

e - Dumfries and Galloway Council – Our Aim is to: Provide the best start in life for all our children

2019/20- 2022/23 EDUCATION PLAN (updated annually to reflect NIF priorities and national reporting requirements)

<p>Our Commitments are:</p> <ul style="list-style-type: none"> • Ensure early intervention, in particular to keep our region's vulnerable children safe • Invest in creating schools fit for the 21st century which are at the heart of our communities • Raise ambition and attainment, in particular to address inequalities • Support children to be healthy and active 	<p>National Improvement Priorities:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and the least disadvantaged children and young people • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained , positive school leaver destinations for all young people.
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NIF Priority - Improvement in attainment, particularly in literacy and numeracy

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Links to Childrens Services Plan	Links to SWEIC Plan	Progress August 2020 – Current	Adjustments linked to COVID-19 Recovery
Teacher Professionalism <i>(see also teacher professionalism in Empowerment section below)</i>	In collaboration with key partners: Build staff capacity to deliver language learning and teaching (in particular the emergent L3 – Spanish) in the BGE. Improve the quality of language learning and teaching.	Improved quality of language learning and teaching.	Qualitative comments within Education Scotland reports. High quality language learning and teaching in 80% of the schools sampled.				√	Focus maintained on building teachers' capacity (primary sector particularly) to deliver the L2 and L3, and improving the quality of language learning, teaching and assessment throughout session 2020-21. Facilitated through Education and Learning Directorate's on-going signposting and promotion, primary and secondary teachers engaged in online professional learning delivered via Education Scotland Webinars. They were enabled to access Language Learning Progression Frameworks: First to Fourth CfE Level (Education Scotland) on the Modern Languages Hub on GLOW and to online learning offers - West OS, E-Sgoil / Scotland's Centre for National Languages (SCILT) Senior Phase. These approaches have helped to ensure teachers' developed knowledge and understanding to deliver language learning and consistency in learners' experiences across schools. Additionally, disseminated in August 2020, the Education and Learning Directorate's reviewed and revised French and Spanish Programmes of Learning / Planners, with associated resources and materials on GLOW, fully aligned with Curriculum for Excellence experiences and outcomes and the benchmarks, build capacity and enable teachers and schools to plan delivery of quality learning and teaching.	Despite COVID-19 related restrictions, good progress has been made in terms of building teachers' capacity to deliver language learning and teaching (in the primary sector in particular). However, to ensure full implementation of the 1 + 2 Languages policy in all Dumfries and Galloway's schools by end of Session 21-22, the following adjustments to the plan would be required: <ul style="list-style-type: none"> • Education & Learning Directorate collaborative working with Education Scotland's Senior Education Officer and Development Officer to continue to build teachers' capacity to deliver the L2 and L3 – targeted schools (planned for early September 21). • Secondment to post of Curriculum Support Officer (CSO) to June 22. • CSO direct / virtual engagement with individual targeted schools / clusters, i.e., CSO locality/cluster professional learning to meet teacher capacity building needs.
	Ensure new Scottish Government funded Early Learning and Childcare Senior Practitioners are trained as Communication Champions, and in TLQ to deliver programmes in ELC centres in areas of high deprivation	Improved language and communication skills for children attending ELC	Pre and post assessment using Renfrew Action Picture Test	P2C1M06Q & C_PR01	√	√	√	5 senior Practitioners completed training in Communication Champions prior to August 2020 All Senior practitioners have been trained in Pre-TLQ and TLQ. Almost all are delivering these programmes to children within the service. Programmes have been	The remaining 5 new senior Practitioners will commence training in new session

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	<p>Support high quality professional learning for staff at all levels with a particular focus on literacy and numeracy Continue to provide bespoke support to individual establishments and practitioners on aspects of Literacy and Numeracy - Closing the Gap .. 'to ensure consistency, progression and sustainability</p> <p>Continue with Literacy and Numeracy Excellence and Equity Meetings to disseminate key local and national priorities and to provide networking opportunities</p> <p>Literacy - Continue to embed & extend evidence-based approaches to the teaching of reading and writing as highlighted by Excellence and Equity in Literacy Group. Continue to provide a range of high quality CLPL at all levels to deepen understanding of the Literacy interventions and share good practice Numeracy - Continue to embed & extend evidence-based approaches linked to the nine pedagogical themes for numeracy and developing number knowledge as highlighted by Excellence and Equity in Numeracy Group Continue to provide a range of high quality CLPL at all levels to deepen understanding of the Numeracy interventions and share good practice</p>	<p>Teachers will demonstrate increased skill, knowledge and confidence in teaching reading and writing Improved pupil attainment in reading writing and numeracy</p> <p>Within the context of literacy identification of Dyslexia is a key focus</p> <p>Teachers will demonstrate increased skill, knowledge and confidence in teaching numeracy.</p>	<p>Reader engagement surveys</p> <p>Track establishment engagement with the School Libraries</p> <p>Monitor children and young people participation in planned programmes and impact on individual attainment</p> <p>Stakeholder engagement CfE SNSA results</p> <p>SQA Literacy and Numeracy results</p> <p>Closing the Numeracy gap impact evaluation report</p> <p>Achievement of Level data</p>	<p>P2C1M06Q &C_PR01</p> <p>P2C3M06Q &C_PR01</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>disrupted due to COVID-19 Data is currently being collated and analysed.</p> <p>Excellence and Equity Literacy In response to analysis of LA data, focus has continued on improving Reading and Writing through Teacher Professional Learning on Creating a Balanced Reader and Writer from Australian presenter Stephen Graham. now delivered 'Creating A Balanced Reader and Writer' for Dumfries and Galloway over 3 sessions last May/June. In September, building on the success of these three live webinars from Australia, and responding to feedback from D&G staff, we then rolled out another 5 sessions specifically designed to look at 5 different text types, the comprehension within these and how to raise attainment in writing as well as the other areas of literacy. Writing is an area many schools in Dumfries and Galloway are working to improve at first, second and third CfE levels. Latest data on June 2021 CfE levels indicate a further gap exacerbated by the Pandemic and school closures. Due to this and as feedback from classroom practitioners has been so positive, we are now offering further sessions (five in 2021, followed by four in 2022) to delve more deeply into each of the different text types and embed practice. Currently we have 31 schools and 186 teachers registered to participate. We are hoping that when COVID-19 restrictions are relaxed, Stephen will be able to follow these sessions up with a live conference, here in D&G as was originally planned. He also intends to visit schools and Team teach/ demonstrate his approaches with learners</p> <p>Excellence & Equity Numeracy Between August 2020 and June 2021 17 CLPL sessions have been facilitated. These sessions were delivered by members of the Excellence & Equity Numeracy Group, Education Scotland's Maths & Numeracy Team and SUMDOG. Over these 17 'live' virtual CLPL sessions 1025 staff registered from early years (476), primary (449), secondary (22), Additional Support for Learning (68) and others (10), equating to 1518.25 cumulative hours.</p> <p>Working with colleagues in Supporting Learners a professional learning calendar had been created to provide training to staff on the evidence-based interventions (Closing the Numeracy Gap & Numeracy</p>	<p>Due to COVID-19 Excellence and Equity Literacy meetings were paused. However, a small working party has been formed through Teams and work has been on-going to produce a Literacy Framework for learning, Literacy Intervention Menu and D&G Developing Balanced Literacy: An Evidence Base for Improving Literacy, which all provide explicit guidance for teachers, incorporating the latest research and advice from Education Endowment Foundation and Education Scotland</p> <p>All Professional Learning has been facilitated through online Teams meetings to accommodate pandemic restrictions. This has had a positive effect on the numbers we have been able to reach, as up to 220 staff have been able to participate</p> <p>Excellence & Equity Numeracy Due to COVID-19 the Excellence & Equity Numeracy Group has not met since January 2020. Instead email updates are provided by, and to, members of the group. The Excellence & Equity Numeracy Group continues to provide information to the CSIG Group. Due to COVID-19 a pdf update replaced the CSIG Meetings.</p> <p>A number of Microsoft Teams have been established to support a number of areas of Numeracy Work. The D&G Framework for Numeracy Team has 623 members, representing 102 schools & settings. This equates to 408 teaching staff and 215 non-teaching staff. The Team has been structured around a number of channels including Developing Number Knowledge, Numeracy Launch Pads, Closing the Numeracy Gap, Financial Education, Recorded CLPL & Live CLPL. The SWEIC Numeracy Professional Team has 424 members from across the four local authorities. 177 of these members are from schools within Dumfries & Galloway. The D&G Maths Team now has 77 members of staff, representing all 16 Secondary Schools across D&G. The Team has been structured around a number of channels including Bended learning pedagogy, Maths Week Scotland, SWIEC activities/professional learning, Good</p>
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	<p>Contribute to Numeracy Excellence and Equity group priorities, including the development of Numeracy with Nurture</p>	<p>Completion of agreed tasks and measurement of outcomes within Numeracy E&E plan. Improvement in executive function for targeted children. Improvement in attunement of staff with targeted children.</p>	<p>Seek feedback on EPS contribution to E&E plan. Data gathering and analysis.</p>	<p>SLT3</p>		<p>√</p>	<p>√</p>	<p>EPS numeracy paper produced and shared with E&E group. Research cohort suspended due to change of priorities for schools during COVID-19. Executive functioning booklet produced in partnership with Health and wellbeing used to build capacity in school staff with regard to specific individual cases. 120 people trained in the Educational Psychology evidence-based Numeracy with Nurture approach until August 2020. Data shared with Numeracy Excellence and Equity Group to inform that group's future planning.</p>	<p>Practical numeracy ideas shared with parents during telephone consultation when appropriate. Research cohort suspended due to change of priorities for schools during COVID-19 Educational Psychology Service improvement priorities have shifted to mental health.</p>
<p>Performance Information</p> <p><i>(see also performance information in Empowerment section below)</i></p>	<p>Progress the Education Authority's language 1 + 2 implementation by August 2021</p>	<p>Increasingly, children and young people are receiving their entitlement to language learning through a raised awareness and agreed language 1 + 2 approach in schools and clusters.</p>	<p>100% primary and secondary schools delivering language learning and teaching in the second language (L2). 75% primary and secondary schools delivering language learning and teaching in the third language (L3). Increased % of young people taking a language national qualification.</p>				<p>√</p>	<p>To support schools to deliver the L2 and L3 entitlement, Education and Learning Directorate continued to promote engagement with the national e-Learning Offer (Ne-LO) for Live, Recorded and Supported language learning sessions.</p> <p>Taken together, the support noted above and E & L's promotion and signposting to Education Scotland's <i>'Curated Resources for Language Learning'</i>, <i>'Mapped BBC BiteSize Resources by Languages and Level'</i> and <i>'Where to Find Support for Modern and Classical Languages'</i>, have enabled implementation of the 1 + 2 Languages initiative in Dumfries and Galloway's schools – despite COVID-19.</p> <p>In terms of progress and impact, the regional 1 + 2 Languages survey carried out</p>	<p>Due to the COVID-19 pandemic, the Scottish Government has extended the timeline to August 2022.</p> <p>To enable full implementation of the 1 + 2 Languages policy in all Dumfries and Galloway's schools by end of Session 21-22, the following adjustments to the plan would be required:</p> <ul style="list-style-type: none"> • Education & Learning Directorate collaborative working with Education Scotland's Senior Education Officer and Development Officer to continue to build teachers' capacity to deliver the L2 and L3 – targeted schools (planned for early September 21). • Secondment to post of Curriculum Support Officer (CSO) to June 22. • CSO direct / virtual engagement with individual targeted schools / clusters,

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	<p>Support all establishments to become data literate to improve learning & teaching Continue to provide a programme of CLPL in addition to bespoke support to establishments to improve the analysis and use of data and ensure appropriate interventions are identified and embedded</p> <p>Work with schools to support embedding the Dumfries and Galloway Raising attainment strategy to ensure that high quality approaches are being used across all schools to successfully impact on pupil attainment.</p> <p>Develop and support the use of the BGE Benchmarking Toolkit to support and secure improvement in schools. Continue to support use of Insight senior phase benchmarking tool to support and secure improvements in learner outcomes.</p>	<p>Staff at all levels are supported to use pupil data to plan and improve learning and teaching interventions matched to need Every school is data literate</p> <p>Data is used effectively to improve learning and teaching and increase attainment</p> <p>Staff at all levels confidently using benchmarking tools to support and secure improvements</p>	<p>Training evaluations QI Attainment Meetings Minutes of INSIGHT meetings QI school visits QI 3.2 evaluation Achievement of Level data</p>	P2C3M08Q & C_PR01	√	√	√	<p>In March 2020 19 schools had engaged in a SNSA data visit from a combination of at least 2 officers. Pandemic restrictions meant this could not be rolled out further. Online SNSA training from SNSA Support Officers is planned for session 21-22 As restrictions lift, schools will have a renewed offer to engage with officers around their own SNSA data.</p> <p>Several Insight training sessions took place virtually. Insight sessions were beneficial and have encouraged schools to use this training to good effect in their use and analysis of data despite the fact that the data from session 19-20 and that from session 20-21 is not comparable to previous or future year groups.</p> <p>The BGE Benchmarking toolkit was not produced last year as no CfE data was uplifted. A renewed CLPL offer around the toolkit will be made after publication of 2021 CfE data.</p>	<p>This work was impacted by the COVID-19 pandemic as bespoke CLPL support and visits to schools were not possible.</p> <p>Adaptations were made to undertake online engagement where possible ie. Insight training sessions. Education Officer dialogue with HTs and Clusters via Teams meetings.</p> <p>Work on further embedding the Dumfries and Galloway Raising Attainment strategy was impacted by the COVID-19 pandemic and the need to prioritise the most immediate aspects of recovery. The Raising Attainment strategy will increasingly feature as schools and settings address recovery of learning and raising attainment over the long term.</p>
<p>*Parental Engagement (see also parental engagement in Empowerment section below)</p>	<p>Ensure that parents are provided with opportunities to access relevant support, advice and information to enable them to be involved in their child's learning.</p>	<p>Increased awareness of parental involvement and engagement</p>	<p>Recorded through collaborative Reviews in our primary and secondary schools under Quality Improvement 3.2 Information shared with Parent Forum once per term to cascade to wider parent councils One DGGov Delivery email per month to inform parents/carers of involvement and engagement opportunities and information Develop and publish a range of information leaflets for parents</p>					<p>Strategic partnership with DGPCF increased through pandemic. Regular targeted information to PC Chairs and use of DG gov delivery increased to address barriers to engagement due to COVID-19.</p> <p>48 online training sessions were attended by parents from Dumfries and Galloway delivered by Connect Scotland ranging from specific Parent Council support to parental advice on learning at home.</p>	<p>Collaborative Reviews ceased in primary, secondary, and learning centres. These will be re-established in session 2021/22.</p> <p>Parent Council email communications were increased to weekly where significant piece of information needed to be cascaded.</p> <p>Corporate Communications team led on DG gov-deliveries for parents and families in relation to COVID-19 notifications</p>

