



From mountain to sea

## Education & Children's Services

### *National Improvement Framework Plan 2019-20 and progress report to August 2020*



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## **Aberdeenshire National Improvement Framework Plan Progress Report**

I am delighted to present Aberdeenshire's National Improvement Framework Plan Progress Report for school session 2019 – 2020. This plan was very much prepared with the four key themes of the NIF in mind, based on our on-going self-evaluation and scrutiny of data as a service. Little did we know when this plan was approved in August 2019 that our lives, personal and professional, would significantly change throughout the course of the school year due to the Covid-19 pandemic. Schools closing their doors on 20<sup>th</sup> March 2020 had a significant impact on everyone within Education and Children's Services, staff, parents and of course the young people themselves.

New, innovate and bespoke ways of working had to be swiftly developed as colleagues worked to put alternative solutions in place to ensure continuity of learning for all and to ensure our most vulnerable young people were appropriately supported. I commend all my colleagues for their work during this period, often done at significant pace within a fluid, ever evolving landscape with new advice become outdated almost as quickly as it was published.

As a result of Covid-19, the key focus from 20<sup>th</sup> March 2020 was on supporting the response phase to the pandemic and then prior to summer 2020 this shifted on to a focus on preparing for schools returning in August 2020 at the start of the new session. As a result of this, priorities changed very rapidly and this progress report refers to activity which was undertaken up until 20<sup>th</sup> March 2020, recognising that priorities fundamentally changed after this date.

Notwithstanding the year behind us, some good progress has been made throughout 2019 – 2020 in pursuit of our NIF objectives and I hope you find this progress report useful. I would like to thank all ECS colleagues for their ongoing hard work in pursuit of achieving excellence and equity for our learners across Aberdeenshire

**Laurence Findlay**

**Director of Education and Children's Services**

# FOREWORD

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I am delighted to introduce Aberdeenshire's National Improvement Framework (NIF) Plan for 2019/20. This is Aberdeenshire's third NIF Plan which aims to build on the very successful work which has been taking place over the past two school years focussing on improving attainment, most specifically in literacy and numeracy as well as looking at how we continue to keep a focus on improving employability skills, sustaining positive post school destinations and improving the health and well-being of young people. Whilst focussing on all this we are committed to improving outcomes for all children and young people in our establishments and will retain an unwavering focus on closing the achievement gap between our most and least disadvantaged young people. There is a huge amount of activity taking place within Education and given changes made to the central team in recent years and the shift towards a more empowered system, the Education team will focus on four key priorities over the period 2019 – 2021. These are;

1. Improving Learning, Teaching and Assessment
2. Partnership Working to raise attainment
3. Developing leadership at all levels
4. Improvement through self-evaluation

These priorities will direct the work of the central team in how they work to support, empower and challenge schools and this approach will support the ongoing aspirations and objectives of our NIF Plan.

The work outlined in this plan is of huge importance in our ongoing efforts to achieve excellence and tackle inequalities in the system which can often prevent young people from succeeding.

This plan will provide the strategic direction for how we work collectively as professionals, in collaboration with partner agencies and other local authorities as part of the Northern Alliance , to ensure we are doing all we can as a system to improve outcomes for the young people of Aberdeenshire. This plan will support Head Teachers and their teams in schools in leading forward their own school level plans for improvement, based on their local data, circumstances and need and I look forward to seeing the ongoing improvements of recent years continue to grow over the years to come.

I wish to thank all those who have been involved in developing this plan and wish all my colleagues well in leading forward this exciting work and ensuring Aberdeenshire's continued success in improving outcomes for young people.

Laurence Findlay

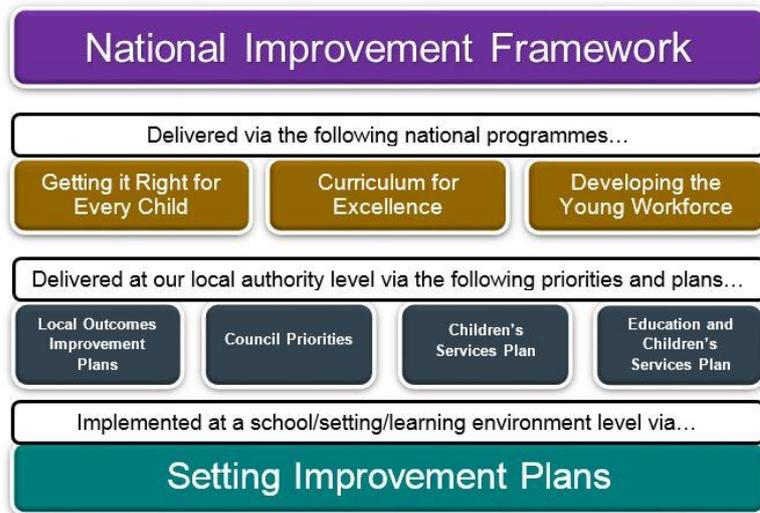
Director, Education & Children's Services



# ABERDEENSHIRE ANNUAL EDUCATION PLAN

## 1<sup>ST</sup> SEPTEMBER 2019 - 31<sup>ST</sup> AUGUST 2020

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



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

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

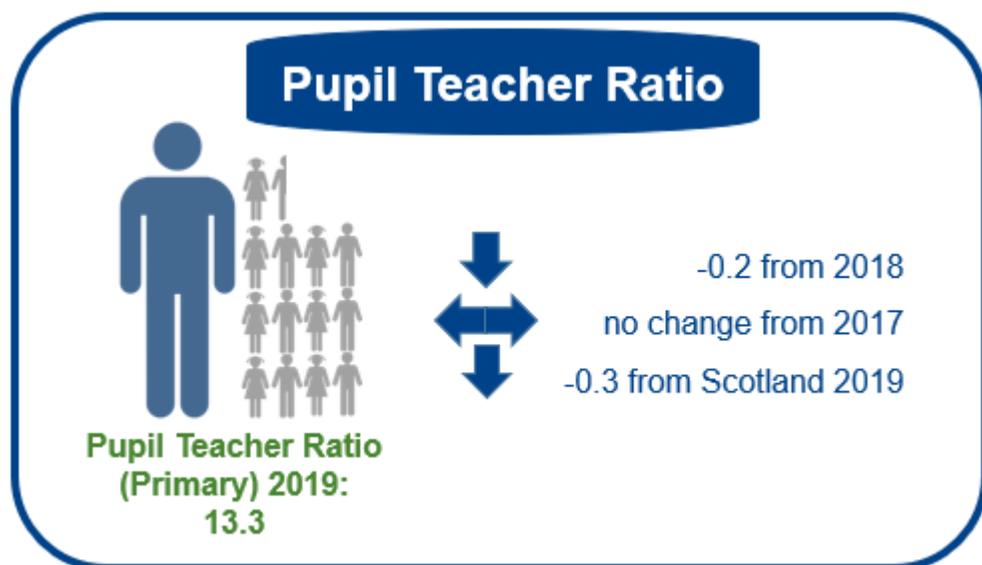
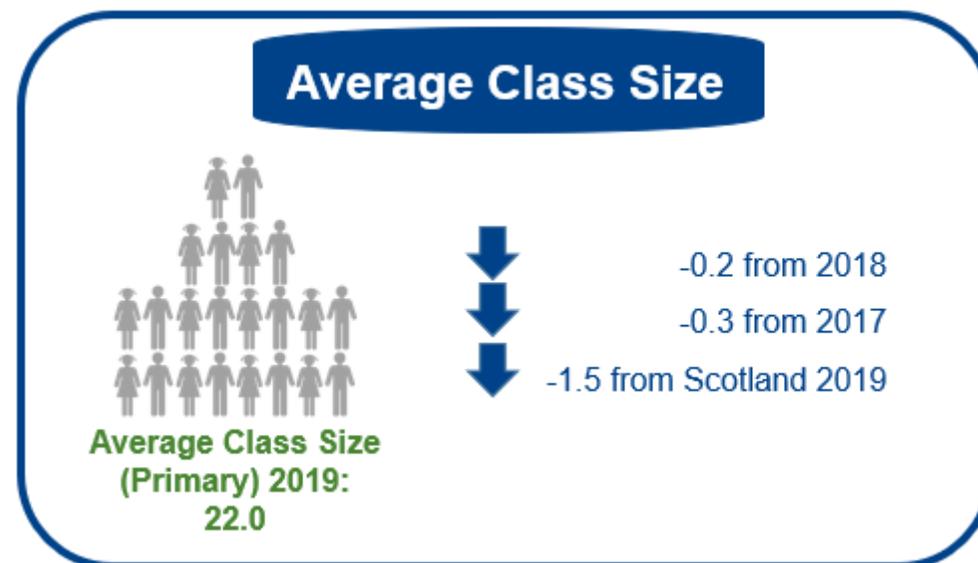
The national review of education governance is evolving and will inevitably continue to impact on the National Improvement Framework Plan at a local authority level requiring monitoring and revision as appropriate in light of these developments.

# How We Performed

## Context

The following infographics illustrate key information relating to the drivers for improvement outlined in the Aberdeenshire National Improvement Framework Plan 2019/20.

► Figures based on the 2019 annual [Scottish Government](#) collections for School Pupil Census and Teacher Census.



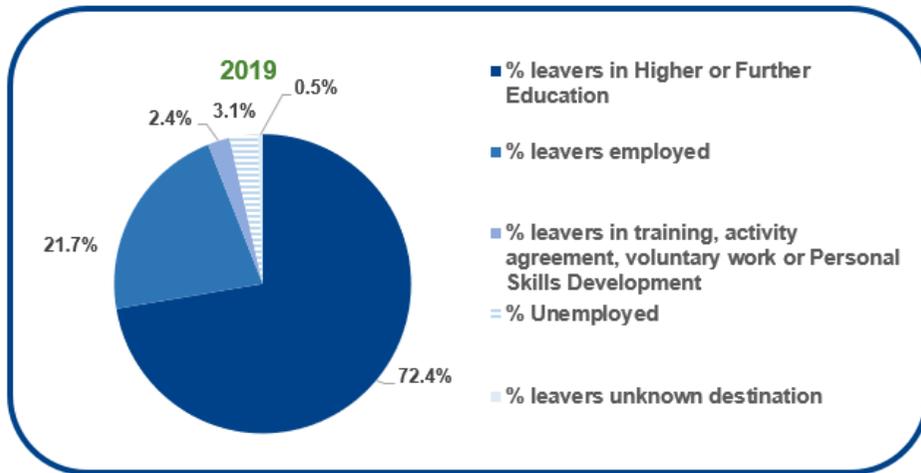
## Context – continued

► [Attendance](#) and [Exclusion](#) figures collected [nationally](#) biennially for all primary, secondary and special schools' sectors; alternate years collected locally on same basis. Early Learning & Childcare figures based on the 2019 annual [Scottish Government](#) Census collection.

