

North Ayrshire Council  
Communities (Education Services)

# Extended Outreach Handbook



**September 2019**

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## Introduction

The Extended Outreach Service (EOS) currently supports around 80 young people, with a range of needs, who are not in full time education in their local secondary schools.

The range of need is varied and complex and includes pupils with social, emotional and behavioural needs as well as more specific ASN relating to ASD, Mental Health and young people who are Care Experienced. While it is acknowledged that many have been affected by adverse childhood experiences, we are clear that young people are not defined by these.



The young people are initially referred to Extended Outreach through the Inclusion Group. The Inclusion Group is staffed by a Senior Manager, the Principal Psychologist (Joint Chair with Senior Manager), Early Years Rep, Primary Rep, ASL Rep Primary and Secondary, Secondary Rep, Social Work Head of Service.

Once the Inclusion Group meet and a decision has been made to refer to Extended Outreach, the Principal Teacher of Extended Outreach arranges a meeting between the young person, their parent or carer, the Extended Outreach key worker, Principal Teacher, school staff and any social services.

Personal targets and a personalised, flexible curriculum will be agreed and an initial and review date set. Activities in response to these targets include 1 to 1 tutorials, group tutorials, home tutorials, work experience placements and college partnership placements. All young people will be supported in achieving / working towards an Employability Award in the final six months prior to their school leaving date.



## Aims of the Extended Outreach Service

### 1.To support the inclusion of young people identified as at risk of disengagement from education with the following inclusive expectations

#### **Be Present**

All children and young people should learn in environments which best meets their needs

All children and young people should receive a full time education including flexible approaches to meet their needs

#### **Be Participating**

All children and young people should have their voices heard in decisions about their education, including decisions on where and how they learn.

All children and young people should be encouraged to maximise their entitlement to 27.5 hours weekly education and will have the opportunity to participate and engage as fully as possible in all aspects of learning including education outings and extracurricular activities

All children and young people should be enabled and supported to participate in their learning

All children and young people will have the opportunity to carry out home study activities as directed by teaching staff

#### **Be Achieving**

All children and young people should be achieving to their full potential

All children and young people should have access to a varied curriculum tailored to meet their needs



## **Be Supported**

All children and young people should benefit from inclusive learning and teaching practices and relationships

All children and young people should be offered the right help, at the right time, from the right people, in the right place to support their wellbeing

All children and young people should be supported to overcome barriers to

learning and achieve their fullest potential



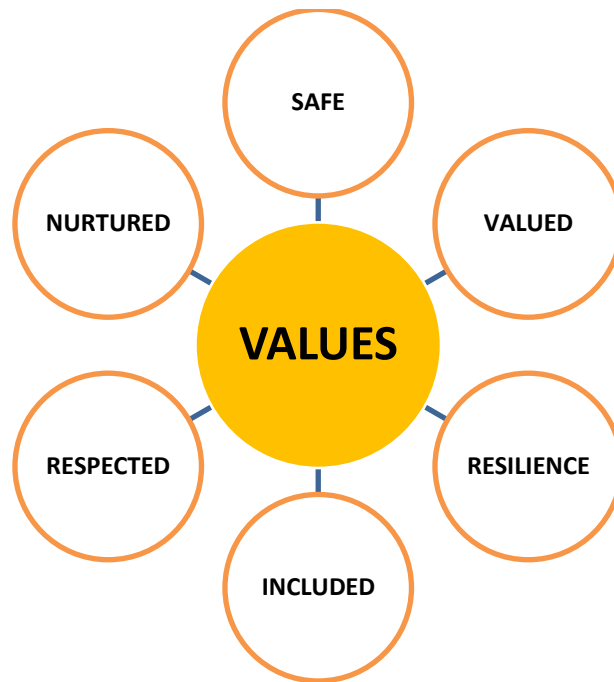
**2. To maximise their attainment and achievement through personalised support.**

**3. To provide an employability pathway and support their transition back to education or onto a positive post- school destination.**

## **Vision and Values of the Extended Outreach Service**

To provide a nurturing and inclusive environment where everyone is welcomed, valued and respected and can be supported to maximise their potential where:

- Young people can be supported through meaningful and relevant learning experiences within an alternative and extended curriculum.
- Positive relationships are created and sustained
- Differences are recognised and celebrated
- Personalisation and choice are encouraged as a source and stimulus for personal achievement.



## Curriculum Rationale

### **Ethos**

The ethos of the **Extended Outreach** service will be:

- Nurturing, with effective implementation of nurturing principles.
- Authoritative, including limit setting.
- Supporting young people back to mainstream
- Offering a relational approach.
- Taking a strengths based, solution orientated approach to meeting needs and building resilience in young people.