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<p>*Assessing Children's Progress</p> <p>(see also Assessing Children's Progress in Empowerment section below)</p>	<p>Support and improve approaches to assessment & moderation to improve teacher skills in planning and assessment Continue to engage in the national moderation Quality Assurance and Moderation Support Officer (QAMSO) programme</p> <p>A number of QAMSOs will be involved in the SWEIC moderation programme Continue to develop local authority support for moderation across the broad general education Provide career long professional learning (CLPL) opportunities for practitioners to further develop understanding of the moderation process</p>	<p>Teachers are more skilled in the effective use of moderation to inform learning and teaching and are signposted to best practice through the work of the QAMSOs Clear procedures and guidance are provided to support improved teacher judgement</p> <p>Headteachers and senior leaders develop the knowledge and skills to better support moderation within establishments Teachers are confidently using assessment information to inform and improve learning and teaching</p> <p>Teachers will further develop their expertise in assessment and moderation, enabling them to make confident assessment judgements</p>	<p>Feedback from QAMSOs/ assessment & moderation activities</p> <p>Participant evaluations of CLPL moderation activities</p> <p>CfE and SNSA results</p>				<p>√</p> <p>√</p>	<p>The local authority has continued to engage with the national moderation Quality Assurance and Moderation Support Officer (QAMSO) programme via webinar professional learning / support for QAMSOs from Education Scotland Regional NIF Development Officer and Attainment Advisor support.</p> <p>Focus has been on digital moderation and setting up digital moderation groups at cluster level. This has enabled a route for practitioners to share and moderate practice and to further develop learning, teaching and assessment approaches through virtual collaboration in response to the constraints of the pandemic.</p> <p>A programme of further support and development has been created for QAMSOs with options to create new QAMSOs to meet the needs of clusters. Training has taken place and more is planned around digital moderation. This will enable wider dissemination of professional skills and effective practice in aspects of learning, teaching, assessment and moderation.</p>	<p>The pandemic had a considerable impact on the authority's capacity to focus on the work of QAMSOs and to develop the role this session. The focus was on recovery of L&T and HWB. QAMSO support came later in the session with a focus on supporting schools, partnerships and clusters around achievement of a level judgements and progress through a level judgements for the June ACEL data uplift. Due to the impact of COVID-19, there was a move towards digital moderation processes. QAMSOs were trained in this by NIF Improvement Officer. QAMSO support for schools, partnerships and clusters was made available to support achievement of a level data and moderation. This work will be further built upon in session 21-22.</p>
	<p>In line with the SWEIC BGE workstream further develop assessment, monitoring and tracking information to support learning and improve attainment through the BGE</p>	<p>Robust T&M systems across the SWEIC region that have a positive impact on attainment</p> <p>Robust approaches to measuring pupil progress over time</p>	<p>4 Stages of progress informing interventions Tracking and Monitoring reports All schools able to effectively track progress through the BGE Achievement of Level data</p>				<p>√</p>	<p>A snapshot of projected Curriculum for Excellence levels was created in February for P4, P7 and S3. Schools had the option to use Excel spreadsheet or SEEMIS Progress and Achievement module. All schools were required to submit June ACEL data via SEEMIS Progress and Achievement Module for the first time. This uses the four stages of progress model and support for schools was created and provided by MISS Team. SWEIC professional learning around the four stages model was made available along with QAMSO support and training.</p>	<p>No Curriculum for Excellence data was uplifted nationally in June 2020 due to lockdown and the pandemic. A further lockdown from December 2020 to March 2021 also impacted on approaches to measuring progress during the periods of remote learning. In response, a 'snapshot' of projected attainment for June 2021 was created in February 2021. This data was used to help inform interventions and mitigations to support recovery of learning. June Curriculum for Excellence information will be uplifted nationally for P1, P4 and P7. There will be no S3 data uplift in 2021.</p>

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	Ensure that parents are provided with opportunities to access relevant support, advice and information to enable them to be involved in their child's learning.	Better understanding of assessment and participation	Recorded through collaborative Reviews in our primary and secondary schools under Quality Improvement 2.3 Information shared with Parent Council once per term to cascade to wider parent forum					Collaborative Reviews ceased in primary, secondary, and learning centres. These will be re-established in session 2021/22. Parent Council email communications were increased to weekly where significant pieced of information needed to be cascaded.	School settings communicated and engaged with their parent body routinely to seek feedback on parental views around the quality of remote learning provision and to ensure engagement and participation of all learners. Several schools issued parental surveys to evaluate the quality of the remote learning experienced by learners and the effectiveness of communication between school, parents and learners. Exemplification of practice was gathered as part of Quality Assurance Framework: remote learning supplementary guidance February 2021.
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NIF Priority - Closing the attainment gap between the most and the least disadvantaged children and young people

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Links to Childrens Services Plan	Links to SWEIC Plan	Progress August 2020 – Current	Adjustments linked to COVID19 Recovery
School Leadership <i>(see also School leadership in Empowerment section below)</i>	Develop understanding and knowledge in the principles of Signs of Safety, for senior staff with a remit for child protection.	Better assessment and planning to resolve, minimise or eliminate risk.	Multi agency evaluation of signs of safety		√	√		Single Agency Training and Evaluation Complete Setting Specific Adaptations Planned	Multi-agency evaluation delayed
	Work with Headteachers to implement transformational change to more efficiently meet the needs of children and young people with Additional Support Needs (ASN)	All school-based staff will feel more confident in their ability to meet the needs of children and young people with ASN	Reduction in requests for additional resources (RFA's) Reduction in requests for assistance from specialist services Lower exclusion rates Improved attendance rates Improved attainment rates Reduction in parental complaints Increased number of Individual Education Plan (IEP) targets met Reduction in day placements and inclusion base placements Quality assurance of ASN pupil education planning (such as IEPs and CSPs) Fewer Team Teach reports and accident/incident reports Reduction in staff absences	SLT3	√	√		The publication of the Morgan Report and subsequent Scottish Government/ COSLA action plan in October 2020, broadened expectations, from the original transformation of the Supporting Learners Service to the Authorities offer of inclusive education and practice. Reports to Committee and engagement with headteachers over the last year have focused on the widened national and local ambition. The movement of staff to direct school management has been tested on a smaller scale that originally planned pre-COVID-19. This approach has been tested during lockdown with the deployment of officers, Inclusion teams and ASLT's directly into schools. The evaluation of these approaches will inform future plans. The ASLT allocation for 2021/22 has used the clusters as a model for deployment, with a framework of responsibilities for staff. The deployment of staff from central teams and directly into schools, only evidence a 30% reduction in the number of Requests	Moderation of IEP's and CSP's delayed due to COVID-19. Review of CSP's procedures and practice undertaken during the summer term. Review of data on ASN highlights wide variance in application and categorisation of need. 2020/21 IEP targets not collected in summer 2020 and 2021 because of the hiatus of classroom contact and access issues to SEEMiS. A number of day education placements are due to end as children were transitioned back into mainstream. The COVID-19 hiatus has prevented plans from being realised with schools closed. Officers and specialist staff have been deployed into schools to support restart and health and wellbeing of pupils and staff. There will be reduced central capacity consequently.

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								for Assistance (RfA) submitted by schools. The monitoring of RFA's, exclusions and attendance data continues to be used to plan the use of central resources.	
Teacher Professionalism <i>(see also teacher professionalism in Empowerment section below)</i>	Implement the Stages of Intervention framework Develop a system and framework using Video Interactive Guidance and Video Enhanced Reflective Practice to support Care Experienced Education Team priorities	Fewer requests for support from additional resources and specialist services Lower number of exclusions Contributes to improving attainment Increased number of Individual Education Plan (IEP) targets met Reduction in day placements and inclusion base placements Production of an effective system and protocols. Increased use of nurturing/solution focussed approaches.	Set benchmark from local information and measure in 12 months Set benchmark from local and national indicators and measure in 12 months Benchmarking from national indicators and local attainment levels Set benchmark from local indicators and measure in 12 months Set benchmark from local indicators and measure in 12 months Feedback from CEET and school staff on changes in practice. Feedback from Care Experienced young people.	SLT3 SLT3		√		Stages of Intervention document completed. Implementation delayed due to COVID-19 hiatus and concerns that the significant changes required to support implementation would be a challenge for schools at a time of recovery. (See 'Stages of Intervention' appendix 1) One educational psychologist has now completed full accreditation in video interactive guidance and one educational visitor is at her mid-point review	Delayed due to COVID-19 Moving forward, the focus will move from the work of the care experienced team to video interactive guidance being used as a tool to support the implementation of Better Relationship, Better Learning approaches.
Performance Information <i>(see also performance information in Empowerment section below)</i>	Improve attendance by adopting a more targeted approach by Supporting Learners Service in identifying, escalating and addressing low attendance.	Improved statistics in relation to attendance under 60%	Compare against baseline information for 2018/2019	P2C3M05Q & C_PI01		√		The focus over the last 18 months has been to support children and young people whether in school or not. Attendance has, considering government guidance, been given less priority. The publication of the latest Attendance guidance has been delayed in light of the need to be supportive of children, young people and families negotiating returns to school.	Attendance has been impacted by the COVID-19 pandemic. There has been a focus on supporting young people and families impacted by the pandemic and meeting resultant needs.
	Develop Early Learning and Childcare Framework to commission providers including childminders to deliver Early learning and Childcare on behalf of Dumfries and Galloway Council Develop an audit tool in line with the National Standard and undertake Quality Assurance of all Early Learning and Childcare Providers (including local authority classes, private and voluntary providers and childminders) Phase three implementation of 1140 hours expansion programme August 2019 Phase four implementation August 2020	Sufficient provision of Early Learning and Childcare offering parents quality, flexible services that meet their needs. Improved Early Years Team knowledge and understanding of settings performance in relation to meeting the National Standard by August 2020. Using quality assurance processes to inform the operational work of the team will ensure that providers are best supported to comply with the National Standard from August 2020 Children have early access to increased hours of Early Learning and Childcare provision	Care Inspectorate grades across all themes of Good or above Compliance with National Standard for Early Learning and Childcare External validation including Education Scotland Quality Assurance visits Discussions with staff S&Q Reports 1140 hours of Early Learning and Childcare is available to children across Dumfries and Galloway	P2C1M03L & R_PI01		√	√	√	The procurement process was completed in February 2020 Two further childminders were accepted onto the flexible framework in January 2021. One private provider is in the process of completing capital works at a new site, this has been delayed due to COVID-19. A National Standard Audit tool was developed in the previous academic session and shared with funded providers and schools to support self-evaluation and meeting the National Standard. Officers continue to discuss the standards with services as part of ongoing quality assurance processes. 6 local authority and 3 PVI services are engaging in the Care Inspectorate Improvement Programme to support improvements with a further service planning to engage. Due to COVID-19 inspections have been paused, meaning providers have not had the opportunity to have themes inspected and re-graded since March 2020 and therefore the evaluations

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								may not be an accurate reflection of current practice.	
								Phase Four of the expansion to 1140 hours has been fully implemented. This becomes a statutory duty from August 2021. There remains 5 projects to complete as part of the Capital programme. Of these projects 2 are on site with completion planned before September 2021, 2 are at tender stage and the final project aligns with investment in the wider School Estate Asset Class.	
	Refine the use of data to inform service delivery and resource allocation (such as red amber green (RAG) risk register, exclusions, attendance, attainment, violence and aggression, staff wellbeing)	Resources are more effectively deployed to address service pressures	Evidence from audit of early intervention through effective deployment of resources to minimise service pressures, disruptions Local indicators	SLT3	√	√		Violence and Aggression Group was suspended at the start of the first lock down in March 2020. Evidence from the 2021 summer term highlights a small group of primary children who are struggling in terms of self-regulation having returned to school.	The group is being reconvened as the Safe Behaviours Group in August 2021.
	Continue to use data to support and challenge schools to reduce exclusions and improve attendance and engagement	Supporting Learners staff will be better equipped to engage with schools on exclusions, attendance and engagement	Lower exclusion rates Higher attendance rates Improved attainment rates	SLT3		√		Managing distressed behaviour in school (see appendix 2)	
	Implement the Looked After Children (LAC) Raising Attainment plan with a particular focus on building capacity of staff and partners and map the journey of care-experienced children and young people in collaboration with social work and health	Completion of LAC Raising Attainment Plan Completion of education priorities within the Corporate Parenting action plan.	Reduction in LAC exclusion, Improvement in LAC attendance, improvement in LAC attainment at Level 4. Feedback from care experienced young people			√		Limited progress due to school closures. Monitoring Exclusions Group stood down for 2020-21. (see appendix 3)	
								New policies on exclusion and managed moves to be finalised and published for Aug 2021.	New policies on exclusions and managed moves to come in 2021. Unable to measure impact of this due to lockdown.
								LAC Raising Attainment plan revisited and updated for 2020/21 Updated LAC data report presented to committee in March 2021 (see appendix 4)	It has not been possible to have multiagency attendance at LAC Raising Attainment meetings or move forward with the improvement plan between March 2020 and June 2020 due to colleagues being redeployed during the COVID-19 response.
*Parental Engagement (see also parental engagement in Empowerment section below)	Implementation of PEEP programme to support parental engagement in areas of deprivation Further promote access to Early Learning and Childcare for eligible two year olds Undertake Parental survey to inform delivery models of expansion of Early Learning and Childcare	Parents are better equipped to support early learning and progress towards developmental milestones of children accessing Early Learning and Childcare Increase in number of funded places for eligible two year olds 1140 hours is delivered through a flexible, accessible delivery model within geographical areas.	Implementation of PEEP in nurseries supported by Scottish Government funded Excellence and Equity Leads (ELC Senior Practitioners). Uptake of places through NAMS Families access Early Learning and Childcare which meets their needs Parental feedback	P2C1M03L & R_PI01	√	√	√	Over fifty ELC staff are trained in PEEP and more than five hundred families across the region have engaged in programmes delivered by nurseries and other Council colleagues, with 100% parents reporting they have increased their confidence in their ability to support their child's learning. A blended approach to delivery was developed during the pandemic which included the sharing of interactive 'SWAY' newsletters and in some cases filming of nursery sessions to demonstrate PEEP Learning Together in action for parents. 5	

