

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN

High Level Priorities

Priority 1 Improvement in attainment, particularly literacy and numeracy	Priority 2 Closing the attainment gap between most and least disadvantaged children	Priority 3 Improvement in children and young people's health and wellbeing	Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people
<ul style="list-style-type: none"> • Improve consistency of delivery of CfE (pace and challenge) across all schools and early learning and childcare settings to increase attainment • Empower leaders to confidently lead the raising attainment agenda at school, ASG and across the Northern Alliance via implementation of impactful professional learning • Maximise community learning opportunities to improve literacy and numeracy outcomes for families • In collaboration with The Northern Alliance review tracking and monitoring guidance (including the use of triangulated evidence) to improve the accuracy of professional judgement • All schools and central officers use robust Quality Assurance Processes, including the analysis of data and collecting the views of children and young people, to inform school and service improvement • Work across The Northern Alliance to develop a literacy and numeracy strategy 	<ul style="list-style-type: none"> • Empower all schools to effectively identify 'the gap' and the associated barriers to guide the targeting of resource • Ensure Pupil Equity Fund/SAC funding is used to effectively and measurably close the attainment gap • Implementation of poverty proofing measures across all schools and services to increase engagement and participation of our children and young people • Develop and implement an Early Years Strategy on closing the gap to reduce the vocabulary gap in P1 • Empower parents and carers across the city to help close the attainment gap • Maximise the use of Family Learning Team to increase the number of family learning interventions across the City • Support the partnership delivery of Locality Plans in each Priority Area to address local need and aspiration • Work in collaboration with The Northern Alliance to develop programmes to support the implementation of the Pupil Equity Fund 	<ul style="list-style-type: none"> • Develop and implement a strategy to improve outcomes for all children and young people with their mental health and wellbeing. Including early intervention to support children and young people with mental health needs. • Work in partnership with NHS and other key partners to improve the health of children and young people • Establish Partnership Forums and decentralise resource to provide primary prevention and early intervention across each Associated Schools Group to reduce requests for central resource • Expand outreach services to increase support for children with additional support needs at the point of need • Review, implement and monitor refreshed Substance Misuse Policy to reduce the number of substance misuse incidents in schools 	<ul style="list-style-type: none"> • Collaborate with The Northern Alliance to establish and implement a strategy on Developing the Young Workforce to increase the number of young people reaching and positive and sustained destination • Improve transition planning to reduce the number of exclusions following transitions • Establish an Early Learning and Childcare Academy to increase opportunities for young people to access a career in ELC • Review and develop the City Campus and Secondary Curriculum Structures to ensure full alignment with the DYW agenda to increase engagement • Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes

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August 2017

PRIORITY AREAS	KEY DRIVERS
<ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>SL School Leadership</p> <p>TP Teacher Professionalism</p> <p>PE Parental Engagement</p> <p>ACP Assessment of Children's Progress</p> <p>SI School Improvement</p> <p>PI Performance Information</p>

Priority 1: Improvement in attainment, particularly literacy and numeracy

Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Improve consistency of delivery of CfE (pace and challenge) across all schools and early learning and childcare settings to increase attainment</p> <p>Key Drivers: TP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 1 & 3</i></p>	<ul style="list-style-type: none"> Further development of our universal provision through an agreed suite of pedagogical training to include effective differentiation and AIFL Ensure all schools have a bespoke curriculum rationale that reflects their context, is reviewed annually and ensures full access to the totality of the curriculum for all learners Ensure contexts for learning across the curriculum allow for both the development of skills and knowledge and are relevant, creative, child led with areas prescribed to ensure breadth Cross service development of guidance on curriculum development and quality assurance across all ELC Settings Implement tackling bureaucracy and workload plan Establish and implement a Northern Alliance Strategy leading to advice and guidance for ACC schools, services and community groups on developing literacy and numeracy Develop cross Directorate guidance on supporting children, young people and families with English as a Second Language 	<p>QIO Team</p> <p>QIO Team</p> <p>QIO Team</p> <p>Early Years</p> <p>TB Group</p> <p>Curriculum/ Lifelong Learning/EAL/ Library Service</p> <p>EAL Service/ Lifelong Learning / Library Service</p>	<ul style="list-style-type: none"> 4% improvement in all reported CfE levels across the BGE 3% increase in attainment across the Senior Phase 5% reduction in 'the gap' based on reported CfE levels across the BGE and an agreed ACC definition of 'the gap' 4% reduction in 'the gap' based on pupils attaining literacy and numeracy in the Senior Phase based on an agreed ACC definition of 'the gap'

