



From mountain to sea

Education & Children's Services

National Improvement Framework Plan



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1. Foreword

I am delighted to introduce the first Aberdeenshire National Improvement Framework (NIF) Plan.

Improving the experiences and quality of education for our children and young people is of central importance to all of us in Education and Children's Services and across Aberdeenshire Council. We have demonstrated year on year progress in recent times and this plan aims to build on these positive developments.

This plan details how we will make improvements in attainment (particularly literacy and numeracy), close the gap between the most and least disadvantaged children, make improvement in children and young people's health and wellbeing and also improve employability skills and sustained, positive school leaver destinations.

Overall, this provides our approach to tackling the excellence and equity agenda which is so vital in delivering the best outcomes for all our children and young people.

In putting together this plan, officers have focused on closing the gap and undertaking a wide range of approaches to that will make a difference. It is important that resources are targeted effectively, in particular in a changing educational environment where head teachers and schools will have more direct responsibility and authority for decisions that will lead to improvements.

I would like to thank those who have contributed to putting together this plan and look forward to seeing developments and improvements over the coming year.

Maria Walker

Director, Education & Children's Services

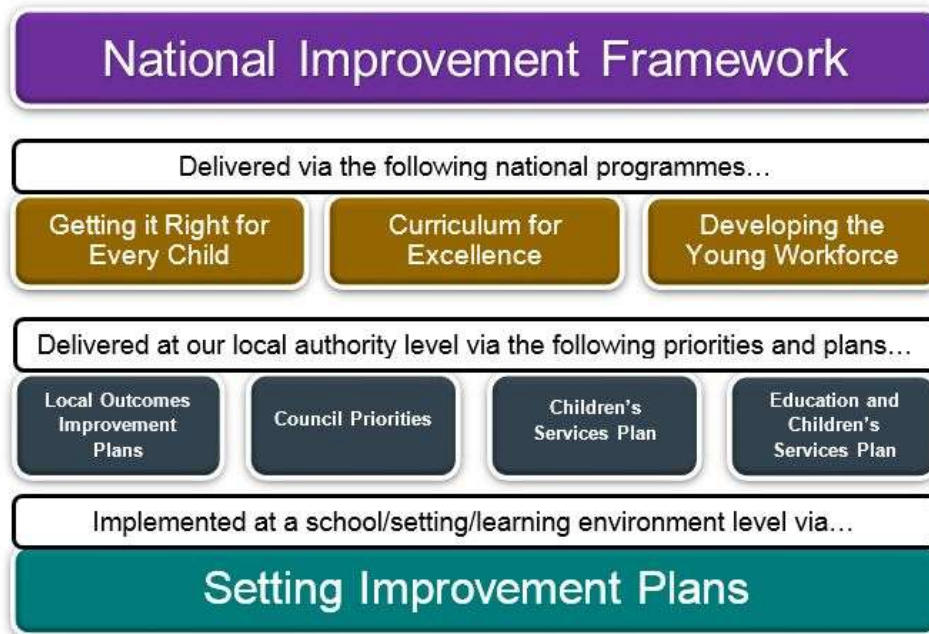


2. Aberdeenshire Annual Education Plan

1st September 2017 – 31st August 2018

Context

Aberdeenshire ECS Improvement Framework is based on key areas of development at national and local levels:



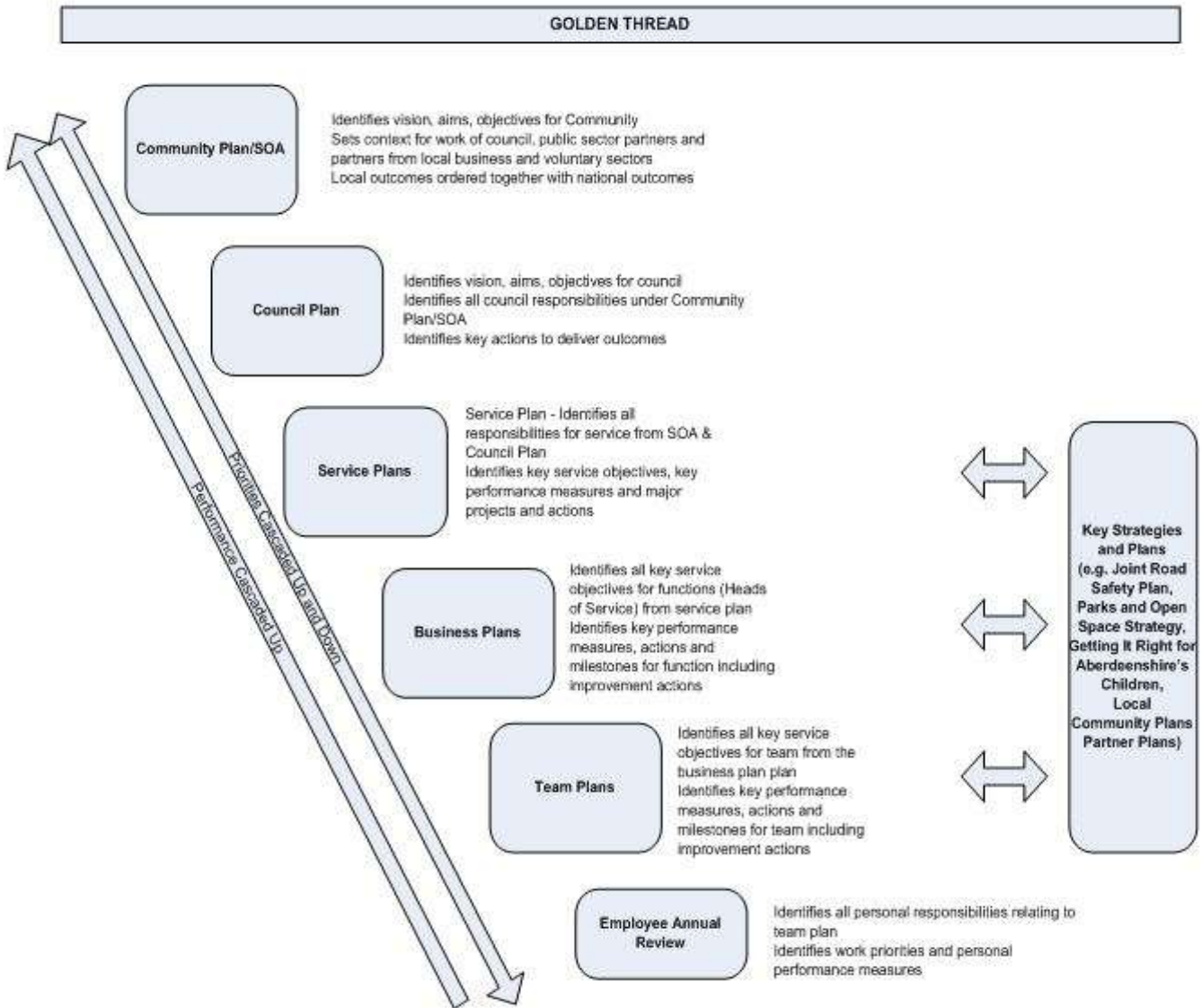
National Drivers



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.

The national review of education governance will inevitably impact on the National Improvement Framework Plan at a local authority level, and will require monitoring and revision as appropriate in light of these developments.

Self-evaluation and improvement planning at and between all levels of Aberdeenshire Council is through the Golden Thread of the Council’s planning framework:



Local Drivers



The Education & Children's Services Service (ECS) Plan vision states that we;

'aim to build an Aberdeenshire community in which everyone is able to develop the skills and confidence needed for learning, life and work, and where children and families receive the support they need, when they need it within their local community.'

Priorities from ECS Service Plan

- Developing Excellence and Equity:
 - Improving attainment at significant stages of the curriculum;
 - Delivering motivating, innovative, inspirational learning experiences;
 - Enabling professional and wider stakeholders to work together effectively.
- Embedding GIRFEC:
 - Developing effective and integrated partnership working to deliver improved outcomes for more children and families in their homes, schools and communities.
- Supporting inclusive, vibrant and healthy Communities:
 - Meeting local needs by promoting and delivering healthy activities and reducing health inequalities.
 - Through learning opportunities our families will build their capacity and become supportive community networks that contribute to the development and delivery of healthy activities that reduce health inequality.

In April 2017 Aberdeenshire Children’s Services Plan was published. This Plan is for our children and young people aged 0-18 years old, and places them at the very heart of what we do over the next three years.

Strategic Priorities from Children’s Services Plan

- Early Years
- Children & Young People Mental Health & Wellbeing
- Children with a Disability
- Substance Misuse
- Corporate Parenting.

