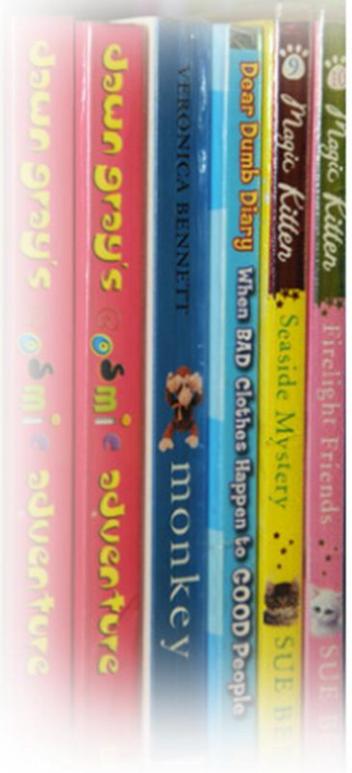




From mountain to sea

Education and Children's Services

Aberdeenshire National Improvement Framework Plan 2021 - 2022



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Foreword

Aberdeenshire National Improvement Framework Plan 2021 – 2022

I am delighted to introduce the Aberdeenshire National Improvement Framework Plan for 2021 – 2022.

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, local, regional and of course at a national level.

The covid-19 pandemic has continued to have a huge impact on all our services within Education and Children’s Services and our service vision statement of working together for better and fairer lives has never been more important. As we move into the recovery phase from the pandemic, this NIF plan outlines the key activities our service will leading forward to ensure we retain a clear focus on equity and improvement for all our learners wherever they may be in Aberdeenshire.

In addition to recovery from the pandemic, the coming year will also see Scotland’s education system respond to the findings of the recent OECD report into Curriculum for Excellence and the subsequent announcement that there would be further reforms to the national agencies which support education. We will ensure our plans and ways of working are flexible and can adapt to any changes which may come about in future and as ever, Aberdeenshire will contribute fully to ongoing discussions around the future shape and direction of Scottish education.

I look forward to working with colleagues within ECS and beyond to see this plan delivered over the next year.

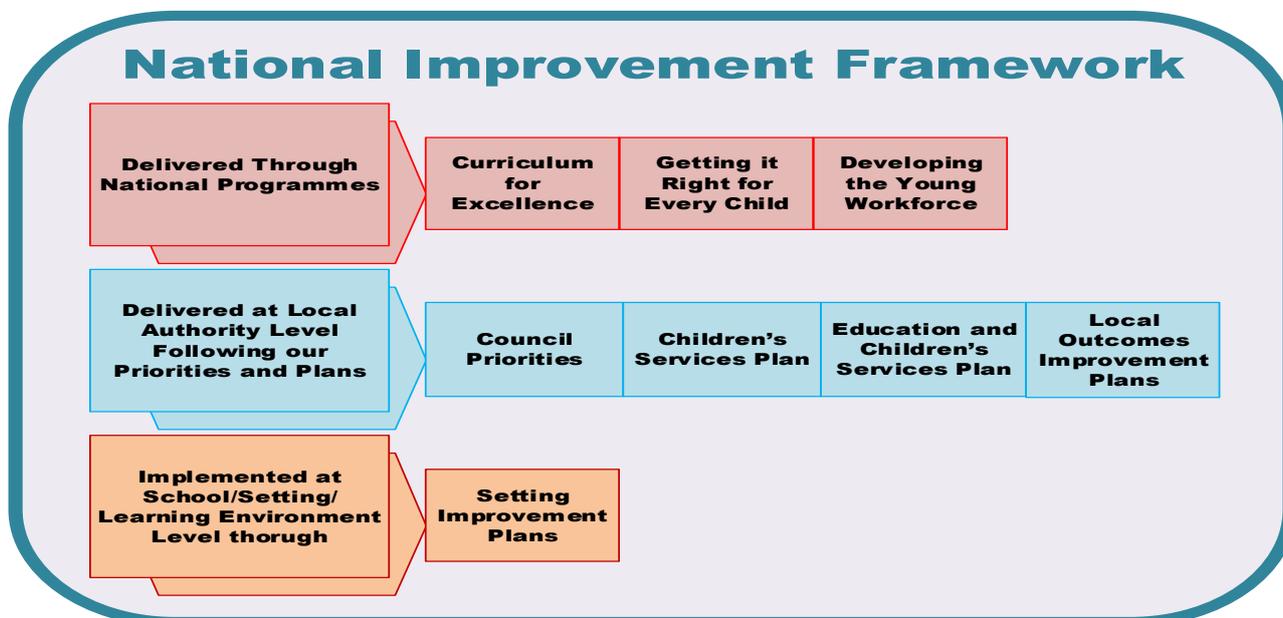


Laurence Findlay
Director of Education and Children’s Services

Aberdeenshire Council Annual Education Plan

1 September 2021 – 31 August 2022

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	Education and Children’s Services Directorate Plan	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 impacted on both the delivery of the 2019/20 and 2020/21 plans and also the formation of the 2021/2022 one. As such, a section has been included, “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.

Aberdeenshire Education Priorities 2019/2022



Expected Outcomes: based on the above priorities in a context of commitment to ensuring wellbeing, inclusion, and equity:

- All young people feel included, supported and successful in their learning
- All young people attain and achieve to their maximum potential
- All schools are aware of expectations and suggested actions that will have greatest impact on securing positive outcomes for all young people
- All schools feel supported in providing the highest quality service that is shaped by these priorities

Serving Aberdeenshire from mountain to sea – the very best of Scotland

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)
1.1 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
1.2 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 2022	Achieving	3, 4, 6, 23, 28, 29
1.3 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. Updated draft to be presented to ECS Committee Aug 2021 to reflect new council priorities and to identify any change of emphasis re-emerging priorities. Following the presentation of the draft strategy at the ECS committee in May 2021, and further development work the draft strategy will be presented for consideration at the ECS Committee in August 2021. 	CLD Team Manager Adult Learning	2021-22	Achieving Included	3, 4, 28, 29
1.4 Continued implementation of 1+2 programme.	<ul style="list-style-type: none"> Continue to signpost to collaborative professional learning opportunities through Northern Alliance, Education Scotland and SCILT (Scotland's National Centre for Languages). Continue to develop and enhance Primary Languages Portal for all teacher and school leader development needs. Support for Secondary Languages departments will be through Officer involvement with PSG group. Provision of Universal, targeted and intensive support programme for Primary Schools. Focus of cross sector work will be enhancing curricular transition through sharing practice events. 	Lead QIO and Languages Development Officer	2021-22	Achieving Included	3, 4, 28, 29