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								<p>senior practitioners have also completed PEEP Progression Pathway training enabling them to support parents to gain accreditation to access further study or employment. Plans are in place for the remaining 5 senior practitioners to complete their training in the next session.</p> <p>Around 45% eligible two year olds are accessing their entitlement. Officers are exploring the reasons and potential barriers to families taking up their place with a view to improving the uptake of eligible children.</p> <p>Parental survey was complete November 2019. A further consultation is planned for Nov. 2021 in line with statutory duties</p>	
	<p>Improve use of social media, and timely, appropriate communication using plain English and parent-friendly-language to ensure that the wider parent forum is aware of services and opportunities to support their children</p> <p>Implementation of parental involvement and engagement strategies Provide and share expertise on parental involvement and engagement. Case Studies and best practice.</p> <p>Consider available data on deprivation, employment, community resources as part of parental involvement and engagement strategies.</p>	<p>Raised awareness across parent community</p> <p>Increased participation in events and activities that show the impact of parents as partners in learning</p> <p>Increased awareness of practical steps and projects</p> <p>Raised awareness across parental forums of Pupil Equity Funding and Scottish Attainment Challenge</p>	<p>Evidence both qualitative (views, feedback, evidence of impact from what parents say) and quantitative (data, statistics, satisfaction figures).</p> <p>Recorded through collaborative Reviews in our primary and secondary schools under Quality Improvement 3.2</p> <p>Gathered as best practice examples and shared across schools.</p>					<p>DGC promoted links to National Surveys from Connect about how parents were managing under COVID-19 conditions. DGC parents contributed in April 2% and June 5.6% of national total of responses. (DGC normally 2.8% of allocation normally)</p> <p>DGC and DGPCF also undertook a survey in December 2020. Parent Council (PC) Chairs representing 48 schools completed this. 45 noted that PC views and suggestions are considered with 23 being involved in promoting information about education and learning to parents.</p> <p>Exemplification of practice was gathered as part of Quality Assurance Framework: remote learning supplementary guidance February 2021.</p> <p>Implementation of the Authority Parental Involvement and Engagement (PIE) Strategy at Authority and School level remains a priority.</p>	<p>Parent Council email communications were increased to weekly where significant pieced of information needed to be cascaded.</p> <p>Collaborative Reviews ceased in primary, secondary, and learning centres. These will be re-established in session 2021/22.</p> <p>Corporate Communications team led on DG gov-deliveries for parents and families in relation to COVID-19 notifications</p>
<p>*School Improvement</p> <p>(see also School Improvement in Empowerment section below)</p>	<p>In collaboration with the Scottish Government, Education Scotland and SWEIC, increase capacity of Headteachers and staff to use data effectively to identify gaps and measure the impact of interventions to improve outcomes for children and young people.</p>	<p>Appropriate, timely interventions improve outcomes for children and young people.</p>	<p>School improvement progress reports evidence positive impact of strategies and actions - particularly for Pupil Equity funded interventions.</p> <p>% of schools reporting improvement against the NIF measures and sub-measures.</p>		√	√	√	<p>The Curriculum and School Improvement team of Education Officers and Curriculum Support Officers has worked both internally throughout the authority and in collaboration with Education Scotland and SWEIC colleagues to further increase the capacity of Headteachers and practitioners across all sectors in their effective use of data to support learning, recovery and improvement.</p> <p>Effective use of a wide range of data has been an increasingly important feature of</p>	<p>The use of data to inform priorities for recovery during and post the periods of remote learning and lockdown has increased across all sectors. Schools and ELC settings have made effective use of a wide range of data to track and monitor learning and progress, including during periods of remote learning. Approaches to assessment and monitoring of progress in learning have had to adapt rapidly in response to the pedagogical and logistical</p>

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								self-evaluation processes and self-reflection in schools and Early learning and Childcare settings to inform priorities for recovery of learning post lockdowns and in the creation of School Improvement Plans. This process has been effectively supported through engagement and collaborative working between Education Officers and Headteachers and Education Scotland Attainment Advisor and NIF Improvement Officer engagement with Headteachers and practitioners. Effective use of data has helped inform priorities for recovery of learning with a focus on literacy, numeracy and Health & wellbeing and the identification of need and prioritisation for action and deployment of pupil Equity Funding.	constraints imposed by lockdown and remote learning. Schools and ELC settings have adapted approaches to enable them to gather data and evidence of learning in different ways, including digitally and remotely. The use of teacher judgement evidence, standardised assessments and a range of assessment and data gathering approaches has helped in the early identification of need and new need created by the pandemic and has enabled timely and targeted interventions and mitigations.
Provide high quality education throughout the BGE and Senior Phase and support establishments to narrow the outcomes gap for disadvantaged groups	Improved outcomes for all young people, particularly the more vulnerable, throughout the BGE and Senior Phase	Data analysis of CfE, SNSA and SQA results Views of children and young people through focus groups School leaver destination Data School improvement plans and Standards and quality reports QI visits and reports School collaborative reviews and reports PEF Planning and Impact reporting Feedback from key stakeholders External validation including Education Scotland and Care Inspectorate	P2C3M01Q &C_PI06 P2C3M07Q &C_PI13 P2C3M07Q &C_PI14 P2C3M07Q &C_PI15 P2C3M07Q &C_PI16 P2C3M01Q &C_PI01 P2C3M01Q &C_PI02	√	√	√	SWEIC Numeracy Group The SWEIC Numeracy Group continue to meet and provides the opportunity for local authority leads to design, develop and deliver numeracy approaches across the 4 local authorities. The SWEIC Numeracy Group are also working closely with ITE colleagues in University of West of Scotland and University of Glasgow, Crichton Campus. Working within the South West Education Improvement Collaborative (SWEIC) 12 teaching staff from across Dumfries & Galloway, representing 4 secondary schools and 8 primary schools have attended training as Numeracy Leaders in September 2019. These Numeracy Leaders represent 7/15 of our clusters. This training was led by colleagues from East Ayrshire's Scottish Attainment Challenge Numeracy Team, and PEF staff from South Ayrshire, and focussed on Singaporean Bar Modelling method, which provides students with concrete and pictorial representations of numbers and the relationships within numbers which, in turn, helps students to develop number sense and make sense of worded problems. The SWEIC Numeracy Group are currently planning the next steps for this group of Numeracy Leaders. This is likely to include further development of problem solving & the bar-modelling approach, algebraic thinking/reasoning, the use of manipulative, and transitions. PEF and SAC funding has been used more flexibly, for example by reducing the barriers in remote learning where SIM	SWEIC Numeracy Group Working with colleagues across the South West Education Improvement Collaborative (SWEIC) an online professional Learning Team has been created to share professional learning across the four local authorities. This was launched in November 2020 and now has 424 members. 177 of these members are from Dumfries & Galloway. Within this Team a Staff Notebook has been created to host a wide range of anytime, anywhere numeracy and maths focused CLPL inputs, resources and sources of inspiration currently being provided across our local authorities, including the recording of the 'Mathematical Reasoning using Bar Models' CLPL input delivered by the SWEIC Numeracy Leaders last session. To date there are 16 different workshop inputs available to staff. As of April 2021 these materials has been viewed over 1318 times. The Dumfries & Galloway Developing Number Knowledge materials were one of the most popular with 193 views. As part of this CLPL offer eight live online CLPL sessions were delivered by Education Scotland focussing on the new Education Scotland Professional Learning Resource. These sessions were delivered at SWEIC level and covered the four themes of Number & Number Processes; Fractions Decimals & Percentages; Time; Data Analysis & Chance & Uncertainty. Each live online CLPL will was delivered at early/first/second level and a second/third/fourth level focus. Across	

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								<p>cards and devices were supplied to ensure learners had access to online learning, alongside the Authority Digital support. In addition, basic resources e.g. pens, pencils, jotters, paper, art and sports equipment etc. were made freely available, being hand delivered following COVID-19 guidelines, in some instances. Resources continues to be supplies throughout the year ensuring that all children had access to everything they required to engage with their learning. Technology skills were increased through use of Teams, Microsoft forms for feedback, Nessy, Sumdog and Accelerated Reader and these new ways of working are being maintained by schools who are keen to develop learner and staff skills further</p> <p>A range of PL sessions for HTs and promoted staff were delivered by Education Scotland HMIE via Microsoft Teams in April and May 20021</p> <p>This was an opportunity to explore and discuss feedback to drive and evidence change and improvement. The discussions will include approaches to using feedback to inform self-evaluation and subsequent focused improvement planning approaches using HGIOS? 4</p> <p>By offering SWEIC opportunities digitally, we have made very good progress towards implementing the SWEIC’s recovery plan and have been able to engage with a much broader group of practitioners across the south west however it has not been possible to deliver all aspects of the plan due to limited capacity during education’s response to the pandemic.</p> <p>Delivery of the P1-2 Literacy Pedagogy and Practice programme – ‘The Building Blocks of Literacy’ was completed over 8 sessions with 46 participants, An on-line event was organised to provide Primary Head Teachers with an opportunity to reconnect with their peers in their family of schools, to discuss their thoughts, share experiences and explore solutions to challenges associated with assessment and tracking; delivering interventions, use of recovery teachers and their impact; and positive behaviour/social skills. A</p>	<p>SWEIC 584 practitioners registered for these inputs, including 356 practitioners from Dumfries & Galloway.</p> <p>Plans to reduce the poverty related attainment gap have suffered severe disruption due to the effects of the Pandemic even after lockdowns and school return, as staff and pupils had to continue to self-isolate sporadically, with several schools, some in already particularly disadvantaged areas, having to close or send whole year groups home. Children and staff also had to work in bubbles which meant additional staff and interventions could not be utilised fully.</p> <p>Tracking and monitoring is robust in most schools and gaps have been identified, exacerbated by COVID-19, which will be addressed in the coming session as schools work through the Recovery phase and accelerate progress.</p> <p>COVID-19 halted school inspections which allowed for ES officer capacity to support and challenge LAs. D&G were delighted to take up this opportunity to work more closely and gain from their knowledge and experience.</p> <p>Due to social distancing measures, school closures and lockdown, all SWEIC events and professional learning opportunities were delivered on-line.</p> <p>SWEIC Blethers’, on-line facilitated, themed conversations, have been organised on a regular basis for different networks of practitioners. COVID-19 education recovery teachers, early years practitioners, early level, first level and second level teachers</p> <p>Very good progress had been made last session, building networks of families of primary schools however this work has been paused due to lockdown</p> <p>School Collaborative reviews have not yet resumed but it is hope COVID-19 restrictions allowing that these will recommence in the new session.</p>
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								<p>senior inspector from the SW locality team delivered a presentation on 'Priorities during recovery'. Head Teachers then split into smaller groups of 'families of schools' to discuss these themes with colleagues leading schools in similar contexts. Head Teachers evaluated the presentation as being very helpful and reassuring and welcomed the opportunity to share with colleagues who were facing the same challenges.</p> <p>When presented with an opportunity to carry out a collaborative action research project with their SWEIC family of schools, 84% of respondents welcomed the opportunity but said 'in the future'.</p> <p>A secondary leader's event 'Supporting our learners in a COVID-19 world' was organised in December. This on-line event provided participants with an opportunity to discuss their thoughts, share experiences and explore solutions to challenges associated with young people's mental health and delivering high quality learning and teaching in the current context. The Senior Education Officer (Inclusion, Wellbeing & Equalities) delivered a presentation on 'Getting It Right for All Learners during COVID-19', followed by presentations from Head Teachers from each local authority.</p>	
<p>Provide 1140 hours of high quality Early Learning and Childcare across Dumfries and Galloway that will meet the needs of children and families ensuring the recruitment of quality staff and leaders.</p> <p>Further develop training programme for Early Learning and Childcare staff and improve approaches for sharing best practice focusing on developmentally appropriate children's experiences in line with best practice across all providers.</p> <p>Develop a Dumfries and Galloway model for tracking, monitoring and profiling children's progress through early learning</p>	<p>Children are given the best start in life and are supported to reach their full potential.</p> <p>Staff and leaders are highly skilled, knowledgeable and effectively support children in their learning and development.</p> <p>Dumfries and Galloway's Early Learning and Childcare expansion plan continues to ensure that quality is at the heart of service delivery.</p> <p>Effective practice is shared and used to improve quality across all Dumfries and Galloway's early years establishments</p>	<p>High quality staff are recruited to deliver 1140 hours of Early Learning and Childcare is available to children across Dumfries and Galloway</p> <p>External validation including Education Scotland and Care Inspections</p> <p>Quality assurance and improvement visits</p>	P2C1M03L & R_PI01	√	√	√	<p>Staffing in place to deliver 1140 hours from August 2020.</p> <p>The Council has supported almost 50 staff to undertake the Froebel in Childhood Practice course in partnership with the University of Edinburgh. This practical course supports pedagogical approaches and there are plans to support a further cohort which will support the delivery of high quality services and continuity of learning experience as children transition into primary</p> <p>Professional learning opportunities for all Early Learning and Childcare providers have been delivered virtually or produced as 'Sway' newsletters which can be accessed by all staff on any device. Much of the focus this session has been developing and supporting COVID-19 safe practice in response to national guidance.</p>		

