



From mountain to sea

Education and Children's Services

National Improvement Framework Plan 2020-21



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Foreword

Aberdeenshire National Improvement Framework Plan for 2020 – 2021

It is with great pleasure that I introduce the Aberdeenshire National Improvement Framework Plan for 2020 – 2021.

This plan sets out clearly our key objectives and priorities for the coming school year in pursuit of excellence and equity for our learners. The four key themes of the NIF all remain hugely important in our improvement journey in Aberdeenshire and all will be interwoven and connected to other plans and drivers, including our Children's Services Plan and our plans for the expansion of Early Learning and Childcare and our Community Learning and Development plan to name but three.

Given the impact of the Covid-19 pandemic and the school closures which arose from this, the 2020 – 2021 NIF Plan takes on even greater significance. Young people have been away from school buildings, their friends and teachers for months. Whilst the curriculum has continued to be delivered virtually, not all young people have been able to engage. To that end, it is essential that we have the right supports in place and the correct focus for all our work in this new school session. There will continue to be a need to focus on the important areas of curriculum, learning and teaching and assessment, but health and wellbeing will require a much greater prominence in the year ahead too as we support young people back into school settings after several months away, when every individual's experiences of lockdown will have been very different.

Given the efforts colleagues have had to make in order to respond to Covid-19, this NIF plan has not had the usual scrutiny at political level we would normally aspire to achieve locally ahead of publication. To that end, and given the fluid nature of our current context, this plan will be subject to regular monitoring and review to ensure it remains fit for purpose and responsive to our new operating context.

This new year is a pivotal one for ECS and with Covid still very much with us, we have to learn to accept, adapt and find new ways of working in pursuit of our improvement objectives. I am confident that colleagues across ECS will continue to rise to these challenges to ensure improved outcomes for our young people.

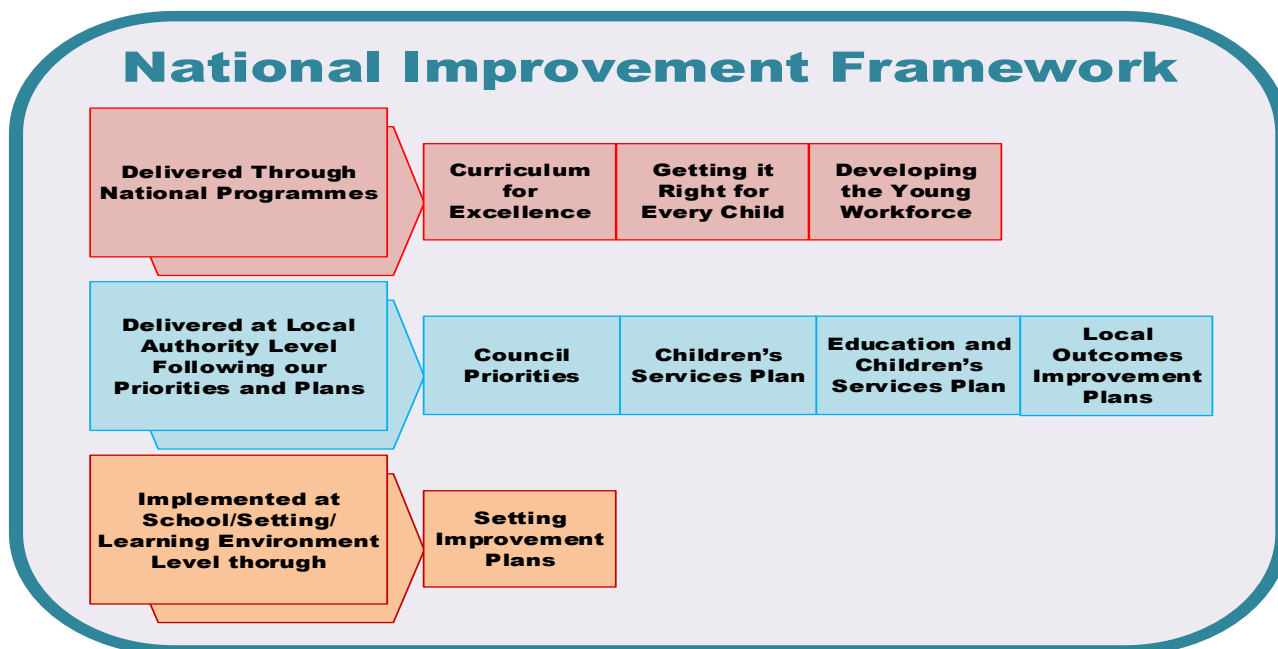


Laurence Findlay
Director of Education and Children's Services

Aberdeenshire Council Annual Education Plan

1 September 2020 – 31 August 2021

Aberdeenshire Education and Children’s Services Improvement Framework is based on key areas of development at national and local levels:



NATIONAL DRIVERS				
NIF	Curriculum for Excellence	Developing the Young Workforce	GIRFEC	Promoting Children and Young People’s Rights and Participation.
Children & Young People Act	CLD Regulations	Parental Engagement Legislation	Community Empowerment Act	SAC/PEF
LOCAL DRIVERS THAT DIRECT THE NIF PLAN				
Council Priorities	LOIP Priorities	Children’s Services Plan	Corporate Parenting Plan	ECS Priority Areas
Aberdeenshire Excellence and Equity Plan	Business Plans	CLD Plan	Early Years Strategy	

This plan is an evolving set of developments based on a wide range of priorities across the service. Stakeholders and partners will continue to be consulted with as the plan progresses.

Covid 19 has impacted both the delivery of the 2019/20 plan and also the formation of the 2020/2021 one. As such, a section has been added to the new plan entitled, “Initial response to supporting children, families and schools’ communities throughout the Covid 19 crisis”. As the plan is a dynamic document, it will reflect the often, fast changing environment in which it is being delivered. These reflections will be captured in the quarterly updates.

How Will We Get There?

NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY AND NUMERACY)					
ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Further engagement in the Northern Alliance's Emerging Literacy Project – Year 3.	<ul style="list-style-type: none"> Attendance, engagement and evaluation of impact from schools participating in Phase 3; those in the Northern Alliance cohort and also the Aberdeenshire parallel group. Improvements in attainment in literacy of those schools participating consistent with benchmarks and targets identified earlier. 	QIM Schools	On going	Achieving Included	3, 4, 28, 29
Continued roll out of curriculum programme.	<ul style="list-style-type: none"> Engagement with Northern Alliance priorities and drivers and overall vision 	Lead QIO	Three summary reports per annum to August 2021	Achieving	3, 4, 6, 23, 28, 29
Implement Literacy Strategy Development.	<ul style="list-style-type: none"> Strategy will assist in the identification of individuals who would benefit from improvements in their literacy skills and the provision of learning. Improved outcomes for those who have access to opportunities to strengthen their literacies. CS Committee updated December 2019; approved update and proposals. Literacy seminars; Emotional, Digital, Functional, Financial & Health started June 2019, completed November 2019. Consultation exercise with existing learners and communities being undertaken September 2019 – March 2020 · Consultation exercise with protected groups being undertaken January – March 2020. Consultation with Young people, January- March 2020. Updated draft to be presented to ECS committee Aug 2020 to reflect new council priorities and to identify any change of emphasis re-emerging priorities. 	CLD Team Manager Adult Learning	2019-21	Achieving Included	3, 4 ,28, 29

NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY AND NUMERACY)

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Continued implementation of 1+2 programme.	<ul style="list-style-type: none"> • Develop Local approaches to resource deployment and professional development. • 1+2 Funding devolved and guidance prepared to support both Primary and Secondary Schools. • 1+2 Funding will be devolved for a second year to facilitate local targeted approaches to the final year of implementation. • Continue to signpost to appropriate suppliers, CLPL providers and opportunities for collaboration. • Professional Learning: Targeted Support for enhanced pedagogical practice in Primary for L2 and L3; Development of cross Sector Professional Learning opportunities. • Feedback for recent "Making Languages Relevant" in November 2019 in service indicates that 96% of participants found that it met their professional learning needs. • Languages "Book Club" to be launched during "Scotland Loves Languages" week in February 2020. • The Primary Languages Portal and re-vamped Aberdeenshire Glow page will highlight and support development of language learning pedagogy for primary practitioners. • Subject specific reading channel will be reviewed for relevance. • An online cross sector professional learning opportunity is planned for November 2020. • Language development to be highlighted as part of officer support for Curriculum refresh. • Focus of cross sector work will be enhancing curricular transition through sharing practice events. • Improved Leadership of Languages: Increased teacher agency and Empowerment to lead individual contexts. <ul style="list-style-type: none"> - Secondary "Leading in Languages" course has been developed and is currently being piloted with Aberdeenshire teachers. This may be offered at Northern Alliance level following evaluation. 	Lead QIO and Languages Development Officer	2019-21	Achieving Included	3, 4, 28, 29

