



EDINBURGH LEARNS FOR LIFE

STANDARDS & QUALITY REPORT 2021-22

SCHOOL IMPROVEMENT PLANNING 2022-23



Introduction

Executive Summary

As we move into this next phase of improvement planning, it is important to acknowledge the challenges of the past two years, presented by the effects of the Covid Pandemic. The delivery and quality of educational provision has continued as a direct result of the commitment and skills of our school leaders, and their teams. Despite the challenges that the Covid pandemic has presented, we remain as committed as ever to ensuring that all Edinburgh's children and young people experience the highest quality teaching and learning in order that they make expected progress.

Reporting on the standard and quality of education in schools has been a long-standing core activity for schools. Setting targets for improvement, based on self-evaluation activity, likewise. For the past two sessions, guidance to support schools with Self-Evaluation and Improvement Planning has been adapted to suit the new model of service delivery which has been dominated with periods of school closures due to lockdown, blended, and remote, learning. To this end, we have tried to ensure that what is being asked of our senior leaders, and their staff teams, is manageable whilst continuing to reflect our commitment to ongoing improvement. It is important to reflect on, and acknowledge, the outcomes that had been achieved prior to, and during, this unprecedented time, and to confirm high level summaries and grades.

As we move into this next phase of improvement planning, our focus must be on the National and Local educational imperatives which are designed to close the attainment gap between our least and most disadvantaged learners. Maximising pupils' attendance will remain at the forefront of our collective improvement priorities which will, in turn, raise pupil attainment. Our collective commitment to Equality, Equity and Inclusion should be demonstrated in improvement plans, together with clear plans to continue to develop approaches to teaching, learning and assessment with a continued focus on Digital provision, as we continue to rollout Empowered Learning (1:1 provision). Plans should clearly detail how the Health and Wellbeing, of all stakeholders, will continue to be supported and, as outlined in The Promise, "school improvement plans will value and recognise the needs of their care experienced pupils."

As ever, our people are our greatest asset, and will continue to be affected by the pandemic and its effects. All new processes should therefore be planned, and implemented, collegiately and with due regard to the health and wellbeing needs of our school communities. There is an ongoing acceptance of the continued need for flexibility, creativity and adaptability as we move forward together.

Contents

1. Guidance on Standards and Quality Reporting
2. Guidance on School Improvement Planning
3. Refreshed Scottish Attainment Challenge
4. School Renewal Plan 2022/23 (Themes:- Teaching, Learning & Assessment; Health, Wellbeing & Inclusion; Equalities, Equity & Inclusion)
5. Timeline for Completion of Documents

Standards and Quality Report (S&Q)

Standards and Quality Report (Summary)

For session 2021/22 a summary document will be required. This will provide headlines about the quality of service delivery using the best self-evaluation data available. It should refer to the:-

- School context (acknowledging Covid impacts)
- Summary of grades and statements in support
 - QI 1.3 Leadership of Change
 - QI 2.3 Teaching, Learning and Assessment
 - QI 3.1 Ensuring Wellbeing, Equality and Inclusion
 - QI 3.2 Raising Attainment and Achievement.
- Evaluated PEF Plan
- Evaluative Statement – Teachers' Charter
- Evaluative Statement – Leadership for Equity

It is assumed that the sources of evidence and analysis will come from :-

- Attainment and Achievement information
- Attendance, Inclusion and Exclusion information
- Engagement and Participation Information
- Equity information
- Health & Wellbeing evaluations, questionnaires.

It is the intention of Scottish Government to collect Achievement of a Level CfE grades at the end of this session. These will be uplifted from Seemis on **Monday 30th May**. Where possible, schools should have engaged in SNSAs to support teachers' professional judgements about pupils' progress. It is intended that their purpose is to provide diagnostic assessment information to support the planning of next steps in learning. Therefore, schools are able to decide when these are undertaken to best suit this purpose. Going forward, learning communities should agree collectively when these assessments

should be undertaken. These assessments form one part of the suite of assessments teachers will consider in making these judgements. Attainment predictions, submitted in November and March, should also inform the end of year position.

School Improvement Plan (SIP)

Edinburgh Learns for Life

Vision

A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community, and in the workplace.

Mission

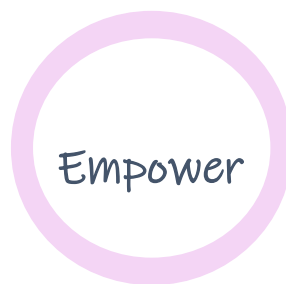
To create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued. To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.



We will provide inclusive, equitable, valuable learning opportunities for everyone.



