



# **WEST LOTHIAN COUNCIL EDUCATION SERVICES**

**Ensuring Excellence and Equity**

**DRAFT**

**Summary of Priorities for Session 2018/19**

**National Improvement Framework**

**Information for Schools – School Improvement Plans**



# WEST LOTHIAN COUNCIL EDUCATION SERVICES: Ensuring Excellence and Equity

## Annual Improvement Priorities contributing to the National Improvement Framework Plan for Session 2018-2019

| NIF Priority              | NIF Driver<br>(which drivers will your work focus on?<br>highlight as appropriate)  | Key Working<br>Group/Service  | Desirable Outcomes/Key Actions<br>(details of timing and evidence will be available in the Action Plan in June)   |
|---------------------------|---|---|---|
| Improvement in Attainment | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL<br>Building our Ambition Working Group<br><br>Chairs:<br>Rita Angus<br>Catherine Thomas          | <ul style="list-style-type: none"> <li>All ELC settings will develop a vision, values and aims that reflect the aspirations of children, parents/carers, practitioners and partners.</li> <li>All ELC settings will develop a shared, agreed curriculum rationale specific to their individual context.</li> <li>Continuity and progression is in place from ELC to P1 for all children. All primary 1 teachers to implement an effective early years pedagogy.</li> <li>All ELC settings to effectively use the WL ELC tracker through robust assessment and moderation procedures.</li> </ul>   |
|                           | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL<br>Leadership for Improvement Working Group<br><br>Chairs:<br>Jacqueline Stewart<br>Karen Jarvis | <p>All West Lothian schools consistently use self evaluation which leads to measurable improvement and informs next steps in journey to narrowing gaps and ensuring equity and excellence for all young people:</p> <ul style="list-style-type: none"> <li>Consider the role of RIC in school self evaluation</li> <li>Provide access for practitioners to a wide range of professional learning activities including high level opportunities for HT colleagues for CLPL and dialogue with a specific focus on QI: 1.1 - Self evaluation for self improvement</li> <li>Provide a clear connection between CLPL and the SCEL framework including signpost for schools to align the PRD process with NIF priorities</li> <li>Further develop and refine the PT/ DHT network to build leadership capacity within each sector</li> <li>Launch and evaluate the impact of the Intervention toolkit</li> <li>Further develop guidance to support the use of performance data in the improvement planning process – to include information for use in transition programme and updated challenge questions for Faculty Improvement Plans for secondary schools</li> <li>Develop the use of Improvement Methodology to support self evaluation and improvement planning</li> </ul> |
|                           | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL<br>Curriculum Working Group<br><br>Chairs:<br>Arlene Black<br>Siobhan McGarty                    | <ul style="list-style-type: none"> <li>To continue to develop a confidence in understanding of curriculum rationale leading to improved outcomes for learners</li> <li>To further engage in processes to support quality improvement of the curriculum including a secondary VSE programme and a primary curriculum conference</li> <li>Review and embed use of pathways up to level 2 in Expressive Arts, Social Studies, Modern Languages and</li> </ul>  |