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ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Continued implementation of 1+2 programme. (cont.)	<ul style="list-style-type: none"> - Further evaluation of "Leading in Languages" pilot with participants is planned and will inform next steps for session 2020-21. - The Primary Languages Portal to be launched by September 25th 2020. - Make available opportunities through the Northern Alliance Sharepoint site and language specific CLPL sessions. - Asynchronous professional learning to be developed and hosted on GLOW. • Increase engagement with L3 in Primary Schools. <ul style="list-style-type: none"> - Focused L3 workshop at recent Making Languages Relevant in-service received positive feedback from all participants - Targeted delivery of the L3 workshop to individual schools and clusters in terms 3 and 4. - BSL and Scots (Doric) promoted as L3 with access to professional learning in February 2020 service. This is in response to feedback from 2019 National Languages survey. - A catch up L3 workshop is planned for 2020-21 session and will be delivered online. - Further support for development of L3 will be available through the Primary Languages Portal. - Further support for Secondary L3 available as part of PSG engagement. - The Scots language pilot schools will re-engage with the new resource during session 2020-21. - Continued engagement with partners in Sensory Services will support school engagement with the BSL L3 resource. - Asynchronous professional learning to be developed and hosted on GLOW. 	Lead QIO and Languages Development Officer	2019-21	Achieving Included	3, 4, 28, 29

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ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Continued implementation of 1+2 programme. (cont.)	<ul style="list-style-type: none"> • Languages Promotion: Improved attitudes to language learning for children, young people and their families. <ul style="list-style-type: none"> - Evaluation of this area to be progressed in terms three and four. - Peer to peer mentoring project for secondary schools currently in development through collaborative working with University of Aberdeen and Aberdeen City Council. - Continue work with Aberdeen University and Aberdeen City on peer-to-peer mentoring project for Secondary Schools. - Family Learning opportunities for languages to be promoted in collaboration with Northern Alliance. • Teaching and Learning enhanced by access to native speakers. <ul style="list-style-type: none"> - Ongoing partnership working with Aberdeen University School of Education contributing to professional development of MLAs, CLAs, GETS and Hanban teachers and volunteers. - For session 2020-21 we are in discussion with partners about what may be possible within the current restrictions and existing programmes. The aim is to provide online access to native speakers in some form through these partnerships. 	Lead QIO and Languages Development Officer	2019-21	Achieving Included	3, 4, 28, 29
Numeracy development in line with Northern Alliance Priorities and Drivers	<ul style="list-style-type: none"> • Engagement with NA priorities and drivers and overall vision, 	Lead QIO	Three summary report per annum to August 2021	Achieving	3, 4, 6, 23, 28, 29
<i>Teaching for Mastery in Numeracy and Mathematics</i> course developed – Early to Second Levels – and delivered (Seven session blended learning course).	<ul style="list-style-type: none"> • Seven blended (face-to-face and online) CLPL sessions developed. • Delivered to teachers across Aberdeenshire (Eight locations). • Case studies, including impact, available to support others, influence guidance to schools and enhance CLPL planning. 	Numeracy Development Officers	On going	Achieving Included	3, 4, 28, 29
Continued participation in Northern Alliance numeracy and mathematics project.	<ul style="list-style-type: none"> • Attendance, engagement and evaluation of impact from the eight schools participating. • Improvements in attainment in numeracy of those schools participating consistent with benchmarks and targets identified earlier. 	Numeracy Development Officers	On going	Achieving Included	3, 4, 28, 29

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<p>Development/delivery of universal QA/QI offer to all schools as defined by national and local priorities.</p>	<p>School level</p> <ul style="list-style-type: none"> • Development/update and maintenance monitoring of schools' data dashboard. • QA of Recovery Planning / School Improvement Planning: System-led QA programme of recovery planning, emphasising collaborative and peer-to-peer approaches, focusing on: supporting pupil and staff health and wellbeing; transitions at all levels; impact of tragedy in communities; identifying gaps in learning; renewed focus on closing the poverty related attainment gap; identifying and addressing impact around the widening of inequalities of outcome. • Roll-out of primary school data analysis tool (PowerBi) to assist in analysis of data and identification of improvement priorities at school level. • Establish working group to confirm process re-establishing and publishing Assessment Data Reports for secondary schools • SQUIP review between SLT and QIO for all RED, AMBER and intensive schools. • Completion of 'shared definition of high-quality LTA activity at school level, including core QA activity. • Introduction/orientation of QA of LTA toolkit (with Webinar offer opt-in). • School engagement in sampling activity linking to moderation (shared understanding of standards). <p>Cluster level</p> <ul style="list-style-type: none"> • Peer review of school recovery plan and emerging priorities for self-evaluation and school improvement. • Cluster-level offer (4 clusters: Stonehaven, Meldrum, Peterhead and Kemnay): School Data Pack: analysis framework and activity • Developing a shared definition of high- quality LTA that confirms roles and responsibilities at all levels. • Assessment and moderation: assessment and planning for learning; short and medium-term planning and achievement of a level (agreed approaches at whole-school level); QA of assessment; cluster engagement in sampling activity linking to moderation (shared understanding of standards). • Cluster attainment review (BGE). • PEF: rationale, measures, evidencing impact, reporting. 	<p style="text-align: center;">PEG Team</p>	<p style="text-align: center;">Ongoing / completion by June 2021</p>	<p style="text-align: center;">Achieving Responsible Included</p>	<p style="text-align: center;">3, 12, 18, 28, 29</p>

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ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Development/delivery of universal QA/QI offer to all schools as defined by national and local priorities. (cont.)</p>	<p>Area level Quarterly workshops: Data driving improvement: Orientation on school data pack and guidance/toolkit. QI 2.3: Understanding quality in learning and teaching; the role of school leader in the quality assurance of LTA. Partnerships in Improvement: collaboration in self-evaluation / improvement planning; bespoke self-evaluation frameworks (QI 2.5 Family Learning, QI 2.7 Partnerships). School Improvement Partnerships (Trios): VSE: Year 1 and Induction</p> <ul style="list-style-type: none"> • Review and evaluation: progress update; and peer review of VSE reports. • Planning for next steps. <p>AA Offer: PEF:</p> <ul style="list-style-type: none"> • The national picture. • Updated Scottish. • Government PEF guidance. • Identifying/knowing the gap. • How to plan... to close the poverty related attainment gap. 	PEG Team	Ongoing / completion by June 2021	Achieving Responsible Included	3, 12, 18, 28, 29
<p>Development/delivery of targeted offer to groups of schools on identified areas. of improvement <i>activity</i>, as defined by authority-level QA processes.</p>	<p>Identification of emerging themes and areas for improvement for targeted offer:</p> <ul style="list-style-type: none"> • Audit of core requirements for school QA of LTA. • SQUIP analysis. • SIF analysis. • Dashboard analysis. 	PEG Team	Ongoing / completion by June 2021	Achieving Responsible Included	3, 12, 18, 28, 29

