

South West



Educational Improvement
Collaborative

November 2020 Newsletter



Excellence through
collaboration



Colleagues

Despite a sense of being battle weary across the system, there was a really good attendance at the recent SWEIC blether. Coming together to hear from each other and how we are dealing with what Covid throws at us, is key to surviving and coming out the other side. My thanks again to everyone who attended, contributed and prepared the event. Sharing our learning, frustrations, ideas and hopes for the future are core to what the collaborative is trying to do. Even as we are worn down by everything we need to do to keep schools going, we need to try and keep our heads up. There is still scope to be reflecting on the lessons we are learning through this period and what we want to leave behind from what used to be 'business as usual'. The blether itself brought together just under 80 people, none of whom needed to travel. We are re-defining the way we do professional learning and collaboration. I am optimistic that we can build on this and engage more staff from the classroom upwards in addressing the issues that really matter to us in the South West.

Best wishes
Douglas



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SWEIC Annual Report 2019/20 and Regional Improvement Plan

Click below to see document.

South West
Educational Improvement Collaborative
Leasachadh Foghlaim Co-obrachail an Iar-dheas

Excellence through collaboration
Sàr-mhathas trè cho-obrachadh

Annual Report
Regional Improvement Plan 2019/20

South West
Educational Improvement Collaborative
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Sàr-mhathas trè cho-obrachadh

Improvement Plan 2020/21
Recover – Reconnect – Renewal



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SWEIC blog

<https://blogs.glowscotland.org.uk/sa/sweic/>

A SWEIC blog has been created as an area to share resources and professional learning across the 4 local authorities.

You will find information on the regional improvement collaborative, a copy of the current regional improvement plan and be able to access national, regional and local authority professional learning opportunities.



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SWEIC Numeracy Professional Learning Team

The SWEIC Maths Group was formed in February 2019 with the aims of improving the quality of learning, teaching and assessment in numeracy and mathematics through sharing practice and collaborating across the South-West to design and deliver high quality CLPL inputs for practitioners across the South West Collaborative.

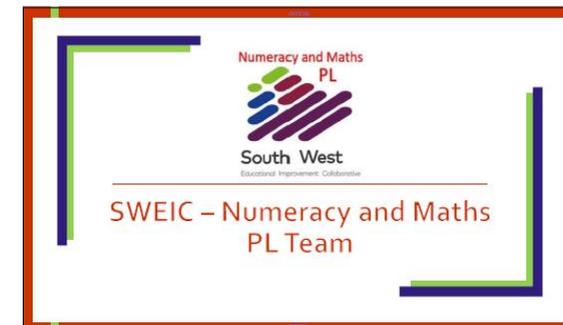
During session 2019-20 the SWEIC Maths Group developed delivered a CLPL input day with Numeracy Leaders from all four local authorities in April 2019 on Developing Mathematical Reasoning using Bar Models. The Numeracy Leaders from across Dumfries and Galloway, East Ayrshire, North Ayrshire and South Ayrshire developed and delivered a series of twilight training sessions from this training input. The 36 Numeracy Leaders consequently delivered twilight sessions to over 500 teachers from primary, secondary and special education sectors during last session. Numeracy Leaders within the SWEIC Maths Group also provided training sessions with over 100 student teachers from the University of the West of Scotland and University of Glasgow. These sessions were very well received by teachers and students attending the training inputs. Participants reported that the training sessions were beneficial and provided an approach to problem solving which supports learners understanding of number relationships within worded problems.

Since lockdown in March the SWEIC Maths Group have been planning ways to maintain the momentum gained within the Numeracy Leaders network during last session. The SWEIC Numeracy PL Team site is a result of this planning with each of the four local authorities committing to sharing approaches to delivering CLPL in the current climate. Within this notebook you will find links to 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.

The SWEIC Maths Group are currently investigating opportunities for practitioners to engage in discussion and collaborate on key issues in relation to teaching and learning in numeracy and mathematics within this virtual space. Details in relation to this will be made available during this session.