Aberdeenshire Council Priorities 2017-2022

The strategic Assessment has identified a number of priorities under the following overarching themes:

- Draft Aberdeenshire Council Priorities.
- Inclusive and Sustainable Economic Growth.
- Empowering Communities and Ensuring Opportunities for All.
- Public Service Excellence.

Regional Drivers – The Northern Alliance

The Northern Alliance collaboration model is embedded across the seven participating Local Authorities:

- A Network/Improvement Partnership where each Authority, irrespective of size, is regarded equally.
- A clear focus on NIF, learning and teaching and professional development.
- A commitment to data driven improvement.
- Regular meetings and effective communication with a strong commitment to distributed leadership and matrix management.
- Outcome focussed interventions, literacy, etc.
- Sharing of resources (human, financial, estate and physical).



3. How will we get there?

NIF Theme 1

IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY & NUMERACY)					
ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Development of the <i>Raising Attainment in Literacy in Aberdeenshire</i> resource 	<ul style="list-style-type: none"> Resource compiled and available for all schools/settings. 	Curriculum Support Officer	2017-18	Achieving Included	3, 4, 28, 29
<ul style="list-style-type: none"> Develop policy/practice framework for dyslexia to improve attainment in literacy, through strengthening the universal, targeted and specialist offer 	<ul style="list-style-type: none"> Key literacy/attainment indicators for Aberdeenshire Council. Attainment data for pupils identified as dyslexic. 	QIO ASN	2017-18	Achieving Included	2, 3, 6, 23, 28, 29
<ul style="list-style-type: none"> Further engagement in the Northern Alliance's Emerging Literacy Project – Year 2 	<ul style="list-style-type: none"> Attendance, engagement and evaluation of impact from schools participating in Phase 2; 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. 	Curriculum Support Officer	2017-18	Achieving Included	3, 4, 28, 29
<ul style="list-style-type: none"> Roll out emergent literacy project 	<ul style="list-style-type: none"> Number of settings on the programme. Percentage of learners reaching expected milestones using the developmental assessment tool 	Lead QIO	Three summary reports per annum to August 2018	Achieving	3, 4, 6, 23, 28, 29
<ul style="list-style-type: none"> Implement the refreshed ECS Literacy Strategy 	<ul style="list-style-type: none"> ALCP agreement to host subgroup looking at strategy and potential strengthening of literacy partnership. Redraft of paper to support development of Literacy Strategy. 	CLD Team Manager Adult Learning	2017 - 18	Achieving Included	3,4,28,29
<ul style="list-style-type: none"> Implement Aberdeenshire's Scots Language Guidelines in Aberdeenshire schools 	<ul style="list-style-type: none"> Provide further support and clarification in the development of Scots Language across schools. 	Lead Officer DYW	2017-18	Achieving Included	3, 4, 28, 29
<ul style="list-style-type: none"> Continued implementation of 1+2 Programme; including CLPL programme, Ambassador training and 6 week language course 	<ul style="list-style-type: none"> Engagement of teachers/schools/clusters. Course evaluations. 	Modern Languages Development Officer	2017-18	Achieving Included	3, 4, 28, 29
<ul style="list-style-type: none"> Launch of <i>Raising Attainment in Numeracy in Aberdeenshire</i> website and related support sessions/materials 	<ul style="list-style-type: none"> Website launched and support materials available. 	QIM Curriculum	2017-18	Achieving Included	3, 4, 28, 29

IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY & NUMERACY)

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Establish numeracy development in line with previous federation work 	<ul style="list-style-type: none"> Number of settings on the programme. Percentage of learners reaching expected milestones using the developmental assessment tool. 	Lead QIO	Three summary report per annum to August 2018	Achieving	3, 4, 6, 23, 28, 29
<ul style="list-style-type: none"> Establishment of Numeracy Federations engaging in professional enquiry projects relating to <i>Teaching for Mastery</i> 	<ul style="list-style-type: none"> Approximately 8 federations established. Case studies, including impact, available to support others, influence guidance to schools and enhance CLPL planning. 	QIM Curriculum	2017-18	Achieving Included	3, 4, 28, 29
<ul style="list-style-type: none"> Support practitioner enquiry in maths departments to promote a growth mindset in pupils and staff 	<ul style="list-style-type: none"> Resources compiled and will be made available to all maths departments and will be included in the National Improvement Hub Initial evaluation completed for the NI Hub and EP National Conference Further evaluation of ongoing projects planned to evaluate the impact of growth mindset maths approaches on pupils and staff 	Depute Principal Educational Psychologist	Ongoing 2017-18	Achieving Healthy	3, 28, 29
<ul style="list-style-type: none"> Participation in Northern Alliance numeracy project –SEAL (Stages of Early Arithmetical Learning) 	<ul style="list-style-type: none"> Attendance, engagement and evaluation of impact from the 8 schools participating. Improvements in attainment in numeracy of those schools participating consistent with benchmarks and targets identified earlier. 	QIM Curriculum	2017-18	Achieving Included	3, 4, 28, 29