1.5 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
1.6 <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
1.7 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
1.8 Development/delivery of universal QA/QI offer to all schools as defined by national and local priorities.	<p>School level</p> <ul style="list-style-type: none"> Development/update and maintenance monitoring of schools' data dashboard. (Ongoing – following input to QIO/QIM team from ED Scotland colleagues, time is being allocated to consider further agree best use of school dashboard information to secure improvement and to consider more targeted approaches to school improvement). 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. (QIO/QIM Team have agreed pro formas to be used in reviewing individual school improvement and recovery planning. All School improvement plans due to be submitted to officers for 30 September 2021. All schools will submit planning for PEF and a recovery action planning at this time). Following on from pilot of data packs with 27 schools lead QIO (KMD) and Data support (AH) will ensure all schools will have access to the system being developed by term1 2021-2022. Ongoing consultation and refinement of system will take place up and system will be available follow the ACL data submission to Scottish Government. 	PEG Team	On going	Achieving Responsible Included	3, 12, 18, 28, 29

<p>1.8 Development/delivery of universal QA/QI offer to all schools as defined by national and local priorities (cont.).</p>	<ul style="list-style-type: none"> 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. Learning, Teaching and assessment executive group started work on this, to be taken forward and finalised Term 1 of session 2021-2022. Introduction/orientation of QA of LTA toolkit (with Webinar offer opt-in). School engagement in sampling activity linking to moderation (shared understanding of standards). (This area of work will be re-started in August 2021)- led by QIM. 120 new QAMSOs to be trained by ED Scotland colleagues in Term 1 of session 2021-2022. <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 (Four 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 activity. Learning, Teaching and assessment executive group started work on this, to be taken forward and finalised Term 1 of session 2021-2022. 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). (Work will begin in this area with QAMSOs meeting virtually term 2 to plan out work for remainder of session). Due to lockdown this will move to term 1 202-2022 for planning. As previously noted, 120 new QAMSOs being trained in Term 1 2021. Changes required due to lockdown, timing for figures to be collected will be adjusted to March/April 2021 to be used for improvement planning for session 2021-2022. PEF tool to support data collection in regard to PEF spend, curricular areas of focus, focus themes and so on has been developed and is now in consultation with appropriate forum; QIOs, PHTC etc. 	<p>PEG Team</p>	<p>On going</p>	<p>Achieving Responsible Included</p>	<p>3, 12, 18, 28, 29</p>
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<p>1.8 Development/delivery of universal QA/QI offer to all schools as defined by national and local priorities (cont).</p>	<p>Area level Quarterly workshops: QI 2.3: Understanding quality in learning and teaching; the role of school leader in the quality assurance of LTA. (Planned for term 2/3 2020 due to ongoing recovery for schools)To be completed October/November 2021. 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): Following restructuring of officer roles work will commence on review of work and next steps for cohort 1 and 2 of Self-improving Schools in August 2021.</p>	PEG Team	On going	Achieving Responsible Included	3, 12, 18, 28, 29
<p>1.9 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 <p>Following restructuring of QIM/QIO team and allocation of strategic priorities – August 2021, work will re commence in this area.</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: Two clusters with predominately rural/semi-rural schools to explore rural dimensions of the (poverty-related) attainment gap • Further areas of work to be carried out Feb 2021 Onwards following review of Best Value report – Attainment Advisor/QIM to take forward in Feb 2021. Presentations delivered and targeted work ongoing in this area led by (QIM/QIO). 	PEG Team	On going	Achieving Responsible Included	3, 12, 18, 28, 29

<p>1.10 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. • Following restructuring of QIM/QIO posts and remits each QIM to take responsibility for set of schools considered as intensive- Reviewing of progress meetings by QIM/QIO/School SLT has been ongoing with schools from Feb 2021. • 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. 	<p>PEG Team/ QIO (Cluster Lead)</p>	<p>On going</p>	<p>Achieving Included</p>	<p>3, 5, 6, 13, 149</p>
<p>1.11 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. Due to second lockdown this approach requires adapting. Following re-opening of schools, dates to be agreed re submitting of pupil attainment levels in order to consider priorities for session 2021-2022. Focus for schools remains on remote learning and learning hubs. Attainment review meetings at cluster to follow agreed dates for submission of data. • 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>QIM/QIO Team</p>	<p>Annual</p>	<p>Achieving Responsible Included</p>	<p>3, 12, 18, 28, 29</p>

1.11 Cluster attainment reviews for BGE and secondary attainment reviews for Senior Phase (cont).

Reading	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%	

QIM/QIO
Team

Annual

Achieving
Responsible
Included

3, 12, 18,
28, 29

<p>1.12 New Head Teacher Induction.</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> <p>As soon as restrictions allow face-to-face HT Induction programme will restart. Two HTs are developing a programme to support primary staff considering a HT post.</p>	<p>QIM Primary</p>	<p>Annual</p>	<p>Achieving Responsible Included</p>	<p>3, 12, 18, 28, 29</p>
<p>1.13 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. • Planning for providing online 24/7 access to a variety of learning content, upskilling experiences, with learning content being made available to students and the wider community of Parents and carers. Learning with Technology Team is planning the following to support effective anywhere anytime CLPL: <ul style="list-style-type: none"> - Creating a Sharepoint Hub site where we have appropriate categories. - Areas where we can have public access for parents / carers and wider community. - Areas with appropriate permissions for teachers and same for students. - Content would be a mixture of existing resources from national and international partners – Microsoft, Apple SMART, Education Scotland for example. 	<p>QIO</p>	<p>2021-22</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>