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ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Development/delivery of targeted offer to groups of schools on identified areas of improvement <i>activity</i>, as defined by authority-level QA processes. (cont.)</p>	<p>Engagement and collaboration with Education Scotland (North Team) and Northern Alliance 4 workstreams to develop and deliver targeted offer to schools/clusters based on emerging themes and areas for improvement:</p> <ul style="list-style-type: none"> Curriculum. Raising Attainment and Closing the Poverty-Related Attainment Gap. Sustaining Education in our Communities. Leadership. <p>Delivery of targeted offer on Poverty and PEF:</p> <ul style="list-style-type: none"> Targeted cohort 1: schools identified with significant % of pupils in SIMD deciles 1 and 2 Targeted cohort 2: 2 x clusters with predominately rural/semi-rural schools to explore rural dimensions of the (poverty-related) attainment gap. 	PEG Team	Ongoing / completion by June 2021	Achieving Responsible Included	3, 12, 18, 28, 29
<p>Development/delivery of intensive offer to specific schools on identified at identified areas of improvement <i>need</i>, as defined by external scrutiny and authority-level QA processes.</p>	<ul style="list-style-type: none"> Development of intensive school support protocol and programme for all schools identified as 'weak' through external scrutiny or internal QA processes. Development of intensive school action planning for all schools identified as 'weak' through external scrutiny or internal QA processes. Delivery of professional learning and coaching/mentoring for all schools identified as 'weak' through external scrutiny or internal QA processes. 	PEG Team/ QIO (Cluster Lead)	Ongoing / completion by June 2021	Achieving Included	3, 5, 6, 13, 149

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ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
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<p>Cluster attainment reviews for BGE and secondary attainment reviews for Senior Phase.</p>	<ul style="list-style-type: none"> Insight data for Literacy and Numeracy, at Level 4 and Level 5 for Secondary school leavers compared to virtual comparator. Teacher judgement data at p1, P4, P7 and S3. All schools hold regular Attainment Reviews for BGE which promote professional collaborations at cluster level. All secondary schools hold regular Attainment Reviews for Senior Phase. Detailed training continues for all HTs on collecting and analysing data through Area Days, cluster meeting and bespoke targeted training. The HT Induction programme has a specific model on raising attainment with a robust focus on using data. Schools continue to use PEF to support the 'closing the gap' and raising attainment agendas. Target figures for 2019-2020 are below and are based on teacher judgement benchmarking: <p>Reading 2018 - P1, 81.6%, P4 75.8%, P7 78.6%, S3 86.1%. 2019 - P1, 78.5%, P4 74.7%, P7 76.0%, S3 84.4%, 2020 - P1, 80.0%, P4 78.0%, P7 80.0%, S3 89.0%,</p> <table border="1" data-bbox="510 660 1317 828"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>81.6%</td> <td>78.5%</td> <td>80.0%</td> <td></td> </tr> <tr> <td>P4</td> <td>75.8%</td> <td>74.7%</td> <td>78.0%</td> <td></td> </tr> <tr> <td>P7</td> <td>78.6%</td> <td>76.0%</td> <td>80.0%</td> <td></td> </tr> <tr> <td>S3</td> <td>86.1%</td> <td>84.4%</td> <td>89.0%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="510 842 1317 1010"> <thead> <tr> <th>Writing</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>77.3%</td> <td>75.5%</td> <td>80.0%</td> <td></td> </tr> <tr> <td>P4</td> <td>69.8%</td> <td>69.6%</td> <td>75.0%</td> <td></td> </tr> <tr> <td>P7</td> <td>71.8%</td> <td>69.7%</td> <td>75.0%</td> <td></td> </tr> <tr> <td>S3</td> <td>85.6%</td> <td>83.1%</td> <td>88.0%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="510 1034 1317 1225"> <thead> <tr> <th>Listening/Talking</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>87.2%</td> <td>84.6%</td> <td>88.0%</td> <td></td> </tr> <tr> <td>P4</td> <td>83.8%</td> <td>84.0%</td> <td>88.0%</td> <td></td> </tr> <tr> <td>P7</td> <td>83.9%</td> <td>82.3%</td> <td>88.0%</td> <td></td> </tr> <tr> <td>S3</td> <td>86.2%</td> <td>83.9%</td> <td>89.0%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="510 1241 1317 1409"> <thead> <tr> <th>Numeracy</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>85.7%</td> <td>83.5%</td> <td>88.0%</td> <td></td> </tr> <tr> <td>P4</td> <td>73.7%</td> <td>75.1%</td> <td>80.0%</td> <td></td> </tr> <tr> <td>P7</td> <td>76.3%</td> <td>73.3%</td> <td>78.0%</td> <td></td> </tr> <tr> <td>S3</td> <td>90.7%</td> <td>91.7%</td> <td>94.0%</td> <td></td> </tr> </tbody> </table>		2018	2019	2020	2021	P1	81.6%	78.5%	80.0%		P4	75.8%	74.7%	78.0%		P7	78.6%	76.0%	80.0%		S3	86.1%	84.4%	89.0%		Writing	2018	2019	2020	2021	P1	77.3%	75.5%	80.0%		P4	69.8%	69.6%	75.0%		P7	71.8%	69.7%	75.0%		S3	85.6%	83.1%	88.0%		Listening/Talking	2018	2019	2020	2021	P1	87.2%	84.6%	88.0%		P4	83.8%	84.0%	88.0%		P7	83.9%	82.3%	88.0%		S3	86.2%	83.9%	89.0%		Numeracy	2018	2019	2020	2021	P1	85.7%	83.5%	88.0%		P4	73.7%	75.1%	80.0%		P7	76.3%	73.3%	78.0%		S3	90.7%	91.7%	94.0%		<p>QIM/QIO Team</p>	<p>Annual</p>	<p>Achieving Responsible Included</p>	<p>3, 12, 18, 28, 29</p>
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ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
New Head Teacher Induction.	<p>Continue to roll out the Head Teacher Induction programme for all new HTs to Aberdeenshire Primary Schools.</p> <p>Induction programme:</p> <p>The Head Teacher Induction Scheme (HTIS) is a comprehensive and varied package of support for all new Head Teachers appointed to an Aberdeenshire School. Not all HTs appointed will require to access all aspects of the support. The support they access will be very much based on their experience and will be decided on through discussion with their QIO.</p> <p>HTIS comprises a number of parts to the overall package making up the scheme:</p> <ul style="list-style-type: none"> • HT Handbook. • HT Induction modules – 7-day course. • Formal mentor. • QIO support. • Initial HT leadership and management activities – RAG checklist. <p>It is important to note that the five parts to the support package all compliment and support each other.</p> <p>As of July 2020 we have completed the induction programme for five cohorts of newly appointed Head Teachers to schools in Aberdeenshire taking the overall total to 61 who have completed the programme. Feedback from those participating continues to be very positive.</p>	QIM Primary	Annual	Achieving Responsible Included	3, 12, 18, 28, 29

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<p>Continue to develop new and innovative approaches to curriculum development, piloting e-learning approaches.</p>	<ul style="list-style-type: none"> Learning with Technology Team established (Feb 20 Learning gains for pupils, through the development of learning and teaching pedagogy fit for the 21st Century: comprehensive CLPL programme developed to support pedagogy in using digital technology to enhance learning and teaching. Ensuring equity of provision for all learners. Implementing Connecting Scotland programme across all schools to address digital exclusion in relation to devices and connectivity / BYOD implementation in further secondary schools / scoping alternative models for enhanced provision of digital devices to schools. Enabling access to learning and teaching (and qualifications) to be made available to a much wider range of stakeholders. For example: adult learners through archived CLPL sessions reduction in CLPL travel costs through increased online delivery/ archiving. OGCT (Oil and Gas Technology Centre) Project to support online industry – primary / secondary school partnership working Facilitation of increased / simplified family learning and parental engagement opportunities (for example, teacher-led instructional videos to support parents to help their children with homework tasks). Staff Digital Leaders Programme. E-Sgoil / Northern Alliance Aberdeenshire Digital DHT appointed (Aug 20) to lead remote delivery across primary and secondary. 	QIO	2020-21	Achieving Included	3, 4, 28, 29
<p>Collaboration through Northern Alliance agreed priorities.</p>	<ul style="list-style-type: none"> As per Northern Alliance plans. 	Director/Heads of Service	2020-21	Achieving Included	28, 29

NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY AND NUMERACY)