- Performance reviews in schools to set targets for Literacy & Numeracy

- Insight data for Literacy & 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 which support appropriate pace and challenge and realistic/challenging targets within Literacy and Numeracy
- Use of shared attainment data will support benchmarking moderation as part of the wider approach to improving outcomes and addressing equity issues.
- The resulting impact will be an increase in percentage figures attaining the appropriate level across literacy, numeracy and H&WB in Aberdeenshire for p1, p4, p7 and s3;
- Target figures for 2017-2018 are below and are based on teacher judgement benchmarking:

Reading

	Current Figures	Target
P1	79.0%	83.0%
P4	75.4%	77.0%
P7	74.5%	78.5%
S3	87.0%	88.0%

Writing

	Current Figures	Target
P1	76.6%	80.0%
P4	69.7%	71.0%
P7	65.5%	70.0%
S3	85.6%	87.0%

Listening/Talking

	Current Figures	Target
P1	85.1%	88.0%
P4	82.7%	86.0%
P7	79.2%	83.0%
S3	88.6%	90.0%

Numeracy

	Current Figures	Target
P1	83.3%	86.0%
P4	74.6%	79.0%
P7	67.6%	70.0%
S3	90.8%	92.0%

QIMs Secondary and Primary

Annual

Achieving Responsible Included

3, 12, 18, 28, 29

IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY & NUMERACY)					
ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Complete review and update of <i>Aberdeenshire Curriculum Progression Framework – Numeracy and Mathematics</i> and <i>Literacy and English Language</i> 	<ul style="list-style-type: none"> Revised frameworks completed and available. 	QIM Curriculum	2017-18	Achieving Included	3, 4, 28, 29
<ul style="list-style-type: none"> Continue to develop new and innovative approaches to curriculum development 	<ul style="list-style-type: none"> As appropriate feedback and of approaches. 	HTs, QIOs, Curriculum Support Officers	2017-18	Achieving Included	3, 4, 28, 29
<ul style="list-style-type: none"> Collaboration through Northern Alliance agreed priorities 	<ul style="list-style-type: none"> As per Northern Alliance plans. 	Director/Heads of Service	2017-18	Achieving Included	28, 29
<ul style="list-style-type: none"> Further develop consistent high quality leadership and management 	<ul style="list-style-type: none"> Schools continue to engage in SCEL leadership programmes and service level leadership framework. 	Head of Service Secondary/ASN	2017-18	Achieving Included	3, 5, 6, 13, 14
<ul style="list-style-type: none"> Further develop consistent high quality self-evaluation for self-improvement 	<ul style="list-style-type: none"> Self-evaluation continues to embed across all schools and services. Staff develop improvement techniques through considered self-evaluation programmes and process. 	QIMs and Principal Educational Psychologist	2017-18	Achieving Included	3, 5, 6, 13, 14
<ul style="list-style-type: none"> Implement Parental Involvement Strategy Develop materials to support skills for learning at home Develop opportunities for Family Learning 	<ul style="list-style-type: none"> Reflecting research and revised Curriculum Frameworks, work with parents to develop and available. Strategy and good practice shared. 	Parental Engagement Officer	2017-18	Achieving Responsible Included	3, 5, 15, 18, 29
<ul style="list-style-type: none"> Provide introduction to Hattie's visible learning research to all interested schools. Practitioner enquiry to support visible learning approach & improve learning. Support schools to evaluate progress in academic work using existing data and effect size Develop a common language for learning across the school community with a focus on making learning skills and concepts visible, growth mindset and developing metacognition 	<ul style="list-style-type: none"> Schools/networks are able to talk about John Hattie's research into raising attainment and can apply the principles to their own setting. Number of schools use a practitioner enquiry model to identify improvements needed and evidence change. Tools to evidence improvement in learning are used in schools and data collected and displayed. Learning displayed in classrooms and shared with parents. Pupils are able to discuss their learning at home and at school. Language used in the school community evidences the focus on skills and growth mindset – reports, home/school books, communications. 	Depute Principal Educational Psychologist	Ongoing 2017-18	Achieving	3, 5, 13, 28, 29