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Priority 1: Improvement in attainment, particularly literacy and numeracy			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
	<ul style="list-style-type: none"> Extend the role of the Targeted Outreach team to enable them to build capacity in schools 	Targeted Outreach team	<ul style="list-style-type: none"> 8% increase the percentage of HMIE grading at 'Good' or better for the core QIs
<p>Empower leaders to confidently lead the raising attainment agenda at school, ASG and across the Northern Alliance via implementation of impactful professional learning</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Evaluate the impact of current support to plan next steps Explore technological supports to open up opportunities more widely including making effective use of Abernet to share best practice and the Data Observatory to support improvement Co-design and implementation of a Leadership Programme to include: <ul style="list-style-type: none"> ➤ Exploration of the leadership and core QIs ➤ The Early Learning and Childcare agenda ➤ Effective models of targeted support aligned to ACC Staged Intervention Framework/design of individual learning pathways ➤ Leadership of change and PDSA Improvement methodologies ➤ Exploration of effective partnership working (some training for Leaders across the partnership) ➤ Rigorous tracking and monitoring systems including links to longitudinal progress over time for year groups ➤ Using data to identify 'the gap', plan targeted sustainable interventions and rigorous evidencing of improvement ➤ Effective use of SEEMiS ➤ Use Benchmarking of CfE Levels in partnership with 'Spotlight' activity to focus on individual pupils' progress to check validity of teacher judgement 	QIM / CPD co-ordinator/ Central Teams	<ul style="list-style-type: none"> 10% increase in the percentage of HT meetings evaluated as 'good' or better. 15% increase in the number of schools demonstrating leading practice on Abernet

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Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Maximise community learning opportunities to improve literacy and numeracy outcomes for families</p> <p>Key Drivers: PE</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>CLD Plan 2015-18: 1. <i>Community Learning & Development Strategic Partnership</i> 2. <i>Improved life chances</i></p>	<ul style="list-style-type: none"> • Profile of family need informs offer • Calendar of activity published and promoted to support learning outwith the classroom • Schools to work in partnership to utilise emerging family skills in schools and settings 	<p>Lifelong learning / Family learning Library Service / Culture Team</p>	<ul style="list-style-type: none"> • 3% increase in confidence reported by targeted parents and carers following engagement (from 85% to 88%)
<p>Northern Alliance review tracking and monitoring guidance (including the use of triangulated evidence) to improve the accuracy of professional judgement</p> <p>Key Drivers: ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> • Advice on tracking and monitoring is routinely reviewed to reflect the most up to date guidance including implementation of the new value added assessments • Exemplification of 'the standard' made available electronically through Abernet 	<p>Curriculum/ QIOs</p>	<ul style="list-style-type: none"> • 4% increase in no of pupils reaching anticipated levels based on reported CfE levels across the BGE
<p>All schools and central officers use robust Quality Assurance Processes, including the analysis of data and collecting the views of children and young people, to inform school and service improvement</p> <p>Key Drivers: SI PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> • Refresh of KIT visits to use snapshot and trends over time, focus on sustainability of change and a drill down to individual pupil level to help identify 'the gap' • Refresh of central systems to focus on due regard and the use of data (including annual school profiles and Data Observatory and responsibilities) to drive improvement • Self-evaluation document to be part of the SQIP and fully aligned to the Standards in Scotland's Schools Act etc. • Professional learning to showcase best practice across the City and practitioners engagement with data • Work with UNICEF UK to ensure that all services consider the views and opinions of children and young people when planning for change 	<p>QIOs</p> <p>Service Managers</p> <p>QIOs</p> <p>PL/Curriculum</p> <p>Service Managers</p>	<ul style="list-style-type: none"> • 4% increase in no of pupils reaching anticipated levels based on reported CfE levels across the BGE

