Notice of Meeting and Agenda
Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 30 August 2022	14:00	Remotely via MS Teams,

MARK CONAGHAN
Head of Corporate Governance

Membership

Representing Renfrewshire Council Management
Councillor E Rodden; Councillor J Paterson; T McGillivray, Head of Service (Inclusion and Quality Improvement)(Joint Secretary); J Calder, Head of Service (Curriculum and School Estate); J Colquhoun, Education Manager (Development); K Henry, Head Teacher, St Andrews Academy; H Paterson, Head Teacher, Heriot Primary School; A Hall, Education Manager (Development); M Thomas, Education Manager (Development); and L Mullin, Principal HR and OD Adviser (Finance & Resources).

Representing Renfrewshire Council Teaching Staff
K Fella (Joint Secretary), C Carson, T Millar, Y Murray, M Russell, D Tollan, JP Tonner (all EIS); J Liston (SSTA); L Gibson (NASUWT); and S McCrossan (Adviser to the Teachers' side).

Further Information

A copy of the agenda and reports for this meeting will be available online at http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx
For further information, please either email democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Items of business

1 Apologies

Apologies from members.

2 Declarations of Interest

Members are asked to declare an interest in any item(s) on the agenda and to provide a brief explanation of the nature of the interest.

3 Appointment of Chairperson

Consider the appointment of a Chairperson for this meeting.

4 Minute of Previous Meeting **1 - 5**

Minute of previous meeting, on 7 June 2022, as approved by the Joint Secretaries.

5 Matters Arising

Matters arising from previous Minute of meeting 7 June 2022.

6 Leadership Strategy Update **6 - 46**

Report by Head of Education.

7 Revised Devolved School Management (DSM) Scheme **47 - 73**

Report by Head of Education.

8 ASN Update **74 - 84**

Report by Head of Education.

9 Scottish Attainment Challenge: framework for recovery and accelerating progress **85 - 125**

Report by Head of Education.

10 Reporting of incidents of Violence and Aggression **126 - 126**

Report by Joint Secretary (Teachers' Side).

11 Holiday Calendar **127 - 127**

Report by Joint Secretary (Teachers' Side).

12 Staffing: JNC 20 update and Voluntary Transfer **128 - 128**

Report by Joint Secretary (Teachers' Side).

13 Agreements on a Flexible Approach to Working Hours School

129 - 130

Report by Joint Secretary (Teachers' Side).

14 Date of Next Meeting

Members are asked to note that the next meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff will be held at 2.00pm on 8 November 2022.

Minute of Meeting
Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 07 June 2022	14:00	Remotely via MS Teams,

MEMBERSHIP

REPRESENTING RENFREWSHIRE COUNCIL MANANGEMENT

Councillor E Rodden; J Calder, Head of Service (Curriculum and School Estate); J Colquhoun, Education Manager (Development); K Henry, Head Teacher, St Andrews Academy; H Paterson, Head Teacher, Heriot Primary School; A Hall, Education Manager (Development); M Thomas, Education Manager (Development); and L Mullin, Principal HR and OD Adviser (Finance & Resources).

REPRESENTING RENFREWSHIRE COUNCIL TEACHING STAFF

K Fella (Joint Secretary), C Carson, T Millar, Y Murray, M Russell, D Tollan, JP Tonner (all EIS); L Gibson (NASUWT); and S McCrossan (Adviser to the Teachers' side).

IN ATTENDANCE

S Fanning, Principal HR and OD Adviser; D Pole, End User Technician; D Cunningham and J Barron, Assistant Committee Services Officers (all Finance & Resources).

APOLOGIES

T McGillivray, Head of Service (Inclusion and Quality Improvement) (Joint Secretary).

DECLARATIONS OF INTEREST

There were no declarations of interest intimated prior to the commencement of the meeting.

1 APPOINTMENT OF CHAIR PERSON

In accordance with the terms of the local recognition and procedure agreement, which stated that the Chair of the Committee should alternate between the two sides comprising the Renfrewshire Council Joint Negotiating Committee for Teaching Staff, it was agreed that Craig Carson would chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

DECIDED: That Craig Carson chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

2 MINUTE OF PREVIOUS MEETING

There was submitted the Minute of the previous meeting held on 26 April 2022.

DECIDED: That the minute be approved.

3 MATTERS ARISING

There were no matters raised from the previous Minute.

4 ANNUAL REPORT SESSION 2021/22

There was submitted a report by the Joint Secretaries relative to the Annual Report for Session 2021/2022.

The report outlined the meetings of the Renfrewshire Council Joint Negotiating Committee for Teachers held since the previous Annual General Meeting on 8 June 2021. The report detailed the ongoing work of the Committee, it's membership and summarised the reports discussed during this period.

DECIDED:

(a) That the report be noted; and

(b) That the report be circulated to all educational establishments.

SEDERUNT: Cllr E Rodden joined the meeting.

5 MEMBERSHIP OF THE JOINT NEGOTIATING COMMITTEE FOR TEACHERS 2022/23

There was submitted a report by the Joint Secretaries relative to the Membership of the Joint Negotiating Committee for Teachers for the session 2022/2023.

The report outlined the composition of members and proposed joint chairpersons and joint secretaries.

DECIDED:

(a) That the membership of the Joint Negotiating Committee for Teachers was noted for session 2022/23; and

(b) That the proposed chairpersons Councillor Emma Rodden and Craig Carson plus secretaries Tracy McGillivray and Kenny Fella be agreed.

6 DATES FOR FUTURE MEETINGS SESSION 2022/23

There was submitted a report by the Joint Secretaries relative to the dates for future meetings of the Renfrewshire Joint Negotiating Committee for Teachers for Session 2022/23.

The report outlined the dates previously agreed by Council to year end 2022 and proposed dates for 2023 which were still to be approved by Council.

DECIDED:

(a) That the proposed schedule of meetings for session 2022/23, which were still to be approved by Council at a future meeting, be provisionally noted; and

(b) That these dates were to be reviewed alongside school holidays and other meeting dates.

7 SCOTTISH NATIONAL STANDARDISED ASSESSMENT - NEW CONTRACT

There was submitted a report by the Head of Education relative to a new contract for the Scottish National Standardised Assessment.

The report outlined the background to the Scottish National Standardised Assessments, that the current contract with ACER UK, SCHOLAR and TWIG will end in July 2022 and that assessments will be provided by AlphaPlus from August 2022.

Concerns were raised as to whether best value was being achieved in awarding the contract to a Company who had faced serious issues in past assessments.

DECIDED: That the report be noted.

8 ASN REVIEW

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the uncertainty of the delivery of the ASN Service within Renfrewshire educational establishments.

In January 2019 an ASN Review Group was set up to involve relevant stakeholders in discussions around proposed changes to the structure of delivering the ASN service within Renfrewshire educational establishments.

Concerns were raised in terms of the transparency of information being communicated to educational establishments following this review. Members requested clarity on the current position and measures being undertaken in respect of additional special needs provisions.

It was advised there would be no contractual changes or variations without negotiation as conditions are nationally agreed.

It was agreed there would be a meeting convened between Management side and Teaching side to provide an update on the status of the ASN Review Working Group in order that the ASN Review takes on board the views of all stakeholders prior to implementation.

DECIDED: That a meeting be convened between Management side and Teaching Side to provide an update on the status of the ASN Review Working Group in order that the ASN Review takes on board the views of all stakeholders prior to implementation.

9 WORKING TIME AGREEMENTS

There was submitted a report by the Joint Secretary (Teachers' Side) relative to working time agreements. To ensure schools adhere to the JNC policy agreement governing working time arrangements, the Teachers' Side requested that a joint sampling exercise be completed for session 2022/23.

Concerns were expressed that some establishments did not have working time agreements in place. Members were asked to advise the Education Manager (Development) of any specific school(s) without agreement(s) in effect.

Head of Service (Curriculum and School Estate) and Education Manager (Development) advised this would be looked at with the Head of Service (Inclusion and Quality Improvement) in the first instance and a meeting to discuss this further be arranged if required.

DECIDED:

(a) That working time agreements would be discussed with the Head of Service (Inclusion and Quality Improvement) in the first instance; and

(b) That a meeting to discuss working time agreements would be arranged between both Management and Teaching sides if required.

10 DEVOLVED SCHOOL MANAGEMENT

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the DMR Short Life Working Group set up by the Head of Schools following updated Scottish Government guidelines on devolved school management.

The Framework Document for Local Authorities directed Councils to set out how SNCT and LNCT agreements and guidance would be adhered to.

It was discussed that the Head of Service (Inclusion and Quality Improvement) would meet with the Teachers' side to discuss the current position regarding the revised DMR scheme with reference to the areas relative to JNC and SNCT agreements.

DECIDED:

(a) That the report be noted; and

(b) That a meeting be arranged between the Head of Service (Inclusion and Quality Improvement) and the Teachers' side to discuss the current position regarding the revised DMR scheme with reference to the areas relative to JNC and SNCT agreements.

11 DATE OF NEXT MEETING

DECIDED: That it be noted that the next meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff was scheduled for 30 August 2022.

Agenda Item .....

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 30 August 2022

Report by
Head of Education

Leadership Strategy Update

1. Background

1.1. *Leadership is recognised as a key driver of the success of any school or Early Learning and Childcare (ELC) setting. Leaders at all levels who are empowered and collaborative, and who empower others to take ownership of their own learning and teaching in a collaborative way, have a strong track record of ensuring the highest quality of learning and teaching.*
Achieving Excellence & Equity 2022 National Improvement Framework

1.2. Since 2017 in Renfrewshire, the ***Scottish Attainment Challenge*** has provided a significant opportunity to focus on the importance of leadership in our attempts to tackle poverty and close the poverty related attainment gap. We have made significant strides as an education authority in supporting our teaching workforce and school leaders within an empowered system to lead classrooms and establishments with confidence and competence. This view was endorsed by Education Scotland in their 2019 inspection report 'How well is Renfrewshire Council improving learning, raising attainment and closing the poverty-related attainment gap?'

1.3. Renfrewshire's Leadership Strategy 'Leading and Learning Together' was last updated in 2014. Since that time there have been numerous developments impacting on teacher leadership such as the National Model for Professional Learning, Renfrewshire's Aspiring Leaders programme and updated national and local guidance for teacher's Professional Review and Development (PRD) and Professional Update (PU).

1.4. In consultation with a variety of staff from across all sectors, including senior leaders and trades union representatives, a new draft strategy has been produced - 'Learning and Leading Together'. The aim of this strategy is to continue to build on the successful work of the attainment challenge, enhancing the leadership attributes of all staff in order to sustain and further develop our innovative and collegiate approaches to high quality attainment and engagement across schools, early years and childcare settings.

2. Recommendation

2.1 Members are asked to approve the content of this revised Leadership Strategy.

Children's Services

Leadership Strategy

Learning & Leading Together

(Revised February 2022)

CONTENTS

1. Foreword 3

1. Background 4

2. Introduction 4

3. Context 5

National Developments

- The Education Scotland Professional Learning and Leadership Directorate (EDSPLL) 5
- The national model of professional learning 6
- GTC Scotland Professional Standards (revised) 6
- Professional Review and Development Guidelines 2019 7
- West Partnership Regional Improvement Collaborative 7
- Masters Level Learning 7

4. Leadership Progression Pathways 8

Professional Learning Opportunities

- Initial Teacher Education Students 9
- Newly Qualified Teachers 10
- Early Career Teachers 12
- Teachers (5+ years experience) 13
- Middle Leaders 15
- Depute Head Teacher 17
- Newly appointed Headteachers 19
- Experienced Headteachers 21

5. Measuring the Impact 22

6. Conclusion 22

Appendices
Early Years

Foreword

Leadership is one of the most influential factors in shaping an organisational culture therefore, developing the right people with the right skills and values must be a key priority to enable the sustainable delivery of Renfrewshire Council's Children's Services. Ensuring the necessary leadership behaviours, strategies and qualities are developed in our workforce is fundamental. In support of this work, the Scottish Government's 'National Improvement Framework' highlights the importance of leadership at all levels as a key driver for improvement. Children's Services need high quality leaders at every level and in every area to ensure that it delivers high quality experiences and outcomes for all of our children and young people. Never has it been more important to have a strong vision for leadership at all levels, and across all sectors as it is now. As we continue to navigate Scotland's changing education landscape, we must respond dynamically to ensure recovery from the global pandemic and achieve excellence and equity for all.

Research clearly evidences that high quality leadership is a key component in effective education establishments. The impact of strong leadership on our pupils' learning and attainment is regularly demonstrated in HMIe inspection reports for establishments from across Scotland. Where leadership is most effective, the impact on pupils' learning is significant and demonstrable. As such, senior education leaders play a key role in driving forward improvement by influencing the motivations and capacities of their staff, as well as the establishment ethos and environment as a whole. Effective leadership is essential to improve the efficiency and equity of schooling. Successful establishment management has many features and Children's Services in Renfrewshire embrace the council wide values including "we are learners" which recognises the developmental capacity and wider potential of all staff and supports the continuance of our excellent track record in encouraging leadership for all. This refreshed strategy aims to build on current strengths and further develop leaders at all levels through high quality professional learning.

The leadership skills of senior leaders are particularly important in creating the right conditions for effective distributed leadership, for example leadership roles within departments, curriculum areas, pupil support and in taking forward establishment wide developments. Effective leadership in all these aspects of the establishment's work can make a substantial difference to the quality of pupils' experiences and outcomes.

I commend this revised strategy to you and look forward to working alongside you all to further develop leadership capacity across our schools and early learning establishments.

Tracy McGillivray
Head of Service

1. Background

Since its introduction in 2016, the ***National Improvement Framework*** has improved the availability, quality and consistency of data, and extended understanding of what works to drive improvements for children and young people across all parts of the Scottish education system. It sets out the vision and priorities for Scottish education that have been agreed across the system. One of the key drivers of improvement in the outcomes achieved by children and young people through education is school and Early Learning & Childcare (ELC) Leadership.

Leadership is recognised as a key driver of the success of any school or ELC setting. Leaders at all levels who are empowered and collaborative, and who empower others to take ownership of their own learning and teaching in a collaborative way, have a strong track record of ensuring the highest quality of learning and teaching.
Achieving Excellence & Equity 2022 National Improvement Framework

Since 2017 in Renfrewshire, the ***Scottish Attainment Challenge*** has provided a significant opportunity to focus on the importance of leadership in our attempts to tackle poverty and close the poverty related attainment gap. We have made significant strides as an education authority in supporting our teaching workforce and school leaders within an empowered system to lead classrooms and establishments with confidence and competence. This view was endorsed by Education Scotland in their 2019 inspection report:

'The authority's outstanding approach to professional learning, building capacity and leadership development has enabled it to 'grow its own' promoted staff through providing appropriate training opportunities. It has also achieved very high levels of empowerment amongst teachers, parent/carers and learners through an ethos of distributed leadership.'
How well is Renfrewshire Council improving learning, raising attainment and closing the poverty related attainment gap? Feb 2019
https://education.gov.scot/media/l0sj5w1h/renfrewshireila190219.pdf

The aim of this strategy *Learning and Leading Together,* is to continue to build on the successful work of the attainment challenge, enhancing the leadership attributes of all staff in order to sustain and further develop our innovative and collegiate approaches to high quality attainment and engagement across schools, early years and childcare settings.

2. Introduction

High quality leadership at all levels is vital if we are to secure equity and excellence for our children and young people. Our education workforce requires to understand the role that they play in disrupting the pattern for those living in poverty. This leadership strategy, for staff at every level, reinforces the importance of **high-quality career long professional learning** at its centre. We need staff who continually build on their current strengths, expertise and skills. This will ensure we have a highly skilled workforce that is ready to move into promoted posts and to lead learning effectively at every stage of their professional careers. John Hattie (author and researcher Visible Learning) argues that *in 'great' schools it is the excellence of teachers, who are supported in their leadership of learning by visionary leadership at all levels, which encourages natural growth towards excellence.*

This is in line with Graham Donaldson's seminal point in his 2011 publication *Teaching Scotland's Future* and a point that he makes again in the GTCS lecture to mark the tenth anniversary of his January 2011 report, "*We will need visionary leadership at all levels that can inspire, support and empower teachers to give young people the kind of challenging and engaging education that they both need and deserve."*

As leaders of learning, all practitioners should engage in developing as well as delivering the curriculum. A culture of creativity and collegiality within which learning and teaching is the pivotal focus embodies the ethos of **distributive leadership** which is a key feature within Renfrewshire schools and early years settings. We must continue to build on this ethos which recognises that it is the collective leadership capacity of staff that is important, so all are enabled to take on leadership roles and responsibilities, and all are supported and challenged to do this.

This strategy also recognises the need to have a **leadership succession plan** for our establishments. Developing leadership talent at all levels should be integral to the staff professional review and development process (PRD) at establishment and strategic level. The development of staff to take on promoted roles should be seen by all senior education leaders as a major part of their leadership role.

3. Context

The emphasis of this strategy is on the progressive development of leadership skills and behaviours at all levels - from Initial Teacher Education (ITE) to enabling experienced Head Teachers to contribute to systems leadership at national level.

Renfrewshire's PRD and Professional Update (PU) guidance ***– link*** describes how staff can access opportunities in those areas where they require support or the opportunity to further develop to help them enhance their careers and aspirations as empowered professionals. PRD is an entitlement and should be accessible by all across the profession.

It is important that we also take cognisance of national developments when planning leadership opportunities, the most influential of these being:

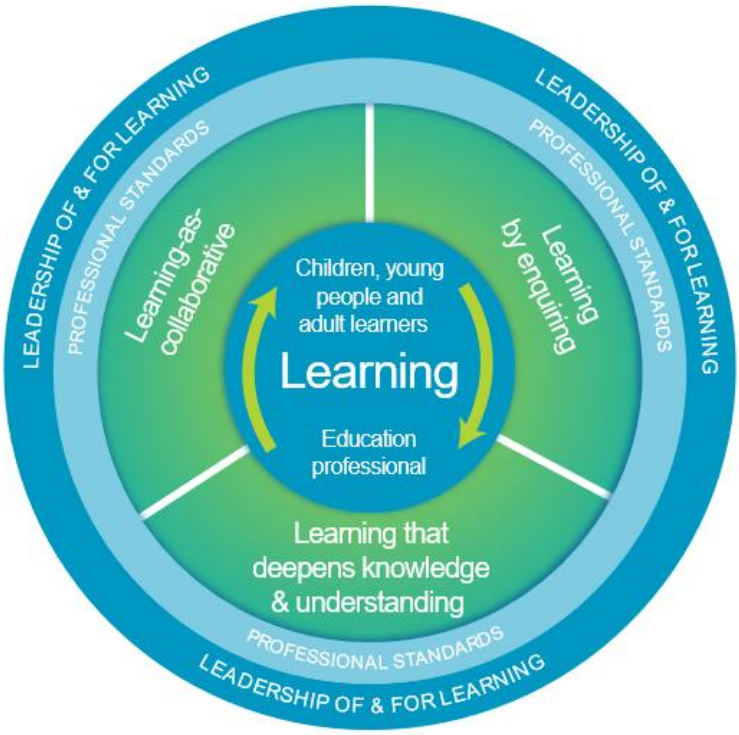
(a) Education Scotland Professional Learning and Leadership Directorate (EDSPLL), formerly SCEL, is funded by the Scottish Government and has the strategic responsibility for ensuring high quality professional learning for educators across Scotland.
EDSPLL are committed to an empowered education system, ensuring the best possible professional learning opportunities are made available to teachers at all levels and stages of their career. Their work is diverse and includes the facilitation of their own leadership programmes, collaboration with universities and local authorities in Scotland, engagement with international educators, national events such as the Scottish Learning Festival and the Scottish Education Awards, and the provision of learning activities and endorsed programmes through their online resource.

Their innovative, high-quality leadership programmes (links below) help ensure that education professionals have the right learning and development opportunities to make a real difference to the outcomes for children and young people.

- Teacher Leadership
- Supporting Teacher Leadership
- Middle School Leadership
- Collaborative Middle Leadership

- Towards Headship
- Into Headship
- In Headship
- Excellence in Headship
- Leading Systems Change
- Evolving Systems Thinking

(b) The national model of professional learning
As education professionals we engage in professional learning to stimulate our thinking and to ensure our practice is critically informed and up-to-date.
The model of professional learning identifies the key principles and features of effective learning that will build capacity and promote collaborative practices. The model provides a shared language and aspiration, informing the provision, structure and nature of learning. It also outlines the kinds of learning that will empower and enable staff to best meet the needs of learners.



The model outlines three inter-connected areas of practice which education professionals are encouraged to consider in their own professional learning activities.
The model is complemented by a range of practical tools to support education professionals in developing their learning.

The model should be used alongside these tools, as well as self-evaluation activities related to the **General Teaching Council for Scotland (GTCS) Professional Standards**, or other Professional Standards, to map out professional learning.

(c) GTC Scotland Professional Standards (revised Aug 2021)
https://www.gtcs.org.uk/professional-standards/standards-for-registration.aspx
Professional Standards for teachers are core to the being, knowing and doing that is teacher professionalism. It is these standards which make useful connections between ongoing Professional Review and Development, Professional Learning and Professional Update sign-off.

Self-evaluation should be a useful process that is rigorous and enables you to be critically reflective about yourself as a professional and your practice.
The self-evaluation process will enable you to:

- plan for meaningful professional learning
- engage in critically reflective dialogue as part of the PRD process
- identify and focus on areas you wish to develop expertise or accomplishment
- consider your career planning.

There are many approaches to self-evaluation and a number of tools, including the national model of professional learning and the Professional Standards, that will help support the process.

(d) Unlocking the Potential of Professional Review and Development
(GTCS Professional Review and Development Guidelines 2019)
https://www.gtcs.org.uk/wp-content/uploads/2021/08/professional-review-development-guidance-2020.pdf

These PRD Guidelines have been shaped and created by the profession, for the profession. They are designed to support the development of cultures that foster teacher agency, promote teacher-led professional learning and enable collaborative professionalism.

(e) West Partnership Regional Improvement Collaborative
The West Partnership has a clear vision: *to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.*

The approach within the West Partnership is underpinned by the development of a network learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. The work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research-based models of delivery.
The work of the West Partnership is predominantly delivered through the structures of three key workstreams:

- Wellbeing for Learning;
- Leadership, Empowerment and Improvement; and
- Curriculum and Learning, Teaching & Assessment

Providing support to practitioners, facilitating collaborative working and learning from one another are at the core of each of these workstreams

(f) Funding for Masters Level Learning
Scottish Government funding to increase opportunities for teachers to undertake professional learning at Masters level (SCQF level 11) has been made available to local authorities within the West Partnership since 2017.

The funding is explicitly for teachers to take Masters level modules and courses available from the Partnership's two university partners, Glasgow and Strathclyde. These universities already provide a number of high-quality, GTCS-endorsed, Masters programmes which cover the identified priority areas within each local authority.

In Renfrewshire, leadership has been a priority area for this funding from the outset, with approx. 50% of teachers accessing funding for either PGCert, PGDip or full Masters in educational leadership.

4. Leadership Progression Pathways

Any successful and sustainable leadership strategy has to be embedded within a culture which engages and empowers leaders at all levels of the organisation. All staff should be encouraged to access high-quality professional learning experiences and develop a clear idea of pathways that will support their careers from student, newly qualified teacher, classroom practitioner and, if desired, on to promoted posts in and beyond educational establishments.

