learning Communities Head of Education and Improvement Schools Service Improvement Officers	November 2017 onwards Complete



<p>Establish/Identify a structure that collates all Career Long Professional Learning requirements across the service to help identify emerging common themes and plan training in line with Career Long Professional Learning budget.</p>	<p>Principal Teacher: Learning Communities</p>	<p>August 2018 - August 2019</p>
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<b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b>	<b>Who will lead this? (detail of responsibilities and timescales)</b>
<ul style="list-style-type: none"> <li>➤ A streamlined Career Long Professional Learning structure</li> <li>➤ Impact on Learners</li> <li>➤ Achievement of targets within stated time-scale.</li> </ul>	Principal Teacher: Learning Communities
<b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b>  The whole plan is to ensure equality for all teaching staff across the service.	
<b>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</b>  <ul style="list-style-type: none"> <li>➤ Work will be within Working Time Agreements</li> <li>➤ Working parties will take place at convenient times and venues.</li> </ul>	
Expected resource needs (including costings if applicable). Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:  <ul style="list-style-type: none"> <li>➤ Administration support</li> <li>➤ National support</li> <li>➤ Personnel to make up working groups</li> </ul>	

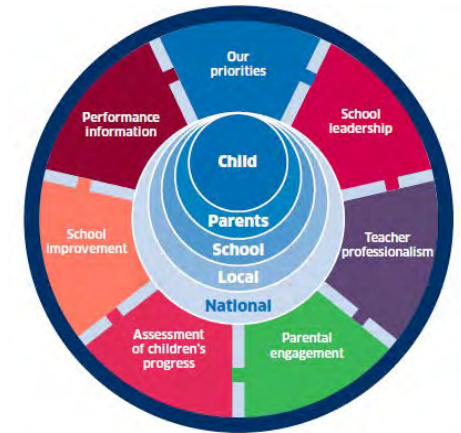
# The National Improvement Framework

## Orkney Islands Council Education Improvement Plan

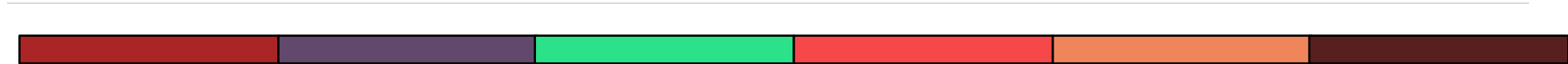
### Parental Engagement

#### Appendix 3

November 2017  
Updated October 2018



1530





**Education and Improvement work stream action plan: Parental Engagement**

**Key Lead: George McKinlay, Principal Teacher: Learning Communities**

**Improvement Priority title:** To review and develop the Parental Engagement strategy and ensure clear shared understanding across the service of Family Learning expectations.

Reference to Education, Leisure and Housing Service Plan 2016-2019:

Priority 1: **Care and Support for those who need it** (1.2 – supporting our Children)

Priority 2: **Promote successful, thriving Communities** (2.2b – Communities and schools)

Reference to Orkney 2020 plan

Priority: **Learning** (Ensure learning is for all; Encourage learning for life; Promote learning as the shared responsibility of the whole community.)

**Our Economy** (Empower fragile communities to develop a sustainable base.)

**Health and Wellbeing** (Challenge discrimination, promote diversity and prioritise safety and support for the most vulnerable.)

Reference to Orkney Childcare and Young People's Partnership Action Plan 2017-20

Theme 1: **Well-being** (Create opportunities for family therapy in all schools.)

Theme 2: **Relationships** (Collaboration)

Reference to Community Learning & Development Partners Plan 2018-2021

Theme: Family Learning 2.1; 2.2; 2.3; 2.4; 2.5.

1532





**Linked to QI/Theme:**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning/teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Improving wellbeing, equality and inclusion.
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability.
- How Good is Our Learning and Development in the Community

**Links to National Improvement Framework Priority:**

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

**Links to National Improvement Drivers:**

- School Improvement ☒    School Leadership ☒    Teacher Professionalism ☒    Parental Engagement ☒  
Assessment of Children's Progress ☐    Performance Information ☒

## Outcomes

A consistent approach to Parental Engagement/ Family Learning across Education, Learning and Housing and relevant partners to:

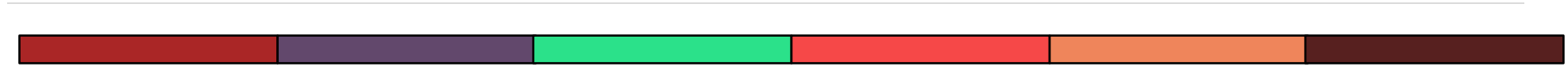
- Build positive relationships and partnerships with parents;
- Improved communication and access to information;
- Developing a range of strategies and approaches to engage with parents to support learning;
- Training and support for all stakeholders to ensure a shared understanding and appreciation of parental involvement/engagement and family learning;
- All services to plan and collaborate together;
- Work with internal/external agencies and other local authorities to share good practice.

What exactly are we going to do? (detail of specific actions / Success Criteria)	Who will lead this? (detail of responsibilities)	Timescales (by when)
Establish a Parental Engagement Officer within existing budgets. This person will coordinate developments in Orkney and be the key link in the Northern Alliance and national organisations.	Principal Teacher: Learning Communities	May 2017 Complete
Establish a working group consisting of Education, Leisure and Housing staff, parents, representatives from Youth Forum, National Parent Forum, NHS representatives and Third Sector.	CLD Team Leader Principal Teacher: Learning Communities	May 2017 Complete
Schools to establish a Family Learning and engagement lead from existing budgets.	Principal Teacher: Learning Communities	October 2017 – December 2019
Complete an audit of current Parental Engagement and Family Learning activity across the Country to identify good practice and establish a detailed Improvement plan in line with the national guidance.	Parental Engagement Officer	August 2017 – June 2019

Working group to establish an Orkney Parental Engagement/ Family Learning strategy.	Parental Engagement Officer	Jan – Jun 2018 Complete
Review of Professional training requirements against the Orkney Parental Engagement/Family Learning strategy.	Parental Engagement Officer	August 2018 – June 2019
Establish and implement a consistent communication framework with specific criteria to engage the hard to reach.	Communication Team Leader Web Designer Officer Parental Engagement Officer	October 2017 – June 2019
Establish a Family Learning Programme.	CLD Team Leader	June 2018 – August 2019

1535

<p><b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b></p>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p>
<ul style="list-style-type: none"> <li>➤ Achievement of stated targets within timescales.</li> <li>➤ Establishment of a detailed improvement plan.</li> </ul>	<p>Parental Engagement Officer (Principal Teacher – Learning Communities)</p>
<p><b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b></p> <p>A key driver is to eliminate disadvantage. Will be planned against each target.</p>	
<p><b>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</b></p> <ul style="list-style-type: none"> <li>➤ Sympathetic planning of meetings in line with the parental availability and WTA.</li> <li>➤ Providing relevant support and training to achieve the targets.</li> </ul>	
<p><b>Expected resource needs (including costings if applicable). Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:</b></p> <ul style="list-style-type: none"> <li>➤ Time</li> <li>➤ Administration</li> <li>➤ Travel budget</li> <li>➤ Staff</li> </ul>	



# The National Improvement Framework

## Orkney Islands Council Education Improvement Plan

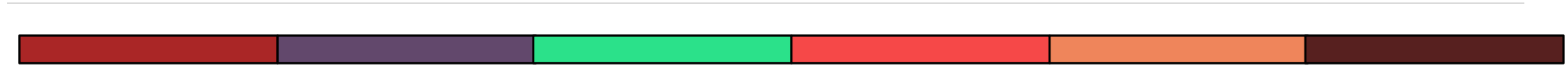
### Data Management, Tracking, Monitoring, Moderation and Assessment

#### Appendix 4

November 2017  
Updated October 2018



1538



**Education and Improvement work stream action plan: Data Management and Analysis, tracking, monitoring and moderation. Key Lead: Education Scotland Attainment Advisor**

**Improvement Priority title: To ensure a consistent and shared approach to data management across the service.**

Reference to Education, Leisure and Housing Service Plan 2016-2019:

Community Learning and Development Partners Plan 2018-2020 – Learning Pathways 3.1; 3.3; 3.4

**Linked to QI/Theme:**

- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning/teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion.
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability.

**Links to National Improvement Framework Priority:**

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

**Links to National Improvement Drivers:**

- School Improvement ☒    School Leadership ☒    Teacher Professionalism ☒    Parental Engagement ☒  
Assessment of Children's Progress ☒    Performance Information ☒

**What difference will it make? (what impact do we expect to see?):**

- There will be a systematic approach to and consistent understanding of data management across the service.
- The consistent approach to data management will aid and support the planning, assessment and moderation work stream.
- This will provide a foundation for all the Broad General Education work streams to manage data
- This will aid to the process of tracking attainment and achievement to ensure positive outcomes for all.
- This will support school managers in the expenditure and work stream planning for the Pupil Equity Fund.



**Success criteria (how will we know if the change has been an improvement?):**

Pupils as learners will: be clear on their attainment progression, next steps and predicted outcomes throughout their Broad General Education and Senior Phase Years.

Staff as learners will: implement a consistent approach to data management, tracking, monitoring, Assessment and Moderation.

<b>What exactly are we going to do? (detail of specific actions)</b>	<b>Who will lead this? (detail of responsibilities)</b>	<b>Timescales (by when)</b>
2017-2018 Education Scotland to lead a session on the national expectation of data management, its analysis and how it must be used to influence next steps in learning for individual pupils throughout the Broad General Education and Senior Phase.	Senior Education Officers and Attainment Advisor (Education Scotland)	September 2017 Input delivered by Alison Drever and Linda Rae on 7 and 8 September 2017. This covered the national context for data management and the support for Orkney schools.
Audit the present practice of data management across all schools. Showcase good practice against national expectations.	Head Teachers Senior Development Officer (Education Scotland) Attainment Advisor (Education Scotland) Service Improvement Officer	September 2017 Head teachers brought examples of current practice in data management to the above event and shared.

<p>Establish a working group to create a draft strategic and operational policy of Data Management</p>	<p>Attainment Advisor (Education Scotland)</p>	<p>September 2017 Working group established. First meeting scheduled for November 2017 with two further meetings scheduled before end December 2017.</p>
<p>Agree on interim structure to track, monitor and predict attainment in the Broad General Education and Senior Phase.</p>	<p>Senior Development Officer (Education Scotland) Attainment Advisor (Education Scotland)</p>	<p>This will be agreed by the Working Group by end December and signed off by authority officials.</p>
<p>Set reporting periods for Broad General Education and Senior Phase attainment schools will present attainment and achievement to the Executive Director of Education, Leisure and Housing.</p>	<p>Attainment Advisor (Education Scotland)</p>	<p>August 2017 Set by Service Improvement Officers</p>
<p>Working Group to use the audits of present school practice to establish a detailed improvement plan. This plan will establish a tracking and monitoring structure to provide consistency and continuity across the service as pupils progress through schools.</p>	<p>Lead Service Improvement Officer/ Senior Manager</p>	<p>September 2017-April 2018 Improvement Strategy developed and shared with staff at meeting on 28 September.</p>

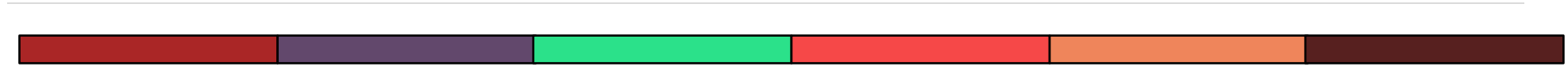
1542

2018/2019 The working group lead to present progress at every Education and Improvement Management meeting for discussion and guidance for next steps.	Working Group Lead	Throughout 2017-2019
In the period April to June 2019 selected schools will trial tracking and monitoring materials.	Working Group Lead	April to June 2019 Schools for trial have been identified.
The working group lead will brief all Head teachers on the draft strategic and operational policy.	Working Group Lead	January to June 2019
Our Education Scotland Attainment Advisor/Working Group Lead will visit Schools throughout the session to support the trial and implementation of the strategy.	Education Scotland Attainment Advisor	Throughout 2017/2018
2019/2020 All Schools to implement the draft Data Management Strategic and Operational Policy.	Head of Service	August 2019
The Working Group Lead, Service Improvement Officers and Attainment Advisor will support Head Teachers throughout the session to support their staff in the implementation of this policy.	Working Group Lead	Throughout 2019/2020
2020/2021 Audit the strategic and operational Data Management Policy and establish next steps if required.	Working Group Lead	August/ September 2020