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		Robust tracking and monitoring systems meet the needs of children and families within the context of the early years setting.	Discussions with staff S&Q Reports Children are making appropriate progress in line with their age and stage of development					<p>Officers have worked in partnership with Care Inspectorate to support staff to evaluate practice during the pandemic using the regulatory body's evaluation tool 'How Good Is our Care and Support during the COVID-19 pandemic?'. LA Services that have been requested to submit their evaluation to the inspectorate have received positive feedback.</p> <p>A virtual In-service day was delivered to funded providers with workshops available on Loose Parts Play, Self -Evaluation for Self-Improvement, Familiarisation with Safeguarding Resources and Developing Number Knowledge. Feedback was positive. Over one hundred staff accessed Developing Number Knowledge sessions delivered in partnership with Education Scotland. Quality meetings are offered at least once each term for all services to discuss quality and share practice, a focus this year has been on parental engagement through the pandemic. Local authority nurseries have used a variety of digital platforms to engage with families and support home learning. There has been a high level of engagement and settings have used this information to target support for individual children and families. Dumfries and Galloway Council were able to share case studies from several schools with Scottish Government as examples of high-quality practice.</p> <p>Officers have also delivered a comprehensive training programme to childminders to support providers with the delivery of Curriculum for Excellence for funded children. These have been well attended with positive feedback received.</p> <p>Each service has a dedicated officer to support quality improvement through regular and bespoke support. Early Years Guidance materials have been refreshed and provide core principles which underpin consistent approaches whilst providing flexibility enabling services to reflect their own context.</p> <p>Achievement of a Level Pathways in Lit/Num/HWB have been produced to support services to assess children's progress and plan for next steps in learning with a view to supporting moderation across all ELC services. The pathways have been well received by staff across the sector.</p>
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	<p>Map the ASN learner journey (including transition points) to identify gaps and inform the use of resources</p> <p>Develop funding proposals to enhance resourced provision such as Learning Centres, Inclusion Bases and additional specialist provision</p> <p>Enhance the Care-Experienced Education Team through additional local resourcing, and evaluate the impact</p> <p>Restructure and realign central resources to prioritise the needs of the most vulnerable children (such as Care Experienced Team, Primary and Secondary Inclusion Teams, Learning Centres, Opportunities for All and Pupil Equity Funding)</p> <p>Disaggregation of resources between the centre service and schools</p>	<p>Up to date data to allow more efficient use of resources Allowing for forward planning and workforce development Smoother transitions</p> <p>Capital investment which allows for better, fit for purpose specialist provision to meet pupil needs Increased capacity in local settings</p> <p>The Care-Experienced Education Team will be fully staffed with teachers and support officers and have the capacity to help support the attainment and engagement of care-experienced pupils</p> <p>Centrally and school managed resources are more effectively targeted and utilised to address the key pressure points for the Education Authority. To improve outcomes for our most educationally vulnerable children and young people Improved outcomes for learners through more effective deployment and delivery of schools based and specialist provision</p>	<p>Reduction in requests for assistance for enhanced transition Higher attendance rates Improved attainment rates Increased number of Individual Education Plan (IEP) targets met Reduction in inclusion base placements Quality assurance of ASN pupil education planning (such as IEPs and CSPs) Reduction in Resourced Provision appeals. Reduction in day placements Reduction in transport costs Increased attendance Fewer exclusions. Lower exclusion rates for care-experienced pupils Higher attendance rates for care-experienced pupils Improved attainment rates for care-experienced pupils</p> <p>Establishment of 3 new region wide targeted specialist services – supporting children and young people: Attendance issues Care experienced Social communication (including autism) Data on exclusions, attendance and attainment improve for these targeted groups Enrolment procedures for resourced provision (special schools) Establishment of Inclusion Hub in Dumfries. Reduction in use day education placements. Staff satisfaction reporting</p>	<p>SLT3</p> <p>SLT3</p> <p>SLT3</p> <p>SLT3</p>	<p>√</p>		<p>Severe and Complex Needs (SCN) transition guidance completed and included in authority COVID-19 Transitions Guidance document. SCN Risks Assessments produced and accompanying guidance completed Risk Assessments produced and accompanying guidance completed for all Learning Centres. Developed and staffed childcare hub options for children with SCN during term 4 and summer. Multi-agency forum progressed for joint strategic planning for children with SCN (will interface with Children’s Disability Group planning).</p> <p>LAC attainment improvements ongoing – actions from the LAC data report will ensure focus on areas needing most support.</p> <p>Complete</p> <p>Formal disaggregation of central resources (school based staff) has been delayed due to the hiatus and the risk of creating too much uncertainty for staff and schools at the school restart point.</p>	<p>Improvement planning reprioritised to support the recovery phase and implementing COVID-19 Guidance.</p>
	<p>Build the capacity of school staff to meet the needs of all learners with additional support needs</p> <p>Raise the attainment and improving the educational experience of targeted care-experienced children and young people</p> <p>Implementing and communicating structural changes within the Supporting Learners Service</p>	<p>School staff will feel more confident in their ability to meet the needs of children and young people with ASN which in turn will allow those children & young people to access the full curriculum</p> <p>More Care-Experienced pupils will be attaining at appropriate levels to their age and stage, as well as going on to positive and sustained destinations</p> <p>Redefined and communicated structure, roles and responsibilities for the Supporting Learners Service</p>	<p>Improved attainment rates Reduction in requests for alternative education provision Reduction in requests for additional support Reduced transport costs</p> <p>Lower exclusion rates for care-experienced pupils Higher attendance rates for care-experienced pupils Improved attainment rates for care-experienced pupils</p> <p>New Supporting Learners structure in place by end of 2019/20 session</p>	<p>SLT3</p> <p>SLT3</p> <p>SLT3</p>	<p>√</p> <p>√</p>		<p>An Induction programme has been devised for non-teaching support staff including face to face training, e modules and written materials. Educational psychology service virtual consultation pilot from April to June 2021. 61 virtual consultations completed. 86% of them about individual child or young person, 14% about general ASN related issues. Most common primary focus of consultation – social, emotional, behavioural need (19%). In end of pilot evaluation 85% consultees recommend we continue virtual consultation. 89% report that it has improved EP accessibility. 81% report that the consultation helped them know what to do next.</p>	<p>COVID-19 restrictions have hindered this programme being delivered. Aim to deliver it for the first time in session 2021/22</p>

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								Above re. Care experienced young people	
								As above in Transformation section	
	Work together to address barriers that limit parents' Involvement and engagement	Sharing of best practice between schools and early learning and childcare settings AND via parent conference and forums. Support and challenge Parent Councils to ensure they are inclusive and represent the demographic of parents.	Attendance data at qualities and inclusion training for Parent Councils					48 online training sessions were attended by parents from Dumfries and Galloway delivered by Connect Scotland ranging from specific Parent Council support to parental advice on learning at home. No specific DGC events on equalities Inclusion have been undertaken to date. The new PIE strategy will reflect DGC Education Authority Outcomes 2021-2025 (Agreed March 2020) through work identified with Respectme	Parental engagement at school and authority level has been restricted due to COVID-19 and therefore has changed practice. However, exemplification of practice was gathered as part of Quality Assurance Framework: remote learning supplementary guidance February 2021. Data from our service users through comments and complaints provides an insight into areas where parental engagement and involvement can be managed and will help to inform future engagement to reduce barriers.

NIF Priority - Improvement in children and young people's health and wellbeing

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Childrens Services Plan	SWEIC Plan	Progress August 2020 – Current	Adjustments linked to COVID-19 Recovery
School Leadership (see also School leadership in Empowerment section below)	Implementation of Multi-Agency Guidance to increase use and confidence in the use of Integrated Chronologies.	Improved use of chronologies	Single and multi-agency audit			√		The Briefing on Multi-Agency Chronologies was circulated to all Child Protection Coordinators and Named Persons in April 2021. They were asked complete the e-learning by Oct 2021, at which point a survey will be circulated to check that this has been completed. The auditing of integrated chronologies must, by its very nature be on a multi-agency basis.	
	In collaboration with the Scottish Government, Education Scotland, SWEIC and relevant partners/services, build leadership and staff capacity to improve health and wellbeing outcomes for children and young people.	Increased levels of engagement and participation, resulting in children and young people's improved health and wellbeing.	School improvement progress reports evidence positive impact of strategies and actions to improve health and wellbeing - particularly for those children supported by Pupil Equity Funded interventions. % of schools reporting improvement against the National Improvement		√	√	√	Education Scotland partners were able to work in collaboration with education professionals to develop opportunities for professional dialogue and delivery of a range of professional learning opportunities with the local authority and schools. Education Officers from the central team engaged in professional learning and reflection activity with officers from Education Scotland. The focus for this work	No Education Scotland inspections took place in session 2020-21 due to the COVID 19 pandemic. This afforded a unique opportunity for Education Scotland engagement with the local authority that would not otherwise have been possible. With the anticipated introduction of UNCRC legislation, there will be a need to

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			Framework Health and Wellbeing NIF measures and sub-measures.				<p>was quality assurance and effective self-evaluation of the work and activity of the central team in relation to further developing excellence and equity through effective self-evaluation and strategic improvement planning. This work will be continued in session 21-22 with a focus on 'leadership of change', a key quality indicator from 'How Good is our School' (HGIOS4) and How Good is Our Early learning and Childcare (HGIOELC).</p> <p>Work began around further developing and building local authority internal capacity in relation to effective self-evaluation and quality improvement practices including exemplification of effective practice contributed by Education Scotland colleagues and local authority officers. This took the form of a small core group of identified central officers and Headteachers working alongside officers from Education Scotland meeting virtually to develop enhanced methodology and practice that will be incorporated in focused 'collaborative reviews' of schools when these are able to resume when COVID-19 guidelines allow.</p> <p>Officers from the Curriculum and School Improvement Team and The Education Scotland Attainment Advisor for Dumfries and Galloway has continued to work closely with headteachers and school leaders on the effective use of Pupil Equity Funding and mitigations to identify and prioritise the use of this resource to facilitate recovery and measure the effectiveness and impact of interventions.</p> <p>The South West Education Improvement Collaborative (SWEIC) National Improvement Framework Development Officer has worked alongside the Attainment Advisor and local authority Education Officers to deliver professional learning to local authority Quality Assurance and Moderation Support Officers (QAMSOs) in relation to moderation and achievement of a level within the Broad General Education (BGE) phase. This included support around 'digital moderation' and a Microsoft Teams space was created on GLOW for QAMSOs to engage in professional dialogue and sharing of ideas and resources. Further training for existing and new QAMSOs is planned for session 21-22.</p> <p>Although no Education Scotland Inspections took place in session 2020-21, a number of schools reported on progress made in response to Education Scotland Inspection findings from previous inspections from</p>	ensure appropriate dissemination and professional learning around this legislation and its impact.
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								session 2019-20. This took the form of progress letters issued to parents from the Head of Education and Chief Education Officer detailing progress made against inspection findings and recommendations. The timescales and prioritisation of some of this improvement work was impacted by the pandemic and progress will continue in session 2021-22.	
Build the capacity of school staff to keep children safe	Understanding and knowledge in the principles of Signs of Safety, for senior staff with a remit for child protection	Multi agency evaluation of signs of safety evidencing better assessment and planning to resolve, minimise or eliminate risk.	SLT3	√	√			Single Agency Training and Evaluation Complete	Multi-agency evaluation delayed
Support secondary school having access to a counsellor	Provide opportunity for early support for young people experiencing mental health issues through having counsellors in school Local initiatives to support access to Mental Health support	Number of young people with access to a counsellor Evaluation of programme supported by local business	P2C4M07L &R_PR01	√	√			Setting Specific Adaptations Planned All school counsellors in post and deployed to schools by August 2020. Many school counsellors running at 100% capacity, with an average of 95% uptake across the service. 350 young people have accessed a school counsellor since August 2020 – all show improvement in pre to post measure. One school still to uptake counselling service but education managers are working with the school around this. Bi-monthly reports have been produced which provide data around HWB themes which is then fed back to Mental Health in Schools group. Pre and post measures for young people are demonstrating positive impact of intervention. The school counselling model has now been extended to include a community based service. The EPS/YW implementation group oversee both services. Partnership for schools pilot has continued in identified schools but no evaluative feedback received yet	
Cool to Talk – interactive digital intervention	Provide a support mechanism for young people in partnership with NHS	Roll out of Cool to Talk Programme	P2C4S2 CYP11					Not started due to COVID-19 related challenges.	Considering COVID-19 related challenges, and since the initiative provides a confidential service for young people (12+ years) to receive responses to their questions, it would be important that a collaborative approach with NHS Dumfries and Galloway, E & L Senior Officer for Safeguarding & Child Protection, the Psychology Service and relevant Third Sector partners is applied in taking forward this initiative over the 21-22/23 period. See below also.
Schools Health and Wellbeing Group (Excellence and Equity Group)	Re-establish group with partners to provide focus on delivering HWB programmes across schools Ensure compliance with new guidelines on school nutrition	Regular updates from HWB group to both Curriculum and School Improvement Group and Headteachers Number of positive Schools Nutrition Inspection		√	√	√		Created in consultation with the Health and Wellbeing (Curriculum) Group with representation from early learning and childcare, primary and secondary senior and middle leaders, education authority officers, and representatives from Education Scotland, Active Schools and NHS Dumfries and Galloway, the was	Education and Learning (E & L) Directorate to continue to keep abreast of the impact of COVID-19 related developments on the Health and Wellbeing Curriculum. • E & L Directorate to review / update the strategy – as and if required – in response to developments.