Priority 2: Closing the attainment gap between most and least disadvantaged children			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Empower all schools to effectively identify 'the gap' and the associated barriers to guide the targeting of resource</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Schools identify the 'gap' using locally agreed measures Schools able to identify need at individual pupil level in order to identify emerging themes to be addressed Work with the Northern Alliance to develop policy and practice in relation to supporting children with additional support needs 	<p>QIM/ QIO/ P&P</p> <p>Individualised Support Manager</p>	<ul style="list-style-type: none"> 70% of SQIPs evaluated as green by QIO according to agreed criteria 100% of PEF plans effectively support closing the gap according to agreed criteria 60% increase in number of schools accessing Texthelp literacy software
<p>Ensure Pupil Equity Fund/SAC funding is used to effectively and measurably close the attainment gap</p> <p>Key Drivers: SL</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Planning exemplification is aligned with the SQIP Summarise local offer to support decision making through PEF booklet Evaluate and report on impact to support future decision making and Authority NIF Plan Improve tracking and monitoring of LAC by developing a clear link with SEEMiS and Carefirst 	<p>QIOs</p> <p>VSHT</p>	<ul style="list-style-type: none"> Reduction in 'the gap' based on ACC definition: <ul style="list-style-type: none"> ➤ 5% decrease in exclusion ➤ 5% increase in attendance ➤ 4% improvement in attainment 100% of PEF Plans that target engagement and participation evidence at good or better for : <ul style="list-style-type: none"> ➤ Increased engagement ➤ Increased levels of participation
<p>Implementation of poverty proofing measures across all schools and services to increase engagement and participation of our children and young people</p> <p>Key Drivers: SL</p>	<ul style="list-style-type: none"> Establish current level of spend by parents and carers and associated participation levels Share and implement the recommendations of The Child Poverty Action Group Routinely use poverty impact assessments at all levels to effectively discharge duty of due regard 	<p>Professional Learning Service Manager/ CO team/ CO QIM/ Culture Services /</p>	<p>Evidence at good or better for :</p> <ul style="list-style-type: none"> ➤ Increased engagement ➤ Increased levels of participation 30% reduction in financial contributions from parents and

Priority 2: Closing the attainment gap between most and least disadvantaged children

Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i> <i>Creating A Digital Place Outcome 4</i> Children's Services Plan: <i>1. Closing the Gap</i>	<ul style="list-style-type: none"> Promote financial entitlements and financial Individualised Supports Minimise charging for all school related activities and establish pre-emptive systems to provide financial assistance Devise and implement ICT Inclusion Strategy focussing initially on the senior phase 	All Central Teams	<p>carers in receipt of FSM</p> <ul style="list-style-type: none"> 5% increase in awarding of grants/allowances to eligible families: <ul style="list-style-type: none"> School Clothing Grants Free School Meals E M A Increase active classrooms using Google classroom in a 30 day period by 200
<p>Develop and implement an Early Years Strategy on closing the gap to reduce the vocabulary gap in P1</p> <p>Key Drivers: SI TP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 1 & 3</i></p>	<ul style="list-style-type: none"> Review impact of Talk Boost and Early Talk Design, development and implementation of Strategy Increased access to Bookbug sessions in all libraries Increase Me2 provision for eligible two year olds 	Literacy CO Library Service Early Years	<ul style="list-style-type: none"> 20% reduction in the vocabulary gap for targeted group 10% increase the number of Bookbug sessions and outreach activity Increase in the number of Me2 places available from 126 to 200 4% increase in number of children achieving CfE Early level literacy in P1

Priority 2: Closing the attainment gap between most and least disadvantaged children

Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Empower parents and carers across the city to help close the attainment gap</p> <p>Key Drivers: PE</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: 1. <i>Closing the Gap</i></p> <p>CLD Plan 2015-18: 1. <i>Community Learning & Development Strategic Partnership</i> 2. <i>Improved life chances</i></p>	<ul style="list-style-type: none"> • Work with families and stakeholders to refresh and relaunch the parental engagement strategy • Suite of information/advice to empower parents and carers regarding NIF/supporting learning and transitions • Range of supports to be scoped to include: <ul style="list-style-type: none"> • Presentation to be developed on NIF to support Parent Council activity • Suite of information on how to support attainment at home, in school and through effective transitions • How the Third Sector can support (including children under 3 years) • Development of an electronic platform for parents and carers to work in partnership to raise attainment 	<p>Parental Engagement CO/ Family Learning Team/ Lifelong Learning Team</p>	<ul style="list-style-type: none"> • Increase the percentage of positive Education Scotland/Care Inspectorate inspections reported as good or above in QI Engagement of Parents in their children's learning
<p>Maximise the use of Family Learning Team to increase the number of family learning interventions across the City</p> <p>Key Drivers: PE</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> • Family Learning to link with non-SAC schools to plan how best to share learning and expertise to include support for families of children with additional support needs 	<p>Family Learning Team</p>	<ul style="list-style-type: none"> • 20% increase in no of adults participating in family learning opportunities across the city • 3% increase in confidence reported from participating parents (currently 85%) • Reduction in 'the gap' in participating families based on 5 key measures as appropriate
<p>Support the partnership delivery of Locality Plans in each Priority Area to address local need and aspiration</p> <p>Key Drivers: SI PI</p> <p>Local Outcome Improvement Plan:</p>	<ul style="list-style-type: none"> • Schools and services support the improvements outlined in the three Locality Plans to improve the wellbeing of children and young people living in the three areas 	<p>Transformation and Improvement</p>	<ul style="list-style-type: none"> • Link to CHI Improvement Plan/Locality Plans