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Further develop consistent high-quality leadership and management.</p>	<ul style="list-style-type: none"> • Staff at all levels in schools continue to be encouraged to engage in EDSPLL leadership programmes and service level leadership framework. Programmes on offer will include: teacher leadership, middle leadership and a range of opportunities to support head teacher capacity. • All schools will be invited to participate in a Northern Alliance led programme in leadership Coaching • Professional learning across the service to focus on cited Aberdeenshire priority for 2019-21 which is: developing leadership at all levels. • The significant strand involving leadership will be constantly reviewed as part of attainment reviews and form part of the data profile on every school. All schools, or groups of schools, should be able to articulate their approach to leadership development • The leadership framework developed by the NA working group will be used as a template across all Aberdeenshire clusters. • All schools to be supported so when inspected they receive a level of good or better for QI 1.3 (Leadership of Change). 	<p style="text-align: center;">Head of Education</p>	<p style="text-align: center;">2019-21</p>	<p style="text-align: center;">Achieving Included</p>	<p style="text-align: center;">3, 5, 6, 13, 14</p>

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Deployment of Pupil Equity Fund (PEF) at school and cluster level to support improvement through evidence-based interventions.	<ul style="list-style-type: none"> HTs working in collaboration to develop evidence-based approaches to 'closing the gap'. QIO monitoring of cluster level activity and individual school planning and review. Actions and Improvements from 18/19 continue. As Cluster Leads make individual school visits and attend cluster meetings PEF updates are requested. In light of Covid-19 a revised set of guidelines incorporating National advice has been issued to all HTs – May '20. 	<p>Head Teachers</p> <p>QIM/QIO Team</p>	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
PEF Timescales/Reporting.	<ul style="list-style-type: none"> Review timescales in relation to School PEF planning. Timescales may require movement to match timescales coming from other parts of the Service. Introduce an online platform which captures key information across all PEF plans. Guidelines for PEF allocation 20/21 updated for Head Teachers. This update will be emailed in time for new allocation of monies in March. Central agreement to streamline processes through to committee approval will support spend and cut back on bureaucracy while still adhering to both financial and procurement legislation. The new PEF guidance (May'20) aligns with school improvement planning activity and therefore supports the tackling bureaucracy agenda as well as aligning proposed spending plans to identified school priorities. 	QIM Primary	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
Continue to empower system leaders to strengthen management/governance of resources to promote collaboration and accountability in meeting needs/closing the gap through devolving school budgets.	<ul style="list-style-type: none"> Revision of Aberdeenshire DSM scheme in line with emerging national guidelines, including development of professional learning offer and professional offer to schools and head teachers. Finalisation of professional support and learning offer through participatory and co-production process with system leaders and service partners. Engagement with Pan-Grampian officers re development of DSM scheme and possible opportunities for collaboration. 	PEG Team / DSM Board	Ongoing/ completion by April 2021	Achieving Included	2, 3, 4, 6, 23, 28, 29

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Continue to empower system leaders to strengthen management/governance of resources to promote collaboration and accountability in meeting needs/closing the gap through devolving school budgets. (cont.)</p>	<ul style="list-style-type: none"> - Devolved Cluster Management (ASN), including mid-point review and reflection of pilot programme. - Devolved School Management (Primary), including three pilot programmes devolving budgets to all large primary schools, all special schools and to all primary schools in two identified clusters. 	<p>PEG Team/ DSM Board</p>	<p>Ongoing/ completion by April 2021</p>	<p>Achieving Included</p>	<p>2, 3, 4, 6, 23, 28, 29</p>
<p>Develop an evidence-based framework of targeted interventions to support social and emotional needs at cluster level</p>	<p>Multi-disciplinary project aims to develop a core set of evidence-based interventions within each cluster to support the social and emotional needs of children and young people. These interventions are programmes or approaches delivered at the level of the individual child / young person, group of children/young people or parent/family. The purpose is to enhance early intervention options within children and young people's home communities, to prevent situations escalating and requiring high cost solutions (out of authority placements) which do not necessarily effect positive outcomes for young people, to ensure equity of access to such supports across Aberdeenshire, and to empower localities through capacity building.</p> <p>Anticipated Outcomes</p> <ul style="list-style-type: none"> • Skilled, confident workforce. • Equity of provision across Aberdeenshire. • Early intervention leading to improved social and emotional outcomes for children and young people. 	<p>Principal Educational Psychologist/ Inclusion, Equity and Wellbeing Team</p>	<p>2022</p>	<p>Achieving Included</p>	<p>3, 4, 23, 28, 29</p>
<p>Support schools and settings to harness the potential of digital technologies to enhance learning, teaching and assessment.</p>	<ul style="list-style-type: none"> • Increased confidence / capacity of staff to incorporate digital technology into day-to-day pedagogical practices. • Comprehensive Digital Technologies CLPL confirmed, with plans to record and archive for sustainability and wider access to staff, pupils, parents and wider community/CLD. 	<p>QIO</p>	<p>2019-20</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Further embed the GIRFEC approach through educational provision which identifies and addresses wellbeing needs based on early intervention and prevention.</p>	<p>Engage with school leaders to review and improve single agency GIRFEC processes. This will include identification of staff training needs, a review of Education GIRFEC paperwork, and the development of a performance management framework which empowers schools and clusters to self-evaluate their single-agency assessments and action plans. This work will dovetail with the multi-agency GIRFEC improvement work already underway.</p> <p>Anticipated Outcomes</p> <ul style="list-style-type: none"> • Suite of CLPL materials, guidance and induction processes to support confident competent education workforce. • Evidence of robust single and multi-agency GIRFEC process through implementation of performance management framework at school/cluster level. 	<p>Principal Educational Psychologist/ Inclusion, Equity and Wellbeing Team</p>	<p>2019-22</p>	<p>Safe Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>2, 3, 4, 6, 23, 28, 29</p>
<p>Improve validity and reliability of teacher professional judgement and strengthening tracking and monitoring of BGE.</p>	<ul style="list-style-type: none"> • QIO and QAMSO carrying out cluster work and cross-authority activity on moderation and achievement of a level data. 	<p>QIO/QAMSO Team</p>	<p>On going June 2020</p>	<p>Healthy Nurtured Achieving</p>	<p>3, 5, 6, 13, 14</p>
<p>Ensure sufficiency of Early Learning and Childcare 1140 places by August 2020.</p>	<ul style="list-style-type: none"> • Total of 72 capital projects have been delivered, totalling a value of £9million. • Significant investment in outdoor spaces across Council nurseries. • £1 million Capital Grant Scheme offered and allocated to private/voluntary/independent childcare sector. Childcare providers have been able to leverage other funding in addition to Capital Grants. Over 160 1140 ELC places will be created as a result. • An increase from 76 to 170 providers will be in place for August 2021. Most of this increase is due to an increase in childminders becoming funded providers. • Peripatetic pop up provision is in place. • Increase in ELC provision and take up for eligible two-year olds across Aberdeenshire, through investment in capital, staffing and partnership working. 	<p>Quality Improvement Manager (Early Years)</p>	<p>August 2020</p>	<p>Achieving</p>	<p>3</p>

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Ensure quality provision in authority ELC settings.	<ul style="list-style-type: none"> Implement full induction programme for all new staff. Publish LA ELC Handbook. Establish ELC learning networks. Implement revised QA processes at service level. Develop collaborative improvement methodologies in line with primary cluster developments. Improve ELC training programme to focus on evidence-based interventions. 	Quality Improvement Manager (Early Years)	June 2020	Achieving	3
Support improvement in non-council ELC provision.	<ul style="list-style-type: none"> Regular ELC Funded Provider sessions have been established since March 2020. Early Years Scotland commissioned to support Aberdeenshire Council's 42 Funded Provider Playgroups Revise support offer to ensure resources and support is targeted and proportionate. Establish cluster level CLPL opportunities. Universal, targeted and intensive QA support in place. Working collaboratively with the Care Inspectorate and Scottish Government. Tracking and monitoring to support early identification intervention. Investment in training and support to improve outdoor learning Increased focus on numeracy and literacies – linked to training and individualised support for settings. During lockdown vulnerable children have been supported across all ELC settings – both Local Authority and funded partner settings. 	Quality Improvement Manager (Early Years)	June 2020	Achieving	3, 4, 5, 6, 23, 24, 28, 29