We will use a place-based approach to build collaborative and sustainable learning communities and networks.



We will co-create the environments where learners can lead and shape their own learning.

The Edinburgh Learns for Life Strategy will support long-term planning to improve life chances for all. The pandemic has sharpened our focus on how, when and where we deliver education. This strategy will shape the vision for education for the whole city. Education will be seen as the development of skills, knowledge, competencies and attitudes from early years through to adult education. It will equip our citizens for employment, training, further/higher education and family learning. It is education which happens in school and in the community. It is learning for life. Collectively, we need to consider:-

Contexts for learning- where we learn

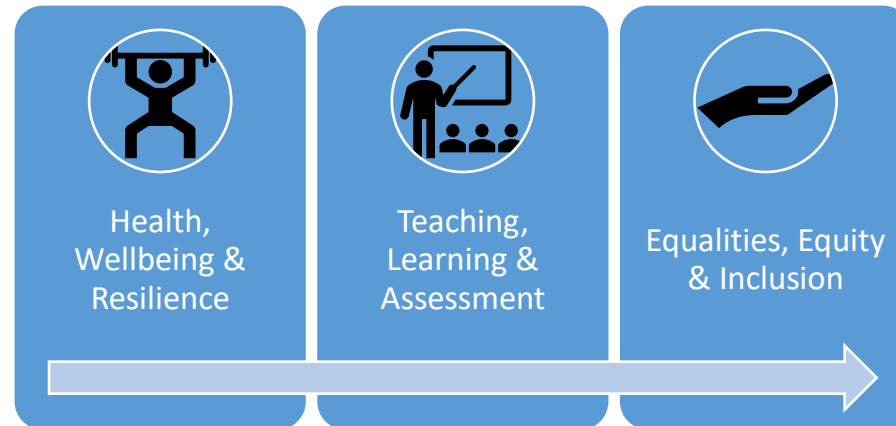
Pedagogy- how we teach and learn

Equality, diversity and inclusion- how we understand and accommodate our cultures, backgrounds and beliefs

Sustainability- creating positive, lasting change

This will require transformational change at cultural levels, including removing stigma attached to those living in poverty, combined with positive attitudes to new, essential ways of working. It is appreciated that taking forward this strategy across all schools, and fulfilment of the vision, will require longer-term strategic planning. The Education Improvement Plan provides a framework for the planning of priorities for improvement for 2021-24.

Themes for Improvement Planning



Improvement Planning Themes remain as they have been for the previous two sessions:

1. Health, Wellbeing & Resilience
2. Teaching, Learning and Assessment including Curriculum, Digital, Outdoors and Sustainability
3. Equalities, Equity and Inclusion

All Improvement Planning is based on a clear Needs Analysis Audit, using a range of self-evaluation data available, and Action Plan for each of 3 Key Themes. To reflect the main aspects of the Refreshed Scottish Attainment Challenge, all schools will submit a plan for their use of Pupil Equity Funding (PEF) for Session 2022-23, as normal. The former SAC schools will also complete an additional aspect of the plan detailing their allocation of the Strategic Equity Funding (SEF) for Session 2022-23. The PEF and SEF Plan Templates, and the CEC Finance for Equity Guidance, will be available on sharepoint within the Equity and Inclusion tile by mid-May. This guidance has been published following consultation with Finance Board HTs.

Improvement Planning

Sample pre-populated Improvement Planning pages accompany this document. These include links to self-evaluation tools and resources to support you with this process. Please note that these are to provide exemplars of possible outcomes and actions. Each school should make use of their own self-evaluation data when planning outcomes, stretch aims and associated actions.

Theme 1 – Health, Wellbeing and Resilience

Planning for this aspect should take place under the following headings:-

- Staff wellbeing/support
- Whole School HWB
- HWB curriculum

Your own context will determine your priority areas for your improvement plan.

Link to the improvement planning page can be found here [HWB Improvement Plan Page 22-23.docx \(sharepoint.com\)](#)

Additional information/guidance can be found here; [Edinburgh Learns For Life - HWB Improvement Planning 22 - 23 - All Documents \(sharepoint.com\)](#)

Theme 2 Teaching, Learning and Assessment

Edinburgh Learns Teaching Charter

Based on the needs analysis of staff teams, plans should continue to include engagement in the aspects of the Edinburgh Learns Teachers' Charter:-



Details of this professional learning, and other aspects, are found in the Edinburgh Learns CLPL leaflet. (Hyperlink in T, L & A Improvement Planning page). Schools may also develop staff skills, and confidence, in these areas of practice through alternative means e.g. in-house expertise.