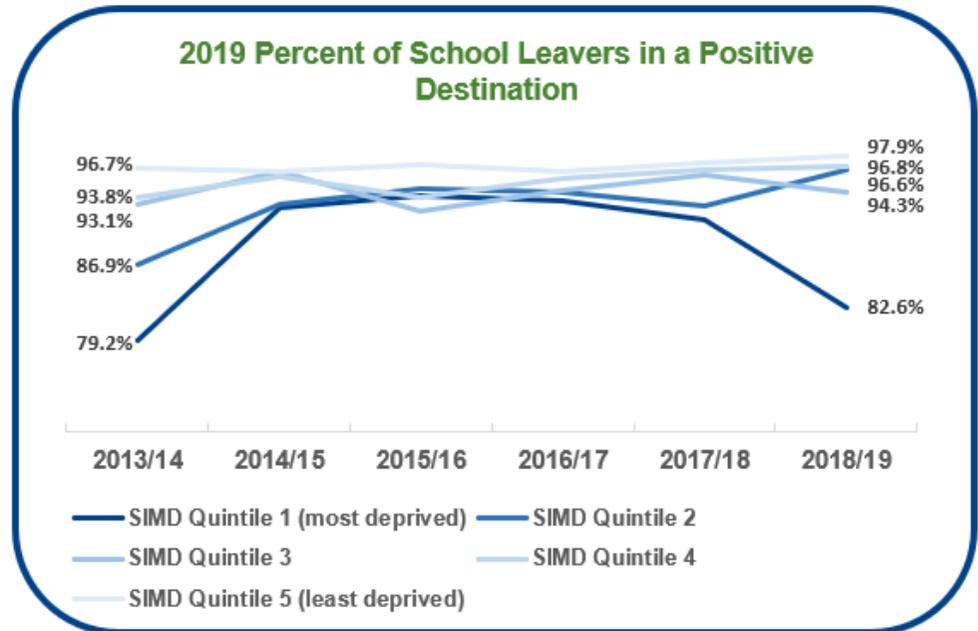


# 👉 School Leaver Destinations and evidence of the gap

► Based on the [initial destinations](#) of school leavers during session 2018/19. For 2018/19, support previously recorded as *Activity Agreement* is recorded in the *Training* category; and those undertaking *Personal Skills Development* (PSD) recorded in a new standalone category, which is a positive destination.

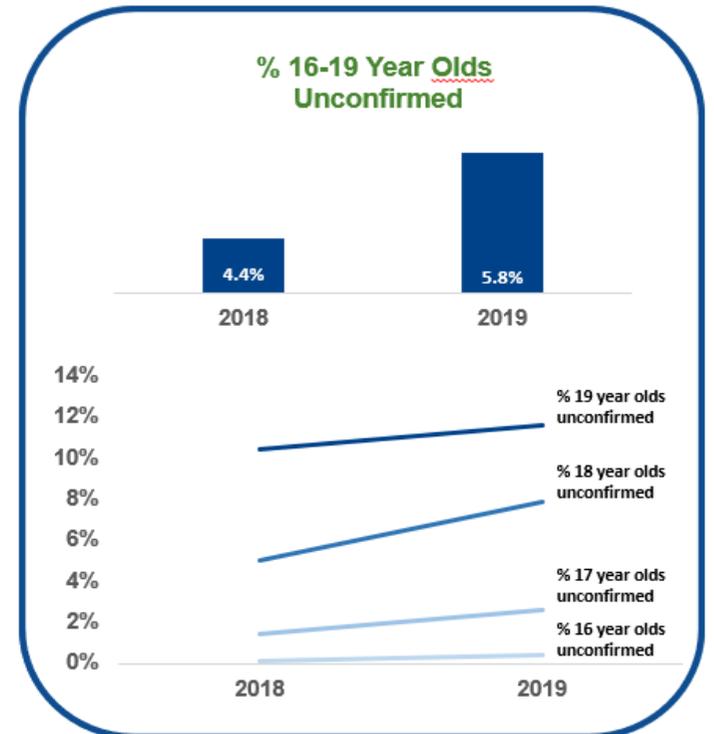
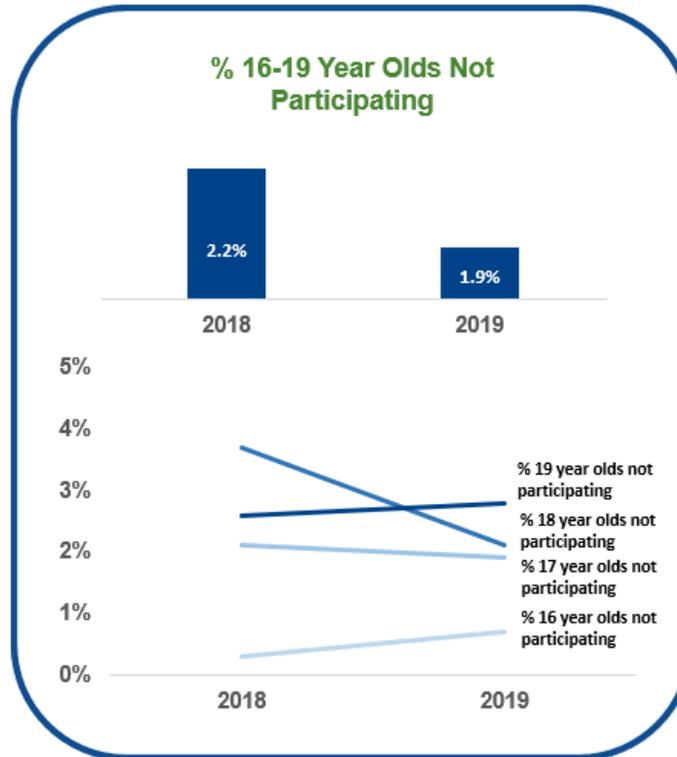
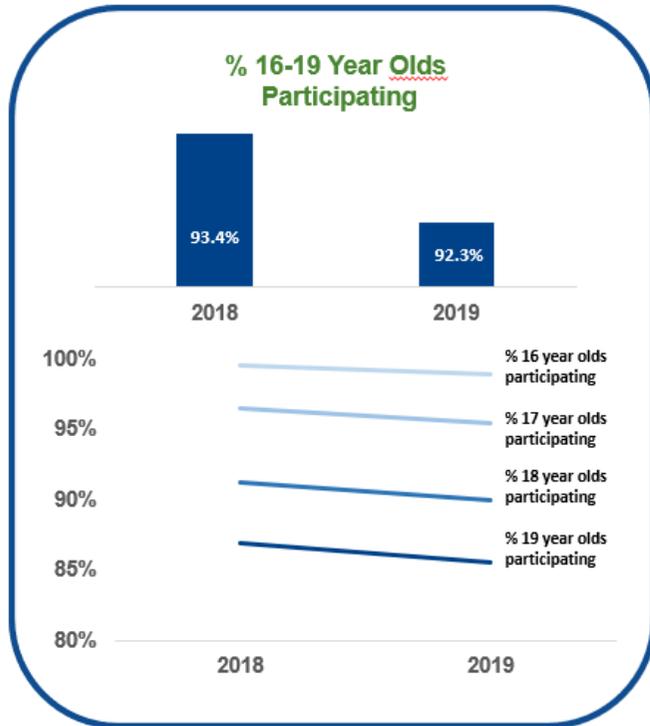


The percentage of leavers in Higher or Further Education in 2019 was almost the same as in 2018 (72.4% and 72.6% respectively). The percentage of leavers who were unemployed in 2019 remained below the 4% seen in 2017.



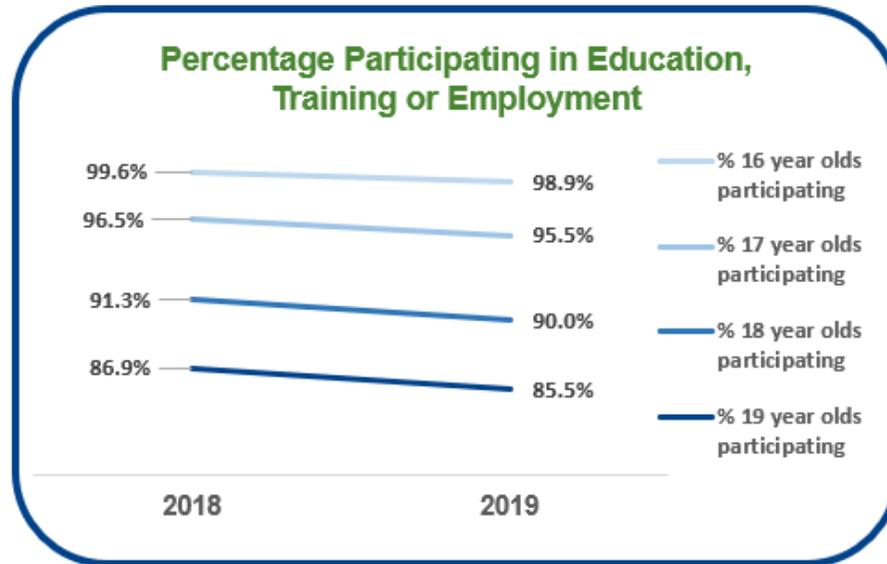
# 👉 Participation Measure

► Based on the proportion of 16-19 year olds participating in education, training or employment, those not participating e.g. unemployed seeking employment, and those with an unconfirmed status, as provided by [Skills Development Scotland](#).



## 👉 Participation Measure - continued

► Based on the proportion of 16-19 year olds participating in education, training or employment, separated by age, as provided by [Skills Development Scotland](#).



## Education Scotland Inspections

► Based on evaluation results of Aberdeenshire schools inspected by [Education Scotland](#) during session 2018/19.



## Pre-inspection Questionnaires

► Based on pupil and parent/carer responses to the pre-inspection questionnaires issued for those schools inspected by [Education Scotland](#) during session 2018/19.



NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY AND NUMERACY)					
ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Continue to strengthen system leadership to improve attainment in literacy, through promoting the universal, targeted and specialist offer around dyslexia.	<ul style="list-style-type: none"> <li>Guidance and training materials on ALDO on early identification and assessment of literacy difficulties and dyslexia.</li> </ul> <p><b>COMPLETE</b></p>	QIO ASN/Inclusion, Equity and Wellbeing Team QIO		Achieving Included	2, 3, 6, 23, 28, 29
Further engagement in the Northern Alliance's Emerging Literacy Project – Year 3.	<ul style="list-style-type: none"> <li>Attendance, engagement and evaluation of impact from schools participating in Phase 3; those in the Northern Alliance cohort and also the Aberdeenshire parallel group.</li> <li>Improvements in attainment in literacy of those schools participating consistent with benchmarks and targets identified earlier.</li> </ul>	QIM Schools	On going	Achieving Included	3, 4, 28, 29
Continued roll out of emerging literacy project.	<ul style="list-style-type: none"> <li>Number of settings on the programme. Percentage of learners reaching expected milestones using the developmental assessment tool.</li> </ul>	Lead QIO	Three summary reports per annum to August 2020	Achieving	3, 4, 6, 23, 28, 29
Implement Literacy Strategy Development	<ul style="list-style-type: none"> <li>ALCP agreement to host subgroup looking at strategy and potential strengthening of literacy partnership.</li> <li>Sub-group meetings agree and develop approach to strategy.</li> <li>Redraft of paper to support development of Literacy Strategy.</li> <li>Update to ECS Committee March 2019 confirmed broad and inclusive definition of literacy, enabling prominence for literacies beyond functional.</li> <li>Literacy seminars started June 2019, completed November 2019.</li> <li>Learner consultation sessions planned will ensure strategy will reflect learner voice.</li> <li>ECS Committee update December 2019.</li> <li>Strategy will support service providers to be more effective in communicating to users with literacies needs, enabling more effective service provision.</li> </ul>	CLD Team Manager Adult Learning	2019-20	Achieving Included	3,4,28,29

NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY AND NUMERACY)					
ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Implement Literacy Strategy Development. (cont)	<ul style="list-style-type: none"> <li>• Strategy will assist in the identification of individuals who would benefit from improvements in their literacy skills and the provision of learning.</li> <li>• Improved outcomes for those who have access to opportunities to strengthen their literacies.</li> <li>• CS Committee updated December 2019; approved update and proposals</li> <li>• Literacy seminars; Emotional, Digital, Functional, Financial &amp; Health started June 2019, completed November 2019.</li> <li>• Consultation exercise with existing learners and communities being undertaken September 2019 – March 2020 · Consultation exercise with protected groups being undertaken January – March 2020.</li> <li>• Consultation with Young people, January- March 2020.</li> <li>• Update to be presented to ECS committee May 2020.</li> <li>• Updated draft to be presented to ECS committee Aug 2020 to reflect new council priorities and to identify any change of emphasis re-emerging priorities.</li> </ul>	CLD Team Manager Adult Learning	2019-20	Achieving Included	3,4,28,29
Continued implementation of 1+2 programme.	<p>Develop Local approaches to resource deployment and professional development.</p> <ul style="list-style-type: none"> <li>• 1+2 Funding devolved and guidance prepared to support both Primary and Secondary Schools. COMPLETE</li> <li>• Signposting to suppliers and CLPL providers was given to all schools</li> </ul> <p>Professional Learning: Targeted Support for enhanced pedagogical practice in Primary for L2 &amp; L3; Development of cross Sector Professional Learning opportunities.</p> <ul style="list-style-type: none"> <li>• Feedback for recent “Making Languages Relevant” in November 2019 in service indicates that 96% of participants found that it met their professional learning needs.</li> <li>• Languages “Book Club” to be launched during “Scotland Loves Languages” week in February 2020.</li> <li>• “Languages Book Club” initiative was not launched in session 2019-20. However, the Modern Language PSG established a sector specific reading channel to support subject leaders and practitioners during the pandemic response phase.</li> </ul>	Lead QIO and Languages Development Officer	2019-21	Achieving Included	3, 4, 28, 29

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Continued implementation of 1+2 programme. (cont)	<p>Improved Leadership of Languages: Increased teacher agency and empowerment to lead in individual contexts.</p> <ul style="list-style-type: none"> <li>- Secondary “Leading in Languages” course has been developed and is currently being piloted with Aberdeenshire teachers. This may be offered at Northern Alliance level following evaluation.</li> <li>- The pandemic response affected the final phase of delivery of the “Leading in Languages” course. However, two out of three participants did complete a practitioner reflective report in place of the planned practitioner enquiry.</li> <li>- Primary Languages Portal was developed during lockdown and provides comprehensive advice and guidance for the final phase of implementation for primary school leaders and practitioners.</li> <li>• Increase engagement with L3 in Primary Schools.                             <ul style="list-style-type: none"> <li>- Focused L3 workshop at recent Making Languages Relevant in-service received positive feedback from all participants</li> <li>- Targeted delivery of the L3 workshop to individual schools and clusters in terms 3 and 4.</li> <li>- BSL and Scots (Doric) promoted as L3 with access to professional learning in February 2020 service. This is in response to feedback from 2019 National Languages survey.</li> <li>- The targeted L3 workshops were delivered online during the pandemic response. Attendance rates were affected by the ongoing pandemic situation.</li> <li>- Successful BSL and Scots (Doric) professional learning sessions were delivered with partners in February. Pilot schools were identified for the L3 Scots resource, which was not progressed due to the pandemic.</li> </ul> </li> <li>• Languages Promotion: Improved attitudes to language learning for children, young people and their families.                             <ul style="list-style-type: none"> <li>- Evaluation of this area to be progressed in terms three and four.</li> <li>- Peer to peer mentoring project for secondary schools currently in development through collaborative working with University of Aberdeen and Aberdeen City Council.</li> </ul> </li> <li>• Teaching and Learning enhanced by access to native speakers.                             <ul style="list-style-type: none"> <li>- Ongoing partnership working with Aberdeen University School of Education contributing to professional development of MLAs, CLAs, GETS and Hanban teachers and volunteers.</li> </ul> </li> </ul>	Lead QIO and Languages Development Officer	2019-21	Achieving Included	3, 4, 28, 29

NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY AND NUMERACY)					
ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Numeracy development in line with previous federation work.	<ul style="list-style-type: none"> <li>Number of settings on the numeracy programme.</li> <li>Percentage of learners reaching expected milestones using the developmental assessment tool.</li> </ul>	Lead QIO	Three summary report per annum to August 2020	Achieving	3, 4, 6, 23, 28, 29
<i>Teaching for Mastery in Numeracy and Mathematics</i> course developed – Early to Second Levels – and delivered (Seven session blended learning course).	<ul style="list-style-type: none"> <li>Seven blended (face-to-face and online) CLPL sessions developed.</li> <li>Delivered to teachers across Aberdeenshire (Eight locations).</li> <li>Case studies, including impact, available to support others, influence guidance to schools and enhance CLPL planning.</li> </ul>	Numeracy Development Officers	On going	Achieving Included	3, 4, 28, 29
Continued participation in Northern Alliance numeracy and mathematics project.	<ul style="list-style-type: none"> <li>Attendance, engagement and evaluation of impact from the eight schools participating.</li> <li>Improvements in attainment in numeracy of those schools participating consistent with benchmarks and targets identified earlier.</li> </ul>	Numeracy Development Officers	On going	Achieving Included	3, 4, 28, 29
Development/delivery of universal QA/QI offer to all schools as defined by national and local priorities.	<p><b>School level</b></p> <ul style="list-style-type: none"> <li>Development/update and maintenance monitoring of schools' data dashboard. <b>COMPLETE</b></li> <li>Strengthening of school-level QA of LTA process/practice. <b>ONGOING:</b> initial cluster level audit complete with further plans for QA toolkit and consistency across authority</li> <li>Cluster level audit of school core QA processes and follow-up on individual schools (Aug-Dec 19). <b>COMPLETE</b></li> <li>Intensive action planning for (x schools). <b>ONGOING</b></li> </ul> <p><b>Cluster level</b></p> <p>Capacity building programme for HT:</p> <ul style="list-style-type: none"> <li>Cluster attainment review (BGE). <b>COMPLETE</b></li> <li>PEF: rationale, measures, evidencing impact, reporting. <b>COMPLETE</b></li> <li>Engagement with the moderation cycle and sampling. <b>INCOMPLETE:</b> cross authority activity (Term 4) postponed (see QIO/QAMSO Work update in NIF Theme 2).</li> <li>QI 3.1: Introduction to Inclusive Practices. <b>COMPLETE</b></li> <li>Q1 3.1/3.2. Analysing ASN Data. <b>INCOMPLETE:</b> activity (Term 4) postponed.</li> <li>Orientation on revised SQUIP format (primary schools). (Initial meeting held with HTs to consider SQUIP at Primary level and Initial guidance for all schools being considered). <b>COMPLETE</b></li> <li>Cluster moderation/sampling activity. (see QIO/QAMSO Work update in NIF Theme 2). <b>INCOMPLETE:</b> activity (Term 4) postponed.</li> </ul>	PEG Team/ QIO Cluster Lead	Dec 2019	Achieving Responsible Included	3, 12, 18, 28, 29

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Development/delivery of universal QA/QI offer to all schools as defined by national and local priorities. (cont)	<p><b>Area level</b>                      Quarterly workshops for school leaders with theme/focus identified through authority level data analysis (SIF, SQUIP, schools' dashboard).</p> <p>Development and delivery of area-level improvement activity in North, Central and South (Oct-Dec 2019).</p> <ul style="list-style-type: none"> <li>• QI 2.3: Raising Expectations in Learning and Teaching. <b>COMPLETE</b></li> <li>• QI 3.2: Data Analysis – effective Interrogation of Data to support Planning for Improvement. <b>COMPLETE</b></li> <li>• Assessment and Moderation: Aberdeenshire Audit of Practice and Toolkit: Key messages around moderation and further developing a shared understanding of standards. <b>COMPLETE</b>: Sharing Standards site shared with all HTs and toolkit/audit shared with all schools.</li> </ul> <p><b>Authority level</b>                      School Improvement Partnerships pilot programme: school 'trios':                      SE Cycle: Year 1 (Focus QI 2.3).                      Authority Session1: 28/29 August 2019 (Education Scotland):                      HGIOS4: QI 2.3. Learning, Teaching and Assessment.                      Authority Session 2: 17 September 2019 (Associate Assessors).                      Self-Evaluation Skills Workshop: <b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>- Workshop 1: Advanced evaluative writing.</li> <li>- Workshop 2: PRAISE framework.</li> <li>- Workshop 3: Coaching conversations.</li> </ul> <p><b>VSE Cycle: Year 1 cohort (Focus QI 2.3).</b>                      57 of Aberdeenshire's 169 primary and secondary schools who participated in the orientation year have now moved into year one of the VSE cycle.                      Development and delivery of professional learning offer.</p> <ul style="list-style-type: none"> <li>• Authority session 1: Focus QI 2.3: Understanding the six-point scale to support professional dialogue and critical reflection during VSE activity.</li> <li>• Workshop 1: Evaluative writing in the contexts of SQUIP, SIFs and VSE <b>COMPLETE</b></li> <li>• Workshop 2: The PRAISE Framework. <b>COMPLETE</b> <ul style="list-style-type: none"> <li>- Behaviours and values.</li> <li>- Expectations.</li> </ul> </li> </ul> <p>Principles of best practice: purpose; relationships; awareness; information gathering; sharing information; enabling.</p> <ul style="list-style-type: none"> <li>• Workshop 3: Introduction to coaching, including Action Learning Sets (practical two x half day session). <b>COMPLETE</b></li> </ul>	PEG Team/ QIO (Cluster Lead)	Dec 2019	Achieving Responsible Included	3, 12, 18, 28, 29