### **Role and Function**

Extended Outreach work in partnership with schools to support the inclusion of young people at risk of disengagement from education. The mainstream school remain the Named Person and are responsible for the ongoing management of the

education plan. The mainstream school is expected to maintain a relationship with the pupil through TAC meetings. The relevant DHT in charge of pupil support should oversee all Inclusion Group referrals.

Pupils with low levels of attendance and school refusers benefit most from the Extended Outreach approach. We are able to offer a flexible individualised timetable and can work in the local community to improve outcomes. Extended Outreach is *not designed to supplement mainstream timetables* or deal with disruptive pupils.

Extended Outreach can play a role in supporting pupils through the BGE curriculum to integrate back into their mainstream setting. Any support within a mainstream setting will be a time-focused outcome based intervention. This will be reviewed monthly with the pupil being integrated back as soon as as practicable.

Pupils in their final year of education are supported to achieve (where possible) a minimum of 5 national qualifications in partnership with the school. Extended Outreach support can be in the form of two hours of 1:1 teacher support, participation in wellbeing groups to improve soft skills in addition to involvement in subject groups to maximise academic achievement. In addition we work in partnership with Ayrshire College to provide vocational courses. Each young person will be considered on an individual basis. It should be brought to the attention of a link Senior Manager if the young person is at risk of not achieving. This as early as possible in the academic process.

## **Transition Team - Project Officer**

All pupils working with Extended Outreach in the final six months prior to leaving school and those who are newly referred in their final six months of school will receive support provided from the Transition Team. This will include support into a positive destination and completion of an SCQF Employability Award.

The Project Officer allocated to referred pupils will identify, co-ordinate and deliver appropriate interventions. They will undertake a base line assessment of pupils' development needs relating to employability and support learners in achieving an SCQF Employability Award. Young people will be supported in school and on into college, training placements, apprenticeship programmes, Activity Agreements and employment. The Project Officer will work with Skills Development Scotland, industry personnel and other partner agencies. New learners will be invited to attend an initial review to discuss their academic targets, career choices/interests, next steps and their transition support package. A further or final review will take place prior to their



leaving date to finalise and discuss post school destinations and further transition support if required. All information pertaining to destinations will be shared with school staff and partner agencies. This support can continue for a further 3 months beyond securing a positive destination.

## Activity Agreements

Identified young people will be supported in decision making, planning, reviewing and monitoring within our Activity Agreement programmes. They will be offered continued support in preparation for re-engagement with mainstream further education pathways, employability funded training provision or to enter employment.



Photograph taken by an Extended Outreach Pupil

See appendices for Inclusion Group paperwork, Extended Outreach Pupil Profile and Process maps. All necessary risk assessments will be carried out in accordance with North Ayrshire Council's lone working arrangements. Please see the appendices for a full list of applicable standard circulars.

## Non-engagement

Young people who are supported by the Extended Outreach Service are often the hardest to reach learners. In circumstances where repeated attempts have been made by staff to engage a young person in 1:1 tuition or group work through a home visit a revised process to access provision will be taken. The young person and parent or carer will receive written notification that support will only be available when a request is made. This action is taken to maximise teaching time and enable other young people engaging with Extended Outreach to benefit from this resource.

## Positive Destinations Data 2017 – 2018

Leaving Date	No of leavers	College		Mod App	EF Training	Ref to SDS	Activity Agreement	Return to school	Other
June 2017	28	11		1	4	5	5	2	0
	18	7		2	2	2	3	0	2



<b>December 2017</b>									
<b>June 2018</b>	<b>29</b>	<b>19</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>1</b>
<b>December 2018</b>	<b>21</b>	<b>6</b>		<b>0</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>0</b>	<b>0</b>

Please note this data is made available on a bi-annual basis to schools and SEEMIS should be updated accordingly by schools.

## Self Evaluation

Within **How Good is Our School? (4th edition)** Quality Indicators provide a framework for the evaluation of the effectiveness of educational establishments on improving outcomes for children and young people.

Quality Indicator **2.4 Personalised Support** is particularly relevant in relation to the presence aspect of inclusion. This focuses on how well children and young people are supported to overcome barriers to learning.

Quality Indicator **3.1 Ensuring Wellbeing, Equality and Inclusion** is of key importance due to its focus on fulfilment of statutory duties and the impact of educational services approaches to wellbeing to support inclusion and equality.