Priority 2: Closing the attainment gap between most and least disadvantaged children			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<i>Children Are Our Future Outcome 3</i>			

Priority 3: Improvement in children and young people's health and wellbeing

Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Develop and implement a strategy to improve outcomes for all children and young people with their mental health and wellbeing. Including early intervention to support children and young people with mental health needs.</p> <p>Key Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i></p> <p>Children's Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> • Review recently published national strategy • Co-design health & wellbeing strategy with key stakeholders including consideration of how to improve the outcomes of those with mental health issues/developing resilience in line with the HWB indicators • Establish local Hubs to offer therapeutic support the learning and wellbeing needs of learners with emotional and mental health needs • Increase opportunities for staff to engage in mental health first aid training or similar • Develop on-line wellbeing tools to support assessment • All schools have effective mechanisms in place to ensure that children and adults understand the UNCRC • We will promote youth democracy and Political Literacy, in accordance with the ICS Participation Strategy • Support all children and young people to build resilience by developing skills, knowledge and capacity to face transitional periods and life challenges. 	<p>Individualised Support Manager</p> <p>Professional Learning</p> <p>T&I Manager</p> <p>Professional Learning Service Manager</p>	<ul style="list-style-type: none"> • Targeted children and young people report improved mental wellbeing (measure to be developed as part of strategy) • 10% increase in engagement with Mental Health First Aid professional learning • Decrease in number of children being referred to specialist mental health services out with the Hubs and Outreach • 10% reduction in the number of children and young people placed out of authority on education grounds • 8% Increase in the number of Rights Respecting Schools or similar • 5% reduction in the no of knife incidents in schools
<p>Work in partnership with NHS and other key partners to improve the health of children and young people</p> <p>Key Drivers: TP ACP</p>	<ul style="list-style-type: none"> • Work in partnership with NHS and other key partners to develop a shared strategy to further enhance the current child smile dental programme • Work in partnership with NHS and other key partners 	<p>H&W DO</p>	<ul style="list-style-type: none"> • 2% increase in children with no obvious signs of dental decay in P1

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Priority 3: Improvement in children and young people's health and wellbeing			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i> Children's Services Plan: <i>3. Health and Wellbeing</i>	to take forward actions from the national Pregnancy and Parenthood in Young People's Strategy		<ul style="list-style-type: none"> Improved outcomes for young pregnant women and young parents (measures to be determined as part of improvement activity)
<p>Establish Partnership Forums and decentralise resource to provide primary prevention and early intervention across each Associated Schools Group to reduce requests for central resource</p> <p>Key Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i> Children's Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> Roll out Partnership Forum (SAC Partnerships and Learning Partnerships becoming part of this approach) Measure impact on a 6 monthly basis and share best practice to inform approaches Respond to the outcome of the Governance Review including supporting implementation of a revised staffing formula Establish how best to identify vulnerable families with children under three and agree a partnership strategy and approach 	Professional Learning Transformation & Improvement Early Years Service	<ul style="list-style-type: none"> 20% decrease in requests for assistance through Pathway Planning 70% of partnership forum plans evidencing improved outcomes across a locality Increase in number of eligible 2s accessing Me2 provision from 126 - 200
<p>Expand outreach services to increase support for children with additional support needs at the point of need</p> <p>Key Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i> Children's Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> Expand the provision of outreach services to build capacity across the universal provision 	Individualised Support Manager	<ul style="list-style-type: none"> 10% decrease in the number of requests for specialist placements 10% decrease in exclusion incidents following transition

Priority 3: Improvement in children and young people's health and wellbeing			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Review, implement and monitor refreshed Substance Misuse Policy to reduce the number of substance misuse incidents in schools</p> <p>Key Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i></p> <p>Children's Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> Review current practice leading to a review of the Substance Misuse Policy Launch reviewed policy with a suite of professional learning 	H&W DO	<ul style="list-style-type: none"> 5% reduction in substance misuse issues leading to exclusion