|  |   |   |   |
|--|---|---|---|
|  |   |   | RE/RME and develop level 3 and 4 pathways.  |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL<br>Reporting & Profiling<br>Working Group<br><br>Chairs:<br>Fiona Hollands<br>Peter Reid                                   | <ul style="list-style-type: none"> <li>Support schools to make meaningful links with the regional improvement collaborative</li> <li>Continue to support teacher judgement developing consistency in understanding and describing progress and attainment across the local authority.</li> <li>Gather evidence and review the effectiveness of the reporting format for key groups-Staff, parents and pupils.</li> <li>Continue to provide information and guidance on Profiling for all council schools.</li> </ul>  |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL<br>Tracking & Monitoring<br>Working Group<br><br>Chairs:<br>Catriona Macrae<br>Tracey Loudon                               | <ul style="list-style-type: none"> <li>To further develop a robust BGE system to gather effective data to track pupil progress across the curriculum and at all phases in their education - pilot with identified schools</li> <li>Further develop tracking and monitoring advice and guidance (tool kit) to ensure a minimum expectation for primary tracking systems, excellence and equity discussions, data analysis. Provide schools with a variety of tracking and monitoring practice approaches to adapt to meet needs of school</li> <li>To provide schools with advice and support to manage and analyse range of data ensuring best possible outcomes for learners</li> <li>To ensure shared understanding across schools for tracking and monitoring ACES/Well Being indicators - continue to liaise with Health and Wellbeing Group</li> <li>To continue to develop approaches to tracking and monitoring of pupil participation and engagement</li> </ul> |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL<br>Learning, Teaching,<br>Assessment & Moderation<br>Working Group<br><br>Chairs:<br>Charlette Robertson<br>Alison Bulloch | <p>For teacher confidence in their professional judgement with CFE levels to increase throughout the session – including knowledge of the role of holistic assessment:</p> <ul style="list-style-type: none"> <li>Development of links with regional collaborative through the assessment coordinators and QAMSOs</li> <li>Continue to develop a sharepoint for practice in holistic assessments – literacy and numeracy</li> <li>Continue to link with the curriculum workstream in the use of benchmarks</li> <li>Continue to link with the tracking and monitoring workstream with the pilot of the benchmarking tool from ES</li> <li>Regular updates to schools on the national programme and implementation of national priorities in assessment and moderation – information shared back through clusters/sec DHTs Curriculum</li> </ul>   |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Inclusion and Wellbeing<br>Group<br><br>Chairs:<br>Alison Raeburn<br>Catriona Grant<br>Jennyfer McNiven                         | <ul style="list-style-type: none"> <li>Attainment of Looked After Children will continue to be a priority – schools should ensure that reference to improvements in their own arrangements, following their self evaluation last session, are reflected in their SIP for 2018/19. This should also include a focus on ensuring positive destinations and ensuring there are opportunities for Looked After Children to participate in the wider life of the school.</li> <li>Training for schools will be delivered for DMS as part of a cascade model to provide very member of school staff with an opportunity to learn about the key issues facing our Looked After Children and Young People. This will include reflection of policy and strategy.</li> <li>Self-evaluation in this area will be incorporated into the VSE programme of activity as a core element and will be considered during attainment visits to schools.</li> </ul>                          |

|                                |   |  |   |
|--------------------------------|---|--|---|
|                                | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br><b>School improvement</b><br>Performance information                      | Community Learning & Development<br><br>Lead:<br>Beverley Akinlami   | <ul style="list-style-type: none"> <li>Youth Services enable increased numbers of young people to participate in and complete wider achievement awards, e.g. the Duke of Edinburgh's Award, Junior Awards Scheme for Schools, Saltire.</li> </ul>   |
| <b>Improvement in Literacy</b> | School leadership<br><b>Teacher professionalism</b><br>Parental engagement<br><b>Assessment of children's progress</b><br>School improvement<br>Performance information               | Literacy Team<br><br>Chairs:<br>Maureen McNaughton<br>Lindsay Duncan | <ol style="list-style-type: none"> <li>National work: <ul style="list-style-type: none"> <li>WL leads Forth Valley and West Lothian RIC (QAMSO moderation at RIC level; Early vocabulary; building a reading culture);</li> <li>WL selected for CYPIC Practicum: Language and Literacy: Early vocabulary</li> <li>P1 Pedagogy Conference</li> </ul> </li> <li>Building a reading culture (Year 2): <ul style="list-style-type: none"> <li>Secondary School Librarian involvement (imagination stations and FMRC)</li> <li>Scotland Reads training for PSWs(year 2); parents</li> <li>Reading comprehension strategies (aligned to gap P2-4)</li> </ul> </li> <li>Building a writing culture (Year 1) <ul style="list-style-type: none"> <li>Emergent and early writing (aligned to gap)</li> <li>First Level writing strategies (aligned to gap)</li> <li>Writing across learning strategies for Second to Fourth Levels (aligned to gap)</li> <li>Writing skills training for PSWs</li> </ul> </li> <li>Progression pathways aligned to Benchmarks <ul style="list-style-type: none"> <li>Feedback on Early-Second Levels (one year post introduction)</li> <li>Release and trial of Third and Fourth pathways and LAL version</li> </ul> </li> <li>Finalise West Lothian Literacy Strategy and Framework <ul style="list-style-type: none"> <li>PEF Conference (Year 2): sharing of impact</li> </ul> </li> </ol> |
|                                | <b>School leadership</b><br><b>Teacher professionalism</b><br>Parental engagement<br><b>Assessment of children's progress</b><br><b>School improvement</b><br>Performance information | 1 + 2 Development Team:<br><br>Lead:<br>Jackie Speirs                | <p>Ensuring delivery of L2 continuously from P1-S3 through:</p> <ul style="list-style-type: none"> <li>Embedding early, first and second level planning frameworks and progression pathways aligned to benchmarks in primary schools</li> <li>Moderating assessment resources for second level and developing planning frameworks for transition between second and third level</li> <li>Providing a varied and relevant CLPL programme for primary to ensure staff are equipped to continuously deliver L2 from P1 to P7</li> <li>Working with national organisations, such as SCILT and Education Scotland, to support secondary schools in developing curricular structures and plans which ensure continuous delivery of L2 from S1 to S3 and to promote uptake of languages in the senior phase</li> </ul> <p>Promoting implementation of L3 through:</p> <ul style="list-style-type: none"> <li>Sharing and promoting models of effective implementation of L3 at local and national level and supporting schools in developing approaches to L3 in their setting</li> </ul> <p>Building sustainability and capacity for leadership of languages</p>  |