<p>1.13 Continue to develop new and innovative approaches to curriculum development, piloting e-learning approaches (cont).</p>	<ul style="list-style-type: none"> - Area where Digital Team provide high quality pedagogical and skill-based resources. - Area where teachers share practice. - The opportunity also exists for teachers to provide proper, interactive, exciting lessons for youngsters, that parents could access, in case of further lockdowns, exclusions, youngsters where there are barriers to attendance or simply for revision or consolidation exercises. With lessons from EY to Senior Phase. - Expandable so that Northern Alliance LA’s and colleagues could be added into the site. - Provision of additional face to face support where requested by schools or at key events such as in-service days / collegiate level / cluster level and some of those events may also be live streamed. • 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: BYOD 360 Safe programme: paperwork significantly reduced in order to simplify process for schools – 13 secondary schools now have BYOD enabled: support now required for primary settings / special schools. • Further £365,000 funding from Scottish Government to support digital inclusion agenda. • 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): parent stand-alone website created, sign pointing resources for parents / carers to support children to access remote learning – this to be developed further through the new CLPL model (outlined above). • Staff Digital Leaders Programme: to be revisited session 21-22 • E-Sgoil/Northern Alliance Aberdeenshire Digital DHT appointed (Aug 20) to lead remote delivery across primary and secondary: to continue throughout session 21-22. 	<p>QIO</p>	<p>2021-22</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>
<p>1.14 Collaboration through Northern Alliance agreed priorities.</p>	<ul style="list-style-type: none"> • As per Northern Alliance plans. 	<p>Director/Heads of Service</p>	<p>2021-22</p>	<p>Achieving Included</p>	<p>28, 29</p>

<p>1.15 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 2021-22 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>Head of Education</p>	<p>2021-22</p>	<p>Achieving Included</p>	<p>3, 5, 6, 13, 14</p>
<p>1.16 Continue to implement Parental Involvement and Engagement Strategy 2018-2021 as part of the recovery phase.</p> <p>1.17 Begin consultation and development of Parental Involvement and Engagement Strategy and Action Plan for 2022 – 2025.</p>	<ul style="list-style-type: none"> • Parental Involvement and Engagement reference group to monitor and assess the implementation and performance of the Parental Engagement Strategy and Action Plan 2018-2021 through the recovery phase. • Communication – improve parent voice through improved channels of communication and support for parents, Parent Councils. • Workforce development - audit training needs for ECS staff and partners and devise a programme of CLPL events • Evaluation and consultation with key stakeholders to inform the new Parental Involvement and Strategy and Action Plan 2022-2025. 	<p>Parental Engagement Support Hub/CLD</p>	<p>2021-2022</p>	<p>Achieving Responsible Nurtured Included</p>	<p>3, 5, 6, 9, 15, 17, 18, 21, 22, 23, 28, 29, 31</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)
2.1 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. HT PEF questionnaire to be issued to all HTs mid-term 4, the responses will be collated centrally and shared as appropriate. 	Head Teachers QIM/QIO Team	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
2.2 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
2.3 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"> Draft professional learning offers in development/consultation. Finalisation of professional support and learning offer through participatory and co-production process with system leaders and service partners. Draft partnership agreements with business service SLTs for approval. Engagement with Pan-Grampian officers re development of DSM scheme and possible opportunities for collaboration. 	PEG Team/ DSM Board	Ongoing/ completion by April 2022	Achieving Included	2, 3, 4, 6, 23, 28, 29
2.4 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"> Primary teaching/staffing budgets devolved to large primary school and special schools from April 2020/October 2020. 	PEG Team/ DSM Board	Ongoing/ completion by April 2022	Achieving Included	2, 3, 4, 6, 23, 28, 29

<p>2.5 Further strengthen inclusive practice across all schools.</p>	<p>As part of the strategic review of ASN, the following programme of work will be undertaken to strengthen and clearly articulate Aberdeenshire’s universal offer to all children and young people:</p> <ul style="list-style-type: none"> (a) Consultation with key stakeholders to create a working definition of inclusion which is driven by the presumption of mainstream education and serves as a practical reference for practitioners within the context of Aberdeenshire. (b) Minimum training expectations for all new Head Teachers in relation to ASN policy and legislative framework. (c) Aberdeenshire-wide commitment to promoting and supporting the use of the CIRCLE resource (or equivalent) to support everyday inclusive classroom practice (d) Minimum training expectations for Pupil Support Assistants in relation to supporting learning, social, emotional and wellbeing needs. (e) Clearly defined expectations about whole school approaches that are designed to support a particular population of young people, but in fact benefit most learners. This includes the following whole-school approaches (Dyslexia Friendly; Autism friendly; Restorative; Solution-oriented; Nurture; Trauma informed; Communication friendly; Bilingual Friendly; Whole school approach to mental health and wellbeing). <p>For each of these whole school approaches there will be:</p> <ul style="list-style-type: none"> (1) Expectations of minimum CLPL for all school staff as part of our universal offer to Aberdeenshire learners. (2) Signposting to more targeted CLPL opportunities. (3) A self-evaluation framework which enables schools to identify their own areas for development and is embedded in universal quality improvement processes. 	<p>Principal Educational Psychologist/ Inclusion, Equity and Wellbeing Team</p>	<p>2023</p>	<p>Achieving Nurtured Respected Included</p>	
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<p>2.6 Develop an evidence-based framework of targeted interventions to support social and emotional needs at cluster level.</p>	<p>The 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 affect positive outcomes for young people, to ensure equity of access to such supports across Aberdeenshire, and to empower localities through capacity building.</p> <p>The outcome will be an online framework which provides an overview of specific evidence-based interventions that can be used to support an identified wellbeing needs (e.g. anxiety; emotional dysregulation; loss and change; social communication). The tool will also provide the practitioner with points for consideration prior to selecting a particular intervention (e.g. circumstances in which intervention is known to be most/least effective).</p> <p>Alongside the framework, there will be an ongoing programme of workforce capacity building. Through consultation with schools, training in specified interventions will be embedded as core to identified roles within each cluster (e.g. Pupil Support Worker; Pupil Support Assistants, ASL Teachers (Community Resource Hub; Enhanced Provision; Intervention & Prevention; Nurture).</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>2023</p>	<p>Achieving Included</p>	<p>3, 4, 23, 28, 29</p>
<p>2.7 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>On going</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>