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			Development of a new school meals menu					disseminated to schools and early learning and childcare (ELC) settings in September 2020. Due to COVID-19 distancing restrictions, the strategy was launched online on 13 th May 2021 at the regional Health and Wellbeing (2021) Conference, attended by 74 delegates (teaching and non-teaching staff) from early years, primary and secondary sectors. Positive impact of Group's work is anticipated in terms of consistency in standards and expectations across Dumfries and Galloway's schools – in line with 'A Curriculum for Excellence' health and wellbeing experiences and outcomes.	<ul style="list-style-type: none"> E & L Directorate's continued promotion and signposting to Education Scotland's and relevant agencies' Health and wellbeing curriculum related professional learning opportunities. <p>The Health and Wellbeing Group has focussed on the creation of the '<i>Being Well, Doing Well</i>' - <i>Excellence and Equity Strategy</i>' for delivering the 2 – 18 Health and Wellbeing Curriculum in Dumfries and Galloway's Schools'. There is now scope for the group to re-convene over 21-22/23 to explore and take forward the following:</p> <ul style="list-style-type: none"> Cool2Talk initiative, considering COVID-19 challenges on the wellbeing of young people 12+ years. Since the initiative provides a confidential service for young people to receive responses to their questions, it would be pertinent to take this initiative forward in collaboration with NHS Dumfries and Galloway, E & L Senior Officer for Safeguarding & Child Protection, the Psychology Service and relevant Third Sector partners. <p>Scope should be considered in respect of compliance with new guidelines on School Nutrition and the development of a new school meals menu.</p>
Teacher Professionalism	Increase number of ELC practitioners trained in Solihull approach.	Children receive appropriate care and support in nurturing environments	Care Inspectorate theme Care and Support evaluations are Good or better Number of Early Learning and Childcare Practitioners trained	CYPLLKEY02		√	√	A Pre-School Officer completed Train the Trainer Solihull. A Virtual session has been delivered to 8 staff including 4 senior practitioners as part of on-going training programme.	
(see also teacher professionalism in Empowerment section below)	Provide 2 hours of high quality PE lessons in all schools	Support primary class teachers in developing high quality PE programmes	A range of age appropriate PE programmes will be developed and rolled out to all schools Number of teaching staff attending CPD on new programmes			√		PE programmes in schools were delivered in line with Curriculum for Excellence experiences and outcomes and in line with Education Scotland and the Scottish Government's guidance for COVID-19 related issues over Session 20-21. 100 % of schools delivering 2hr PE as noted in the Health Living Survey (PE only).	The Health and Wellbeing Group will re-convene over 2021-22/23 to enable development and roll out of age-appropriate PE Programmes. Education and Learning Directorate signposting to professional learning related to new PE programmes. Education and Learning Directorate continued signposting to Education Scotland Webinars related to Physical Education.
Performance Information	Active Schools Programme	Deliver active schools programme across all schools as set out in SportScotland delivery plan	Develop case studies to demonstrate impact Physical Activity Survey – by Cluster	P2C4M05Q &C_PI02 P2C4M05Q &C_PI03		√		The Physical Activity Survey was not administered Public Health due to the impact of COVID19; however, an agreed Active Schools support programme of physical activity and sport was delivered to	To mitigate against impact of COVID-19, the Active Schools Team's support for recovery and restart has been included in the ' <i>Education and Learning COVID-19 Appendix to School Improvement Plan (21-</i>

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<i>(see also performance information in Empowerment section below)</i>		<p>Extending programme delivery to include developing understanding of nutrition and health</p> <p>Improve links with NHS Anti-Obesity initiatives by developing "Health Zones" in schools through existing Sports Leaders</p> <p>Improve links between active school sessions and breakfast club provision</p>	<p>Development and roll out of a "fuel facts five minutes" as part of Active School sessions.</p> <p>Number of Health Zones developed in schools.</p> <p>Developing links between early morning activity and food sessions</p>	<p>P2C4M05Q &C_PI04</p> <p>P2C4M05Q &C_PI05</p>			<p>schools focusing on recovery from Aug-Dec 2020 and on reconnecting from Mar-June 2021.</p> <p>Over Session 2020-21, the Active Schools Team:</p> <ul style="list-style-type: none"> Supported children, young people, families through a blended offer (face-to-face and online) via the Actify Platform facilitating delivery of a series of challenges and resource sharing with schools. Delivered appropriate sport and physical activity to the Key Worker Childcare Hubs during periods of COVID-19 lockdown. <p>ASCS redirection to different role at various points within the academic session.</p> <p>Due to COVID-19, neither school sport events nor extra-curricular sport were delivered by Active Schools.</p>	<p>22): <i>Supporting Schools to Stabilise and Recover</i>'.</p>
	<p>Develop emotionally based non-attendance protocols in partnership with Child and Adolescent Mental Health Services (CAMHS) to support young people who are not attending school due to anxiety issues.</p>	<p>Production of a multiagency protocol to support young people who have emotionally based non-attendance.</p>	<p>Develop emotionally based non-attendance protocols in partnership with Child and Adolescent Mental Health Services (CAMHS) to support young people who are not attending school due to anxiety issues.</p>	<p>SLT3</p>		<p>√</p>	<p>The Children's Services Mental Health Workstream group agree that a multiagency protocol is required. At present Health continue to be unable to contribute to this.</p> <p>Mental health in school group changed priorities to focus on building capacity of staff and creating a mental health pathway. Mental health pathway draft complete and will be piloted August 2021</p>	
<p>*Parental Engagement</p> <p><i>(see also parental engagement in Empowerment section below)</i></p>	<p>Develop understanding and knowledge of positive behaviours in school by working with RespectMe and Parent Councils as part of schools' expectation to involve children, young people and parents/carers</p>	<p>Increased engagement and involvement of Parent Councils in positive behaviour / Anti-bullying policies in schools</p>	<p>Reduction in the number of complaints around bullying behaviour AND Self-Evaluation Pro-Forma within Education Services Anti-Bullying Policy to be collated August 2020.</p>				<p>The new PIE strategy will reflect DGC Education Authority Outcomes 2021-2025 (Agreed March 2020) through work identified with Respectme.</p> <p>The programme commences in September 2021 with Parent Council Chairs and will expand to wider parent forum and pupils during session 2021/22.</p> <p>The key messages from the National Policy Guidance, "Respect for All: The National Approach to Anti-Bullying for Scotland's Children & Young People"</p> <p>What parent and carers can expect from schools in preventing & managing bullying</p> <p>Working together- The role of parents and Parent Councils in preventing & managing bullying</p>	<p>Parental engagement at school and authority level has been restricted due to COVID-19 and therefore has changed practice.</p>

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								Key findings of the 2020/21 Self-Assessment Pilot between Respectme & six Dumfries & Galloway schools	
*Assessing Children's Progress (see also Assessing Children's Progress in Empowerment section below)	Multi agency project with NHS to share data from 27-30 month assessment with the relevant nursery for children and families who receive additional support from health. Streamline Personal Plans and ensure robust strategies are in place to support children's safety, health and welfare needs.	Focused joined up planning for children across services to better support planning and interventions to improve outcomes for children. Children to make good progress towards developmental outcomes	Number of nurseries receiving information from health service NHS – Ages and Stages Questionnaire Pre-school assessment data Robust Personal Plans in place for all children with 28 days of commencing an Early Learning and Childcare service	P2C3M01Q & C_PI19		√	√	Guidance has been refreshed to support Personal Plans.	NHS project carried forward due to COVID-19 and NHS staff changes
*School Improvement (see also School Improvement in Empowerment section below)	Progress Council Recommendations – Linked to Time for Inclusive Education (TIE) Campaign which is supported by the Scottish Government Development of individual school anti-bullying policies as part of 2019/2020 School Improvement Plan Develop the Police Youth Engagement Officer partnership Replicate Police Partnership within Fire and Rescue Service Launch of Multi-Agency "Incidents Involving Weapons – Linked to Schools Guidance"	More inclusive school policy and guidance Decrease in bullying incidents in relation to protected characteristics Raised awareness across school community Consistent approaches in developing anti-bullying guidance Safer school communities Equitable service across schools Increased pupil safety in relation to specific risks i.e. fire/water A consistent approach to monitoring and responding to weapon related incidents	Through information collated as part of Safeguarding Health Checks Business reporting through SEEMiS Bullying and Equality Module. Staff and pupil focus groups Self-Evaluation Pro-Forma within Education Services Anti-Bullying Policy to be collated August 2020. Key Performance Indicators to be agreed across Police and Education Services to evaluate the strategy Fire and Rescue Service delivery and evaluation reports. Central recording and Police Recording and reporting			√		15 secondary schools have agreed to engage in the LGBT Charter Mark over session 21/22 or 22/23. One secondary school is likely to be engaging in a collaborative review process as an alternative to the Charter Mark LGBT 3.1 Collaborative Review developed. Schools RAG Developed in relation to individual school anti-bullying policy progress. Pilot with 'Respectme' complete Complete Complete	Some schools were delayed in developing their anti-bullying policy. This is being tracked and supported. Yet to be progressed at most appropriate time within recovery priorities FRS will share evaluation with Local Authority when complete
	In partnership with headteachers develop a bereavement support framework and resources for schools. Contribute to the mental health focus of the Health and Wellbeing Excellence and Equity group priorities	Completion of framework and a suite of accessible resources. Completion of agreed tasks within the plan and measurement of mental health outcomes for young people.	School staff will report increased confidence to support young people and staff members at times of bereavement Reduction in RFA requests for mental health support for young people. Improved school attendance.			√		EPS has produced a training programme based on key information that schools/SL Teams require to be able to support young people who have been bereaved. EPS has engaged in targeted support around bereavement with several schools and individual education professionals in the past year. This is a priority in the new educational psychology service improvement plan. Since August 2020 the educational psychology service has supported 10	COVID-19 Loss and Bereavement guidance produced and shared by Educational Psychology and Educational Visitor Services in June 2020. COVID-19 loss and bereavement guidance produced and accessed by x staff through GLOW wellbeing tile

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									different schools to meet the needs of staff and pupils following a bereavement or critical incident in their school community	
									L Biggar not a member of the group – E Gair to update?	

NIF Priority – Improvement in employability skills and sustained , positive school leaver destinations for all young people.

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Childrens Services Plan	SWEIC Plan	Progress August 2020 – Current	Adjustments linked to COVID-19 Recovery
School Leadership (see also School leadership in Empowerment section below)	Develop understanding and knowledge of the SCQF framework to inform curricular provision in the senior phase	All children and young people will have equity of opportunity in terms of the senior phase offer available to them	Number of schools with SCQF Ambassador status	P2C4M04Q &C_PR01	√	√		All sixteen secondary schools were accredited as SCQF Ambassador schools in 2019. More flexible curricular offers have been extended in the majority of schools with more vocational options and National Progression Awards on offer.	Further progress has stalled because of COVID-19 lockdowns. Some pupils were unable to complete certification in courses that relied on practical workshop delivery or on work placements. This priority will need to be revisited in August 2021.
	Build capacity to implement the key workstreams within the Dumfries and Galloway Senior Phase strategy document, i.e. improving the curricular offer, ensuring appropriate advice and support, extending partnership working, engaging with new delivery approaches, and ensuring targeted support for our most vulnerable children and young people. Key focus of work to also include: <ul style="list-style-type: none"> Further development of networking arrangements in Dumfries and Galloway and piloting in other areas across Dumfries and Galloway Pilot and develop digital learning as a priority through use of digital hubs. 	The senior phase offer will ensure pupils have access to a wide range of courses, awards and pathways to better prepare them for a sustained positive destination Increased range of subjects / opportunities available to young people Greater use of the Bridge as a learning facility More feasible class sizes so maximising use of resource to benefit all pupils Across Dumfries and Galloway young people have access to and are benefiting from a digital learning resource to expand range of courses available to them	Reviews of progress towards key priorities identified in the Senior Phase Strategy Numbers of young people accessing s 'the Bridge' as a learning facility Increased range of subjects available Maximising and making more efficient use of resource Number of young people using digital learning resource as mode of delivery to access classes - maximising resource and increased accessibility.	P2C4M04Q &C_PR01	√	√		In planning for the curricular offer 2021-22 all sixteen secondary schools have agreed to implement a transitional model for 2021-2022 where alignment has been extended to 3 option columns. This has had the effect of extending opportunities across all geographic areas of Dumfries and Galloway and the SWEIC. This has ensured the vision for an increased offer for Advanced Higher, Foundation Apprenticeships and for vocational courses has been realised. The offer of Advanced Highers that will be delivered digitally through the SWEIC has been named @South-West Connects and already in excess of 130 applications for 9 courses have been received. Advanced Higher provision across the authority will also benefit from a pilot with Glasgow Caledonian University - a further three courses are on offer. Both schemes will be delivered primarily through digital delivery. The College offer has also been streamlined and plans are in discussion to increase the proportion of their courses that will have at least some digital delivery. A further 5 schools will be equipped with hub and spoke technology through the SOSEP funding and joint plans to upskill school and college staff in capitalising on delivery digitally are underway.	Original plans to move to a fully aligned 33 period week by August 2021 were postponed due to the pandemic. Discussions are already underway to revisit this model for a later start – possibly August 2022. COVID-19 lockdowns reduced the scope of the Bridge as pupils from across Dumfries Learning Town and the wider authority had to be protected within same school bubbles or indeed they were working at home. Plans for a new management structure to promote and extend the use of the Bridge are in place for 2021-22.

