

## Appendix B - National Improvement Framework Update

Programme/projects	Update February 2023	RAG
<b>Leadership of Change in schools</b>		
Continue to respond positively to the education reforms and strengthen locality working	<p>Headteachers consulted with school communities on the Education Reform consultation on provisions of the Education Bill. All responses were collated and shared as a local authority response.</p> <p>Our approaches to quality improvement continue to develop and seeking opportunities for locality working with other services to ensure families have the support they require.</p>	
Increase opportunities for leadership collaboration with particular focus on Secondary settings	<p>Quality improvement visits are now including DHTs to build capacity in the system. Five QI visits, either focusing on all four core Quality Indicators or specifically on QI 2.3 (Learning, Teaching and Assessment) took place across the secondary sector between August and December. A further five QI visits are scheduled for March – June. To date, five peer Head Teachers, eighteen Deputy Head Teachers and two middle leaders have participated in the visit teams with a similar number to be involved during the second half of the session.</p> <p>Planned professional learning events involving staff from all schools are positively received. Sixty staff members were involved in morning and afternoon sessions on curriculum design and pathways planning. Evaluation from both of these sessions suggested that they were well-received. A first running of a three-day introduction to timetabling course was delivered at the beginning of December, with ten participants. This responded to a pressing need identified by secondary Head Teachers. Further professional learning events are planned for the second half of the session.</p>	
<b>Improve the quality of learning, teaching and assessment in schools</b>		
Continue to improve the quality of learning, teaching and assessment including the provision of appropriate levels of differentiation, pace, and challenge in collaboration with HMIE and the Regional Improvement Collaborative (RIC)	<p>The service participated in the ADES/education Improvement Collaborative event in November. There is a separate paper with the details. The focus was ELC and challenge, feedback and professional dialogue during this event has supported our evaluation of our quality improvement processes and support offered to our settings.</p> <p>Work done in the last year with the RIC has ensured the work of the RIC has a single focus on Learning Teaching and assessment meaning recent announcements to reduce RIC funding will have less impact for us.</p>	
Work with Microsoft to pilot an increase in the use of Microsoft tools to support learning and teaching	<p>All staff and learners in St Machar Academy and Woodside now have access to Microsoft Devices. They all have a single sign on to access all applications and training on the new learning environment and the benefits to learning has begun with our training partners Hable.</p> <p>The education team and Microsoft have regular meetings to ensure the programme remains on track and any issues are resolved quickly.</p> <p>Plans for Wi-Fi and white board upgrades have begun, and schools have sight of the implementation programme which has been designed to have minimum disruption for schools</p> <p>Early adopters are positive about the changes and can see the benefits for learning.</p>	
Maintain work on the national improvement in writing programme – new cohort	<p>Cohort 3 schools (an additional 5) have completed the Children and Young People Improvement Collaborative (CYPIC) programme and are now implementing the programme .</p> <p>To ensure successful spread and scale within the 11 schools within cohorts 1 &amp; 2, additional Career Long Professional Learning (CLPL) will be offered to those schools, for school staff working with P3- P7 young people and any senior leadership team staff. This is to address the movement of staff and to ensure a consistent approach to the teaching of writing is shared with practitioners within these schools.</p>	

	<p>The 2 Associated Schools Groups (ASGs) working on a skills progression framework for writing with the Northern Alliance, Education Scotland and central officers continue to receive CLPL for all staff with built in moderation activities. The group have also looked outwards to other local authorities and are working closely with them to produce a progressive framework for writing. There has been consultation with schools across the city to ensure continuity across our schools and across sectors.</p>	
<p>Improve learning transitions from primary to secondary including a focus on numeracy</p>	<p>At a face-to-face Head Teacher meeting, ASGs shared their transition planning and programmes. All information was collated, and common themes identified. The Learning and Teaching National Improvement Framework group will use the information gathered to develop best practice in Numeracy transition activities and share this with all schools.</p>	