1543

<p><b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b></p>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p>
<ul style="list-style-type: none"> <li>➤ A clear and consistent approach will be in place across the service.</li> <li>➤ Attainment will be reported on accurately throughout the BGE and SP.</li> </ul>	<p>Work Stream Lead Education Scotland Attainment Advisor</p>
<p><b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b></p> <p>The project will ensure pupils at risk of missing out are clearly identified and that their progress is monitored closely.</p>	
<p><b>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</b></p> <ul style="list-style-type: none"> <li>➤ Time for the working group.</li> <li>➤ Time within the Schools Improvement Plan and Working Time Agreement</li> </ul>	
<p><b>Expected resource needs (including costings if applicable). Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:</b></p> <ul style="list-style-type: none"> <li>➤ Time</li> <li>➤ Finance</li> <li>➤ Expertise in IT to establish tracking structure.</li> </ul>	

1544



# The National Improvement Framework

## Orkney Islands Council Education Improvement Plan

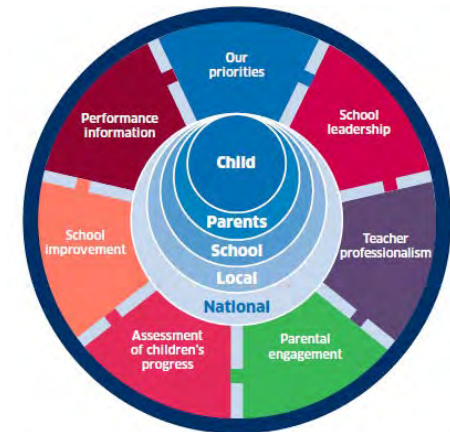
### Language and Literacy

#### Appendix 5

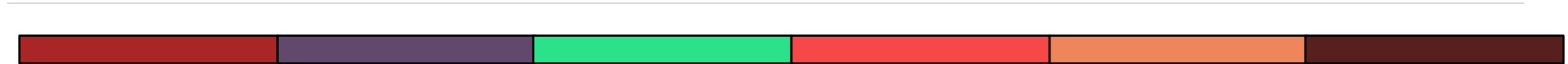
November 2017  
Updated October 2018



**ORKNEY**  
ISLANDS COUNCIL



1546



**Education and Improvement work stream action plan: Language and Literacy**  
**Key Lead: Carol McManus, Service Improvement Officer: Literacy and Language**

Reference to Orkney 2020 plan

Reference to Education, Leisure and Housing Service Plan 2016-2019

Community Learning and Development Partners Plan 2018-2021; Family Learning 2.1; Learning Pathways 3.1; 3.4

**Linked to QI/Theme:**

- SE
- 1.2 Leadership of learning
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.6 Transitions
- 2.7 Partnerships
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

**Linked to National Improvement Framework Priority:**

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

**Linked to National Improvement Driver:**

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- Performance Information
- School Improvement





**What difference will it make for learners? (what impact do we expect to see?):**

**Outcomes for Learners:**

- Have made good progress in their literacy learning evidenced by robust evaluative data/teacher professional judgements irrespective of any identified disadvantages/barriers to learning that they may experience.
- Will experience a Literacy curriculum that for them has coherence, relevance, depth, challenge, progression, enjoyment, personalisation and choice.
- Will be motivated, engaged in their learning and feel appropriately challenged and supported to make the best progress/attainment that they can.
- Have a clear understanding and development of core skills they will need to acquire for future employability/career pathways.

<b>What exactly are we going to do? (details of specific actions)</b>	<b>Who will lead this? (key responsibilities)</b>	<b>Timescales (by when)</b>
<p><b>Strategic planning/leadership</b></p> <ul style="list-style-type: none"> <li>➤ Establish membership of a new Northern Alliance Strategic Literacy group to support and develop a Literacy Strategy and longer-term action plan.</li> <li>➤ Link to National Literacy work stream (Education Scotland).</li> </ul>	C McManus	August/Sept 2017 Complete
<p><b>Strategic planning/leadership:</b></p> <ul style="list-style-type: none"> <li>➤ Establish a cross stage Orkney Literacy working group to support and consult on the work of National/NA and local Literacy initiatives.</li> </ul>	C McManus/Literacy Working Group	August/Sept 2017 Complete
<p><b>Development of curriculum/Learning pathways</b></p> <ul style="list-style-type: none"> <li>➤ Reviewing existing Orkney framework:</li> </ul>	SIOs/HTs/PTs/CTs/Pupil Support	September 2018 – February 2019

1549



<ol style="list-style-type: none"> <li>1. How/ is the framework being used/ what gaps? Link to each school's curriculum rationale/design.</li> <li>2. What learning pathways are currently in place for talking and listening/reading and writing? What resources are supporting these pathways?</li> <li>3. Link to deeper principles of literacy learning (Principles Paper)</li> <li>4. Benchmarks – how are these effectively linked to the framework?</li> </ol>		
<p><b>Skills for learning, life and work</b></p> <ul style="list-style-type: none"> <li>➤ Ensure opportunities and progression of Literacy skills within the context of Developing the Young Workforce are developed within curriculum design and learning pathways.</li> </ul>	SIOs/HTs/PTs/CTs/Pupil Support/DYW business group	September 2018 – February 2019
<p><b>Continuous improvement: 3.2 Raising attainment and achievement) (Scottish Innovation funds):</b></p> <p>Literacy work streams:</p> <p>Raising literacy attainment through play Lead: Lynda Keith</p> <p>Continuation of implementation of early/first (Cohort 1 and 2) (See separate action plan)</p> <p>Link with Early Years work stream (See separate action plan)</p>	L Keith A McCracken I Rendall E Clements C McManus	August–June 2018 Complete

<p>Tracking and monitoring of impact on learners Emergent reading – diagnostic testing and next steps. Lead: Amy McCracken</p> <p>Peedie Talkers, Peedie thinkers: Lead Ingrid Rendall</p> <p>Tracking and monitoring of impact on learners and next steps identified. (See separate action plan)</p> <p>Philosophy for children (Lead Emma Clements): See separate action Plan)</p>		
<p><b>Personalised support</b></p> <p>Universal – Audit of differentiation in Literacy, learning and teaching/next steps planned to feed into Year 2</p> <p>Linked to Educational Psychology/Pupil Support team action plan</p>	<p>Pupil Support/ Educational Psychologist</p>	<p>August 2018 - June 2019</p>

What exactly are we going to do? (details of specific actions)	Who will lead this? (key responsibilities)	Timescales (by when)
<p><b>Continuous improvement: 3.2 Raising attainment and achievement) (Scottish Innovation fund)</b></p> <p>Literacy work streams:</p> <ol style="list-style-type: none"> <li>Raising literacy attainment through play (Lynda Keith).  Continuation of implementation developing into second/third levels, ensuring continuity and progression across levels (See separate action plan) Cohort 2 - to complete programme at Early/First Level. Link with Early Years work stream (See separate action plan)</li> <li>Emergent reading – diagnostic testing and next steps (Amy McCracken)</li> <li>Peedie Talkers, Peedie thinkers: Roll out across Early/First Levels</li> <li>Philosophy for children: Emma Clements (See separate action Plan)</li> </ol>	<p>L Keith D Peace I Rendall E Clements (C McManus)</p>	<p>August 2018 – June 2019</p>
<p><b>Learning and engagement</b></p> <ul style="list-style-type: none"> <li>➤ Digital Technologies; Roll out Early /First levels with focus on key skills in literacy and digital technology.</li> <li>➤ Develop an Orkney Literacy Glow site.</li> </ul>	<p>C McManus/ National/ local working groups/ G Bevan</p>	<p>August 2018 – June 2019</p>
<p><b>Quality of teaching</b></p> <ul style="list-style-type: none"> <li>➤ Planning for Literacy: Approaches to Listening and Talking, Reading and Writing: A linked pedagogy within the Orkney Framework. Word, sentence, text. Purpose/context.</li> <li>➤ Audit and evaluate current resources, identify gaps, and implement key resources.</li> </ul>	<p>L Keith Education Scotland/National/ Local working groups</p>	<p>June 2018 Ongoing Revised completion date June 2019</p>

<p><b>Effective use of assessment</b> Please see Data Management Tracking, Monitoring and Reporting Action Plan (Morag/Graham)</p> <p><b>Formative assessment – strategies/target setting</b></p> <p>Explore, evaluate core assessments currently in use to measure progress. Agree core suite of assessments and implement into tracking planners (this will link in with continuity of play-based project):</p> <ul style="list-style-type: none"> <li>➤ Look at benchmarks in terms of wider range of holistic tasks, link between reading and writing, motivation as learning, spelling, grammar.</li> </ul>	<p>M Miller/G Bevan/ C McManus</p>	<p>Ongoing</p>
<p><b>Planning, tracking and monitoring</b> Summative assessments including standardised testing next steps/data 'rich', evaluating and planning for learning and teaching.</p>	<p>M Miller/G Bevan/ C McManus</p>	<p>Ongoing</p>
<p><b>Personalised support:</b> <b>Targeted</b> – Planning for interventions and improvement.</p> <p>Educational Psychology/Pupil Support team action plan.</p>	<p>Pupil Support/ Educational Psychologists</p>	<p>Ongoing</p>



What exactly are we going to do? (detail of specific actions)	Who will lead this? (key responsibilities)	Timescales (by when?)
<p><b>Engaging families in learning</b>            Audit and review impact of:</p> <ul style="list-style-type: none"> <li>➤ How schools engage families in their children’s learning e.g. learning logs/journals/blogs/Read, write, count;</li> <li>➤ Community projects;</li> <li>➤ How we communicate with families;</li> <li>➤ Review impact of reporting on learners’ learning.</li> </ul>	G McKinlay K Spence C McManus	2019-2020
<p><b>Early intervention and prevention</b></p> <ul style="list-style-type: none"> <li>➤ Catherine Diamond Early Years Plan Action Plan</li> <li>➤ Link with early intervention and other family programmes established</li> </ul>	C Diamond	Ongoing
<p><b>Learning and engagement</b></p> <p>Digital Technologies; Roll out second/third levels</p>	G Bevan	2019-2020
<p><b>Personalised support: Removal of barriers to learning</b></p> <ul style="list-style-type: none"> <li>➤ Educational Psychology/Pupil Support Team Action Plan</li> </ul>	Pupil Support/ Educational Psychologists	2019-2020





<b>What exactly are we going to do? (details of specific actions)</b>	<b>Who will lead this? (key responsibilities)</b>	<b>Timescales (by when?)</b>
In-depth overview of impact to date, identifying next steps for next strategic plan.	C McManus/ Orkney Literacy working group/Head Teachers/SIOs	2020-2021
Literacy plan developed for 2021-2024	C McManus/ National/local Literacy groups	June 2021
Literacy Policy/guidance in place	C McManus/ National/local Literacy groups	June 2021





**Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)**

Taking a staged, progressive, coherent approach to developing literacy, across all stages and working with key partners, ensures that any developmental/key skills gaps are identified early and are addressed for all children. Progressive pathways, supported by quality flexible programmes and resources for learners, with a skilled and knowledgeable teaching staff, ensures that all children will be able to understand where they are with their learning and where they need to go next with the appropriate support/challenge. Through a universal and targeted approach to family learning all learners will ensure they receive the right support /challenge at the right time. Support for families will also ensure that all parents/carers/learners have the highest expectations for their children linked to an awareness of the employability skills, particularly through Literacy, that needs to be acquired to ensure choice and positive destinations for their children irrespective of any disadvantages that they may encounter.

**Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)**

Collaboration through the National Literacy Group/Northern Alliance/Orkney Literacy working group/Head Teacher/teacher cluster groups will support staff in developing Literacy in schools and raising attainment for all. By sharing planning/resources and implementation through joint working, this will reduce any excessive individual workload. Literacy is a key priority for the Service and features in the Service Improvement Plan which is aligned to School Improvement Plans. The time implications for this initiative are therefore reflected in the Working Time Agreement for all the schools. All support tools and resources have been created centrally and shared on the Literacy Glow site with the aim to tackle bureaucracy through housing everything in one place.