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Development/delivery of universal QA/QI offer to all schools as defined by national and local priorities. (cont)</p>	<p><b>Induction Year programme:</b>                      Orientation session on programme including project rationale and project charter; benefits and barriers analysis; key activity and resources. <b>COMPLETE</b>                      Input on QI 1.1: Self-evaluation for self-improvement. <b>COMPLETE</b>                      Peer review of VSE / Improvement Activity planning. <b>INCOMPLETE: activity (Term 4) postponed.</b>                      Officer support for School Improvement Partnership trio school-based activity. <b>INCOMPLETE: activity (Term 4) postponed.</b></p> <p><b>Induction year cohort:</b>                      A further 43 schools have come on board this session and have commenced the orientation year activities.</p> <p>Orientation session. <b>COMPLETE</b>                      Skills for self-evaluation for self-improvement. <b>COMPLETE</b>                      Evaluative writing. <b>COMPLETE</b>                      Interventions and impact. <b>COMPLETE</b></p>	<p>PEG Team / QIO (Cluster Lead)</p>	<p>Dec 2019</p>	<p>Achieving Responsible Included</p>	<p>3, 12, 18, 28, 29</p>
<p>Development/delivery of targeted offer to groups of schools on identified areas. of improvement activity, as defined by authority-level QA processes.</p>	<ul style="list-style-type: none"> <li>• Identification of emerging themes for targeted offer: <b>COMPLETE</b> <ul style="list-style-type: none"> <li>- Audit of core requirements for school QA of LTA.</li> <li>- SQUIP analysis.</li> <li>- SIF analysis.</li> <li>- Dashboard analysis.</li> </ul> </li> <li>• Development of targeted offer from October 2019:                             <ul style="list-style-type: none"> <li>- Area Level programme of activity.                                      Area level offers around learning, teaching and assessment as well as analysis of data carried out in 2018-2019 session repeated in October 2019. <b>COMPLETE</b></li> <li>- ALDO online learning. <b>INCOMPLETE</b></li> <li>- QAMSO programme of activity.                                      Area level offer from QAMSOs and Assessment Co-ordinator QIO, carried out in Nov 2019 giving access to audits, toolkit and online support around effective moderation practices as well as resources to support a shared understanding of achievement of a level in BGE for all schools. <b>COMPLETE</b></li> <li>- EPS programme of activity.</li> </ul> </li> <li>• Signposting to national and regional resources and activity. <b>COMPLETE</b></li> </ul>	<p>PEG Team / QIO (Cluster Lead)</p>	<p>Dec 2019</p>	<p>Achieving Responsible Included</p>	<p>3, 12, 18, 28, 29</p>

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Development/delivery of intensive offer to specific schools on identified at identified areas of improvement <i>need</i>, as defined by external scrutiny and authority-level QA processes.</p>	<ul style="list-style-type: none"> <li>Development of intensive school support protocol and programme for all schools identified as 'weak' through external scrutiny or internal QA processes. <b>COMPLETE</b></li> <li>Development of intensive school action planning for all schools identified as 'weak' through external scrutiny or internal QA processes. <b>ONGOING</b></li> <li>Delivery of professional learning and coaching/mentoring for all schools identified as 'weak' through external scrutiny or internal QA processes. <b>ONGOING</b></li> </ul>	<p>PEG Team / QIO (Cluster Lead)</p>	<p>Dec 2019</p>	<p>Achieving Included</p>	<p>3, 5, 6, 13, 149</p>
<p>Cluster attainment reviews for BGE and secondary attainment reviews for Senior Phase.</p>	<p><b>COMPLETE:</b> although some data sets are incomplete. Biannual cluster BGE attainment review and biannual school Senior Phase review completed for all schools/clusters</p> <ul style="list-style-type: none"> <li>Insight data for Literacy &amp; Numeracy, at Level 4 and Level 5 for Secondary school leavers compared to virtual comparator.</li> <li>Teacher judgement data at p1, P4, P7 and S3.</li> <li>All schools hold regular Attainment Reviews for BGE which promote professional collaborations at cluster level.</li> <li>All secondary schools hold regular Attainment Reviews for Senior Phase.</li> <li>Detailed training continues for all HTs on collecting and analysing data through Area Days, cluster meeting and bespoke targeted training.</li> <li>Th HT Induction programme has a specific model on raising attainment with a robust focus on using data.</li> <li>Schools continue to use PEF to support the 'closing the gap' and raising attainment agendas.</li> <li>Target figures for 2019-2020 are below and are based on teacher judgement benchmarking:</li> </ul>	<p>QIM/QIO Team</p>	<p>Annual</p>	<p>Achieving Responsible Included</p>	<p>3, 12, 18, 28, 29</p>

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)																									
Cluster attainment reviews for BGE and secondary attainment reviews for Senior Phase. (cont)	<p><b><u>Reading</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>79.0%</td> <td>81.6%</td> <td>78.5%</td> <td>80.0%</td> </tr> <tr> <td>P4</td> <td>76.8%</td> <td>75.8%</td> <td>74.7%</td> <td>78.0%</td> </tr> <tr> <td>P7</td> <td>75.6%</td> <td>78.6%</td> <td>76.0%</td> <td>80.0%</td> </tr> <tr> <td>S3</td> <td>88.7%</td> <td>86.1%</td> <td>84.4%</td> <td>89.0%</td> </tr> </tbody> </table>		2017	2018	2019	2020	P1	79.0%	81.6%	78.5%	80.0%	P4	76.8%	75.8%	74.7%	78.0%	P7	75.6%	78.6%	76.0%	80.0%	S3	88.7%	86.1%	84.4%	89.0%	QIM/QIO Team	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
		2017	2018	2019	2020																									
	P1	79.0%	81.6%	78.5%	80.0%																									
	P4	76.8%	75.8%	74.7%	78.0%																									
	P7	75.6%	78.6%	76.0%	80.0%																									
	S3	88.7%	86.1%	84.4%	89.0%																									
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## NIF THEME 1 - IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY AND NUMERACY)

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
New Head Teacher Induction.	<p>Continue to roll out the Head Teacher Induction programme for all new HTs to Aberdeenshire Primary Schools.</p> <p>Induction programme:</p> <p>The Head Teacher Induction Scheme (HTIS) is a comprehensive and varied package of support for all new Head Teachers appointed to an Aberdeenshire School. Not all HTs appointed will require to access all aspects of the support. The support they access will be very much based on their experience and will be decided on through discussion with their QIO.</p> <p>HTIS comprises a number of parts to the overall package making up the scheme:</p> <ul style="list-style-type: none"> <li>• HT Handbook.</li> <li>• HT Induction modules: 7-day course.</li> <li>• Formal mentor.</li> <li>• QIO support.</li> <li>• Initial HT leadership and management activities: RAG checklist.</li> </ul> <p>It is important to note that the five parts to the support package all compliment and support each other.</p> <p style="color: red;">Programme roll out continues with Cohort 5 and 27 new Head Teachers attending.</p> <p style="color: blue;">As of July 2020, the induction programme has been completed for 5 cohorts of newly appointed Head Teachers to schools in Aberdeenshire taking the overall total to 61 who have completed the programme. Feedback from those participating continues to be very positive.</p>	QIM Primary	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
Continue to develop new and innovative approaches to curriculum development, piloting e-learning approaches.	<ul style="list-style-type: none"> <li>• Learning and Teaching Digital Team established. Renamed Learning with Technology Team</li> <li>• Learning gains for pupils, through the development of learning and teaching pedagogy fit for the 21<sup>st</sup> Century. <b>ONGOING</b> / ECS Staff Teams site created to support delivery of remote learning / Aberdeenshire Northern Alliance Digital DHT appointed (Aug 20)</li> <li>• Ensuring equity of provision for all learners. Funding acquired from Connecting Scotland programme to address digital exclusion: <b>ONGOING</b></li> <li>• Enabling access to learning and teaching (and qualifications) to be made available to a much wider range of stakeholders. For example: adult learners through archived lessons. <b>ONGOING</b></li> <li>• Reduction in CLPL travel costs: increased delivery of remote CLPL/archived digitally.</li> <li>• Increased partnership/transition working between primary and secondary.</li> </ul>	QIO	2019-20	Achieving Included	3, 4 ,28 ,29

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Continue to develop new and innovative approaches to curriculum development, piloting e-learning approaches. (cont)	<ul style="list-style-type: none"> <li>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). <a href="#">Support Guides issued to school / parents to support pupils during lockdown remote learning.</a></li> <li><a href="#">Oil and Gas Technology Centre initiative developed to facilitate partnership learning with primary / secondary schools.</a></li> </ul>	QIO	2019-20	Achieving Included	3, 4, 28, 29
Collaboration through Northern Alliance agreed priorities.	<ul style="list-style-type: none"> <li>As per Northern Alliance plans.</li> </ul>	Director/Heads of Service	2019-20	Achieving Included	28, 29
Further develop consistent high-quality leadership and management.	<ul style="list-style-type: none"> <li>Schools continue to engage in SCEL leadership programmes and service level leadership framework.</li> <li>Aberdeenshire have identified four service priorities for 2019-20 which are:                             <ul style="list-style-type: none"> <li>Learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ul> </li> <li>There is a significant strand involving leadership will be constantly reviewed as part of attainment reviews and form part of the data profile on every school. The leadership framework developed by the NA working group will be used as a template across all of Aberdeenshire.                             <ul style="list-style-type: none"> <li><a href="#">1.3 All schools, or groups of schools, are able to articulate their approach to leadership development.</a></li> <li><a href="#">All staff in schools identify as having a leadership responsibility in improving outcomes for young people.</a></li> <li><a href="#">All staff in schools are able to access professional learning opportunities to support development of leadership capacity.</a></li> <li><a href="#">All schools when inspected to receive level of good or better for QI.</a></li> </ul> </li> </ul>	Head of Education	2019-21	Achieving Included	3, 5, 6, 13, 14
Continue to implement Parental Engagement Strategy.  Develop and utilise materials to support skills for learning at home. Regional Improvement Collaborative sessions on Family Learning delivered to clusters and partners. Develop and deliver opportunities for Family Learning.	<ul style="list-style-type: none"> <li>Reflecting research and revised Curriculum Frameworks, work with parents to develop and make available.</li> <li>Strategy and good practice shared.</li> <li>Improved engagement levels between parents and schools.</li> <li>Increased support to children's learning from parents.</li> <li>Improved partnership working between stakeholders seeking and delivering family learning.</li> <li>Increased CLPL opportunities for school and partner staff.</li> <li>Improved Family Learning opportunities for parents/families.</li> </ul>	Parental Engagement Support Hub/CLD	2019-20	Achieving Responsible Included	3, 5, 15, 18, 29