<p>Continue to support engagement with Excelerate to increase innovative approaches to learning, teaching and assessment in Secondary Schools</p>	<p>Six Aberdeen City secondary schools have a relationship with <i>Excelerate</i> and are following an individualised programme to develop approaches to learning &amp; teaching and the curriculum. For example, a bespoke community visit to XP School in Doncaster by the Northfield Academy school community supported their plans to change curriculum structure by introducing a pilot <i>crew</i> approach to S1 including 'home' rooms and a residential experience to start the session. Other schools have focused on building <i>oracy</i> skills as part of the curriculum, developed approaches to project-based learning or worked on the creation of a <i>school leaver profile</i>.</p>	
<p><b>Continue to improve the quality of universal health and wellbeing supports in response to changes in need</b></p>		
<p>Continue to monitor wellbeing data and the impact of interventions in place including the provision of counselling</p>	<p>Children and young people across Aberdeen City have participated in the annual SHINE (Mental Health) and ACC wellbeing surveys to assist schools and localities the opportunity to respond to local needs. The QI Team will review this data at city level and provide and update on data trends over the past 3 years. Senior Leader meetings (Magpie Meets) have been established this session and the first focus for this, was supporting school staff to understand their data and plan appropriately based on the outcome of this.</p>	
<p>Maintain our focus on encouraging children and young people to be more physically active including those with sensory and other identified needs</p>	<p>The Aberdeen PEPAS group (Physical Education Physical Activity and Sport) continue to work to address 3 key areas that are covered within the Children's Services Plan. A restructure of this group has provided the team an opportunity to reset and develop 3 key working groups to improve extracurricular activity, considering sensory needs and increased opportunities for girls. There is a focus on further development of Active Travel and a planned Magpie Meet with senior leaders to ensure schools have confidence in developing their Active Travel Plans. A final focus is on Body Image and Confidence, with a pilot established in 6 Primary Schools running from October in partnership with Active Schools Assistants and a Sports Psychologist.</p>	
<p><b>Increase the voice of children and young people in the design and delivery of services</b></p>		
<p>Undertake a rapid review of our readiness for the incorporation of the United Nation Convention on the Rights of the Child (UNCRC) following publication of the statutory guidance</p>	<p>Work continues across all schools to increase learner voice and embed children's rights across school policy and practice. We are still awaiting the publication of the statutory guidance on the UNCRC and will undertake a rapid review of readiness when published. Non statutory guidance was published on 8 January and the plan we currently have in place aligns with the guidance.</p>	
<p>Make sure that we meaningfully involve children and young people in decision-making and respond to what children and young people tell us they want and need</p>	<p>All young people should have a voice in how they learn, and this is being explored through our focus on learning, teaching and assessment. Best practice is being identified through our quality improvement processes and through HMIE inspections. Pupil voice is included in school improvement plans and we continue to share good practice across all sectors.</p> <p>Our schools offer a range of pupil voice groups to give our children and young people an active voice in shaping both their school experience and to support school improvement. These routinely include school councils, eco groups, health and wellbeing groups, digital (champions), library groups etc.</p> <p>A high number of our schools (46) are actively engaged in the UNICEF Rights Respecting Schools Award. This award places children's rights at the centre of</p>	

	<p>school life and supports schools to develop a range of approaches to ensure that children and young people are better able to learn about, access and enjoy a broad range of rights.</p> <p>Aberdeen City Council is currently involved in piloting the 'One Good Adult' resource developed in partnership with NES, Scottish Government and Children in Scotland. Senior Leaders and Service Managers are encouraged to make reference to this as part of the application and interview process and a series of engagement sessions were held in schools across the city to gather feedback and to inform our approach to implementing this within our recruitment processes for adults working in our schools. The children and young people involved in these engagement sessions developed a range of questions about the areas that they felt were important linked to the themes of:</p> <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Be(ing) Kind</li> <li>• Open-mindedness</li> <li>• Equality and Inclusion</li> <li>• Reliability and,</li> <li>• Encouraging Success.</li> </ul> <p>These questions have been shared with senior leaders to support interviewing candidates as part of the recruitment process and this has provided children and young people with an opportunity to influence decision-making and support the appointment of staff in our schools.</p> <p>Further to this, we routinely engage children and young people as part of a children and young people's panel as part of the Head Teacher recruitment process.</p>	