**Improvement Priority title: 1+2 Languages**

Reference to Orkney 2020 plan

Reference to Education, Leisure and Housing Service Plan 2016-2019

Community Learning and Development Partners Plan 2018-2021

**Linked to QI/Theme:**

- SE
- 1.2 Leadership of learning
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.6 Transitions
- 2.7 Partnerships
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

**Linked to National Improvement Framework Priority:**

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

**Linked to National Improvement Driver:**

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- Performance Information
- School Improvement



**What difference will it make for learners? (what impact do we expect to see?):**

- Be motivated, confident and enthusiastic in their language learning.
- Reflect and develop skills to learn a new language.
- Improve and understand more securely aspects of literacy in their first language.
- Have a greater understanding of future career choices and pathways in language learning leading to greater participation and involvement through the Broad General Education, senior phase and beyond.
- Develop a clear understanding of active global citizenship.


**Staff as learners will:**

- Increase percentage of uptake for studying languages at the senior phase.
- Increase percentage of young people seeking/achieving future employment/study using their language/cultural skills and understanding.
- Teach motivated, engaged and enthusiastic learners.
- Be knowledgeable and confident in teaching languages.
- Clearly understand the link between acquisition of first and future languages.

**Success criteria (how will we know if the change has been an improvement?):**

**Pupils as learners will:**

- Gain confidence and proficiency in speaking, listening, reading and writing a second language.
- Have a greater understanding of the links between their first and second language.
- Recognise the benefits of learning another language for their mental wellbeing, enjoyment and for their future economic/social wellbeing as a global citizen.
- Experience wide and varied opportunities to develop their language skills within meaningful contexts and through an IDL approach wherever possible.
- Have greater understanding/awareness of languages as a means of further employability / uptake in languages taken up at senior phase leading to future employment opportunities.

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- Experience wide and varied opportunities to develop their language skills within meaningful contexts and through an IDL approach wherever possible.
  - Have greater understanding/awareness of languages as a means of further employability/uptake in languages taken up at senior phase leading to future employment opportunities.

**Staff as learners will:**

- Have a greater shared understanding and input into a consistent and progressive programme of knowledge/skills and cultural awareness.

**Year 1 2017-2018 L2 Primary/Secondary: Implementation and development**

**Specific target:** Implement L2 at P5 (or earlier) and develop L2 progression planner /resources for P5-P7.  
Plan for continuity and progression for L2 from 1<sup>st</sup> to 2<sup>nd</sup> level.  
Pilot L3 in two schools.

Responsible	Actions	Time	Evaluation / Evidence of impact expected	
Working group/ C McManus/ Secondary partners/E&W clusters/Education Scotland/Northern Alliance	Participate in Northern Alliance collaborative working.  COLLABORATION.	January 2017	Collaboration will support development of the policy and curriculum development.	
C McManus/ Development Team	Through cluster meetings agree L3.  COLLABORATION	By June 2017	All stakeholders are clear as to expectations for subsequent developments in relation to L3.	
C McManus/ Development officer	Establish 1+2 Development Officer post.	Sept – 2017 (for one academic year)	Development officer in place. Outcome for learners achieved through action plan being implemented 2017-2018.	
Development officer/Language PTs/P5-7 teachers	Begin Pilot L3 (Spanish) in East Mainland for Shapinsay and Hope Primary through trailing/developing of Lightbulb resources.  CURRICULUM	Sept- July 2018	L3 from P5 in place in pilot schools.	
Development Officer/Language PTs	In service day for the introduction to Lightbulb resource for L2 in P4 to P7.  CURRICULUM	October 2017	Primary staff are delivering the resource for P4 to P7 to pupils.	

1560

Development Officer/C McManus	Produce and distribute a progression framework linked to the benchmarks, including resources to support the delivery of L2 across P1-S1. CURRICULUM	October 2017	All Primaries have introduced L2 from P5 or earlier and are planning for next session delivery across P1-P7 and into S1.	
Development Officer/ G Bevan/IT support/ C McManus	Develop GLOW site for sharing practice and resources. COLLABORATION and PROFESSIONAL DEVELOPMENT	Term 3 2018	All the information around 1+2 and all the resources are available online to support staff.	
Development Officer/Working group/SIOs/HTs	Audit provision and progress so far across all primary schools.	Term 3 2018	An overview of L2 across the Authority will be in place to support planning and next steps.	
Development officer/ C McManus	Self-evaluation: Review and impact so far/next steps. COLLABORATION and PROFESSIONAL DEVELOPMENT	Term 4 2018	Learners' outcomes met.	

<b>Year 2 2018-2019 L3 Primary/Secondary: Developing, embedding and sustainability</b>				
<b>Specific targets:</b> Implement L2 from P1 through to the BGE in secondary with a focus on progression Work together to develop a shared understanding of standards through moderation Plan for the introduction of L3 at 2 <sup>nd</sup> level				
<b>Responsible</b>	<b>Actions</b>	<b>Time</b>	<b>Evaluation / Evidence of impact expected</b>	
Pilot Schools/ Development Team (Officer?)	L3 Lightbulb resources ready for sharing/developing with all schools through a range of HT and teacher cluster meetings. CURRICULUM	Term 1 2018	The L3 resource is complete and has been shared with all staff.	
HTs/teaching staff/Secondary PTs/Development team (officer?)	Develop moderation of L2 across sectors using the benchmarks. COLLABORATION	Two twilight sessions Terms 2/3 2018	Professional dialogue will have taken place and there will be an improved shared understanding of levels.	
C McMaManus/ Development team (officer)	Plan for and implement Term 3 transition projects for L2. CURRICULUM	Terms 2/3 2018	Continuity and progression will be embedded within and across levels transition projects.	
Development team (officer)/C McManus/ SCILT/Education Scotland	In service day for P5-7 teaching staff to develop understanding of L3. Share resources and practice. PROFESSIONAL DEVELOPMENT	Feb '18	Teaching staff will be able to plan effectively for L3 based on key principles of Curriculum for Excellence and able to utilise resources and develop ideas through sharing practice.	
All HTs/Language PTs/Skills development Scotland/SCILT	Engage with parents/young people- information sharing – highlighting the World of Work opportunities. COMMUNICATION AND ENGAGEMENT	Term 1 2017	Parents and young people will have an increased awareness of 1+2 and pathways to and opportunities within the World of Work.	
Development officer/C McManus	Self-evaluation: Review and impact so far/next steps through triangulation of evidence throughout the year.	Term 4 2019	Learners' outcomes met.	

1562



**Year 3 2019-2020 Secondary: Developing, embedding and sustainability**

**Specific targets:** Embed L2 in Upper Primary and the BGE in secondary  
 Develop further opportunities to study L2 and L3 to a national qualification/course and employability, through partnership working

Responsible	Actions	Time	Evaluation / Evidence of impact expected
A Mottershead/ SDS/College/ Language PTs/ SCILT/Education Scotland/Northern Alliance/Business partners/Primaries	<p>Primary/secondary staff collaboratively plan an IDL or overarching yearly theme, context My World of Work – working with various partners. 2x cluster meetings. (GLOW)</p> <p>CURRICULUM/COLLABORATION/ PROFESSIONAL DEVELOPMENT</p>	<p>Term 3 IDL</p> <p>Term 1/2 x 2 twilight meetings for planning</p>	<p>An increased percentage of young people are presenting/achieving at National 5 and Highers.</p> <p>Increased numbers of young people are successfully applying for Higher Education language courses</p> <p>Increased numbers of young people are entering careers that have elements of modern language acquisition</p>
Language PTs/primary staff	<p>Moderate progression of levels of 2<sup>nd</sup> and 3<sup>rd</sup> level across school sectors through 2x cluster meetings with primary and secondary colleagues (within IDL) using the benchmarks.</p> <p>CURRICULUM/COLLABORATION/ PROFESSIONAL DEVELOPMENT</p>	<p>Term 4</p> <p>Two 'split' sessions for moderation of levels with IDL context.</p>	<p>Staff have a clear, shared understanding of standards and how and what to plan for next steps in learning for their learners. Learners are clear as to where they are and next steps in their learning.</p>

1563



Language PTs/College/SCILT	Ensure opportunities for pedagogical language learning for Primary staff through accredited pathways/ masterclasses/resources. (GLOW) PROFESSIONAL DEVELOPMENT	Term 3 2020	Staff are confident, enjoy and are knowledgeable in teaching languages, with a clear understanding of progression across the levels.	
Development officer/C McManus	Self-evaluation: Review and impact so far/next steps through triangulation of evidence throughout the year.	Term 4 2020	Learners' outcomes met.	



## Year 4 Self-evaluation

### Specific Targets: Audit/Review of plan: Impact and next steps for languages 2021- 2024

Responsible	Actions	Time	Evaluation / Evidence of impact expected
Language PTs/College/ SCILT	Ensure opportunities for pedagogical language learning for Primary staff through accredited pathways/masterclasses/resources. (GLOW)  PROFESSIONAL DEVELOPMENT	4 x twilight masterclass sessions	Staff are confident, enjoy and are knowledgeable in teaching languages, with a clear understanding of progression across the levels.
Development team, PTs of Language, HTs	Audit of primary/secondary schools through robust data gathering (triangulation of evidence) and next steps identified.	Term 1 - 3	An increased percentage of young people are presenting/achieving at National 5 and Highers.  Increased numbers of young people are successfully applying for Higher Education language courses  Increased numbers of young people are entering careers that have elements of modern language acquisition
Development team (officer), PTs of Language	Develop an Orkney Modern Language Policy/Practice paper	Term 4	Consistency of development of modern languages across the authority in line with National and Local drivers.



**Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)**

Taking a staged, progressive and flexible approach to developing modern languages, across all stages and working with key partners, ensures that developmental gaps in acquiring and applying modern language skills for all children are addressed. A progressive pathway for learners ensures that all children will be able to understand where they are with their learning and where they need to go next with the appropriate support/challenge. Support for families will ensure that all parents/carers/learners will be aware of various employability opportunities to ensure choice and positive destinations for all.

**Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)**

The introduction of a 1+2 Development Officer post and working group will support staff through a collaborative approach to implementing and developing modern languages in schools. 1+2 is a key priority for the Service and features in the Service Improvement Plan which is aligned to School Improvement Plans. The time implications for this initiative are therefore reflected in the Working Time Agreement for all the schools. All support tools and resources have been created centrally and shared on the Modern Language 1+2 Glow site with the aim to tackle bureaucracy through housing everything in one place. Collaborative cluster meetings will also support collegiate sharing and joint working thus reducing any excessive individual workload.

1566



**Improvement Priority title:**

Raising Attainment in Literacy, Language and Communication: Taking a developmental approach to Emerging Literacy

**Linked to QI/Theme:**

- Q.I 1.3 – Leadership of change
- Q.I 2.3 – Learning, teaching and assessment
- Q.I 2.5 – Family learning
- Q.I 2.7 – Partnerships
- Q.I 3.2 – Raising attainment and achievement

**Linked to National Improvement Framework Priority (check any that apply):**

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

**Linked to National Improvement Driver (check any that apply)**

- School Leadership     Teacher Professionalism     Parental Engagement     Assessment of Children’s Progress

**What difference will it make for learners? (what impact do we expect to see?):**

Pupils as learners will:

- Experience a developmentally appropriate curriculum using the developmental continua to support current programmes.
- Have developed the foundation skills required for early reading and writing, resulting in positive destinations and literacy attainment.
- Be tracked using the developmental continua to ensure that individual needs are met.

Staff as learners will:

- Understand the developmental approach to Emerging Literacy at the Early Level.
- be able to articulate the progress of each learner, based on robust evidence.

1567

**Success criteria (how will we know if the change has been an improvement?):**

Pupils as learners will:

- Have secure foundation skills in early reading and writing.
- Make appropriate progress in Literacy within the Early Level.

Staff as learners will:

- Demonstrate research-based practice.
- Be able to articulate the progress of each learner.