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Continue to implement Parental Engagement Strategy.</p> <p>Develop and utilise materials to support skills for learning at home. Regional Improvement Collaborative sessions on Family Learning delivered to clusters and partners. Develop and deliver opportunities for Family Learning. (cont)</p>	<ul style="list-style-type: none"> <li>• Corporate website amended to allow parents to access support and advice on being involved.</li> <li>• Training provided for Parent Councils to provide opportunities for parents to be involved. ·</li> <li>• Created self-evaluation tool for schools to audit their Parental Engagement using “Learning Together”. · In partnership created a communication plan for parents and communication toolkit for school practitioners.</li> <li>• Implemented Parental Involvement and Engagement Census and results shared with schools.</li> <li>• Opportunity to share good practice in Parental engagement and Family Learning with schools and parents through the corporate website.</li> <li>• North Alliance Regional Improvement Collaborative (RIC)workshop with stakeholders and family learning practitioners to develop a shared understanding of family learning practice and principles and to look at partnership working to increase family learning opportunities.</li> <li>• Consultations have taken place to discuss the definition and impact of family learning and to investigate barriers to participation.</li> <li>• Parental Involvement and Engagement reference group developed a set of key principles for Parental Engagement Parental Engagement Support Hub/CLD.</li> <li>• Produce and promote factsheets for parents, teachers and practitioners on key areas.</li> <li>• Family learning opportunities have been delivered throughout Aberdeenshire around the following areas and topics – STEM, Outdoor learning, Health and Wellbeing, Strengthening Family Relationships. These have been delivered in small and large groups and via online platforms.</li> <li>• Liaise with the Refugee Resettlement Co-ordinator to identify opportunities and learning to support to ensure a shared understanding of the key themes regarding Learning Together.</li> <li>• To gather data from schools and key partners such as parents regarding parental engagement and family learning needs for 2020/21.</li> </ul>	Parental Engagement Support Hub/CLD	2019-20	Achieving Responsible Included	3, 5, 15, 18, 29
<p>CLPL courses on a range of evidence-based topics (e.g. feedback, metacognition) will be offered to schools on an annual basis. The method of CLPL delivery will align with School Improvement Planning cycles and facilitate data-driven school improvements.</p>	<ul style="list-style-type: none"> <li>• Implementation of evidence-based learning &amp; teaching approaches</li> <li>• Practitioner Enquiry approach will be used to support data-driven change and evaluate impact on learners.</li> <li>• Annual meta-analysis of evaluation data collected by individual schools.</li> <li>• Courses developed in Introduction to VL in schools; Feedback for learning; Inspired and Passionate teachers; Metacognition; Practitioner enquiry sessions for data driven school improvement. Evaluation data showed increased knowledge and understanding of theory and confidence on implementing into practice. Evaluation of impact on learners incomplete due to school closures during Covid-19 pandemic.</li> </ul>	Principal Educational Psychologist	Ongoing 2019-20	Achieving	3, 5, 13, 28, 29

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Deployment of Pupil Equity Fund (PEF) at school and cluster level to support improvement through evidence-based interventions.	<ul style="list-style-type: none"> <li>• HTs working in collaboration to develop evidence-based approaches to 'closing the gap'.</li> <li>• QIO monitoring of cluster level activity and individual school planning and review.</li> <li>• <b>Actions and Improvements from 18/19 continue.</b></li> <li>• <b>As Cluster Leads make individual school visits and attend cluster meetings PEF updates are requested.</b></li> <li>• <b>In light of Covid-19 a revised set of guidelines incorporating National advice has been issued to all HTs – May '20.</b></li> </ul>	<p style="text-align: center;">Head Teachers</p> <p style="text-align: center;">QIM/QIO Team</p>	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
PEF Timescales/Reporting.	<ul style="list-style-type: none"> <li>• Review timescales in relation to School PEF planning.</li> <li>• Timescales may require movement to match timescales coming from other parts of the Service.</li> <li>• Introduce an online platform which captures key information across all PEF plans.</li> <li>• <b>Guidelines for PEF allocation 20/21 updated for Head Teachers. This update will be emailed in time for new allocation of monies in March.</b></li> <li>• <b>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.</b></li> <li>• <b>Online platform for capturing key information being introduced in June 2020.</b></li> <li>• <b>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.</b></li> </ul>	QIM Primary	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
Continue to empower system leaders to strengthen management/governance of resources to promote collaboration and accountability in meeting needs/closing the gap through devolving school budgets.	<ul style="list-style-type: none"> <li>• Revision of Aberdeenshire DSM scheme in line with emerging national guidelines, including development of professional learning offer and professional offer to schools and head teachers. <b>ONGOING</b></li> <li>• <b>Development of professional support and learning offer through participatory and co-production process with system leaders and service partners:</b> <ul style="list-style-type: none"> <li>- <b>Orientation workshop on scope of activity. COMPLETE</b></li> <li>- <b>Two-day workshop to agree principles and key elements of professional support offer. COMPLETE</b></li> <li>- <b>Planned two-day workshop to determine scope of devolving budgets and detail of partnership agreements between school system leaders and service providers. COMPLETE</b></li> <li>- <b>Engagement with Pan-Grampian officers re development of DSM scheme and possible opportunities for collaboration. ONGOING</b></li> </ul> </li> </ul>	PEG Team / DSM Board	On going	Achieving Included	2, 3, 4, 6, 23, 28, 29

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Continue to empower system leaders to strengthen management/governance of resources to promote collaboration and accountability in meeting needs/closing the gap through devolving school budgets. (cont)	<ul style="list-style-type: none"> <li>• Devolved School Management (Secondary), including two-year implementation self-evaluation.                             <ul style="list-style-type: none"> <li>- Development of bespoke tool for self-evaluation and facilitation of workshop for secondary Head Teachers and Secondary School Support</li> <li>- Co-ordinators, report prepared. <b>COMPLETE</b></li> </ul> </li> <li>• Devolved Cluster Management (ASN), including mid-point review and reflection of pilot programme.                             <ul style="list-style-type: none"> <li>- Ongoing evaluation of pilot and report drafted with recommendations for further roll-out and embedding across the authority. <b>INCOMPLETE:</b> planned activity (Term 4): postponed.</li> </ul> </li> <li>• Devolved School Management (Primary), including three pilot programmes devolving budgets to all large primary schools, all special schools and to all primary schools in two identified clusters.                             <ul style="list-style-type: none"> <li>- Committee approval in August 2019 for devolving teaching staff budgets to all large primary schools and special schools from October 2019. <b>COMPLETE</b></li> <li>- Development and delivery of three stages Finance training for participant Head Teachers and all Secondary School Support Co-ordinators: orientation on PowerBi (June 2019); targeted sessions on PowerBi (August 2019); follow up training on budget management (Oct 2019). <b>COMPLETE</b></li> <li>- Further intensive training planned at cluster level to scope further training needs. <b>COMPLETE:</b> carried out in Portlethen cluster to scope further planned training.</li> </ul> </li> </ul>	PEG Team / DSM Board	On going	Achieving Included	2, 3, 4, 6, 23, 28, 29
Develop an evidence-based framework of targeted interventions to support social and emotional needs at cluster level	<ul style="list-style-type: none"> <li>• Skilled, confident workforce.</li> <li>• Equity of provision across Aberdeenshire.</li> <li>• Early intervention leading to improved social and emotional outcomes for children and young people.</li> <li>• Consultation with schools has taken place to identify need. Draft practice framework for schools has been developed. Identification of interventions and related training providers delayed due to pandemic but will be progressed this academic year.</li> </ul>	Principal Educational Psychologist / Inclusion, Equity and Wellbeing Team	On going	Achieving Included	3, 4, 23, 28, 29
Support schools and settings to harness the potential of digital technologies to enhance learning, teaching and assessment.	<ul style="list-style-type: none"> <li>• Increased confidence/capacity of staff to incorporate digital technology into day-to-day pedagogical practices.</li> <li>• Comprehensive Digital Technologies CLPL confirmed, with plans to record and archive for sustainability and wider access to staff, pupils, parents and wider community/CLD.</li> </ul>	QIO	2019-20	Achieving Included	3, 4, 28, 29

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Further embed the GIRFEC approach through educational provision which identifies and addresses wellbeing needs based on early intervention and prevention.	<ul style="list-style-type: none"> <li>CLPL materials, guidance and induction processes support confident competent workforce.</li> <li>QA activity carried out to ensure robust single service use of National Practice Model in assessment of Wellbeing/Child's Plan.</li> <li>Multi-agency guidance has been reviewed and updated. Multi-agency training modules to be reviewed and updated. Multi-agency performance management framework is being developed. Next steps will be a focus on single-agency Education needs.</li> </ul>	Inclusion, Equity and Wellbeing Team	2019-20	Safe Healthy Active Nurtured Achieving Respected Responsible Included	2, 3, 4, 6, 23, 28, 29
Improve validity and reliability of teacher professional judgement and strengthening tracking and monitoring of BGE.	<ul style="list-style-type: none"> <li>QIO and QAMSO carrying out cluster work and cross-authority activity on moderation and achievement of a level data. Cluster work <b>COMPLETE</b> with sharing standards site developed and available to all schools. Cross-authority work postponed due to schools' closure/Covid-19.</li> </ul>	QIO/QAMSO Team	On going Jun 2020	Healthy Nurtured Achieving	3, 5, 6, 13, 14
Ensure sufficiency of Early Learning and Childcare 1140 places by August 2020.	<ul style="list-style-type: none"> <li>Implement full induction programme for all new staff.</li> <li>Publish LA ELC Handbook.</li> <li>Establish ELC learning networks.</li> <li>Implement revised QA processes at service level.</li> <li>Develop collaborative improvement methodologies in line with primary cluster developments.</li> <li>Improve ELC training programme to focus on evidence-based interventions.</li> <li>Total of 72 capital projects have been delivered, totalling a value of £9 million.</li> <li>Significant investment in outdoor spaces across Council nurseries.</li> <li>£1 million Capital Grant Scheme offered and allocated to private/voluntary/independent child care sector. Child care providers have been able to leverage other funding in addition to Capital Grants. Over 160, 1140 ELC places will be in place for August 2021. Most of this increase is due to an increase in child minders becoming funded providers.</li> <li>Peripatetic pop-up provision is in place.</li> <li>Increase in ELC provision and take up for eligible two-year olds across Aberdeenshire through investment in capital, staffing and partnership working.</li> </ul>	Quality Improvement Manager (Early Years)	August 2020	Achieving	3