This strategy recognises that every professional will have their own individual pathway, with some ultimately leading to becoming a head or manager of an educational establishment or beyond into a further corporate role. Each individual, at every level, should be aware of the supports, professional learning opportunities and possible pathways they can take, and should be supported to acquire the knowledge and develop the skills required to build confidence and expertise, either to remain at their current level, or to prepare for promotion to a new role in their professional career.

This strategy aims to support individuals on their pathway by providing access to in-house development programmes, such as our Aspiring Leadership courses, and signposting appropriate local and national leadership learning opportunities. In addition, the strategy advocates exploiting opportunities for collaborative working and the sharing of best practice and expertise across local clusters of establishments, across Renfrewshire, across the West Partnership and nationally and internationally. This approach will lead to a strengthening of individual and collective leadership capacity across Renfrewshire.

The following sections set out the leadership opportunities and experiences available (this is not exhaustive) to staff which can support the realisation of our vision of distributive leadership at all levels and prepare individuals for considering and taking next steps in their professional careers into promoted posts as well as developing expertise at their current post level.

Initial Teacher Education (ITE) Students

Initial teacher education (ITE) in Scotland is provided by the universities in partnership with schools and education authorities. ITE is the foundation on which all further professional learning is built. Students range from Undergraduates with a four-year broad teaching education to specialist Postgraduates taught intensively at PGDE level or in-depth over two years at Masters level. Students develop skills and knowledge both on campus and in school placements preparing them for their teaching careers.

The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher seeking provisional registration with GTCS at the end of Initial Teacher Education.

Each university provides guidance for student placements. When students are on placement in our schools, we can further develop them as teachers by offering the below opportunities

School opportunities

- *Provide an in-school induction – policies, handbook etc*
- *Provide a mentor who regularly discusses progress*
- *Attend collegiate/departmental learning sessions where appropriate*
- *Participate in tracking discussions*
- *Provide wider school experiences in the playground, lunch hall, assemblies etc*
- *Attend staff/departmental meetings where appropriate*

Local Authority opportunities

- *Attend online local authority welcome & introduction to Renfrewshire session*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Provisional Registration*
- *Maintain the GTCS ITE profile, including strengths and areas for development*

Upon successful completion of ITE and having attained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full registration (SFR). This can be done through the 1 year Teacher Induction Scheme (TIS) or by undertaking the flexible route as probationers.

Newly Qualified/Probation Teachers

Those who have provisional registration with GTCS are required to carry out a period of probation to demonstrate that they have met the Standard for Full Registration. Probationary service can be undertaken in one of two ways:

- **Teacher Induction Scheme (TIS)** provides a guaranteed one-year training post to every eligible student graduating with a teaching qualification from one of Scotland's universities.
- **Flexible Route** is a way to complete the probationary requirement if you have opted out of the TIS, are not eligible to join the TIS, can't commit to a full-time post or want to complete your probation somewhere other than a Scottish state school.

In Renfrewshire, the vast majority of NQTs are on the TIS scheme. We have developed an excellent professional learning programme for our NQTs which covers a wide range of topics including classroom management, use of digital technologies, carrying out a professional enquiry and sustainability/global citizenship. As a result of the high-quality support and professional learning provided, NQTs are very well supported to carry out their role and almost all attain a 'satisfactory' outcome in their final profile submission to General Teaching Council Scotland GTCS.

School opportunities

- *Individual school probationer support/induction programmes*
- *Planned collegiate learning (often linked to school improvement plan)*
- *Working with stage/departmental colleagues*
- *Involvement in the wider life of the school e.g., facilitating a school club/after school activity*
- *Observe experienced class teachers*
- *Engage in professional dialogue with assigned mentor to develop skills in professional reflection & self-evaluation*
- *Share the learning from university course with colleagues*

Local Authority opportunities

- *Probationer Professional Learning programme*
- *Professional Enquiry supporting classroom pedagogical approaches*
- *Authority wide professional learning available through CPD Manager*
- *Probationer Action Learning Sets*
- *Drop-in professional learning sessions – tailored to need*

External opportunities

- *GTCS Probationer resources e.g., differentiation, professional Standards Rubric, wellbeing webinars*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Full Registration*
- *Maintain a record of progress, including professional learning, through the GTCS Profile*
- *Develop an interest in professional reading, including research and current educational developments*

By engaging in ongoing, quality professional learning throughout the probationary year, our probationer teachers will give themselves the best chance of developing the skills, abilities and knowledge required to gain full GTCS registration and begin their formal teaching career, leading learning effectively for all learners.

Early Career Teachers

Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Early Career Teachers refers to those recently qualified teachers in the first four years of their career post probation. In Renfrewshire, all those who are successful in gaining a satisfactory outcome in their NQT year are transferred to the supply teaching pool – unless they gain employment in one of our schools, or elsewhere, beforehand. It is crucial that Early Career Teachers continue to build on the knowledge and skills gained through their probationary year by continuing to participate in professional learning which will allow them to rise to the challenge of delivering excellent experiences for all children and young people.

The below highlights a range of options which Early Career Teachers can select and shape into their own professional learning pathway.

School opportunities

- *Planned collegiate learning (often linked to school improvement plan) within school/cluster*
- *Working with stage/departmental colleagues to plan learning, which is relevant, engaging and challenging for all learners*
- *Facilitating school clubs/after school activities*
- *Observe and utilise the good practice demonstrated by more experienced class teachers*
- *Plan for, and participate in, the PRD process*
- *Identify and carry out a professional enquiry to improve classroom practice – this could be done collaboratively or individually*
- *Deliver feedback on professional learning undertaken to colleagues*
- *Support with the creation of new resources or materials for learners*
- *Join a school/cluster professional reading group*
- *Join a school/cluster working group*

Local Authority opportunities

- *Early Career Teacher Professional Learning programme*
- *Authority wide professional learning available through CPD Manager*
- *Early Career Teacher Action Learning Sets*
- *Drop-in sessions – tailored to need*
- *Masters Level Learning modules*
- *Improving our Classrooms programme*

External opportunities

- *GTCS/Ed Scotland Stepping Stones Programme - then become a Stepping Stones Leader*
- *Ed Scotland professional learning & leadership opportunities*
- *Professional learning offered by a range of Scottish education partners e.g., SSERC, SQA, SDS, Primary Engineer*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Full Registration/ Standard for Career Long Professional Learning*
- *Use relevant literature and research when addressing issues*
- *Maintain a record of professional learning and the impact this has had using MyPL*

Class Teachers 5+ experience

Every teacher will have a role to play in leadership whether in terms of curriculum development, policy development or working on discrete projects within an establishment or across a local authority area.
Teacher leadership develops:

- teacher competence and confidence
- advances professional learning
- promotes change and improvement in establishments
- encourages professional collaboration and collegiality
- boosts professional status and recognition
- contributes positively to the achievement of equity and excellence in our establishments

The below highlights a range of opportunities which more experienced Class Teachers can select and shape into their own professional learning pathway.

School opportunities

- *Lead a working party/area of curriculum development*
- *Lead a group Professional Enquiry supporting classroom pedagogical approaches or support less experienced colleagues with their enquiries*
- *Plan and deliver collegiate learning within school/cluster*
- *Take an increasing lead in working with stage/departmental colleagues to plan learning, which is relevant, engaging and challenging for all learners*
- *Encourage students, NQTs and Early Career Teachers to observe your practice in class*
- *Support less experienced teachers to use performance data effectively for self-evaluation and improvement and to make judgements about pupil progress*
- *Use digital learning to enhance lessons, develop innovation and curiosity and extend and deepen learning. Support less experienced/confident colleagues in the application of digital resources*
- *Mentor students and NQTs*
- *Peer support e.g. coaching or mentoring of Early Career Teachers*
- *Create/pilot new resources or course materials for learners*
- *Lead a school/cluster professional reading group*
- *Work with partners with increasing confidence e.g., SQA, Educational Psychology, universities*
- *Lead extra-curricular events/clubs/trips*
- *Shadow a current Principal Teacher*
- *Take on a Champion role e.g., Literacy, Numeracy, Digital*
- *Take on a Project Leader Role (secondary)*
- *Support work experience pupils*
- *Make links within the local community/local organisations*
- *Join the Parent Council*
- *Deliver parent workshops/information sessions*
- *Develop personal interests/talents which might lead to applying for grants, applying for a new role, producing a school show, training colleagues, or starting a club*

Local Authority opportunities

- *Aspiring Principal Teacher/Middle Leader course*
- *Authority wide professional learning available through CPD Manager*
- *Provide guidance and career long professional learning on the most up-to-date pedagogical research*
- *NQT and student Mentor training*
- *Masters Level Learning modules*
- *Improving our Classrooms programme*
- *Join an authority working group*
- *Acting PT roles*
- *Secondments*

External opportunities

- *Education Scotland professional learning & leadership courses:*
  Teacher Leadership Programme
  Supporting Teacher Leadership Programme
  Award in Leadership
  Aspiring to Middle Leadership
- *Professional learning offered by a range of Scottish education partners e.g., SSERC, SQA, SDS, Primary Engineer*
- *GTCS Professional Recognition Award - recognises the enhanced, significant, sustained and reflective enquiry a teacher has undertaken and the development of their professional learning in a particular area.*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Registration/Career Long Professional Learning/Look to the Standard for Middle Leadership*
- *Use and promote relevant literature and research when addressing issues*
- *Maintain a record of professional learning and the impact this has had using MyPL*

By encouraging, supporting and enriching the leadership skills of our teachers, they will in turn become confident and innovative teachers, who inspire colleagues to be creative in their teaching practices so that all young people achieve and attain their best through excellent experiences**.** Some of these individuals may choose to look for promoted Middle Leadership posts, pursue the Lead Teacher role (information still to come nationally regarding this role) or continue to develop their role in the classroom.

Middle Leaders

Middle leadership includes a variety of roles ranging from Faculty Heads and Principal Teachers to class teachers with a whole school responsibility or area of focus.
Support for those in middle leadership positions has strengthened in recent years following the publication of the OEDC report ***'Improving Schools in Scotland'*** *(2015)* which called for '*a strengthened 'middle' operating through networks and collaboratives among schools, and in and across local authorities.'*
It is important that our middle leaders are provided with the correct support to allow them to actively contribute to school improvement and to influence attainment and achievement in their establishment both operationally and strategically.
The below details opportunities which can enhance and develop the leadership attributes of our middle leaders in order to improve outcomes for all learners.

School opportunities

- *Lead developments that extend across the school and are directly linked to the Whole School Improvement Plan*
- *Mentor an NQT/Lead NQT Training within the school*
- *Engage with educational literature, research and policy sources in leading and developing the curriculum, pedagogy and assessment practices within areas of responsibility*
- *Plan and deliver activities and programmes which lead to improvements within areas of responsibility e.g. increase meaningful parental engagement*
- *Support staff with Professional Enquiry and collaborative learning within areas of responsibility*
- *Lead and share good practice to support staff individually and collectively to engage in regular and rigorous self-evaluation*
- *Plan and deliver collegiate learning*
- *Use coaching and mentoring techniques to support colleagues and encourage the development of these skills in others*
- *Monitor the learning planned within areas of responsibility to ensure it is relevant, engaging and challenging for all learners*
- *Support staff to use available data effectively for self-evaluation and improvement and to make judgements about pupil progress*
- *Encourage the use of digital learning to enhance lessons, develop innovation and curiosity within areas of responsibility*
- *Shadow a current Depute and, if possible, seek responsibility for parts of remit*
- *Encourage the development of leadership skills and qualities in others through identifying leadership opportunities for other staff both in and beyond the school*
-

Local Authority opportunities

- *Aspiring Deputes course*
- *Support delivery of the Aspiring Middle Leaders course*
- *Mentor aspiring or newly appointed middle leaders*
- *Authority wide professional learning available through CPD Manager – lead/deliver on appropriate areas*
- *NQT Induction programme – deliver on relevant aspects of this programme*
- *Masters Level Learning modules – e.g., Educational Leadership*
- *Join an authority working group and assume leadership responsibility*
- *Subject specialist forums*
- *Middle Leader Learning Sets*
- *Acting Depute roles*
- *Secondments*
- *Leadership of Child Protection training*

External opportunities

- *Education Scotland professional learning & leadership courses:*
  - *Middle Leaders Leading Change*
  - *Collaborative Middle Leadership*
  - *Award in Leadership*
- *Regional Improvement Collaborative (RIC) - West Partnership leadership professional learning (contact Education Manager if interested):*
  - *Virtual Leadership Network*
  - *Specialist Networks*
- *Develop relationships with a range of Scottish education partners e.g., SSERC, SQA, SDS, Primary Engineer*
- *GTCS Professional Recognition Award - recognises the enhanced, significant, sustained and reflective enquiry a teacher has undertaken and the development of their professional learning in a particular area.*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Career Long Professional Learning/Standard for Middle Leadership*
- *Use and promote relevant literature and research when addressing issues*
- *Maintain a record of professional learning and the impact this has had using MyPL*
- *Make connections and network with colleagues from different schools and authorities*

Effective and ambitious middle leaders require to be further supported and challenged to continue to build the necessary knowledge, skills and understanding required to carry out their role and identify their next steps. Some may look to progress to senior leadership positions whilst others continue to enhance and develop their leadership attributes as a member of the middle leadership team.

Depute Head Teacher

Depute Headteachers, in most cases, will have had years of classroom or school experience and be able to show wide-ranging evidence of leadership skills in a school setting. Although the role will vary from school to school, all Deputes work very closely with the Headteacher and can be required to deputise for them in their absence.
Many Deputes retain a teaching commitment as well as line managing a variety of staff, taking responsibility for areas of the curriculum and improvement plan alongside many other strategic and supportive roles – it is a unique and very demanding position!

School opportunities

- *Lead developments that extend across the school and are directly linked to the Whole School Improvement Plan*
- *Mentor NQTs/Plan & Lead NQT Training within the school*
- *Engage with educational literature, research and policy sources in leading and developing the curriculum, pedagogy and assessment practices within areas of responsibility*
- *Plan and deliver activities and programmes which lead to improvements within areas of responsibility e.g. develop planning formats, improve tracking records*
- *Support staff with Professional Enquiry and collaborative learning within areas of responsibility*
- *Lead and share good practice to support staff individually and collectively to engage in regular and rigorous self-evaluation*
- *Plan and deliver collegiate learning in own school and beyond*
- *Use coaching and mentoring techniques to support colleagues and encourage the development of these skills in others*
- *Monitor the learning planned within areas of responsibility to ensure it is relevant, engaging and challenging for all learners*
- *Support staff to use available data effectively for self-evaluation and improvement and to make judgements about pupil progress*
- *Encourage the use of digital learning to enhance lessons, develop innovation and curiosity within areas of responsibility*
- *Shadow a current Headteacher*
- *Encourage the development of leadership skills and qualities in others through identifying leadership opportunities for other staff both in and beyond the school*

Local Authority opportunities

- *Aspiring Heads course*
- *Support delivery of the Aspiring Middle Leaders/Deputes course*
- *Mentor aspiring or newly appointed Deputes*
- *Authority wide professional learning available through CPD Manager – lead on appropriate areas*
- *NQT Induction programme – deliver on relevant aspects of this programme*
- *Masters Level Learning modules – Educational Leadership*
- *Lead an authority working group*
- *Deputes Learning Sets/Facilitate a Learning Set for PTs or class teachers*
- *Acting Headteacher roles*
- *Deputes groups e.g., Learning & Teaching Group (secondary)*
- *Secondments*
- *Leadership of Child Protection training*

External opportunities

- *Education Scotland secondments and professional learning & leadership courses:*
  - *Into Headship*
  - *Towards Headship*
- *Represent the local authority on national forums*
- *Regional Improvement Collaborative (RIC) - West Partnership leadership professional learning (contact Education Manager if interested):*
  - *Virtual Leadership Network*
  - *Specialist Networks*
- *Develop relationships with a range of Scottish education partners e.g., SSERC, SQA, SDS, Primary Engineer*
- *GTCS Professional Recognition Award - recognises the enhanced, significant, sustained and reflective enquiry a teacher has undertaken and the development of their professional learning in a particular area.*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Career Long Professional Learning/Standard for Middle Leadership/Standard for Headship*
- *Use and promote relevant literature and research when addressing issues*
- *Maintain a record of professional learning and the impact this has had using MyPL*
- *Make connections and network with colleagues from different schools and authorities*

Many Deputes make the decision not to move into headship despite having the necessary experience and, in some cases, an appropriate qualification for headship. Instead, they continue to learn and grow in the depute role, supporting the Headteacher in managing and leading the school.

Newly appointed Headteachers

Appointment to a Head Teacher post is not an end point but part of an ongoing developmental journey that continues throughout headship. Our leadership strategy should help Headteachers to understand their own personal journey. It is important that as part of our support for Headteachers we help to develop the skills, capacity and confidence to make decisions and, if mistakes are made, how to recover from these and understand that this is part of the developmental journey.

School opportunities

- *Mentor in-house Deputes/Principal Teachers/Faculty Heads*
- *Engage with educational literature, research and policy sources*
- *Develop and lead rigorous, whole school self-evaluation*
- *Plan whole school collegiate learning opportunities*
- *Develop a coaching culture within the school*
- *Develop relationships and collegiate working opportunities with cluster colleagues and beyond*
- *Oversee the monitoring of all planned learning to ensure it is relevant, engaging and challenging for all learners*
- *Support staff to use available data effectively for self-evaluation and improvement and to make judgements about pupil progress*
- *Shadow an experienced Headteacher/work with appointed HT mentor*
- *Encourage the development of leadership skills and qualities in others through identifying leadership opportunities for staff both in and beyond the school*

Local Authority opportunities

- *Attend Headteacher induction sessions*
- *Attend appropriate corporate leadership opportunities e.g. Discipline & Grievance Procedures, ASL Legislation, Legal Matters*
- *Support delivery of the aspiring leadership courses*
- *Mentor Deputes from across the authority*
- *Authority wide professional learning available through CPD Manager – attend/lead on appropriate areas*
- *NQT Induction programme – deliver on relevant aspects of this programme*
- *Lead an authority working group*
- *Participate in a Headteacher Learning Set*
- *Facilitate a Learning Set*
- *One to one bespoke coaching and mentoring programme*
- *Leadership of Child Protection training*

External Opportunities

- *Education Scotland In Headship programme*
- *Represent the local authority at national forums and events*
- *Regional Improvement Collaborative (RIC) – support with the delivery of West Partnership professional learning*
- *West Partnership Headteacher Learning Set and coaching opportunities*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Headship*
- *Use and promote relevant literature and research when addressing issues*
- *Maintain a record of professional learning and the impact this has had using MyPL*
- *Develop connections/ network with colleagues from different schools and LAs*

It is evident that the early days of headship are possibly the most turbulent and require the most centralised support. Link Education Managers will play a critical role in ensuring this ongoing support is provided, either personally or by identifying appropriate personnel/resource. We want our leadership strategy to support newly appointed Headteachers to flourish in the role and develop the skills required for leading and managing any school as they progress in their career.

Experienced Headteachers

It is important that we capitalise on the experience of our established Headteachers to help build leadership capacity and to encourage our newly appointed Headteachers and aspiring leaders to rise to the challenge of headship. It is equally important that we support experienced Headteachers in their career long professional development to ensure the closing of the poverty related attainment gap and ensure equity and excellence in our schools.

School opportunities

- *Establish and maintain a culture where your learning community are involved in meaningful decision making about the enhancement of learning*
- *Create opportunities for staff to undertake leadership roles within your establishment and promote opportunities beyond your establishment*
- *Build constructive relationships with colleagues which support collaboration across the authority and beyond*
- *Create a coaching culture within your establishment and across Renfrewshire*
- *Coach / mentor SLT / PT from within and out with your own school*
- *Ensure that meaningful, rigorous and regular PRD takes place for all staff*
- *Take part in and facilitate good practice visits within Renfrewshire and beyond*

Local Authority opportunities

- *Take part in a Head Teacher learning set*
- *Facilitate learning sets for aspiring leaders*
- *Support delivery of aspiring leader courses*
- *Coach / mentor newly appointed Head Teachers or aspiring leaders*
- *Provide CLPL for peers and aspiring leaders*
- *Participate in authority training to enhance service delivery*
- *Volunteer for/Lead authority working parties and strategy groups*
- *Contribute to cluster, quartile, Renfrewshire and national developments and discussion to inform policy and practice*
- *Take part in Quality Improvement visits or reviews within other establishments*

External Opportunities

- *Education Scotland Excellence in Headship and Evolving Systems Thinking programmes*
- *Represent the local authority at national forums and events*
- *Regional Improvement Collaborative (RIC) – support with the delivery of West Partnership professional learning*
- *West Partnership Headteacher Learning Set and coaching opportunities*
- *Engage in peer excellence visits across the West Partnership and beyond*
- *Undertake further study e.g. PhD. / MSc. / Med. research based degrees*
- *Headteacher Leadership Academy with Columba 1400*
- *Associate Assessor with Education Scotland*

Personal opportunities

- *Engage in ongoing self-reflection against the Standard for Headship*
- *Commit to and model career-long professional learning and encourage others to do the same*
- *Critically engage with literature, policy and research to challenge and inform decision making and practice*

- *Develop connections and network with colleagues from different schools and LAs*

By utilising the depth of experience of Headteachers to inform policy and practice beyond their own schools, throughout the local authority, regionally and nationally, we will ensure that their level of expertise, knowledge and skill stimulates innovation and enables the dissemination of best practice and ultimately leads to improvements for all learners.

5. Measuring the Impact

Regular review will be required to ensure that our leadership strategy and associated professional learning opportunities remain current and suitable to meet the needs of Renfrewshire staff at all levels in their leadership development journey. A review will take place within 2 years of this strategy's implementation (August 2024) or beforehand if there is significant change.

Our annual Education Improvement Plan will be updated to reflect this strategy and the ongoing leadership development priorities, with schools using this to influence their own School Improvement Plans.

Measures to assess the impact of all leadership development work will include:

- *number of staff taking additional qualifications or Masters Level study*
- *number of staff taking part in Renfrewshire's Aspiring Leaders courses & their course evaluations*
- *number of staff securing promoted leadership roles*
- *number of staff completing professional update and PRD*
- *number of probationer teachers gaining a satisfactory outcome to their induction year & their core CLPL evaluations*
- *number of staff involved in local authority working groups & their feedback*
- *gradings within Education Scotland inspections, particularly QI 1.3 Leadership of Change*
- *school self-evaluation statements - particularly QI 1.3 Leadership of Change*
- *school Standards & Quality Reports*
- *link Education Manager reports/feedback*
- *participant feedback following involvement in any local authority leadership activity including evaluation forms, focus groups and individual case studies*

6. Conclusion

This strategy strengthens the focus on leadership within our establishments and aims to ensure that leadership and the ambition to continually develop are encouraged at all levels. It is hoped that all staff will view themselves as leaders of learning and continually evaluate the impact of their practice on learner's experiences within their classroom, department, establishment and beyond.

Renfrewshire Council is committed to providing the resource, time and opportunity for leaders at all levels to network, learn from and support one another, and to coach and mentor their successors. We already have an outstanding reputation in relation to leadership development and we hope that this strategy, and how it is used by establishments, further endorses this, ensuring Renfrewshire attracts and retains the highest quality leaders at all levels.

Leadership Strategy

Appendix - Early Years

Early Learning and Childcare workers across the authority require to maintain registration with the Scottish Social Services Council (SSSC). To support registration, workers are required to adhere to the SSSC codes of practice, and as of October 2020 they are required to complete a set amount of continuous professional learning within each 5-year registration period. Pathways for staff employed within early learning and childcare services across the authority include a range of CPL both locally and nationally. The SSSC's CPL resource provides a flexible way for those registered to undertake learning, with this learning then confirmed at the point of renewing registration.