|                                |   |   |  |
|--------------------------------|---|---|--|
|                                |   |   | <ul style="list-style-type: none"> <li>Expanding Lead Learner network and related CLPL opportunities to ensure there is support for leadership of languages in each setting</li> <li>Embedding the role and remits of the 1+2 Development Post Holders</li> <li>Further developing communication and support for schools through the Lead Learner network, Hub Champions, Cluster HT contacts, 1+2 newsletter and Twitter</li> </ul>   |
|                                | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL<br>Curriculum<br>Working Group<br><br>Chairs:<br>Arlene Black<br>Siobhan McGarty | <ul style="list-style-type: none"> <li>Raise awareness of and support engagement with the use of the pathways in designing, developing and planning literacy across the BGE curriculum</li> <li>Finalise curriculum pathways up to 3rd and 4th level</li> </ul>  |
|                                | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Education Psychology Service<br><br>Lead:<br>Jennyfer McNiven                         | <ul style="list-style-type: none"> <li>Involvement in the Early Years "Language meets Literacy Practicum" research programme</li> <li>Collaboration with Early Years MFIL working group on conference delivery</li> </ul>  |
|                                | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Community Learning & Development<br><br>Lead:<br>Beverley Akinlami                    | <ul style="list-style-type: none"> <li>Adult Learning – Family Learning activity supports families to feel more confident with literacy learning at home.</li> </ul>   |
| <b>Improvement in Numeracy</b> | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Numeracy & Maths Team<br><br>Chairs:<br>Greg McDowall<br>Greg Welsh                   | <p>MATHS ACTION PLAN – 2018-2023</p> <p>Following collaboration with schools on the strategy, it is expected that individual school improvement plans 2018/19 reflect key drivers and deliverables from the action plan.</p> <p>Deliverables:</p> <ul style="list-style-type: none"> <li>The curriculum will ensure that all children and young people receive a challenging and progressive curriculum in the Broad General Education through the delivery of West Lothian progression pathways</li> <li>All staff provide effective, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in numeracy and mathematics</li> <li>All primary and secondary schools will have a minimum time allocation for the delivery of numeracy, as part of a flexible curriculum to meet the numeracy needs of pupils</li> <li>CLPL programme and opportunities for all staff, including school leaders, teachers, PSWs, SfL and Early Years' staff, will enhance practice</li> <li>All schools have rigorous approaches to monitoring and tracking of individual learners' progress to ensure appropriate progression in learning, and maximising attainment.</li> <li>All schools implement a programme which engages parents, employers and local communities to develop greater awareness of the importance of maths to everyday life and future jobs.</li> </ul> |

