

## 2011 – 2014 Education Service 3 year strategic plan [ CfE ]

Service Priorities for Improvement	OUR IMPROVEMENT ACTIONS			What difference will we make for learners by 2014?
	2011 - 2012	2012 - 2013	2013 - 2014	
<p><b>Self-evaluation</b></p> <p><b>Improve practice in self-evaluation to ensure consistently high quality learning experiences for all young people.</b></p>	<p><b><u>SE 1 - SISE</u></b> <i>Build capacity in schools to conduct self-evaluation processes by:</i></p> <ul style="list-style-type: none"> <li>introducing new School Improvement through Self-Evaluation [ SISE] Suite and delivering associated training ( e.g. Futures Training delivered by Education Scotland)</li> <li>introducing and implementing Quality Assurance [ QA] cycle for secondary schools.</li> </ul> <p><b><u>SE 2 - Analysis of Attainment and Achievement</u></b> <i>Establish an accurate and robust data system and analysis of such a system to better inform strategy by:</i></p> <ul style="list-style-type: none"> <li>Beginning initial analysis of data from school's self evaluation at authority level.</li> </ul>	<p><b><u>SE 1 - SISE</u></b> <i>Build capacity in schools to conduct self-evaluation processes by:</i></p> <ul style="list-style-type: none"> <li>consolidating and developing SISE materials as required.</li> <li>training Principal Teachers [PTs] and Senior Management Teams in SISE.</li> <li>involving an increasing number of PTs and other staff in team visits to secondary schools (and where possible primary schools)</li> <li>inviting engagement of Education Scotland to improve self-evaluation within the authority.</li> <li>publishing all Standard &amp; Quality reports on Highland Council website.</li> </ul> <p><b><u>SE 2 - Analysis of Attainment and Achievement</u></b> <i>Establish an accurate and robust data system and analysis of such a system to better inform strategy by:</i></p> <ul style="list-style-type: none"> <li>devising strategy for gathering / analysing attainment data within the authority, including defining the role of the Performance Management Unit [ PMU] and Quality Improvement Team [QIT].</li> </ul>	<p><b><u>SE1 - SISE</u></b> <i>Build capacity in schools to conduct self-evaluation processes by:</i></p> <ul style="list-style-type: none"> <li>continuing training of school leaders.</li> <li>evaluating the use of SISE suite.</li> <li>consolidating the suite of SISE materials as required.</li> <li>Providing SISE updates to Head Teachers.</li> <li>Further implementing the cycle of Quality Improvement Visits [ QIVs] in both primary and secondary as agreed.</li> </ul> <p><b><u>SE 2 - Analysis of Attainment and Achievement</u></b> <i>Establish an accurate and robust data system and analysis of such a system to better inform strategy by:</i></p> <ul style="list-style-type: none"> <li>comparing AfE data for P7 and S2.</li> <li>engaging with University of Durham re. further development of standardised assessments [ e.g. including attitudes test within S2 AfE].</li> </ul>	<p>Self-evaluation is owned by all and is embedded in the culture of the school. This leads to improved outcomes for learners. (As a result all schools are judged as good or better by HMIE)</p>

	<p><b><u>SE3 - Leadership Strategy</u></b> <i>Develop leadership skills at all levels by:</i></p> <ul style="list-style-type: none"> <li>• formulating Leadership Strategy and delivering associated training.</li> </ul>	<ul style="list-style-type: none"> <li>• beginning to analyse and interpret Assessment for Excellence [ AfE], Standard Tables and Charts software [STACs] and Summary of Personal Progress [ SPP] data. Planning appropriate action as required.</li> <li>• providing training for school leaders in analysis of AfE, SOSCA and STACs data [ as defined within Information and Communications Technology [ ICT] strategy].</li> <li>• establishing assessment data in e1 to develop tracking.</li> </ul> <p><b><u>SE3 - Leadership Strategy</u></b> <i>Develop leadership skills at all levels by:</i></p> <ul style="list-style-type: none"> <li>• defining the role of Primary Head Teacher Support Officer and appointing.</li> <li>• discussing senior management recruitment and management support within corporate plan.</li> <li>• tracking Leadership training participants' interviews and success record in promoted posts.</li> <li>• planning Lead-on sharing practice day in December 2012.</li> <li>• maintaining support for HTs in these programmes [see Leadership Plan for 12-13].</li> </ul>	<p><b><u>SE3 - Leadership Strategy</u></b> <i>Develop leadership skills at all levels by:</i></p> <ul style="list-style-type: none"> <li>• developing and implementing Leadership Plan for session 2013 – 2014.</li> </ul>	
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Service Priorities for Improvement	OUR IMPROVEMENT ACTIONS			What difference will we make for learners by 2014?