SSSC codes of practice state,

> ***As a social service worker, I am accountable for the quality of my work and will take responsibility for maintaining and improving my knowledge and skills.***

To achieve this, registrants will 'undertake relevant learning to maintain and improve knowledge and skills and contribute to the learning and development of others' (Code 6, 6.7, SSSC Codes of Practice). Managers, Childcare Officers and Support Workers are required to undertake 10 days/60 hours of CPL over their 5-year registration period. All staff are required to complete the same number of CPL hours for their registration, including full-time, part-time, sessional and agency workers.

General opportunities for learning:

It's not just about formal training courses – it can be every-day learning in your workplace, reading, supervision, Open Badges and more.

We are learning all the time in lots of different ways. We learn from formal training and qualifications and from short, informal conversations which help us think about the way we work and change the way we practice.

Below are some examples of what CPL can include (taken from SSSC guidance).

- **Certificated learning**: qualifications, academic modules, SVQ units, HNC/HND units, certificates, degrees and diplomas.
- **Courses, workshops and webinars**: courses run by your own or another organisation, online learning.
- **Learning about your organisation**: reading your organisation's guidance, policy and procedures (so you know what standards are expected). Learning about other organisations: visiting other organisations, speaking with other people about their role.
- **Learning from others**: shadowing (in your own or another organisation), observing meetings, conversations with colleagues or people you support which help you think about your practice and do things differently.
- **Learning in groups**: team meetings where learning activities take place, group supervision, formal or informal learning discussions, professional networking.

- **Learning for new work**: preparing for new work or a different role, talking with colleagues, reading guidelines, books or research.
- **Reflective learning**: discussions with your supervisor or with a mentor, buddy or colleague, Open Badges, reflecting on your learning from work and changes you have made to your practice.
- **Supporting others**: mentoring, buddying, supporting someone's learning (eg for a qualification), supporting a new worker's induction.
- **Reading and listening: books**, professional journals, newspaper articles, website articles, podcasts.
- **TV or video learning**: programmes such as documentaries which relate to your work or give you new information about best practice.

See Virtual Professional Learning opportunities at the end of this document.

Early Learning and Childcare Modern Apprentices

The role of an Early Learning and Childcare Modern Apprentice (MA) is an unqualified role which provides the training towards qualification while actively working in the role. Modern apprentices learn the key skills needed to work in early learning and childcare from the staff around them, maximising opportunities for their learning and development. Renfrewshire are committed to supporting the MA programme and have an internal SVQ trainer to support participants to gain their qualification.

To become a Modern Apprentice, qualifications required are 3 National 5 qualifications, one of which must be English. Those in the role have shown a genuine interest in working with children, are adaptable to change and enjoy working as part of a team.

ELC opportunities

- *Provision of individual ELC induction – policies, handbook etc*
- *Provided with the opportunity to explore and actively use ELC Good Practice documentation (Care Inspectorate, Education Scotland and further as appropriate)*
- *Provided with a mentor who regularly discusses progress*
- *Attend collegiate learning sessions where appropriate*
- *Active involvement in developing skill set required for the role of fully qualified practitioner*
- *Developing knowledge of, and supporting children's full ELC experiences indoors and outdoors, in addition to mealtime experiences, visits within the community with groups of children and staff etc.*
- *Participate in curricular planning to develop knowledge of CfE early level*

Local Authority opportunities

- *Attend local authority induction*
- *Access to CLPL calendar within Renfrewshire CPD Manager*
- *Access anytime training provided through iLearn*
- *SVQ assessor support and access to SVQ level 6 qualification*

External opportunities

- *Opportunities to engage with SSSC professional learning opportunities*
- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*
- *Reflect against the SSSC professional standards*
- *Web resources available virtually (please see section on online CPL)*
- *Build on, and develop knowledge through active engagement with National Induction Resource*

Personal opportunities

- *Actively reading about pedagogical approaches within early years*

Early Learning and Childcare Support Workers

The role of an Early Learning and Childcare Support Worker requires a level 6 qualification to be held. Those entering the position, however, have a variety of experience, with some holding qualifications and others required to work towards qualification. Renfrewshire Council support those in the role to gain their SVQ in Social Services (Children and Young People) SCQF level 6 where needed. Those with the appropriate ELC qualifications at SCQF level 6 will not be required to undertake the SVQ. Renfrewshire also employ a supply pool with permanent Support Workers.

The support workers role works closely with Early Learning and Childcare Officers to provide high-quality support and care to all children within the service.

ELC opportunities

- *Provision of ELC induction and mentor within the service (as appropriate) – policies, handbook etc*
- *Opportunity to actively work through the National Induction resource with support of a mentor*
- *Opportunities to engage with ELC Good Practice documentation (Care Inspectorate and Education Scotland)*
- *Support towards completion of qualification*
- *Attend collegiate learning sessions*
- *Involvement in establishment's self-evaluation opportunities*
- *Actively working to develop children's experiences across the full ELC environment, indoors and outdoors*
- *Lead role in facilitating children's mealtime experiences.*
- *Involvement in visits within the community with groups of children and staff*
- *Engage in and support curricular planning to develop children's skills across CfE Early Level*
- *Documenting children's learning*

Local Authority opportunities

- *Access to CPL calendar within Renfrewshire CPD Manager*
- *Access anytime training provided through iLearn*
- *Access anytime training available through Microsoft Teams 'Passport to Early Years'*
- *SVQ assessor support and access to SVQ level 6 qualification*

External opportunities

- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*
- *SSSC professional learning opportunities*
- *Web resources available virtually (please see section on Virtual CPL pathways)*

Personal opportunities

- *Further study through undertaking BA Childhood Practice*
- *Actively reading about pedagogical approaches in early years*

Early Learning and Childcare Officer

Early Learning and Childcare Officers (ELCO) work as part of a team to provide high-quality education and care to children and families, maximising their learning and development. They have experience of working with children under the age of 5. They have knowledge of both the Curriculum for Excellence Early Level and Pre-birth to Three guidance. Early Learning and Childcare Officers are proactive members of their teams, with opportunities to support and supervise the development of others.

In Renfrewshire, ELCOs are made up of a diverse group of practitioners, with some having extensive experience in the sector, some with recent experience, others may be returning from a career break or joining the service after a career in an unrelated field. As such, Renfrewshire take their commitment to supporting opportunities for developing professional knowledge and skill suitable to the role seriously. Renfrewshire also employ a supply pool with temporary and permanent ELCOs. All staff have access to further professional learning internally within settings, locally through the authority programmes and nationally through the SSSC and related CLPL.

ELC opportunities

- *Opportunities to be mentored/mentor colleagues using setting's induction in addition to National Induction resource*
- *Role in mentoring students*
- *Active role in collegiate activities (often linked to establishment improvement plan) within establishment*
- *Working as part of a team to plan learning which is relevant, engaging and challenging for all learners*
- *Establishing close links with parents/carers, signposting them to additional agencies/support if needed*
- *Plan for, and participate in, the Professional Review and Development (PRD) process*
- *Engage in regular opportunities for tracking children's progress through learner conversations with children, and meetings with senior leaders*
- *Lead role in documenting learning for their key group of children*
- *Engage in professional activities (e.g., reading new documentation, researching for champion roles within the curriculum/environment)*
- *Leading in the provision of engaging learning experiences across the indoor and outdoor environments*
- *Join an establishment/cluster working group*
- *Leading in Champion roles e.g., Literacy, Numeracy, Digital learning*

Local Authority opportunities

- *Authority wide professional learning available through CPD Manager*
- *Froebel Certificate training*
- *Professional learning sessions linked to Authority documents (e.g., Progression toolkit)*
- *Opportunities for funding for BA Childhood Practice degree*
- *Access anytime training provided through iLearn*
- *Access anytime training available through Microsoft Teams 'Passport to Early Years'*

External opportunities

- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*
- *SSSC Step into Leadership, SSSC Online Modules, SSSC Open Badges*
- *UWS Modules (National STEM CPL, Supporting Parents to Further Engage in their Child's Development, Supporting the Development and Progression of Children's Early Language and Literacy, Understanding the Social Factors which may Impact on Children's Outcomes in the Early Years)*
- *Ed Scotland professional learning opportunities*

Personal opportunities

- *Further study through undertaking BA Childhood Practice*
- *Actively reading about pedagogy in early years*

Senior Early Learning and Childcare Officers

Senior Early Learning and Childcare Officers work as part of the setting's management team, leading staff and ensuring delivery of high-quality education and care to children and their families. They have experience in the role of early learning and childcare officer, possess excellent communication skills and lead and work effectively with others. Senior officers have a deep knowledge of Curriculum for Excellence Early Level and Pre-Birth to Three guidance. They utilise their knowledge of best practice guidance to ensure that childcare officers provide children with the highest quality experiences.

Senior early learning and childcare officers actively lead practice on the playroom floor, ensuring children's knowledge and skills are appropriately supported and developed throughout their time in early years.

ELC opportunities

- *Lead role in curriculum development*
- *Lead role in planning effectively for children's early level progress*
- *Plan and deliver collegiate learning within ELC*
- *Take a lead role in working with other senior colleagues across the setting to plan learning, which is relevant, engaging and challenging for all learners as they progress across stages*
- *Lead role in supporting colleagues as they set targets for children*
- *Oversee the completion of support plan paperwork in consultation with Childcare Officers*
- *Mentor students, observing their practice and reporting on progress*
- *Support less experienced practitioners to use performance data effectively in self-evaluation for improvement and to make judgements about children's progress (in conjunction with work of the Graduate if establishment has a Graduate in place)*
- *Peer support e.g., coaching or mentoring of Early Learning and Childcare Officers*
- *Lead role in self-evaluation activities in playroom(s)*
- *Oversee monitoring routines (cleaning rota, first aid supplies, adherence to CI guidelines etc.)*
- *Facilitate the use of resources, and development of the environment to ensure opportunities which provide depth to children's learning*
- *Link with Senior Leaders on purchasing of resources to support learning*
- *Oversee completion of 'Transfer of Information' and link with schools/other establishments to arrange transition opportunities*
- *Lead an establishment professional reading group*
- *Lead on collegiate working groups within establishment*
- *Work with LA and external partners confidently e.g., SLT, Educational Psychology, HV, Schools*
- *Oversee colleagues' champion roles e.g., Literacy, Numeracy, Digital*
- *Support work experience pupils*
- *Make links within the local community/local organisations*
- *Deliver or oversee the delivery of parent workshops/information sessions*
- *Facilitate opportunities for enhanced learning opportunities for children through; applying for grants, producing an ELC show, training colleagues, or starting a club.*

Local Authority opportunities

- *Aspiring Depute course*
- *Authority wide professional learning available through CPD Manager*
- *Opportunities for funding for BA Childhood Practice degree*
- *Froebel Certificate training*
- *Froebel Inquiry Training*
- *Acting Depute roles*
- *LA working groups*
- *Access anytime training provided through iLearn*
- *Access anytime training available through Microsoft Teams 'Passport to Early Years'*

External opportunities

- *BA Childhood Practice degree*
- *SSSC Step into Leadership, SSSC Online Modules, SSSC Open Badges*
- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*

Personal opportunities

- *Further study through undertaking BA Childhood Practice*
- *Actively reading about pedagogy in early years*
- *External networking, via twitter/Facebook (Froebel, Autism etc.)*

Early Learning and Childcare Graduate

The Early Learning and Childcare Graduate role was introduced by the Scottish Government in 2018. The key function of the post includes working directly with young children and staff to advise and support on the delivery of high-quality early learning experiences that meet the needs of all children, particularly those affected by poverty or disadvantage.

In their work they contribute towards the settings wider programme of work to reduce inequality and close the attainment gap.

Their work includes supporting the wider staff team with curriculum development and learning and teaching approaches. This will include supporting early years staff in their use of effective pedagogy, with a sound knowledge of current thinking and research. The early years Graduate supports and progresses planning, assessment and recording practices, working alongside the management team on the overall development of the establishment. Graduates work alongside the Senior Childcare Officer to inspire, motivate, and support colleagues, guiding staff in relation to the provision of a quality curriculum.

ELC opportunities

- *Take a lead role in the gathering and use of local knowledge and data to effectively drive forward improvements in both targeted and universal pupil progress*
- *Support colleagues to use available data effectively for self-evaluation and improvement and to make judgements about pupil progress*
- *Leading on work with targeted groups, in addition to the wider cohort of children, to close identified gaps, supporting the work of the service and colleagues to achieve this*
- *Supporting family learning opportunities and signposting families to external support and agencies as appropriate*
- *Engage with educational literature, research, and policy sources to lead and develop the curriculum, pedagogy and assessment practices within agreed areas of responsibility*
- *Plan and deliver collegiate learning opportunities*
- *Modelling practice and peer support (as appropriate), supporting staff with time and resources to develop their own knowledge and practice*
- *Lead and share good practice guidance/documentation/methodology to support staff individually and collectively to engage in regular and rigorous self-evaluation*
- *Monitor the learning planned within areas of responsibility to ensure it is relevant, engaging and challenging for all learners*
- *Work with LA and external partners confidently e.g., SLT, Educational Psychology, HV, Schools*
- *Support with 'Transfer of Information' and wider transition opportunities*
- *Lead an establishment professional reading group*
- *Lead on collegiate working groups within establishment*

Local Authority opportunities

- *Aspiring Deputes course*
- *Acting Depute roles*
- *Bespoke professional learning opportunities available for Graduates to support their role*
- *Authority wide professional learning available through CPD Manager*
- *Cluster networking opportunities*
- *Active engagement in termly whole team Graduate meetings to share practice and initiatives taking place*
- *Froebel certificate training*

External opportunities

- *West Partnership Equity and Excellence Lead Virtual Learning Network*
- *National Virtual Learning Network*
- *Scottish Government funded CLPL*
- *SSSC Step into Leadership, SSSC Online Modules, SSSC Open Badges*
- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*

Personal opportunities

- *Make connections and network with Graduates from other services in the local and wider community*
- *Actively reading about pedagogy in early years*
- *External networking, via twitter/Facebook (Froebel, Autism etc.)*

Early Learning and Childcare Depute

Early learning and Childcare Deputes work as part of the management team to assist in the effective management of the establishment to the benefit of all children, families and the wider community. In deputising to the Head of Centre/Head Teacher they require strong leadership skills to lead and inspire staff. Deputes support and lead on the development of effective channels of communication with children, parents/carers, staff and external agencies. To support the development of the service, Deputes require strong skills in self-evaluation, actively supporting and leading in aspects of quality improvement across the staff team. Due to the level of leadership within the role, it is imperative that Deputes keep up to date with early years initiatives and engage in training and professional development opportunities, both in line with council policies and through authority wide professional learning offered through the council's CPD Manager.

ELC opportunities

- *Ensuring robust induction processes for new staff, detailing establishment policies, working practices and the staff member's role*
- *Enable staff to identify children in the lowest deciles, and those who may be facing adversity, to ensure active progress towards closing the poverty related attainment gap.*
- *Oversee planning processes in place across the playroom(s) to ensure appropriate progress and coverage of the curriculum*
- *Take a lead role in facilitating regular learner conversations with staff to track progress across the full cohort of children*
- *Lead role in the completion of authority documentation (e.g. progression tool)*
- *Lead role in regular monitoring of playroom and required paperwork (cleaning rotas, first aid paperwork, attendance etc.)*
- *Regularly undertake playroom observations to ensure appropriate resources, experiences, and staff knowledge to support children's progressing learning*
- *Seek out training to support staff knowledge, promoting opportunities available through the Local Authority CPL calendar and CPD manager*
- *Leading the creation of staff rotas*
- *Liaise with external agencies to meet individual children's needs*
- *Liaise with colleagues across other early years and school services*
- *Support towards management of ELC budget, ensuring close links with SDO*
- *Support the needs of families accessing the service*
- *Support the welfare of all staff*
- *Lead role in undertaking the completion of staff Professional Development Records (PRD)*
- *Ensuring establishment complies with Health and Safety regulations*
- *Responsibility for the establishment in absence of the HT/HoC*
- *Ensure target setting for children is appropriate and progressive for all children*
- *Responsibilities within admissions*

Local Authority opportunities

- *CPL to support Leadership approaches*
- *HoC mentors available*
- *Acting HoC roles*
- *Secondments*
- *Leadership of Child Protection training*
- *Involvement in Local Authority Working Groups*
- *Leadership role within Froebel Inquiry*
- *Froebel Certificate training*
- *Involvement in recruitment panel for other establishments and local authority posts*

External opportunities

- *SSSC Step into Leadership, SSSC Online Modules, SSSC Open Badges*
- *Maintain a record of CPL and the impact this has had using SSSC MyLearning app*
- *Webinars available regularly (Froebel Trust, Early Years Scotland, Education Scotland etc.)*
- *Involvement in West Partnership networks*

Personal opportunities

- *Early Years Masters training (various universities)*
- *Actively reading about pedagogy in early years*
- *External networking, via twitter/Facebook (Froebel, Autism etc.)*

Early Learning and Childcare Centre Manager

Early Learning and Childcare Heads of Centre are responsible for ensuring the care and welfare of the children, families and staff who access the service. They manage and lead the establishment, complying with national and local guidance and statutes relating to the provision of education and care. Through the council's strategic framework, they comply with corporate strategies and education policies, formulating clear aims for the establishment's policies and improvements which drive forward the service's vision.

Through their role in leading the establishment, they encourage and create an ethos conducive to learning and development. Opportunities for the development of close working relationships with colleagues across the authority are supported and encouraged both within local cluster groups and wider across the West Partnership.

ELC opportunities

- *Ensuring induction processes for senior management within the establishment, detailing establishment policies, working practices and the role of the leadership team*
- *Responsible for distributing leadership responsibilities, and role expectations to Deputes*
- *Lead on the use of Local Authority approaches for gathering data on children's progress and experience within the establishment, feeding this information back to the authority and to parents as appropriate*
- *Lead the establishment's Improvement planning and Standards & Quality reporting to ensure clear self-evaluation processes lead future improvements across the setting*
- *Engagement in local (establishment and cluster) and wider (whole authority) discussions around quality improvement processes and practices*
- *Lead role in own establishment scrutiny processes (CI visits, Education Scotland inspections, Local Authority visits)*
- *Ensuring establishment complies with regulations*
- *Leading on establishment's moderation processes*
- *Strategic link with external agencies, within the authority and out with the authority*
- *Budget holder for establishment, liaising with SDO and local authority teams as necessary*
- *Recruitment manager for own service*
- *Involvement in recruitment panel for other establishments and local authority posts*
- *Active role in local authority collegiate meetings*
- *Active role in cluster networking groups*
- *Coaching and mentoring of own staff*
- *Lead role in admission panels work*
- *LISN group involvement*
- *RNRA group involvement*
- *Ensuring establishment complies with Health and Safety regulations*

Local Authority opportunities

- *Opportunities for leadership training for managers (Step Back, Columba 1400)*
- *Involvement in the Quality Improvement Review process for other establishments*
- *Mentoring for colleagues across the authority (new HoC's or Deputes)*
- *Involvement in authority wide working groups*

External opportunities

- *Webinars available regularly (Froebel Trust, Early Years Scotland, Education Scotland etc.)*
- *West Partnership working group involvement*
- *National networks (moderation, ASN etc.)*

Personal opportunities

- *Masters level training (various universities)*
- *Actively reading about pedagogy in early years*
- *External networking, via twitter/Facebook (Froebel, Autism etc.)*

Virtual CPL Pathways

Type of Post	Resource Location	Learning opportunity
Modern Apprentice	SSSC Learning Zone	**MA Core Skills: Social Service (CYP) Level 3** – eBook providing detail of broad, transferable skills to support the development and employability of colleagues undertaking their Modern Apprenticeship
Childcare Officers	SSSC Learning Zone	**Child Development** – an easy reference resource (an interactive eBook) which provides detail of national guidance, reference material, information and activities which support practice.
Childcare Officers	SSSC Learning Zone	**Observing children** – learning resource which provides links to practice, with comments, questions and further links to support staff development and thinking
Unpromoted, to be used by senior leaders to support new staff	Scottish Government	**National Induction Resource** – document to be used by senior leaders to support new childcare officers by building a depth of knowledge around their role as part of the ELC provision.
All staff	Renfrewshire Council	**Health and Wellbeing Blog** – Local and national resources and guidance, alongside training opportunities, can be accessed here for Renfrewshire staff
All Staff	Education Scotland	**Play Pedagogy Toolkit –** Interactive toolkit with reflective questions throughout to support staff knowledge and understanding around the importance of Play
All Staff	Care Inspectorate	**Guidance documents and Resources –** Link for staff of all levels to Care Inspectorate's most recent guidelines and guidance documents. All staff should be aware of resources available to support their knowledge and practice

Type of Post	Resource Location	Learning opportunity
Childcare Officers, Senior Childcare Officers, Graduates	University of the West of Scotland	**Early Years Modules** – • National STEM CPL • Supporting Parents to Further Engage in their Child's Development • Supporting the Development and Progression of Children's Early Language and Literacy • Understanding the Social Factors which may Impact on Children's Outcomes in the Early Years
All Staff	Renfrewshire Council	**iLearn** – selection of courses including: • Mandatory Induction for all employees • Wellbeing, Resilience, Relaxation and Mindfulness, Financial wellbeing • Professional and Personal Development • Leadership and Management • Communication • Equality and Diversity
All Staff	SSSC	**Step into Leadership – Resource which provides staff at all levels information for developing their leadership skills. Learning is separated into capabilities to allow a personalised framework.
Unpromoted and Promoted posts	The Open University - OpenLearn	**Early Years Team Work and Leadership – Course allows staff to explore teamwork and leadership (8 hours self-study)
Unpromoted posts	The Open University - OpenLearn	**Attachment in the Early Years** – Course covers theory and research in the area of attachment in early childhood (6 hours self-study)
Unpromoted posts	The Open University - OpenLearn	**Children's Perspectives on Play – Course provides opportunity for staff to consider the importance of children's views and choices within play (5 hours self-study)
Unpromoted posts	The Open University - OpenLearn	**Children's Experiences with Digital Technologies** – Course introduces children's experiences of digital technologies, drawing on research and debates around screen time and impact of digital technologies on children's learning and development (8 hours self-study)

Type of Post	Resource Location	Learning opportunity
Unpromoted posts	The Open University - OpenLearn	**The Family at the Centre of Early Learning –** Focusses on the positive learning relationships that can exist in any family and how everyday activities can sustain learning (9 hours self-study)
Promoted posts	The Open University - OpenLearn	**The Importance of Interpersonal Skills** – Course develops knowledge around the importance of interpersonal skills, helping to gain awareness of own skills and understand the skills of others
Childcare Officers, Senior Childcare Officers, Graduates	The Open University - OpenLearn	**Listening to Young Children: Supporting Transition** – Course explores the importance of listening to children as they go through transitions, enabling personalised support to ensure children are confidence, active participants in their new setting (5 hours self-study)
Unpromoted posts	The Open University - OpenLearn	**Play, Learning and the Brain** – Course examines the area of brain-based learning, focussing on the development of the young child's brain – considers implications of current understandings on teaching and learning (15 hours self-study time)
Unpromoted and Promoted posts	The Open University - OpenLearn	**Supporting Children's Mental Health and Wellbeing** – Course focusses on the mental health and wellbeing of babies and young children, aged 0 – 8 years (24 hours self-study)
Unpromoted posts	Alistair Bryce-Clegg	**Various free webinars available –** • PSED of Children Transitioning from Reception into Year 1 • Playfulness and Learning • Intergenerational Care • Subversive Teaching • Foundations for Learning and Teaching Phonics • Cognitive Challenge
Unpromoted and Promoted posts	Kinderly Learn	**Free webinars available every fortnight**
All Staff	Froebel Trust	**Free webinars available to watch**
All Staff	SSSC	**Open Badges –** digital certificates that recognise learning and achievement
All Staff	Lego Foundation	**Learning through Play** – Website offers published research in addition to ideas which support children's learning through play approaches

Agenda Item .....