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<p>Teacher Professionalism</p> <p>(see also teacher professionalism in Empowerment section below)</p>	<p>Support high quality professional learning for staff at all levels and in all sectors with a particular focus on embedding employability skills and the Career Education Standard and entitlements within the curriculum</p> <p>Further evolve and develop curriculum rationales, the curriculum offer and opportunities for personal achievement, to maximise school leavers' skills and meet the needs of society and employers</p> <p>Support schools to further expand their range of opportunities for skills development and wider personal achievement through creative and innovative curricular and non-curricular approaches and effective partnership working</p>	<p>Professionals in all sectors will be more aware of the Career Education Standard entitlements and will increasingly consistently incorporate these into planned learning 2-18</p> <p>Learners' employability skills will be increased with an increase in confidence and awareness of career management skills</p> <p>An expansion of curricular and non-curricular courses, programmes and skills development opportunities leading to increases in employability skills and positive and sustained leaver destinations</p> <p>Children and young people will be better equipped for the world of work in terms of qualifications, confidence and interpersonal skills. A more consistent approach will be evident across schools in successfully supporting young people into positive and sustained post school destinations</p>	<p>School reviews where appropriate</p>	<p>P2C3M01Q &C_PI06</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>DYW school coordinators recruited in all secondary schools. Series of monthly professional learning opportunities this session for coordinators with inputs from key partners – Developing the Young Workforce, Skills Development Scotland, Employability and Skills, Gateway, Education Scotland, Scottish Borders and local and national 3rd sector partners.</p> <p>Re-introduction of WorkIT as the tool for arranging work-based learning opportunities, both virtual and on-site. Gateway have engaged with local employers to populate the work experience database, resulting in both a greater number and wider diversity of opportunities available to senior phase students. New relationships with employers have also led to an increase in the number of post-school opportunities, for example, modern apprenticeships.</p>	<p>The impact of COVID-19 on normal SQA processes and the introduction and implementation of the ACM has limited secondary schools' capacity to focus on this area. This has limited the pace of continued improvements. However, a solid foundation has been established and we are well placed to take this area of work forward next session.</p> <p>Health and Safety measures and associated risk assessments have limited schools to seeking virtual work placements for the large part this session. Restrictions have eased in the summer term and we have started to see the benefits of WorkIT re. on-site placements too which bodes well for next session.</p>
	<p>Support high quality professional learning for staff at all levels to use the SCQF framework to ensure learners can access a curriculum that provides a range of pathways that supports sustained and positive destinations</p>	<p>Raised levels of attainment will be secured by ensuring a comprehensive suite of appropriate qualifications and awards is on offer to all young people</p>	<p>Interrogation of Insight data Interrogation of tracking data/ assessment data in schools including NQ results, numbers accessing vocational courses, FAs etc</p>	<p>P2C3M01Q &C_PI06</p>	<p>√</p>	<p>√</p>		<p>A number of professional learning workshops were arranged with national Insight lead. These were promoted with Senior School Management teams and were very well attended. A number of schools have followed this up with dedicated sessions to interrogate their own data.</p>	
	<p>Support high quality professional learning in STEM for staff in early years, primary and secondary.</p> <p>Continue to provide bespoke support to individual settings, schools and practitioners on aspects of STEM, including learners accessing The Bridge.</p> <p>Continue to engage with local STEM organisations and partners to support schools & settings to deliver STEM learning opportunities in their local contexts.</p> <p>Continue to meet as a D&G STEM Partnership Group to disseminate key local and national priorities, to provide networking opportunities and work together to meet the aspirations of the STEM strategy.</p>	<p>Practitioners/ Teachers will demonstrate increased skills, knowledge and confidence delivering STEM experiences.</p> <p>Learners will demonstrate increased skills, knowledge and confidence in STEM learning.</p> <p>Improved and planned partnership working opportunities creating high quality learning experiences for our learners.</p>	<p>Ongoing evaluations as part of CLPL activity.</p> <p>Ongoing evaluations as part of bespoke support.</p> <p>Heat Map of school engagement with DG STEM team.</p> <p>Monitor children and young people's participation in planned programmes.</p> <p>Monitor engagement activity with partners.</p>	<p>DG STEM</p>	<p>√</p>		<p>√</p>	<p>Between August 2020 and June 2021 17 CLPL sessions were facilitated by the DG STEM team, all of which were held virtually. These sessions were delivered by a range of partner organisations including Education Scotland, SSERC, Glasgow Science Centre and Aberdeen Science Centre. Over these 17 'live' virtual CLPL sessions 300 staff from early years (47), primary (188), secondary (45), Additional Support for Learning (6) and Other (14) participated in high quality professional learning, equating to 520 cumulative hours. CLPL delivered to date covers the themes: Young STEM Leader Programme, Improving Gender Balance & Equalities and Digital School Awards, SubSea UK, SWAY & Microsoft Forms and Castle CSI.</p> <p>In partnership with Education Scotland's Improving Gender Balance and Equalities (IGBE) 6 CLPL sessions took place over the</p>	<p>DG STEM</p> <p>Dumfries & Galloway's fourth annual STEM was launched in April 2021. Following last year's successful online conference this format was further developed. The conference was hosted within a dedicated GLOW Team and shared within a Microsoft Staff Notebook. In addition to the four keynote speakers, over 45 workshops & marketplace offerings were available for practitioners to engage with as part of the online professional learning offer. These workshop & marketplace materials were provided by a wide range of local and national partners and were suitable for all within the education system from early learning & childcare settings through to senior phase and beyond.</p> <p>Due to ongoing COVID-19 restrictions, and the redeployment of the DG STEM Team, learners have been unable to access The Bridge for the planned series of inputs. It is</p>

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								<p>course of this session. These were entitled Is STEM for the masculine and brainy? Why are girls less likely to feel they are good at STEM? IGBE Self-evaluation Framework - an Introduction, Play-based Learning and Gender Balance, IGBE Data through a gender lens – using data to improve equitable outcomes, IGBE Interactions and Gender Balance. Practitioners were provided with short video content prior to the dialogues and invited to share ideas and experience through facilitated discussion.</p> <p>The Young STEM Leader Programme continues to be supported across Dumfries & Galloway. 10 Primary and 9 Secondary schools have previously participating in this new national programme. 13 practitioners attended a CLPL session on the Young STEM Leader Programme this session. Across Dumfries & Galloway there are now 24 centres able to deliver the Young STEM Leader programme. This includes 11 primary schools, 11 secondary schools and two local youth centres.</p> <p>Three schools were awarded funding from the Enhancing Professional Learning in STEM grant, totalling £13, 183.25. Support has been provided to schools through this process and the associated evaluation activity. Schools submitted their final reports to Education Scotland in May 2021.</p> <p>The local authority STEM Strategy Partnership Group (College Hub Group) continues to meet on a regular basis. This group includes representation from our own ESMT (Education Services Management Team), from our local colleges and universities, from our DYW, SDS and D&G Chamber colleagues and from our partners in lifelong learning.</p> <p>The Dumfries & Galloway Regional STEM Strategy was published in September 2020. The group are now working to meet the aspirations of this strategy, & the associated action plan, and is making good progress is promoting and developing joint working within and across the represented organisations.</p>	<p>hoped that next session the DG STEM team will be able to continue to inputs linked to DYW sector pathways. Learning and teaching packs based on previous inputs/themes from the DG STEM inputs at The Bridge are now available on GLOW. These packs include lesson plans based on the themes of Food & Drink. Colour & Light, Energy Sources & Sustainability, Engineering and Genetics, Inheritance & Forensics.</p> <p>During lockdown 1 and 2 the DG STEM team produced and published weekly Learning at Home Challenge Packs. These packs provided additional opportunities for practitioners to share learning challenges across the curriculum with learners at early, first, second & third levels. In July 2020 it was reported that the DG STEM Challenges Session 2019/20 had been downloaded 6375 times. Over session 2020/21 these Lockdown 1 challenges have been downloaded a further 988 times, bringing the total downloads to 7363.</p> <p>Between January and March 2021 the Lockdown 2 challenge packs were created weekly by the Virtual Teacher Team. These have been downloaded a total of 4901 times. Over the DG STEM Challenges have been downloaded 12,264 times. Over the 19 weeks of two remote learning periods this equates to an average of 645 downloads per week.</p>
Performance Information	Staff at all levels to build understanding of key performance information / data required to evaluate provision in the Senior Phase and inform planning for the future	Increasingly, children and young people are receiving their entitlement to a range of progressive curricular pathways in all schools and clusters.	Authority review of option choice offers Review of HGIOS4 Q12.2 Curriculum					<p>Despite the constraints imposed by the pandemic, The Senior Phase Strategy Group has continued to meet to drive forward planned strategic change and improvement.</p>	The pandemic has had a significant impact on the continued roll out of the Senior Phase Strategy and the work of the Senior Phase Strategy group. Work has had to be refocused to prioritise and address the

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<i>(see also performance information in Empowerment section below)</i>							<p>Despite this, work on aligned timetable columns across the authority has been established creating curricular space to enable expansion and development of a range of curricular offers in the Senior Phase. Increasingly a range of data (eg SDS, 16+ Data Hub, Regional DYW, DYW Coordinators) is being utilised to inform curriculum rationales and local, context driven solutions to curricular provision to meet the needs of learners across academic and vocational pathways. Utilising data to identify need has led to an Advanced Higher Digital Hub being established across the SWEIC which now in its first year offers 9 subjects. A range of partners collaborate and use data to inform identification of skills gaps and possible areas for curricular development. The use of data and performance data at all levels to evaluate provision is an ongoing area for development. Professional learning opportunities around the use of Insight data has been delivered to secondary SMT staff increasing capacity in interrogation of attainment data and school contextual information.</p>	<p>requirements of the Alternative Certification model (ACM) for SQA awards in 2021.</p> <p>The enforced switch to remote learning and digital provision brought on by the pandemic has led to accelerated progress in aspects of digital provision and has created a virtual space for curriculum development and expansion that can be delivered across a wide geographical area (across the SWEIC) with efficient and effective deployment of staff and more equitable access for young people.</p> <p>The immediate responses and priorities required to address the challenges presented by the pandemic has impacted on the capacity of schools and the local authority to reflect on the full range of curriculum pathways and their ability to employ normal levels of reflection, review, scrutiny and interrogation of data to help inform the entire range of curriculum offers and learning pathways. The pandemic has focused attention on pathways and positive, sustained destinations for school leavers as an immediate priority. As the immediacy of response to the pandemic recedes, capacity and focus on wider aspects will be restored.</p>
	<p>Review data relating to % leaving schools with sustained and positive destinations</p>	<p>Staff at all levels are supported to use pupil destination data to plan and improve the effectiveness and relevance of the senior phase curriculum</p> <p>Every school is data literate</p> <p>Data is used effectively to improve learning and teaching and increase attainment</p>	<p>Interrogation of Insight data Interrogation of tracking data/ assessment data in schools including NQ results, numbers accessing vocational courses, FAs etc</p>	<p>P2C3M01Q & C_PI06</p>	<p>√</p>	<p>√</p>	<p>The local authority has worked in close partnership with Skills Development Scotland (SDS) to more consistently capture and make effective use of 16+ data for young people across the authority. This has resulted in an increase in data available to help inform required support and signposting for young people and a reduction in unknown post school destinations.</p> <p>SDS partners have presented professional learning in the capture and use of 16+ data for secondary SMT at Senior Phase Strategy meetings. This, along with schools' increasingly effective understanding and use of a range of data including Insight data and tracking data, is beginning to contribute to improving the effectiveness of the Senior Phase offer and curriculum. Across all sectors, a range of formative assessment, summative assessment data and standardised assessments (including SNSAs) are being used increasingly effectively to improve learning and teaching, identify and close attainment gaps and raise attainment. Next steps are to further develop professional learning around the effective use of data to inform</p>	<p>Performance information has been significantly impacted by the COVID-19 pandemic. No CfE data was uplifted in June 2020 and SQA exam arrangements for 2020 meant that data was not comparable with previous years' data. For 2021, the Alternative Certification Model (ACM) was introduced with awards based on teacher judgements.</p> <p>The pandemic focused the need for schools to develop processes including the use of a wide range of data to identify and prioritise recovery needs in response to the impact of the pandemic on learning & teaching and curriculum breadth. Key focus areas in Early Learning and Childcare and the Broad General Education phase across sectors were literacy, numeracy and health & wellbeing including mental health.</p> <p>A snapshot of projected Curriculum for Excellence levels (CfE) at P4, P7 and S3 was gathered by the authority in February. This data was shared with schools and clusters to help inform priorities for recovery and areas for possible intervention and mitigations. CfE data will be uplifted in June 2021 at P1, P4 and P7. This will help further inform recovery priorities, identify</p>