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

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

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

NIF THEME 2 - CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN					
ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Development of Family Learning practice within other strategic objectives.</p>	<ul style="list-style-type: none"> <li>• Review of service Family Learning delivery undertaken.</li> <li>• Agreement of Education Scotland Family Learning lead to support development of Family Learning strategy Group in Aberdeenshire.</li> <li>• CLD Staff complete Strengthening Families Training.</li> <li>• Integration of family learning within “Learning Together in Aberdeenshire” ensuring connection to engagement and empowerment of parents and CLPL opportunities for stakeholders.</li> <li>• <span style="color: red;">Family Learning Consultations.</span> ·</li> <li>• <span style="color: red;">Family Learning school holiday activities.</span> ·</li> <li>• <span style="color: red;">STEM family learning activities developed.</span> ·</li> <li>• <span style="color: red;">CLD staff trained to develop Outdoor Learning with Families.</span> ·</li> <li>• <span style="color: red;">Family Learning pilot project established to engage Fathers and father figures in family learning.</span></li> <li>• Family Learning activities, information and engagement – developed and delivered online.</li> <li>• Liaised with ASN Education Support Officer with regards to a consultation with parents of children with autism to identify their learning needs regarding family learning.</li> <li>• To gather data from schools and key partners such as parents regarding family learning needs for 2020/21.</li> </ul>	<p>CLD Team Manager – Adult Learning</p>	<p>2019/20</p>	<p>Achieving Included</p>	<p>3,4,28,29</p>
<p>Further develop accreditation of wider achievement.</p>	<ul style="list-style-type: none"> <li>• Learners undertaking and achieving AAA Awards, including level 6.</li> <li>• Building number of Internal Verifiers from 2 to 4 increased capacity for delivery of SQA accreditation.</li> <li>• 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.</li> <li>• Delivery Plans include Accreditation Targets.</li> <li>• CPD sessions from Youth Scotland arranged for WWYP staff to support delivery of Dynamic Youth Awards and Youth Achievement Awards.</li> <li>• 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.</li> </ul>	<p>CLD Team Managers – Work with Young People; Adult Learning</p> <p>Service Manager, Cultural Services</p>	<p>2019-20</p>	<p>Achieving Included</p>	<p>3,4,28,29</p>

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

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

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Deliver innovative service design and development to strengthen targeted and specialist earlier intervention for children and young people.</p>	<ul style="list-style-type: none"> <li>• Building on success of home/school liaison post in PeterDeen to support the development of FraserDeen (partnership between schools and CLD).</li> <li>• Introduction of PeterDeen Scholarship in Peterhead Academy resulting in 82 Accredited qualifications for students.</li> <li>• Increased attendance rates from 40% attendance to above 90%.</li> <li>• Develop Business Case for establishment of Aberdeenshire Forest School in Banchory Cluster also facilitating Forest College support for adult and family learning.</li> <li>• Cohort of PeterDeen participants completing programme (including Fire Skills programmes in Fraser and PeterDeen).</li> <li>• Development of FraserDeen Project to build on success of PeterDeen project: Cohort recruited and achieving.</li> <li>• Project Self -Evaluation undertaken for PeterDeen to identify strengths and areas for Improvement.</li> <li>• Partnership Development session/s agreed and timetabled to strengthen partnership supporting 'Deens' projects.</li> <li>• Strategic Plan in development for 'Deens' partnership.</li> <li>• Participation of S3 cohort group in PeterDeen.</li> <li>• Ongoing contact and support to young people during lockdown period.</li> <li>• Two S3 and S4 cohorts recruited and due to start on 18<sup>th</sup> Aug 2020.</li> </ul>	<p>Service Manager Communities &amp; Partnerships</p>	<p>2019-20</p>	<p>Achieving Included Healthy</p>	<p>3,5,6,13,14</p>
<p>Sustainable CLPL offer to schools on Universal and Targeted Nurture, with associated toolkit of information and resources to support implementation and evaluation.</p>	<ul style="list-style-type: none"> <li>• Analysis of quantitative and qualitative pre and post data evidencing change within participating establishments.</li> <li>• Focus groups with participating schools to explore impact and inform next steps of roll-out.</li> <li>• 10 Academies and 33 Primary Schools have now received training.</li> <li>• Evaluation shows a statistically significant increase in the knowledge, understanding and competence of all participants within nurturing approaches. There was also a significantly significant difference in their ability to apply these approaches in context after the three months of practicing these approaches. 95% of participants within the primary schools found the training useful or very useful in the development of their practice when surveyed. Follow-up planned to evaluate long term impact in October 2020 with all participants. This will be 8 months post-training. The context of Covid-19 will however change this and may impact any data gathered.</li> <li>• Training offer will continue to be rolled out across Aberdeenshire schools, and an Early Years offer will be developed.</li> </ul>	<p>Principal Educational Psychologist</p>	<p>2019-20</p>	<p>Nurtured Achieving</p>	<p>3, 5, 23, 28</p>

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Develop policy and practice framework for promoting inclusion through positive relationships through strengthening the universal, targeted and specialist offer.</p>	<ul style="list-style-type: none"> <li>Policy and practice framework developed, built on evidence-based practice. Sustainable related CLPT offers to schools (restorative, nurture, solution oriented, resilience-building).</li> </ul>	<p>Educational Psychologist/Inclusion, Equity and Wellbeing Team</p>	<p>2019-20</p>	<p>Nurtured Included Respected Responsible</p>	<p>2, 3, 4, 6, 23, 28, 29</p>
<p>Promote inclusion and participation of vulnerable groups of learning by preventing and managing exclusions</p>	<ul style="list-style-type: none"> <li>Supporting Inclusion and Reducing Exclusions in Aberdeenshire Schools Policy completed. Draft Policy has been before ECS Committee and all 6 Area Committees for consultation. Draft policy was shared with schools, for consultation, on 9<sup>th</sup> March but superseded by lockdown. <b>ONGOING</b>: to be revisited at appropriate time.</li> <li>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. <b>ONGOING</b></li> <li>HT/DHT Inset Training (Nov 2019) on theme of promoting inclusion and reducing exclusions. <b>COMPLETE</b></li> <li>Reduction in exclusions of children/young people with ASN and disabilities, and care experienced young people.</li> <li>Improved provision and practice before, during and after exclusions.</li> <li>Promoting Inclusion and Reducing Exclusions Guidelines Working Group formed to support implementation of new policy.</li> </ul>	<p>Inclusion, Equity and Inclusion Team /QIO</p>	<p>2019-20</p>	<p>Nurtured Included Respected Responsible</p>	<p>2, 3, 4, 6, 23, 28, 29</p>
<p>Guiding schools and settings to engage with Aberdeenshire’s Health and wellbeing Progression Framework.</p>	<ul style="list-style-type: none"> <li>Revised and updated documentation. <b>ONGOING</b></li> <li>IEW team did not add this item to the action plan but will now progress. Interim HWB progression framework 2015 was developed and shared with schools to use. However, many schools are actually using Healthyschools.scot rather than the Aberdeenshire Interim Framework 2015. Aberdeenshire Framework to be reviewed and refreshed in collaboration with Head Teachers to more effectively meet the needs of Aberdeenshire Schools.</li> </ul> <p>ALEC have developed</p> <ul style="list-style-type: none"> <li>HWB HGIOS and SCARF Self Evaluation.</li> <li>SCARF lessons (P2 – P7) mapped against relevant subjects and issues for ease of use.</li> <li>Flexible planning tool reviewed and adjusted for teachers to create own plan or to follow the suggested one, giving far greater flexibility, particularly with interdisciplinary learning approaches and progressions.</li> <li>HWB Early Years SCARF materials available to nurseries.</li> <li>Promote the use of HWB SCARF materials.</li> </ul>	<p>IEW Team Lead</p>	<p>On going</p>	<p>Safe Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>ALL</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)
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"> <li>Recommendations addressed within Aberdeenshire Children’s Services Plan, GIRFEC Mental Health Thematic Group.</li> </ul>	GIRFEC Mental Health Strategic Group / Principal Educational Psychologist	2019-20	Safe Healthy Nurtured Achieving Respected Responsible Included	3, 4, 5, 6, 16, 18, 24, 39
Development of effective transition guidance across all sectors.	<ul style="list-style-type: none"> <li>Effective transition plans are in place across all Early Years settings.</li> <li>Enhance and improve transitions from P6 - S2.</li> </ul>	QIM Schools	2019-20	Healthy Nurtured Achieving Included	3, 5, 6, 13, 14
Cluster model	<ul style="list-style-type: none"> <li>Cluster Lead team meetings to be used to develop and improve                             <ul style="list-style-type: none"> <li>Moderation and consistency of officer engagement at cluster meetings.</li> <li>Officer development of for example; inspection support, identification of school need, policy updates etc.</li> </ul> </li> </ul>	Cluster Lead Team	2019-20	Achieving Responsible Included	3, 5, 18, 28, 29
Develop protocols for learners with the need of long-term property adjustments	<ul style="list-style-type: none"> <li>Protocols in place and Children with long term property adjustment needs identified.</li> </ul>	Lead QIO	On going	Healthy	2,3,15,23,24,28,31
Adopt and implement Space to Grow advice in Early Years settings	<ul style="list-style-type: none"> <li>Establish short term working group</li> <li>Develop guidance on outdoor learning.</li> <li>Pilot new outdoor space designs.</li> </ul>	Lead QIO	On going	Achieving Nurturing Healthy	ALL
Continue to fully implement Children and Young People (Scotland) Act 2014 (as enacted).	<ul style="list-style-type: none"> <li>All settings meet the children and young people act. New settings will be developed to meet Children and Young People Act.</li> <li>Children’s Rights reporting embedded.</li> <li>Progress made in Education actions within Aberdeenshire’s Children’s Services Thematic Action Plans (Early Years, Substance Misuse, Children with a Disability, Corporate Parenting, Mental Health &amp; Wellbeing).</li> </ul>	GIRFEC Lead Officer	On going	Healthy Nurturing	ALL

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

OUTCOMES AND IMPROVEMENTS	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>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"> <li>Complete consultation engagement on new ADP Strategy</li> <li>Further develop community voice and capacity to address/ reduce negative impact of alcohol use in line with new strategy.</li> <li>Two mini-public session in January 2020 will involve 24 randomly selected residents in commenting on the new Draft ADP Strategy for IJB.</li> <li>Further develop community voice and capacity through ADP Forums to address/ reduce negative impact of alcohol use in line with new strategy.</li> <li>Two mini-public session held in January 2020 involving 20 randomly selected residents in commenting on the new Draft ADP Strategy for IJB. <a href="#">Report here</a></li> <li>Further develop community voice and capacity through ADP Forums to address/ reduce negative impact of alcohol use in line with new strategy - all services were moved online within 5 weeks of lockdown; Resilience Funding paid for tablets and wi-fi connections for digitally excluded community members - who have positively evaluated the impact of online support which in many cases has widened access and uptake of services.</li> </ul>	<p>CLD Team Managers</p>	<p>2019-21</p>	<p>Safe Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>3, 4, 5, 6, 16, 18, 24, 39</p>
<p>Develop an Aberdeenshire-wide vision of Autism-friendly schools, and associated quality assurance framework and CLPL offer</p>	<ul style="list-style-type: none"> <li>Increased knowledge and confidence of practitioners in meeting the needs of learners with autism.</li> <li>Long-term decrease in exclusions, part-time timetables, learning pathway plus arrangements and out of authority placements for children and young people with autism.</li> <li>CLPL materials and evaluation tools are being finalised and will be delivered in a series of webinars throughout the year in partnership with multi-agency colleagues.</li> <li>Draft quality assurance framework has been piloted and adaptations are being made on the basis of feedback.</li> <li>Baseline data is being collated to monitor evaluation of impact.</li> </ul>	<p>Principal Educational Psychologist/ Inclusion, Equity and Wellbeing Team</p>	<p>On going</p>	<p>Health Included Respected Achieving</p>	<p>3, 5, 23, 28</p>