<p>Review the impact of mentoring programmes for children and young people to determine our long term approach</p>	<p>MCR Pathways full evaluation was submitted to committee on 12.9.23 with an updated report on 21.9.23. 3 schools (Northfield Academy, Lochside Academy and St Machar Academy) will continue with the MCR Pathways programme for the duration of academic year 2023/24. Lochside Academy and St Machar Academy will fund the programme through their Pupil Equity fund and Northfield Academy will be supported to fund the programme through the Scottish Attainment challenge Care Experienced Fund. The Virtual School Head Teacher will continue to have oversight of the data centrally working alongside the analytics and insight team. A further evaluation will be brought to committee in July 2024.</p>	
<p>Continue to work in collaboration with the Youth Climate Group to work towards Net Zero</p>	<p>S5 pupil Saanvi Kumar of Cults Academy was named as the new Youth Climate Change President for Aberdeen, following interviews which took place across several schools, in June 2023.</p> <p>Four vice-presidents: Finlay Robinson (S4 Dyce Academy), Anna Thompson (S6 Cults Academy), Yujin An (S4 Cults Academy), and Vinuth Wijemanne (S4 Cults Academy) were also appointed in June to support Saanvi in this role for school session 23-24.</p> <p>Saanvi has chaired monthly meetings with the group where they discuss climate change activities and the ideas that they wish to action for the coming year. The group have also been supporting the wider work of the council, for example with recent work around how we tackle disposable vapes. They have also represented the pupil voice of the young people of Aberdeen at national forums and events.</p> <p>In November the group contacted all Primary and Secondary school Headteachers to introduce themselves and gain an insight into the climate change initiatives taking place in schools. They also want to offer their support and offer to collaborate with any activities. They are keen to support other young people in their efforts to combat climate change. The group are also keen to make direct links with every school's Eco and Climate Change group to expand the network and offer to support their future plans and initiatives. There is also the opportunity for schools to inform them about any energy saving initiatives or</p>	

	environmentally conscious practices that they have already implemented. This can then be promoted more broadly across the city so that schools and the wider public can learn of the positive eco work that is taking place in schools. The next step will be to collate the feedback they have received and create a plan to support schools.	
<b>Deliver a broader range of senior phase learner pathways aligned to growth areas</b>		
Continued curriculum alignment and expansion of learning pathways through delivery of Phase 2 of ABZ Campus	Work has continued across a range of development areas to progress Phase 2 of ABZ Campus. Discussions have continued with delivery partners of Foundation Apprenticeships and existing courses to ensure further progression of a wider range of courses. An exciting partnership has commenced alongside Aberdeenshire Council for a series of <i>anytime</i> courses for young people out with the confines of the column structure and school week. Delivery partners for a range of <i>anytime</i> courses are SRUC, University of Aberdeen, RGU and RGC Online. Plans for a pilot employability experience for young people with additional needs are progressing and will be included in Phase 2. Finally, work continues to ensure that the voice of young people is included to ensure a quality ABZ Campus experience.	
Focus on developing pathways to support those with a range of additional support needs	The ABZ #WHATif (Inspiring Futures) pilot is under development and progressing well. The CIRCLE Participation Scale has been used to develop a preliminary method of profiling potential candidates. This profile is completed using knowledge of and thoughts from, the young person, supported by a relevant member of staff. These profiles are feeding into sourcing appropriate employers to 'match' with a cohort of young people who attend the city's special schools and enhanced provisions. Education and City Growth colleagues are working closely to identify meaningful and fit for purpose opportunities with partners out with the authority.	