NIF Theme 2

CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN					
ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Pupil Equity Fund (PEF) to support improvement 	<ul style="list-style-type: none"> QIO monitoring 	Head Teachers	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
<ul style="list-style-type: none"> Deliver service design and development to strengthen (ASN) targeted and specialist offer to ensure C & YP get the right support, in the right place, at the right time 	<ul style="list-style-type: none"> Consistent approach, based on an agreed set of principles, evident across the service. No. of children accessing Flexible Learning Pathways. No. of out-of-authority placements. No. of children/young people accessing Wrap-Around Care. 	QIO ASN	2017-18	Achieving Included Nurtured	2, 3, 4, 6, 23, 28, 29
<ul style="list-style-type: none"> Strengthen local management/governance of (ASN) resources to ensure creativity and innovation in meeting needs/closing the gap 	<ul style="list-style-type: none"> No. of LMGs receiving training and support ASN budget devolved to cluster level. 	QIM ASN	2017-18	Achieving Included	2, 3, 4, 6, 23, 28, 29
<ul style="list-style-type: none"> Focus on evidence based approaches to improve learning and teaching, delivered by relevant guidelines, support materials and CLPL 	<ul style="list-style-type: none"> Consistent approach, based on an agreed set of principles, evident across the service. 	QIM Curriculum / EPS	2017-18	Achieving Included	3, 4, 23, 28, 29
<ul style="list-style-type: none"> Support schools and settings to focus on the development of learners', metacognitive teaching strategies, sharing developments with parents 	<ul style="list-style-type: none"> Resources to support schools and settings reviewed, and updated, and available for schools and settings. 	QIM Curriculum / EPS	2017-18	Achieving Included	3, 4, 12, 14, 28, 29
<ul style="list-style-type: none"> Further embed a provision to identify wellbeing concerns and ensure early intervention and prevention 	<ul style="list-style-type: none"> Availability and training of named contact. CPD materials. Induction. 	Appropriate NHS contact / Head Teacher in school	2017-18	Safe Healthy Active Nurtured Achieving Respected Responsible Included	2, 3, 4, 6, 23, 28, 29

CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Robust use of National Practice Model to inform assessment of Wellbeing/ Child's Plan 	<ul style="list-style-type: none"> Use of Seemis Wellbeing App QA of Wellbeing assessment/Child's Plan 	Service Transformation Manager (GIRFEC)	2017-18	Safe Healthy Active Nurtured Achieving Respected Responsible Included	2, 3, 4, 6, 23, 28, 29
<ul style="list-style-type: none"> Ensure effective and structured use of teacher professional judgements in relation to data analysis and curriculum design 	<ul style="list-style-type: none"> Close alignment to teacher judgment and data. 	QJM Primary	2017-18	Healthy Nurtured Achieving	3, 5, 6, 13, 14
<ul style="list-style-type: none"> Further develop the use of moderation and consistency across clusters/schools through QAMSOS 	<ul style="list-style-type: none"> Improved consistency of assessment procedures across clusters. 	QIO Primary	2017-18	Healthy Nurtured Achieving	3, 5, 6, 13, 14
<ul style="list-style-type: none"> Establish up to 10 trial sites for 1140 	<ul style="list-style-type: none"> 10 trial sites open for 1140. 	Lead QIO	January 2018	Achieving	3
<ul style="list-style-type: none"> Establish trial sites for partner providers 	<ul style="list-style-type: none"> Trial sites for partner providers open for 1140. 	QIO	January 2018	Achieving	3
<ul style="list-style-type: none"> Establish up to 10 family nurtures sites based on a collaborative understanding of family nurture 	<ul style="list-style-type: none"> 10 family nurture sites open. 	Lead QIO	January 2018	Achieving	3, 4, 5, 6, 23, 24, 28, 29
<ul style="list-style-type: none"> Development of Family Learning practice within other strategic objectives 	<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 Team Manager – Adult Learning	2017 - 18	Achieving Included	3,4,28,29
<ul style="list-style-type: none"> Further develop accreditation of wider achievement 	<ul style="list-style-type: none"> Negotiations with Newbattle Abbey undertaken, costings established for delivery of Adult Achievement Award. CPD support from deliverers of cohort 1 arranged. Programme for CPD to build number of SQA assessors agreed. CPD sessions from Youth Scotland arranged for WWYP staff to deliver DYA and YAAs. 535 young people have achieved Dynamic Youth Awards. 95 young people have achieved Youth Achievement Awards. 398 young people have gained Duke of Edinburgh Awards. 73 have received John Muir Awards. 	CLD Team Managers– Work With Young People; Adult Learning	2017 - 18	Achieving Included	3,4,28,29
<ul style="list-style-type: none"> Deliver innovative service design and development to strengthen targeted and specialist earlier intervention for C&YP. 	<ul style="list-style-type: none"> Introduction of specific home/school liaison posts (in partnership with schools pool budget (PEF/ CLD)). 	Service Manager Communities & Partnerships	2017 - 18	Achieving Included Healthy	3,5,6,13,14

CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Develop an Aberdeenshire model of Nurturing Schools and associated CLPL pathways 	<ul style="list-style-type: none"> Aberdeenshire model of Nurturing Schools established. Universal and Targeted CLPL programmes developed for Primary and Secondary sectors. Participating schools will be supported to use an action research model to evaluate impact on children and young people. 	Depute Principal Educational Psychologist	By June 2018	Nurtured Achieving	3, 5, 23, 28



NIF Theme 3

IMPROVEMENT IN CHILDREN & YOUNG PEOPLE'S HEALTH & WELLBEING					
ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Develop policy and practice framework for autism-friendly schools to promote inclusion through strengthening the universal, targeted and specialist offer 	<ul style="list-style-type: none"> No. of schools/settings actively promoting autism-friendly practice. Attendance of learners identified as ASD. Attainment of learners identified as ASD. 	QIO ASN	2017-18	Healthy Nurtured Achieving Included	2, 3, 4, 6, 23, 28, 29
<ul style="list-style-type: none"> Develop policy and practice framework for promoting inclusion through positive relationships through strengthening the universal, targeted and specialist offer 	<ul style="list-style-type: none"> Policy and practice framework developed, built on evidence-based practice. Audit of practice in Aberdeenshire in relation to framework principles undertaken to inform future action planning. Development of policy/practice framework in partnership with key stakeholders No. of exclusions 	QIM ASN	2017-18	Nurtured Included Respected Responsible	2, 3, 4, 6, 23, 28, 29
<ul style="list-style-type: none"> Guiding schools and settings to engage with Aberdeenshire's Health and wellbeing Progression Framework 	<ul style="list-style-type: none"> Revised and updated documentation. 	QIM Curriculum	2017-18	Safe Healthy Active Nurtured Achieving Respected Responsible Included	ALL
<ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none"> Relevant service action plans address the recommendations. 	QIM ASN	2017-18	Safe Healthy Nurtured Achieving Respected Responsible Included	3, 4, 5, 6, 16, 18, 24, 39
<ul style="list-style-type: none"> 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. 	QIM Primary	2017-18	Healthy Nurtured Achieving Included	3, 5, 6, 13, 14
<ul style="list-style-type: none"> 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	Three summary reports by August 2018	Healthy	2, 3, 15, 23, 24, 28, 31