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Development of Family Learning practice within other strategic objectives.</p>	<ul style="list-style-type: none"> Review of service Family Learning delivery undertaken. Agreement of Education Scotland Family Learning lead to support development of Family Learning strategy Group in Aberdeenshire. CLD Staff complete Strengthening Families Training. Integration of family learning within "Learning Together in Aberdeenshire" ensuring connection to engagement and empowerment of parents and CLPL opportunities for stakeholders. Family Learning Consultations. · Family Learning school holiday activities. · STEM family learning activities developed. · CLD staff trained to develop Outdoor Learning with Families. · Family Learning pilot project established to engage Fathers and father figures in family learning. Family Learning activities, information and engagement – developed and delivered online. Liaised with ASN Education Support Officer with regards to a consultation with parents of children with autism to identify their learning needs regarding family learning. To gather data from schools and key partners such as parents regarding family learning needs for 2020/21. 	<p>CLD Team Manager – Adult Learning</p>	<p>2019/20</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>
<p>Further develop accreditation of wider achievement.</p>	<ul style="list-style-type: none"> Learners undertaking and achieving AAA Awards, including level 6. Building number of Internal Verifiers from 2 to 4 increased capacity for delivery of SQA accreditation. All CLD ESOL groups offered on basis of SQA National 2 or 3 accreditation ensuring progression and delivery at appropriate level, leading to nationally recognised level for college/work. Delivery Plans include Accreditation Targets. CPD sessions from Youth Scotland arranged for WWYP staff to support delivery of Dynamic Youth Awards and Youth Achievement Awards. Professional Development Award (PDA) in Youth Work delivered to unqualified staff; Youth Scotland to deliver training for trainers to CLD staff to support sustainable delivery of PDA in Aberdeenshire. 	<p style="text-align: center;">CLD Team Managers – Work with Young People; Adult Learning</p> <p style="text-align: center;">Service Manager, Cultural Services</p>	<p>2019-20</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Further develop accreditation of wider achievement. (cont.)	<ul style="list-style-type: none"> Planned input by YouthLink Scotland on the national youth work outcomes and indicators to the CLD Work with Young People team in September. CLD staff completed Adult Achievement Award (AAA) Training. AAA training cohort 1 completed. AAA training to be delivered to all remaining CLD staff. Learners undertaking and achieving AAA Awards, including level 6. Programme for CPD to build number of SQA assessors in place; core staff completed, newcomers and ongoing updates & support in place. Building number of Internal Verifiers from two to four increased capacity for delivery of SQA accreditation. ESOL Nat 2 and Nat 3 Units approved by SQA. Delivery and assessments running as planned. Further staff training to maintain skills and increase capacity – Initial Assessment ESOL planned, training to be delivered. All CLD ESOL groups offered on basis of SQA National 2 or 3 accreditation ensuring progression and delivery at appropriate level, leading to nationally recognised level for college/work. Six CLD staff completed Celta Training successfully, improving quality of delivery and management/quality assurance. New volunteer training designed and delivery as needed - supporting our ESOL learners and programmes. E-Sgoil Pilot- exploring delivering online programmes to rural, isolated individuals and groups, including accredited learning. Developing accredited and non-accredited STEM based engagement and learning sessions for parents and adult learners. Targeted interventions using culture. Develop a programme of learning activities and projects with Syrian New Scots, the family unit at HMP Grampian and the Travelling Community. 2020 – New information booklet produced outlining the range of accreditation opportunities delivered through CLD. Programme of training developing to increase capacity of staff working with young people to assess/accredit. 	<p style="text-align: center;">CLD Team Managers – Work with Young People; Adult Learning</p> <p style="text-align: center;">Service Manager, Cultural Services</p>	2019-20	Achieving Included	3, 4, 28, 29

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Deliver innovative service design and development to strengthen targeted and specialist earlier intervention for children and young people.</p>	<ul style="list-style-type: none"> • Building on success of home/school liaison post in PeterDeen to support the development of FraserDeen (partnership between schools and CLD). • Introduction of PeterDeen Scholarship in Peterhead Academy resulting in 82 Accredited qualifications for students. • Increased attendance rates from 40% attendance to above 90% • Develop Business Case for establishment of Aberdeenshire Forest School in Banchory Cluster also facilitating Forest College support for adult and family learning. • Cohort of PeterDeen participants completing programme (including Fire Skills programmes in Fraser and PeterDeen). • Development of FraserDeen Project to build on success of PeterDeen project: Cohort recruited and achieving. • Project Self -Evaluation undertaken for PeterDeen to identify strengths and areas for Improvement. • Partnership Development session/s agreed and timetabled to strengthen partnership supporting 'Deens' projects. • Strategic Plan in development for 'Deens' partnership. • Participation of S3 cohort group in PeterDeen. • Ongoing contact and support to young people during lockdown period. • Two S3 and S4 cohorts recruited and due to start on 18th Aug 2020. 	<p>Service Manager Communities and Partnerships</p>	<p>2019-20</p>	<p>Achieving Included Healthy</p>	<p>3, 5, 6, 13, 14</p>
<p>Sustainable CLPL offer to schools on Universal and Targeted Nurture, with associated toolkit of information and resources to support implementation and evaluation.</p>	<p>This work aims to enhance inclusive practice around children and young people with social and emotional needs through embedding attachment led practice throughout schools, as well as supporting school leaders to consider how they might set up targeted nurture interventions within their context. The offer will continue to be rolled out to the primary and secondary sectors, and an offer to the early years will be developed.</p> <p>Anticipated Outcomes</p> <ul style="list-style-type: none"> • Analysis of quantitative and qualitative pre and post data evidencing change within participating establishments. • Focus groups with participating schools to explore impact and inform next steps of roll-out. 	<p>Principal Educational Psychologist/ Inclusion, Equity and Wellbeing Team</p>	<p>2022</p>	<p>Nurtured Achieving</p>	<p>3, 5, 23, 28</p>

NIF THEME 3 – IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE’S HEALTH AND WELLBEING

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Develop policy and practice framework for promoting inclusion in Aberdeenshire Schools</p>	<p>Engage with school leaders and multi-agency partners to develop a framework for inclusive practice for Aberdeenshire schools. The framework will signpost relevant policy guidance, and associated evidence based CLPL offers. It will encompass universal, targeted and specialist practice.</p> <p>Anticipated Outcome</p> <ul style="list-style-type: none"> • Clear framework which guides and supports school practice whilst empowering school leaders to focus on the elements of inclusive practice that are most relevant to their school community. 	<p>Principal Educational Psychologist/ Inclusion, Equity and Wellbeing Team</p>	<p>2021</p>	<p>Nurtured Included Respected Responsible</p>	<p>2, 3, 4, 6, 23, 28, 29</p>
<p>Promote inclusion and participation of vulnerable groups of learning by preventing and managing exclusions</p>	<ul style="list-style-type: none"> • Promoting Inclusion and Reducing Exclusions in Aberdeenshire Schools Draft Policy completed. • Draft Policy has gone through ECS Committee and 6 Area Committees for consultation / consultation with schools and other stakeholders to be relaunched in Term 2 (disrupted by lockdown) • School and system leaders trained on principles in practice around equalities legislation: relevant staff undergo The Equalities Act 2010: technical Guidance for Schools in Scotland ALDO training: ongoing. • HT/DHT Inset Training (Nov 2019) on theme of promoting inclusion and reducing exclusions. Completed • Reduction in exclusions of children/young people with ASN and disabilities, and care experienced young people. • Improved provision and practice before, during and after exclusions. • Promoting Inclusion and Reducing Exclusions Guidelines Working Group formed to support implementation of new policy. 	<p>QIO/Inclusion, Equity and Wellbeing Team</p>	<p>2020-21</p>	<p>Nurtured Included Respected Responsible</p>	<p>2, 3, 4, 6, 23, 28, 29</p>

NIF THEME 3 – IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE’S HEALTH AND WELLBEING