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

OUTCOMES AND IMPROVEMENTS	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Further develop partnership working and collaboration with Allied Health Professionals to promote inclusion and participation of learners with additional support needs:</p> <ul style="list-style-type: none"> <li>- Develop guidance for school staff on Moving and Handling Pupils and on Hoisting Pupils.</li> <li>- Collaborate with Aberdeenshire Council Health Safety and Wellbeing Team to ensure an effective training programme on Moving and Handling and Hoisting Pupils is in place on ALDO for school staff.</li> <li>- Review and update ALDO training materials and guidance on Total Communication to include accreditation programme for schools re symbolisation of the environment.</li> </ul> <p>Develop guidance and training materials on ALDO for school staff on Developmental Language Disorder.</p>	<ul style="list-style-type: none"> <li>• Guidance and training on ALDO in place for school staff on Moving &amp; Handling Pupils and on Hoisting Pupils. <b>COMPLETE</b></li> <li>• Revised and updated ALDO guidance and training materials on Total Communication in place which includes accreditation programme for schools re symbolisation of the environment.</li> <li>• Review Total Communication Policy and further develop partnership agreement with Speech and Language Therapy Service regarding universal and targeted offer to support speech, language and communication skills.</li> </ul>	<p>QIO ASN / Inclusion, Equity and Wellbeing Team</p>	<p>2019-20</p>	<p>Safe Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>ALL</p>

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
Performance reviews in Secondary schools to set targets and review individual circumstances.	<ul style="list-style-type: none"> <li>Insight data on positive destinations.</li> </ul>	QIM Secondary	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
Continue to develop work experience and work placement opportunities.	<ul style="list-style-type: none"> <li>Number of youngsters in S4 – S6 with an experience of work.</li> <li><b>Sourcing and delivering 220 Foundation Apprenticeship placements for FAs studying under the Aberdeenshire Council model. Planning in place to deliver 350 FA placements starting in June 2020.</b></li> </ul>	Work Placement Officer	Annual	Achieving Responsible Included	3, 12, 18, 28, 29
Strengthen multi-agency policy and practice for post 16 transitions, focusing on employability for vulnerable young people.	<ul style="list-style-type: none"> <li>No. of care-experienced young people moving onto a positive destination.</li> <li>No. of pupils with ASN moving onto a positive destination.</li> <li>In regard to 2018-19 Initial School Leaver’s Destinations, 94.9% of care experienced young people moved into a positive destination compared to 80.9% (2017-18). Over half of care experienced young people went onto Further Education, an opportunity now financially viable as a result of the 16 to 19 Bursary Fund. This is a significant increase than previous years due to a range of Council initiatives including increase in Family Firm Placements and improved joint-working between Social Work, SDS and OfA Officer.</li> <li>Plan, GIRFEC Children with Disabilities Thematic Group. Recommendations addressed within Aberdeenshire Children’s Services.</li> </ul>	GIRFEC Disability Strategic Group	On going	Achieving Included Responsible	2, 3, 4, 6, 23, 28, 29
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"> <li>Guidelines for schools, based on support materials, developed.</li> <li>School engagement; including completion of self-evaluations to inform future planning.</li> <li><b>IEW team did not add this item to the action plan but will now progress.</b></li> <li>Education Scotland materials shared with schools.</li> <li>Foundation Apprenticeships hosted Gender Bias Workshops with around 200 S5 and S6 young people and representative members of staff from their school.</li> <li>Skills Development Scotland continue to run the ‘Improving Gender Balance Program’: delivered to S2s by careers advisors.</li> <li>Schools continue to have access to SDS Improving Gender Balance Program materials.</li> <li>Education Scotland visited a small number of primary schools to deliver gender bias sessions to pupils and their staff.</li> </ul>	IEW Lead	2019-20	Achieving Respected Responsible Included	3, 4, 5, 12, 13, 18

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Support schools with the implementation of the Aberdeenshire Council <a href="#">DYW Strategic Plan</a>.</p>	<ul style="list-style-type: none"> <li>• Key DYW Performance Indicators for Aberdeenshire Council.</li> <li>• 208 FAs being delivered through Aberdeenshire Council model</li> <li>• Successful bid to SDS to deliver 350 FAs across 11 frameworks for session 2020-21.</li> <li>• Bid made to SDS in December 2019 to deliver an FA “Pilot” project involving those who are at risk of disengaging from school.</li> <li>• New Performance Indicators for FA delivery developed to enhance governance and performance tracking.</li> <li>• Development of strategic approach to Foundation Apprenticeships including Aberdeenshire Council becoming a Lead Provider of FAs. 208 FAs being delivered through Aberdeenshire Council model.</li> <li>• Review of regional strategic partnership planning and delivery.</li> <li>• Continued development of clear focus areas and key messages for DYW Aberdeenshire project.</li> <li>• Review of DYW data collection, analysis and key performance indicators (KPIs).</li> <li>• Development of DYW Communication Strategy – website and social media.</li> <li>• Continued development of DYW Pathway Seminars – delivery of Rural Skills seminar in August 2018.</li> <li>• Continued DYW and Early Years strategic and operational planning to help deliver better and more sustainable workforce development EY outcomes.</li> <li>• Key DYW Performance Indicators for Aberdeenshire Council.</li> <li>• 208 FAs being delivered through Aberdeenshire Council model</li> <li>• Successful bid to SDS to deliver 350 FAs across 11 frameworks for session 2020-21.</li> <li>• Bid made to SDS in December 2019 to deliver an FA “Pilot” project involving those who are at risk of disengaging from school.</li> <li>• New Performance Indicators for FA delivery developed to enhance governance and performance tracking.</li> </ul>	<p>Lead Officer DYW</p>	<p>2018-2021</p>	<p>Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>3, 6, 23, 27, 29</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)
<p>Review and develop DYW Operational Plan for 2018-20.</p> <p>Support schools in developing and implementing the identified Key Focus Areas for 2018-19.</p> <ul style="list-style-type: none"> <li>- Implementation of the Career Education Standard.</li> <li>- Skills for Learning, Life and Work.</li> <li>- Partnership Development (including employer, FE, HE, parent &amp; pupil engagement).</li> <li>- Review of senior phase pathways to enhance Foundation Apprenticeships and other vocational courses.</li> <li>- Promote best practice examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Key DYW Performance Indicators for Aberdeenshire Council.</li> <li>• 208 FAs being delivered through Aberdeenshire Council model.</li> <li>• Planning now underway for joint DYW CLPL delivered in partnership with SDS through 2020.</li> <li>• Development of “in-house” FA promotional materials and best practice. Developed jointly with Comms Team and FAs.</li> </ul>	Lead Officer DYW	2018-21	Healthy Active Nurtured Achieving Respected Responsible Included	3, 6, 23, 27, 29
<p>Develop and support the implementation of Foundation Apprenticeships.</p> <p>Plan to support schools, pupils and parents to build FA delivery capacity. Make bid to SDS to again become a lead provider of FAs.</p> <p>Develop a framework for FA procurement.</p> <p>Partnership development to support FA delivery.</p> <p>Develop and share FA good practice models.</p>	<ul style="list-style-type: none"> <li>• As per national measures.</li> <li>• Development of strategic approach to Foundation Apprenticeships including Aberdeenshire Council becoming a Lead Provider of FAs. 208 FAs being delivered through Aberdeenshire Council model.</li> <li>• Review of regional strategic partnership planning and delivery.</li> <li>• Continued development of clear focus areas and key messages for DYW Aberdeenshire project.</li> <li>• Review of DYW data collection, analysis and key performance indicators (KPIs).</li> <li>• Development of DYW Communication Strategy – website and social media.</li> <li>• Continued DYW and Early Years strategic and operational planning to help deliver better and more sustainable workforce development EY outcomes.</li> <li>• Key DYW Performance Indictors for Aberdeenshire Council.</li> <li>• Successful bid made to SDS in December 2019 to deliver an FA “Pilot” project involving those who are at risk of disengaging.</li> </ul>	Lead Officer DYW	2019-21	Healthy Active Nurtured Achieving Respected Responsible Included	3, 6, 23, 27, 29

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Develop and support the implementation of Foundation Apprenticeships. Plan to support schools, pupils and parents to build FA delivery capacity. Make bid to SDS to again become a lead provider of FAs. Develop a framework for FA procurement. Partnership development to support FA delivery. Develop and share FA good practice models. (cont)</p>	<ul style="list-style-type: none"> <li>• Development of strategic approach to Foundation Apprenticeships including Aberdeenshire Council becoming a Lead Provider of FAs. 208 FAs being delivered through Aberdeenshire Council model.</li> <li>• Review of regional strategic partnership planning and delivery.</li> <li>• Continued development of clear focus areas and key messages for DYW Aberdeenshire project.</li> <li>• Review of DYW data collection, analysis and key performance indicators (KPIs).</li> <li>• Development of DYW Communication Strategy – website and social media.</li> <li>• Continued DYW and Early Years strategic and operational planning to help deliver better and more sustainable workforce development EY outcomes.</li> <li>• Key DYW Performance Indicators for Aberdeenshire Council.</li> <li>• 208 FAs being delivered through Aberdeenshire Council model</li> <li>• Successful bid to SDS to deliver 350 FAs across 11 frameworks for session 2020-21.</li> <li>• Successful bid made to SDS in December 2019 to deliver an FA “Pilot” project involving those who are at risk of disengaging from school.</li> <li>• New Performance Indicators for FA delivery developed to enhance governance and performance tracking.</li> <li>• Successful bid made to SDS in July to deliver Level 4/5 FAs for session 20-21.</li> </ul>	<p style="text-align: center;">Lead Officer DYW</p>	<p style="text-align: center;">2019-21</p>	<p style="text-align: center;">Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p style="text-align: center;">3, 6, 23, 27, 29</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)
<p>Develop and plan support for DYW Equalities Plan, including a plan in partnership with Aberdeenshire Council's Employability Team for care experienced young people and most vulnerable.</p> <p>Develop a DYW plan and support for gender and minorities in partnership with identified stakeholders.</p>	<ul style="list-style-type: none"> <li>• Key DYW Performance Indicators for Aberdeenshire Council.</li> <li>• <b>Development of FA Equalities strategy including a review of current FA cohort in relation to identified equalities characteristics.</b></li> <li>• <b>Plans in place to promote FAs as an option for targeted groups.</b></li> <li>• DYW Equalities planning revised and updated.</li> <li>• Renewed focus on Equalities through DYW delivery.</li> <li>• Equalities Support Event for school staff delivered in January 2019.</li> <li>• Strong link developed with Aberdeen University through Project Search.</li> <li>• Support for "Family Firm" for care experienced young people.</li> <li>• Joint planning with Regional Gender Group – Nae Gender Limits.</li> <li>• Gender equalities session built into DYW sessions with school staff.</li> <li>• Equalities a key feature of Foundation Apprenticeship Inductions June 2019.</li> <li>• Key DYW Performance Indicators for Aberdeenshire Council.</li> <li>• Development of FA Equalities Strategy including a review of current FA cohort in relation to identified equalities characteristics.</li> <li>• Promote FAs as an option for targeted groups.</li> </ul>	Lead Officer DYW	2019-21	<p>Healthy</p> <p>Active</p> <p>Nurtured</p> <p>Achieving</p> <p>Respected</p> <p>Responsible</p> <p>Included</p>	3, 4, 5, 6, 12, 13, 18, 23, 27,29
<p>Plan and deliver appropriate DYW staff development through CLPL and In-service.</p>	<ul style="list-style-type: none"> <li>• Key DYW Performance Indicators for Aberdeenshire Council.</li> <li>• <b>Planning now underway for joint DYW CLPL delivered in partnership with SDS through 2020. Key focus on the development of the career Education Standard.</b></li> <li>• Using Education Scotland's DYW Blethers as a focus for DYW support in our primary and secondary schools.</li> </ul>	Lead Officer DYW	2019-21	<p>Achieving</p> <p>Respected</p> <p>Responsible</p> <p>Included</p>	12, 17, 27, 28, 29
<p>Develop systems for enhanced DYW Parental Engagement to deliver better and sustained DYW outcomes.</p>	<ul style="list-style-type: none"> <li>• Key DYW Performance Indicators for Aberdeenshire Council.</li> <li>• Engagement of parents to help promote and support the development of Foundation Apprenticeships.</li> <li>• DYW Operational Plan updated for enhanced focus on parental engagement.</li> <li>• Enhanced parental engagement processes developed or the promotion and support of FA delivery.</li> </ul>	Lead Officer DYW	2019-21	<p>Achieving</p> <p>Respected</p> <p>Responsible</p> <p>Included</p>	18