To access the SWEIC Numeracy PL Team please follow the instructions provided in this [link](#).

We would like to thank all of those contributing to this resource. We hope that you find this resource helpful as you plan learning, teaching and assessment in numeracy and mathematics.



SWEIC Head Teacher's Blether

Reconnect- Recover - Renewal

On 6th October, 78 Head Teachers and senior leaders participated in the first SWEIC on-line Blether. Douglas Hutchison, Regional Lead Officer, introduced the event and challenged Head Teachers to use this time and space to come together, talk about the issues and work together to find solutions. A Head Teacher from each authority spoke about different aspects of their experience of lockdown and school recovery and shared their thoughts about lessons learned. Participants then moved into break out rooms to discuss themes that had been identified during registration for the event, including digital learning, parental involvement and early years.

Feedback was very positive with many participants looking forward to future opportunities to come together to share practice and identify solutions for common challenges being faced. One Head Teacher said, "Really interesting to hear how similar many issues are and the varied and creative ways that people have solved these issues".

Many leaders asked for the on-line offers to be extended to all staff in the collaborative. Future on-line opportunities are being planned.



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Responding to a lockdown which locked-in inequality

What was the impact of the Staying Connected approach?

A parent-led response

Online Resources

Throughout lockdown staff stayed connected with families through Glow, emails, text, telephone calls and at the doorsteps. Requests from parents for more online resources resulted in enhancing the school website to provide a library of **online resources** and downloadable material – a link to the website can be found [here](#).

Learning and Activity Packs

Some parents preferred more **traditional** paper-based and **hands-on** resources. Teachers responded by collegiate online working to design differentiated (Early, 1st & 2nd Level) weekly paper-based learning grids to complement the weekly online delivery of learning through Glow. Furthermore, through generous donations from the **Parent Council** and **local businesses** and ideas from **North Ayrshire's Family Learning Team**, the school and Parent Council provided each pupil with an **Activity Learning Pack**. Resources were creatively packaged and delivered in 12" pizza boxes, filled with an array of fun active learning materials focusing on literacy, numeracy and health & wellbeing, complete with instructions and a £5 Farmfoods voucher for every child. A summer learning pack was also distributed at the end of term.

Community Connections

Head Teacher, Paul Bleakley took over the headship at Loudoun-Montgomery in November 2019, and with schools in lockdown opportunities to grow connections with parents and the community were limited.

Volunteering several times a week at Fullarton Community Hub, involved in dropping off shopping and prescriptions to families in isolation and hot meals to the elderly, allowed Paul to get involved, with the benefit of seeing children and parents during his deliveries and by good fortune, some of his parents were volunteers too! One parent said **"This was a great way to get to know Paul and showed how both the school & community were working together to support our families and vulnerable residents."**

A Channel 4 broadcast on the impact of lockdown on school children features one of the schools' single-parent families and the invaluable work of the Fullarton Community Hub. A link to the report can be found [here](#).

A final word from the Head Teacher

In a letter to parents in June, Paul wrote **"the Covid Challenges have not deterred the resilience of the LOUDOUN-MONTGOMERY COMMUNITY. As I reflect on the last 3 months the WHOLE COMMUNITY has been successful on providing the best for our children"**.

In August he adds **"our strong connection with our families was strengthened by our actions during lockdown, and this greatly assisted everyone in overcoming the challenges of returning to school."**

If you would like to find out more Paul can be contacted at gw09bleakleypaul@ea.n-ayrshire.sch.uk



Connections through supporting the work of the Fullarton Emergency Hub and speaking on local radio station.



Pizza Delivery!



Differentiated Paper Learning Packs (May then Summer)



These happy faces say it all!

In March 2020 when a national lockdown forced schools to close, staff at Loudoun-Montgomery Primary and Early Years in North Ayrshire responded swiftly. The school developed a comprehensive programme of resources to support parents with their children's learning at home.