<b>What exactly are we going to do? (detail of specific actions)</b>	<b>Who will lead this? (detail of responsibilities and timescales)</b>
1. Attend whole day training for Emerging Literacy.	June 2017
2. Deliver introductory family learning workshop on Emerging Literacy.	Term 4 2016/2017 or Term 1 2017/2018 – P1 Teacher/ SMT
3. Complete initial Emerging Literacy assessments with P1 children.	August 2017 – P1 Teacher (with relevant SMT support)
4. Attend 4 Local Networks during the 2017/2018 session.	August 2017 – May 2018 – P1 Teacher/ SMT
5. Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, tracking progress.	Ongoing: 2017/2018 – P1 Teacher/ SMT
6. Ongoing universal and targeted support is given to families on the progress children are making and ways which they can support at home.	Ongoing 2017/2018 session – P1 Teacher/ SMT
7. Information to be passed from the Primary 1 teacher (2017/2018) to Primary 2 teacher (2018/2019) on the progress that learners have made within the four key skill areas of Emerging Literacy.	Term 4 of 2017/2018 session – P1 Teacher/ P2 Teacher


1568



<b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?)</b>	<b>Who will lead this? (detail of responsibilities and timescales)</b>
Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor progress.	P1 Teacher and in discussion with Senior Management Team
End of Level Teacher Judgements for Primary 1 – Achievement of Early Level, including P1 National Standardised Assessment data.	P1 Teacher and in discussion with Senior Management Team
Evidence of attendance and feedback from family engagement workshops.	Senior Management Team
Evidence of on-going interactions between schools and families to provide universal and targeted support.	P1 Teacher/ Senior Management Team
Monitoring of learning experiences which take a developmental approach across the Early Level.	Senior Management Team
<b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b>  Taking a developmental approach to Emerging Literacy ensures that the developmental gaps in foundational reading and writing skills for all children are addressed to ensure that literacy learning is built upon a solid foundation. Emerging Literacy plans for the gaps of all children taking a targeted approach.	

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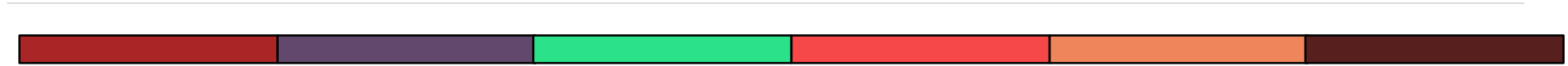
Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

The Emerging Literacy Networks are mechanisms which support staff through a collaborative approach to learning. The time implications reflected in the 'Expected resource needs' is reflected in the Working Time Agreement for the school. The support tools which have been created centrally and shared on [www.highlandliteracy.com/emerging-literacy](http://www.highlandliteracy.com/emerging-literacy) aim to tackle bureaucracy through housing everything in one place. The school is developing a whole-school approach to Emerging Literacy through the collegiate support materials provided through the Emerging Literacy networks.

Expected resource needs (including costings if applicable).

- **Highland Council - Emerging Literacy – Support Resources**
- Network Twilights – 10 hours (if out-with the school day)
- Initial resource set-up and organisation of resources – 10-15 hours
- Whole-day training – 5 hours
- Ongoing dialogue – P1 Teacher/ SMT

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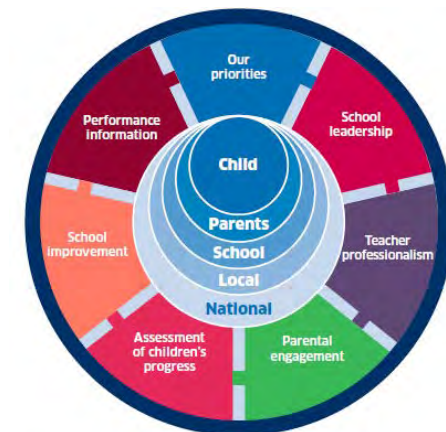
# The National Improvement Framework

## Orkney Islands Council Education Improvement Plan

### Numeracy and Mathematics

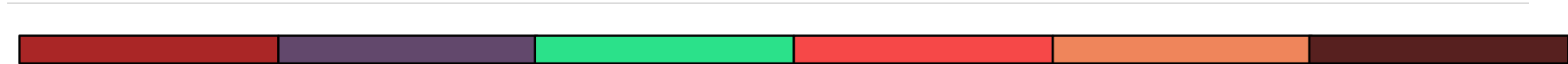
#### Appendix 6


November 2017  
Updated October 2018



1572







**Education and Improvement work stream action plan: Numeracy and Mathematics**

**Key Lead: Graham Bevan, Service Improvement Officer: Numeracy and STEM**

**Improvement Priority title:** To deliver coherence and consistency in high quality learning and teaching in Numeracy and Mathematics across all schools.

Reference to Orkney 2020 plan: Learning

Reference to Education, Leisure and Housing Service Plan 2016-2019: Promote Successful Thriving Communities – 2.2b and 2.2c

Reference to the Orkney's Children's Services Action Plan: Poverty and Disadvantage; Communication and Information Sharing & Common Approaches to Working with Children and Young People.

Community, Learning and Development Strategy: Partners and Participation – Target 6 & 7

**Linked to QI/Theme:**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising attainment and achievement

**Links to National Improvement Framework Priority:**

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

**Links to National Improvement Drivers:**

- School Improvement     School Leadership     Teacher Professionalism     Parental Engagement   
Assessment of Children's Progress     Performance Information



### **What difference will it make for learners?**

Pupils as learners will:

- Experience consistent and coherent high-quality learning experiences in Numeracy and Mathematics.
- Be confident in talking and thinking mathematically.
- Develop key skills for Numeracy and Mathematics in everyday life.

Staff as learners will:

- Be confident with key issues and current thinking about effective practice in Numeracy and Mathematics.
- Reflect upon the impact of developing growth mind-sets for both staff and pupils in changing attitudes to Maths.
- Will be confident in identifying the progression in and across the curriculum organisers, making links and connections to reduce the possible gaps in pupils' learning.
- Be confident in planning and assessment to ensure coherence, depth and consistency in pupil learning.

### **Success criteria**

Pupils as learners will:

- Demonstrate increased engagement in the learning process in Numeracy and Mathematics.
- Be able to discuss strategies, processes and demonstrate positive attitudes towards learning through increased confidence.
- Apply mathematical learning in different contexts and with increased skill.

Staff as learners will:

- Identify the key features of an effective and high-quality Numeracy and Mathematics programme.
- Implement a range of high quality teaching and learning experiences to meet the needs of all pupils.
- Reflect upon the most effective ways in which to raise attainment in Numeracy and Mathematics.
- Be confident in tracking pupil progress and in promoting pupil ownership of their own learning.

What exactly are we going to do?	Who will lead this? (detail of responsibilities and timescales)	Timescales (by when)
<b>Numeracy and Mathematics curriculum</b>		
<p>Effective Teaching and Learning – Whole school progression in Place Value and Mental Maths.</p> <p>This course will address current thinking and research into the most effective practice in teaching and learning and in raising attainment. It will provide an opportunity for staff to work in both levels and in school groups to reflect upon current practice and identify their own plan for improvement over the year. A whole school programme for developing Place Value and Mental Maths approaches will be promoted to ensure that the foundations of both aspects of Maths are understood and shared by all. Links will be made to the National Improvement Hub and to current work undertaken by the Northern Alliance. A whole school task will be given and the progress of this monitored during Service Improvement Officer school visits. Tracking procedures will be put in place for effective monitoring of progress through baseline assessments to ensure accurate starting points for pupils. Explicit links will be made to the Curriculum for Excellence Benchmarks and implications for planning and assessment.</p>	<p>Lynda Keith followed through by Service Improvement Officers and senior school leaders.</p> <p>Review within schools for self-improvement</p>	<p>October 2017: In-service Complete</p>

<p><b>Day 1: Developing progression in Calculation and consistent approaches</b></p> <p><b>Day 2: Progression in Fractions, Decimals and Percentages</b>  This two-day course for staff in P5 to S2 will focus on the upper stages of primary and first two years of Broad General Education to ensure that staff have the opportunity to discuss the pedagogy of effective calculation processes and progression in <b>how</b> pupils learn as well as <b>what</b> they are learning. Staff will be able to identify where difficulties occur in Fractions, Decimals and Percentages and plan for effective ways to take this forward to promote understanding and links in learning and avoid gaps. Explicit links will be made to the Curriculum for Excellence Benchmarks and implications for planning and assessment. A follow through task will be set based on the content for review in each school and to be brought back to the next day of the course.</p>	<p>Lynda Keith followed through by Service Improvement Officers and senior school leaders</p>	<p>November 2017  Focus reviewed:  This area was re-focused to work designed for a smaller group which will take place throughout session 2018-2019</p>
<p><b>Developing a Problem-Solving approach</b>  This course will follow on from November with the same group of staff in P5 – S2 to focus on the key skills and processes to enable children to become confident mathematical problem solvers. It will exemplify a range of contexts for learning to ensure that problem solving approaches can not only be applied across the Curriculum for Excellence organisers but across all areas of learning. Review and evaluation of the group project will be built in to continue the topics covered, gather data on effectiveness for review at the end of the session. Explicit links will be made to the Curriculum for Excellence Benchmarks and implications for planning and assessment.</p>	<p>Lynda Keith followed through by Service Improvement Officers and senior school leaders.</p>	<p>January 2018  Focus reviewed:  This area was re-focused to work designed for a smaller group which will take place throughout session 2018-2019</p>

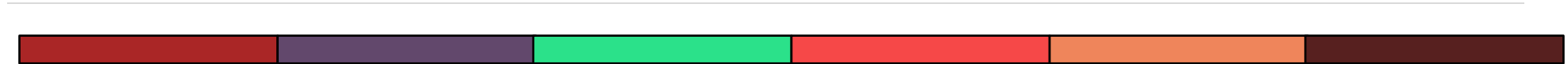
<p>Review of P5 – S2 project with recommendations identified for whole school developments in session 2018 – 2019.</p>	<p>Lynda Keith followed through by SIOs and senior school leaders.</p>	<p>May 2018 Complete</p>
<p>This session will build on the recommendations from the P5 – S2 group and also link with the play – based pedagogy in Literacy groups to focus on effective practice in Numeracy and Mathematics in <b>Early Level and First Level</b>.</p> <p>During this session a coherent programme will be delivered and monitored with similar monitoring of the impact on practice in key aspects of Numeracy and Mathematics in setting the foundation for pupil confidence through active engagement in learning. It will take cognisance of any issues arising from the Benchmark assessments to date and build on feedback from work undertaken with P5 – S2 staff. The key focus will be on Early Counting, the four Number Operations, revisiting Mental Maths approaches and Fractions.</p> <p>By the end of the year a customised whole school programme will be created for Orkney Islands Council on the key aspects implemented on 2017 – 2019 and recommendations drawn up for how the programme can be extended to focus in 2019 – 2020 on all other aspects of Mathematics, making appropriate links for quality learning experiences.</p>	<p>Lynda Keith followed through by Service Improvement Officers and senior school leaders. Play – based learning in Literacy groups will also lead in focusing on effective early pedagogy and make connections to Mathematics and Numeracy.</p>	<p>Session 2018/19</p>

<p>The focus will be on the evaluation of the programme in place to date and building on data generated. The focus will change to the how and what in effective teaching and learning of time, money, information handling, measure, shape, position and movement. We will evaluate current practice and develop progression within each aspect of maths as well as the links and connections within these and also the aspects of numeracy required for real application and understanding in everyday life.</p>	<p>Lynda Keith followed through by Service Improvement Officers and senior school leaders. Play – based learning in Literacy groups will also lead in focusing on effective early pedagogy and make connections to Mathematics and Numeracy.</p>	<p>Session 2019/2020</p>
<p>With increased confidence and shared understanding of a coherent programme for children and young people, the focus will promote Family Learning and how positive attitudes can affect pupils, young people and adults in Orkney Islands Council.</p>	<p>Lynda Keith followed through by Service Improvement Officers and senior school leaders. Play – based learning in Literacy groups will also lead in focusing on effective early pedagogy and make connections to Mathematics and Numeracy.</p>	<p>Session 2020/2021</p>

<p><b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b></p>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p>
<ul style="list-style-type: none"> <li>➤ Achievement of stated targets within timescales</li> <li>➤ Broad General Education and Senior Phase attainment results over time</li> <li>➤ Monitoring and Moderation outcomes</li> </ul>	<p>Service Improvement Officer – Numeracy and STEM</p>
<p><b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b></p> <ul style="list-style-type: none"> <li>➤ This programme is designed to ensure excellence and equity for all. It will link to the Family Learning Work Steam to identify where and how support can be added for those at risk of missing out.</li> </ul>	
<p><b>Staff wellbeing and pastoral support implications: (How will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</b></p> <ul style="list-style-type: none"> <li>➤ Key developments will take place within the working day and where not this will be linked to the Working Time Agreement.</li> <li>➤ Quality support for staff from Lynda Keith.</li> <li>➤ Support for Service Improvement Officers and Senior Leaders.</li> </ul>	
<p><b>Expected resource needs (including costings if applicable). Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:</b></p> <ul style="list-style-type: none"> <li>➤ Time</li> <li>➤ Funding</li> </ul>	