<p>2.8 Strengthen single agency education assessment and intervention planning processes.</p>	<p>Considerable improvement work has been undertaken at a multi-agency level recently by the GIRFEC Co-ordination and Support Hub. This has involved reviewing practitioner guidance, streamlining paperwork, creating a suite of learning modules, and developing a quality assurance framework.</p> <p>The following work will now be undertaken at single agency level within education:</p> <ul style="list-style-type: none"> (a) Develop guidance and associated training to strengthen education’s single agency assessment and planning processes. (b) Review Aberdeenshire’s staged intervention process to reflect the principles of Inclusion set out in 3.3.1. and align with GIRFEC multi-agency staged intervention. (c) Develop a toolkit of resources to enable the voice of children and young people to be central to assessment and planning (d) Develop a single agency quality assurance framework, closely aligned to the multi-agency framework. Work should be undertaken with schools and QIOs to consider how best to embed this within ongoing quality assurance processes. (e) Review guidance on ASN assessment and planning documentation, ensuring there is a clear articulation with GIRFEC single and multi-agency action planning processes. This will include Individual Education Plans; Co-ordinated Support Plans; Behavioural Risk Assessments; Managing Accessibility Plans; Personal Emergency Evaluation Plans. 	<p>Principal Educational Psychologist/ Inclusion, Equity and Wellbeing Team</p>	<p>2023</p>	<p>Safe Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>2, 3, 4, 6, 23, 28, 29</p>
<p>2.9 Strategic review of enhanced provision / community resource hub model.</p>	<ul style="list-style-type: none"> • Work in partnership with school leaders to review the structures, systems and services that underpin Aberdeenshire’s approach to meeting additional support needs, to ensure they are responsive, flexible, equitable, and future-fit. 	<p>Principal Educational Psychologist/ Inclusion, Equity and Wellbeing Team</p>	<p>2023</p>	<p>Safe Healthy Active Nurtured Achieving Respected Responsible Included</p>	
<p>2.10 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 • 120 new QAMSOs being trained across the authority by Ed Scotland. Plans for session 2021-2022 will be put in place following training. 	<p>QIO/QAMSO Team</p>	<p>On going</p>	<p>Healthy Nurtured Achieving</p>	<p>3, 5, 6, 13, 14</p>

<p>2.11 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 scheduled for delivery, totalling a value of £9million. To date all 72 refurbishments have been completed. There are two final new build capital projects and one substantial extension involving some improvements to the school building. Dales Park is due for completion by August 2021. • Early Years are working with Learning Estates to review the quality of the EY Estate and to improve/increase outdoor provision. • 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. Projects range from installation of kitchens to supporting two new build nurseries. Approx. £750K has been spent to date. • 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. Current number stands at 182. EY will continue to monitor and respond to need. • Peripatetic pop-up provision is in place. Peripatetic provision is now in place in Banchory, Huntly and Peterhead. EY will continue to monitor demand and capacity in order to ensure that demand is met on a local basis. • Increase in ELC provision and take up for eligible two-year olds across Aberdeenshire, through investment in capital, staffing and partnership working. Increase in two-year old provision by 30% over the last year. Also, an increase in additional hours take up by 15%. There will be a review of the availability of twos provision and there may be an increase in the number of local authority settings that offer ELC for two-year olds as a result. Review will take place by August 2021 with actions/recommendations to go before Early Years Board for consideration. Any implementation to take place by August 2022. • To review sufficiency and scope for outdoor learning where capacity is limited. This is ongoing, in response to local need and opportunities to increase delivery of Outdoor Learning. • Monitor impact of proposed deferred entry legislation on capacity. EY to review impact of deferred entry through use of data analysis. This is being piloted by five local authorities across Scotland. Review will take place across 21/22 academic year. Minimal impact for deferred entry for Aberdeenshire Council. • Early Years are working with Learning Estates to review the quality of the EY Estate and to improve/increase outdoor provision. 	<p>Quality Improvement Manager (Early Years)</p>	<p>August 2022</p>	<p>Achieving</p>	<p>3</p>
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<p>2.12 Ensure quality provision in authority ELC settings.</p>	<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. Trial improvement framework linked to self-evaluation quality audits. Final version will go to SLT/LNCT. • Make use of a range of data in order to review impact of EY Staffing model (including Early Years Senior Practitioners) on EY Quality. Outcome of review is pilot relief staffing process across five cluster areas. Relief staffing pilot has started and there is a recruitment process for increasing the number of relief staff posts across Aberdeenshire. A microsite has been developed and will be working with HR to carry out recruitment campaign. • Involve high attaining EYSPs in supporting improvement across Early Years. • Staffing model review taking place and a revised model will be implemented across 21/22. • A more comprehensive 'Grow our Own' model will be developed, and any recommendations will be taken to the EY Board for review and approval. A three to five-year plan will be created and then implemented upon approval. • Develop collaborative improvement methodologies in line with primary cluster developments. • Improve ELC training programme to focus on evidence-based interventions. • Universal, targeted and intensive QA support in place. Working collaboratively with the Care Inspectorate and Scottish Government. Settings identified and agreed between Care Inspectorate, Aberdeenshire Early Years and Scottish Government. Targeted settings to start on Care Inspectorate Improvement Programme. Education Scotland to deliver programme of training for EYSPs/HTs/QIOs. • Sessions with Education Scotland are being well attended by EY staff. • Review of Out of School Care staffing structure and posts to take place in order to improve quality, recruitment & retention and to ensure continued sufficiency of OOSC provision across Aberdeenshire. 	<p>Quality Improvement Manager (Early Years)</p>	<p>August 2022</p>	<p>Achieving</p>	<p>3</p>
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<p>2.12 Ensure quality provision in authority ELC settings (cont).</p>	<ul style="list-style-type: none"> • Refocus the work/remit of the Excellence and Equity practitioners (EEPs) in order to ensure that they are used effectively in Early Years and having the greatest impact possible. Change their role to a peripatetic one, in order to strengthen the reach of the work that they do. This will allow the practitioners to target those children in most need. Aim to be in place for August 2022. Currently working with HR in relation to EEPs. • Literacy and numeracy support packages developed to support settings. Impact of this is evaluated through Principal Teacher and QIO (Early Years) Visits. • Service level agreement (SLA) developed between speech and language therapy (SALT), educational psychology and early years, in order to target resources and improve outcomes for children. Interim SLA has been developed and regular updates provided by Speech and Language Therapy. SALT to support settings that are not yet meeting the national standards to target supporting/improving outcomes for children. • Relief staffing pilot has started and there is a recruitment process for increasing the number of relief staff posts across Aberdeenshire. A microsite has been developed and will be working with HR to carry out recruitment campaign. • Involve high attaining EYSPs in supporting improvement across Early Years. 	<p>Quality Improvement Manager (Early Years)</p>	<p>August 2022</p>	<p>Achieving</p>	<p>3</p>
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<p>2.13 Support improvement in non-council ELC provision.</p>	<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. Trial improvement framework linked to self-evaluation quality audits. Final version will go to SLT/LNCT before implementation across all ELC settings. • Make use of a range of data in order to review impact of EY Staffing model (including Early Years Senior Practitioners) on EY Quality. Outcome of review is pilot relief staffing process across five cluster areas. Relief staffing pilot has started and there is a recruitment process for increasing the number of relief staff posts across Aberdeenshire. A microsite has been developed and will be working with HR to carry out recruitment campaign. • Involve high attaining EYSPs in supporting improvement across Early Years. • Develop collaborative improvement methodologies in line with primary cluster developments. • Improve ELC training programme to focus on evidence-based interventions. • Universal, targeted and intensive QA support in place. Working collaboratively with the Care Inspectorate and Scottish Government. Settings identified and agreed between Care Inspectorate, Aberdeenshire Early Years and Scottish Government. Targeted settings to start on Care Inspectorate Improvement Programme. Education Scotland to deliver programme of training for EYSPs/HTs/QIOs. • Sessions with Education Scotland are being well attended by EY staff. Such training and awareness will continue throughout 21/22 to ensure that quality is at the heart of the ELC expansion. • Supporting out of school care staff across Aberdeenshire Council’s 15 settings in order to provide high quality childcare provision for primary 1 to primary 7 children. Self-evaluation improvement framework developed and utilised to support Coordinators (Managers) in each of the 15 settings. • Refocus the work/remit of the Excellence and Equity practitioners (EEPS) in order to ensure that they are used effectively in Early Years and having the greatest impact possible. Change their role to a peripatetic one in order to strengthen the breadth of the work that they do. This will allow the practitioners to target those children in most need. Aim to be in place for August 2022. Currently working with HR in relation to EEPS. 	<p>Quality Improvement Manager (Early Years)</p>	<p>August 2022</p>	<p>Achieving</p>	<p>3</p>
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<p>2.14 Development of Family Learning Plan.</p>	<ul style="list-style-type: none"> • Establish a working group of key stakeholders to inform the development of the Aberdeenshire Family Learning Plan • To establish a set of family learning performance indicators for schools and other key partners. • Workforce development – audit training needs for ECS staff and partners in relation to Family Learning • Consultation with Families – consult with parents on Family Learning needs • Deliver family learning opportunities to support recovery and address the poverty related attainment gap. 	<p>CLD Team Manager – Adult Learning</p>	<p>2021/22</p>	<p>Healthy Achieving Nurtured Active Responsible Included</p>	<p>3, 4, 5, 6, 9, 12, 13, 15, 17, 22, 23, 28, 29, 31</p>
<p>2.15 Further develop accreditation of wider achievement.</p>	<ul style="list-style-type: none"> • Build capacity within CLD to deliver accredited learning to young people, individuals and communities. • 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. • Work with partners to develop the learning offer and progression routes for learners. • 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. • Planned input by YouthLink Scotland on the national youth work outcomes and indicators to the CLD Work with Young People team in September. • Programme for CPD to build number of SQA assessors in place; core staff completed, newcomers and ongoing updates & support in place. Increase in the number of internal verifiers and the WWYP team have staff in the process of completing their assessors training. • To develop accredited opportunities to assist with Covid-19 education led recovery in SQA in Mental Health level 4 and 5 and Wellbeing and Volunteering, 3, 4 and 5. • New volunteer training designed, and delivery as needed - supporting our ESOL learners and programmes. 	<p>CLD Team Managers – Work with Young People; Adult Learning</p> <p>Service Manager, Cultural Services</p>	<p>2021-22</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>