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 30 August 2022

Report by
Head of Education

Revised Devolved School Management (DSM) Scheme

1. Summary

1.1. The purpose of this paper is to update the members on the revised Devolved School Management (DSM) Scheme. Appendix 1.

2. Recommendation

2.1. JNC is asked to note the contents of this report.

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **18 August 2022**

Report by: **Director of Children's Services**

Heading: **Revised Devolved School Management (DSM) Scheme**

---

1. Purpose

1.1 The purpose of this paper is to update the members on the revised Devolved School Management (DSM) Scheme. Appendix 1.

2. Recommendation

2.1 It is recommended that the committee notes the revised Devolved School Management (DSM) Scheme (attached as Appendix 1). This was approved by the Education Policy Board on 18 August 2022.

3. Background

3.1 Devolved school management (DSM) was introduced in 1993 to enhance and improve the management of resources at school level. Schools have benefited from the introduction of DSM as they have greater control over their budgets which allows them to respond to local needs more effectively.

3.2 In June 2017 the Scottish Government consulted on changes to DSM as part of the wider 'Fair Funding to Achieve Excellence and Equity in Education' consultation. In June 2019, the Scottish Government published updated DSM guidelines[1], which sought to build on and improve on the DSM arrangements in Local Authorities[2] whilst reflecting the priorities emerging from the Education Reform Joint Agreement of June 2018 such as Leadership, Empowerment, Collaboration and Funding.

3.3 Following the publication of the revised DSM guidelines a working group was established to review the Council's existing DSM scheme. The group consisted of representatives from the Children's Services team, Corporate Finance, Head Teachers from all school sectors and a representative from the Trade Union body. The group discussed the issues with the existing scheme and agreed that the structure of school budgets should be simplified and that most of the budget formulas needed to be revised to incorporate previous

changes. This is to ensure that the formulas were transparent and could be fairly and consistently applied.

3.4 The review of DSM was discussed at a Head Teachers' meeting and the proposed DSM scheme reflects the feedback gathered.

4. Proposals (for policy board (18/2/) consideration)

4.1 The revised DSM Scheme (attached as Appendix 1) reflects the Council's priorities and the requirements of the Scottish Governments new DSM guidelines. The scheme is simplified and ensures greater transparency regarding how school budgets are calculated and allocated to schools. Generally, budgets are based on the size of the school but also take account of staff numbers, pupil demographics and the profile of children and young people with additional support needs.

Next Steps for Decision Tracking Purposes

4.2 The Director of Children's Services will ensure that all necessary steps are taken to ensure full implementation of the decision.

[1] Scottish Government Devolved School Management Guidelines
[2] Scottish Government Devolved School Management - Framework for Local Authorities

---

Implications of this report

1. Financial

There are no financial implications arising from this report. School DSM budgets reflect central education budgets that are then incorporated into the DSM arrangements.

Schools will continue to have the powers to agree budget transfers and carry forwards within the context of the Council's Financial Regulations and DSM guidelines. The scheme specifically gives the Director of Children's Services the right to "utilise school or Early Learning Centre carry forward balances on either a temporary or permanent basis to address overall service financial pressures.

2. HR and Organisational Development

None.

3. Community/Council Planning

Renfrewshire's new Council Plan is currently being developed and will be presented to elected members after the summer recess. The Plan will identify high-level strategic outcomes the Council intends to achieve over the next five years and the actions needed to deliver on these. For now, actions are grouped under the following four themes:

- Place
- People
- Sustainability
- Living Our Values

The matters referred to in this report contribute to proposed high-level strategic outcomes. Empowering Head Teachers to make financial decisions at a local level ensures resources are directed to children, young people and their families within the context of their needs and respective communities. This people and place-based approach also evidences the Council's approach to working fairly and collaboratively to deliver better services

---

Children's Services
TMcG/KO
25/07/22

Author: Tracy McGillivray, Head of Education, 0141 618 7194

Renfrewshire Council **Appendix 1**

Devolved School Management - Draft Scheme

August 2022

Contents

1. Introduction

1.1 Introduction to Renfrewshire Council

1.2 Education Context

1.3 Objectives of the Devolved School Management (DSM)

1.4 Devolved School Management (DSM) Overview

1.5 Principles of Devolved School Management (DSM)

1.6 Parent Council

2 Budget Overview

2.1 Budget Overview

2.2 Budget flexibility during the year and at the year-end

3. Areas of Expenditure Devolved

3.1 Employee Costs

3.2 Transport

3.3 Supplies and Services

3.4 Areas identified as not suitable for devolving and are deemed non-controllable by schools

4. Key Areas to be covered by schemes

4.1 Financial Regulations

4.2 Best Value Principles

4.3 Local Authority Commitment to Devolved School Management

4.4 School expenditure within wider Strategic Planning

4.5 Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers' Agreements

4.6 Publication Availability

4.7 Training

4.8 Consultation and Engagement

4.9 Transparency

4.10 Staffing Structures

4.11 Legislative and Contractual Requirements

4.12 Staff Resource

4.13 Professional Support teams, functions, and transparency

4.14 Review, Methodology and Stakeholders

1. INTRODUCTION

1.1 Introduction to Renfrewshire Council

Renfrewshire is one of 32 Scottish Local Authorities and comprises of 12 electoral wards, each ward has either three or four elected members. Renfrewshire is a place with a rich history, strong resilient communities, and great economic potential. Underpinned by the Council values, the work of the council focuses on "thriving people, connected communities" and we have a clear and ambitious vision to work collaboratively for our people and places to reach their full potential. The council is working to deliver against five strategic objectives that provide the framework for everything we do as a Council.

- Reshaping our place, our economy, and our future
- Building strong, safe, and resilient communities
- Tackling inequality, ensuring opportunities for all
- Creating a sustainable environment for all to enjoy
- Working together to improve outcomes

The Council's Management Team (CMT) is structured around the People and Place agenda and is led by the Chief Executive supported by the Directors of Children's Services; Communities, Housing and Planning Services; Environment and Infrastructure; and Finance & Resources.

1.2 Education Context within Renfrewshire

Renfrewshire Council is responsible for the education provision of approximately 27,000 children and young people. This is delivered through 11 secondary schools, 50 primary schools, two schools, Riverbrae and Mary Russel, for children and young people with Additional Support Needs (ASN). In addition to the two schools there are also a number of integrated specialist facilities for children and young people with additional support needs. Council operates 15 dedicated Early Learning and Childcare Centres (ELCCs) and a further 18 ELCCs within our primary schools. Early Learning and Childcare (ELCC) is delivered in partnership with private sector providers.

Sector	Pupil Numbers	Teacher Numbers (FTE
Secondary	13,021	840.6
Primary	10,508	840.0
Additional Support Needs	388	86.7
Centrally Employed		25.9
Total	**23,917**	**1793.3**

Source: School Pupil and Staff Census - September 2021

1.3 Objectives of the Devolved Management Scheme (DSM)

The underlying objective of Devolved School Management (DSM) is to enable decisions, relevant to the day-to-day management and provision of school education, to be made at local level. The scheme of DSM provides the method of calculating how resources are allocated to schools on the basis of clearly defined allocation criteria.

The DSM scheme is not a prescriptive guide. Head Teachers have responsibility for determining how this budget will be allocated within the school to meet the needs of their school community. This approach will ensure schools are resourced in a fair and consistent manner, whilst embracing the empowerment agenda. Head Teachers are empowered to allocate resources in a manner that best suits the needs of the learners within their school community.

1.4 Devolved Management Scheme (DSM) Overview

DSM was introduced nationally in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017, the Scottish Government consulted on changes to DSM as part of the wider "Fair Funding to Achieve Excellence and Equity in Education" consultation. Following the consultation, an Education Reform Joint Agreement between the Scottish Government and COSLA was introduced in 2018 with priorities focusing on

- school empowerment,
- collaboration,
- parental involvement and
- engagement and pupil participation.

In June 2019, updated DSM guidelines were published, which sought to build and improve on the DSM Guidelines of 2012 and reflects and integrates with the Education Reform Programme and priorities emerging from the Joint Agreement of June 2018. These guidelines can be found here https://www.gov.scot/policies/schools/devolved-school-management. They have been prepared through collaboration and consultation with a wide range of stakeholders and has helped Local Authorities review and develop their own DSM schemes with the aim of encouraging participation from stakeholders. Collaboration is essential to a successful local DSM scheme, and this is captured within the Joint Agreement and Head Teachers' Charter to which these guidelines align and support.

DSM is already a key policy of Renfrewshire Council and operates within the Council's overarching Scheme of Delegation, Financial Regulations and Standing Orders.

Through this process decision-making powers and budgetary responsibilities are devolved to Head Teachers to allow them to respond to local needs more effectively. DSM is intrinsically linked to the school improvement planning process and enables schools to plan for improvement and raise educational attainment.

The scheme ensures that there is transparency throughout the process and that budgets are allocated on a fair and consistent basis. The specific responsibilities of Head Teachers in relation to the administration and management of school budgets are clearly identified within the scheme.

The DSM scheme will adapt to the inclusion of future funding streams that may be allocated to Education and likewise will incorporate any future budget adjustments as part of the council's efficiency exercise.

1.5 Principles of Devolved School Management (DSM)

DSM is built upon the foundations and principles of:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- **support excellence and equity** - ensuring every child and young person has the same opportunity to succeed
- **be fair** - placing the needs of all children and young people at the centre
- **be simple, transparent, and predictable** – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- **deliver value for money** – ensuring that every penny spent is used effectively

1.6 Parent Council

Parents and carers are the most important influence throughout a child's education and parental involvement in learning makes a real difference to children's achievements. Parent Councils help parents and carers to become more actively and effectively involved in their children's learning. They were established under the Scottish Schools (Parental Involvement) Act 2006 in recognition of the important role that parents can play, both in their own children's learning, and in the life of a school. Parent Forum is the collective name for every parent, carer or guardian at a school. The Act gives each school's Parent Forum the right to set up a Parent Council. More information can be found on the Parents' page of the Scottish Government website www.scotland.gov.uk/parents

The role of the Parent Council is to:

- Support the school in its work with children and young people
- Represent the views of parents and carers

- Encourage links between the school, parents and carers, children and young people, pre-school groups and the wider community

Parent Councils play an important part in providing opportunities for parents to get involved in ways that suit them and to support their school in getting the best education for their children and young people. Under the Council's DSM Scheme, Head Teachers will be required to update their Parent Council's on their school budget throughout the school year.

2 BUDGET OVERVIEW

2.1 Budget Overview

Tables 1 & 2 below show Council's Education budget as of 24 June 2022.

Table 1: Divisional Analysis

Description	Budget £000
Directorate	485
Early Learning & Childcare	34,013
Primary	56,474
Secondary	78,189
ASN Schools	6,361
ASN Budget	15,295
Psychological Service	741
Education Development	1,845
Attainment Challenge	655
Facilities Management	598
Total	**194,656**

Table 2: Subjective Analysis

Description	Budget £000
Employee costs – teachers	103,624
Employee costs – APTC	36,658
Premises costs	8,608
Transport costs	4,271
Supplies and Services	33,874
Third party payments	878
Transfer payments	11,934
Support services	16
Income	(5,207)
Total	**194,656**

2.2 Budget flexibility during the year and at the year-end

The ability to move budget from one line to another is known as virement and is permitted on most budget lines. With the excepting of staffing, which is limited to 1 Full Time Equivalent (FTE), carry forward is at the discretion of the Head Teacher in consultation with staff, parents & children. Financial support staff will closely monitor the amounts of virement and raise any issues if necessary.

If a Head Teacher makes a discretionary decision to incur expenditure on a non-devolved line, the school will be required to vire budget into the non-devolved line.

Upon request, schools are required to provide the Head of Service, or their delegate

- a forecast of year end carry forward
- a written statement explaining any underspend
- an outline business plan for the use of funds
- a forecast roll for the forthcoming academic year
- an explanation of variance between the forecasted and actual roll

Unspent funds are expected to be used in the following financial year unless they are being put aside for a specific purpose, outlined in the business case, and approved by the Head of Service.

Net overspends in a school budget are not normally allowed. However, it is accepted that unexpected pressures towards the end of a financial year may cause overspends of a scale which can be successfully managed by being carried forward as deficits to the following financial year.

The Director may, at their discretion, utilise school or Early Learning Centre carry forward balances on either a temporary or permanent basis to address overall service financial pressures.

Specialist resources to support children with Additional Support Needs are within Additional Support for Learning (ASL) management and are not included in DSM. ASL division charges secondaries for pupil attendance at units, the FTE attended x 0.0575 unpromoted teacher budget at average salary.

The scheme only includes items within the Council's base budget that are devolved. Specific grants such as Pupil Equity Fund (PEF) from Scottish Government are devolved to Head Teachers but are subject to different accounting regimes and must be kept discrete from other budgets.

3.0 AREAS OF EXPENDITURE TO BE DEVOLVED

The areas that will be devolved to schools under this scheme and subject to its conditions are:

3.1 Employee Costs

The budgets for staff have been broken down into teaching and school support staff most of which are allocated on a formula basis. Head Teachers will continue to appoint and manage employees in accordance with the Council's policies and procedures. Although the scheme gives greater flexibility for the management of employee budgets, Head Teachers should always consider the wider implications of any proposals, for example, staffing standards, employment rights etc; and therefore, Head Teachers should contact appropriate staff within the central office who can assist/advise them with any such decisions.

3.1.1 Primary staffing entitlement

Teaching

Primary teacher staffing is based on the number of class groups which need to be formed while observing the statutory maximum limits of pupils in each class and class contact time. In general, there as there is no scope for operating additional or fewer classes, core teacher staffing is not devolved in primary schools.

Maximum class contact time for Newly Qualified Teachers (NQT) is 18.5 hours which equates to 0.82 FTE. To allow for mentoring, the maximum deployment for an NQT is 0.7 FTE. An NQT may be appointed to lesser pointages as part of the overall commitment to the national NQT placement strategy and this is via discussion with Head of Service with responsibility for staffing

Decisions on staffing are made in March to ensure compliance with the regulations in respect of placing requests. Head Teachers are notified of these decisions on completion of this exercise.

Each primary school also gets an allocation of unpromoted teacher FTE to support children with additional support needs (network allocation). This allocation may be reviewed by the Head of Service with responsibility for Inclusion.

Promoted Post Structure

Promoted posts are provided in accordance with Standard Circular 66, see table below. The budget is not devolved. Our practice is that schools transitioning between roll bands must be established in the new band before entitlement changes.

Pupil Roll	Max no. of posts	HT	DHT	PT
1 - 150	2	1	0	1
151 - 249	2	1	1	0
250 - 349	3	1	1	1

350 - 419	4	1	2	1
420+	5	1	2	2

Absence Cover

The absence cover in primary schools comes from various support mechanisms available to schools. In the first instance schools will cover on a short-term basis from within the school resources – this may take the form of:

- Management time via promoted structures for short term and emergency situations
- Surplus staff in post
- Additionality in the school from NQT staffing
- Other funding sources and posts
- Option of additional hours for part time staff
- Use of permanent cover pool

Devolved Absence Cover Budget Formula	
Fixed primary	(5 days per teacher FTE) x daily rate
Variable primary	(4.5 days per teacher FTE) x daily rate

Virement from the absence cover budget s in accordance with JNC11.

Continuous Professional Development

Each school gets £65 per teacher FTE.

Staff Development

The budget of £82,400 is devolved, allocated £500 per school and the balance distributed according to teacher FTE.

Classroom Assistants

The budget is devolved, each school gets an allocation of hours per year at pay point 23, the midpoint of Grade 02.

Supervisory Assistants

Each school gets a devolved budget equivalent to 5-hours per week for 46 weeks at pay point 19 (Grade 01) less 4% turnover.

3.1.2 Secondary Staffing Entitlement

Teaching

The formula for devolved main grade teacher full time equivalents (FTE) in secondary schools is: -

10.24 + (0.0575 × pupils) + network allocation)

The main grade FTE, although set at the beginning of April, will be reassessed with a final setting dependent on the September census. Therefore, all schools should reflect budget planning based on census projections in April.

Each secondary school, within their core allocation, should utilise appropriate FTE to support additional needs requirements. In addition, each secondary school also receives an allocation of unpromoted teacher FTE to support children with additional support needs. This allocation may be reviewed by the Head of Service responsible for inclusion.

A school's main grade FTE is reduced by the pointages into which newly qualified teachers (NQTs) are deployed under the Teacher Induction Scheme (TIS).

The devolved FTE is then multiplied by the average salary to arrive at the devolved budget. The average salary is set at the start of the financial year but may be adjusted mid-year should Finance or the Head of Service deem it necessary.

Promoted Post Structure

Each secondary receives a promoted element budget being the difference between the average main grade salary and the pay point for each promoted postholder. The table below shows the promoted post structure based on Standard Circular 65. Our practice is that schools transitioning between roll bands must be established in the new band before entitlement changes.

School roll	DHT	PT Curriculum	PT Pastoral
0-599	3	7	3
600-799	3	8	3
800-899	3	8	4
900-999	3	10	4
1000-1199	4	10	4
1200+	4	10	5

In addition, each Secondary receives £5,000 for additional management capacity.

Absence Cover

The absence cover in a secondary school comes from:

- Provision within the normal staffing complement of the school. This includes the core staffing allocation and might include additionality agreed through individual arrangements or through maintaining surplus staff in school

- Management time via promoted structures for short term and emergency situations

- Additionality in the school from NQT staffing
- Other funding sources and posts

Basic staffing formula	
Variable secondary	(3.5 days per FTE) x daily rate

Continuous Professional Development

Each school gets £65 per teacher FTE.

Staff Development

The budget of £65,700 is devolved, allocated £400 per school and the balance distributed according to the aggregate of teacher FTE

Virement Limit

The aggregate virement from all teacher salary accounts is limited to 1 FTE at average teacher salary for that year.

Classroom Assistants

The budget is devolved, each school gets an allocation of hours per year at pay point 23, the midpoint of Grade 02.

Clerical Salaries

The budgets are fully devolved. Education Support Manager (ESM) is the incumbent's pay point minus 3% turnover. Other clerical staff are budgeted at midpoint of each pay grade less 4% turnover.

Technicians

Each secondary school receives a devolved budget at the incumbent's pay point.

Supervisory Assistants

Each secondary school receives a devolved budget equivalent to 5-hours per week for 46 weeks at pay point 19 (Grade 01) minus 4% turnover.

3.1.3 Additional Support Needs Schools – staffing entitlement

Teaching

The Director determines staffing & management structures budgets in Mary Russell and Riverbrae appropriate to the complexity of children's need. It is therefore inappropriate to allow virement or carry forward.

Absence cover

Devolved Absence Cover Budget Formula	
Fixed	(5 days per teacher FTE) x daily rate
Variable	(4.5 days per teacher FTE) x daily rate

Continuous Professional Development

Each school gets £65 per teacher FTE.

Staff Development

The budget of £9,600 is devolved, allocated £500 per school and the balance distributed according to the aggregate of teacher, and support staff FTE.

Bus Escorts

The budget is devolved, each school gets an allocation of hours per year at pay point 22 per table below.

School	Hours
Mary Russell	2,162
Riverbrae	3,525

3.2 Transport

Employee Travel

The budget is devolved with a fixed amount per school and the balance distributed according to teacher FTE.

Sector	Total Budget	Fixed Amount per School
Primary	£37,600	£520
Secondary	£20,700	£820
ASN Schools	£3,750	£520

Consortium Travel

The budget is devolved and distributed to secondary schools as instructed by the responsible Education Manager.

Work Experience Travel & Subsistence

The budget is devolved and distributed according to pupil numbers in the previous year's census. The budget per sector is: -

Sector	Total Budget
Secondary	£19,700
ASN Schools	£1,530

3.3 Supplies and Services

The undernoted budgets are devolved. The budget for each sector is distributed with a fixed amount per school and the balance according to pupil numbers in the previous year's census per the tables below.

Classroom Supplies

Sector	Total Budget	Fixed Amount per School
Primary	£82,500	£260
Secondary	£348,500	£1,400
ASN Schools	£64,750	n/a

Printing & Stationery

Sector	Total Budget	Fixed Amount per School
Primary	£10,300	£60
Secondary	£10,000	£200
ASN Schools	£500	£125

Postage

Sector	Total Budget	Fixed Amount per School
Primary	£13,500	£100
Secondary	£15,500	£200
ASN Schools	£800	£250

School Activities

Sector	Total Budget	Fixed Amount per School
Primary	£40,500	£600
Secondary	£35,500	£2,400
ASN Schools	£2,250	£1,125

Curricular Costs

Sector	Total Budget	Fixed Amount per School
Primary + ASN School	£50,000	£200
Secondary + ASN School	£199,000	£4,000

Furniture & Fittings

Sector	Total Budget	Fixed Amount per School
Primary	£15,000	£200
Secondary	£20,000	£800
ASN Schools	£685	£200

Office Equipment & Materials

Sector	Total Budget	Fixed Amount per School
Primary	£8,500	£150
Secondary	£29,500	£850
ASN Schools	£1,750	£500

The undernoted budgets are devolved, each school receives a fixed amount for each expense.

Membership Fees & Subscriptions

Sector	Fixed Amount per School
Primary	£40
Secondary	£350

Education Journals

Sector	Fixed Amount per School
Primary	£60
Secondary	£100

Health & Safety / Medical Equipment

Sector	Fixed Amount per School
Primary	£350
Secondary	£1200
ASN	£800

Small Tools

Sector	Fixed Amount per School
Primary	£30
Secondary	£180

Payments to Chaplains or Churches

Sector	Fixed Amount per School
Primary	£30
Secondary	£30

Hospitality

Sector	Fixed Amount per School
Primary	£35
Secondary	£110

Protective Clothing

Applies to secondary only, each school receives £200.

Parent Council Support

There are three elements of devolved budget for Parent Council support. Each school; receives a fixed amount for Clerk's fee and travel per the table below.

Expense	Total Budget	Fixed Amount per School
Clerk's Fee	£16,695	£265
Travel	£1,260	£20

In addition, the administration cost budget for each sector is distributed with a fixed amount per school and the balance according to pupil numbers in the previous year's census per the tables below.

Sector	Total Budget	Fixed Amount per School
Primary	£4,750	£35
Secondary	£,1800	£35
ASN	£250	£35

PE Facilities

The total primary budget is £24,000 which is distributed according to pupil numbers in the previous year's census. Each secondary receives £1,100.

General Administration Cost

The total primary budget is £8,200 which is distributed according to pupil numbers in the previous year's census. Each ASN school receives £300.

3.4 Areas identified as not suitable for devolving

Whilst Head Teachers are given maximum flexibility over their budgets, there are areas of expenditure that are generally not considered suitable for devolution. The reasons for this may include but are not limited to areas outside the influence of a Head Teacher; areas that are too bureaucratic such as property maintenance costs; have unacceptable levels of risk, benefit from economies of scale; require professional expertise; and complex by their nature.