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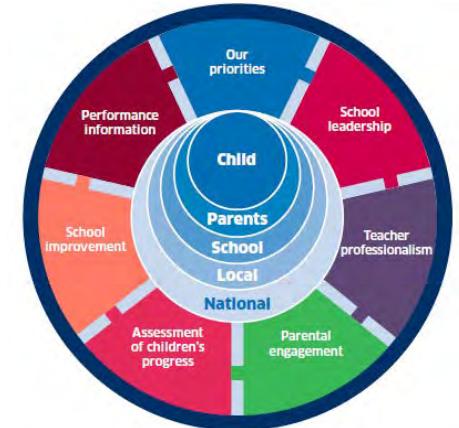
# The National Improvement Framework

## Orkney Islands Council Education Improvement Plan

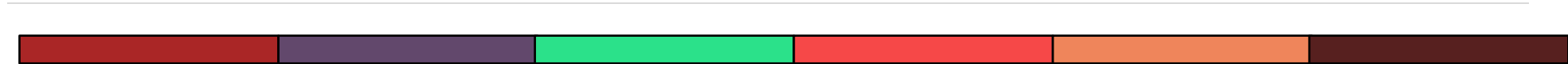
### Health and Wellbeing

#### Appendix 7

November 2017  
Updated October 2018



1582





**Education and Improvement work stream action plan: Health and Wellbeing**

**Key Lead: Morag Miller, Service Improvement Officer: Health and Wellbeing**

**Improvement Priority title:** To deliver consistently high-quality learning and teaching in the Health and Well-being curriculum across all schools.

Reference to Orkney 2020 plan:

Health and Wellbeing, P8; Learning P20

Reference to Education, Leisure and Housing Service Plan 2016-2019:

Priority 1 – Care and support for those who need it

Priority 2 – Communities and schools

Reference to 'Clear and Connected', Orkney Children's Services Action Plan 2017-20:

Theme 1 – wellbeing for children and young people

Theme 2 – Relationships

**Linked to QI/Theme:**

- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.1 Improving wellbeing, equality and inclusion

1584



**Links to National Improvement Framework Priority:**

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

**Links to National Improvement Drivers:**

- School Improvement  School Leadership  Teacher Professionalism  Parental Engagement   
Assessment of Children's Progress  Performance Information

**What difference will it make for learners? (what impact do we expect to see?):**

Pupils as learners will:

- Experience consistent, high quality learning experiences in health and wellbeing.
- Be confident that they feel safe in any establishment.
- Build the skills and resilience needed to lead safe and healthy lives.

Staff as learners will:

- Be confident with the health and wellbeing programme and delivery within schools and with partners from other agencies.
- Will provide a consistent approach to investigating, following up and recording incidents of bullying.
- Be confident with approaches and protocols for responding to knife incidents.

1585

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
<b>Project 1 - Health and wellbeing curriculum</b>		
<p>By June 2019, all schools in Orkney will be implementing 'Jigsaw' as the core overarching programme for health and wellbeing.</p> <p><b>2016/2017:12 schools;</b> Burray and Hope; Evie and Firth; Orphir and Stenness; St Andrews; North Walls; Dounby; Stromness Primary School; Shapinsay; Rousay</p> <p><b>2017/2018: 6 schools:</b> Eday; Papa Westray; Sanday; Stronsay, Westray; Stromness Academy (trial for secondary materials).</p> <p><b>2018/2019 – 3 schools:</b> Papdale Primary School; Glaitness School; Kirkwall Grammar School (implementation of secondary materials).</p>	<p>Morag Miller/Head Teachers/Cathy Lyner/ Angela Milliken (Jigsaw)</p>	<p>2016/17 – 12 schools 2017/18 - 6 schools 2018/19 – 3 schools Complete for Primary Further consideration re. Secondary Ongoing</p>
<p>Junior High Schools and Stromness Academy to trial primary and secondary Jigsaw materials following the health and wellbeing programme from P1-S4.</p>	<p>Morag Miller/ Angela Milliken (Jigsaw)/Junior High Heads</p>	<p>Session 2017-2018 Complete</p>
<p>Arrange training in Jigsaw materials for schools when they begin to implement the programme.</p>	<p>Angela Milliken (Jigsaw)/Morag Miller</p>	<p>In arrangement with schools session 2017/2018 Complete</p>
<p>Review cross-referencing of Jigsaw materials with Curriculum for Excellence experiences and outcomes and benchmarks and if required plan for any gaps.</p>	<p>Angela Milliken (Jigsaw)/Morag Miller</p>	<p>Dec 2017 Complete</p>

Supplement Jigsaw materials with additional materials/resources/support where necessary, eg issues relating to diversity, including LGBT, nurturing approaches. Create an overview map of the health and wellbeing curriculum and the areas supplementing the Jigsaw programme.	Morag Miller/ Angela Milliken (Jigsaw)/Cathy Lyner/health colleagues	June 2018 Ongoing
Establish a suite of training and Career Long Professional Learning (CLPL) opportunities in conjunction with Orkney Health and Care (OHAC) for school staff in relation to key themes in health and wellbeing, eg sexual health, drugs education.	Principal Teacher (Learning Communities) Morag Miller/Cathy Lyner/health colleagues	June 2018 Ongoing
Provide consistent key information and approaches relating to the learning and teaching of sensitive areas for parents including template letters for schools, eg sexual health and drugs.	Morag Miller/Cathy Lyner/health colleagues	June 2018 Ongoing
Consider and develop ways of recognising pupils' achievement in health and wellbeing.	Morag Miller/ Angela Milliken/schools	June 2018 2018/2019 Ongoing
<b>Project 2 - Anti-bullying Policy, Following committee cycle expected to be complete by June 2018</b>		
Re-establish the working group and consultative group for writing anti-bullying policy. Complete task of writing policy.	Morag Miller along with working and consultative groups	Dec 2017 Complete
Ensure draft Anti-bullying strategy is sent out to relevant stakeholders for consultation and feedback.	Morag Miller	June 2018 Complete
Create flow-chart summary of key actions required by policy.	Morag Miller	June 2018 Complete

1587

Final report to be 'launched 'and implemented	Morag Miller	June 2018 Complete
Create key 'ethos type' questions to be included in any self-evaluation that schools and establishments undertake – refer to previous ethos questions/Education Scotland questions.	Morag Miller	June 2018 Ongoing
<b>Project 3 - Responding to a knife incident guidance, following committee cycle expected to be complete by June 2018</b>		
Review existing guidance for knife incidents – eg. Highland Council and Aberdeen City Council.	Morag Miller	Dec 2017 Complete
Create a flow chart using guidance with colleagues in the Police and OHAC.	Morag Miller/Police/OHAC	Dec 2017 Complete
Issue guidance to schools and establishments for comment.	Morag Miller	June 2018 Complete
Share guidance for schools and establishments at senior management meetings.	Morag Miller	June 2018 Complete
<b>Project 4 - Physical Education (PE) Work Stream 2018/2019</b>		
Ensure that schools are meeting the target of 2 hours of quality Physical Education per week for children and young people. Learning and teaching should follow a progressive programme in liaison with Physical Education teachers. Undertake audit of practise in schools.	Service Improvement Officer team/Principal Teacher: expressive arts	Session 2018/2019

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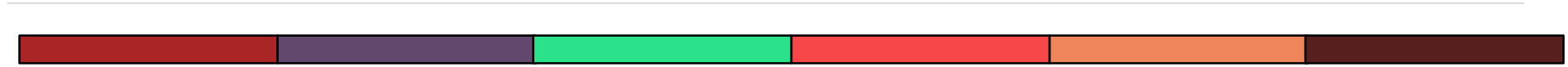
Ensure schools are aware of the difference between Physical Education, Physical activity and sport and this is reflected in school/Curriculum plans. Review schools use of new materials in Physical Education.	Service Improvement Officer team/Principal Teacher: expressive arts	Session 2018/2019
All schools to engage with the Sport Scotland School Awards programme.	Service Improvement Officer team/ Leisure Manager/ Head teachers	By June 2021

<b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next Improvement Plan Report?):</b>	<b>Who will lead this? (detail of responsibilities and timescales)</b>
<p><b>Project 1 - Health and well-being curriculum</b> Undertake review/audit of Health and Wellbeing programme in 2019/2020 once Jigsaw has been established in all schools. Sample learning and teaching, feedback from staff, pupils, families and partners. Review ways of recognising pupils' achievement in Health and Wellbeing.</p>	<p>Service Improvement Officer: Health &amp; Wellbeing To be completed in session 2018/2019</p>
<p><b>Project 2 - Anti-bullying Policy</b> Monitor implementation of policy during school visits - sample schools records. Continue to track and monitor incidences of bullying through school returns.</p>	<p>Service Improvement Officers on school visits Data through SEEMIS. Monthly monitoring through SEEMIS. Policy planned for July 2019.</p>
<p><b>Project 3 - Responding to a knife incident guidance</b> Monitor implementation of policy during school visits. Continue to track and monitor incidences through school returns.</p>	<p>Service Improvement Officers on school visits.</p>



<p><b>Project 4 - PE work stream 2018/2019 - As project 1 – subsume within whole school audit approach.</b></p> <p>Undertake review/audit of the PE programme 2019/2020 once it has been established in all schools. Sample learning and teaching, feedback from staff, pupils, families and partners. Review ways of recognising pupils' achievement in this area.</p>	<p>Service Improvement Officer: Health &amp; Wellbeing Principal Teacher: Expressive Arts</p>
<p><b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b></p> <p>Ensure impact assessment carries out against each project.</p>	
<p><b>Expected resource needs (including costings if applicable).</b></p> <p>Jigsaw materials - £18, 000</p>	





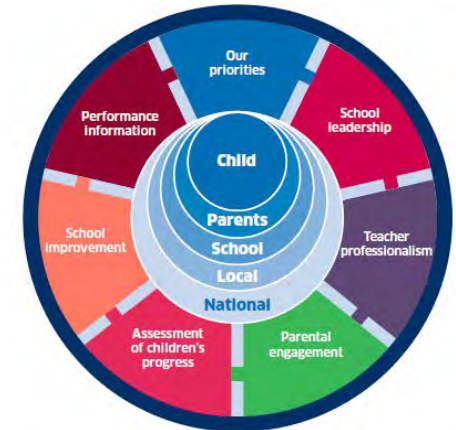
# The National Improvement Framework

## Orkney Islands Council Education Improvement Plan

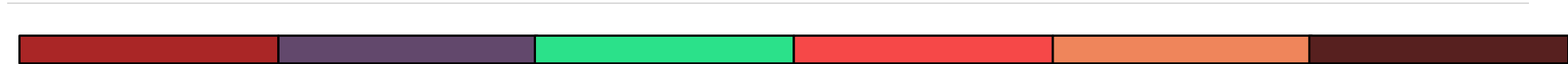
### Broad General Education Learning Pathways

#### Appendix 8

November 2017  
Updated October 2018



1592



**Education and Improvement work stream action plan: Broad General Education Learning Pathways**

**Key Lead: James Wylie, Head of Education (Curriculum & Community Learning)/Service Improvement Officer: Learning Teaching and Assessment**

**Improvement Priority title:** Review and development of all Curriculum Learning Pathways and resources to ensure quality consistent, progressive learning to ensure Excellence and Equity for all.

Reference to Orkney’s Community Plan: Our Environment; Learning; Culture.

**Reference to Education, Leisure and Housing Service Plan 2016-2019:**

Reference to integrated services plan: Relationships

Community Learning and Development Partners Plan 2018-2021 – Family Learning 2.1; 2.2; 2.3; 2.4; 2.5 and Learning Pathways 3.1; 3.2; 3.3; 3.4; 3.5

**Linked to QI/Theme:**

- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning/teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion.
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

**Links to National Improvement Framework Priority:**

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

**Links to National Improvement Drivers:**

- School Improvement  School Leadership  Teacher Professionalism  Parental Engagement   
Assessment of Children’s Progress  Performance Information

1594



## What difference will it make for learners:

### For Pupils:

- Equity and diversity of experience for pupils across all schools to ensure Excellence and Equity for all.
- Consistent, progressive, differentiated pathways/experiences for all pupils across the service.
- Learning experiences are designed to the Career Education standards, Literacy, Numeracy, Health and Well-being, Cross Cutting Themes and Digital Technologies.