With a roll of 120 primary pupils and 60 nursery children, the school sits within the close-knit community of Fullarton in Irvine, with 74% of its pupils living within the Scottish Index of Multiple Deprivation (SIMD) 1 & 2. By adapting their approach during lockdown, staff not only managed to **'stay connected'** with their learners and families but also managed to forge even stronger links with its community.

STAY SAFE, STAY CONNECTED: How Loudoun-Montgomery Primary School in Irvine lived up to its mantra during lockdown.

Timeline of support

0 Week prior to lockdown:

- Pupils issued with an 'initial paper-based home learning pack' - literacy, numeracy and health & well-being activities, including jotters and stationery

1 Week 1 and throughout lockdown

- Delivery by staff of weekly online learning through Glow
- Two new mobile numbers available for families to contact HT & EY Manager

2 Week 2

- Website enhanced to provide library of online learning resources & activities
- Launch of early years YouTube Channel and weekly learning at home packs

3 Week 3

- First end of month calls to families from EY key workers and class teachers

4 Week 4

- Parental feedback - paper-based and hands-on resources
- Teaching team responded by collegiate online working to design differentiated weekly paper-based learning grids for final term

7 Week 7

- Doorstep delivery by staff of differentiated paper-based learning grids to all

9 Week 9 (Response from school & the community)

- Activity Learning Pack produced for each child & delivered by Parent Council
- #### June 2020
- EY and P1 Transition packs delivered to families by HT, EY Manager & P1 CT
 - Virtual June Events – *Sports Day*; *Talent Show*; *Bake Off* and *Selfie Challenge*
 - Individual doorstep *P7 Graduation Ceremonies* & *EY Moving-On* visit & gifts
 - Doorstep delivery of summer paper-based learning grids – parental request

Closing the Poverty Related Attainment Gap

Case Study: Newton Primary School, Ayr

Collaborating to support families and the local community through lockdown.

Newton Primary in Ayr is located within an area with high levels of multiple deprivation. With the support from a range of services and volunteers, the school responded to the needs of parents and the wider community throughout lockdown by setting up its own household goods, food and clothes bank.

What was done?

When the country went into lockdown and schools closed, the senior management team made a decision to keep the school open and to provide meals for families, supplementing those already being provided by the local authority. However, the initiative very quickly developed in to something much bigger!!

Restrictions around physical distancing and access to the school building meant that parents had to remain in the playground, which thankfully was never an issue, even on the wettest of days!!

Initially lunch packs which included a range of sandwiches, amongst other items, swiftly progressed on to 'ready meals' which could include one pasta dish, such as macaroni, or one meat dish. Additional items such as fresh fruit and vegetables, eggs, cereals, tinned food and long-life goods were also available.

Using the online platform 'See Saw', staff produced a shopping list of additional food items that they had 'in-stock', made possible by high numbers of food donations. Parents could select items and collect their shopping at lunchtimes.

As the popularity of the food bank grew, it became a lifeline not only for parents but also for the wider community, and after canvassing parents it was clear that more than just food was needed. With school funds and generous donations, the school was able to provide other essential items such as bedding, clothes, cooking utensils, toiletries and PAT-tested electrical items and white goods.

The initiative was so successful that it continued through the summer holidays!

How did they do it?

Fiona McAvoy, Head Teacher says **"First and foremost this could not have happened without the dedication and commitment of my staff and volunteers. Money from school funds and donations from a host of organisations including the Rotary Club, local churches, housing associations, food banks, businesses and support from the local authority and health service, helped make this possible"**.

What difference did it make?

Staff provided 6555 lunches, made up 2262 shopping lists and 55 families took advantage of their household items.

Services such as **Smoking Cessation** helped 15 people to give up smoking, **Citrus Energy** helped many to clear their energy debts and reduce energy bills and health service professionals have provided healthy eating advice.