<p>2.15 Further develop accreditation of wider achievement (cont).</p>	<ul style="list-style-type: none"> • E-Sgoil Pilot- exploring delivered 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. Online STEM school holidays clubs have been piloted by CLD • Targeted interventions using culture. • Develop a programme of learning activities and projects with Syrian New Scots, Tackling Poverty funding secured for a Syrian New Scots employability and family finance programme, pilot Parental Engagement Learning at School and Home, delivered in Nov/Dec 2020 the family unit at HMP Grampian, booklet developed for prisoners released during Covid-19 to understand the Government guidance and how to keep safe and the Travelling Community. • Roll out by CLD team of delivery and assessment of 15 new SQA units covering Volunteering Skills Award (VSA) levels 3, 4, and 5, and Mental Health and Wellbeing Award (MHWA) levels 4 and 5. This is an exciting development as both awards can be offered to learners of all ages, whilst the delivery land itself to numerous partnership opportunities. 	<p>CLD Team Managers – Work with Young People; Adult Learning</p> <p>Service Manager, Cultural Services</p>	<p>On going</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>
<p>2.16 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. • Programmes adjusted and amended for 21/22, with two cohorts for S3 and S4 have been agreed and selected for 21/22. 	<p>Service Manager Communities and Partnerships</p>	<p>On going</p>	<p>Achieving Included Healthy</p>	<p>3, 5, 6, 13, 14</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)
3.1 Develop policy and practice framework for promoting inclusion in Aberdeenshire Schools	<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>Next steps will focus on development of Communication Friendly Schools through implementation of Service Level Agreement with NHS Grampian Speech and Language Therapy. This will be progressed through ASN Review.</p>	Principal Educational Psychologist/ Inclusion, Equity and Wellbeing Team	2022	Nurtured Included Respected Responsible	2, 3, 4, 6, 23, 28, 29
3.2 Promote inclusion and participation of vulnerable groups of learning by preventing and managing exclusions	<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. Draft Promoting Inclusion and Reducing Exclusions in Aberdeenshire’s Schools policy presented to and discussed by ECS Committee and 6 Area Committees. Stakeholder engagement commenced in March 2020 but was paused, as a result of Covid-19. Resumption planned for session 21-22. 	QIO Inclusion, Equity and Wellbeing Team	2020-22	Nurtured Included Respected Responsible	2, 3, 4, 6, 23, 28, 29