<b>Improve the delivery of Computer Science from 3-18 and beyond</b>		
Continue to improve computer science skills through on-going delivery of Aberdeen Computing Collaborative	Digital event held for 1000 teaching and support staff which included workshops from RGU and representation from Aberdeen University. Event had computing science inputs for Early Stages and Upper Stages Primary focused on growing interest in the subject. Project charter approved and Aberdeen Computing Collaborative members consulted on project board. Esports established at St Machar Academy and discussions progressing on adding Bucksburn Academy as a second esports hub.	
<b>Improve the quality of environments/supports for those with additional support needs</b>		
Continue to develop our approaches to supporting those with a range of additional support needs including on-going roll out of the Circle Framework and on-going delivery of trauma training through Compassionate and Connected Communities	CIRCLE training was well attended (over 200 education staff) from ELC, Primary and Secondary settings. The training feedback highlights the aspirational future plans and impact the framework is predicted to have. Valuing participants' views, Speech and Language therapy, alongside education, are committed to providing continual support with future events planned in February, focussing on targeted support. There will also be virtual sessions and sharing events prior to the February in-person offers. The staged intervention approach will be promoted through these and other methods to upskill and empower staff and progress towards consistent quality support provision in setting across the city.	
Continue to build a responsive Educational Psychology Service (EPS) delivery plan to meet the changing needs of the school population	We have recently recruited 2 new Deputes to the service and alongside the newly appointed Principal, there is increased capacity to continue to drive forward improvement within the service. The staffing levels have stabilised, and this is impacting positively on the support schools and families are being offered. Each EPS locality continues to work responsively to the needs of school communities and continue to build programmes of support and training that address these. Each school was offered a systemic consultation by their EPS Locality to explore needs and available supports. Three new flexible training packages are due to be launched in term three: Emotional Based School Non-Attendance (EBSNA) Executive Function	

	<p>Teenage Brain Development</p> <p>These flexible digital training packages allow schools to engage with the work on a timescale that fits their staffing capacity, and follow-up EPS coaching and facilitation takes place to ensure implementation and embedding of the training. Supplementary and additional resources, including information for Parents and Carers will be posted on the EPS digital resource hub.</p> <p>The successful (Emotional Literacy Support Assistants) ELSA programme has been extended for 2023/24 to an ASN &amp; Complex Needs ELSA, specifically for support staff working in our specialist provisions with our most severe and complex populations. Ongoing EPS supervision (six times a year) for all trained mainstream ELSAs continues.</p> <p>The EPS coaching offer continues to be available for short term-focused and targeted work with practitioners wishing to enhance their practice.</p>	
<p><b>Reshape the Virtual School to ensure that those on the edge of care and the care experienced achieve at the highest levels in keeping with The Promise</b></p>		
Increase scrutiny of the progress of our pupils on the edge of care	<p>The 2 edge of care pilots continue to run in both Northfield and Lochside Academy. However, there has not been a full complement of staff in the Lochside pilot. Challenges with retention of staff due to the nature of fixed term contracts was shared. Staff have now been recruited for Lochside with the hope that they will be in post early in the new year. A final evaluative report will be brought to committee in early 2024 which will include recommendations of how to scale up the Edge of Care pilots in a sustainable manner subject to positive final evaluation</p>	
On-going roll out of our Edge of Care pilots to help shape our model of Family Support	<p>There has been a recent review of the operational teams supporting the Edge of Care Pilot with the team agreeing to revisit their operational guidance. Staffing has been a challenge within the Lochside pilot, however recruitment is currently underway to address this.</p>	
Review and implementation of a refreshed Minimising Exclusion Policy	<p>Consultation was held with learners, staff and parents. Key themes have emerged to include: actions to prevent violence to staff and learners, alternative provisions, simple charts to follow/ key messages summary, schools being proactive in their approaches, dealing with situations, learners have requested that they are involved in discussions.</p> <p>The Minimising Exclusion Policy remains in statutory form, the guidance and procedure will now be refreshed after consideration of feedback. A short-term working group with school leaders will engage in the new year to consider refresh in relation to consultation responses.</p>	
<p><b>Close the poverty related attainment gap</b></p>		
Improve access to wider child poverty data at community level	<p>We continue to work with other services across the Council and other agencies to share data and information on child poverty appropriately, and to work together to try to identify and mitigate the root causes of child poverty. Closer collaboration and joined up working means children and families are able to be signposted to the most appropriate source of support and interventions are more timely and effective.</p>	