|  |   |   |  |
|--|---|---|--|
|  |   |   | <ul style="list-style-type: none"> <li>• Devise a West Lothian problem solving strategy for primary and secondary schools (including Cognitively Guided Instruction)</li> <li>• Develop an online portal for resource sharing and collaboration amongst teachers</li> <li>• Moderation practices, supported by QAMSOs, are established within and across all schools and sectors to support staff's understanding of progression and achievement of levels.</li> </ul> |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL<br>Curriculum<br>Working Group<br><br>Chairs:<br>Arlene Black<br>Siobhan McGarty | <ul style="list-style-type: none"> <li>• Raise awareness of and support engagement with the use of the pathways in designing, developing and planning numeracy across the BGE curriculum</li> <li>• Finalise curriculum pathways up to 3rd and 4th level</li> </ul>  |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Education Psychology Service<br><br>Lead:<br>Jennyfer McNiven                         | <ul style="list-style-type: none"> <li>• Ongoing support to Maths Strategy using information gained from pupil voice research to inform future direction</li> </ul>  |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Community Learning &<br>Development<br><br>Lead:<br>Beverley Akinlami                 | <ul style="list-style-type: none"> <li>• Adult Learning – Family Learning activity supports families to feel more confident with numeracy learning at home.</li> </ul>   |

|  |   |   |   |
|--|---|---|---|
| <p><b>Closing the attainment gap between the most and least disadvantaged children</b></p> | <p>School leadership<br/>Teacher professionalism<br/>Parental engagement<br/>Assessment of children's progress<br/>School improvement<br/>Performance information</p> | <p>PEF Action Plan</p> <p>PEF Team:<br/>Catrina Hatch<br/>Yvonne McDonald<br/>Lindsay Duncan<br/>Peter Valentine<br/>Sheila Colthart<br/>Catherine Thomas</p> | <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Provide PSW training in Early Years in quality interactions and supporting vocabulary development</li> <li>• Continue to develop practitioners' knowledge and application of reading comprehension strategies via created and delivered CLPL in order to increase the percentage of quintile 1 pupils achieving expected reading levels.</li> <li>• Extend delivery of Scotland Reads paired reading strategy to parents/carers &amp; senior pupils.</li> <li>• Engagement with RIC - use of QAMSOS to support moderation of reading at all levels.</li> <li>• Participation in an early years CYPIC practicum: language meets literacy</li> <li>• Develop and deliver CLPL focused on improving first level writing (P2 – P4)</li> <li>• Creation and delivery of CLPL focused on West Lothian writing progression pathways</li> <li>• Support PTCs/Literacy Leads in the use of high level literacy maps focusing on increased pace and challenge for learners quintile 1.</li> <li>• Develop third and fourth level progression pathways to support teacher professional judgement. Creation and delivery of CLPL for progression pathways &amp; writing strategies. CLPL sessions to focus on increasing % of S3 quintile 1 learners achieving fourth level literacy.</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• In line with the West Lothian Maths Strategy, create and deliver CLPL designed to further embed pedagogy in SEAL, Number Talks and CPA.</li> <li>• Coordinate the further roll out of maths recovery training across the authority in order to develop a sustainable model.</li> <li>• Provide guidance on research-based initiatives in numeracy to lead and support schools in tests of change improving outcomes for quintile 1 pupils</li> </ul> <p><b>Health &amp; Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Develop appropriate CLPL on early interventions to improve attendance for S3 pupils in quintile 1</li> <li>• Implement a test of change to reduce the levels of exclusion with a focus on S1-3 boys from quintile 1</li> <li>• Continue to coordinate, develop and deliver a range of whole school and targeted mental health and well-being CLPL to increase the number of practitioners across West Lothian schools who are 'mental health aware'.</li> <li>• Increasing awareness, and developing programmes, in line with Education Scotland around Adverse Childhood Experiences (ACEs), resilience and trauma, along with a mentoring programme for vulnerable young people</li> </ul> <p><b>Across Learning:</b></p> <ul style="list-style-type: none"> <li>• Provide training for ELC practitioners in self- regulation strategies, parental involvement and high quality pedagogy in Primary 1.</li> <li>• Creation of band D posts (Advanced Skilled Classroom Assistants – ASCAs) with a focus on literacy, numeracy, HWB – supported by a central CLPL programme including improvement methodology</li> <li>• Develop and implement a programme of support for schools to use in order to create a poverty proofing action plan. The aim of this is to give school staff, pupils and parents the tools to take action to address identified problems and barriers arising from the cost of the school day.</li> </ul> <p><b>Continue to provide support to schools with their PEF plans as indicated in the action plan.<br/>Provide bespoke CLPL to Clusters as requested based on need</b></p> |
|--|---|---|---|