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Guiding schools and settings to engage with Aberdeenshire’s Health and wellbeing Progression Framework.</p>	<p>The Aberdeenshire Progression Framework for Health and Wellbeing (2015) sets out a clear progression for knowledge and understanding and related skills, from the Curriculum for Excellence and associated significant aspects of learning, which are:</p> <ul style="list-style-type: none"> • Mental, emotional, social and physical wellbeing. • Planning for choices and changes. • Physical education, physical activity and sport. • Food and Health. • Substance Misuse. • Relationships, sexual health and parenthood. <p>The progression framework sets out a continuum of learning through CfE Early Level to the end of the Broad General Education (Third/Fourth Levels). The progression framework is intended to assist teachers in their learning and teaching approaches as they plan curriculum and assess evidence of learning.</p> <p>Aberdeenshire Framework to be reviewed and refreshed in collaboration with Head Teachers to more effectively meet the needs of Aberdeenshire Schools, and support a consistent approach across Aberdeenshire.</p>	<p>Health Improvement Officer/ Inclusion, Equity and Wellbeing Team</p>	<p>2020-21</p>	<p>Safe Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>ALL</p>
<p>Engage in relevant action planning and developments in response to the Scottish Government’s ‘Mental Health Strategy 2017-27’. In particular these will relate to ‘Prevention and Early Intervention’.</p>	<ul style="list-style-type: none"> • A mental health training framework which sets out how capacity will be built across the multi-agency workforce to appropriately support the mental wellbeing of children and young people • Engagement with national ALISS team to support local services which support and promote mental wellbeing to register with ALISS. This will allow postcode mapping of local services for use by the public and professionals • Implementation of Community Mental Health Wellbeing and Support Services Framework. • Establish Aberdeenshire School Counselling Service. 	<p>Principal Educational Psychologist/ GIRFEC Mental Health Group</p>	<p>2019-20</p>	<p>Safe Healthy Nurtured Achieving Respected Responsible Included</p>	<p>3, 4, 5, 6, 16, 18, 24, 39</p>

NIF THEME 3 – IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE’S HEALTH AND WELLBEING

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Development of effective transition guidance across all sectors.	<ul style="list-style-type: none"> • Effective transition plans are in place across all Early Years settings. • Enhance and improve transitions from P6 - S2. 	QIM Schools	2019-20	Healthy Nurtured Achieving Included	3, 5, 6, 13, 14
Cluster model.	<ul style="list-style-type: none"> • Cluster Lead team meetings to be used to develop and improve <ul style="list-style-type: none"> - Moderation and consistency of officer engagement at cluster meetings. - Officer development of for example; inspection support, identification of school need, policy updates etc. 	Cluster Lead Team	2019-20	Achieving Responsible Included	3, 5, 18, 28, 29
Develop protocols for learners with the need of long-term property adjustments.	<ul style="list-style-type: none"> • Protocols in place and Children with long term property adjustment needs identified. 	Lead QIO	On going	Healthy	2, 3, 15, 23, 24, 28, 31
Adopt and implement Space to Grow advice in Early Years settings.	<ul style="list-style-type: none"> • Establish short term working group. • Develop guidance on outdoor learning. • Pilot new outdoor space designs. 	Lead QIO	On going	Achieving Nurturing Healthy	ALL
Continue to fully implement Children and Young People (Scotland) Act 2014 (as enacted).	<ul style="list-style-type: none"> • All settings meet the children and young people act. New settings will be developed to meet Children and Young People Act. • Children’s Rights reporting embedded. • Progress made in Education actions within Aberdeenshire’s Children’s Services Thematic Action Plans (Early Years, Substance Misuse, Children with a Disability, Corporate Parenting, Mental Health and Wellbeing). 	GIRFEC Lead Officer	On going	Healthy Nurturing	ALL
Continue to deliver activity to reduce alcohol use and address Aberdeenshire’s relationship with alcohol through multi-agency approaches.	<ul style="list-style-type: none"> • Complete consultation engagement on new ADP Strategy • Further develop community voice and capacity to address/ reduce negative impact of alcohol use in line with new strategy. • Two mini-public session held in January 2020 involving 20 randomly selected residents in commenting on the new Draft ADP Strategy for IJB. Report here. • Further develop community voice and capacity through ADP Forums to address/ reduce negative impact of alcohol use in line with new strategy - all services were moved online within 5 weeks of lockdown; Resilience Funding paid for tablets and wi-fi connections for digitally excluded community members - who have positively evaluated the impact of online support which in many cases has widened access and uptake of services. 	CLD Team Managers	2019-21	Safe Healthy Active Nurtured Achieving Respected Responsible Included	3, 4, 5, 6, 16, 18, 24, 39

NIF THEME 3 – IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE’S HEALTH AND WELLBEING

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Develop an Aberdeenshire-wide vision of Autism-friendly schools, and associated quality assurance framework and CLPL offer</p>	<p>This work aims to enhance inclusive practice around children and young people with autism. A training package will be developed with recommendations of core training for all Aberdeenshire school staff. An autism friendly school self-evaluation framework will be developed for Aberdeenshire Schools. The framework will signpost local and national resources and CLPL for schools to support universal whole school approaches and targeted with individual children and young people.</p> <p>Anticipated outcomes</p> <ul style="list-style-type: none"> • Increased knowledge and confidence of practitioners in meeting the needs of learners with autism. • Long-term decrease in exclusions, part-time timetables, learning pathway plus arrangements and out of authority placements for children and young people with autism. 	<p>Principal Educational Psychologist/ Inclusion, Equity and Wellbeing Team</p>	<p>2022</p>	<p>Health Included Respected Achieving</p>	<p>3, 5, 23, 28</p>
<p>Further develop partnership working and collaboration with Allied Health Professionals to promote inclusion and participation of learners with additional support needs.</p>	<ul style="list-style-type: none"> • Guidance for school staff on Moving and Handling Pupils and on Hoisting Pupils, and implementation of an effective training programme for school staff on Moving and Handling and Hoisting Pupils. • Updated Total Communication Policy which supports children and young people with speech, language and communication difficulties, and those with complex needs to initiate and take part in communication and interaction • Updated Service Level Agreement with Speech and Language Therapy Service regarding universal and targeted offer to support speech, language and communication skills. • Refreshed Co-ordinated Support Plan guidance and training for schools and multi-agency colleagues. 	<p>ASN QIO/ Inclusion, Equity and Wellbeing Team</p>	<p>2022</p>	<p>Safe Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>ALL</p>

NIF THEME 4 - IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Performance reviews in Secondary schools to set targets and review individual circumstances.	<ul style="list-style-type: none"> Insight data on positive destinations. 	QIM Secondary	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
Continue to develop work experience and work placement opportunities.	<ul style="list-style-type: none"> Number of youngsters in S4 – S6 with an experience of work. Sourcing and delivering 220 Foundation Apprenticeship placements for FAs studying under the Aberdeenshire Council model. Planning in place to deliver 350 FA placements starting in June 2020. Planning for employer engagement for Level 4/5 FAs. 	Work Placement Officer	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
Strengthen multi-agency policy and practice for post 16 transitions, focusing on employability for vulnerable young people.	<ul style="list-style-type: none"> No. of care-experienced young people moving onto a positive destination. No. of pupils with ASN moving onto a positive destination. Development of new Equalities Plan for Foundation Apprenticeships which will include targeting of identified groups to address equality and equity issues. In regard to 2018-19 Initial School Leaver’s Destinations, 94.9% of care experienced young people moved into a positive destination compared to 80.9% (2017-18). Over half of care experienced young people went onto Further Education, an opportunity now financially viable as a result of the 16 to 19 Bursary Fund. This is a significant increase than previous years due to a range of Council initiatives including increase in Family Firm Placements and improved joint-working between Social Work, SDS and OfA Officer. Recommendations addressed within Aberdeenshire Children’s Services Plan, GIRFEC Children with Disabilities Thematic Group. 	GIRFEC Disability Strategic Group /ASN QIO	On going	Achieving Included Responsible	2, 3, 4, 6, 23, 28, 29