Work with HTs to monitor the impact of Pupil Equity Funding (PEF) interventions as part of our Quality Improvement Activity	<p>The introduction of an Equity Tracker has helped ensure all schools plan to spend their PEF allocation within the financial year and that outcomes and measures are clearly identified within the planning process. This information can be collated centrally to provide baseline data to inform more robust discussions on the impact of interventions as part of the Quality Improvement visits to schools. Schools report that this is proving a useful tool for their own evaluation of interventions as well as informing the wider evaluation.</p>	
Work with the Scottish Government to increase provision of ELC to those who are 1 and 2 from low-income households	<p>We are awaiting guidance to move this forward. The data pipeline will support us in identifying eligible 2-year-olds and this will be extended to 1 year olds when required.</p>	
Work with Head Teachers to review attendance levels and guidance.	<p>A working group of central officers and headteachers reviewed the attendance guidelines in light of Scottish government guidance and these have been issued to all staff and parents.</p>	
<p><b>Prevent families from experiencing poverty wherever possible</b></p>		

Continue to work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through: <ul style="list-style-type: none"> <li>• Money advisors</li> <li>• Partnership with Cfine</li> </ul>	Schools continue to work in partnership with other agencies, charities and the voluntary sector to provide support to children and families in need. Over the festive period families were signposted to sources of support for presents for children and young people, food, warm clothing and sources of additional financial support. Schools continue to develop their approaches to providing necessary supports to families in a non-stigmatising way, with some providing in-house foodbanks and others working closely with established providers. There is a clear focus on people being able to self-direct or access goods independently without having to identify that they are in need of help, which can sometimes be a barrier.	
<b>Partnership Delivery of the Family Support Model in keeping with the Promise</b>		
Use request for assistance data to align Scottish Attainment Challenge resource to our emerging model of Family Support	Version 2 of the Request for Assistance platform is ready to share with partners. This will allow us to have a better understanding of the interventions young people and families have accessed and enable us to identify trends allowing for better targeting of resource.	
Continue to work with community planning partners to shape a model of family support	Multiagency work has begun to identify how family support could be reimaged to remove duplication of support and improve access to services. The working group includes representation from education, health, social work and early intervention.	
<b>Review the Anti-bullying policy (suggest alter to review approaches to equality)</b>		
Implement the revised anti bullying policy	The revised anti-bullying policy was shared at a Head Teachers meeting in September with a follow up Magpie Meet with senior leaders planned for January. This will provide an opportunity for colleagues to share practice, develop and review their own policies and ensure time is provided to focus on this. Our data indicates that schools have improved their monitoring and recording of bullying incidents through the Bullying and Equalities Module on SEEMIS. Auditing activity with schools is planned to ensure that strategies and approaches are embedded in schools.	
Continue to support all secondary schools to establish effective systems to support LGBTQIA+ community in school	We have been advancing LGBT inclusive education in our schools through the one stop lgbteducation.scot Platform which provides teachers with access to quality materials, resources and professional learning linked to Scotland's Curriculum. 21 Schools have enrolled and 238 staff have completed Stage 1 of the E-Learning module. TIE (Time for Inclusion) will deliver a presentation to Head teachers in February 2024 focusing on engagement with the national professional learning.	
<b>High quality professional learning for all</b>		
Maintain an agile programme for all ELC and school staff to include opportunities for: <ul style="list-style-type: none"> <li>- Probationers,</li> <li>- Early-stage teachers,</li> <li>- Middle leaders</li> <li>- Senior leaders</li> <li>- Supply staff</li> <li>- ELC Staff at all levels</li> </ul>	A series of training/practice sharing sessions for ELC Managers and SEND Early Years Panels (SEYP) took place between August and October. These sessions were very well attended and received very positive feedback. This was also highlighted as a positive step during a Collaborative Improvement (CI) Event which took place in November 2023. Following the Collaborative Improvement advice, further sessions will be coordinated and an induction course for new ELC Managers will be designed and delivered. The CI team also recommended that visits to other settings to share good practice would be beneficial as well as setting up networking opportunities for staff at all levels. An ELC Learning Festival will take place in February, and this will give us the opportunity to set up networking groups/focus groups for staff and other agencies to drive improvement.	