<p>3.3 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>(Consultation with schools was delayed until January/early February 2021. April 2021: Working Group met to review results. As a direct response the format of the current document and alternative resources are being explored to identify a resource that meets the needs of Aberdeenshire Schools. June 2021: The Working Group have identified a possible format that will be trialled by the schools represented in the Working Group next session).</p>	<p>Education Support Officer Inclusion, Equity and Wellbeing Team</p>	<p>2021-22</p>	<p>Safe Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>ALL</p>
<p>3.4 Engage in improvement work in response to the Scottish Government’s ‘Mental Health Strategy 2017-27’ and the Scottish Government Community Mental Health Supports and Services Framework.</p>	<ol style="list-style-type: none"> (1) Establish a minimum data set for children and young people’s mental health, which is used to inform strategic planning and evaluate whole system impact. (2) Increase accessibility of information about supporting children and young people’s mental health and wellbeing through engagement with the national ALISS system to ensure local services can be easily identified by community stakeholders. (3) Develop a professional learning matrix which sets out core mental health training recommendations for the multi-agency workforce. (4) Develop and implement a strategy to achieve a trauma-informed and responsive Aberdeenshire multi-agency workforce (5) Engage with children and young people, parents and other key stakeholders within each Aberdeenshire locality to identify gaps in services that promote mental wellbeing and help address early, low levels of poor mental health. Identify any existing services which require further development and develop specifications for any new service requirements. (6) Collaborate with Adult Services to commission digital mental health services for Aberdeenshire residents age 16+. This will include access to an online moderated peer support community, access to a range of self-management materials and courses, and virtual one-to-one therapeutic services. (7) Explore commissioning of a website based mental health service for children and young people aged 11-16 years. 	<p>Principal Educational Psychologist/ GIRFEC Mental Health Group</p>	<p>2023</p>	<p>Safe Healthy Nurtured Achieving Respected Responsible Included</p>	<p>3, 4, 5, 6, 16, 18, 24, 39</p>

<p>3.4 Engage in improvement work in response to the Scottish Government's 'Mental Health Strategy 2017-27' and the Scottish Government Community Mental Health Supports and Services Framework (cont).</p>	<p>(8) Help bridge gap between universal and specialist services by investing in provision of tier 1 and 2 mental health support for Aberdeenshire children and young people via the psychological resilience hub, which was originally set on up a Grampian-wide basis as a response to the COVID-19 pandemic.</p> <p>April 2021:</p> <p>(9) LIAM has now been delivered in Fraserburgh, Banff, Portlethen, Banchory, Inverurie. Next steps: Huntly. Use of SG funding being explored to expedite roll-out.</p> <p>(10) Mental Health First Aid Training for Teachers has not progressed as we are not permitted to deliver it virtually.</p> <p>(11) Counselling Service established and will be at full capacity by January 2023.</p> <p>(12) School holiday counselling listening service established for YP aged 14+.</p> <p>(13) Next steps: Exploration of commissioned digital mental health services, and prevention/early intervention community-based services.</p>	<p>Principal Educational Psychologist/ GIRFEC Mental Health Group</p>	<p>2023</p>	<p>Safe Healthy Nurtured Achieving Respected Responsible Included</p>	<p>3, 4, 5, 6, 16, 18, 24, 39</p>
<p>3.5 Development of effective transition guidance across all sectors.</p>	<ul style="list-style-type: none"> Effective transition plans are in place across all Early Years settings. Enhance and improve transitions from P6 - S2. 	<p>QIM Schools</p>	<p>2021-22</p>	<p>Healthy Nurtured Achieving Included</p>	<p>3, 5, 6, 13, 14</p>
<p>3.6 Cluster model.</p>	<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. 	<p>Cluster Lead Team</p>	<p>On going</p>	<p>Achieving Responsible Included</p>	<p>3, 5, 18, 28, 29</p>
<p>3.7 Develop protocols for learners with the need of long-term property adjustments.</p>	<ul style="list-style-type: none"> Protocols in place and Children with long term property adjustment needs identified. 	<p>Lead QIO</p>	<p>On going</p>	<p>Healthy</p>	<p>2, 3, 15, 23, 24, 28, 31</p>
<p>3.8 Adopt and implement Space to Grow advice in Early Years settings.</p>	<ul style="list-style-type: none"> Establish short-term working group. Develop guidance on outdoor learning. Pilot new outdoor space designs. 	<p>Lead QIO</p>	<p>On going</p>	<p>Achieving Nurturing Healthy</p>	<p>ALL</p>