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Collaborate with The Northern Alliance to establish and implement a strategy on Developing the Young Workforce to increase the number of young people reaching a positive and sustained destination</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Aberdeen Prospers Outcome 3</i> <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Establish strategy through co-design approach with key stakeholders Implement strategy across nursery, primary, secondary and special and to include professional learning Target support for schools in DWY by incorporating into quality assurance arrangements 	<p>DYW CO/ Central Teams/ Head Teachers</p>	<ul style="list-style-type: none"> 2% Increase in number of 16 – 19 year olds in positive and sustained destinations 3% increase in academic qualification levels for school leavers 5% increase of the number of pupils participating in wider achievement opportunities
<p>Improve transition planning to reduce the number of exclusions following transitions</p> <p>Key Drivers: TP PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> Single and multi-agency guidance in place and consistently followed 	<p>Individualised Support/ Central Teams</p>	<ul style="list-style-type: none"> 10% reduction in number of children and young people experiencing exclusion after transition
<p>Establish an Early Learning and Childcare Academy to increase opportunities for young people to access a career in ELC</p> <p>Key Drivers: SL</p> <p>Local Outcome Improvement Plan: <i>Aberdeen Prospers Outcome 3</i> <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Work in partnership with NESCOL to establish an Early Learning and Childcare Academy 	<p>Early Years</p>	<ul style="list-style-type: none"> 10% increase in participation of young people in ELC training opportunities

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Review and develop the City Campus and Secondary Curriculum Structures to ensure full alignment with the DYW</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Aberdeen Prospers Outcome 3</i> <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> • Audit the current city campus and plan next steps • Audit current Secondary Curriculum Structures and identify where not fully aligning with DYW agenda • Work in partnership with The Northern Alliance sharing and developing best practice 	QIM	<ul style="list-style-type: none"> • 2% increase the variety of courses offered
<p>Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Aberdeen Prospers Outcome 3</i> <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> • Increase access to Stage 1 activity agreement programmes to increase employability for vulnerable learners • Increase access to achievement awards for young people to increase number of young people participating in awards to develop lifeskills • Exemplification of pathways to support vulnerable learners • Collaborate with 3rd Sector partners to enhance the range of opportunities available to support learners into positive destinations 	<p>Professional Learning/QIM</p> <p>Individualised Support Manager</p>	<ul style="list-style-type: none"> • 3% increase in the number young people progressing into a positive destination on completion of an Activity Agreement

Across All Priorities			
<p>Develop Abernet digital directory of support</p> <p>Key Drivers: SL TP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> • Content agreed by all stakeholders • Publication of directory • Review informed by evaluations 	Learning technologies team	<ul style="list-style-type: none"> • 10% increase in number of hits to Abernet (from 8000 to 8800)
<p>Shared design and evaluation of CPL leading to more focused programmes delivered in more flexible ways</p> <p>Key Drivers: SL TP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> • Evaluate impact of approaches to date • Establish working group of key stakeholders to share planning of blended CPL based on the professional standards with digital creativity and innovation embedded • Development of Excellence and Equity professional learning at all levels • Explore technological solutions to help overcome difficulties in attending professional learning • Focus on early child development to support effective differentiated practice • Extend opportunities for shared training (i.e. CLD and Guidance) • Continue to implement Probationer and 'into Headship' programme 	CPD co-ordinator All school teams/ CLD	<ul style="list-style-type: none"> • 10% increase in number of courses that can be accessed electronically
<p>Assessment policy reflects national expectations and supporting AifL practices leading to more consistent assessment practice</p> <p>Key Drivers: ACP TP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> • Development of guidance on effective assessment to support AifL practices • Implement phonological awareness assessment with all P1s in the City • Improved electronic profiling systems 	Literacy CO	<ul style="list-style-type: none"> • 4% improvement in CfE levels reported

Across All Priorities			
Re-design of the school support/challenge model for central teams Key Drivers: ACP TP PI Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i>	<ul style="list-style-type: none"> Review internal working arrangements in light of the Three Pillars (CfE, GIRFEC and Developing the Young Workforce) Review reporting arrangements Target support from central teams 	Heads of Service	<ul style="list-style-type: none"> HT report that central support directly supports school improvement (evidenced through survey in development)