	2011 - 2012	2012 - 2013	2013 - 2014	
<p><b>Improving Performance</b></p> <p><b>Continue to improve attainment in literacy and numeracy and the collection and use of data to ensure all learners achieve their full potential.</b></p>	<p><b><u>IP 1 - Attainment in numeracy</u></b> <i>Raise attainment in numeracy particularly mental agility by:</i></p> <ul style="list-style-type: none"> <li>introducing the Numeracy Strategy and providing support materials on GLOW.</li> <li>organising Numeracy conferences for primary sector focusing on System for Early Arithmetical Learning [ SEAL].</li> </ul> <p><b><u>IP2 - Attainment in literacy</u></b> <i>Raise attainment in literacy by:</i></p> <ul style="list-style-type: none"> <li>launching the Literacy Group and developing the Literacy Strategy.</li> </ul> <p><b><u>IP 3 - Systems for the collection and use of data.</u></b> <i>Improve the relevance, range and use of data to ensure all learners achieve their full potential by:</i></p> <ul style="list-style-type: none"> <li>introducing Summary of Personal Progress [ SPP] and providing training for each school leader within ASGs.</li> <li>introducing Assessment for</li> </ul>	<p><b><u>IP 1 - Attainment in numeracy</u></b> <i>Raise attainment in numeracy particularly mental agility by:</i></p> <ul style="list-style-type: none"> <li>heightening the profile of the Numeracy Strategy at classroom practitioner level through CPD sessions.</li> <li>defining a plan for the implementation of Maths Recovery and SEAL training within Highland.</li> <li>Implementing above plan.</li> <li>publishing Numeracy Milestones to support progression in primary [ensuring alignment with SEAL principles].</li> </ul> <p><b><u>IP2 - Attainment in literacy</u></b> <i>Raise attainment in literacy by:</i></p> <ul style="list-style-type: none"> <li>launch the Literacy Strategy.</li> <li>providing associated training with focus on upper primary and lower secondary.</li> <li>continuing to share literacy practice [including early years] within Literacy Strategy Wiki.</li> </ul> <p><b><u>IP 3 - Systems for the collection and use of data.</u></b> <i>Improve the relevance, range and use of data to ensure all learners achieve their full potential by:</i></p> <ul style="list-style-type: none"> <li>further developing systems to track pupil progress within e1 (see also LE2/3).</li> </ul>	<p><b><u>IP 1 - Attainment in numeracy</u></b> <i>Raise attainment in numeracy particularly mental agility by:</i></p> <ul style="list-style-type: none"> <li>implementing plan for rolling out SEAL training to selected Associated School Groups [ASGs] in session 2013 onwards.</li> <li>continuing to develop bank of numeracy resources within Numeracy Strategy.</li> </ul> <p><b><u>IP2 - Attainment in literacy.</u></b> <i>Raise attainment in literacy by:</i></p> <ul style="list-style-type: none"> <li>promoting resources and continuing related training.</li> </ul> <p><b><u>IP3 - Systems for the collection and use of data.</u></b> <i>Improve the relevance, range and use of data to ensure all learners achieve their full potential by:</i></p> <ul style="list-style-type: none"> <li>reviewing tracking and profiling procedures based on e1 and other solutions.</li> </ul>	<p>Standards of attainment in literacy and numeracy are raised across the authority</p>

	<p>Excellence [ AfE] in P3, P5 and P7 and pilot recording in e1.</p> <ul style="list-style-type: none"> <li>• Introducing AfE in S2.</li> </ul>	<p><b><u>IP4 – Broader achievement</u></b>  <b><i>Develop a strategy for recording pupils' broader achievement by:</i></b></p> <ul style="list-style-type: none"> <li>• producing a report which defines what is meant by achievement as well as how this is recognised and recorded.</li> <li>• making recommendations as to how information on achievement is gathered and recorded for all pupils.</li> </ul>		
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Service Priorities for Improvement	OUR IMPROVEMENT ACTIONS			What difference will we make for learners by 2014?