Numeracy and Mathematics

Professional learning, delivered by the Edinburgh Learns Teaching and Learning Team, will continue to be offered to to develop skills in Numeracy and Mathematics across CfE Second level as detailed in the Education Improvement Plan 2021-24.

Digital Provision

The 'Empowered Learning' project will deliver 1:1 digital learning to all pupils from P6 – S6. Devices will continue be issued until December 2022, as specified in the Deployment Schedule. Schools should set aside at least 4 hours in their Working Time Agreement so that staff can continue to engage with the professional learning that will be provided as part of this project, ahead of each school's deployment. Additional digital professional learning resources are also available [here](#). In addition, schools should refer to the [Framework for Digital Learning](#) and make use of the [Digital Schools Award Scotland self-evaluation toolkit](#) to establish digital strategy priorities for the new session.

Attainment & Achievement

It is important that learners continue to progress through the relevant Curriculum for Excellence Levels, whilst recognising the need to ensure that existing skills and knowledge are consolidated. There should be a continued focus on closing the poverty-related attainment gap between young people in Quintiles 1 and 5. Predictions about pupils' attainment levels, submitted in November and March, can be used as a valid source of assessment information. Targeted interventions should be planned for all children and young people with gaps in literacy and numeracy skills. Transition teachers should be deployed to support these targeted interventions for young people in P5-S3 across the Learning Community.

Tracking and Monitoring

All schools should have a tracking and monitoring system in place. A universal solution is currently being procured for implementation in Session 2022-23. Schools should allocate at least 2 hours, in their Working Time Agreements, for associated professional learning.

Curriculum

HGIOS 2.2 'Our curriculum is grounded in our commitment to securing children's rights and wellbeing.'

In our diverse school communities, our aim is that all children and young people will experience a curriculum that:

- **positively reflects their identities, languages, cultures and histories**
- **is delivered with cultural awareness and sensitivity, using high quality resources**
- **develops critical literacy**

It is essential that the curriculum is reviewed over time to demonstrate a collective commitment to equality, equity and children's rights. (Please see self-evaluation powerpoint hyperlink in Improvement planning template)

Sustainability

Learning for Sustainability themes and approaches, using local and global real-world and outdoor contexts, should be embedded in the design of all curriculum areas and subjects within the BGE, ensuring progression for learners. Professional values of social justice and sustainability should be reflected in your curriculum rationale and design. Your refreshed curriculum should reflect the ethos of Learning for Sustainability throughout every aspect of the life of your school or early years setting, throughout its curriculum, campus and community relationships. It should not be a timetabled subject – rather it is an approach to learning to be woven across all four contexts of Curriculum for Excellence.

Assessment & Moderation

Schools should plan opportunities at school, and learning community levels (at least 2 sessions), to engage in moderation activity focused on either Literacy or Numeracy. Please also see Edinburgh Learns & Education Scotland CLPL offer to support this aspect of improvement.

Link to the improvement planning page can be found here:- [SIP Teaching Learning & Assessment.docx](#)

Theme 3 Equalities, Equity & Inclusion

Self-evaluation must include gathering of data which enables planning, and recovery, for children and young people living in poverty and deprivation and in particular, those being supported by the Scottish Attainment Challenge Fund (SEF and PEF) and those who are Care Experienced.

Equalities

School Improvement Plans should set out ongoing and future work to ensure that schools ensure equity and excellence for all learners with particular reference to protected characteristics under the Equality Act 2010 and other factors such as children who are non-binary, care experienced or Young Carers; young people who have English as an Additional Language or who are affected by poverty. Plans should provide actions for specific protected characteristics, with a particular emphasis on race equality.

Equity

The Edinburgh SAC 5-year Impact Report (2021) identifies the following key next steps for our local authority:

1. intensifying support for children, young people and families living in poverty and improving consistency across all schools in relation to practices supportive of closing the gap
2. providing support for schools to develop decision making processes which meaningfully include parents & carers in PEF planning
3. developing the leadership for equity professional learning suite aimed at supporting further improvement by:
 - o providing a sustainable approach to professional learning on equity
 - o equipping leaders with the necessary knowledge, understanding, attitudes and skills which build on the lessons learned over the last five years

The exemplar tasks within the Equity section of the Renewal Plan template reflect these next steps and ways in which schools can achieve them.