### For Staff

- A shared knowledge and understanding of national and local expectation of standards in Data Management, Tracking, Monitoring, Moderation and Assessment in these Curriculum areas.
- A shared understanding of the agreed pathways and benchmarks in learning across Orkney and how these are integral to raising attainment across the curriculum. That they link directly the Career Education standards, Literacy, Numeracy, Health and Well-being, Cross Cutting Themes and Digital Technologies.

<b>What exactly are we going to do? (detail of specific actions)</b>	<b>Who will lead this? (detail of responsibilities)</b>	<b>Timescales (by when)</b>
Service Managers (Heads of Service; Service Improvement Officers; Head Teachers) to agree the implementation plan and timeline to ensure shared understanding of the plan across schools. Head Teachers to work with staff to agree appropriate time through the Working Time Agreement to address the Workload and Bureaucracy agenda.	Head of Education and Improvement Head of Life-long learning and Inclusion	January-February 2018 Complete
Establish working groups for each Broad General Education curriculum area. The working groups will establish terms of reference and review this plan to ensure clarity progression and milestones.	Head of Education and Improvement Service Improvement Officers Head Teachers	March 2018 Ongoing - Revised completion date November 2018
The working group membership and Leads will be presented to Head Teachers at the Education and Improvement Management Meeting.	Head of Education and Improvement	May 2018 Ongoing – Revised completion date November 2018
Audit present practice/pathways in learning across the Broad General Education including how they link to Literacy/Numeracy/Health and Well-being outcomes – Responsibility for All, Cross Cutting Themes, Digital Technologies, Career Education Standards, local groups/employment opportunities and the subject benchmarks.	Working Group leads	August - October 2019

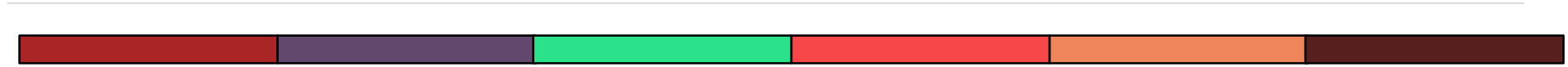
1596



Create a revised learning pathway across all curriculum areas that link to our strategy for Literacy/Numeracy/Health and Well-being outcomes – Responsibility for All, Cross Cutting themes, Digital Technologies, Career Education Standards, local groups/employment opportunities, subject benchmarks and the Tracking, Monitoring, Moderation and Assessment Strategy.	Working Group Leads	August 2018 - June 2020 Ongoing
The working groups to recommend Professional Learning requirements.	Key Leads	December 2019
Present new Pathways in Learning, proposed resources and discuss Career Long Professional Learning plan to/with Head Teachers at the Education and Improvement Management Meeting.	Key Leads	January 2020
Review of infrastructure and budget allocation across curriculum areas.	Service Improvement Officers Head Teachers	January-April 2019
Agree an implementation time-line for all the Broad General Education revised pathways in Learning with Head Teachers.	Key Lead Working group leads	November-December 2019
Review the impact of the revised programme	Working group Leads	June 2021 onwards

1597

<p><b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b></p>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p>
<ul style="list-style-type: none"> <li>➤ Classroom monitoring</li> <li>➤ Achievement of a level moderated against benchmarks.</li> <li>➤ Self-Evaluation</li> <li>➤ Attainment Results</li> </ul>	<p>Head of Education (Curriculum &amp; Community Learning) Service Improvement Officer: Learning, Teaching and Assessment</p>
<p><b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b></p> <p>Each working group will reflect the findings of the ‘Children’s Services Plan’ on financial, social and rural disadvantages and how this could impact on the delivery and successful outcomes across the curriculum areas.</p>	
<p><b>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</b></p> <p>Staff members will develop this through the Working Time Agreement and in-service days.</p>	
<p><b>Expected resource needs (including costings if applicable). Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:</b></p> <p>This will be informed by the outcomes of the various targets.</p>	



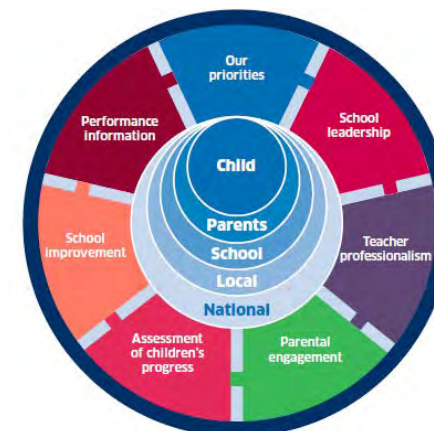
# The National Improvement Framework

## Orkney Islands Council Education Improvement Plan

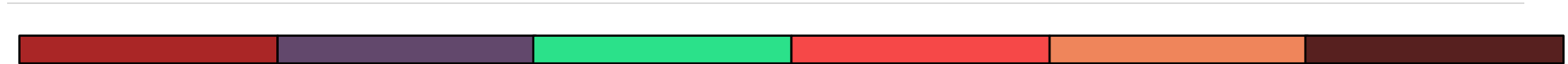
### Learning, Teaching and Assessment

#### Appendix 9

November 2017  
Updated October 2018



1600





**Service work stream action plan - Learning, Teaching, Assessment and Moderation**  
**Key Lead: Morag Miller, Service Improvement Officer: Learning Teaching and Assessment**

**Improvement Priority:** To ensure consistent, high quality learning, teaching and assessment across all schools.

Reference to Orkney 2020 plan:

Health and Wellbeing, P8; Learning P20

Reference to Education, Leisure and Housing Service Plan 2016-2019:

Priority 1 – Care and support for those who need it

Priority 2 – Communities and schools

Reference to 'Clear and Connected', Orkney Children's Services Action Plan 2017-20:

Theme 1 – wellbeing for children and young people

Theme 2 – Relationships

**Links to QI/Theme:**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

1602

**Linked to National Improvement Framework Priority (check any that apply):**

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

**Linked to National Improvement Driver (check any that apply)**

- School Improvement  School Leadership  Teacher Professionalism  Parental Engagement
- Assessment of Children's Progress  Performance Information

**What difference will it make for learners? (what impact do we expect to see?):**

Pupils as learners will:

- Experience high quality, differentiated, creative learning experiences.
- Be active participants in planning their learning, evaluating their progress and identifying next steps.

Staff as learners will:

- Have clarity of what makes high quality learning and teaching.
- Reflect on own practice and establish next steps for improving their own teaching.
- Be confident in planning for assessment to ensure that children make progress.
- Be confident in understanding and evidencing achievement of a level.

What exactly are we going to do? (detail specific actions)	Who will lead this? (detail key responsibilities)	Timescales (by when)
<b>2017-2018</b>		
Building on from the work undertaken on Curriculum Rationale, Education and Improvement senior management meetings will be used to identify and define quality learning, teaching, assessment and moderation. This will include the identification of effective differentiation. Head Teachers will review and update their learning and teaching policy/statement to articulate clearly what effective learning and teaching is in their school/context including references to differentiation and formative and summative assessment.	Service Improvement Officer and senior school leaders	June 2018 Ongoing – Revised completion date June 2020
Classroom observations through quality assurance and self-evaluation will focus on high quality learning and teaching against the school policy/statement, ensuring key strengths and areas for next steps are identified. For 2017-2018 there will be a particular focus on differentiation for learners ensuring that learning is planned and differentiated appropriately for all learners. Schools will have a focus as part of their quality assurance on differentiation and set next steps following this.	School leaders	June 2018 Ongoing
Service improvement officers will monitor and sample learning and teaching and school's self-evaluation a minimum of three times during the session undertaking at least one joint class visit with the Head Teacher/Depute Head Teacher/Principal Teacher in each school.	Service Improvement Officer	June 2018 Ongoing
Teachers will self-evaluate their learning and teaching against the school's policy/statement and the General Teaching Council for Scotland standards as preparation for their Professional Review and Development meeting setting clear targets for improving learning and teaching.	Head Teachers/Depute Head Teachers/Principal Teachers	June 2018 Ongoing

1604



<p>All schools will allocate time within the Working Time Agreement for moderation activity within or across their schools. Service Improvement Officers to gather information on time spent and focus for collegiate planning and moderation from schools.</p>	<p>School leaders</p>	<p>June 2018 Complete</p>
<p>Across the authority, teachers will collect evidence of planning, learning and assessment (including holistic assessments) in numeracy and writing for two children during the course of the session for moderation of achievement of a level during the Feb in-service day. Teachers will work together to moderate this across schools to improve shared understanding of expectations.</p>	<p>Morag Miller</p>	<p>On-going during the session, leading to February in-service day.</p>
<p><b>2018-2019</b></p>		
<p>Building on from the work undertaken on Curriculum Rationale, the Education Service will define quality learning, teaching, assessment and moderation and establish a Learning, Teaching and Assessment Strategy. This will include the identification of effective differentiation. Head Teachers will review and update their learning and teaching policy/statement to articulate clearly what effective learning and teaching is in their school/context including references to differentiation and formative and summative assessment.</p>	<p>Service Improvement Officer and senior school leaders</p>	<p>June 2019 August 2018 – June 2020</p>
<p>Classroom observations through quality assurance and self-evaluation will continue to focus on high quality learning and teaching against the school policy/statement, ensuring key strengths and areas for next steps are identified. For session 2018-2019 there will be a continued focus on differentiation for learners ensuring that learning is planned and differentiated appropriately for all. Schools and Service Improvement Officers will undertake self-evaluation on the engagement and motivation of learners through focussed classroom visits, pupil focus groups and feedback from parents. This will feed into the school's self-evaluation processes.</p>	<p>Service Improvement Officers/School leaders</p>	<p>June 2019</p>

1605

Service Improvement Officers will monitor and sample learning and teaching and school's self-evaluation a minimum of three times during the session undertaking at least one joint class visit with the Head Teacher/Depute Head Teacher/Principal Teacher in each school. Service Improvement Officers will engage with focus groups of learners as part of these visits.	Service Improvement Officers	June 2019
Teachers will self-evaluate their learning and teaching against the school's policy/statement and the General Teaching Council for Scotland standards as preparation for their Professional Review and Development meeting clearly evaluating impact of Career Long Professional Learning activities undertaken in previous years against improving learning and teaching as well as setting new targets for the next 12 months.	School leaders	June 2019
All schools will continue to allocate time within the Working Time Agreement for moderation activities within or across their schools.	School leaders	June 2019
Across the Authority, teachers will collect evidence of planning, learning and assessment (including holistic assessments) in reading and numeracy for two children during the course of the session for moderation of achievement of a level during the Feb in-service day 2019. Teachers will work together to moderate this across schools to improve shared understanding of expectations.	QAMSOs	Feb 2019
Teachers will become more familiar and confident in using data as part of their planning for learning, teaching and assessment. (Links with data management work stream.)	School leaders	June 2019
Across the authority, teachers will collect evidence of planning, learning and assessment (including holistic assessments) in numeracy and writing for two children during the course of the session for moderation of achievement of a level during the Feb in-service day. Teachers will work together to moderate this across schools to improve shared understanding of expectations.	Morag Miller	October 2018 – February 2019

1606

<b>2019-2020</b>		
Classroom observations through quality assurance and self-evaluation will continue to focus on high quality learning and teaching against the school policy/statement, ensuring key strengths and areas for next steps are identified. For 2019-2020 there will be a continued focus on differentiation for learners ensuring that learning is planned and differentiated appropriately for all learners. There will also be a focus on learner's abilities to discuss and evidence their progress and next steps through learning journeys/logs/target setting.	Service Improvement Officers/School leaders	June 2020
Service improvement officers will monitor and sample learning and teaching and school's self-evaluation a minimum of three times during the session undertaking at least one joint class visit with the HT/DMT/PT in each school. SIOs will engage with focus groups of learners as part of these visits.	Service Improvement Officers	June 2020
Teachers will continue to self-evaluate their learning and teaching against the school's policy/statement and the General Teaching Council for Scotland standards as preparation for their Professional Review and Development meeting clearly evaluating impact of Career Long Professional Learning activities undertaken in previous year against improving learning and teaching as well as setting new targets for the next 12 months.	School leaders	June 2020
All schools will continue to allocate time within the Working Time Agreement for moderation activity within or across their schools.	School leaders	June 2020