	2011 - 2012	2012 - 2013	2013 - 2014	
<p><b>Learners' Experiences</b></p> <p><b>Implement and embed the Learning, Teaching and Assessment policy.</b></p>	<p><b><u>LE 1 - Learning, Teaching and Assessment [LTA] Policy and Toolkit / Formative Assessment</u></b>  <i>Further improve pedagogy by:</i></p> <ul style="list-style-type: none"> <li>starting work on updating the Learning, Teaching and Assessment [LTA] Toolkit.</li> <li>further developing Tapestry and Professional Learning Communities [PLCs] across the authority.</li> <li>appointing and training assessment co-ordinators for each ASG.</li> </ul> <p><b><u>LE 2 - Profiling and Reporting</u></b>  <i>Develop systems to profile pupils' attainment and achievement and report on these to parents by:</i></p> <ul style="list-style-type: none"> <li>developing new report/profile and introducing in all primary schools.</li> <li>issuing guidance to secondary schools.</li> </ul>	<p><b><u>LE 1 - Learning, Teaching and Assessment [LTA] Policy and Toolkit / Formative Assessment</u></b>  <i>Further improve pedagogy by:</i></p> <ul style="list-style-type: none"> <li>updating LTA Policy based on information from action research on impact of 'Inside the Black Box'.</li> <li>launching refreshed Learning and Teaching Toolkit to support continuing development of professional learning communities.</li> <li>maintaining Cooperative Learning and Tapestry Continuous Professional Development [CPD] to improve LTA practice.</li> <li>considering how best to train all early years staff in formative assessment and undertaking training programme.</li> </ul> <p><b><u>LE 2 - Profiling and Reporting</u></b>  <i>Develop systems to profile pupils' attainment and achievement and report on these to parents by:</i></p> <ul style="list-style-type: none"> <li>undertaking survey of Primary Profile and Report [PPR].</li> <li>updating as required to make fit for purpose in e1.</li> <li>reporting to senior leaders' groups / Parent Councils.</li> <li>implementing reporting and profiling approaches in all secondaries using e1 and other solutions as appropriate.</li> </ul>	<p><b><u>LE 1 - Learning, Teaching and Assessment [LTA] Policy and Toolkit / Formative Assessment</u></b>  <i>Further improve pedagogy by:</i></p> <ul style="list-style-type: none"> <li>continuing to update LTA Policy.</li> <li>continuing to refresh bank of Toolkit materials.</li> <li>promoting refreshed Toolkit through professional learning communities.</li> <li>continuing to offer Cooperative Learning programmes.</li> </ul> <p><b><u>LE 2 - Profiling and Reporting</u></b>  <i>Develop systems to profile pupils' attainment and achievement and report on these to parents by:</i></p> <ul style="list-style-type: none"> <li>ensuring that all primary and secondary Schools are using e1 as main vehicle for reporting to parents.</li> <li>reviewing profiling (including tracking [see IP4]) and reporting procedures.</li> </ul>	<p>All learners benefit from higher quality learning experiences in the classroom.</p>

	<p><b><u>LE 3 - Sharing Standards</u></b> <i>Develop systems for Highland teaching staff to agree and share standards in learning, teaching and assessment by:</i></p> <ul style="list-style-type: none"> <li>• developing sharing and moderation of standards policy.</li> <li>• introducing policy to schools and providing training.</li> </ul>	<p><b><u>LE 3 - Sharing Standards</u></b> <i>Develop systems for Highland teaching staff to agree and share standards in learning, teaching and assessment by:</i></p> <ul style="list-style-type: none"> <li>• continuing to promote and facilitate sharing standards in Broad General Education and National 4/5 through liaison between ASG Assessment Coordinators and Primary/Secondary Development Officers.