Explore increasing opportunities for collaboration at subject level	Planned professional learning events involving staff from all schools are positively received. Sixty staff members were involved in morning and afternoon sessions on curriculum design and pathways planning. Further sessions are planned	

	throughout the session and digital sites will be established to increase collaboration at subject level.	
Where possible, support staff to gain qualifications in order to realise career progression and promotion	<p>This academic session, we continue to have a number of colleagues furthering their professional development through national Education Scotland professional learning programmes;</p> <ul style="list-style-type: none"> <li>• Excellence in Headship: 1</li> <li>• Middle Leaders Leading Change: 23</li> <li>• Aspiring Middle Leaders: 17</li> <li>• Into Headship: 14</li> <li>• Excellence in Headship Stretch: 1</li> <li>• Educator Leadership Programme: 8</li> <li>• Building Racial Literacy: 3</li> <li>• In Headship: 2</li> <li>• Connected and Collaborative Systems Leadership: 1</li> </ul> <p>Due to the withdrawal of Masters level funding by the Scottish Government, we currently have no Education colleagues undergoing Northern Alliance Partnership funded Masters level learning programmes at this time.</p>	
<b>Senior and Middle Leadership development</b>		
Continue to deliver a programme for Middle Leaders to enhance leadership skills	<p>A new cohort of Middle Leaders are undertaking a year long programme to enhance leadership skills. They are currently undertaking 360-degree feedback with mentoring from Head Teachers to create individual leadership action plans. Three further Career Long Professional Learning (CLPL) sessions are planned between now and February.</p> <p>The previous cohort of experienced Middle Leaders have newly completed their programme. Some of them have furthered their leadership learning through Into Headship, whilst the skills of others are being used to develop current initiatives and coach others. They evaluate the strength of the programme was learning about leadership pedagogy whilst networking with colleagues. They have chosen to meet informally to continue to share practice.</p>	
Build on the network for Middle Leaders to continue to:- - Share practice, - Learn from and with each other - Engage with professional learning opportunities to improve leadership capacity	<p>Working in collaboration with Education Scotland an excellent professional learning opportunity has been created for Head Teachers and Middle Leaders to participate in training to improve leadership of professional learning. 27 of our settings have currently signed up to participate. Training will take place in Term 3 and schools will be supported to create action plans to impact on next session's School Improvement Plans. Schools will form part of a national collaborative to support networking and sharing of practice.</p> <p>There is a great interest in leadership training for aspiring and early phase Middle Leaders with around 40 signing up for each twilight training session. Evaluations commend the mix of leadership pedagogy with the opportunity to network with Middle Leaders across the city. A further 2 sessions will take place between now and February.</p>	
<b>Continue to support staff health and wellbeing</b>		
Undertake regular staff wellbeing surveys to understand the needs of staff across the system and support a timely response to this.	All staff across the Education Service were provided the opportunity to participate in the annual wellbeing survey in November. The results of this are currently being reviewed to support future planning across the service.	
<b>Monitor workforce to ensure our capacity to deliver for children and families</b>		
Monitor recruitment to ensure swift identification of any issues to be addressed.	We continue to work closely with colleagues in schools and People and Organisational Development (P&OD) to monitor the staffing requirements for our schools. There continue to be subject areas which are difficult to recruit to in secondary schools and we work with our P&O colleagues to navigate the current recruitment processes in a timely manner and ensure schools are appropriately staffed. The recruitment process for our current probationer teachers begins in January and the Quality Improvement Manager with responsibility for staffing has	

	ensured that the Establishment Control Board are informed of the need for this process to begin early in the year and that the necessary permissions are in place to enable this to happen.	