IMPROVEMENT IN CHILDREN & YOUNG PEOPLE'S HEALTH & WELLBEING

ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Adopt advice and guidance for care inspectorate design brief. 	<ul style="list-style-type: none"> All new settings meet the inspectorate design brief. 	Lead QIO	Three summary reports by August 2018	Achieving Nurturing Healthy	ALL
<ul style="list-style-type: none"> Continue to fully implement Children and Young People Act 	<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. 	Lead QIO	August 2018	Healthy Nurturing	ALL
<ul style="list-style-type: none"> Deliver activity to reduce alcohol use and address Aberdeenshire's relationship with alcohol through multi-agency approaches 	<ul style="list-style-type: none"> Website – A brand new website is in the final stages of development and is expected to go live in November. The North Forum recently hosted a conversation café around alcohol use among young people. This involved community members and agency representatives and will help shape some of the work with young people in the next year. Active Hub Inverurie – A revised active hub is being piloted in Inverurie in response to concerns around alcohol and drug use among young people. This targets those at most risk and encourages healthier active lifestyles. If successful the model will be rolled out to other areas. Community Safety Event - Ellon Local Learning Community Partnership supported a multi-agency community safety event in Ellon Academy which offered young people advice and information on alcohol and drugs as well as internet safety and mental health and wellbeing. Stonehaven Folk Festival – An alcohol free event “Tea and Scones, Tunes and Songs” was run as part of the folk festival and saw the launch of the new ‘Alcohol Free’ kitemark. 	CLD Team Managers	2017 - 18	Safe Healthy Active Nurtured Achieving Respected Responsible Included	3, 4, 5, 6, 16, 18, 24, 39
<ul style="list-style-type: none"> Develop policy and practice framework for autism-friendly schools to promote inclusion through strengthening the universal, targeted and specialist offer. 	<ul style="list-style-type: none"> No. of schools/settings actively promoting autism-friendly practice Attendance of learners identified as ASD Attainment of learners identified as ASD Suite of training programmes, materials and resources (ALDO) Review of ASC guidelines, policies and training materials. 	Principal Educational Psychologist / QIM ASN	By Dec 2017	Healthy Included Respected Achieving	2, 3, 4, 6, 23, 28, 29
<ul style="list-style-type: none"> Develop ALDO training materials to support education practitioners to understand and assess sensory behaviours, and minimise their impact on learning and wellbeing 	<ul style="list-style-type: none"> Suit of 4 modules developed and available for education professionals via ALDO (Module 1: Universal level – Understanding Sensory Behaviours; Module 2: Targeted level – Understanding Sensory Behaviours; Module 3: Adapting the Curriculum to meet sensory needs; Module 4: Safe and Constructive use of Sensory Spaces) Evaluation of impact on learning, teaching and wellbeing via follow-up participant interviews 	Deputy Principal Education Psychologist	Feb 2018	Healthy Included Respected Achieving	3, 5, 23, 28

NIF Theme 4

NIF THEME 4: IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE					
ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Work experience and work placement opportunities created and sustained 	<ul style="list-style-type: none"> Number of youngsters in S4 – S6 with an experience of work 	Work Placement Officer	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
<ul style="list-style-type: none"> Develop multi-agency/Senior Phase bridging pathways for vulnerable young people to promote employability and positive post-school destinations 	<ul style="list-style-type: none"> No. of LAC/care-experienced young people moving onto a positive destination. No. of pupils with ASN moving onto a positive destination. 	GIRFEC Disability Group	2017-18	Achieving Included Responsible	2, 3, 4, 6, 23, 28, 29
<ul style="list-style-type: none"> 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 LAC/care-experienced young people moving onto a positive destination. No. of pupils with ASN moving onto a positive destination. 	QIM ASN	2017-18	Achieving Included Responsible	2, 3, 4, 6, 23, 28, 29
<ul style="list-style-type: none"> Engagement as part of Phase 2 of the Raising Aspirations in Science Education (RAISE) programme, supported by Education Scotland/Wood Foundation 	<ul style="list-style-type: none"> Number of schools engaged in the project. Evaluations, including data relating to improvement in teacher confidence. 	QIM Curriculum/ ESOs	2017-18	Achieving Included	3, 4, 28, 29
<ul style="list-style-type: none"> Supporting schools and settings to engage in <i>Improving Gender Balance 3-18</i> (Education Scotland) – to help practitioners identify and tackle issues of gender stereotyping in classrooms, schools and settings 	<ul style="list-style-type: none"> Guidelines for schools, based on support materials, developed. School engagement; including completion of self-evaluations to inform future planning. 	QIM Curriculum/ ESOs	2017-18	Achieving Respected Responsible Included	3, 4, 5, 12, 13, 18
<ul style="list-style-type: none"> 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. 	Lead Officer DYW	2017-2021	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	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Develop DYW Operational Plan for 2017-19. Support schools in developing and implementing the identified 3 Key Focus Areas for 2017-18 Career Education Standard Skills for Learning, Life and Work Partnership Development (including employer, FE, HE, parent & pupil engagement) 	<ul style="list-style-type: none"> Key DYW Performance Indicators for Aberdeenshire Council. 	Lead Officer DYW	2017-19	Healthy Active Nurtured Achieving Respected Responsible Included	3, 6, 23, 27, 29
<ul style="list-style-type: none"> Develop a plan to address the outcomes of the Education Scotland report "<i>Review of the implementation of the Career Education Standard (3-18), the Work Placement Standard and Guidance on School/Employer Partnerships - May 2017</i>" 	<ul style="list-style-type: none"> As per national measures. 	Lead Officer DYW	2017-18	Healthy Active Nurtured Achieving Respected Responsible Included	3, 6, 23, 27, 29
<ul style="list-style-type: none"> Develop and plan support for a DYW Equalities Plan, including a plan in partnership with Aberdeenshire Council's Employability Team for LAC and most vulnerable. Develop a DYW plan and support for gender and minorities in partnership with Curriculum Team 	<ul style="list-style-type: none"> Key DYW Performance Indicators for Aberdeenshire Council. 	Lead Officer DYW	2017-18	Healthy Active Nurtured Achieving Respected Responsible Included	3, 4, 5, 6, 12, 13, 18, 23, 27,29
<ul style="list-style-type: none"> Plan and deliver appropriate DYW staff development through CLPL & In-service 	<ul style="list-style-type: none"> Key DYW Performance Indicators for Aberdeenshire Council. 	Lead Officer DYW	2017-18	Achieving Respected Responsible Included	12, 17, 27, 28, 29
<ul style="list-style-type: none"> Develop systems for enhanced DYW Parental Engagement to deliver better and sustained DYW outcomes. 	<ul style="list-style-type: none"> Key DYW Performance Indicators for Aberdeenshire Council. 	Lead Officer DYW	2017-18	Achieving Respected Responsible Included	18