</li> <li>• establishing effective Quality Assurance [QA] system for assessment standards in Scottish Qualification Authority [SQA] courses.</li> </ul>	<p><b><u>LE 3 - Sharing Standards</u></b> <i>Develop systems for Highland teaching staff to agree and share standards in learning, teaching and assessment by:</i></p> <ul style="list-style-type: none"> <li>• continuing to promote sharing standards activities with particular focus on Senior Phase award-bearing courses.</li> <li>• reviewing and improving QA system.</li> </ul>	
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Service Priorities for Improvement	OUR IMPROVEMENT ACTIONS			What difference will we make for learners by 2014?
	2011 - 2012	2012 - 2013	2013 - 2014	
<p><b>Curriculum for Excellence</b></p> <p><b>Taking account of local circumstances, create a coherent 3 – 18 curriculum and support structure which ensures effective transitions.</b></p>	<p><b><u>C1 -Resources to support a coherent curriculum from 3-18</u></b>  <i>Provide Resources to support a coherent curriculum from 3-18 by:</i></p> <ul style="list-style-type: none"> <li>• appointing development officers to take forward curriculum developments.</li> <li>• developing and then disseminating Primary and Secondary Curriculum for Excellence [CfE] Steers.</li> <li>• providing associated training focusing on Steers through senior leaders’ conferences to share practice and ideas.</li> </ul> <p><b><u>C2 - Curricular structures</u></b>  <i>Ensure schools’ curricular structures fully reflect Building the Curriculum 3 by:</i></p> <ul style="list-style-type: none"> <li>• providing support to secondary schools in curricular structures.</li> <li>• undertaking deep audit of secondary curricular structures.</li> <li>• analysing review of Stirling Project / Deep Audit to inform future priorities.</li> </ul>	<p><b><u>C1 -Resources to support a coherent curriculum from 3-18</u></b>  <i>Provide Resources to support a coherent curriculum from 3-18 by:</i></p> <ul style="list-style-type: none"> <li>• ensuring development officers provide support [e.g. resources, exemplification, CPD] in key curriculum areas in primary and secondary to enable practitioners to take forward CfE entitlements.</li> <li>• continuing to promote and use Highland Steers to support implementation of CfE in Highland.</li> <li>• fully implementing the ICT Strategy.</li> <li>• encouraging schools to maintain a focus on the cross cutting themes of the curriculum such as Developing Global Citizenship and Outdoor Learning.</li> </ul> <p><b><u>C2 - Curricular structures</u></b>  <i>Ensure schools’ curricular structures fully reflect Building the Curriculum 3 by:</i></p> <ul style="list-style-type: none"> <li>• ensure entitlement to the Broad General Education [BGE] being met through schools’ curricular structure [Secondary Curriculum Officer / QIO discussion with senior leaders].</li> <li>• ensuring schools have appropriate Senior Phase/ 16+ structures planned and in place for 2013 -&gt; (including for</li> </ul>	<p><b><u>C1 -Resources to support a coherent curriculum from 3-18</u></b>  <i>Provide Resources to support a coherent curriculum from 3-18 by:</i></p> <ul style="list-style-type: none"> <li>• updating Steers to align with national developments as required.</li> <li>• continuing to promote and use Highland Steers to support implementation of CfE in Highland, including training school leaders.</li> </ul> <p><b><u>C2 - Curricular structures</u></b>  <i>Ensure schools’ curricular structures fully reflect Building the Curriculum 3 by:</i></p> <ul style="list-style-type: none"> <li>• continuing to engage with schools to ensure student entitlements within CfE [both Broad General Education and Senior Phase] are being fully met.</li> </ul>	<p>Developed provision gives all learners improved access to CfE entitlements and improves learner responsibility for own learning</p>