1607

Across the authority, teachers will collect evidence of planning, learning and assessment (including holistic assessments) in listening and talking and numeracy for two children during the course of the session for moderation of achievement of a level during the Feb in-service day. Teachers will work together to moderate this across schools to improve shared understanding of expectations.	QAMSOs	February 2020
Teachers will become more familiar and confident in using data as part of their planning for learning, teaching and assessment. (Links with data management work stream.)	School leaders	June 2020
<b>2020-2021</b>		
All schools will continue to allocate time within the Working Time Agreement for moderation activity within or across their schools.	Service Improvement Officers/School leaders	June 2021
Across the authority, teachers will collect evidence of planning, learning and assessment (including holistic assessments) in STEAM subjects (science, technologies, engineering, expressive arts and mathematics) for two children during the course of the session for moderation of achievement of a level during the February in-service day. Teachers will work together to moderate this across schools to improve shared understanding of expectations.	Service Improvement Officers/School leaders	February 2021
Teachers will become more familiar and confident in using data as part of their planning for learning, teaching and assessment. (Links with data management work stream.)	Service Improvement Officers/School leaders	June 2021

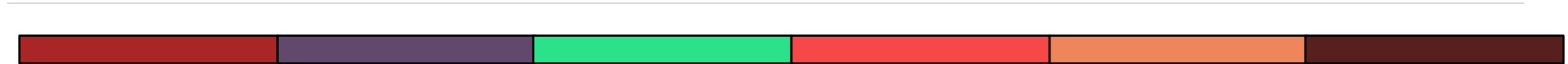
1608

<b>2021-2022</b>		
All schools will continue to allocate time within the Working Time Agreement for moderation activity within or across their schools.	Service Improvement Officers/School leaders	June 2022
Across the authority, teachers will collect evidence of planning, learning and assessment (including holistic assessments) in Social Subjects and RME for two children during the course of the session for moderation of achievement of a level during the February in-service day. Teachers will work together to moderate this across schools to improve shared understanding of expectations.	Service Improvement Officers/School leaders	February 2022
Teachers will become more familiar and confident in using data as part of their planning for learning, teaching and assessment. (Links with data management work stream.)	Service Improvement Officers/School leaders	June 2022

1609



<p><b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b></p>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p>
<p>Service Improvement Officers and senior managers will continue to work together as part of the schools quality assurance and self-evaluation processes to ensure improvements in learning and teaching and raising attainment.</p>	<p>Service Improvement Officer: Learning, Teaching and Assessment</p>
<p><b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b>          Use of self-evaluation procedures to actively raise attainment and close the gap where young people are at a disadvantage. Schools use of Pupil Equity Funding for targeted interventions.</p>	
<p><b>Expected resource needs (including costings, if applicable, including Allocation of Pupil Equity Funding, if appropriate)</b>   <b>Allocation of time against the working time agreement.</b></p>	



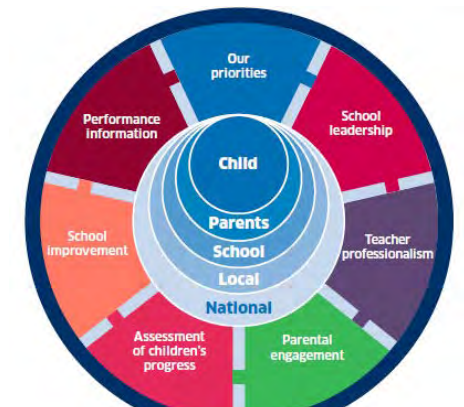
# The National Improvement Framework

## Orkney Islands Council Education Improvement Plan

### Developing the Young Workforce

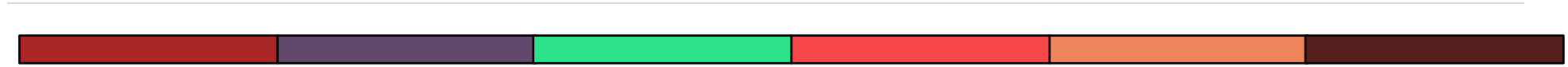
#### Appendix 10

November 2017  
Updated October 2018



1612







**Service work stream action plan - Developing the Young Workforce (DYW)**

**Key Lead: Graham Bevan, Service Improvement Officer: DYW**

**Improvement Priority:** Developing the Young Workforce in Orkney

**Reference to Orkney 2020 plan**

- Promoting survival – local communities in particular outer Islands, more opportunities for young people to stay in the outer islands;
- Promoting sustainability – enhancing quality of life through giving young people more progression pathways to employment;
- Promoting equalities – gender, rurality, disability;
- Promoting health & well-being of young people.

**Reference to Education, Leisure and Housing Service Plan 2016-2019**

- 2.2c - Orkney Offer;
- LGBF - CHN 4 Attainment at S4;
- LGBF - CHN 5 Attainment at S6;
- LGBF - CHN11 Positive destination data;
- Community Learning and Development Partners Plan 2018-2021 – Learning Pathways 3.1; 3.2; 3.3; 3.5.

**Links to QI/Theme:**

- 2.2 Curriculum – Skills for learning, life and work;
- 2.7 Partnerships – Collaborative learning and improvement;
- 3.2 Raising attainment & achievement – Attainment over time, Overall quality of learners' achievement;
- 3.3 Creativity & employability – Increasing employability skills.

1614



**NB**

There is a relationship between Developing the Young Workforce as a work stream for education and Developing the Young Workforce across the wider Orkney community; a key driver is Developing the Young Workforce Orkney Regional Group Board which is established and must now deliver the Key Performance Indicators highlighted in the Bid for funding to the Scottish Government in April 2017.

**Linked to National Improvement Framework Priority (check any that apply):**

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

**Linked to National Improvement Driver (check any that apply)**

- School Improvement     School Leadership     Teacher Professionalism     Parental Engagement
- Assessment of Children's Progress     Performance Information

**What difference will it make for learners? (what impact do we expect to see?):**

Pupils as learners will:

- engage with the Career Education Standards 3-18 across all curriculum area as appropriate to age;
- have an entitlement to a Senior Phase in which they continue to develop the four capacities of Curriculum for Excellence – successful learner, confident individual, responsible citizen and effective contributor – through a range of activities in and beyond school, based on their prior experience;
- have more personal progression pathways to reach their own positive destination;
- enjoy greater autonomy in making their own informed choices;
- be more effectively prepared for entering the workplace, at whatever age 16+.

Staff as learners will:

- will implement the Teaching, Learning and Assessment Strategy;
- will develop a consistent understanding of the Developing the Young Workforce Strategy/Career Education Standards and implement the Orkney Developing the Young Workforce Strategy;
- engage with working groups to establish new pathways including e.g. Foundation Apprenticeships for progression through SCQF levels 4-7 as appropriate.

<b>What exactly are we going to do? (detail specific actions)</b>	<b>Who will lead this? (detail key responsibilities)</b>	<b>Timescales (by when)</b>
<p>We will work in partnership with the Developing the Young Workforce Orkney Regional Group Board (DYWORG) to:</p> <ul style="list-style-type: none"> <li>➤ address the national outcomes of Developing the Young Workforce;</li> <li>➤ implement the Key Performance Indicators within the Developing the Young Workforce Orkney Regional Group Board Bid document of April 2017 through the Developing the Young Workforce Development Officer Strategic and Operational Action Plans.</li> </ul>	<p>Developing the Young Workforce Development Officer                      DWYORG Project Manager</p>	<p>August 2017-                      August 2021                      Ongoing</p>

<p>Establishment of Developing the Young Workforce Orkney Regional Group Board and appointment of a Project Manager to deliver Key Performance Indicators of Developing the Young Workforce Orkney Regional Group Board Bid.</p>	<p>Service Improvement Officer: Senior Phase and Employability/DYW Development Officer/OC UHI Principal</p>	<p>Aug 2017 Complete</p>
<p>Skills for work:</p> <ul style="list-style-type: none"> <li>➤ Audit of present practice and establishment of a Developing the Young Workforce Strategy to determine a consistent, single approach to the implementation of Developing the Young Workforce/The Career Education Standards/The Career Management Skills 3-18 including the implementation of My World of Work across all schools to ensure a consistent pathway towards positive destinations.</li> <li>➤ Delivery of the three key national guidelines which are core to strategic planning and delivery of Developing the Young Workforce in Orkney.</li> </ul> <p>The Orkney Developing the Young Workforce Strategy will include the Work Placements Standard to ensure consistency of experience through a shared understanding of the expectations of pupils, employers, parents/carers, schools and the Service.</p>	<p>DYW Development Officer</p>	<p>August 2017- June 2018 Ongoing</p>
<p>Further develop the number of vocational qualifications available to young people as part of Orkney Offer as per Young Workforce Orkney Regional Group Board Bid document:</p> <ul style="list-style-type: none"> <li>➤ Work placements Baseline +10%</li> <li>➤ Foundation Apprenticeships Baseline 0 – 12</li> <li>➤ Modern Apprenticeships Baseline 120 - 123</li> </ul>	<p>Orkney Offer Strategy Group, Orkney College UHI,</p>	<p>August – December 2017 Ongoing</p>

1617

Coordinate a review of all the employability work streams within Orkney Islands Council, Highlands and Islands Enterprise and Skills Development Scotland. A clear engagement plan complimented by The Orkney Skills Investment Plan will influence pathways towards positive destinations and life-long learning.	Skills Development Scotland Regional Manager Principal Teacher: Learning Communities	November 2017 Complete
Review the structures in place for the distribution of the Opportunities for All grant allocation and allocate the remit of the Opportunities for All Administration Officer.	Head of Education (Leisure, Culture & Inclusion)	November 2017 Revised completion date June 2019
Present the Developing the Young Workforce Strategy to Head Teachers and establish with them a training programme for staff to ensure a consistent understanding and implementation of the Career Education Standards, Career Management Skills and My World of Work.	DYW Development Officer Principal Teacher: Learning Communities	June 2018 Report complete. Present to HTs in Nov/Dec 2018
Based on a review of the progress made in the above targets and the development and collaboration between the Developing the Young Workforce Orkney Regional Group Board establish an improvement agenda for Session 2018-21.	Service Improvement Officer DYW Development Officer DYWORGB Project Manager	May-June 2018

1618

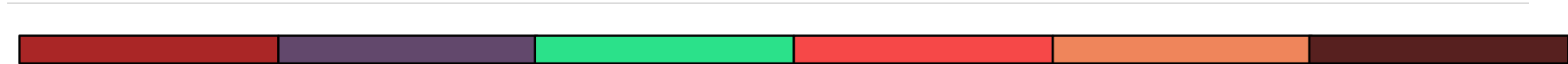
<p>Skills for work:</p> <ul style="list-style-type: none"> <li>➤ Audit of present practice and establishment of a Developing the Young Workforce Strategy to determine a consistent, single approach to the implementation of Developing the Young Workforce/The Career Education Standards/The Career Management Skills 3-18 including the implementation of My World of Work across all schools to ensure a consistent pathway towards positive destinations.</li> <li>➤ Delivery of the three key national guidelines which are core to strategic planning and delivery of Developing the Young Workforce in Orkney.</li> </ul> <p>The Orkney Developing the Young Workforce Strategy will include the Work Placements Standard to ensure consistency of experience through a shared understanding of the expectations of pupils, employers, parents/carers, schools and the Service.</p>		August 2018 – June 2019
<p>Based on a review of the progress made in the above targets and the development and collaboration between the Developing the Young Workforce Orkney Regional Group Board establish an improvement agenda for Session 2018-21.</p> <p>Complete the draft Skills and Employability Strategy and Improvement Plan. The Plan will be taken to appropriate Committees and Council.</p>	Executive Directors of Education, Leisure & Housing and Development & Infrastructure. Skills and Employability Strategic Group.	June 2019
<p>Review the structures in place for the distribution of the Opportunities for All grant allocation and allocate the remit of the Opportunities for All Administration Officer.</p>	Head of Education (Leisure, Culture & Inclusion)	June 2019
<p>Audit present Skills for Work structures and practices by all schools and settings to determine a consistent approach to the implementation of Developing the Young Workforce; Careers Education Standards; Careers Management Standards 5-18; 15-24 Learner Journey Review.</p>	Head of Education (Curriculum and Community Learning) Principal Orkney College Area Manager – Skills Development Scotland	June 2020