**How Good is OUR School part 2** helps children and young people to have a say in how well educational services are helping them be fully engaged and is relevant across all the key features. Theme 5 is especially helpful: Our relationships include friendships, relationships with teachers and other adults who support us, opportunities to influence things, equality and fairness, ethos and culture, feeling supported and cared for.

## Our Curriculum



A range of SQA qualifications and awards are offered to meet the needs of our young people, to help them progress towards positive destinations beyond school, whether that be college, training or employment. Our aspirational aim is that each young person will achieve a minimum of 5 National

qualifications. In addition to our core subjects Maths and English, we offer national qualifications in all social subjects including History, Modern Studies and Geography. In technologies we offer Administration and IT as well as Computing Science and Games Design. In addition Woodwork, Biology and RME form part of our curriculum offer. Awards include SCQF level 4 Wellbeing, Employability Award and Work Experience.



We offer groups which allow young people to take part in art, sport and fitness, craft, sewing, dance and health and beauty. Our groups help to create an environment where young people can develop their soft skills including communication and team work. All group work is accredited through ASDAN and SQA where appropriate.

ASDAN (Award Scheme Development and Accreditation Network) programmes and qualifications provide a platform for accreditation as well as personalised learning and choice. The programme helps motivate and enhances the confidence of the young people through completion of small challenges. Learners develop core skills in teamwork, communication, problem solving, research and self-management. We are currently running Personal Development programmes at Bronze, Silver and Gold Level alongside a variety of short courses. All young people in Extended Outreach are working towards some form of an ASDAN Award whether it be the full personal development programme or a short course.

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We offer a Wellbeing/PSE group in addition to 1:1 input from key workers. Starting in 2019/20 we will be offering SQA Mental Health and Wellbeing Award to help raise the importance of mental wellbeing in the curriculum.

To enhance our curriculum we offer educational trips. Outings have included Summerlea Museum of Scottish Industrial Life, Kelvingrove Art Gallery, Windfarm, Cycling trip, Transport Museum, Dynamic Earth, Sea Life Centre and work place visits.

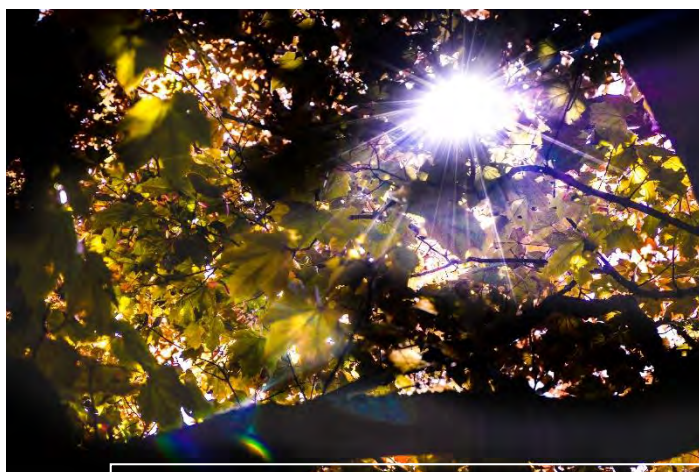
In partnership with Ayrshire College we are able to offer vocational courses to complement our curriculum. This includes Hospitality, Photography, Construction Skills and Barista Skills.

Work experience forms part of our curriculum and flexible placements are sourced on an individual basis.

Below is a snap shot of our S4 cohort 2018/19 and their successes.

Achieving 5 or more National Qualifications	30/43	70%
Achieving min Nat 4 Literacy	21/43	49%
Achieving min Nat 4 Numeracy	26/43	60%

*Of the 13 young people who did not achieve 5 or more national qualifications: eleven achieved at least three qualifications, five moved on to other schools/establishments, two were referred within weeks of leaving.*



Photograph taken by an Extended Outreach Pupil

Success means different things to different people and all our young people have been successful in their own way. Young people who suffer from severe anxiety have been able to join groups, make new friends and become more confident.

Young people with low levels of attendance and engagement have been able to try new activities including sewing, rocket and drone group, art group, health and beauty group and dance and fitness group. Improving their soft skills.

Our young people have had the opportunity to take part in school trips and educational visits, a first for a lot of them. Work experience has allowed them to experience success, improve their skills and help them make decisions about their future.