	<p><b><u>C3 – 16+</u></b> <i>Develop and promote an authority 16+ Strategy by:</i></p> <ul style="list-style-type: none"> <li>• undertaking 16+ VSE, and by forming Group to co-ordinate action / develop strategy plan.</li> <li>• organising and holding June Conference for schools and range of partners.</li> </ul>	<p>national assessments/ existing assessments).</p> <ul style="list-style-type: none"> <li>• taking forward the implications from the Stirling Report and Deep Audit, including setting up a secondary timetabling group to support coherence and continuity within the curriculum.</li> <li>• ensuring all primary schools have a defined curriculum plan / rationale.</li> </ul> <p><b><u>C3 - 16+</u></b> <i>Develop and promote an authority 16+ Strategy by:</i></p> <ul style="list-style-type: none"> <li>• working to integrate 16+ Strategy with Youth Employment Action Plan.</li> <li>• convening and leading Joint Strategic Planning Group with all three colleges and University of the Highlands and Islands [UHI].</li> <li>• continuing to support schools to implement 16+.</li> <li>• working with Highland Council Services and partners to support all schools to have active partnerships to deliver the Senior Phase.</li> </ul> <p><b><u>C4 – Transition</u></b> <i>Ensure effective transitions at all key stages by :</i></p> <ul style="list-style-type: none"> <li>• promoting the use of the Joint NHS &amp; Highland Council Transition Policy and Procedures.</li> <li>• enabling relevant communication with partners and supporters of young people in transition though effective use of Childs Plan Meetings.</li> </ul>	<p><b><u>C3- 16+</u></b> <i>Develop and promote an authority 16+ Strategy by:</i></p> <ul style="list-style-type: none"> <li>• continuing to work with partners to ensure the Senior Phase curriculum offered in Highland meets the needs of all learners.</li> <li>• supporting the delivery of college based courses to pupils across Highland.</li> <li>• supporting the delivery of online and blended learning.</li> </ul> <p><b><u>C4 – Transition</u></b> <i>Ensure effective transitions at all key stages by :</i></p> <ul style="list-style-type: none"> <li>• supporting the implementation of authority guidance on effective curricular transitions.</li> <li>• ensuring continued focus on transition planning for all young people.</li> <li>• Reviewing, through collaboration/discussion with young people, how we can</li> </ul>	
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		<ul style="list-style-type: none"> <li>• supporting young people to plan their transition journey.</li> <li>• promoting effective partnership working.</li> <li>• ensuring schools and their partners are aware of tools and resources that aid transition planning at all ages and stages.</li> </ul>	<p>improve the service provided.</p> <ul style="list-style-type: none"> <li>• ensuring good practice is shared by all to include partners.</li> <li>• monitoring and evaluating tools and resources to ensure they continue to meet need and are fit for purpose.</li> </ul>	
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Service Authority Priorities for Improvement	OUR IMPROVEMENT ACTIONS			What difference will we make for learners by 2014?