|  |   |   |   |
|--|---|---|---|
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL<br>Curriculum<br>Working Group<br><br>Chairs:<br>Arlene Black<br>Siobhan McGarty                   | <ul style="list-style-type: none"> <li>Raise awareness and support engagement in professional dialogue about rationale and pathways to ensure equity in curriculum planning and delivery</li> </ul>   |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Inclusion and Wellbeing<br>Group<br><br>Chairs:<br>Alison Raeburn<br>Catriona Grant<br>Jennyfer McNiven | <ul style="list-style-type: none"> <li>Continuum of Support will be updated and revised training and support with implementation will be offered in conjunction with the CLPL working group and Educational Psychology Service.</li> <li>Inclusion and Wellbeing Forum will shift focus as a result of key Devolved School Management processes.</li> <li>Inclusion and Wellbeing Service will be fully re-designed and accessible to schools. Key information about service delivery and accessibility will be provided through the Continuum of Support and associated training</li> </ul>  |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Education Psychology Service<br><br>Lead:<br>Jennyfer McNiven   | <ul style="list-style-type: none"> <li>NURTURE - Ongoing delivery of training to schools in both Nurture Groups and Whole School Nurture approaches. Looking at ways of incorporating Adverse Childhood Experience and Neuro-sequential research into the training programmes to enhance learning.</li> <li>CORPORATE PARENTING - ongoing development of training and support for DMS and whole staff groups (using a cascade model) on the issues faced by our children and young people who are Looked After. This will be offered to all schools as part of an ongoing roll out during next session.</li> <li>Joint work with Education officer team will take place to include LAC discussions in the VSE process.</li> </ul> |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Opportunities for All<br><br>Lead:<br>Stuart McKay  | <ul style="list-style-type: none"> <li>A greater awareness of the Careers Standard in schools and the support materials associated with it.</li> <li>Challenging gender stereotyping at all levels but in particular in connection with careers where there is a gender imbalance.</li> <li>More information made available for Parents/Carers about the many and varied career pathways available to young people.</li> <li>Young people have a clear understanding of the skills they are learning, their applications to careers and are able to identify the skills they are good at.</li> <li>There should be parity of esteem between skills and attainment and a recognition of the value of both.</li> </ul>              |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Community Learning &<br>Development<br><br>Lead:<br>Beverley Akinlami                                   | <ul style="list-style-type: none"> <li>There is increased awareness and recognition of the principles and practices of CLD in West Lothian, and the added value CLD providers (council and third sector) bring to children, young people and adults health and wellbeing, learning and attainment.</li> <li>Youth Services – more young people in SIMD areas 1, 2 and 3 are accessing and gaining accreditation by participating in the Duke of Edinburgh's Award programme as part of their school experience.</li> </ul>  |