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								next steps in learning, inform curriculum development and raise attainment.	gaps and provide areas of focus to raise attainment.
	Review specific data around looked after young people care leavers and those with ASN to access suitable training and learning opportunities to help get them into work	Targeted support for looked after and care experienced young people will be effective Outcomes and life chances for our most vulnerable will improve Young people with additional support needs are better prepared for the world of work and employability Increased numbers of young people with additional support needs are moving into positive and sustainable destinations post school	Interrogation of Insight data Interrogation of tracking data/ assessment data in schools including NQ results, numbers accessing vocational courses, FAs etc		√	√		There was very limited opportunity to progress this action about young people with Additional Support Needs as usual routes for post school destinations not available due to COVID-19. Work ongoing through Children with Disability Strategy Group to look at transition planning between children and adult services, with a particular focus on positive destinations [including third sector opportunities].	
Parental engagement (see also parental engagement in Empowerment section below)	Ensure representation from Dumfries and Galloway Parent/Carer Forum are included in relevant local authority policy development groups and Parent Councils for arrangements for self-evaluation at school and local authority level. Launch Pupil Council GLOW group as part of pupil / parent / School triad of engagement	Increased, acknowledged and valued contribution to policy that is shared with Parent Council Chairs for sharing with wider parent forum Recording of pupil voice alongside parental involvement qualitative data	Recording and reporting through Dumfries and Galloway Parent/Carer forum Self-evaluation report					DGPCF and DGC work strategically at officer, directorate and Committee level. DGPCF is referred to as a Strategic Group with terms of reference. DGC report to and through DPCF and work in collaboration on survey and communication engagement with parents across the region. With regards to pupil voice this action is embedded in the D&G Youth Council action plan is that every school should have a Pupil Council, and this should be treated with the same importance as Parent Councils (i.e., there should be a dedicated education officer that provides support and guidance to schools for pupil voice). This will include a Pupil Council Charter. Pupil Councils should be involved in informing, implementing, and assessing school policies to ensure a consistent approach to dealing with behaviour and supporting the most vulnerable/at risk.	Weekly meetings established DGPCF engagement on Transformation/Family Learning/ Respectme/DYW and Mental Health & Wellbeing working groups In relation to pupil / parent/ school triad – work with Pupil Councils delayed due to COVID-19 but now embedded as part of D&G Youth Council Action Plan (agreed August 2020) Baseline data gathering delayed due to in school staff priorities around the ACM.
*School Improvement (see also School Improvement in Empowerment section below)	Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers Support schools to offer a wider range of personal achievement opportunities Support schools to ensure that skills are a key element of learning and teaching across the curriculum in all sectors and that the language of skills is being used explicitly Support schools to embed the Career Education Standard 3-18 so that teachers have a greater awareness of their role in supporting all young people into positive and sustainable destinations post school	An increase in the number of young people gaining accreditation for personal achievement programmes Children and young people will be better equipped for the world of work in terms of qualifications, confidence and interpersonal skills. A more consistent approach is evident across schools in successfully supporting young people into positive and sustained post school destinations Improved leaver destinations	School leaver destination data Increased numbers of young people sustaining their post school destinations. Evidence from schools about programmes offered and the uptake and success of these S&Q reports and School improvement plans School Collaborative Reviews External validation including Education Scotland inspections	P2C3M01Q & C_PI06	√	√		A new leavers form has been introduced to ensure destinations data can be collected effectively. Sharing of Career Education Standard evaluation tool with DYW school coordinators for familiarisation with plans for its use as part of schools' self-evaluation and improvement planning for next session	Little progress due to impact of COVID-19. The impact of COVID-19 on normal SQA processes and the introduction of the ACM has limited secondary schools' capacity to focus on this area. This has limited the pace of continued improvements. However, with DYW school coordinators established in all secondary schools we are in a strong position to now progress with further embedding of the Careers Education Standard across the curriculum based on strong evaluative evidence and strategic improvement planning.

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	Support schools to work collaboratively, with local colleges and partners and with SWEIC partners to audit and improve senior phase provision	Effective networks to ensure a wide range of choices and pathways will be available	Evidence from the senior Phase Strategy Group			√	√	Some discussions about future opportunities have taken place with local colleges. Pilot partnerships with SWEIC and University of Glasgow are in place to deliver Advanced Highers from August 2021	Little progress due to impact of COVID-19 and restructuring of both local colleges. Further development of a digital offer across all schools will be a priority next session

Empowering Schools (linked to improvement priorities, NIF Priorities and Drivers above)

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Childrens Services Plan	SWEIC Plan	Progress August 2020 – Current	Adjustments linked to COVID-19 Recovery
School Leadership	<p>Induction Programme for Nursery Managers</p> <p>BA Childhood Practice, Second and Third Cohort</p> <p>HNC Childhood Practice; targeting career changers from across the Council to be appropriately qualified as practitioners in ELC aligned to 1140 hours expansion programme</p> <p>Ensure new Early Learning and Childcare staff engage with the new National Induction Resource</p>	<p>Nursery Managers will be able to confidently undertake all aspects of their role to secure positive outcomes for children</p> <p>Second cohort will complete BA Childhood Practice, in preparation for leadership roles within Early Learning and Childcare. Improved quality of provision for children accessing funded hours. Third Cohort will commence BACP in August 2019</p> <p>Qualified and skilled workforce</p>	<p>Care Inspectorate Grades of Good or above across all themes</p> <p>Compliance with National Standard</p>	P2C1M03L &R_PR01	√	√	√	<p>New nursery managers have benefitted from a comprehensive induction programme and regular professional meetings to support them in their new roles.</p> <p>In partnership with University West of Scotland the third cohort of Early Learning and Childcare staff are due to complete the BA Childhood Practice degree which is the qualification required for nursery managers. The Council is supporting a further cohort of 20 staff from August 2021 supporting succession planning for the sector. New nursery managers have benefitted from a comprehensive induction programme and regular professional meetings to support them in their new roles.</p> <p>In partnership with Dumfries and Galloway College to support staff to undertake the relevant qualifications to work as an Early Years Support Assistant or Nursery Nurse with opportunities for wider Council staff to undertake the HNC Social Services (Children and Young People) SCQF Level 7 on a part time basis. The final cohort of staff are coming to the end of their courses prior to being matched into vacant posts when these become available.</p> <p>Nursery Mangers are ensuring new staff engage with National Induction Resource.</p>	

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	<p>Support and strengthen strategic leadership to support and challenge schools' continuous improvement through a self-improving system of collaborative reviews</p>	<p>Build and support the capacity of schools to evaluate their provision and improve the quality of services they provide.</p> <p>Support school's own self-evaluation and quality improvement systems.</p> <p>Support, promote, develop and share good practice across schools.</p>	<p>Participation in school collaborative reviews including evaluation reports re involvement</p> <p>Number of collaborative reviews led by Headteachers</p>				v	<p>The constraints imposed by the pandemic has required the local authority to think differently and seek alternative approaches to the development of this aspect of the Education Plan. Strategic leadership has been supported throughout the pandemic through a variety of different mechanisms and approaches including: Education Officer engagement with Headteachers using digital / virtual technology, Education Scotland professional learning webinars, Attainment Advisor and National Improvement Framework Development Officer engagement with headteachers and senior leaders, opportunities for Headteacher to participate in collaborative forums around remote learning and recovery of learning, teaching and the curriculum. School Improvement Planning guidance has been updated in response to the impact of the pandemic and the continuing focus on recovery. The local authority has worked collaboratively with Education Scotland partners to create a range of engagement opportunities at headteacher and central officer level to further build capacity around aspects of quality assurance. In preparation for the future evolution and restart of Collaborative Reviews, professional learning opportunities are being created for headteachers and senior leaders. Increased capacity around the development of strategic leadership is being built within a core group that includes headteachers and central officers. This core group will participate in future Collaborative Reviews and help to disseminate effective practice.</p>	<p>Due to government guidelines restricting the movement and mixing of people in response to the pandemic, it has not been possible to carry our collaborative reviews in schools. Consequently the local authority has sought alternative methods and approaches to develop, support and strengthen strategic leadership and to support and challenge schools' continuous improvement.</p> <p>The expected legislation on the United Nations Convention on the Rights of the Child (UNCRC) will require engagement with schools, school leaders and education professionals to further build capacity of schools and Early learning and Childcare settings to evaluate their provision and improve the quality of services they provide in relation to UNCRC.</p>
	<p>Develop an evidence-based approach to school leadership through a robust workforce strategy which responds to leadership needs by: a. providing relevant Professional Learning for leaders/ potential school leaders; b. signposting relevant Professional Learning for school leaders/ potential school leaders; c. further develop leadership opportunities across the South West Educational Improvement Collaborative.</p> <p>To establish a programme of professional learning to sustain a coaching culture across education services (by August 2022).</p>	<p>a>The teacher workforce profile will reflect teachers' capacity to meet the relevant Professional Standards in readiness to assume school leadership positions.</p> <p>b> Increased numbers & quality of those applying for school leadership positions.</p> <p>c> School leaders' understanding and practice in relationship to the development of leadership at all levels is increased.</p> <p>Staff will demonstrate increased engagement, confidence and value.</p>	<p>Numbers of teachers undertaking Introducing School Leadership, SCQF Level 11 leadership, Middle Leadership, Into Headship, Excellence in Headship and local delivery courses.</p> <p>Evaluation of impact from those participating in the above.</p> <p>Impact on participants' performance and their schools.</p> <p>Staff wellbeing.</p> <p>Staff absence rates.</p> <p>Staff engagement/ feedback in appropriate Professional Learning related to effective Professional</p>		v		v	<p>In general, the numbers of staff undertaking Masters-level or leadership learning during 2020-21 remained strong although the number completing the ISL programme were slightly down on previous years.</p> <p>A decision was made to suspend the coaching programme during session 2020-21 as all in-person professional learning was paused.</p>	<p>Delivery of all leadership professional learning courses moved online in session 2020-21.</p> <p>With ISL, the in-school project had to be suspended due to school closure during Term 3 which reduced the impact of the programme.</p> <p>Although entirely possible to run coaching training digitally, it was felt that the lack of in-person connection restricted the impact of the training.</p>

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		Staff will demonstrate increased empowerment to influence school improvement plans.	Review & Development and subsequent Professional Update.	P2C3M13L &R_PR01 DG04_E&L					With the clear focus on COVID-19 recovery, school staff had other priorities during the year.
	<p>Improve attendance by adopting a more targeted approach by Supporting Learners Service in identifying, escalating and addressing low attendance.</p> <p>Implement and quality assure multi-agency policy and practice</p> <p>Progress Council Recommendations – Linked to Time for Inclusive Education (TIE) Campaign which is supported by the Scottish Government Development of individual school anti-bullying policies as part of 2019/2020 School Improvement Plan</p> <p>Develop the Police Youth Engagement Officer partnership</p> <p>Replicate Police Partnership within Fire and Rescue Service</p> <p>Launch of Multi-Agency “Incidents Involving Weapons – Linked to Schools Guidance”</p> <p>Develop quality assurance processes and measures</p>	<p>Improved statistics in relation to attendance under 60%</p> <p>More inclusive school policy and guidance</p> <p>Decrease in bullying incidents in relation to protected characteristics</p> <p>Raised awareness across school community</p> <p>Consistent approaches in developing anti-bullying guidance</p> <p>Safer school communities</p> <p>Equitable service across schools</p> <p>Increased pupil safety in relation to specific risks i.e. fire/water</p> <p>A consistent approach to monitoring and responding to weapon related incidents</p> <p>Identify, evidence and share good practice</p> <p>Measured improvements</p> <p>Identify barriers to improvement, and take action to address these</p>	<p>Single and multi-agency audit</p> <p>Improved attendance rates</p> <p>Through information collated as part of Safeguarding Health Checks</p> <p>Business reporting through SEEMIS</p> <p>Bullying and Equality Module</p> <p>Staff and pupil focus groups</p> <p>Self-Evaluation Pro-Forma within Education Services Anti-Bullying Policy to be collated August 2020</p> <p>Key Performance Indicators to be agreed across Police and Education Services to evaluate the strategy</p> <p>Fire and Rescue Service delivery and evaluation reports</p> <p>Central recording and Police Recording and reporting</p> <p>Through an overarching framework which collates and cross references all measurements set out within this plan under Supporting Learners.</p>	<p>SLT3</p> <p>SLT3</p> <p>SLT3</p>					<p>Evaluation in relation to targeted support proved a challenge due to Officers being deployed into schools however, we were able to use national comparators to evidence good practice.</p> <p>Delayed due to COVID-19 planning</p>
	Support Headteachers and Senior Management Teams to discharge their responsibilities under Health & Safety legislation	School managers will be more confident in managing all aspects of H&S	<p>All Headteachers will complete IOSH Managing Safely qualification</p> <p>All Senior Managers will be trained in carrying out Risk Assessments</p>					Health & safety training was carried out digitally for new and aspiring headteachers as part of their induction. There was a pause in the IOSH qualification given the workload implications of the significant COVID-19 risk assessment processes that were required for all schools and settings. On a positive note, a greater number of staff have now engaged in the risk assessment process ensuring schools are safe environments for stakeholders.	Throughout the COVID-19 endemic, there has been a significant focus on health & safety with weekly joint trade union meetings and regular risk assessment updates to ensure that all our schools and settings are operating in a safe manner.
Teacher Professionalism	<p>Through the Professional Learning Reference Group (PLRG) to review the systems in place and analyse the emerging trends in relation to teachers’ Professional Learning/ Professional Review & Development process and engagement in order to develop a consistent approach in the understanding of the purpose, process and procedures in relation to the expectations of Professional Learning/ Professional Review Development.</p> <p>Improved relevance of SVQF Level 11 (Masters) learning which meets teachers’ development needs.</p>	<p>Increased understanding by teachers of Professional Learning and Professional Review Development expectations at all levels.</p> <p>Increased understanding, reflection and articulation of the General Teaching Council for Scotland’s Professional Standards at all levels.</p>	<p>Numbers of teachers undertaking annual Professional Review & Development.</p> <p>Compliance rates for Professional Update.</p> <p>Number of teachers being awarded General Teaching Council for Scotland’s Professional Recognition.</p> <p>Evaluative data through staff surveys/ focus groups.</p> <p>Number of teachers undertaking SCQF Level 11 learning.</p>	P2C3M13L &R_PR01	√			<p>PLRG suspended due to COVID-19. This was due in part to staff capacity but also largely due to the need to focus on COVID-19 response and recovery issues.</p> <p>Good uptake of Masters-level learning through partner universities. Additional Scottish Government grant funding</p>	<p>Group to be re-established in session 2021-22.</p> <p>All Masters-level learning delivered online. This will continue until early 2022 at the earliest.</p>