One parent says **"It is a wonderful thing that you are all doing and you have no idea the amount of people that you will be helping. Not just the ones we see attending the hub, their families and home communities also. Thank you on behalf of my family and my wee community cause they all have wonderful things to say about Newton and its staff"**.

Next Steps?

With the continued efforts of school staff and partners, staff will be able to provide this service not only throughout the term, albeit on a reduced scale, but also throughout school holidays.

If you would like more information, you can contact Fiona McAvoy at : Fiona.mcavoy@south-ayrshire.gov.uk



Early Years

- As we move forward through recovery, there are several priorities which SWEIC will be focusing on to support this in terms of the Early Years sector.
- Engagement with Education Scotland will continue with a focus on Assessment and Moderation. A Blether session aimed at EYP's will take place on Monday 30th November. Details of this will follow shortly.
- Froebel and Childhood Practice training will be offered to a SWEIC cohort in conjunction with Edinburgh University. The programme is due to start in January 2021.
- The Care Inspectorate have been collaborating with us and are currently offering several Bitesize training inputs for use with all staff in settings.

These cover a range of topics including self-evaluation, Quality Assurance, Notifications and SSSC registration. Future work will cover Quality Improvement methodology and Building Capacity. All this can be found on the Care Inspectorate Hub - www.hub.careinspectorate.com



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SWEIC P1 Literacy Pedagogy and Practice Programme

Last session East and North Ayrshire collaborated to deliver professional learning to a cohort of P1 teachers from both authorities. The delivery team included experienced teachers and Speech and Language Therapists. We had very positive feedback from the teachers on content, the opportunity to meet staff from other schools and the impact on practice.

This year we have had to move to an online platform and we are delighted to open up the opportunity to a new cohort of P1 teachers across the four SWEIC authorities. This collaboration provides an in-depth focus on literacy learning and teaching at this stage and provides our P1 teachers with the knowledge of what underpins literacy learning and the tools to build a reader and writer. Over 100 P1 practitioners and Head Teachers took part in the introductory session at the end of October and are looking forward to taking part in the programme.



Language & Communication		Phonological Awareness & Phonics		The Balanced Reader & Writer	
October – December		January – February		April – June	
<u>Session 1</u> 4.00pm – 5.15pm	18.11.20 Team Webinar	<u>Session 1</u> 4.00pm – 5.15pm	20.01.21 Team Webinar	<u>Session 1</u> 4.00pm – 5.15pm	28.04.21 Team Webinar
<u>Session 2</u> 4.00pm – 5.15pm	2.12.20 Team Webinar	<u>Session 2</u> 4.00pm – 5.15pm	10.02.21 Team Webinar	<u>Session 2</u> 4.00pm – 5.15pm	26.05.21 Team Webinar
<u>Discussion Group*</u>	group to organise to suit	<u>Discussion Group</u>	group to organise to suit	<u>Discussion Group</u>	group to organise to suit
Showcase Event TBC					

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Winning Scotland Foundation

SWEIC is working in partnership with Winning Scotland Foundation, WSF, to deliver the Mindset Teams programme in schools across the South West. WSF is creating a culture around Scotland's young people that empowers them with the confidence and drive to fulfil their potential.

WSF believe that to instil young people with the ambition, versatility and resilience they need to succeed, every experience and interaction they go through should be viewed as an opportunity help them on their path to success.

WSF Mindset in Education course trains and supports teachers and educational leaders to empower their pupils with a growth mindset approach to learning - enabling them to stretch themselves, learn from mistakes and persevere in the face of difficulty - preparing them for the tasks and challenges they will face in everyday life.

Over 40 teachers and leaders began the programme in June and are making progress through the on-line modules. A catch up is being arranged for December to begin to identify the school growth mindset projects.



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Look out for further information about future SWEIC events and professional learning in local authority communication.