|   |   |  |   |
|---|---|--|---|
| <p><b>Improvement in children's and young people's health and wellbeing</b></p> | <p>School leadership<br/>Teacher professionalism<br/>Parental engagement<br/>Assessment of children's progress<br/>School improvement<br/>Performance information</p> | <p>MFIL<br/>Leadership of Health &amp; Wellbeing</p> <p>Chairs:<br/>Colette Murray<br/>Suzie Young<br/>Jackie Speirs<br/>Phyllis Woods</p> | <p><b>School Leadership/School Improvement:</b></p> <p>Moving Forward in Learning (MFIL) Health and Wellbeing (H&amp;WB) steering board and working groups further develop strategic delivery of the National Improvement Framework for wellbeing with partners.</p> <p>Embed H&amp;WB strategic framework, systems and processes:</p> <ul style="list-style-type: none"> <li>Consult partners to develop priorities for strategic plan for wellbeing 2018/19</li> <li>Share plans and emerging practice in wellbeing on West Lothian Sharepoint and other professional media platforms including twitter</li> <li>Contribute to Children's Services Early Intervention and Prevention Strategic Needs Assessment to further develop future service provision</li> <li>Three key HWB sub groups (<b>Mental Health and Wellbeing; Attendance and Wellbeing Indicators</b>) share learning and spread effective methodology and practice across all West Lothian schools.</li> <li>Key messages from sub-groups delivered at Wellbeing conference on 8<sup>th</sup> June</li> </ul> <p><b>Mental Health and Wellbeing Subgroup:</b></p> <ul style="list-style-type: none"> <li>Roll out Mental Health First Aid programme (support for primary as well as secondary).</li> <li>Create Mental Health directory to improve cross Partnership networking at local level and create networks in clusters to support Mental Health</li> <li>Create CLPL programme to train the trainers Growing Confidence Programme (train the trainers)</li> <li>Further develop and maintain Mental Health and wellbeing <b>SharePoint</b></li> </ul> <p><b>Attendance sub-group:</b></p> <ul style="list-style-type: none"> <li>Provide training around Attendance coding to gain consistent and reliable recording of this important measure of equity.</li> <li>Develop case studies on the impact of improved attendance on improved attainment and wellbeing outcomes for children and young people. Recognise how a positive school culture and welcoming climate with a focus on partnership working on attendance and timekeeping can engage learners who are at risk of missing out.</li> </ul> <p><b>Wellbeing Indicators Sub Group:</b></p> <ul style="list-style-type: none"> <li>Prepare staff, pupil, parent and partner supports on the use of wellbeing indicators across all schools and sectors</li> <li>Provide professional learning opportunities on the effective and daily use of wellbeing indicators at all levels and across schools and sectors</li> <li>Develop explicit use of indicators for promoting shared understanding of well-being which permeates school cultures and is reflected in daily practice</li> <li>Further develop electronic approaches to self-reporting on wellbeing</li> </ul> <p>Further develop capacity of school leaders and Health and Wellbeing Champions to lead improvements based on effective self-evaluation of Health and Wellbeing.</p> <ul style="list-style-type: none"> <li>Implement and monitor impact of wellbeing strategic plan (Health and wellbeing steering group)</li> <li>Provide professional learning and support to HWB Champions network</li> <li>Further develop strategic and collaborative systems to secure improvements in wellbeing and communicate key messages.</li> </ul> <p><b>Teacher Professionalism:</b></p> <p>All WLC school leaders and Health and Wellbeing Champions are aware of the impact of trauma and Adverse</p> |
|---|---|--|---|