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		Teachers show increased commitment, motivation and engagement in their own professional learning.	Numbers of teachers achieving SCQF Level 11 awards. Feedback from teachers in terms of the impact of their learning in relation to stated outcomes.					received to financially support participants.	
Support schools to begin implementing relational approaches such as Nurture, Restorative, Solution-Focused approaches and the Compassionate and Connected Classroom Provide training for trainers Coach-Consult for management teams and implementation teams in relation to implementation science Support schools with their data collection, analysis and next steps	Schools will have: Created an implementation team Developed a clear vision Completed needs analysis in schools and identified which of the approaches they will adopt Teachers will have: Increased knowledge, understanding and confidence in relational approaches Long term outcomes: Increase attendance Reduced exclusions (and referrals if applicable) Increased attainment Improvement in mental health and well-being	Number of schools with relational approaches in their school improvement plans Number of people trained as trainers for their schools or cluster (List of attendees) Evaluation of training (evaluation data) Number of management teams receiving coaching and consultation (Minutes as evidence) Evaluation of coach/consult model Evidence of children/young people's voice	SLT3				The Relationships Framework has been finalised and will be launched formally in August 2021 Publish final Relationships Framework and offer associated training to coincide with next year's SIPs Educational Psychology Service Coach consult ongoing with Counselling in schools. This has led to all 16 secondary schools now utilising their allocated youth work counsellor. Youth work counsellor input is embedded within GIRFEC processes. Data being collected bi-monthly and this is feeding into wider educational psychology and youth work planning and the priorities of the mental health in schools group. Educational Psychology Service coach consult ongoing with Better Relationships, Better Learning framework development and implementation. Since August 2020 this has led to the completion of the final draft of the Better Relationships Framework in partnership with a group of head teachers and the formation of an implementation group to roll out the framework in schools. In response to the EPS HT survey in December 2020 the EPS has used data provided by schools to develop a 3 tier casework model based on the available data	Due to COVID-19 we have been unable to measure the impact of this.	
Enhance the skills associated with parental involvement, parental engagement and family learning amongst practitioners with regional and external partners	Consistency of approach to parental involvement and engagement	Qualitative and quantitative data gathered at professional development opportunities Training events attendance and evaluation data					48 online training sessions were attended by parents from Dumfries and Galloway delivered by Connect Scotland ranging from specific Parent Council support to parental advice on learning at home. Data on training and support gathered though DGC and DGPCF PC survey Dec 2020 25% attended Connect Training No D&G led training was delivered and evaluated	Parental engagement at school and authority level has been restricted due to COVID-19 and therefore has changed practice.	
Support schools in delivering Digital Literacy by supporting teachers to use digital technology appropriately and effectively	A fit for purpose infrastructure that supports curriculum delivery	Completed roll out of Windows 10 operating systems across all schools Complete Wifi upgrade in all primaries Ability to support Bring Your Own Device in all secondary classrooms Software solutions which deliver consistency between schools while still		√		√	Programme of work underway with all schools scheduled to be upgraded by Aug 2021. Proof on concept completed in April/May 2020, Pilot running across 2 secondary sites and 2 primary sites June 2021. On completion of testing, rollout to	Delayed due to no access to schools	

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		Improved confidence in the use of digital technologies in classrooms	<p>providing for flexibility to meet the needs of all learners Develop a D&G Apple Store to ensure iPads can be used effectively in learning Continue to develop and provide online training resources and sessions in the use of systems/software available in schools Develop Digital Champions Groups in every secondary school.</p> <p>Increase the number of schools who achieve a Digital Schools Award.</p> <p>Deliver distance learning opportunities through the use of appropriate blended learning approaches.</p>				<p>commence Aug 2021 due to be completed by Dec 2021.</p> <p>All secondary schools using W10 and rollout to primary schools has commenced with completion due by Dec 2021.</p> <p>Wifi upgrade completed across all secondary schools including BYOD. Completion date for primary schools Dec 2021.</p> <p>Software audit complete. Change in licensing model underway to enable all software to be accessed in cloud. Completion due by Dec 2021</p> <p>Due to commence from Jan 2022, once bandwidth and wifi upgrades across primary schools is complete.</p> <p>Ongoing</p> <p>Programme of engagement being developed to include the use of virtual desktop. Rollout commencing Aug 2021.</p> <p>This has been superseded by COVID-19. Blended learning approaches now widely used across all schools with further opportunities to develop through introduction of Microsoft Innovative Educator (MIE) Programme</p>	Unable to progress during COVID-19 but programme of engagement commencing Aug 2021.
Performance Information	Review existing policy and practice, and update as necessary in relation to ASN	Policies and practice comply with legislation and statutory guidance. All staff are aware of and use the relevant policies and procedures to inform their practice	Consistent application of policy and practice across schools. Reduction in parental complaints. Fewer requests for advice and support from central officers	SLT3			<p>Reviews and policies updated and or being updated. Attendance Exclusions Looked After Education Guidelines Hosting (managed moves) Stages of Intervention</p>	Delayed introduction of policies due to concerns about placing additional pressure on schools with COVID-19 recovery.
	Consider the role that co-design and participatory methods can play in delivering strong collaboration between parents and decision-makers.	Performance information to include data for Q12.7 Partnerships	Qualitative and quantitative data gathered from Individual School Improvement Plans				No action undertaken in this area due to Covid restrictions	Parental engagement at school and authority level has been restricted due to COVID-19 and therefore has changed practice.

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*Parental Engagement	Review and implementation of Volunteer Policy in line with revised Council Volunteer Strategy	Consistent approach to engaging volunteers	Volunteer focus groups	SLT3				Policy updated – HT Strategy group agreement in May 2020 Changed to reflect to the quality assurance indicators for Investors in Volunteering.	Parental engagement at school and authority level has been restricted due to COVID-19 and therefore has changed practice. Unable to put updated policy into practice. Hope to implement in 2021/22
	Production of acronyms guidance to break down barriers to engagement and involvement	Increased understanding of terms of reference used in Education and NHS	Recording and reporting through Dumfries and Galloway Parent/Carer forum Sharing on DGC Parental Involvement and Engagement page					Updated January 2021	
	Review and Development of School Handbooks to create a more accessible Continue to support our school parent councils with funding for parental involvement and engagement at school and regional level.	User-friendly format for parents and community partners. Continuation of Parent Councils in our schools	Primary and Secondary Head Teacher Strategy group and Dumfries and Galloway Parent/Carer Council annual review Summary report from CONNECT on activity and support					Ongoing Summer 2021 for updated guidance and information for Term 1 Session 2021/22	
	Undertake annual Parental Survey to support school improvement In conjunction with parent forum undertake annual Parent Council Conference In conjunction with parent forum develop and deliver training opportunities for parent councils	The national Parental Involvement and Engagement (PIE) census aims to rationalise the collection of Parental Involvement and Engagement data by providing a set of questions that all authorities will be invited to ask in their respective areas, which should result in comparable data being collected. Through a range of presentations and workshops provide support to parent councils in their role Training programme to include: Respect Me, Strength to Strength session on Inclusion, Connect opportunities	From the results of the survey at national and local level. The national working group will be instrumental in developing this area. Feedback from conference collated and action plan drafted to inform future training opportunities Quantitative data on number of attendees Qualitative data from feedback gathered					Scottish Government Parental Involvement and Engagement Survey (Census) did not take place Feb 2020. DGC and DGPCF undertook a Parent Council Survey in December 2020 Connect Scotland undertook two parental surveys. D&G parents contributed in 2020, April 2% and June 5.6% of national total of responses. (DGC normally 2.8% of allocation normally) The National Parent Forum of Scotland (NPFS) and Cost of the School Day project at the Child Poverty Action Group in Scotland (CPAG Scotland) undertook a national survey particularly about costs and money. D&G a return of 167 across Primary and Secondary sectors. Early learning and Childcare were not reflected in the survey. Nov/Dec 2020. Data and qualitative information will be used for the PIE strategy review and training priorities for next session.	
*School Improvement	In collaboration with the Scottish Government, Education Scotland and SWEIC, build staff capacity to: <ul style="list-style-type: none"> More effectively use 'How Good is Our School? 4' and 'How Good is Our Early Learning and Childcare?' to identify priorities for improvement. Adopt a whole-school professional enquiry approach to secure improvement. 	Effective and accurate self-evaluation inform priorities for improvement. Targeted schools use research and a professional enquiry at whole school level to identify, inform and formulate agreed strategies and actions, resulting in improvement. School leaders and staff have increased capacity to support and challenge continuous improvement.	Positive feedback from schools involved in local and regional collaborative reviews. Validation of schools' evaluations.				v	Priorities for school improvement have been impacted by the COVID-19 pandemic with local authority and national advice and guidance identifying the need to prioritise recovery with a focus on literacy, numeracy and health & wellbeing. Updated School Improvement Planning advice has been in line with this guidance with 2020-2021 plans maintaining this focus and continuation of planned developments from 2019-20	The changing focus and prioritisation of 'recovery' in response to the pandemic has impacted significantly on the range, pace and variability of progress in relation to self-evaluation, school improvement planning and progress across the authority. Self-evaluation focus has been influenced by the pandemic with recovery of learning, closing the attainment gap and health and wellbeing, including mental health

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	Engage with local and regional collaborative reviews aligned with families of schools.							plans and the 2021 updated National Improvement Framework (NIF) priorities. Local authority central officers have worked in collaboration with Education Scotland colleagues to deliver professional learning for senior managers around leadership of change and key Quality Indicators from How Good Is Our School (HGIOS) / How Good is Our Early learning and Childcare HGIOLC). The impact of this has been to further build capacity and help schools and settings to employ effective self-evaluation, improvement strategies and approaches to understand, identify, prioritise and mitigate the impact of the COVID-19 pandemic.	and wellbeing coming in to focus as priority areas. Despite these constraints, local authority central officers have continued to engage with headteachers and senior leaders across all sectors to support self-evaluation and improvement planning within the context of the pandemic and the identified National Improvement Framework priorities and drivers. Next steps will be to reintroduce Collaborative School Reviews when health & safety and risk assessments allow. This will further build capacity leading to continuous improvement and raised attainment through effective self-evaluation.
	Ensure appropriate policies and procedures are in place to promote staff wellbeing, including reducing and minimising risk, and managing staff absence Develop and implement an Educational Psychology telephone consultation service to provide health and wellbeing early interventions which will contribute to improved mental health and wellbeing of all.	All staff are aware of, and use the relevant policies and procedures to inform their practice. All staff appropriately supported through supervision sessions. School staff will feel able to provide focussed interventions at an earlier stage to support all young people.	Fewer staff absences Increased Return to Work interviews carried out. Reduced accident and incident reporting Reduction in request for Assistance (RfA) to Educational Psychology Service Improved attendance Reduced exclusions	SLT3				By December 2020 EPS/EVS had received 120 calls to the telephone consultation service. In response to the EPS HT survey in December 2020 the EPS has set up a virtual consultation service for education staff which will go live in April 2021. Half hour appointments are available one afternoon per week and are booked online using a Microsoft appointment system. Record keeping and evaluation are built in to the system. Education staff can discuss named young people (with consent) or general issues. Alongside this, the EPS has set up a parent/carer telephone consultation service for young people not already known to our service.	COVID-19 response telephone consultation service set up by Educational Psychology and Educational Visitor Services (see HWB section). Open to all parents/carers/education staff of all nursery/school aged children. At end of June 2020, 70 calls have been received and supported
	Develop and implement Better Relationships Better Learning by contributing to the development of the Dumfries and Galloway Relationships Framework in partnership with Headteachers	School staff will feel included, engaged and involved in the development of the D and G Relationships Framework. Schools will be empowered to implement change in their settings. A positive shift in culture and ethos in schools and services	Relationship Framework document Evaluation of the process with Relationships Framework Group participants QI 3.1 (HGIOS4) evidence Increased attendance Reduced exclusions (and referrals if applicable) Increased attainment Improvement in mental health and well-being SALSUS Data on children and young people's health and wellbeing Focus groups with school staff and children and young people	SLT3				The Relationships Framework has been finalised and will be launched formally in August 2021	
	Work with national parent organisations to identify opportunities for effective and meaningful collaboration in improvement and all matters which are important to parents.	Consistent approach to working with parents Parental involvement and understanding of School Improvement Plans	Creation of parent friendly guide/template for School Improvement Planning for Schools and Parents					Scottish Parental Involvement Officers Network (SPION) including Review and collaboration on national review of the Complaints Handling Process (CHP) Scottish Government PIE Census	

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								Review of guidance on PIE act Review of Learning Together – National Action plan Shared Parenting – Equal Parents policy	
Invest in creating schools fit for the 21 st century which are at the heart of our communities	Develop a clear plan to fully implement phase 2	Update full lifecycle costs for current scheme and present to Members along with advice on new SG funding models. Act on Members decisions to develop a bid to Scottish Government for investment prior to August 2020	Clarity of Member decisions on actions to invest in the five schools in DLT phase 2	P2C2M02L &R_PR03				Members of Education and Learning agreed the way forward for investment in the phase 2 schools in January 2020. In November 2020 the bid for both Dumfries HS and Dumfries Ac (inclusive of Loreburn PS) was submitted to the Scottish Government. The bid was successful for Dumfries HS only. Members of Education and Learning Committee proposed to full council a funding package that would allow both projects to progress. At its meeting of 4 March 2020 full council agree to the funding package and it was included within the 10 year capital finance strategy to the value of £74mil.	No measurable impact from COVID-19 at this stage.