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ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Development of DYW Aberdeenshire Website and associated social media 	<ul style="list-style-type: none"> Key DYW Performance Indicators for Aberdeenshire Council. 	Lead Officer DYW	2017-18	Active Achieving Respected Responsible Included	17
<ul style="list-style-type: none"> Development of a new Work Placement Policy to deliver a more flexible and meaningful link to the world or work. Review of role of Work Placement Unit <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 Improved recording of pupil placements in schools 	<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. 	Work Placement Officer	2017-19	Healthy Active Nurtured Achieving Respected Responsible Included	3, 6, 23, 27, 29

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ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Aberdeenshire Council as an employer to support DYW outcomes:</p> <ul style="list-style-type: none"> • Devise and implement an extended paid work placement/internship programme specifically targeted at under-represented groups, young care leavers/looked after young people • Develop and deliver apprenticeship/careers and skills for work workshops for P5 - S6 pupils across Aberdeenshire. • Review current recruitment methodologies to identify strategies for effective selection of young people. • Review current apprenticeship scheme, make recommendations for improvement, and implement changes (including increasing range of MA and GLA programmes delivered in house and externally). • Develop a young person’s recruitment campaign highlighting Aberdeenshire Council as an employer of young people, targeting S1 – S6 pupils, college, university students, young people yet to reach a positive destination, parents, teachers and recruiting managers. Also to target groups where gender inequality is highest. 	<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 	<p>Lead Officer DYW</p>	<p>2017-19</p>	<p>Achieving Respected Responsible Included</p>	<p>3, 6, 23, 27, 29</p>
<ul style="list-style-type: none"> • Expand accredited ELC qualifications at graduate and undergraduate level 	<ul style="list-style-type: none"> • Increase in uptake of qualifications at graduate and undergraduate levels. 20 apprentices in place 	<p>Lead QIO</p>	<p>Three summary reports by August 2018</p>	<p>Achieving</p>	<p>18</p>

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ACTION	OUTCOMES AND IMPROVEMENTS	RESPONSIBLE OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<ul style="list-style-type: none"> Roll out childminding project 	<ul style="list-style-type: none"> 1140 funded childminders are in place in each cluster 	Lead QIO	Three summary reports by August 2018	Achieving	18
<ul style="list-style-type: none"> Deliver Opportunity for All - including development of partnership Data Hub 	<ul style="list-style-type: none"> Partnership database established with data inputted and updated by partners on an ongoing basis. 	Opportunities for All Officer	2017 - 18	Achieving Included	3,4,28,29

Improved outcomes and life choices for all of our children and young people is central to the areas covered in this plan which is ambitious, empowering and aspirational.