NIF THEME 4 - IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Development of new Equalities Plan for Foundation Apprenticeships.	Development of new Equalities Plan for Foundation Apprenticeships which will include targeting of identified groups to address equality and equity issues.	DWY Lead	2020-21	Achieving Respected Responsible Included	3, 4, 5, 12, 13, 18
Support schools with the implementation of the Aberdeenshire Council DYW Strategic Plan .	<ul style="list-style-type: none"> • Key DYW Performance Indicators for Aberdeenshire Council. • Continued development of Foundation Apprenticeships Level 4,5,6. • New Performance Indicators for FA delivery developed to enhance governance and performance tracking. • Planning now underway for joint DYW CLPL delivered in partnership with SDS through 2020. • Key focus on the development of the Career Education Standard. • Development of Education Scotland's DYW Blethers as an opportunity for DYW development across all schools 3-18. 	Lead Officer DYW	2018-2021	Healthy Active Nurtured Achieving Respected Responsible Included	3, 6, 23, 27, 29

NIF THEME 4 - IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Develop and support the implementation of Foundation Apprenticeships. Plan to support schools, pupils and parents to build FA delivery capacity. Make bid to SDS to again become a lead provider of FAs. Develop a framework for FA procurement. Partnership development to support FA delivery. Develop and share FA good practice models.</p>	<ul style="list-style-type: none"> • As per national measures. The following is a summary of the FA improvement actions for 20/21 • Improved NPA and SVQ delivery through clearer timelines, expectations, communication, better blending between NPA and SVQ and improve the delivery of the NPA through enhanced monitoring of teaching and learning. • Improved partnership development and communication to all stakeholders, eg pupils, school, parents, employers, partner providers, etc. • Improved work placements through improved employer information and expectations. Develop levels of simulation options for SVQ delivery. Increased support for work mentor and workplaces. • Development of Level 4/5 FAs. • Contingency Planning re impact of Covid 19. • Enhanced induction for FA pupils and link school staff and a plan for FA CLPL for DHTs including input from SVQ assessors. • Improve tracker and monitoring including clear instructions re school responsibility to deal with them, including the analysis of data and onward transitions. • Improve QA Procedures including the introduction of InsightQ. Review QA calendar and support school staff and external providers in QA role. • Enhanced Metaskills delivery. • Development of a KPI with related tracking linked to the closing the gap agenda. 	<p>Lead Officer DYW</p>	<p>2019-21</p>	<p>Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>3, 6, 23, 27, 29</p>

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ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Develop and plan support for DYW Equalities Plan, including a plan in partnership with Aberdeenshire Council's Employability Team for care experienced young people and most vulnerable.</p> <p>Develop a DYW plan and support for gender and minorities in partnership with identified stakeholders.</p>	<ul style="list-style-type: none"> • Key DYW Performance Indicators for Aberdeenshire Council. • Development of FA Equalities strategy including a review of current FA cohort in relation to identified equalities characteristics. • Plans in place to promote FAs as an option for targeted groups. 	Lead Officer DYW	2019-21	Healthy Active Nurtured Achieving Respected Responsible Included	3, 4, 5, 6, 12, 13, 18, 23, 27,29
<p>Plan and deliver appropriate DYW staff development through CLPL and In-service.</p>	<ul style="list-style-type: none"> • Key DYW Performance Indicators for Aberdeenshire Council. • Planning now underway for joint DYW CLPL delivered in partnership with SDS through 2020. • Key focus on the development of the Career Education Standard. • Development of Education Scotland's DYW Blethers as an opportunity for DYW development across all schools 3-18. 	Lead Officer DYW	2019-21	Achieving Respected Responsible Included	12, 17, 27, 28, 29
<p>Develop systems for enhanced DYW Parental Engagement to deliver better and sustained DYW outcomes.</p>	<ul style="list-style-type: none"> • Key DYW Performance Indicators for Aberdeenshire Council. 	Lead Officer DYW	2019-21	Achieving Respected Responsible Included	18
<p>Review development of DYW Aberdeenshire Website and associated social media to support DYW and Foundation Apprenticeships.</p>	<ul style="list-style-type: none"> • Key DYW Performance Indicators for Aberdeenshire Council. • Plans now in place through partnership with Aberdeenshire Council's Comms Officer and our two FA Creative and Digital FAs to revise the DYW website and our social media. Social media training provided to the FA Project Team. Use of LinkedIn developed to engage the business world in DYW and FA work placements. 	Lead Officer DYW	2019-20	Active Achieving Respected Responsible Included	17

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ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Development of a new Work Placement Policy to deliver a more flexible and meaningful link to the world of work.</p> <p>Review of role of Work Placement Unit:</p> <ul style="list-style-type: none"> - Extended work placements to be developed. - Review of work experience blocks for all schools. - Working in conjunction with DYW North East to engage employers. - Development of Senior Phase opportunities. - Promotion of work placements to parents. <p>Improved recording of pupil placements in schools.</p>	<ul style="list-style-type: none"> • Increase the number of work placements arranged for young people by 5% from the 2015/16 figure by 2021. 	<p>Work Placement Officer</p>	<p>2019-20</p>	<p>Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>3, 6, 23, 27, 29</p>
<p>Aberdeenshire Council as an employer to support DYW outcomes:</p> <ul style="list-style-type: none"> - Increase the number of young people employed by Aberdeenshire Council, - Increase the number of apprentices employed by Aberdeenshire Council. - Increase the number of young people employed from under-represented group. 	<ul style="list-style-type: none"> • Increase the percentage of young people employed by the Council, so that the percentage employed is representative of the Aberdeenshire population by 2021. • Increase the number of apprenticeships/trainee posts to 2% of the workforce by 2021. • Increase the employment rate for young disabled people to the population average by 2021. • Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021. • Aberdeenshire Council now hosting more FAs in Business Services as well as ECS. • MA Early years opportunities being offered to our FA Children and Yong People cohort. 	<p>Lead Officer DYW</p>	<p>2018-21</p>	<p>Achieving Respected Responsible Included</p>	<p>3, 6, 23, 27, 29</p>
<p>Expand accredited ELC qualifications at graduate and undergraduate level.</p>	<ul style="list-style-type: none"> • Increase in uptake of qualifications at graduate and undergraduate levels. 20 apprentices in place. • Apprenticeship scheme and new trainee posts in place. 	<p>Lead QIO</p>	<p>On going</p>	<p>Achieving</p>	<p>18</p>
<p>Roll-out childminding project.</p>	<ul style="list-style-type: none"> • 1140 funded childminders are in place in each cluster. • Project complete and upscaling planned. 	<p>Lead QIO</p>	<p>On going</p>	<p>Achieving</p>	<p>18</p>

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ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Deliver Opportunities for All commitment, including further development of Datahub and enhancing data analysis to improve delivery.</p>	<ul style="list-style-type: none"> • Improve analysis of data/trends to inform practice, curriculum development and enhance partnership working by Schools, other Council services and Third Sector. • On 3rd September, in partnership with National and local SDS team, Education Support Officer and SEEMiS Analysis Officer, delivered 'Seeing data as a benefit not a burden' session to 16 Academies Follow-up sessions in partnership delivered by OfA Officer and SDS Team Leaders delivered to 6 individual Academies – requiring specific support 2 Academies – Mackie and Turriff , have agreed to participate to be Pilot Schools to develop 'Post-16 data transition process'; already resulted in redesign of SEEMiS custom reports. • Enhance data-sharing protocols between Council services and Skills Development Scotland. • OfA Officer along with SDS and SDO (Family Firm) developed Data Protection Protocols between sharing data between Social Work and SDS. SDS have agreed model of approach and from January, using it to inform their national redevelopment of Datasharing Agreements with Council Services. Due to above, Aberdeenshire has been asked to be a 'pilot' Local Authority with regard to redesign of Datasharing Agreements with Councils will continue in 2020-2021. • Develop data sharing agreements between key Third sector organisations and skills development Scotland. • Firstly, SDS will redesign Datasharing Agreements to widen-out to all Council Services working with young people including Employability from January, Aberdeenshire will participate in National SDS to inform further development of Datasharing agreements with 3rd Sector – will continue into 2020-2021. 	<p>Opportunities for All Officer</p>	<p>20-21</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>