1619

<b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b>	<b>Who will lead this?</b>
Bi-monthly reports to Developing the Young Workforce National Board.	DYWORGB Project Manager; DYW Development Officer; OC/UHI Assistant Principal Service Improvement Officer - DYW
Target timescales met and implemented.  Internal arrangements – Service Improvement Officer visits; evaluation events; pupil and parent questionnaires.	Service Improvement Officer; DYW Development Officer
Target timescales met and implemented.	
<b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b> <ul style="list-style-type: none"> <li>➤ This improvement agenda will ensure that all final strategies have an Equalities Impact Statement to ensure excellence and equity for all.</li> </ul>	
<b>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</b> <ul style="list-style-type: none"> <li>➤ Meetings will be held either through the working day or will be accounted for through the Working Time Agreement.</li> </ul>	
<b>Expected resource needs (including costings, if applicable, including Allocation of Pupil Equity Funding, if appropriate)</b> <ul style="list-style-type: none"> <li>➤ Funding (430k) received from Scottish Government, controlled by Developing the Young Workforce Orkney Regional Group Board but available to the wider education community as per the Developing the Young Workforce Strategic and Operational plans.</li> <li>➤ Continued funding for Developing the Young Workforce Development Officer post (June 2018 – August 2021).</li> <li>➤ Increased funding for new courses N5-N7 e.g. Engineering Science, which involve specialist apparatus.</li> </ul>	

1620





# The National Improvement Framework

## Orkney Islands Council Education Improvement Plan

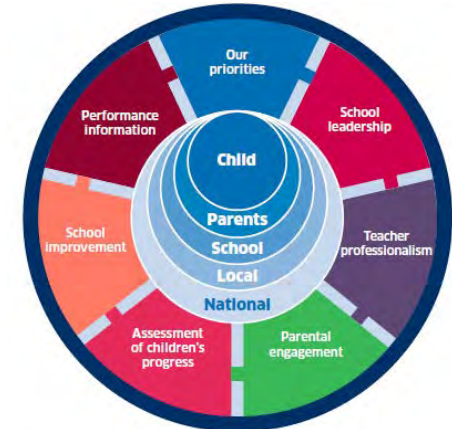
### Additional Support for Learning

#### Appendix 11

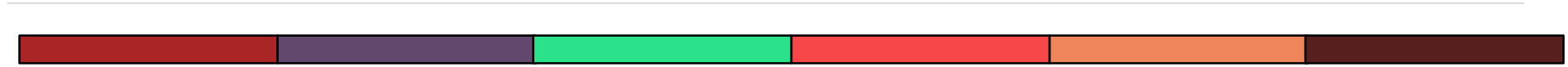
November 2017  
Updated October 2018




**ORKNEY**  
ISLANDS COUNCIL



1622





**Service work stream action plan - Additional Support for Learning**

**Key Leads:** Catherine Lyner, Principal Educational Psychologist and Alastair Tait, Principal Teacher - Pupil Support

**Improvement Priority:** To develop a transparent account of our impact in supporting schools and partner agencies through the services we provide, and consequently to improve the effectiveness of our support for the wellbeing of young people, families, schools, and other partners, through an increased capacity for self-evaluation and quality assurance which places relationships at the centre of all we do and all we promote.

Reference to Orkney 2020 plan:

Health and Wellbeing, P8; Learning P20

Reference to Education, Leisure and Housing Service Plan 2016-2019:

Priority 1 – Care and support for those who need it

Priority 2 – Promote successful, thriving communities

Reference to 'Clear and Connected', Orkney Children's Services Action Plan 2017-20:

Theme 1 – Wellbeing for children and young people

Theme 2 – Relationship

1624

**Links to QI/Theme:**

- 1.1 Self-evaluation for self-improvement
- 1.3 Leadership of change
- 2.4 Personalised Support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

**Linked to National Improvement Framework Priority (check any that apply):**

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

**Linked to National Improvement Driver (check any that apply)**

- School Improvement  School Leadership  Teacher Professionalism  Parental Engagement
- Assessment of Children's Progress  Performance Information

**What difference will it make for learners? (what impact do we expect to see?):**

Pupils and families as learners will:

- Experience high quality additional support that will enhance their sense of wellbeing.
- Be active participants in planning their learning, evaluating their progress and identifying next steps.

Staff as learners will:

- Have clarity of what makes high quality service delivery.
- Reflect on own practice and establish next steps for improving practice.
- Be confident in planning and reviewing collaboratively with schools, families and other partners.
- Be confident in understanding impact of their interventions and how to record and evaluate that impact on the learning of young people and families.

What exactly are we going to do? (detail specific actions)	Who will lead this? (detail key responsibilities)	Timescales (by when)
<b>2017-2018</b>		
Develop with staff a shared understanding of our rationale as services jointly focussed on impacting on the learning of children and families through addressing Additional Support Needs.	Principal Teacher in collaboration with Pupil Support Staff through development sessions	June 2018 Complete
Work collaboratively with Educational Psychology Service to produce a review of Support for Learning across Orkney.	Principal Teacher, Principal Educational Psychologist, and Educational Psychologist	June 2018 Complete
To develop a centralised 'Request for Involvement' management process.	Principal Teacher, Pupil Support Team staff, Educational Psychologists, Pupil Support Admin	June 2018 Ongoing
To communicate centralised, 'Request for Involvement' management process to schools and partners – through email and through information sessions.	Principal Teacher, Admin	June 2018 Complete
<b>2018-2019</b>		
To review and develop, with individual service leads, criteria of intervention and levels of intervention of specialist support for each pupil support service.	Principal Teacher, Service Leads	Dec 2018
To work with Schools and partner agencies on implementing Request for Involvement processes.	Principal Teacher and Principal Educational Psychologist	Dec 2018

1626

To reintroduce Support for Learning staff network programme.	Principal Teacher, Pupil Support Team	Sept 2018
To work with Pupil Support Staff to develop approaches measuring impact of interventions with respect to Wellbeing indicators.	Principal Teacher, Service Leads	June 2018
<b>2019-2020</b>		
To develop Support for Learning modularised training menu for Support for Learning network programme, focussed on the roles of Support for Learning staff.	Principal Teacher, Educational Psychologists, Pupils Support Team	June 2020
To work with Pupil Support Staff on developing focussed quality indicators for the effective delivery of their services, and which dovetail with How Good Is our School, and How Good is our Early Learning and Child Care.	Principal Teacher, Pupil Support Team	June 2020
<b>2020-2021</b>		
To develop Support for Learning induction pack for new Support for Learning teachers and staff.	Principal Teacher, Educational Psychologists	June 2021
To develop quality indicators focussed on effective delivery of all facets of Support for Learning.	Principal Teacher, Educational Psychologists	June 2021
<b>2021-2022</b>		
To develop Pupil Support/ Support for Learning handbook/manual covering all areas, roles, and quality indicators for effective delivery of Support for Learning, and to be working with systems and processes characterised therein.	Principal Teacher, Educational Psychologists, Pupil Support Team	June 2022

1627

<p><b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b></p>	<p><b>Who will lead this?</b> (detail of responsibilities and timescales)</p>
<p>Principal Teacher, Educational Psychologists and Pupil Support Management team will continue to monitor, through self-evaluation, Professional Review and Development meetings, service management meetings, and partner/young person/family feedback.</p>	<p>Principal Teacher: Pupil Support, Educational Psychologists, Pupil Support Service leads Ongoing</p>
<p><b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b></p> <p>This plan will support such children and continual monitoring of targets will take equalities into consideration.</p>	
<p><b>Expected resource needs (including costings, if applicable, including Allocation of Pupil Equity Funding, if appropriate)</b></p> <p>Allocation of time against working time agreement.</p>	



## Minute

### College Management Council Sub-committee

Monday, 5 November 2018, 13:30.

Lecture Theatre, Orkney College, Kirkwall.



### Present

Councillors John A R Scott, Stephen G Clackson, Alexander G Cowie, Robin W Crichton and J Harvey Johnston.

### Community Representatives:

Beverly Clubley, Malcolm Graves and Peter Slater.

### Business Representative:

Steven Sinclair.

### Clerk

- Sandra Craigie, Committees Officer.

### In Attendance

- Wilfred Weir, Executive Director of Education, Leisure and Housing.
- Karen Greaves, Head of Executive Support.
- Peter Trodden, Solicitor.
- Craig Walker, Senior HR Adviser.

### Orkney College

- William Ross, Principal.
- Christine Scott, Business Manager (for Items 1 and 2).
- Iain Wilkie, Staff Representative.

### Apologies

- Roy Brown, Business Representative.
- Ian Carse, Community Representative.
- Mark Jones, Business Representative.
- Ellen Grieve, Student Representative.
- Hannah Thompson, Student Representative.
- Andie John Seatter, Staff Representative.

### Declarations of Interest

- No declarations of interest were intimated.

## **Chair**

- Councillor John A R Scott.

### **1. Appointment of Vice Chair**

Following the resignation of Ian Carse, the Chair called for nominations for the appointment of Vice Chair, and the Sub-committee:

Resolved that Beverly Clubley be appointed Vice Chair of the College Management Council Sub-committee.

### **2. Revenue Expenditure Monitoring**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Business Manager, Orkney College, the Sub-committee:

Noted:

**2.1.** The revenue financial detail in respect of Orkney College for the period 1 April to 30 September 2018, attached as Annex 1 to the report by the Executive Director of Education, Leisure and Housing, indicating a net overspend of £37,600.

**2.2.** The explanations given and actions proposed in respect of significant budget variances, as outlined in the Budget Action Plan, attached as Annex 2 to the report by the Executive Director of Education, Leisure and Housing.

### **3. Student Representatives**

After consideration of a joint report by the Chief Executive and the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Executive Support, the Sub-committee:

Noted:

**3.1.** That, at present, two student representatives were entitled to attend meetings of the College Management Sub-committee but were not members of the Sub-committee and, therefore, did not have voting rights.

**3.2.** That the Code of Good Governance for Scotland's Colleges, published by Colleges Scotland in 2016, suggested that student board members, as full board members, brought essential and unique skills, knowledge and experience to the board and that they must not be excluded from board business unless there was a clear conflict of interest, in common with all board members.

**3.3.** The expectation from the Scottish Funding Council that membership of college boards should include student representatives, with voting rights.

**3.4.** Current membership of the College Management Council Sub-committee as follows:

- Five Elected Members (1 vote each).
- Four Business Community representatives (1 vote each).
- Four Community representatives/Third Sector representatives (1 vote each).

On the motion of Councillor Stephen G Clackson, seconded by Councillor John A R Scott, the Sub-committee resolved to **recommend to the Council**:

**3.5.** That, in principle, membership of the College Management Council Sub-committee be increased to include student representatives, with voting rights.

**3.6.** That, should the principle of students becoming members of the Sub-committee, with voting rights, be accepted, the Chief Executive and the Executive Director of Education, Leisure and Housing should submit a joint report, to the meeting of the Policy and Resources Committee to be held on 19 February 2019, setting out detailed arrangements, including the following:

- The number of student representatives elected to sit on the College Management Sub-committee should be two, both of whom should have voting rights.
- One of the student representatives should be the Highlands and Islands Student Association representative.
- Should the Highlands and Islands Student Association representative be a Further Education student, the other representative should, where possible, be a Higher Education student or vice versa if the Highlands and Islands Student Association representative was a Higher Education student.
- The duration of the term of office of the student representatives should be one year.
- The minimum age of a student representative should be 16 years old.

#### **4. Highlands and Islands Students Association – Update**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Principal, Orkney College, the Sub-committee:

Noted the paper prepared by the Orkney Depute President of the Highlands and Islands Students Association, attached as Appendix 1 to the report by the Executive Director of Education, Leisure and Housing, outlining:

- Class representative training.
- Highlands and Islands Students Association Hallowe'en Event.
- The Peoples' Vote March.
- NetworQ Orkney.

## **5. Conclusion of Meeting**

At 14:15 the Chair declared the meeting concluded.

Signed: John A R Scott.