<b>Continue to develop School Profiles</b>		
Continue to evaluate the use of school profiles and ensure access for all	School profiles continue to evolve through discussion with school staff to ensure information is providing them with the data they require to support interventions and improvements across the school.	
<b>Implement improved tracking and reporting</b>		
Improved understanding and accountability of data at all levels	Practical training sessions are planned for all staff this session. The face to face HT event in February will focus on data analysis at all levels in the system.	
Improved tracking and scrutiny of impact data related to the 6 groups identified in the Child Poverty Action Plan and those with protected characteristics	A form (excel) with key headings to support tracking and monitoring of care experienced children and young people was developed in partnership with a small group of Primary HT's and Secondary Depute Heads. This has been piloted with feedback to be given in December. The feedback will be reviewed and then a final tracking document produced for use in all schools. In order to capture data centrally and accurately making use of Power BI, consistency of use will be required.	
Review current tracking systems for BGE (Broad General Education) and beyond to ensure accurate tracking of attainment for all children and young people including those on the edge of care	A tracking system has been developed as part of the edge of care pilots at Northfield and Lochside. This is being used to measure impact of the interventions both qualitatively and quantitatively and supports the review processes already established in schools and with social work for each child and family.	
<b>Collaborate with partners to join data sets when beneficial to do so</b>		
Improve data sharing processes to ensure that all relevant data can be shared to support planning and implementation of interventions e.g. PEPAS (Physical Education Physical Activity and Sport), Health	Discussions are taking place with all partners to look at how data can be shared more effectively. Work with Microsoft will help support this. Power BI dashboards gathering health data are supporting the identification of	
<b>Increase central oversight of tracking data and PEF impact measures</b>		
Roll out the Pupil Equity Fund tracker and share best practice	In November 2023, our Education Scotland Attainment Advisor supported the delivery of the first ACC virtual Equity Network meeting, which was attended by over 40 head teachers. At this first meeting of the network head teachers had an overview of the national picture relating to the equity agenda and cost of the school day. This included sharing case studies and supporting materials and links to a wealth of additional information and resources. There was an opportunity to share experiences of using the Equity tracker and for head teachers to ask any questions or clarify any issues around this. The Equity toolkit for Scotland was also shared and links provided. There is now an established ACC Equity Network Teams channel which has been designed to be a place for practitioners involved in improving outcomes for children and young people impacted by poverty to access information, guidance and support to promote equity. All headteachers are members of this channel and can request access for relevant members of their staff teams. The next meeting of the Equity Network is scheduled for February 2024.	
<b>Clear expectations around the Core Quality Indicators</b>		
Implement the refreshed Quality Improvement Framework to help improve	The Quality Improvement Framework is supporting visits to schools and there is evidence that there is improvement based on grade comparisons between session 18/19 and session 22/23. There continues to be a focus on improving	

standards against the core Quality Indicators	Learning, teaching and assessment and the visits to schools are allowing us to identify and signpost schools to good practice across the city	
<b>Continually improve central Quality Improvement approaches</b>		
Development of a quality improvement calendar which provides well planned, focused quality improvement activity	Our quality assurance calendar has been shared with schools and is being updated regularly to capture all improvement activity being led by the central team. Each term is focusing on a specific quality indicator to allow schools to align their own school development and provide clear and focused support from the central team.	
Evaluate the impact of each programme of quality improvement to determine next steps	Following quality improvement visits and HMle visits key strengths and areas for development are collated to allow us to plan future improvement activity. Head teachers are given the opportunity to share their experience following inspection in order to further support colleagues.	
<b>Maintain approaches to collaborative improvement across the city</b>		
Implement actions associated with the Armed Forces Covenant	Presentation to HTs in January on revised admissions and annual data capture for UK Armed Forces children. Funding opportunities for projects for Armed Forces children shared with all schools with Armed Forces children.	