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<p>Deliver Opportunities for All commitment, including further development of Datahub and enhancing data analysis to improve delivery.</p>	<ul style="list-style-type: none"> • <u>Update – Aug 2020</u> • Enhanced partnership approach, recognising and addressing challenges to tackling rising youth unemployment due to impact of COVID-19. • Increased knowledge and understanding of all practitioners supporting young unemployed people. • Re-focussed collaborative working with Skills Development Scotland and key Council Services including Schools, CLD, Social Work and Third Sector agencies, to ensure every young person aged 16-19 years of age, is offered an opportunity of Education, Employment or Training or Volunteering Opportunity, ensuring most vulnerable case-managed. • No of Aberdeenshire Employability Agreement clients who move onto a positive sustained destination including Further Education, Training. • Increased Aberdeenshire Employability Agreement capacity will help address rising youth unemployment. • Improved analysis of data/trends to better inform delivery, curriculum development and enhance partnership working by Schools, other Council services and Third Sector. • Evaluation of pilot 'Post-16 transitions framework/timeline' shared with all Academies. • Key Performance Measures: Initial School Leaver's Destination Report. 6 Month Follow-up Report. SDS Participation Measure. Aberdeenshire Youth Unemployment Rate. 	<p>Opportunities for All Officer</p>	<p>20-21</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>
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Initial response to supporting children, families and school communities throughout the Covid-19 crisis		
Overview of Areas for Consideration	Successes and impact	Challenges and Next steps
<ul style="list-style-type: none"> • Digital Divide • Ensuring Pupil/Family engagement • Parent Engagement/Pupil Voice • Sharing Effective Practice • Staff Wellbeing 	<p>Digital Divide</p> <p>Following the First Minister’s notice of lockdown, on Wednesday 18th May, ECS Learning with Technology Team issued a Remote Learning Guidance pack to every school. This outlined procedures for issuing devices to pupils and staff and how to enable these for remote learning at home.</p> <p>From Monday 23 March onwards, an ECS Staff Teams site was created. During phase 1, the focus of the site was to provide training, advice and resources in support of the Microsoft Teams and Google Classroom platforms. Phase 1 ran until the end of the April holidays.</p> <p>Phase Two commenced on Monday 20th April. Support outlined in Phase 1 continued but there was also an increasing focus on supporting the pedagogy of remote learning, primarily through our Teams site. Webinars have been delivered by members of the Learning Through Technology Team, Aberdeenshire practitioners and guest speakers who are experts in their fields. Some of our webinars have been delivered nationally. The Aberdeenshire ECS Staff Teams Group has 1028 members and rising. To put this in context, the National Education Scotland Teams Group has 1570 members. Webinar attendance has averaged over 100 staff members.</p> <p>Phase 2 also involved an audit of pupil device access across all schools, where we surveyed schools to establish:</p> <p>(a) which pupils still had no device to access remote learning (approx. 800 / 2%)</p> <p>(b) which of the above pupils would be classed as vulnerable (approx. 400 / 1%)</p> <p>(c) which pupils had no internet access (approx. 400 / 1%)</p> <p>(d) which of the above (c) were classed as vulnerable (approx. 200 0.5%)</p> <p>Following responses from schools, we have purchased an initial 200 Mifi Wireless Hotspot units and data sim cards that will allow pupils with no access to access the internet and, therefore, remote learning being delivered by Aberdeenshire schools / staff. We have started a pilot this week (wb 18th May) and are aiming, with the support of Aberdeen Football Club Community Trust, to deliver Mifi devices to pupils and their families</p> <p>Ensuring Pupil/Family Engagement</p> <p>Schools, Head Teachers and wider staff have maintained contact with all families vis online learning and in particular have identified their vulnerable children and families and have engaged in bespoke contact with them.</p>	

Initial response to supporting children, families and school communities throughout the Covid-19 crisis		
	Successes and impact	Challenges and Next steps
	<p>A series of virtual parent briefings were held by the Director of Education and the Chair of the Education and Children’s Services Committee. These were attended by the Parent Council Office Bearers and took the format of presentation and Q&A.</p> <p>Individual schools and clusters also conducted surveys via IT and phone to address specific local concerns.</p> <p>Engagement with parents re Home Learning and support required was undertaken by all schools. Virtual Parent Council Chair meetings led by the Director of Education and the Head of Education were held in June 2020 to support communication with parents. These are planned again for September 2020. Ongoing support has been offered to Parent Councils by an Education Support Officer to ensure they were able to adapt meetings and their activity to the changing circumstances in school.</p> <p>The Parental Engagement Support Hub will continue to liaise and work in collaboration with CONNECT and the NPFS and will share work as part of the Scottish Parental Involvement Officer Network.</p> <p>Parent Engagement/Pupil Voice</p> <p>Pupil voice surveys were carried out at locality level by individual schools to ensure that the response was as immediate and appropriate as required. An Aberdeenshire pupil survey called “Learning from our Time in Lockdown” was promoted to parents and young people by all schools. The key themes and learning from this survey have been shared with schools to inform the return to school. A google site “Shine a Light on Lockdown” was created to allow young people to share positives from Lockdown. This will now be adapted to allow young people to share what they are enjoying in their return to school.</p> <p>Sharing Effective Practice</p> <p>Existing Cluster networks and professional support groups were effective mechanisms for the sharing of good practice.</p> <p>Cluster leads provided a mechanism for the sharing of good practice across the Authority.</p> <p>The continuation of the HT Induction programme allowed for the sharing of good practice to new HTs in key areas including; learning and teaching, budget management, raising attainment, self-evaluation and leadership and management.</p> <p>Schools across sectors regularly participate in fundraising activities including supporting The MacMillan Coffee Morning, Red Nose Day and Children In Need.</p>	

Initial response to supporting children, families and school communities throughout the Covid-19 crisis		
	Successes and impact	Challenges and Next steps
	<p>Schools across clusters have been supporting vulnerable families by identifying where there is a shortage of, or no IT to support online learning, and therefore the continued pupil engagement/relationship with the school. Schools have been working closely with Social Work colleagues and colleagues from the Educational Psychology Service to identify how best to support our most vulnerable children through the lockdown period</p> <p>Staff Wellbeing</p> <p>From lockdown in March 2020 through to schools re-opening in August there has been an explicit emphasis on the importance of staff wellbeing, which has been reinforced by the Director through Head Teacher briefings, and a film clip which was shared with all school staff during the first week of term. In addition to the arrangements to support staff wellbeing put in place by individual school leaders, the following resources have been developed and promoted across Aberdeenshire.</p> <ul style="list-style-type: none"> • Educational Psychology Service helpline for parents and staff. • ALDO modules were developed to promote staff wellbeing. Topics covered include the relationship between staff wellbeing and pupil wellbeing, understanding secondary trauma, relaxation and calming techniques, 5 ways to wellbeing, reframing unhelpful thoughts, the importance of staff wellbeing, wellbeing and occupational health. • Staff wellbeing toolkit was developed which can be used by individual staff members or as part of a team exercise. • Grampian Coronavirus (Covid-19) Assistance Hub • Employee Assistance Programme, "Time for Talking" which offers psychological, emotional and practical support to employees. <p>Aberdeenshire Council circular raising awareness of support available to staff in relation to bereavement and post-traumatic stress.</p>	

GLOSSARY

AAA	Adult Achievement Award
ALISS	A Local Information System for Scotland
ASHTA	Aberdeenshire Secondary Head Teachers' Association
ASN	Additional Support Needs
BGE	Broad General Education
BSL	British Sign Language
CLA	Chinese Language Assistant
CLD	Community Learning and Development
CLPL	Career Long Professional Learning
CPD	Continuous Professional Development
ELC	Early Learning and Childcare
EDSPLL	Education Scotland Professional Learning and Leadership
FA	Foundation Apprenticeships
ESOL	English as a Second or Other Language
GET	German Employee Trainee
HANBAN	Commonly used name for the Chinese Language Council International
IEW	Inclusion, Equity, Wellbeing
NPFS	National Parent Forum of Scotland
L2	Second language, in addition to mother tongue
L3	Third language. In addition to mother tongue
MLA	Modern Language Assistant
OfA	Opportunities for All
PEF	Pupil Equity Fund
PEG	Performance Empowerment Governance
PSG	Professional Support Group
PHTC	Primary Head Teachers' Council
QA	Quality Assurance
QAMSO	Quality Assurance and Moderation Support Officer
SCEL	Scottish College for Educational Leadership
SDS	Skills Development Scotland
SQA	Scottish Qualification Authority