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Review development of DYW Aberdeenshire Website and associated social media to support DYW and Foundation Apprenticeships.</p>	<ul style="list-style-type: none"> <li>• Key DYW Performance Indicators for Aberdeenshire Council.</li> <li>• Plans now in place through partnership with Aberdeenshire Council's Comms Officer and our two FA Creative and Digital FAs to revise the DYW website and our social media. Social media training provided to the FA Project Team. Use of LinkedIn developed to engage the business world in DYW and FA work placements.</li> </ul>	<p>Lead Officer DYW</p>	<p>2019-20</p>	<p>Active Achieving Respected Responsible Included</p>	<p>17</p>
<p>Development of a new Work Placement Policy to deliver a more flexible and meaningful link to the world of work.</p> <p>Review of role of Work Placement Unit:</p> <ul style="list-style-type: none"> <li>- Extended work placements to be developed.</li> <li>- Review of work experience blocks for all schools.</li> <li>- Working in conjunction with DYW North East to engage employers.</li> <li>- Development of Senior Phase opportunities.</li> <li>- Promotion of work placements to parents.</li> </ul> <p>Improved recording of pupil placements in schools.</p>	<ul style="list-style-type: none"> <li>• Increase the number of work placements arranged for young people by 5% from the 2015/16 figure by 2021.</li> <li>• Work placement Unit has contributed to the creation of an "H&amp;S Standard" for Work Placements which establishes the minimum expectations for all local authorities when arranging work placements. To be published before the end of 2019. It also references Education Scotland's "Work Placement Standard". Work Placement Policy to be reviewed and updated to ensure it corresponds to the H&amp;S Standard prior to launch.</li> <li>• 650 extended placements arranged for session 2018/19 which is in line with the figures for 2017/18.</li> <li>• Secondary schools to continue to have one work placement week for session 2019/20 although schools will be encouraged to concentrate on pupils leaving at the end of S4. Pupils staying on beyond S4 will be offered an extended placement in S5 or S6 or the option of a Foundation Apprenticeship.</li> <li>• In order to increase efficiency within the PU, there will be a move to "self-found" placements for all academies for session 2020/21. WPU to provide schools with list of placement providers to share with pupils.</li> <li>• Demand for workplace assessments remains high for the sole H&amp;S assessor. In order to address this there will be a greater use of telephone checks by the WPU for low risk opportunities in lieu of physical visits and the review period for medium risk opportunities is to be increased from two to three years.</li> <li>• WPU to continue to engage with DYW North East with the aim of expanding employer engagement, particularly in relation to securing Foundation Apprenticeship placements.</li> <li>• Engagement with all schools to continue at a high level to answer queries, share good practice and ensure all placements are recorded.</li> <li>• Plans for more virtual work placements and simulated work environments in response to the COVID 19 situation.</li> </ul>	<p>Work Placement Officer</p>	<p>2019-20</p>	<p>Healthy Active Nurtured Achieving Respected Responsible Included</p>	<p>3, 6, 23, 27, 29</p>

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Aberdeenshire Council as an employer to support DYW outcomes:</p> <ul style="list-style-type: none"> <li>- Increase the number of young people employed by Aberdeenshire Council,</li> <li>- Increase the number of apprentices employed by Aberdeenshire Council.</li> <li>- Increase the number of young people employed from under-represented group.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the percentage of young people employed by the Council, so that the percentage employed is representative of the Aberdeenshire population by 2021.</li> <li>• Increase the number of apprenticeships/trainee posts to 2% of the workforce by 2021.</li> <li>• Increase the employment rate for young disabled people to the population average by 2021.</li> <li>• Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021.</li> <li>• <b>Aberdeenshire Council now hosting more FAs in Business Services as well as ECS.</b></li> <li>• <b>MA Early years opportunities being offered to our FA Children and Young People cohort.</b></li> </ul>	Lead Officer DYW	2018-21	Achieving Respected Responsible Included	3, 6, 23, 27, 29
Expand accredited ELC qualifications at graduate and undergraduate level.	<ul style="list-style-type: none"> <li>• Increase in uptake of qualifications at graduate and undergraduate levels. 20 apprentices in place.</li> <li>• Apprenticeship scheme and new trainee posts in place.</li> </ul>	Lead QIO	On going	Achieving	18
Roll-out childminding project.	<ul style="list-style-type: none"> <li>• 1140 funded childminders are in place in each cluster.</li> <li>• Project complete and upscaling planned.</li> </ul>	Lead QIO	On going	Achieving	18
Deliver Opportunities for All commitment, including further development of Datahub and enhancing data analysis to improve delivery.	<p>Improve analysis of data/trends to inform practice, curriculum development and enhance partnership working by Schools, other Council services and Third Sector.</p> <ul style="list-style-type: none"> <li>• <b>On 3rd September, in partnership with National and local SDS team, Education Support Officer and SEEMiS Analysis Officer, delivered 'Seeing data as a benefit not a burden' session to 16 Academies Follow-up sessions in partnership delivered by OfA Officer and SDS Team Leaders delivered to 6 individual Academies – requiring specific support 2 Academies – Mackie and Turriff, have agreed to participate to be Pilot Schools to develop 'Post-16 data transition process'; already resulted in redesign of SEEMiS custom reports.</b></li> </ul>	Opportunities for All Officer	2019-20	Achieving Included	3, 4, 28, 29

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

ACTION	OUTCOMES AND IMPROVEMENTS	LEAD OFFICER	TIMESCALE	WELLBEING INDICATOR(S)	UNCRC ARTICLE(S)
<p>Deliver Opportunities for All commitment, including further development of Datahub and enhancing data analysis to improve delivery. (cont)</p>	<ul style="list-style-type: none"> <li>• Enhance data-sharing protocols between Council services and Skills Development Scotland.</li> <li>• <b>OfA Officer along with SDS and SDO (Family Firm) developed Data Protection Protocols between sharing data between Social Work and SDS. SDS have agreed model of approach and from January, using it to inform their national redevelopment of Datasharing Agreements with Council Services. Due to above, Aberdeenshire has been asked to be a 'pilot' Local Authority with regard to redesign of Datasharing Agreements with Councils will continue in 2020-2021.</b></li> <li>• Develop data sharing agreements between key Third sector organisations and skills development Scotland.</li> <li>• Firstly, SDS will redesign Datasharing Agreements to widen-out to all Council Services working with young people including Employability from January, Aberdeenshire will participate in National SDS to inform further development of Datasharing agreements with 3rd Sector – will continue into 2020-2021.</li> <li>• <a href="#">Update – Aug 2020</a></li> <li>• Enhanced partnership approach, recognising and addressing challenges to tackling rising youth unemployment due to impact of COVID-19</li> <li>• Increased knowledge and understanding of all practitioners supporting young unemployed people</li> <li>• Re-focussed collaborative working with Skills Development Scotland and key Council Services including Schools, CLD, Social Work and Third Sector agencies, to ensure every young person aged 16-19 years of age, is offered an opportunity of Education, Employment or Training or Volunteering Opportunity, ensuring most vulnerable case-managed</li> <li>• No of Aberdeenshire Employability Agreement clients who move onto a positive sustained destination including Further Education, Training</li> </ul>	<p style="text-align: center;">Opportunities for All Officer</p>	<p style="text-align: center;">2019-20</p>	<p style="text-align: center;">Achieving Included</p>	<p style="text-align: center;">3, 4, 28, 29</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)
Deliver Opportunities for All commitment, including further development of Datahub and enhancing data analysis to improve delivery. (cont)	<ul style="list-style-type: none"> <li>• Increased Aberdeenshire Employability Agreement capacity, will help address rising youth unemployment</li> <li>• Improved analysis of data/trends to better inform delivery, curriculum development and enhance partnership working by Schools, other Council services and Third Sector</li> <li>• Evaluation of pilot 'Post-16 transitions framework/timeline' shared with all Academies</li> <li>• <b>Key Performance Measures:</b>                          Initial School Leaver's Destination Report                          6 Month Follow-up Report                          SDS Participation Measure                          Aberdeenshire Youth Unemployment Rate</li> </ul>	Opportunities for All Officer	2019-20	Achieving Included	3,4,28,29

## Glossary

AAA	Adult Achievement Award
ALCP	Aberdeenshire Learning Communities Partnership
ASHTA	Aberdeenshire Secondary Head Teachers' Association
ASN	Additional Support Needs
BGE	Broad General Education
BSL	British Sign Language
CLD	Community Learning and Development
CLPL	Career Long Professional Learning
CPD	Continuous Professional Development
ELC	Early Learning and Childcare
ESOL	English as a Second or Other Language
FA	Foundation Apprenticeships
GET	German Employee Trainee
HANBAN	Commonly used name for the Chinese Language Council
IEW	Inclusion, Equity, Wellbeing
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
PHTC	Primary Head Teachers' Council
PSG	Professional Support Group
QA	Quality Assurance
QAMSO	Quality Assurance and Moderation Support Officer
SCEL	Scottish College for Educational Leadership
SDS	Skills Development Scotland
SQA	Scottish Qualification Authority