<p>3.9 Continue to fully implement Children and Young People (Scotland) Act 2014 (as enacted).</p>	<ul style="list-style-type: none"> All settings meet the CYP (Scotland) Act requirements. New settings will be developed to meet Children and Young People Act. Children’s Rights reporting embedded. Progress made in Education actions within Aberdeenshire Children’s Services Plan Thematic Group Action Plans (Early Years, Substance Misuse, Children with a Disability, Corporate Parenting, Mental Health and Wellbeing). <p>Education Service contributions embedded within Children’s Services Plan 2017-2020 and 2020-2023. Plan/Reports available on GIRFEC Website.</p>	<p>Service Transformation Manager (GIRFEC)</p>	<p>On going</p>	<p>Healthy Nurturing</p>	<p>ALL</p>
<p>3.10 Continue to deliver activity to reduce alcohol use and address Aberdeenshire’s relationship with alcohol through multi-agency approaches.</p>	<ul style="list-style-type: none"> Lottery and Corra funding received for Banchory Recovery Project to expand services along the Deeside corridor (South Forum). Forums held publicity events during Overdose Awareness Week raising awareness about the subject and allowing community members to celebrate the lives of lost loved ones. New community members came forward for support after attending sessions (All Forums). Xmas appeal for food, winter clothing and toiletries with many people in the community contributing (Central Forum) Resilience Funding paid for tablets and wi-fi connections for digitally excluded community members. This has been complemented with the Connected Scotland initiative where eligible community members have had the supplied devices upgraded to Chromebooks and ipads (All Forums). Weekly Aberdeenshire Wide Zoom meetings open to all. Programme of guest speakers and focussed discussion on relevant topics e.g. minimum unit pricing, family impact testimonies. Three Forums One voice planned for March – September with a wide range of events including Family testimonies, STEM workshops, Music and other events to maintain social connection. (All Forums). Alcohol Free Space Braemar – We are working with a range of partners to take over and develop a new alcohol-free space in Braemar (South Forum). Book Group – Focussed reading review and reflection of books around addiction and recovery. One reader reported that the book group has helped her remain sober and that this time it feels like it’s for good (All Forums). Support to recovery communities across Aberdeenshire to move back to face-to-face support with continued online provision. Three Forums One Voice Planning of summer programme of activities including family learning/STEM events online and culminating in IRL gathering in September. 	<p>CLD Team Managers</p>	<p>On going</p>	<p>Safe Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>3, 4, 5, 6, 16, 18, 24, 39</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)
4.1 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
4.2 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. The aim of the Work Placement Unit is to ensure that every pupil in the senior phase gets at least one period of work experience before they leave school. Sourcing and delivering Foundation Apprenticeship placements for FAs studying under the Aberdeenshire Council model Arrange virtual work placements in response to the Covid19 pandemic as traditional in situ ones are unavailable. Planning for employer engagement for Level 4/5 FAs. virtual work placements arranged. Digital partnering sessions using iPads and FaceTime arranged for FA pupils in lieu of on-site placements. 	Work Placement Officer	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
4.3 Strengthen multi-agency policy and practice for post 16 transitions, focusing on employability for vulnerable young people.	Being actioned by the GIRFEC Disabilities group.	ASN (Inclusion Equity and Wellbeing) GIRFEC Disability Strategic Group	On going	Achieving Included Responsible	2, 3, 4, 6, 23, 28, 29
4.4 Refresh and Development of Aberdeenshire Council's DYW Post 2021 Strategic Planning.	Review Aberdeenshire DYW Strategic Planning to align with developments in relation to OECD Report June 2021, Young Person's Guarantee and the refreshed Scotland's Curriculum for Excellence.	Lead Officer DYW	2021-24	Achieving Respected Responsible Included	3, 4, 5, 12, 13, 18

<p>4.5 Support schools with the development and implementation of the Aberdeenshire Council DYW Strategic Plan and Aberdeenshire DYW Priorities for 2021 – 2024.</p>	<p>Aberdeenshire’s DYW Priorities for 2021-2024</p> <ul style="list-style-type: none"> • Development of FAs – L4,5,6. • Development of 3-18 DYW Curriculum especially the BGE DYW curriculum offer. • Development and embedding of the key national Education Scotland and SDS policy and guidelines including the Career Education Standard, Work Placement Standard, Career Management Skills. • Embedding of skills development including the roll out of metaskills. • Development of 3-18 profiling. • Equalities and Inclusion. • Partnerships including with employers and work placements. • Post 16 pathways, Young Person’s Guarantee and positive destinations. 	<p>Lead Officer DYW</p>	<p>2021-24</p>		
<p>4.6 Develop and support the implementation of Foundation Apprenticeships. Plan to support schools, pupils and parents to build FA delivery capacity. Through InsightQ process self-evaluate and develop the FA offer with the following key focus areas:</p> <ul style="list-style-type: none"> • Student Experience • Equalities • Stakeholder Engagement and partnership development to support FA delivery. • Staff Experiences • Marketing including the develop and share FA good practice models. 	<p>The Performance Measures and outcomes of Aberdeenshire Council’s Foundation Apprenticeship project are outlined in Appendix 3 of ECS Committee Report 18th March 2021 <u>18th March 2021 (Item 16)</u></p> <p>The following is a summary of the FA improvement actions for 21-22:</p> <ul style="list-style-type: none"> • 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 sustainable post-covid work placements including levels of simulation and work-based challenge options for SVQ delivery. Increased support for work mentor and workplaces. • Further development of Level 4/5 FAs opportunities • 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. • Further focus on FAs as a method of raising attainment and Closing the Gap. • Develop FA Equalities Plan. 	<p>Lead Officer DYW</p>	<p>2021-24</p>	<p>Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>3, 6, 23, 27, 29</p>

<p>4.7 Develop and plan support for a DYW Equalities Plan for FA, including a plan in partnership with Aberdeenshire Council's Employability Team for care experienced young people and most vulnerable which will include targeting of identified groups to address equality and equity issues.</p> <p>4.8 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	2021-24	Healthy Active Nurtured Achieving Respected Responsible Included	3, 4, 5, 6, 12, 13, 18, 23, 27,29
<p>4.9 Plan and deliver with partners appropriate DYW staff development aligned to Council DYW strategic priorities 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 2021-22. • 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	2021-24	Achieving Respected Responsible Included	12, 17, 27, 28, 29
<p>4.10 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	2021-24	Achieving Respected Responsible Included	18
<p>4.11 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. • 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	2021-24	Active Achieving Respected Responsible Included	17

<p>4.12 Development of a new Work Placement Policy to deliver a more flexible and meaningful link to the world of work. 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 total number of work placements arranged for young people in the senior phase by 5% from the 2015/16 figure by 2024. • Development of a new Work Placement Policy • Development of virtual work placements using new and existing providers in response to Covid19. • Working with new DYW Employer School Co-ordinators to improve relationships with local businesses. • Contact maintained with schools during Covid 19 pandemic with virtual placements being offered instead of on-site ones. • Development of Covid-19 risk assessment for on-site placements (when applicable). • Participation with Education Scotland in developing guidelines for Virtual Work Placements. • An evaluation of the role of the Work Placement Unit is being carried out which will shape the future relationship with Aberdeenshire’s academies and how the WPU can best serve the needs of their pupils and staff. 	<p>Work Placement Officer</p>	<p>2021-24</p>	<p>Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>3, 6, 23, 27, 29</p>
<p>4.13 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. - Respond to the outcomes of the Best Value Audit November 2020. 	<ul style="list-style-type: none"> • DYW and FA in particular and how they can be used to improve workforce development for the Council in response to the Best Value Audit November 2020. Especially in the areas of Children and Young People and Health and Social Care. • Increase the percentage of young people employed by the Council, so that the percentage employed is representative of the Aberdeenshire population by 2024. • Increase the number of apprenticeships/trainee posts to 2% of the workforce by 2024. • Increase the employment rate for young disabled people to the population average by 2024. • Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2024. • Role of DYW and FAs identified by Aberdeenshire Council as a crucial element of addressing concerns with youth unemployment and restricted opportunities for young people due to Covid. • More Council services to take FAs on placement. 	<p>Lead Officer DYW</p>	<p>2021-24</p>	<p>Achieving Respected Responsible Included</p>	<p>3, 6, 23, 27, 29</p>
<p>4.14 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>4.15 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>
<p>4.16 Deliver Opportunities for All commitment, including further development of Datahub and enhancing data analysis to improve delivery.</p>	<ul style="list-style-type: none"> • Key Performance Measures: Initial School Leaver’s Destination Report. Six Month Follow-up Report. SDS Participation Measure. Aberdeenshire Youth Unemployment Rate. • Enhanced collaborative partnership approach to delivery of OfA commitment as part of Young People’s Guarantee · Improved Aberdeenshire Youth Employability Information · Improved collaboration/project links with DYW Aberdeenshire and DYW North East · Enhanced parental engagement in partnership with Skills Development Scotland · Improved 16+ post-school transition planning including pupils/young people most at risk including Care experienced young people, young people with disabilities · Production of 10-year report on Opportunities for All in Aberdeenshire, including impact of Aberdeenshire Employability Agreements · Analysis impact of COVID-19 on 2020-2021 School Leavers including continuous improvement of data/trend analysis to inform service delivery and provision · • Key Performance Measures: Initial School Leaver’s Destination Report and six-month follow-up report Scottish Government National Performance Measures. 	<p>Opportunities for All Officer</p>	<p>21-22</p>	<p>Achieving Included</p>	<p>3, 4, 28, 29</p>