These budgets are managed at a central resource level and are not included in schools' carry forward figures and virements are not permitted.

In line with national guidance and following local consultation, the following areas have not been included the devolved scheme:

- Rent in relation to school premises
- Capital expenditure, including PPP/PFI costs
- Property insurance
- Non-domestic rates
- Statutory contracted work on managing the school estate
- Corporate support function costs including finance, HR, and legal functions
- School clothing grants
- Education maintenance allowances
- Home to school pupil transport
- Premature retirement costs
- SEEMIS
- School meals
- Waste Collection
- Energy costs
- Carbon charges
- Janitorial and cleaning staff costs
- Central support services including educational psychology, quality improvement, speech and language therapy, hearing and visually impaired support and significant enhanced provision for children with additional support needs.
- SQA fees

- Elements of long-term sickness absence and maternity leave
- Primary & ASN school teacher salary costs
- Chartered teacher salary element
- Conserved pay elements
- Primary & ASN admin salaries
- Classroom & Additional Support Needs Assistants deployed to schools but charged to central ASN budget
- Primary budgets allocated to Service Delivery Officers
- Janitorial Supplies
- Television Licence costs

Budgets supporting facilities management costs including catering, cleaning and janitorial as well as ground maintenance of schools are managed and budgeted within Environment and Infrastructure (E&I)

Early Years Centres & Classes

The benefits of devolved management apply to Early Years as well as schools. We have not applied a formula-based approach to Early Years due to the rapid expansion of provision in recent years, variable service delivery pattern and anticipated future funding changes.

Centre budgets are set by Early Years management in consultation with centre managers and responsible Head Teachers. Although staffing is not devolved in Early Years settings, managers may vire or carry forward budget for the same elements of overhead costs as schools.

4. GENERAL INFORMATION

General Information on Devolved School Management (DSM)

4.1 Financial Regulations

Devolved School Management is incorporated into Council's overall Scheme of Delegation and reflected in the approval hierarchies for financial and Human Resource transactions

All budget holders should familiarise themselves with Council's financial regulations, financial codes and budget holder's manual which are available on the intranet. Head Teachers may seek specific advice from their Education Support Manager, Service Delivery Officer, or the service's finance team.

The scheme allows Head Teachers to take decisions over the use of budget devolved to them and with that comes the responsibility to deliver and demonstrate best value.

A range of distribution methodologies have been employed to ensure the fair, equitable and efficient distribution of resources. The process is consultative and as circumstances change, stakeholders are encouraged to evaluate and question the methodologies so that the operation of the scheme can be improved. This can be done at any time, not just during a review.

4.2 Best Value Principles

The Scottish Government issued revised statutory guidance on best value in March 2020. This revised guidance is framed around the following best value themes:

1. Vision and leadership

2. Governance and accountability

3. Effective use of resources

4. Partnerships and collaborative working

5. Working with communities

6. Sustainability

7. Fairness and equality

Head Teachers are expected to deploy the school's budget in accordance with best value principles. School expenditure should align with the School Improvement Plan supporting both Council, Service and National priorities and frameworks. In considering the above, Head Teachers should also take into account any relevant Scottish Negotiating Committee for Teachers (SCNT) and the Joint Negotiating Committee for Teachers (JNCT) agreements. Value for money is a key aspect of

Best Value and all decisions regarding resource use at school level should provide this. This should be managed within the Council's procurement strategy.

Procurement

Although budgets are devolved, all budget holders must adhere to council's procurement regulations. Advice may be sought from the service's procurement team.

4.3 Local Authority Commitment to Devolved School Management

DSM is a key policy of Renfrewshire Council and operates within the Council's overarching Scheme of Delegation, Financial Regulations and Standing Orders. Through this process decision-making powers and budgetary responsibilities are devolved to Head Teachers to allow them to respond to local needs more effectively. DSM is intrinsically linked to the school improvement planning process and enables schools to plan for improvement and raise educational attainment. The Council recognises that value is added by enabling key decisions to be made by those who are closed to the educational experience of children and young people.

4.4 School Expenditure within Wider Strategic Planning

It is important that decisions are made closest to the learner wherever possible and are delegated to Head Teachers and schools. Head Teachers are accountable and responsible for the use of financial resources within their school and should ensure that school expenditure is in line with their School Improvement Plan which reflects the Council's strategic plans, priorities, and the National Improvement Framework. This scheme seeks to ensure expenditure is set in the context of our vision and priorities as laid out in the council's education improvement plan. This states that our vision is:

"Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap."

Renfrewshire's Education Improvement Plan supports delivery of the priorities contained within key plans such as Renfrewshire's Community Plan, Council Plan, Children's Services Partnership Plan and Children's Services Improvement Plan. It also aligns perfectly with the National Improvement Priorities for education as well as other relevant policy drivers such as the recently published OECD report on 'Scotland's Curriculum for Excellence'. Our plan is organised under our five improvement priorities and details the expected outcome and impact, alongside how we will measure if we have been successful, and the actions we will take to bring about improvement.

These five priorities are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing

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

4.5 Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers Agreements

In line with the expectations of the Scottish Negotiating Committee for Teachers (SCNT) the joint negotiating committee for teachers (JNCT) has established a recognition and procedure agreement (JNC/1) in order to ensure good relationships between management and teachers. This formally constituted committee of the Council meets six times a year with representation of both management and recognised unions in order to discuss and reach agreement on a range of areas devolved to local committees by SNCT. These are detailed in JNC/2.

4.6 Publication Availability

The Council's DSM Scheme will be published on the Council's website at www.renfrewshire.gov.uk Head Teachers should also arrange for their school DSM budget to be published on the school website and inform parents and other interested parties of its availability.

4.7 Training

Training on the devolved arrangements contained in this scheme will be essential to Head Teachers, school staff and other stakeholders. This is to ensure that individuals have a clear understanding of the context of the scheme, its aims, and objectives and how DSM can be used to meet the needs of staff and learners at a local level. Training will take various forms such as iLEARN and induction training (financial regulations and the Council's policies and procedures relating to standing orders, contracts and procurement) DSM training sessions, job shadowing, presentations at staff meetings and one to one meeting with relevant staff will also be offered where appropriate.

4.8 Consultation and Engagement

In reviewing our devolved scheme, a short life working group initially considered how each item of expenditure was treated under the previous devolved scheme. Through a series of meetings and reports the group considered what options were available for each budget line, the likely impact of any change and a proposed treatment for each item for this scheme. It produced a consultation document which was circulated to the wider school community. The Directorate then reflected on responses before compiling this scheme.

In exercising their delegated powers Head Teachers and Heads of Centres should ensure that a collegiate approach is taken to planning and managing the school devolved budget. It is expected that Head Teachers should consult with staff, Parent

Councils and children and young people on appropriate matters. This may include the school's DSM budget and the Head Teachers spending proposals. All staff must be given access to the full details of any spending proposals including the allocation of departmental resources and the methodology used to allocate budgets.

The Council recognises that in relation to the DSM the functions and roles undertaken within an empowered school system are not restricted to Head Teachers. Although the role of the Head Teachers is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. An empowered school system means that all teachers are empowered and have meaningful input to decisions about school funding. This policy supports distributed leadership, collaboration and consultation whilst recognising that ultimately the accountability and responsibility will lie with the Head Teacher as the leader of their school community, supported by the Local Authority.

4.9 Transparency

Full details of the Renfrewshire's budget are published on the Council web site at www.renfrewshire.gov.uk . This includes details of the budget allocated to the Children's Services Directorate and subsequently to education and schools as explained in the DSM Scheme. This information will also be published on each school website for parents and other interested parties to access. In the spirit of genuine collaboration and consultation Head Teachers should also discuss the school budget and their spending proposals with their Parent Council and encourage meaningful discussion. Head Teachers should ensure that any costs related to the curriculum are not passed onto young people to ensure equality of access. The core curriculum budget allocation from the Scottish Government must be used to ensure that children and young people are not charged for curriculum experience. It is also recommended that where charges exist for children and young people for extra-curricular activities, they should be clearly detailed in school information published at the start of the academic session.

4.10 Staffing Structures

Head Teachers will continue to appoint and manage employees in accordance with the Council's policies and procedures, and in line with SNCT and JNCT agreements.

Although the scheme gives greater flexibility for the management of employee budgets, Head Teachers should always consider the wider implications of any proposals, for example, staffing standards, employment rights etc; therefore, Head Teachers should contact appropriate staff within the central office, who can assist them with any such decisions.

4.11 Legislative and Contractual Requirements

The legislative context of the Scheme forms part of the wider framework of documentation which relates to local government and schools e.g., Financial Regulation, Standing Orders, Employment legislation and policies and procedures including SNCT and JNCT agreements. It is important that Head Teachers adhere to the legislation and agreements.

Head Teachers are required to operate within the agreed SNCT terms and conditions for all staff who come under this scheme. The SNCT handbook is available at www.scnt.org.uk

In addition, some terms and conditions are governed by LNCT (local) agreements and there is also a requirement to adhere to these. Details of local agreements can be found: www.snct.org.uk/lnctagreeements.php

Local agreements in Renfrewshire are tabled as JNC and are published on the intranet for reference.

4.12 Staff Resource

Head Teachers will be given opportunities to participate in the development and review of recruitment and staffing approaches, both for their own school/s and for the Council. For information, on all staffing matters, Head Teachers must adhere to the appropriate legislation and Council, SNCT and JNCT agreements and guidelines.

4.13 Professional Support teams, functions and transparency

In carrying out their functions, schools are supported by a wide range of professional support teams.

These include

- Education Managers
- Children's Services' resource team
- Heads of Service
- Corporate Finance
- Corporate Employee and Customer Services
- Procurement services
- Legal Services
- Property and Risk Officers
- Environment and Infrastructure Management Team

4.14 Review, Methodology and Stakeholders

The Scheme will be reviewed by the DSM working group every three years from date of publication. The group will consist of representation from schools, central education, corporate finance and trade unions and other stakeholders where appropriate. Elements of the scheme may be reviewed separately on occasions such as the annual budget process. It may be necessary to update the DSM scheme if required following formal agreement of the Council's budget, or to recognise any Council policy decisions which may have an impact on the scheme.

Agenda Item .....

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 30 August 2022

Report by
Head of Education

ASN Update

1. Summary

1.1. On 18 January 2018, the Education and Children's Services Policy Board agreed that a strategic review of educational provision and approaches in Renfrewshire to support children and young people with additional support needs would be undertaken. The purpose of this paper is to provide an update on the Lessons Learned from the Additional Support Needs (ASN) Review (appendix 1) and on how we will use these lessons to improve the wellbeing and learning of children and young people with additional support needs in mainstream school settings.

1.2. The Scottish government strategy for closing the poverty related attainment gap *delivering excellence and equity in Scottish education* provides a clear focus for social justice by ensuring that education promotes and supports the rights and needs of all children and young people no matter what their background.

1.3. We also use the United Nations Convention on the Rights of the Child (UNCRC) as a framework to ensure that we consider children's rights whenever we take decisions, and to help provide every child with a good start in life and a safe, healthy and happy childhood. It forms the basis of the national approach for supporting children, Getting it Right for every Child (GIRFEC) which is being refreshed nationally. Fulfilling children's rights is also critical to our commitment to Keep the Promise.

1.4. Research increasingly demonstrates that "human potential is not predictable, that children's futures are unknowable, and that education has the power to enhance the lives of all[1]." As such, the way we ensure our approaches to supporting learning must recognise the value of an inclusive approach for all children and young people. Significant research has been conducted over many years highlighting flawed perceptions of a deterministic view of ability. In particular, Hart[2] highlights the effects on pupil achievement of such views and the increased likelihood of adverse outcomes for children with recognised additional support needs.

1.5. Being a Teacher in Scotland – the General Teaching Council (Scotland) GTCS Professional Standards 2021 include a new section "Being a teacher in Scotland" which highlights the professional values of social justice, trust and respect and integrity as central to what it means to be a teacher in Scotland. This strong focus on professional values helps teachers develop their professional identity and underpins the deep commitment to all leaners' cognitive, social and emotional group and wellbeing and it is vital that our policies for inclusion reflect this.

[1] Mandy Swan, et al "Creating Learning without Limits" (Open University Press, 2012)
[2] Susan Hart, et al "Learning without Limits" (McGraw-Hill, 2004)

1.6. It is crucial that our strategy for supporting all children and young people takes account of the principles of social justice, ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap and building social capital.

1.7. Since the inception of the ASN review, important work has taken place across our specialist provision to ensure that more children can be supported within their own communities. This has included re-aligning of staff resources where appropriate and staff professional development. This work will be built on during session 2022-23.

2. Recommendation

2.1. JNC is asked to note the contents of this report.

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **18 August 2022**

Report by: **Director of Children's Services**

Heading: **Renfrewshire Inclusion Strategy**

---

1. Summary

1.1. On 18 January 2018, the Education and Children's Services Policy Board agreed that a strategic review of educational provision and approaches in Renfrewshire to support children and young people with additional support needs would be undertaken. The purpose of this paper is to provide an update on the Lessons Learned from the Additional Support Needs (ASN) Review (appendix 1) and on how we will use these lessons to improve the wellbeing and learning of children and young people with additional support needs in mainstream school settings.

1.2. The Scottish government strategy for closing the poverty related attainment gap *delivering excellence and equity in Scottish education* provides a clear focus for social justice by ensuring that education promotes and supports the rights and needs of all children and young people no matter what their background.

1.3. We also use the United Nations Convention on the Rights of the Child (UNCRC) as a framework to ensure that we consider children's rights whenever we take decisions, and to help provide every child with a good start in life and a safe, healthy and happy childhood. It forms the basis of the national approach for supporting children, Getting it Right for every Child (GIRFEC) which is being refreshed nationally. Fulfilling children's rights is also critical to our commitment to Keep the Promise.

1.4. Research increasingly demonstrates that "human potential is not predictable, that children's futures are unknowable, and that education has the power to enhance the lives of all[3]." As such, the way we ensure our approaches to supporting learning must recognise the value of an inclusive approach for all children and young people. Significant research has been conducted over many years highlighting flawed perceptions of a deterministic view of ability. In

[3] Mandy Swan, et al "Creating Learning without Limits" (Open University Press, 2012)

particular, Hart[4] highlights the effects on pupil achievement of such views and the increased likelihood of adverse outcomes for children with recognised additional support needs.

1.5. Being a Teacher in Scotland – the General Teaching Council (Scotland) GTCS Professional Standards 2021 include a new section “Being a teacher in Scotland” which highlights the professional values of social justice, trust and respect and integrity as central to what it means to be a teacher in Scotland. This strong focus on professional values helps teachers develop their professional identity and underpins the deep commitment to all leaners’ cognitive, social and emotional group and wellbeing and it is vital that our policies for inclusion reflect this.

1.6. It is crucial that our strategy for supporting all children and young people takes account of the principles of social justice, ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap and building social capital.

1.7. Since the inception of the ASN review, important work has taken place across our specialist provision to ensure that more children can be supported within their own communities. This has included re-aligning of staff resources where appropriate and staff professional development. This work will be built on during session 2022-23.

---

2. Recommendations

2.1. The Joint Negotiating Committee is asked to note the update provided on the Lessons Learned from the Additional Support Needs (ASN) Review (appendix 1) and on how we will use these lessons to improve the wellbeing and learning of children and young people with additional support needs in mainstream school settings.

---

3. Background

3.1. Across Scotland there is an increasing number of children and young people being identified with additional support needs. A similar increase is being experienced in Renfrewshire. The needs of these children and young people can be complex and they may require a range of different supports and interventions to help them make the best of their education experiences.

3.2. The Education (Additional Support for Learning) (Scotland) Act 2004 changed the way in which support for pupils with additional support needs was managed and widened the definition of additional support needs. The local authority is required to have a range of supports and services to meet each child’s educational needs by addressing barriers to learning within mainstream by making reasonable adjustments unless certain exceptions apply.

3.3. The presumption of mainstreaming means that parents have the right for their child to be educated in a mainstream school environment.

[4] Susan Hart, et al “Learning without Limits” (McGraw-Hill, 2004)

3.4. In 2019, the Scottish Government published updated guidance on the presumption to provide education in a mainstream setting. This revised guidance states

“Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society.

An inclusive approach, with an appreciation of diversity and an ambition for all to achieve to their full potential, is essential to getting it right for every child and raising attainment for all. Inclusion is the cornerstone to help us achieve equity and excellence in education for all of our children and young people.”

3.5. In 2020, the Scottish Government published a report on the national review of additional support for learning, “Support for learning: all our children and all their potential”. This report contains a number of interlinked and co-dependent recommendations across nine high level themes. The overarching theme is of children and young people participation, in line with the principles of the United Conventions on the Rights of the Child (UNCRC).

3.6. One of the key messages from the national review was that children and young people want to be included in their schools and communities. This view was echoed by our children and young people, whose views were captured during our stakeholder engagement, which took place at the beginning of the review and again more recently in June 2022.

3.7. Another key message from the national report is that the concept of "mainstream" needs to be redefined and repositioned for the profile of children and young people as they are now and are projected to be in the future, not as they were in the past. Nationally there are examples of mainstream education settings that have stretched and adapted their culture and environments to the benefit of all children and young people. There are also very good examples of this in Renfrewshire where schools are providing responsive personalised adjustments for individual children and young people. Whilst this matters for all it is vital to include those with additional support needs (Support for learning; All our children and all their potential, Scottish Government 2020).

3.8. Although the presumption of mainstream means that, wherever possible, children with additional support needs are educated in their local school, Renfrewshire has a range of specialist supports for children with additional support needs and the two ASN schools - Riverbrae and Mary Russell schools.

3.9. Riverbrae and Mary Russell staff can also provide key support to their mainstream colleagues through experience of a range of highly personalised approaches including personalised learning, behavioural strategies and tailored support which may be beneficial for all pupils.

3.10. Capacity to deliver inclusion is an important focus across education. Working with partners to deliver joint training and approaches builds capacity of those in schools and other services.

3.11. The lessons learned from our ASN Review have paved the way forward and informs the development of the refreshed strategic approach to inclusion in Renfrewshire and will ensure that our resources are aligned in the best way

possible to meet the needs of all children and young people. We will also build on our excellent leadership and professional learning commitments to ensure that we build capacity across our workforce.

3.12. There are also currently a number of additional support needs bases for children across Renfrewshire schools each of which was developed to provide support for specific specialised needs.

3.13. It has been recognised nationally that categorising young people for support according to a particular need is not helpful, and we must ensure that holistic assessment of a child or young person's needs mean that the support they require can be provided in a way that will suit their needs, rather than the child having to adapt to a particular environment. This work is ongoing and is ensuring that our bases provide equity of support to a child or young person no matter where they live in Renfrewshire.

3.14. To destigmatise our provision, we have worked to ensure that each of these bases which we refer to as "Flexible Learning Spaces", are staffed by a range of staff with the right skills and experience to meet the specific and changing needs of our children and young people. This allows us to better meet the needs of learners by providing a flexible learning provision.

3.15. Flexible learning provision can be:

- Where a pupil attends a mainstream school and a flexible learning space within another school or learning establishment which is based within their community.
- Where a pupil attends Mary Russell or Riverbrae and also have some time in mainstream setting
- Where an older pupil attends school and college as part of a full timetable
- Where an older pupil attends school and also benefits from vocational opportunities as part of their full time-education

This list is not exhaustive as a flexible learning provision is tailored to the individual circumstances, needs and strengths of each child and young person.

3.16. The current model of deploying additional support for children and young people in Renfrewshire education establishments is based on centralised deployment of resource. This approach is overseen by a central team based on a staged intervention model which focuses on meeting additional support for learning legislation (ASL) and getting it right for every child (GIRFEC) principles. We want to strengthen our approach to further support school and community empowerment. Therefore, through a refreshed GIRFEC approach, our staged intervention processes will be improved, and the deployment of resources to meet the needs of our children and young people, will be on a locality basis to empower schools, families and communities.

3.17. The key principles of our strategy are detailed below, and these are grounded in Getting it Right for Every Child (GIRFEC), the United Nations Convention on the Rights of the Child (UNCRC), the Promise Plan 21-24 and the Additional Support for Learning (ASL) Review (2020).

- to strengthen the presumption of mainstream and take a children's rights approach to build on the social and educational capital to which all children and young people are entitled
- to build capacity to meet the needs of our learners with additional support needs within early years establishments and schools, so that there is a coherent framework which places the child/young person's needs at the centre of decision making
- to ensure best use of available resource to meet the needs of all children and young people with additional support needs in Renfrewshire, while empowering local school and early years leaders to make decisions about the allocation of this resource
- to review the roles and responsibilities of all centrally funded teaching and support staff to provide a streamlined model which provides career progression for staff and the opportunity for professional development and sharing of expertise
- to provide, where possible, the requisite support for a child or young person to be educated in their own community rather than moving them to where support is located
- to build capacity within mainstream schools and the locality teams to support the needs of children and young people with additional support needs.
- each and every child and young person should be involved in their own education and have a voice to shape their experience. They should be provided with the support they need to reach their full learning potential.

3.18. Part of our ongoing work is to ensure that we are future proofing our resource to meet the needs of the growing number of children with additional support needs in Renfrewshire. See Appendix 1

3.19. The needs of the majority of these children can be met in mainstream schools with the appropriate level of support and as such we do not wish to limit a child's trajectory by assuming that they will not thrive in a mainstream school. Therefore, unless a child has severe and complex needs[3] we will always presume mainstream with appropriate and planned support. Thus, ensuring that our children with additional support needs will have the same access to the range of peers and experiences as mainstream children.

[3] The term severe and complex support needs can be used to describe children and young people with multiple barriers to learning such as communication, cognition, sensory (vision & hearing) and physical. The population of individuals with profound and multiple learning difficulties (PMLD) are also often included with the "complex needs" description (Call Scotland – Communication, Access, Literacy and Learning, the University of Edinburgh)

3.20. In order to ensure equity of provision and opportunity, we will no longer place children outwith their mainstream environment for support on a full time, permanent basis unless one of three circumstances set out in Section 15 of the Standards in Scotland's Schools etc. Act 2000 applies.

3.21. A decision to provide education out with mainstream will be subject to regular review and children will have the opportunity to move to mainstream when and if it is appropriate for them to do so whilst considering the views of both the child and the child's parents as part of the planning and review cycle. Going forward this process of identification and provision of appropriate support, together with regular reviews, should mean that a long-term ASN school setting will occur under this condition in only a very limited number of cases.

Implications of this report

1. Financial
All proposed changes will be implemented within the overall budget allocation for the service.

2. HR and Organisational Development
A revised career pathway will be developed for local government employees.

3. Council Planning
Renfrewshire's new Council Plan is currently being developed and will be presented to Elected Members after summer recess. The Plan will identify high-level strategic outcomes the Council intends to achieve over the next five years and the action needed to deliver on these. For now, actions are grouped under the following four themes: Place; People: Sustainability and Living our values.

The matters referred to in this report align and contribute to all high-level strategic outcomes. Incorporating the learning and feedback from the review into the development of the inclusion strategy will ensure resources are directed to children, young people and their families within the context of their needs and respective communities. This people and place-based approach also evidences the Councils approach to working fairly and collaboratively to deliver better services.

4. Legal
None.

5. Property/Assets
None.

6. Information Technology
None.

7. Equality and Human Rights
No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required, prior to implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety
None.