18.11.20 2.12.20 20.1.21 10.2.21 28.4.21 26.5.21	P1 Literacy Pedagogy and Practice Programme 4 - 5.15pm Language and Communication Phonological Awareness and Phonics The Balanced Reader and Writer
3 rd November 24 th November 8 th December	Evolving Systems Thinking 1.30 – 4.00pm
26 th November	Primary HT Closing the Gap Blether - 3.30 – 5pm
30 th November	Early Years Practitioners - Planning, Learning, Teaching and Assessment Cycle
9 th December	Secondary Closing the Gap Blether - 3.30 – 5pm
3 rd December	Primary Teachers Blether – First Level - 3.30 – 5pm
10 th December	Teachers and EYPs Blether – Early Level - 3.30 – 5pm
21 st January	Primary Teachers Blether –Second level - 3.30 – 5pm
14 th January 20 th January	Maths Professional Learning 4 – 5.30pm <i>Number and Number Processes Webinar</i> Early – Second level Second – Fourth level
10 th March 17 th March	<i>Fractions, Decimals, Percentages Webinar</i> Early – Second level Second – Fourth level



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Education Scotland: Locality support for the Recovery Phase

All Education Scotland teams will work collectively, including HM Inspectors, to provide professional learning and localised support. Education Scotland are discussing local needs and requests with each director in order to build on existing plans. Education Scotland will work closely with you in our collective endeavour to support education recovery based on what we are calling “people” and “place”.

- **People** - the digital offer, joint national e-learning opportunities with ADES, blethers, web-based approaches, professional learning programmes and opportunities.
- **Place** support to individual schools/communities, additional support for learning, developing the curriculum, collaboration with local authorities and RICs, targeted intervention to areas of need.

Education Scotland have created a sway publication to signpost key publications, information and research on the educational impact of COVID-19 and recovery approaches to support our most disadvantaged children, families and communities.

[Signposting Equity Issue 5](#)

The Deputy First Minister recently announced £3million of ring-fenced funding for youth work activity to support educational recovery across Scotland, in the context of the COVID-19 crisis. A range of bids were submitted from the South West region, and a national panel is currently reviewing all applications. It is anticipated that successful projects could start before the end of the year, and are expected to achieve the outcomes set by the end of August 2021. More information on the Fund is available through this [Scottish Government link](#).



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On this page you will find details of the new support being offered to school staff to help manage additional pressures as a direct result of the COVID-19 pandemic. This support was developed in partnership through the workforce support workstream of the Covid Education Recovery Group (CERG) and is being delivered by Education Scotland, GTC Scotland and other partners.

Links to the support available will be added to the following webpage as they come online:

<https://education.gov.scot/improvement/learning-resources/strengthening-support-for-school-staff/>

The support on offer includes the following:

Coaching and mentoring

For further details about coaching and mentoring visit 'Coaching and Mentoring Matters', an online resource which will provide links to the 1:1 coaching offer and to the professional learning opportunities.

<https://professionallearning.education.gov.scot/learn/coaching-and-mentoring-matters/>

Support for teachers in their first four years post probation

Further details about the programme can be found on the dedicated programme area.

<https://professionallearning.education.gov.scot/learn/programmes/stepping-stones/>

Reflective supervision support for school staff

Place2Be will be offering its Place2Think programme to teachers and school leaders across Scotland.

Barnardo's Scotland will be offering a workshop programme for school staff who wish to develop Spaces for Wellbeing, which will support the mental health and wellbeing of staff.

Links to this support will be added to the following webpage as they become available:

<https://education.gov.scot/improvement/learning-resources/strengthening-support-for-school-staff/>

Columba 1400 values-based leadership programmes

The Head Teachers' Leadership Academy forms part of the Excellence in Headship programme:

<https://professionallearning.education.gov.scot/learn/programmes/excellence-in-headship/>



<https://blogs.glowscotland.org.uk/sa/sweic/>



@SWEIC2019

For further information regarding the South West Educational Improvement Collaborative please contact:

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Gavin Pitt, Assessment and Moderation Officer

Fiona McAvoy, Closing the Gap Officer

Liz Candlish, Early Years Officer

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