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>As part of the Connecting Scotland Programme, 4100 devices have been issued to pupils/families to address digital exclusion and support engagement in remote learning and, when schools return, increased engagement with school, both at home and school, that devices seek to promote and foster. A further 1184 devices are due for delivery in February /early March. These are a mixture of Connecting Scotland devices and 552 devices funded by Aberdeenshire Trust. In addition, 430 mifi devices, with unlimited data sims, have been allocated to pupils/families to enable connectivity. ECS is awaiting further information from Connecting Scotland regarding the possibility of further funding to meet identified continuing unmet need for devices.</p> <p>An updated Remote Learning Support Pack was sent to schools on Monday 4th January. Contingency Planning Advice Note (Learning and Teaching) was also issued, outlining minimum entitlements for pupils in relation to remote learning. An Aberdeenshire Remote Learning Teams page was also set-up to facilitate the sharing of good practice. Ongoing support is available through the Aberdeenshire ECS Teams site, which has 1292 staff members.</p> <p>A programme of digital technology CLPL is planned for the February 17th Inset. Schools have been asked for feedback on areas of remote learning training they would like to see as part of the programme.</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> <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>The Learning with Technology Team created a stand-alone website for parents / carers to support digital technology and remote learning. It can be found at http://bit.ly/ShireDigitalSupport</p>	
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Parent Engagement/Pupil Voice

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.

Sharing Effective Practice

Existing Cluster networks and professional support groups were effective mechanisms for the sharing of good practice.

Cluster leads provided a mechanism for the sharing of good practice across the Authority.

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.

Schools across sectors regularly participate in fundraising activities including supporting The MacMillan Coffee Morning, Red Nose Day and Children in Need.

Continued support to children, families and communities throughout session 2020-2021:

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.

Staff Wellbeing

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.

- 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, five 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.

	<ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • In August 2020 schools began to return to face to face engagement with learners across the sectors. • All school engaged with their stakeholders to ensure that all were aware of the enhanced expectations around our three priorities – <ul style="list-style-type: none"> ○ Safety ○ Health and Well-Being ○ Learning and Teaching • Weekly HT meetings with the Director continued and this allowed a platform for all to hear direct from the Director key messages and to participate in an open Q&A. These weekly meetings continued the entire session. • Aberdeenshire also hosted weekly HT meetings with NHS colleagues and invited HTs from across Grampian to join. This forum provided the NHS with opportunity to deliver key messages direct to our HTs and Officers as well as affording colleagues the opportunity to participate in open Q&A. These weekly meetings continued the entire session starting with three times a week initially at the start of the session and moving to once a week from Christmas onwards. • QIMs/QIOs have continued to directly engage with their clusters on a very regular basis to provide support and guidance especially in connection to the three priorities above but also in guiding HTs in their desire to return to a focus on learning and teaching raising attainment as well maintaining a focus on Safety and Health and Well-Being, • Officers and HTs have now re-engaged with colleagues from Education Scotland on the continuation of joint work to support those schools who are on follow through inspections. This work is going really well. • Schools returned to full lockdown and remote learning in Term 3. Feedback from stakeholders on the quality of and consistency of learning and teaching has been very positive. • From April 2021 and into term 4 all schools returned to face-to-face teaching. Again, schools handled this transition very well. • ECS and LNCT have agreed to continue the three-phase approach to the Working Time Agreement. This continues to give school teams the flexibility and confidence to be responsive to National and Local demands while being mindful of staff workload and health and well-being. • A data base (PowerBi) has been developed to support schools access their holistic data and therefore support identification of key priorities. • A Learning, Teaching and Assessment group has been set up involving practitioners from across the Authority to develop an Aberdeenshire approach to learning, teaching and assessment. Both the above were part of a detailed and full agenda delivered to all HTs at three recent Area Days. The agenda for these Area Days had a focus on Wellbeing and Learning and the key focus was on; health and wellbeing and learning teaching and assessment. 	
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	<ul style="list-style-type: none">• A very successful information sharing day was held with Councillors on the theme of Skills for Learning, Life and Work. Facilitators took Councillors through the key work all sectors are engaged in to support this key area right from our Early Years settings through to College/University.• A Pupil Equity Funding data gathering form has been returned by all HTs. This will inform officers of very good practice, of the impact of initiatives and of the type of themes/focus areas schools have been concentrating on in order to raise attainment and close the gap.• Schools have been heavily engaged in ensuring that all children are working at an appropriate pace and with appropriate challenge to ensure there is no 'lost learning'.• ECS and schools continue to communicate regularly with their stakeholders to keep everyone apprised and to manage expectations based on the National and local picture.• In April 2021 ECS's new structure was launched following consultation with key stakeholders. The development of this new structure is mindful of and responsive to the needs of the service as well as the current financial climate. This will afford all a closer working relationship with schools and also with local area committees.	
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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