9. Procurement
None.

10. Risk
None.

11. Privacy Impact
None.

12. Cosla Policy Position
None.

13. Climate Risk
None.

List of Background Papers

Getting it right for every child (GIRFEC)
The Promise Scotland
United Nations Convention on the Rights of the Child
General Teaching Council Scotland - Professional Standards
Education (Additional Support for Learning) (Scotland) Act 2004 - notes
Presumption to provide education in mainstream setting
Support for Learning: All our Children and all their Potential

---

Children's Services
T McGillivray

Author: Tracy McGillivray, Head of Education (Inclusion and Quality Improvement)
Tracy.Mcgillivray@renfrewshire.gov.uk

Appendix 1

Lessons Learned from Renfrewshire's ASN Review and the Way Ahead

The Additional Support Needs Review in Renfrewshire was interrupted by the Global Pandemic however, those involved in the review ensured there was extensive engagement with parents, staff and pupils from across Renfrewshire in order to gain an understanding of what works and what needs to be improved. Since the start of the ASN review there have been other key policy drivers within Scottish Education including Support for Learning: All our Children and all their Potential, the United Nations Convention on the Rights of the Child UNCRC) and the conclusion of the Independent Care Review resulting in The Promise, all of which brough important recommendations and guidance to improve outcomes for all of our children.

The lessons that we have learned from the ASN Review along with the recommendations from each of these policies have enabled us to shape our strategy for inclusion. We see inclusion as the yardstick of recovery from the effects of the global pandemic, and we appreciate that all of our children are special and unique, and we recognise diversity as a pillar for making our communities more cohesive and just.

Lessons from ASN Review

We need to:

- work better together to streamline access to information for our schools, families and communities;
- continue to work together to achieve identified, sustainable improvements in our approach to inclusion, better meeting the needs of learners in order to provide a high-quality education for all children and young people;
- bring together the expertise and knowledge of our teachers and support staff from all parts of our system to share ideas, challenges and opportunities;
- better communicate the need to secure improvements in our services in order to meet the needs of our most vulnerable children and young people and make their lives better – now and in the future. This starts with our leadership – values driven leadership will ensure an open and robust culture of communication, support and challenged underpinned by trust, respect and positive relationships;
- find better ways of responding to diversity – live with and learn from difference. We need to become better at the identification and removal of barriers for our children. There has to be a relentless focus on the four pillars of inclusion – present, participating, success and support. Being present in a mainstream school will not be the primary marker of successful inclusion; and
- there must be continued **significant, ongoing, and persistent commitment** to ending poverty and mitigating its impacts for Renfrewshire's children, families and communities.

The way forward is CLEAR

C	Improve **Communication** and **collaboration** ensuring the rights of the **child** are front and centre
L	Meet the wellbeing & **learning** needs of all of our children and young people.
E	Ensure we provide **excellent** Children's Services support services using a robust quality improvement framework
A	Invest in & develop **all** of our people to improve outcomes for children
R	Manage our **resources** effectively and equitably as close to the child as possible

Summary of Actions – What we will do

<table>
<tr><td colspan="2">Action 1 GIRFEC Refresh
Update and refresh the staged intervention framework through a shared vision & improved integrated working across all services including education, health, social work, voluntary sector & employment, and training.</td></tr>
<tr><td>Action 2
Supported by the Education Psychologist (EP) Service (EPS) we will implement a holistic assessment Framework that will enable practitioners to better identify barriers to learning and to strengthen decision making around staged intervention.</td><td>Action 7
We will better support establishments in understanding the policies that underpin inclusion with relevant supports e.g., capturing the young person’s voice; transition planning; parental engagement.
Linked to REN 10 Plan Our help where you need it: All Children’s Services partnership staff understand and are committed to the value of supporting the established relationships around children, young people, and families to enhance wellbeing and inclusion.
Links to Promise Education Plan – All Care Experienced Children will have a right to education.</td></tr>
<tr><td>Action 3
The creation of a suite of interventions to ensure children and families are supported appropriately which are allocated equitably through a Request for Assistance mechanism.
Link to Ren 10 Plan Our help will meet different needs of populations represented locally.</td><td>Action 8
Through the implementation of a locality and staged intervention model, EPS along with the GIRFEC team will gather data and local information to develop a greater understanding of the professional learning (PL) needs in each locality which will inform service delivery, targeted professional learning and enhance collaborative working practices across establishments.</td></tr>
<tr><td>Action 4
Focus on improving early and effective interventions and targeted transitions at all levels
Links to Promise Education Plan – All Care Experienced Children will have a right to education.</td><td rowspan="3">Action 9
<u>Our Workforce</u>
Review practice and procedures within Mary Russell and Riverbrae to ensure better joint working and sharing of learning with mainstream schools, and to provide a flexible learning approach for young people where appropriate
Developing the role of pupil support assistant and advanced pupil support assistant and ensuring all staff are appropriately trained and supported to meet the needs of all pupils
Ensuring that each locality has a team of specialist staff to add value to the flexible support packages which are put in place by schools to support children and young people with ASN</td></tr>
<tr><td>Action 5
Working with all stakeholders including professional associations to design a locality model to provide a framework for inclusion.</td></tr>
<tr><td>Action 6
Mapping of workforce roles & responsibilities across locality including specialist resources</td></tr>
</table>

These actions will ensure that we will:

- improve outcomes and the delivery of excellence and equity for all children and young people
- meet the learning needs of all of our children and young people
- adopt an inclusive approach which identifies and addresses barriers to learning for all children
- empower children and young people, parents and carers, teachers, practitioners and communities

Agenda Item .....

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 30 August 2022

Report by
Head of Education

Scottish Attainment Challenge: framework for recovery and accelerating progress

1. Background

1.1. On 30 March 2022 the Scottish Government published the ***Scottish Attainment Challenge: framework for recovery and accelerating progress (Appendix 1).***

1.2. This Framework has been developed to support the next phase of the Scottish Attainment Challenge. It aims to:

- reinforce the collective commitment to equity in education, to mitigate the impact of poverty on children's outcomes and tackle the poverty-related attainment gap;
- set high expectations, including annual, ambitious locally identified stretch aims, to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge.
- take advantage of multi-year funding allocations for schools and local authorities to plan and set aims for long-term progress in the mission of the Scottish Attainment Challenge. This will build on the sizable investment in the Scottish Attainment Challenge to date, to make a greater difference, more quickly, for children and young people;
- use existing improvement processes, as far as possible, in order to minimise additional bureaucracy; this is accompanied by specific new guidance to ensure there is greater consistency on how processes are used across the country and enable a more accurate national picture;
- through local stretch aims, drive improved outcomes for children and young people impacted by poverty in the local authority. In the first instance a 'core plus' model is expected, with the "core" setting a minimum expectation for aims measurable by the National Improvement Framework key measures and local data for health and wellbeing; and the "plus" reflecting additional local priorities.

- build on the continued commitment to empowerment for local planning and decision making, while ensuring strategic direction, support and challenge is provided by local authorities and national agencies. This will help ensure that the best possible outcomes for our children and young people are achieved.

1.3. In Renfrewshire we will continue to build on the nationally recognised excellent progress we have made in raising attainment for all while narrowing the poverty related attainment gap.

1.4. You will note that local authorities are being asked to set annual, ambitious locally identified stretch aims. These are set out below:

Core Stretch Aims (set nationally)

- achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined
- the proportion of school leavers attaining 1 or more pass at SCQF level 5
- the proportion of school leavers attaining 1 or more pass at SCQF level 6
- the proportion of 16-19 olds participating in education, employment or training; and
- a locally identified aim for health and wellbeing, to be measured using local datasets.

Core Plus Stretch Aims (set locally)

- *Achievement of Curriculum for Excellence levels*
  - *Numeracy*
  - *Reading*
  - *Writing*
  - *Listening and Talking*

- *the proportion of school leavers attaining 3 or more passes at SCQF level 5*
- *the proportion of school leavers attaining 3 or more pass at SCQF level 6*
- % establishments evaluating QI 3.1 as 'Good' or better
- % children and young people accessing counselling screening appointment within 5 days of referral and % children and young people who have shown improvement and end of sessions.

1.5. The central education team will work with schools and use the rich range of data that we hold to set these stretch aims. Part of this process will include schools setting annual targets (Appendix 2).

1.6. Recognising that, as we emerge from the pandemic, our focus remains on recovery, for session 2022/23 our aim as a local authority will be to reach pre-pandemic levels of attainment.

1.7. At school level it is recognised that this might not be possible across all schools, that some schools may already have achieved these levels of attainment and therefore a higher target will be more appropriate, whereas others may not be in a position to reach this by end of 2023.

1.8. Twilight sessions are arranged to support head teachers in setting targets. We will continue to work closely with senior leaders in this process.

2. Recommendations

2.1. It is recommended that the JNC note the contents of this report.

Appendix 1

The Scottish Attainment Challenge

Framework for Recovery and Accelerating Progress

THE SCOTTISH ATTAINMENT CHALLENGE
SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN

Education Scotland
Foghlam Alba

Scottish Government
Riaghaltas na h-Alba
gov.scot

Contents

Overview 1

Summary 2

1. Introduction 3

1.1 Background 3

1.2 Purpose of the Framework for Recovery and Accelerating Progress 5

1.3 Scope 6

2. Planning 7

2.1 School planning: Pupil Equity Funding 8

2.1.1 General principles 8

2.1.2 Practicalities 8

2.2 Local authority planning: Strategic Equity Funding 9

2.2.1 General principles 9

2.2.2 Stretch aims 10

2.3 Local authority planning – Care Experienced Children and Young People 13

2.3.1 General Principles 13

2.3.2 Practicalities 13

3. Reporting and monitoring 14

3.1 In-year monitoring of progress 14

3.2 Reporting 15

4. Roles, responsibilities and accountabilities 17

4.1 Local authorities and their staff 17

4.2 Regional Improvement Collaboratives 19

4.3 Education Scotland 19

4.4 Scottish Government 21

4.5 Her Majesty's Inspectorate of Education 22

4.6 Other services and partners 22

Annex A – National Improvement Framework – 11 key measures 23

Annex B – Local Authority Stretch Aims and Reporting Exemplars 24

Annex C – Summary for Schools 29

Annex D – Abbreviations and key terms 30

Overview

The first five years of the Scottish Attainment Challenge saw much progress in closing the poverty-related attainment gap but at a limited pace. The pandemic disrupted the learning of our children and young people and had a disproportionate impact on children affected by poverty. The refreshed Scottish Attainment Challenge programme, backed by a further commitment of £1 billion from Scottish Government through the Attainment Scotland Fund (ASF), aims to address these challenges and ensure that equity lies at the heart of the education experience for all.

This Framework for Recovery and Accelerating Progress (the Framework) has been developed to support the next phase of the Scottish Attainment Challenge. It aims to:

- reinforce our collective commitment to equity in education, to mitigate the impact of poverty on children's outcomes and tackle the poverty-related attainment gap;
- set high expectations, including annual, ambitious locally identified stretch aims, to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge. By setting these annual aims we will know how much progress is expected and by when in each locality. Informed by this data, we can tailor further support for improvement, and focus on the immediate impact it can have on improving leadership, learning and teaching, and our work with families and communities, for the benefit of children and young people now;
- take advantage of multi-year funding allocations for schools and local authorities to plan and set aims for long-term progress in the mission of the Scottish Attainment Challenge. This will build on the sizable investment in the Scottish Attainment Challenge to date, to make a greater difference, more quickly, for children and young people;
- use existing improvement processes, as far as possible, in order to minimise additional bureaucracy; this is accompanied by specific new guidance to ensure there is greater consistency on how processes are used across the country and enable a more accurate national picture;
- through local stretch aims, drive improved outcomes for children and young people impacted by poverty in the local authority. In the first instance a 'core plus' model is expected, with the "core" setting a minimum expectation for aims measurable by the National Improvement Framework key measures and local data for health and wellbeing; and the "plus" reflecting additional local priorities. Additional national measures reflecting wider poverty-related and health and wellbeing issues will need to be developed and agreed for future versions of the Framework from the start of the school year 2023-24; and
- build on the continued commitment to empowerment for local planning and decision making, while ensuring strategic direction, support and challenge is provided by local authorities and national agencies. This will help ensure that the best possible outcomes for our children and young people are achieved.

Summary

Scope

- The mission of the Scottish Attainment Challenge: *to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.*
- Support education recovery, increase pace of, and reduce variation in progress.

Planning

Schools:

- Within existing mechanisms, include plans for Pupil Equity Funding (PEF) in School Improvement Plans, including clear aims for progress in tackling the poverty-related attainment gap.
- Collaborate with children and young people, families, local authorities and other partners meaningfully when planning and throughout the process.

Local authorities:

- In order to avoid duplication of effort, local authorities should include plans and stretch aims for the Scottish Attainment Challenge (details on stretch aims below) within the existing local authority education service improvement planning process.
- Stretch aims should be informed by, and inform, school plans for progress.
- Planning should read across and into other services' plans and identify opportunities to collaborate with other services and partners.
- Stretch aims to be agreed annually, as a result of robust evidence-informed self-evaluation, supported and challenged through professional dialogue with Education Scotland.
- One-page financial plan for Strategic Equity Funding (SEF) to be submitted to Scottish Government by September each year.

Monitoring and Reporting

Schools:

- Report on the impact of PEF through school Standards and Quality Reports and use these to report to their Parent Council and Forum and through other channels.
- Implement robust monitoring of children's and young people's progress with appropriate support and challenge from the local authority, peers and Education Scotland and engagement with parents and carers to ensure continual ambitious progress in improving health and wellbeing and tackling the poverty-related attainment gap.

Local authorities:

- Through existing reporting mechanisms and channels, report on progress against the agreed stretch aims through Standards and Quality Reports (or local equivalents).
- Ensure robust monitoring of progress, with support and challenge from Education Scotland and collaboration with peers, to ensure continual ambitious progress in improving health and wellbeing and tackling the poverty-related attainment gap.

National:

- Scottish Government and Education Scotland will discuss local progress in improving health and wellbeing and tackling the poverty-related attainment gap, informed by local and national data, evidence, intelligence and attainment advisor reporting.
- Education Scotland will use data and evidence to tailor support and challenge.

Roles and Responsibilities

- Reflect existing statutory duties and those in the 2018 Joint Agreement.
- Expectation of collaboration, transparency, support and challenge in a mature system focused on the mission of the Scottish Attainment Challenge.

1. Introduction

1.1 Background

The Scottish Attainment Challenge was launched in 2015 with the mission of closing the poverty-related attainment gap. This is a key contribution to the delivery of the shared vision for Scottish education to deliver excellence and equity for all.

Education remains one of the most effective means we have to improve the life chances of all of our young people, and the right to and goals of education are enshrined in the United Nations Convention on the Rights of the Child (UNCRC). The pandemic has not changed that.

The pandemic has – as set out in the Scottish Government and Education Scotland Equity Audit of January 2021 and a range of other research – had a disproportionate impact on children and young people affected by poverty. This reinforces our moral imperative to do everything we can to support the best possible outcomes for our future generations by focusing resources on recovery and tackling the poverty-related attainment gap. This is an imperative borne of our commitment to a human rights-based approach to children and young people's care, support and education.

In November 2021, the Cabinet Secretary for Education and Skills set out plans for a refreshed Scottish Attainment Challenge from April 2022. The mission of this refreshed Challenge is:

> *to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap*

This mission recognises the need to reflect the breadth of achievements and experiences and the importance of health and wellbeing to contribute to improved outcomes for children and young people including through improved post-school participation in positive destinations. This represents strengthened alignment with the Curriculum for Excellence and the findings of the OECD and Audit Scotland reports of 2021, which indicate the need for stronger national and local data on the wider benefits of Scottish education; and acknowledges articles 29 and 31 of the UNCRC.

In refreshing the Scottish Attainment Challenge, there is an opportunity to further strengthen our collective focus on supporting children and young people impacted by poverty, learning from and building on the work to reduce the poverty-related attainment gap to date. We have considered a range of evidence, including the findings of both the Scottish Government and Education Scotland's analysis of the Scottish Attainment Challenge (published March 2021) and Audit Scotland's report: Improving outcomes for young people through school education (also of March 2021).

Reflecting on that evidence, some key considerations can be drawn:

- Progress in tackling the poverty-related attainment gap was made before the pandemic. This provides solid foundations on which we can seek to accelerate both recovery and progress.
- The findings of the 2021 Audit Scotland report highlighted a need to make quicker progress even in relation to pre-pandemic gains, and to tackle variation in outcomes between and within local authority areas.
- There is a need for continued and accelerated progress to address the negative impact of Covid-19 on children's health and wellbeing and learning.
- Improving leadership, learning and teaching and the quality of support for families and communities and targeted support for those impacted by poverty remain the key levers to improve outcomes for children and young people.

1.2 Purpose of the Framework for Recovery and Accelerating Progress

This Framework will underpin the ambition contained in the refreshed Scottish Attainment Challenge mission and applies to teachers, school leaders, local government, Education Scotland and Scottish Government. It is also relevant to the wider education community as they work in partnership with schools to tackle the poverty-related attainment gap.

It is being developed to:

- provide clear direction to our collective work – as educators, leaders, advisors, policy makers and elected officials – to improve outcomes for those children and young people most impacted by poverty;
- articulate and emphasise the targeted nature of the Scottish Attainment Challenge;
- support acceleration of continuous improvement through ambitious, achievable and measurable objectives, identified locally and recognised nationally;
- support a shared understanding and collective accountability for expected progress in the attainment, health and wellbeing and broader outcomes of children and young people impacted by poverty over the next four years and by the end of 10 years of the Scottish Attainment Challenge; and
- drive a whole system focus on improvement with clear roles and responsibilities for all stakeholders in the system working together to reduce variation.

It is accompanied by a refreshed Scottish Attainment Challenge Logic Model (which can be found as a supporting document to the Framework for Recovery and Accelerating Progress), clearly articulating the theory of change.

Resources for the Scottish Attainment Challenge, through the ASF, will be provided to all 32 local authorities through Strategic Equity Funding (SEF) and Care Experienced Children and Young People funding (CECYP); and to schools through Pupil Equity Funding (PEF). The ASF is an additional, targeted investment to be used strategically alongside existing funding at and across local authority and school level, with local authorities and schools collaborating to achieve the shared, national mission of the Scottish Attainment Challenge.

Prior learning and research evidence shows us that schools and education services alone will not reduce the poverty-related attainment gap. The mission of the Scottish Attainment Challenge is one that must be supported by 'collective agency' – the range of services, third sector organisations and community partners working together with families, with a clear focus on improving the educational experiences, health and wellbeing and outcomes of children and young people. In this way educators, who are at the heart of these collaborations, will play a vital role in breaking the cycle of poverty and make a long-term contribution to Scotland's national mission to tackle child poverty.

1.3 Scope

This Framework focuses on the poverty-related "equity" element of the Scottish Government's overall aim to achieve "equity and excellence" in education. Equity and excellence must be mutually reinforcing if education is to best meet the needs and aspirations of our children and young people.

The Framework sets out expectations for planning, reporting, monitoring, roles, responsibilities and accountabilities. These should be applied consistently across the system to support education recovery and accelerate the pace of progress in achieving the mission of the Scottish Attainment Challenge.

There are particular expectations in the context of the Scottish Attainment Challenge for:

- a prospective improvement plan and financial plan for the year ahead, within the context of an overarching longer term plan;
- ongoing monitoring of progress; and
- a retrospective report and financial statement for the year past.

In order to minimise additional burden on the system existing planning and reporting mechanisms are being used as far as possible.

The National Improvement Framework (NIF) is not replaced or altered by this Framework and the existing measures of the poverty-related attainment gap set out in the NIF will continue to form the key national measures of success. These measures alone however are not all that a local authority should consider in their local approaches to achieving the mission of the Scottish Attainment Challenge.

2. Planning

This section focuses on planning arrangements related to the Scottish Attainment Challenge for schools and local authorities. It is designed to include minimal bureaucracy; to ensure transparency and shared levels of ambition for progress; and, taking into account key learning from the Scottish Attainment Challenge to date, to support swift and lasting education recovery, increase the pace of progress and reduce variation in progress.

The key element of the Framework that is new to schools and local authorities is the requirement for locally identified stretch aims to be set out in local authority plans.

All 32 local authorities receive both SEF and CECYP, and almost all (97%) schools in all 32 local authorities receive PEF. Detailed planning and reporting requirements for each of these funding streams is set out in the respective guidance documents for each. However, there are some overarching requirements related to all three streams set out below.

- Attainment Scotland Funding (whether SEF, PEF or CECYP) should not be the only resource directed to approaches to achieving the mission of the Scottish Attainment Challenge or the locally identified stretch aims for doing so. This is additional resource to enhance or up-scale existing, or support new or additional, targeted approaches to tackling the poverty-related attainment gap and improving outcomes for children and young people impacted by poverty.
- Headteachers are empowered to identify and implement approaches to using PEF in their local settings.
- Headteachers should expect dialogue with the local authority on how plans for the use of Attainment Scotland Funding at school and local authority level can be strategically aligned to shared strategic aims – collaboration at the planning stage is vital.

- Local authorities remain accountable for the use of Attainment Scotland Funding, including PEF. Therefore, local authorities should support headteachers and have processes in place to ensure plans are targeted and evidence based.
- Local authorities and headteachers should work together closely to consider how to maximise the utility or reach of PEF to undertake shared approaches – with the explicit agreement of headteachers – to achieve shared aims. There are many examples of this working well. Such examples can be found in the Education Scotland *Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learner and practitioners* publication.

2.1 School planning: Pupil Equity Funding

2.1.1 General principles

Schools will continue to use their school improvement plans and processes to tackle the poverty-related attainment gap and to use PEF to provide additional activities or resources to contribute to those plans.

Headteachers will continue to have access to their school's full PEF allocation.

Funding must provide targeted support for children and young people (and their families if appropriate) affected by poverty to help support them achieve their full potential.

Headteachers should endeavour to work in partnership with their local community partners, such as youth work, to develop approaches to utilising the funding to best effect. Schools must take account of the statutory responsibilities of the local authority to deliver educational improvement, secure best value, and fulfil the authority's role as employer. Collaboration with local authorities, other schools or school clusters, or community partners, may provide opportunities to increase the reach and impact of PEF, including through agreeing opportunities to pool resources. Local Guidance will set out more detail on how this will operate in local settings.

The operation of Pupil Equity Funding should align with the strategic local authority plans and stretch aims for tackling the poverty-related attainment gap – essentially freedom within a framework. Equally, school plans should inform local authority strategic plans as part of a two-way collaborative planning process between local authorities and schools.

Importantly, parents and carers, children and young people and other key stakeholders should be meaningfully involved throughout the process of planning, evaluation and any future developments. The PEF guidance includes further advice on potential approaches to doing this and signposts evidence of effective approaches to utilising PEF.

Further, specific guidance on the use of Pupil Equity Funding is available here.

2.1.2 Practicalities

Schools must have plans, grounded in evidence of what is known to be effective at raising attainment for children affected by poverty, in place before the beginning of each academic year. These plans should be developed with teachers and school communities and outline clear outcomes to be achieved and how progress towards these, and the impact on closing the poverty-related attainment gap, will be measured. If, as a result of ongoing local monitoring, the plans are not achieving the impact intended, these plans should be amended.

Scottish Government and Education Scotland will sample these plans annually, with a focus on PEF, to continue to inform our understanding of the approaches to tackling the poverty-related attainment gap undertaken in specific settings and potentially inform the annual evaluation of the Attainment Scotland Fund.

Local authorities will provide to Scottish Government an annual report on PEF spend at the end of each financial year.