|  |   |  |   |
|--|---|--|---|
|  |   |  | <p>Childhood Experiences. Practitioners are more informed about trauma and its impact on children and young people and work to alleviate the effects of trauma.</p> <ul style="list-style-type: none"> <li>• Provide training and guidance for school leaders and HWB Champions based upon current research and national advice on trauma and evidence based interventions in order to share this with key stakeholders in their school community.</li> <li>• Build on partnership working to further develop improvements in practice and develop early intervention.</li> </ul> <p>Schools have a clear understanding of refreshed progression pathways in Health and Wellbeing curriculum areas. These are used to support effective curriculum design and support learner progress.</p> <ul style="list-style-type: none"> <li>• Share and implement West Lothian Health and Wellbeing pathways based on national Benchmarks</li> <li>• Support schools to engage with these pathways to refresh and review their Health and Wellbeing curriculum.</li> <li>• Support schools to undertake moderation of learning, teaching and assessment of Health and Wellbeing.</li> </ul> <p><b>Assessment of children's progress/Performance Information:</b></p> <p>Schools more consistently use the wellbeing indicators to track individual, group and whole school progress in wellbeing. The five measures for equity – Attendance, Inclusion, Participation, Engagement and Attainment are well understood and schools use the wellbeing indicators in relation to these measures to identify and plan interventions for those children at risk of missing out.</p> <ul style="list-style-type: none"> <li>• Support schools to engage learners in regular conversations about their wellbeing and achievements using the wellbeing indicators and measures for equity.</li> <li>• Support schools to implement West Lothian monitoring and tracking system for wellbeing.</li> <li>• Support schools to use data gathered to plan effective interventions at school and local authority level</li> <li>• Support MFIL Monitoring and Tracking group to trial and develop use of participation and engagement strategies and measures</li> </ul> |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL Curriculum Working Group<br><br>Chairs:<br>Arlene Black<br>Siobhan McGarty                      | <ul style="list-style-type: none"> <li>• Raise awareness of and support engagement with the use of the pathways in designing, developing and planning Health and Wellbeing across the BGE curriculum.</li> <li>• Finalise curriculum pathways up to 3rd and 4th level.</li> </ul>   |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Inclusion and Wellbeing Group<br><br>Chairs:<br>Alison Raeburn<br>Catriona Grant<br>Jennyfer McNiven | <ul style="list-style-type: none"> <li>• Annual health and wellbeing conference to be established in the CLPL calendar for the year. First conference scheduled to take place 8th June 2018. Plan for annual event to take place thereafter.</li> </ul>   |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Education Psychology Service<br><br>Lead:<br>Jennyfer McNiven  | <ul style="list-style-type: none"> <li>• Anxiety Management groupwork – looking at ways of developing the model of delivery of this work that has been piloted in 2017/2018.</li> </ul>   |

|  |   |  |   |
|--|---|--|---|
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Active Schools & Community Sports<br><br>Lead:<br>Paul Stark       | Overarching key priority contained within WLC Corporate Plan to 2022/23- Increase the number of pupils taking part in Active Schools programmes- 74% (2022/23 target performance). This will be achieved via: <ul style="list-style-type: none"> <li>Equality and Inclusion- Under-represented groups will be provided with opportunities to participate in sport through understanding, and addressing, the barriers to participation.</li> <li>Excellence in School Sport- School pupils performing at regional, national or international level are supported, and influence others, to achieve their potential.</li> <li>Extracurricular Activity- Children and young people are provided with opportunities to develop their Health and Wellbeing through extracurricular activity session.</li> <li>Raising the Quality of PE in Primary Schools- The quality and learning of teaching PE is improved in primary schools through the provision of CLPL, PEPAS cluster meetings and professional support and guidance.</li> <li>School- Club Links- Children and Young people are provided with opportunities to take part in community sport.</li> <li>School Sport Award- National recognition for schools for the delivery of high quality physical education and school sport opportunities within and out with the curriculum.</li> </ul> |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Community Learning & Development<br><br>Lead:<br>Beverley Akinlami | <ul style="list-style-type: none"> <li>Parental engagement in Fitter Bits/Positively Healthy programmes encourages healthy practices at home.</li> <li>Youth Services health and wellbeing activities and programmes continue to provide opportunities for young people to improve their physical and mental health, and emotional wellbeing</li> </ul>   |