Review Partnership Forums to maximise their impact	Partnership Forum guidance has been updated and reissued to ensure all head teachers are aware of the purpose of the partnership forum and their role within that. There is clear guidance around which partners should be included, election of office bearers and frequency of meetings. The underpinning principle is that Partnership Forums should discuss the issues being faced across their community to determine priorities, agree how to allocate resources and identify where gaps in provision remain. Once priorities for improvement have been identified, Forums should consider how each individual service represented can support improvement by targeting their own resources.	
<b>Delivery of Parental Involvement and Engagement Plan</b>		
Work with the parent forum to improve communication between schools and parents and increase parental engagement	The Aberdeen Parent Council Forum (APCF) have managed to identify office bearers and continue to meet in advance of Education and Children's Services committee meetings.	
Review and update the Parental involvement & Engagement Plan	The strategy is due for renewal for the beginning of the 24/25 academic session. A consultation with parents and other stakeholders will be launched in early spring 2024.	
<b>Delivery of neurodevelopmental pathway</b>		
This is now being addressed within the Children's Services plan and led by the Children's Services Board	Work here has been highlighted as best practice and plans are in place to share learning from Woodside across schools in the Northfield ASG.	
<b>More closely align the universal services of health and education</b>		
Design and capitalise on opportunities for co-location and co-delivery of services for children and families	The format of a test of change has been discussed and agreed upon at Northfield Academy which involves collaboration between school staff and pupils, Health Visitor Team and the Minister Associate at Sheddocksley Baptist Church. S2 year group has been identified by the Senior Leadership Team – specifically those young people who are on the edge of disengagement from learning. The project will link together young parents in the area (identified by Health Visitor Team), S2 learners and Health/Education professionals in a non-threatening, supportive space. Activities will centre on play and art/craft. The intention is first to create an environment of mutual trust and co-operation. Focus topics around health and wellbeing will be driven by the group. The test of change idea has been amended from the original to better suit the needs of the setting and the learners.	
<b>Accessibility Plan Updates</b>		

Augmentative and alternative signage at learner appropriate height Toilets signposted as accessible	A review is being undertaken by Corporate Landlord as advised at September committee. This will ensure all signage is at an appropriate height and accessible to all. Magpie meet arranged, all school leaders invited – 7 <sup>th</sup> March 2024 to identify progress and actions related to the review	
Consider suitability, accessibility and capacity within Victorian schools through feasibility study and options appraisal	A review is being undertaken by Corporate Landlord as advised at September committee.	
CIRCLE framework training delivered with partners across settings including use of Up and Away to support understanding of environments to meet needs.	Multiagency training was delivered during the November Inset day for staff in Primaries and ELC settings. All sessions offered were fully subscribed to and positive attendance and feedback received. Meetings have been held with individual Head Teachers and Senior Leadership Teams where requested. Package of supports is available and dedicated MS Teams channel enables sharing of information, problem solving and an immediate support network following the successful use of this for our middle leadership programme. February input will focus on early years and secondary settings and uptake of places is positive.	
Develop guidance to meet a range of sensory needs	Draft guidance created by Educational Psychology team and is being piloted in selected primary settings.	
Child's planning format which is accessible for learners	Child's planning format continues to be discussed through GIRFE group. Pilots ongoing.	
Empower children and young people to have their voice heard when experiencing child protection processes through effective use of alternative communication systems	Local Outcome Improvement Plan (LOIP) project underway.	
Access to information through a single digital source of information for parents, carers and disabled young people	Under development: <a href="https://sites.google.com/ab-ed.org/asn outreachservice/useful-links">https://sites.google.com/ab-ed.org/asn outreachservice/useful-links</a>	
Implement "One Good Adult" programme	The One Good Adult profile has been further developed by learners with key questions written to support interview processes. These will be used to help pupil groups and interview panels to scaffold their questions for interview. There has also been a rewrite of the One Good Adult – as the core principles for how those in education should be with respect to others. This aligns with the Guiding Principles of Aberdeen City.	
Ensure summary information regarding additional support needs is accessible and available in a variety of formats in accordance with legislation	Meeting TBC in new year with parent group/charity	