There is provision for PEF allocations to be carried forward into the subsequent financial year (and, in exceptional circumstances into the new academic year). Schools should liaise closely with their authority to agree arrangements for this. However, with Pupil Equity Funding allocations having been confirmed until March 2026, opportunities to implement longer term interventions over this period can be realised and supported.

School leaders should have a clear and robust rationale for any accumulating underspends, as the national aim is to maximise the potential impact of PEF. School leaders should seek support from their local authority and their attainment advisor to achieve the full benefit for the children and young people it is intended to support. Further detail can be found in the specific guidance for PEF.

2.2 Local authority planning: Strategic Equity Funding

2.2.1 General principles

All 32 local authorities will, from April 2022, access SEF. This funding is provided to support local authorities in developing and implementing strategic approaches to achieving the mission of the Scottish Attainment Challenge, working with schools, wider local authority services and national and community partners, such as youth work.

Planning for the use of SEF will be low in bureaucracy and, as far as possible, use existing processes, in particular, local authority education service improvement plans (or equivalents).

In planning strategic local approaches to achieving the Scottish Attainment Challenge mission, local authorities should **consider the totality of Attainment Scotland Funding** coming into the local authority and, working with headteachers in recognition of their decision making role in the use of PEF, consider how this is best utilised to enhance local plans to tackle the poverty-related attainment gap. Local authorities should co-create plans with stakeholders.

All local authorities should use their strategic plans to set out **local stretch aims for progress**.

SEF allocations through to March 2026 are available on gov.scot. It would be beneficial to consider outcomes to be achieved by the end of this four year cycle rather than changing longer term outcomes on an annual basis. Annual identification of stretch aims and monitoring of progress will be required to oversee progress towards these longer term aims.

The mission *to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap* should feature in all local authority education service improvement plans. These plans should include how Scottish Attainment Challenge funding will be used to address this mission as well as how these plans align to other local authority plans, such as Community Learning and Development plans, Children's Services plans and Child Poverty Action Plans, which have related aims.

This is also an opportunity to identify and articulate how the pandemic has impacted the educational experiences and health and wellbeing of children most impacted by poverty and how local strategies are being used to make progress for children and young people.

2.2.2 Stretch aims

Local authority plans and stretch aims for the Scottish Attainment Challenge should be embedded within existing local authority education service improvement plans (or equivalents), which are shared annually with Scottish Government as part of statutory plans and reports, and include the following:

Setting local stretch aims

- Set specific local authority stretch aims for improving outcomes for all while closing the poverty-related attainment gap.
- These stretch aims should be both ambitious and achievable within local contexts.
- They should focus on the specific aims which local evidence and data suggest are the priority areas for improvement. In the first instance a 'core plus' model is expected.
- At a minimum these should include (core) stretch aims for both overall progress and for reducing the poverty-related gaps in:
  a) achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined);
  b) the proportion of school leavers attaining 1 or more pass at SCQF level 5 based on the "Summary Statistics for Attainment and Initial Leaver Destinations" publication;
  c) the proportion of school leavers attaining 1 or more pass at SCQF level 6 based on the "Summary Statistics for Attainment and Initial Leaver Destinations" publication;
  d) the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland; and
  e) a locally identified aim for health and wellbeing, to be measured using local datasets.
- Each identified stretch aim should clearly articulate ambitions for progress for all pupils and progress in narrowing the poverty-related attainment gap in 2022/23. Nationally, aims a), b), c) and d) will be aggregated so that a national picture for progress on the poverty-related attainment gap can be identified. Consistency in the articulation of the NIF key measures identified above will be vital to developing that national picture (see exemplar in Annex B).
- It is acknowledged that this is a starting position which will evolve over time, as NIF measures are adapted (after consultation in Spring 2022) and any wider measures of the curriculum are introduced (recognising the OECD recommendations). However, for the 2022/23 academic year existing and widely used NIF measures have been selected for aims a), b), c) and d).
- It is also acknowledged that the above aims do not include the NIF measures for ACEL at level 3 in S3, on the basis that this has not been collected nationally for the previous two years. This may be introduced for 2023/24.
- Whilst a national dataset for health and wellbeing gathered consistently across all local authorities does not yet exist, amongst the core aims – with absolute parity of esteem – must be an ambitious locally identified and measured aim for improvement and closing of the poverty-related gap in progress in health and wellbeing.
- The aims for health and wellbeing could, for instance, focus on local measures for attendance or inclusion.

- Should particular measures for health and wellbeing be used consistently across the country, this may inform a future agreed measure for the "core" aims beyond 2022/23.
- Recognising the importance of readiness to learn and a broad and varied curriculum, plans should also include additional (plus) stretch aims which are specific to the local authority's own context and datasets. These aims are of equal importance to those that form the "core" and could include, for example:
  - aims for pupils' wider achievement;
  - aims for parental engagement in learning;
  - aims regarding readiness to learn; or
  - regarding the cost of the school day.
- Articulation of the suite of core plus additional stretch aims should detail:
  - what change do you want to see for learners?
  - how much change?
  - who are the target groups?
  - by when?
  - how progress will be measured and tracked – indicators of progress.
- Examples of such stretch aims are included at Annex B.

Agreeing local stretch aims

- Setting of local stretch aims should be an iterative and collaborative process between local authorities and schools. There should be a two-way process which sees school plans inform the local authority stretch aims and local authority aims and strategic plans reflected in school plans. This approach can be developed through existing local authority quality improvement processes with schools and should not see stretch aims imposed on schools. Professional dialogue, support and challenge should take account of the specific local context of each school.
- The setting and ambition of these aims should be achieved by local authorities as a result of robust evidence-informed self-evaluation, supported and challenged through professional dialogue with Education Scotland.

Plans underpinning these aims

- Planning should be shaped around the Scottish Attainment Challenge organisers of: learning and teaching; leadership; and families and communities.
- Both qualitative and quantitative measures should be identified to demonstrate the progress and impact of supports and interventions.
- There should be a clear articulation of how Scottish Attainment Challenge funding will contribute to the aims of the plans – whether directly, by augmenting/enhancing existing approaches, or by leveraging input from other services/partners.
- The contributions of wider services supporting children and young people and their families are vital to supporting readiness to learn. Plans should read across to related local authority service improvement plans and tackling child poverty plans as noted previously.

Timing

- In line with the agreement on multiyear funding, it would be beneficial to prepare a four year strategic plan. A year 1 plan should be established with outcomes and stretch aims identified, and the plan should be evaluated and adapted on an annual basis.
- The planning cycle will use the academic year, aligning with existing annual Education Service Improvement Planning cycles.
- Stretch aims should be agreed annually by the end of September, if not before.

There is a requirement for a high level **financial planning** template for SEF to be submitted which sets out how funding will be invested. This will provide Scottish Government with an audit trail of funding use in each local authority.

There will be two draw-down points for funding, one at the mid-point of the financial year and one at the end of the financial year. Draw down of funds should be based on actual spend aligned to the planning template.

Recognising the plans may change in-year, a notification of change process will be in place.

Unused funding can be carried into the subsequent financial year for use within the same academic year to continue existing plans. Funding to be carried forward should be identified and set out alongside the grant claim submitted in March each year.

Further guidance and specific practical arrangements for the use of SEF can be found in the SEF guidance here.

2.3 Local authority planning – Care Experienced Children and Young People

2.3.1 General Principles

Current planning (and reporting) arrangements for CECYP funding will continue and are set out fully in the refreshed CECYP funding guidance. This will continue to require the Chief Social Work Officer and Chief Education Officer (or equivalent) to work together to ensure there are strategic plans in place with processes for reporting on impact. This should take place in collaboration with Attainment Advisors and, where appropriate, virtual school headteachers.

This funding is issued to local authorities, as corporate parents. The Chief Social Work Officer and the Chief Education Officer (or equivalent), assisted by Education Scotland, working in collaboration with planning partners, and other professionals, carers and children and young people, will assess how the funding can be utilised to have the most impact on attainment and achievement.

Plans to utilise the funding should have a clear focus on delivering equity and improving educational outcomes and supporting the health and wellbeing of children and young people who are care experienced, for those aged between 0-26. These plans should be reflected in local authority improvement plans for education and any other relevant existing planning processes for children. Examples of this include Child Poverty Action Plans, additional support plans, Child's Plans, Looked After Children reviews, or children's services plans.

2.3.2 Practicalities

CECYP funding is issued over the academic year and will continue to be drawn down at two points in the financial year.

Outcomes, measures of success and evaluation of impact should be built into any programme or initiative at the outset and clearly set out in the relevant plans. Measures for individual children should also be included in the child or young person's plan.

Identified measures set out in plans should reflect the strategic decisions taken around how the funding is used and local authorities should agree the mechanisms which best illustrate impact on attainment. These can be quantitative or qualitative measures, for example capturing the experiences and feedback from care experienced children and young people, or through the Chief Social Work Officer Reports.

Further guidance on the use of CECYP funding can be found here.

3. Reporting and monitoring

3.1 In-year monitoring of progress

It is important that in-year monitoring of progress occurs in local settings to ensure an ongoing understanding of progress. This enables early support and intervention where required. This already happens in most schools and authorities and should be a key part of local approaches.

Monitoring of progress will be part of the on-going and regular dialogue between local authorities and Education Scotland, through the Senior Regional Advisors and Attainment Advisors in particular.

Through the Scottish Attainment Challenge joint programme Scottish Government and Education Scotland will discuss local progress in improving health and wellbeing and tackling the poverty-related attainment gap quarterly. This will be informed by national data, evidence and intelligence and attainment advisor reporting to ensure appropriate levels of support are provided and that the best possible progress and outcomes are being achieved.

These quarterly progress discussions will be an opportunity to reflect on successes, wider barriers to progress and the types of support, collaboration and challenge required to help ensure future progress across all local authorities. Support will be offered and provided using a staged approach:

- Universal support will be available to all local authorities and schools.
- Targeted support will be provided to local authorities and schools with the most need. This may be those with the highest levels of poverty or others depending on the data and contextual analysis.
- Intensive support will be provided to local authorities and schools where there is a consistent barrier and no, or very limited, progress is being made to improving outcomes for children and young people affected by poverty.

As is set out in the 2018 Joint Agreement, in rare cases where evidence suggests there is cause for concern, the following approaches will be deployed as appropriate:

- *professional dialogue between LA and ES will have explored concerns about limited progress and a variety of supports provided*
- *continued concerns will be shared with all partners*
- *the SNCT* will collectively address concerns if there is evidence of non-compliance by local authorities with the Code of Practice on staff selection
- *COSLA* will facilitate challenge and support drawing in expertise from ADES/*ES* and others. This will include evidence review and challenge sessions leading to a clear action plan, offer of peer support and follow-up activity to monitor impact and improvement
- *evaluation of progress*
- *clear line of escalation to audit and scrutiny inspection bodies if insufficient progress.*

3.2 Reporting

Reporting on the impact of plans *to use education to improve outcomes for children and young people impacted by poverty, with a focus on reducing the poverty-related attainment gap* will be through existing mechanisms within the education system.

Schools

In line with arrangements for Pupil Equity Funding since its roll-out in 2017/18, schools are expected to incorporate details of their Pupil Equity Funding plans and explicitly report on the impact on outcomes for learners impacted by poverty within existing reporting processes to their Parent Council and Forum, including in their annual Standards and Quality Reports.

These reports should be made publicly available so that parents can understand what is happening in their school.

Scottish Government and Education Scotland will sample these reports annually to continue to inform our understanding of the approaches to tackling the poverty-related attainment gap.

Key findings from this sampling will be made available to local authorities and schools.

Agreeing local stretch aims

Reporting should be done through the existing requirement for local authority Education Standards and Quality Reports (or local equivalent reports). These reports, whilst covering the overall progress and impact of local authority service improvement plans and school improvement plans, should for the Scottish Attainment Challenge (considering the impact across all funding streams) have specific details on:

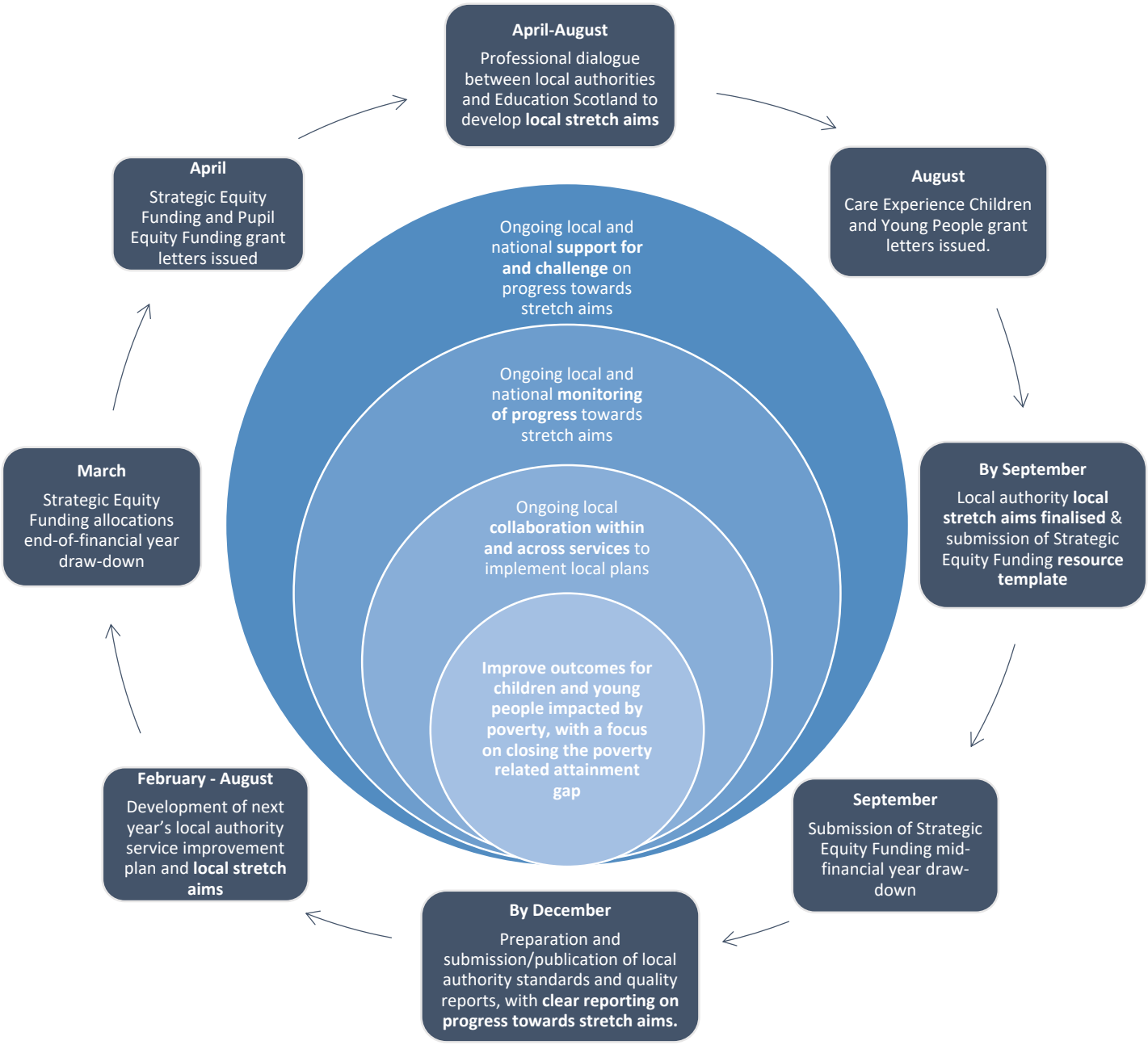
- the original stretch aims set out in the local authority education service improvement plan and the extent to which they have been achieved;
- the measures described in the local authority education service improvement plan and any additional data to report on the impact on children and young people affected by poverty. Both qualitative and quantitative data should be used to detail whether the expected impact was achieved – with clear quantitative progress against the NIF measures included; and
- examples of supports and interventions which have been effective.

There should be clear narrative on how Attainment Scotland Funding (PEF, SEF and CECYP funding) contributed to local approaches to meeting locally identified stretch aims. There should be evidence of strategic coherence and alignment to the use of these funding streams.

Local authorities should share reporting on progress with Scottish Government and Education Scotland by the end of December annually. This can be via their annually published improvement reports (for which education authorities have an existing duty to provide Scottish Ministers a copy once published).

For CECYP funding, arrangements will continue as they have done since its roll-out in 2018/19 as part of existing relevant authority reporting requirements, with reports shared with the Scottish Government and Education Scotland at the end of the academic year, highlighting evidence of impact through both qualitative and quantitative information. Separate CECYP guidance sets this out in full.

Fig. 1. Scottish Attainment Challenge – planning and reporting cycle



4. Roles, responsibilities and accountabilities

The roles, responsibilities and accountabilities of the range of key stakeholders engaged in education/school improvement, including reducing the poverty-related attainment gap, are well established and are articulated in the Standards in Scotland's Schools etc. Act 2000 and the 2018 Joint Agreement.

This Framework seeks to further articulate the responsibilities for monitoring, support and challenge in relation to the Scottish Attainment Challenge in particular and focuses on local authorities, schools, Regional Improvement Collaboratives, Education Scotland and the Scottish Government.

4.1 Local authorities and their staff

Local authorities are responsible for:

- preparing annual plans, including stretch aims, to contribute to the mission of the Scottish Attainment Challenge;
- supporting school improvement through providing assistance to schools and partners by:
  - supporting schools to identify poverty-related gaps through coaching, professional learning and supporting access to tracking and monitoring and data analysis tools;
  - providing professional learning around planning (data, aims/ outcomes and measures), interventions and approaches;

  - offering practical support to schools, where required, in terms of financial management and HR; and
  - supporting and challenging schools in their use of PEF to make progress in improving the health and wellbeing and educational outcomes of children and young people impacted by poverty.
- effectively using data, and the Scottish Attainment Challenge Logic Model, to explore a shared understanding of the local context with Education Scotland, supporting the setting of ambitious local authority stretch aims, monitoring performance and progressing towards achieving these stretch aims;
- ongoing, active monitoring of plans for recovery and to tackle the poverty-related attainment gap and improve health and wellbeing, supporting and challenging key stakeholders and/or partners; and adjusting plans where necessary to ensure progress;
- reporting on progress toward their locally identified local authority stretch aims;
- reporting on the effective investment of Attainment Scotland Funding;
- collaborating with a range of services across the local authority and in local communities to secure additional contributions to the mission of the Scottish Attainment Challenge; and,
- engaging in professional dialogue with Education Scotland and Scottish Government to support maximum impact of the resources benefiting children and young people affected by poverty, including through professional dialogue to support local self-evaluation and improvement planning, such as the development of stretch aims.

School leaders are responsible for:

- the improvement of outcomes and attainment, including tackling the poverty-related attainment gap and improved health and wellbeing, in their schools;
- working as part of a collaborative learning community, the local authority and working with others, in order to make decisions that most benefit their children and young people's outcomes;
- ensuring that children and young people participate meaningfully in their own learning, in decision-making relating to the life and work of the school and in the wider community;
- the development and implementation of School Improvement Plans which include approaches to contributing to the mission of the Scottish Attainment Challenge;
- the effective use of data, and the Scottish Attainment Challenge Logic Model, to explore a shared understanding of local context with local authority colleagues and/or Education Scotland, including to support the development of ambitious plans and monitoring of performance and progress towards achieving the aims within those plans;
- using Pupil Equity Funding to provide additionality to enhance, scale or introduce new approaches to tackling the poverty-related attainment gap within the school, across the learning community or in partnership with local services; and
- reporting on progress towards stated aims and tackling the poverty-related attainment gap in their annual Standards and Quality Report.

Other services within local authorities:
All services within a local authority play a valuable role in the contribution they make to the Scottish Attainment Challenge. It would be beneficial to reflect their contribution to the mission of the Scottish Attainment Challenge in local plans, for example, in Children's Services plans, Local Child Poverty Action Plans and Reports and Community Learning and Development plans. This will ensure there is alignment of the Scottish Attainment Challenge mission with other relevant local authority plans and there are references to relevant plans in education service improvement plans.

4.2 Regional Improvement Collaboratives

Regional Improvement Collaboratives (RICs) continue to bring local authorities together to secure excellence and equity in education – including contributing to the mission of the Scottish Attainment Challenge – by:

- providing educational improvement support to practitioners through dedicated teams of professionals, drawing on local authority and Education Scotland staff and others;
- providing focus across partners through a joint regional plan and work programme, aligned to the NIF and to regional and local priorities; and
- facilitating and creating the conditions for impactful collaborative working between practitioners, schools and system leaders, including professional learning, innovation and the sharing of best practice.

4.3 Education Scotland

The Scottish Attainment Challenge mission is central to all of Education Scotland's work supporting Scottish educators. To support this all teams will review and enhance approaches to professional learning and leadership and provision of professional advice and support in closing the poverty-related attainment gap. They will lead improvement and build capacity, share practice and broker connections with partners. Working collaboratively with local authorities and stakeholders, staff will support the identification of any gaps in service provision and provide support, where required, to address these.

Through senior leaders, Senior Regional Advisors, Attainment Advisors and NIF Officers, Education Scotland will:

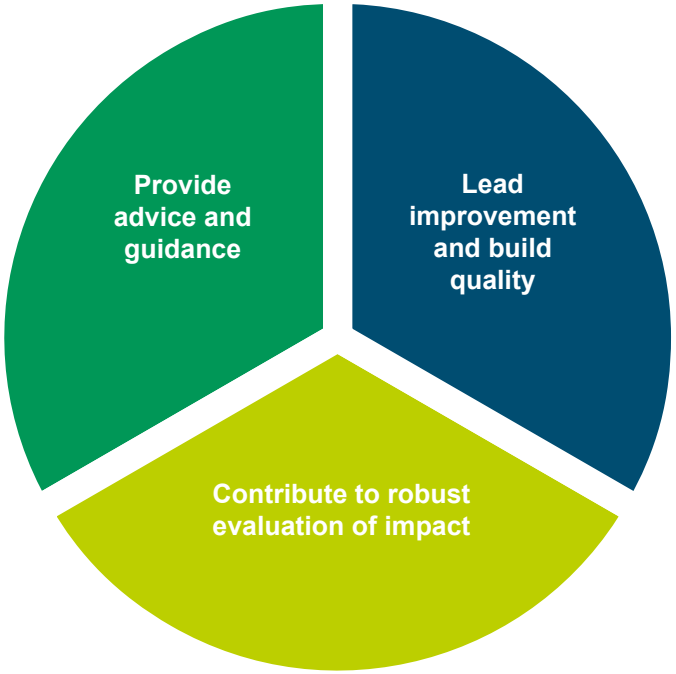
- play a key role in working with local authority senior leaders to develop local stretch aims ensuring these are appropriately ambitious and focused on closing the poverty-related attainment gap and improving outcomes for children and young people impacted by poverty;
- effectively use available data and the Scottish Attainment Challenge Logic Model to explore a shared understanding of the local context, support setting of ambitious local authority stretch aims and monitoring performance and progress towards achieving these stretch aims;
- engage in professional dialogue with local authority senior leaders to support local self-evaluation and improvement plans, including the stretch aims;
- support local authorities to deliver an agreed plan which provides universal, targeted and intensive support as required to ensure recovery, progress and achievement of stretch aims; and

- provide professional advice and support to local authority senior leaders. This will have a focus on supporting collaboration and sharing practice within and between local authorities to maximise impact of the resources to support children and young people affected by poverty.