|  |   |   |  |
|--|---|---|--|
| <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people</b> | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Opportunities for All<br><br>Lead:<br>Stuart McKay  | <ul style="list-style-type: none"> <li>Expand the Schools Vocational Programme to offer a wider variety of programmes</li> <li>LAC specific course with additional support to build confidence, resilience, employability and vocational skills</li> <li>ASN Skilled to Go programme to support leavers in May/June of each year</li> <li>A conference to Launch the DYW targets for 2018/19</li> <li>Increase the number of young people undertaking the West Lothian Employability Award</li> <li>Develop long term and sustainable partnership work with the business community led by Business Partnership Post Holders. Support Primary Clusters with Business engagements. All partnership activity will be recorded on WorkIT</li> <li>Promote STEM related careers and pathways to students, teachers and parents/carers</li> <li>Promote gender equality across the vocational provision</li> <li>Ensure all secondary school are using SEEMiS Risk Matrix effectively to identify pupils at risk of negative destinations</li> <li>Introduce a West Lothian Council DYW Award Scheme to recognise DYW work in every Nursery, Primary and Secondary - Bronze, Silver, Gold and Platinum Awards will be available with different criteria for each.</li> </ul> |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | MFIL<br>Curriculum<br>Working Group<br><br>Chairs:<br>Arlene Black<br>Siobhan McGarty                   | <ul style="list-style-type: none"> <li>Further develop DYW Cluster improvement planning</li> </ul>   |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Inclusion and Wellbeing<br>Group<br><br>Chairs:<br>Alison Raeburn<br>Catriona Grant<br>Jennyfer McNiven | <ul style="list-style-type: none"> <li>Post-school transitions will be a focus for improvement next year. Linking with key contacts in adult services and social policy colleagues working with children and young people.</li> </ul>  |
|  | School leadership<br>Teacher professionalism<br>Parental engagement<br>Assessment of children's progress<br>School improvement<br>Performance information | Community Learning &<br>Development<br><br>Lead:<br>Beverley Akinlami                                   | <ul style="list-style-type: none"> <li>Youth Services activity supports young people's readiness for the world of work through a diverse range of programmes which offer personal and skills development opportunities.</li> </ul>   |

|   |   |  |
|---|---|--|
| <p>The improvement of career-long professional learning is underpinned by the work of the CLPL strategic steering group. This focuses on the drivers of school leadership, teacher professionalism and school improvement, and reinforces the work done across West Lothian on the 4 national priorities.</p> | <p>CLPL Steering Group</p> <p>Chair:<br/>Margaret Johns</p> <p>Current Members:<br/>Ann McLean<br/>Mvairi Lynch<br/>Siobhan McGarty<br/>Abi Adam<br/>Lesley Henderson<br/>Alex Fleming (HR)<br/>Heather Hughes (LNCT / EIS)<br/>Lindsay Duncan (PEF)<br/>Jennyfer McNiven (EPS)</p>                                   | <ul style="list-style-type: none"> <li>Continued development of the Sharepoint for all CLPL opportunities</li> <li>Continued involvement in planning additional PL with RIC colleagues</li> <li>Continued collaborative working with MFiL groups to develop PL to support priorities</li> <li>Continued collaborative working with PEF to develop PL to support schools in closing the attainment gap</li> <li>Development of Level 1 and Level 2 SFL courses</li> <li>Development of PTC Support course for secondary staff</li> <li>Continued development of Leadership pathways – focus on ‘Teacher Leadership- Leadership of Learning’ for next session</li> <li>Increased joint working with the DHT and PT Networks</li> <li>Continued PL development within EY</li> </ul> |
| <p>Rationale for group – to disseminate examples of good practice, share information around Parental Involvement and inter-generational Family Learning and to develop a parental involvement strategy as guidance for schools.</p>   | <p>Family Learning Steering Group</p> <p>Chair:<br/>Margaret Johns</p> <p>Current Members:<br/>Ruth Plevin (CLD)<br/>Siobhan Kellock<br/>Ann Duncan<br/>Suzy Young<br/>Trisha Gallagher<br/>Suzi Webster<br/>Kathryn French<br/>Lisamaria Purdie<br/>Nicola Ferris<br/>Jennifer Russell<br/>Sheila Colthart (PEF)</p> | <ul style="list-style-type: none"> <li>To ensure effective communication regarding work undertaken with schools and partners</li> <li>Collect audit information of family learning existing practice</li> <li>Complete 3-year Strategy for Parental Engagement working alongside schools and partners</li> <li>Share Education Scotland work on ‘Learning at Home’ with schools and develop WL strategy</li> </ul> <p>Family Learning Subgroup Chairs</p> <p>Parental Involvement Strategy – Nicola Ferris / Jennifer Russell</p> <p>Family Learning Audit – Margaret Johns</p> <p>FL Case Studies – Suzy Young</p>  |