Link to the improvement planning page can be found here:- [Improvement Plan Page - Equalities, Equity and Inclusion \(2022-23\) 1.docx \(sharepoint.com\)](#)

Refreshed Scottish Attainment Challenge

The rationale for Strategic Equity Funding (which will be allocated to our former SAC Schools in Session 2022-23), Pupil Equity Funding and Care Experienced Funding continues to be to improve outcomes for children and young people affected by poverty-related barriers. The social and economic impact of Covid has further magnified the need for the effective management of resources to support equity (QI 1.5) to include best value principles, and to ensure that approaches and interventions impact positively upon the outcomes for children and young people in order to close the attainment gap between the most and least disadvantaged learners. Like all other aspects of improvement planning, rigorous self-evaluation will underpin SEF and PEF plans. This will involve the gathering of data and evidence which enables schools to identify and analyse the poverty-related attainment and achievement gaps in their own setting. This will in turn allow focused planning and SMART targets to be devised to improve outcomes for children, young people and families living in poverty and deprivation, including those who are Care Experienced. The SEF/PEF Plan Template and CEC Finance for Equity Guidance should be used and advice sought from the Local Authority if further clarification is required.

Please ensure that all tasks and resources in Improvement Plans can be delivered within teachers' working time, through the Working Time Agreement. Advice on this is contained in SNCT circular 15/54 – Pay and Conditions of Service Agreement 2015-2017.

Stretch Aims

The revised Scottish Attainment Challenge requires Local Authorities to set stretch aims in a number of key areas. These stretch aims are to be agreed annually, as a result of robust evidence-informed self-evaluation, supported and challenged through professional dialogue with Education Scotland. These aims should seek to improve outcomes for all while closing the poverty-related attainment gap; and should be both ambitious and achievable within local contexts. The setting of local stretch aims should be an iterative and collaborative process between local authorities and schools. There should be a two-way process which sees school plans inform the local authority stretch aims and local authority aims and strategic plans reflected in school plans. This approach will be developed through our existing quality improvement processes with schools and will not see stretch aims imposed on schools. Professional dialogue, support and challenge will take account of the specific local context of each school. The school Stretch Aims should be referred to in the appropriate individual sections of the SIP, as well as in the Stretch Aims section. Actions and measures to achieve these aims, should be clearly indicated. Please see the attached planning template to support this process.

UNCRC

Schools should plan to ensure a commitment to Children's Rights to reflect the additional NIF Priority. Although this transcends all areas of school activity, this should be detailed within the Equalities, Equity and Inclusion planning page.

Learning Community Improvement Plan

A learning community (formerly Cluster) improvement plan should be submitted (see pre-populated template). School leaders should plan to access and/or pool available resources to maximise the impact for their learners. There will also be cost efficiencies of adopting this Best Value approach to the management of resources. Areas for collaborative improvement planning include:-

- Progress in learning (Raising Attainment Strategy, Support for Learning Policy, Tracking and Monitoring Policy)

- GIRFEC (Enhanced Transitions, Policy for Meeting Learners' Needs, Attendance Policy)
- Pathways (Curriculum, Alternative Timetables, Outdoor Education)

Link to the improvement planning page can be found here:- [SIP Template - Learning Communities.docx](#)

Care Experienced Young People

As Corporate Parents, our expectations for 'Edinburgh's children' should be high and plans should clearly detail strategies for improving outcomes for our Care Experienced Community.

The Promise Plan 21-24, clearly sets out expectations for children and young people who are currently or previously care experienced

- School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.
- Care experienced children and young people will receive all they need to thrive at school. There will be no barriers to their engagement with education and schools will know and cherish their care experienced pupils.
- Robust tracking of attendance and attainment so that support can be given early.
- Care experienced young people will be actively participating in all subjects and extracurricular activities in schools.
- Schools will support and ensure care experienced young people go on to genuinely positive destinations, such as further education or employment

In order to support planning and identify actions, all school should use the [following self evaluation](#) tool.

Specific reference should be made to the attainment of both current and previously looked after children and should include actions which focus on raising attainment in literacy, numeracy and health and wellbeing.

All documents should use language which is plain and accessible to a range of stakeholders. Processes should be streamlined to reflect the key actions of the Scottish Government's 2013 report on Tackling Bureaucracy and the more recent 2015 update.

Timeline for S&Q, WTA, ACEL & RP

Timeline for 2021/22

- Monday 30th May – ACEL Seemis data uplift
- Friday 24th June – schools submit Standards and Quality Summary, including evaluated PEF Plan for 2021-22
- Thursday 30th June – schools submit School Improvement Plan & Working Time Agreement
- June – July – QIEOs
 - Audit all ACEL (Predictions) Data and S&Q QI self-evaluation grades
 - Audit evaluated PEF plans to agree carry forward underspends
 - Audit School Improvement Plans

Please see attached Standards & Quality Report/links to School Improvement planning templates to support completion of these documents to reflect your school's context.