Attainment Advisors will have additional roles in supporting education leaders and practitioners with the above through their 3 key functions, all of which are informed by evidence gathered through local, regional and national data (fig 2).

They will work collaboratively with local authority staff in their varying roles to co-create and deliver a programme of support and challenge to be delivered across the local authority. This universal, targeted or intensive support aims to support recovery and accelerate progress in tackling the poverty-related attainment gap and improving outcomes for children and young people affected by poverty. It will include monitoring, evaluating and providing feedback on progress towards achieving the agreed aims, the impact of the Attainment Scotland Fund at local level and Scottish Attainment Challenge self-evaluation and reporting. This will include both local authority stretch aims and schools' aims/outcomes. Attainment Advisors have a role and responsibility to support and challenge the effective planning, implementation and evaluation of the impact of all aspects of the ASF, including SEF, PEF and CECYP funding.

Fig. 2. Attainment Advisors – 3 key functions



Education Scotland will evaluate the impact of their work against the outcomes and measures set out in the organisation's corporate plan and draw on stakeholder feedback to support this; and through the Attainment Scotland Fund evaluation by Scottish Government.

4.4 Scottish Government

The Scottish Government is responsible for delivering the policy agenda of Ministers and supporting key partners to contribute to that. In the context of the Scottish Attainment Challenge, this includes:

- responsibility for the improvement in the quality of school education provided for Scotland;
- in doing the above, exercising powers to reduce inequalities of outcome for pupils impacted by socio-economic disadvantage;
- accountability to Parliament;
- setting policy framework for the Scottish Attainment Challenge, based on extensive stakeholder consultation and agreement of Ministers;
- distributing funding to local authorities and (indirectly) to schools via the Attainment Scotland Fund to support local implementation of the Scottish Attainment Challenge;
- monitoring the investment of Attainment Scotland Fund and national progress towards achieving the mission of the Scottish Attainment Challenge;
- engaging in annual dialogue, alongside Education Scotland, on locally identified stretch aims and the associated Attainment Scotland Fund allocations used to contribute to plans to achieve those aims;
- engaging in annual dialogue, alongside Education Scotland, on local progress towards identified stretch aims;
- supporting and challenging, with and through Education Scotland, limited progress and variation in outcomes;
- gathering and publication of attainment and other related data; and
- collaborating across government and other partners to ensure a coherent and impactful policy landscape to support progress in both the mission of the Scottish Attainment Challenge and the national mission to tackle child poverty.

4.5 Her Majesty's Inspectorate of Education

Her Majesty's Inspectorate of Education has a key role in giving assurance about the quality of education children and young people experience. HM Inspectors also have a unique role in providing evidence to inform policy and practice because the advice is independent and based on first-hand, observed evidence of the impact of policy implementation on the learner. HM Inspectors will inspect the effectiveness of the arrangements to accelerate progress on improving outcomes for children and young people impacted by poverty are being improved. They will gather and share evidence of what is working well and where further development is needed. Evidence from inspection activity will also be used to help leaders and practitioners to build their own capacity to improve.

4.6 Other services and partners

A range of other services, partners and stakeholders beyond local and national government and its agencies have vital contributions to make to achieving the mission the Scottish Attainment Challenge. Amongst these are:

- children, young people and their families, who (as noted above and is clear in the associated guidance for the Scottish Attainment Challenge funding streams) have a key role in influencing the approaches undertaken locally and also in sharing their views on the success/impact of any given approach. As is clear in the UNCRC, "every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously" (Article 12, UNCRC);
- the third sector, with its wide range of national and community based organisations whose skills and expertise are vital supports that local authorities and schools should seek to draw on to support and enhance their work to achieve the Scottish Attainment Challenge mission; and
- academic institutions have a vital role to play in terms of the support that they can provide to local authorities and schools, the training of new teachers and leaders, and research on equitable approaches to education in Scotland and internationally.

Annex A – National Improvement Framework – 11 key measures

27-30 month review
HWB total difficulties score: age 4 – 12
HWB total difficulties score: age 13 & 15
ACEL Primary – literacy – P1, P4 & P7 combined
ACEL Primary – numeracy – P1, P4 & P7 combined
ACEL Secondary – literacy – S3 3rd level or better
ACEL Secondary – numeracy – S3 3rd level or better
SCQF level 4 or above – 1 or more on leaving school
SCQF level 5 or above – 1 or more on leaving school
SCQF level 6 or above – 1 or more on leaving school
Participation measure

Annex B – Local Authority Stretch Aims and Reporting Exemplars

Senior leaders across education are familiar with developing aims, outcomes and measures at the start of their planning process. They are equally familiar with evaluating and reporting on the impact of plans through Standards and Quality reports.

This annex draws together practice from local authorities to highlight examples of stretch aims and reporting expected for the Scottish Attainment Challenge Strategic Equity Funding.

DATA LOCAL AUTHORITIES USED TO DEVELOP THEIR AMBITIOUS, ACHIEVABLE AIMS:

Local authorities completed robust contextual analysis which allowed them to set ambitious but achievable stretch aims. This included looking at and analysing:

- ACEL and Senior phase data for children and young people affected by poverty. This data included SIMD as well as other data sources such as free school meals, clothing and footwear grants and/ or local data sets. Some also considered the intersectionality of data with factors like ASN, gender, etc.
- Looking at data longitudinally. Data was considered over at least a 3-year period to determine any pattern of progress. Some considered average progress achieved over several years as part of this.
- Data being considered and benchmarked against national measures.
- Impact of COVID-19 on children and young people affected by poverty in their area and the impact on their attainment.
- The impact of interventions previously implemented on outcomes for children and young people.
- The views of stakeholders, especially children and young people.

Reporting is relatively simple when plans have set initial aims and measures which are SMART (specific, measurable, achievable, realistic and timed) and progress is monitored, collating evidence of impact throughout the year. All of this information is then used to report on impact.

Detail required within local authority stretch aims:
Consistency in the articulation of the essential stretch aims is vital. Exemplars therefore include a table that sets out how these aims could be articulated in local authority plans. The composition of the plans, the substance to reach stretch aims and the underlying indicators of progress will still be entirely in the gift of local authorities to develop in line with local processes and approaches. However local authority plans must provide information on:

- **Annual stretch aims for**:
  1. Overall attainment for all.
  2. SIMD Q1 and Q5.
  3. Tackling the poverty related attainment gap.
- **At a minimum these should include (core) stretch aims for**:
  a. ACEL levels – P1, 4, 7 literacy combined and numeracy combined;
  b. Proportion of school leavers attaining 1 or more passes at SCQF level 5 based on 'Summary statistics for attainment and initial leaver destinations' publication;
  c. Proportion of school leavers attaining 1 or more passes at SCQF level 6 based on 'Summary statistics for attainment and initial leaver destinations' publication;
  d. Participation measure: proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland; and
  e. Health and wellbeing, using a local measure/suite of measures, including, for example, attendance.

  The importance of wider achievements and other aims, including HWB is recognised. Therefore local authorities can also detail additional stretch aims which are more specific to local authorities own context and datasets. These can include: attendance, HWB, wider achievement aims, reducing cost of the school day, etc.
- Recognising the importance of wider achievements and a range of other factors that underpin positive outcomes for children and young people, stretch aims should also be detailed for a range of further local priorities, using local measures.

The template below details all the information required for the "core" aims. It is important that to ensure consistency and enable a national understanding of local ambitions, local authorities articulate their "core" stretch aims using the four NIF measures set out above using this format. This can be embedded in existing local plans however it might work best for local authorities.

Blank template:

	NIF Measure or wider LA measure?			
	Overall levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
Current level				
Stretch aim to be achieved 2022/23				
Improvement (percentage point)				

There are a small number of local authorities where SIMD Q1 and Q5 data is not available or suitable to be used in this format. If this is the case, this should be discussed further and an alternative format agreed with Education Scotland and Scottish Government as part of the ongoing professional dialogue. Any alternative format should be designed to represent how the local authority is improving outcomes for their most disadvantaged learners. For example, this could consider alternative SIMD quintile comparisons or FSM data.

As noted in section 2.2.2 in the body of the Framework, it is also recognised that the “core” measures are likely to evolve in time as NIF measures are consulted upon and wider measures of the curriculum are introduced following recent OECD recommendations (2021).

Providing this information will enable annual national data aggregation. It will support monitoring and tracking of progress towards achieving the programme’s mission of improving outcomes for children and young people affected by poverty, with a focus on tackling the poverty related attainment gap.

Exemplar 1: ACEL and improving outcomes for learners affected by poverty

Information within local authority Education Plan:

Overall levels for children achieving expected levels in numeracy in *local authority A* are slightly above national averages. However the percentage of children in SIMD Q1 achieving expected levels in numeracy is below their peers in Scotland. Therefore we will be prioritising action in this area over the next 4 years. Self-evaluation indicates further work on pedagogy of numeracy and adult confidence (staff and parent/carer) in numeracy is required.

	ACEL P1, 4, 7 Numeracy Combined			
	Overall levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
Current level (2020/ 21)	76%	60%	86%	26%
Stretch aim to be achieved 2022/23	80%	66%	87%	21%
Improvement (percentage point)	4pp	6pp	1pp	5pp

Reporting (through local authority Standards and Quality Report)

Support was provided across *local authority A* for Numeracy Champions and Pupil Support Assistants (PSAs) in almost all primary schools in CPA (Concrete Pictorial Abstract) approaches. There was also a pilot study in 5 primary schools looking at different ways to engage families using these approaches.

Data collected through ACEL tracking in December and March indicated that most schools were on track to achieving the aims they had set for numeracy in P1, P4 and P7 combined. Additional support was provided to schools if required. The focus of this support was around the fidelity of targeted interventions through additional support for PSAs and sharing practice across schools regarding pedagogy. It also highlighted further work required on staff confidence in P3-5 across the local authority.

By June 2023, 67% of children from Q1 achieved expected levels of numeracy in P1, 4, 7 combined. Therefore this stretch aim was achieved. Children in Q5 also improved expected levels from 86 to 89%. This resulted in the gap decreasing by 4% rather than the 5% expected. Nevertheless stretch aims set for expected levels in numeracy for P1, 4, 7 combined were achieved for children from both quintile 1 and quintile 5, with children from quintile 1 improving at a faster rate than their less disadvantaged peers. Overall children in *local authority A* continue to achieve above national averages for expected levels in numeracy across primary schools. The annual stretch aim was exceeded and 81% of children overall achieved expected levels of numeracy in 2023.

Exemplar 2: Health and wellbeing

Information within local authority Education Plan

Although attendance rates for children who are looked after has improved over the past 5 years, *local authority B* data indicates that attendance for children and young people who are looked after is lower than that of peers. This is true for both primary and secondary school learners.

	Attendance rates for children and young people who are looked after			
	Overall levels (PS)	**Overall levels (Sec)**	**CYP who are looked after (PS)**	**CYP who are looked after (Sec)**
Current level (2020/ 21):	95%	92%	90%	79%
Stretch aim to be achieved 2022/23:	96%	94%	96%	85%
Improvement (percentage point)	1pp	2pp	6pp	6pp

Local authority learning reviews, the local Champions Board, The Promise and the ASL Review all stress the importance of having the voice of the young person at the centre of decision making. At present, our survey of children and young people who are looked after indicates that only half of children who are looked after feel their voices are heard and represented at their reviews in school and at looked after reviews. Our stretch aim for this will be that by July 2023, 75% of children and young people will advise their voices are heard and acted upon. This evidence gathering will be further supported through a random sampling activity by Educational Psychology Services. They will review 20% of children's plans completed from August 2022-July 2023 to evaluate the sections detailing the child or young person's view. This is currently not as consistent as it should be. Therefore our stretch aim is that all multi-agency children's plans reviewed will have the children and young people's views fully completed, detailing their views on their current situation and learning.

Reporting through the local authority Standards and Quality report

The stretch aims for children attending primary school who are looked after was met in *local authority B*, with attendance rising to 94.2%. Although the stretch aim for secondary schools was not met this year, it did improve to 82%. Additional evidence indicated that interventions did effectively impact on the numbers of young people who are looked after and who have long term absence at secondary schools. The attendance improved with only 8 learners attending education for less than 50% of openings. This is an improvement from 16 learners the previous year.

80% of children and young people who are looked after and who completed the local authority survey indicated they felt their voices were heard and acted upon. This was supported through the sampling activity by Educational Psychology Services of the multi-agency children's plans. All children's plans reviewed had completed the sections detailing children and young people's views on their current situation and learning. Further analysis of why 20% of children did not feel their voices were heard will be carried out to inform aims and interventions for next year.

Annex C – Summary for Schools

Scope

- The mission of the Scottish Attainment Challenge: *to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.*
- Support education recovery, increase pace of progress and reduce variation in progress.

General principles

- Resources for the Scottish Attainment Challenge, through the Attainment Scotland Fund, will be provided to schools through Pupil Equity Funding (PEF).
- Educators will play a vital role in breaking the cycle of poverty and making a long-term contribution to Scotland's national mission to tackle child poverty through the collaboration between schools, local authorities and other partners.
- Funding must provide targeted support for children and young people (and their families if appropriate) affected by poverty to help support them achieve their full potential.

Planning

- Headteachers will continue to have access to their school's full PEF allocation and should work in partnership with each other, their school community, children and young people and their families, and their local authority, to agree the use of the funding.
- Use existing mechanisms, include plans for PEF in annual School Improvement Plans, include clear, measurable aims for progress in tackling the poverty-related attainment gap.

Monitoring and Reporting

- Report on the impact of PEF annually in school Standards and Quality Reports.
- Use existing reporting mechanisms to Parent Council and Forum.
- There is provision for PEF allocations to be carried forward into the subsequent financial year. Schools should liaise closely with their authority to agree arrangements for carrying forward the funding into the new financial year (and, in exceptional circumstances, into the new academic year). Other than in exceptional circumstances, it should be invested in full within the same academic year.
- Where underspends accumulate, schools should expect scrutiny from their local authority, Scottish Government and Education Scotland; and be prepared to discuss approaches to effectively utilising the funding to ensure it supports pupils most impacted by poverty.
- Ongoing local monitoring of progress and engagement with children and young people, families required, with support and challenge from local authority, peers and Education Scotland, and appropriate adjustments made locally to ensure progress in tackling the poverty-related attainment gap.

Roles and Responsibilities

- Reflect existing statutory duties and those in the 2018 Joint Agreement.
- Expectation of collaboration, transparency, support and challenge in a mature system focused on the mission of the Scottish Attainment Challenge.
- Use PEF to provide additionality to enhance, scale or introduce new approaches to tackling the poverty-related attainment gap within the school or in partnership with local services.

Annex D – Abbreviations and key terms

Abbreviation or term used in document	Further information
AA	Education Scotland, Attainment Advisor
ACEL	Achievement of Curriculum for Excellence Level
Annual local authority plan	The plan which details local authority stretch aims is the current plan which the local authority uses to plan to improve the educational outcomes for children and young people affected by poverty.
ASF	Attainment Scotland Fund – the £1bn investment in the Scottish Attainment Challenge, which includes Strategic Equity Funding, Pupil Equity Funding and Care Experienced Children and Young People funding.
ASN	Additional Support Needs
CECYP	Care Experienced Children and Young People
ES	Education Scotland
FSM	Free School Meals
HWB	Health and wellbeing
Intensive support	Support provided to local authorities and schools where there is a consistent barrier and no, or very limited, progress is being made to improving outcomes for children and young people affected by poverty.
NIF	National Improvement Framework
OECD	Organisation for Economic Cooperation and Development
PEF	Pupil Equity Funding
RIC	Regional Improvement Collaborative
SAC	Scottish Attainment Challenge
SCQF	Scottish Credit and Qualifications Framework
SEF	Strategic Equity Funding
SIMD	Scottish Index of Multiple Deprivation
SIP	School Improvement Plan
SNCT	Scottish Negotiating Committee for Teachers
SQR	Standards and Quality Report

Abbreviation or term used in document	Further information
SRA	Education Scotland, Senior Regional Advisor
Stretch aim	Stretch aims for improvement purposes are specifically focussed on the improvement which a system needs to make in order to reach a goal eg closing the gap. Achieving the aims mean significant steps are made to achieving the goal.
Targeted support	Support provided to local authorities and schools with the most need. This may be those with the highest levels of poverty or others depending on the data and contextual analysis.
UNCRC	United Nations Convention on the Rights of the Child
Universal support	Support which is available to all local authorities and schools

© Crown copyright 2022

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit **nationalarchives.gov.uk/doc/open-government-licence/version/3** or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: **psi@nationalarchives.gsi.gov.uk**.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at **www.gov.scot**

Any enquiries regarding this publication should be sent to us at
The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

ISBN: 978-1-80435-275-5 (web only)

Published by The Scottish Government, March 2022

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS1057891 (03/22)

Appendix 2

Renfrewshire Council – Children's Services

Primary ACEL School Attainment Targets for June 2023

You are being asked to:

- Set specific school targets for *improving outcomes for <u>all while closing the poverty-related attainment gap.</u>*
- Set targets annually which are both ambitious and achievable.
- Set targets which are focussed and take account of individual progress. Trend data should only be used as part of the QA process

Based on individual pupil progress, please provide a **% target range** for each stage and each organiser (see example below). Submit to link Education Manager by **Friday 14th October 2022.**

School Name:				
	Reading Target for June 23	**Writing Target for June 23**	**Listening & Talking Target for June 23**	**Numeracy Target for June 23**
P1	xx% - xx%			
P2				
P3				
P4				
P5				
P6				
P7				

Example
Stage: P4 **No of pupils:** 30 **Organiser:** Numeracy

- 21 pupils on track to achieve or exceed First Level
- 4 pupils working at Early Level/beg First Level with individual milestones
- 5 pupils not on track but with but with planned approaches, interventions and support could reach First Level

Target: 87%* (21 + 5 pupils)

Target range: 80- 87%	**80% (21+3 pupils) - 87% (21+ 5 pupils)**

Additional Information

Renfrewshire Approach

- **Local authority** stretch aims will focus on **recovery** for session **22/23** then move to accelerated progress 2023/24- 2025/26

Recover →	**→ Accelerate**		
2022-23	2023-24	2024-25	2025-26
Achieve pre-pandemic attainment levels	Increase beyond pre-pandemic levels **Stretch aims will be informed by 2022/23 data**		

- All central measures will have aims for pupil subgroups (SIMD, FME/CG, ASN and care experience). THIS WILL NOT BE EXPECTED AT SCHOOL. However, progress of pupils within each group will be discussed as part of the quality improvement framework.
- LA Stretch aims will be based on **trend data.**

Renfrewshire Council

Secondary Schools

NAME OF SCHOOL:

Broad General Education:

		Reading	Writing	L&T	Numeracy
22/23	S1				
	S2				
	S3				
Feb/March update	S1				
	S2				
	S3				

Senior Phase:

All targets should be based on S4 roll

S4 SCQF Level 5

Targets	**5+**
22/23 Target	
Feb/March update	

S4 SQA A-C

Targets (%)	**5+**
22/23 Target	

S4 Literacy and Numeracy

Literacy		**Numeracy**	
Level 4	**Level 5**	**Level 4**	**Level 5**

S5 SCQF Level 6

Targets	**1+**	**3+**	**5+**
22/23			
Feb/March update			

S5 SQA A – C:

Targets	**1+**	**3+**	**5+**
22/23			
Feb/ March Update			

S5 Literacy and Numeracy

Literacy		**Numeracy**	
Level 4	**Level 5**	**Level 4**	**Level 5**

S6 SCQF Level 6

Targets	**1+**	**3+**	**5+**
22/23 Target			
Feb/ March Update			

S6 SQA A – C:

Targets	**1+**	**3+**	**5+**
22/23 Target			
Feb/ March Update			

S6 1+ Level 7:

Targets	**1+**
22/23 Target	28
Feb/March update	

S5 Literacy and Numeracy

Literacy		**Numeracy**	
Level 4	**Level 5**	**Level 4**	**Level 5**

Positive Destinations

Target 22/23	
Feb/March update	

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 30 August 2022

Reporting of incidents of Violence and Aggression
Report by
Joint Secretary (Teachers' Side)

Background

Recent local press reports indicate a number of violent incidents in Renfrewshire schools both in primary and secondary schools; any violent incident is a cause for concern and the processes for logging incidents should be effective and result in an action plan where appropriate.

As was indicated in the paper presented to the Education policy board on 18th August, 2022, Business World is being reviewed across the Authority. Previous discussions around the format for reporting incidents of violence and aggression in educational establishments have raised the issue of problems with Business World as a platform for reporting these incidents. The Teachers' side has been assured that the matter is being investigated but is still waiting for an update on what progress is being made with regards to the functionality of the violence and aggression reporting forms on Business World.

Action

- The Teachers' Side is seeking an update on the present position with regards to Business World as a platform for reporting incidents of violence and aggression towards teachers.

- The Teachers' Side notes the formation of the Working Group indicated at the aforementioned Policy Board at appendix 1 (Pg 23) and appendix 2 (page24) and would seek to be included on that group.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 30 August 2022

Holiday Calendar
Report by
Joint Secretary (Teachers' Side)

Background

When the school holiday calendar is being arranged teachers are presented with three options to choose from. Teachers have expressed concern around the content of these options, in particular, with regard to the days on which teachers return from holiday.

Action

The Teachers' Side is seeking dialogue with the Management Side around having an input into the design of the options before they are published.

.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 30 August 2022

Staffing: JNC 20 update and Voluntary Transfer
Report by
Joint Secretary (Teachers' Side)

Background

A previous JNC approved a paper which endorsed the setting up of a Working Group to look at voluntary transfer as one of the staffing options for Renfrewshire teachers within the overall staffing structure.

Moreover, many teachers have accrued service since the revised JNC 20 policy was agreed and have made applications to transfer to the permanent staff. The cut off date for applications was at the end of April.

Action

The Teachers' Side is seeking feedback on the number of applicants under JNC 20 policy and the number of teachers who have been allocated permanent posts as a result of the policy.

The Teachers' Side is also seeking dates to be arranged to continue the discussion around the option of voluntary transfer as part of the overall staffing structure.

.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 30 August 2022

School Agreements on a Flexible Approach to Working Hours
Report by
Joint Secretary (Teachers' Side)

Background

Several teachers, predominantly in the Primary sector, have recently raised concerns with the trade unions around the allocation of non-class contact time and have reported that their contractual entitlement to preparation and correction time has been adversely affected by staffing shortages. Often this has happened at short notice and without any consultation with the affected individuals, contrary to the national agreement.

The SNCT handbook at Part 2 Appendix 2.17 :

https://www.snct.org.uk/wiki/index.php?title=Appendix_2.17

Code of Practice on Working Hours, Working Week outlines the basis of a flexible approach to the working week but it also sets limits and sets the expectation that:

(vii) This flexible approach should be planned prior to the beginning of the academic year; this should be part of the school's annual working time discussions and not normally used to deal with short term cover situations.

The Teachers' Side expects schools to abide by this national agreement and that where unforeseen circumstances arise and schools need to adopt a flexible approach that this will be agreed with staff and be included as part of the school's Working Time Agreement.

Action

- That Head Teachers be reminded of the SNCT agreement and the need for consultation and that any agreed periods of variation should be indicated as part of the WTA.

- That suitable ‘payback’ procedures are agreed in schools in instances where teachers need to be utilised.

- In schools where there is no trade union representative that WTAs be forwarded to the joint secretaries to ensure that mechanisms are included in line with the above SNCT agreement.

.