	2011 - 2012	2012 - 2013	2013 - 2014	
<p><b>Meeting Learning Needs</b></p> <p><b>Further improve processes and protocols that lead to streamlined planning, assessment and decision making to meet the needs of all learners.</b></p>	<p><b><u>MLN 1 - Personal Support</u></b> <i>Develop the role of the key adult in secondary schools by:</i></p> <ul style="list-style-type: none"> <li>establishing a Supporting Learners group to consider the entitlement to personal support in secondary schools.</li> </ul> <p><b><u>MLN 2 - Pupil Involvement</u></b> <i>Promote greater pupil reflection of learning by:</i></p> <ul style="list-style-type: none"> <li>including a Learner's Statement within revised Highland profile /report.</li> </ul>	<p><b><u>MLN 1 - Personal Support</u></b> <i>Develop the role of the key adult in secondary schools by:</i></p> <ul style="list-style-type: none"> <li>developing further guidance on the remit of the key adult and how this aligns with guidance and learning support.</li> <li>continuing to develop and recommend resources.</li> <li>providing opportunities for schools to share the models they are developing, resources and ideas.</li> <li>providing help and support for working groups within schools.</li> <li>developing information to parents about the role of the key adult as well as what "Supporting Learners" means.</li> <li>continuing input to schools from Supporting Learners Group.</li> </ul> <p><b><u>MLN 2 - Pupil Involvement</u></b> <i>Promote greater pupil reflection of learning by:</i></p> <ul style="list-style-type: none"> <li>maintaining focus on Profiles/Profiling in both primary and secondary schools.</li> <li>providing advice and training on the profiling process.</li> <li>reviewing the effectiveness of the 2012 P7 Profile by sampling examples from across Highland schools.</li> <li>developing the S3 Profile and supporting implementation across all secondaries.</li> </ul>	<p><b><u>MLN 1 - Personal Support</u></b> <i>Develop the role of the key adult in secondary schools by:</i></p> <ul style="list-style-type: none"> <li>monitoring and evaluating the effectiveness of the role of the key adult.</li> <li>evaluating the toolkit and quality assurance process.</li> <li>developing and evaluating with pupils how personal support best works – through sample groups.</li> </ul> <p><b><u>MLN 2 - Pupil Involvement</u></b> <i>Promote greater pupil reflection of learning by:</i></p> <ul style="list-style-type: none"> <li>continuing to provide support to schools on the profiling process.</li> <li>sharing examples of the outcomes of the profiling process.</li> <li>reviewing the effectiveness of the S3 profile across Highland Schools</li> </ul>	<p>Attainment and achievements improve because learners are more supported in the curriculum.</p>

	<p><b><u>MLN 3 - Health and Well-being Strategy</u></b> <i>Promote the importance of improving our young peoples' health and well-being [ H &amp; WB] by:</i></p> <ul style="list-style-type: none"> <li>establishing a Health and Well-being [HWB] Group and providing support materials.</li> </ul>	<p><b><u>MLN 3 - Health and Well-being Strategy</u></b> <i>Promote the importance of improving our young peoples' health and well-being [ H &amp; WB] by:</i></p> <ul style="list-style-type: none"> <li>gaining Committee approval for the HWB Strategy.</li> <li>launching the HWB Strategy officially across the Education Service and High Life Highland.</li> <li>sourcing and showcasing examples of good practice in HWB from within and outwith Highland.</li> <li>developing the understanding and promotion of Emotional Literacy in Secondary Schools.</li> </ul> <p><b><u>MLN 4 – Highland Practice</u></b> <i>Promote full implementation of Additional Support Needs legislation by:</i></p> <ul style="list-style-type: none"> <li>providing updated training for school leaders on the Highland Practice Model.</li> </ul>	<p><b><u>MLN 3 - Health and Well-being Strategy</u></b> <i>Promote the importance of improving our young peoples' health and well-being [ H &amp; WB] by:</i></p> <ul style="list-style-type: none"> <li>reviewing and reporting on the implementation of the HWB Strategy in schools across Highland.</li> <li>continuing to source and showcase examples of good practice in HWB from within and outwith Highland.</li> <li>reviewing and further developing HWB progressions of learning across all stages of learning.</li> </ul> <p><b><u>MLN 4 – Highland Practice</u></b> <i>Promote full implementation of Additional Support Needs legislation by:</i></p> <ul style="list-style-type: none"> <li>continuing to review and evaluate the Highland Practice model.</li> </ul>	
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