### **Extended Outreach (EO) – Entry Process**

- YP presents with need requiring additional support
- TAC arranged with relevant services
- Additional educational support required from EO
- Named Person (NP) completes Inclusion Group (IG) paperwork and EO proforma
- EO support requested
- If no – additional information required by IG
- If yes – EO agreed by IG
- EO team meet YP, parent and school and agree on support package
- Written review/report completed and shared with termly TAC organised by originating school
  - If transfer back to school is possible – follow EO exit process.
  - If transfer back to school is NOT possible – agreed support continues – and TAC meeting arranged
  - If YP is in final 6 months of education – Transition Team meet to agree support package

### **Transition Team – Entry process**

(NB All YP who receive EO support 6 months prior to leaving date will be supported by Transition Team)

- YP presents with need requiring additional support
- TAC arranged with relevant services
- Additional educational support required from transition team (TT)
- Named Person (NP) completes Inclusion Group (IG) paperwork
- TT support requested – if YP is in final 6 months of education
- TT meet with YP, parent to agree support package and communicate to originating school
- Support put in place and monitored
- Initial review of TT support after 2 weeks

## Extended Outreach (EO) – Return to school

- YP identified for return to secondary school (SS)
- TAC arranged with relevant services and review YP – possibility of return to school discussed and young person views represented
- Return agreed – NO – EO support continues in current form
- Return agreed – YES - EO support return to school – meet with YP, school and NP to agree return to school plan
- YP returns to school
- EO monitors YP's attendance, pastoral notes for 4 weeks and discuss with school
- If return to school is successful - EO monitors YP's attendance, pastoral notes for 4 weeks and discuss with school – EO ends involvement with YP
- If return to school is unsuccessful – school arrange TAC with EO
- TAC review YP's return plan
- EO put in place revised return plan
- EO monitor revised return plan
- If return plan requires review – EO arrange TAC
- If return plan does NOT require review – EO monitor YP's attendance, pastoral notes for 4 weeks and discuss with school

Please note that visual process maps can be found on a glow page.



Photograph taken by an Extended Outreach Pupil

## Success stories

J was referred to Extended Outreach at the end of S1. The school needed support to get him to re-engage with education. The aim was for J to have a mixture of school and extended outreach input. Meetings took place with J and his parents to agree his timetable at the end of S1. J did not engage with the timetable on offer, his attendance at sessions with Extended Outreach was inconsistent and he truanted school. When in school he displayed very distressed behaviours. Mum and dad were also struggling with his behaviours and poor choices in and out of school.

Regular Team Around the Child meetings took place in school with Extended Outreach staff to look at how to improve engagement. J's, mum and dad's views were taken on board and his timetable adapted in S2. As a result it was agreed that the focus would be on Extended Outreach input only as his school experiences were very negative. The team around J continued to try and work with him and engage him in his learning, this included looking at what he wanted to do when he left school. In S3 J started to engage more positively with the Extended Outreach team.

He was attending all sessions and doing activities he enjoyed such as photography and mathematics. The school supported a skills for work course which J attended and enjoyed. He then was given a work experience opportunity which he really enjoyed and got really positive feedback from the providers. J is now ready to move into S4. He is taking his English and Maths onto National 4 level and his aim is to get as many National 4 and 5 qualifications in S4 as he can. He wants to continue with the Extended Outreach input and he is coming back to school. The plan is that he will attend one National 4/5 subject. He chose what subject it would be but also asked that he be placed in a class that does not have certain individuals in it as felt that this would not help him.

J wanted to start with one subject as he was nervous about returning to school. He knows what he wants to do and is hoping that another work experience opportunity will be in place in S4. He will also be involved in Skills for Work courses in S4 which were set up by school staff. J's increased maturity and also his realisation that no one gave up on him and listened to him has made him realise that he wants to get all he can from his educational provision.

Throughout this his mum and dad have supported him and the school. They have attended all meetings and have appreciated the different opportunities he has been given as well as the continued attempts to work with and engage him. At home he is more settled and there are not the concerns there were in previous years.

Throughout this, extended outreach and school staff worked very closely in order to put in place what was right for J. J's extended outreach key worker has built up a strong bond and relationship with him and this is why his journey is now a more positive and rewarding one.

S is currently in his fourth year. When at school S was a popular boy who had good inter-personal skills.

However S found it difficult to concentrate in classes and he became increasingly unsettled both in class and around the school. At this time S was engaging less and less in school and there was a concern that S would leave school without gaining the qualifications that he was able to achieve. In addition S was becoming involved in anti-social behaviour in the community and there was Police involvement.

Following a referral to the Inclusion Group S started working with Extended Outreach and this has made a positive contribution to S's attainment as well as his general Health and Wellbeing. S benefitted from working in a smaller setting where he was able to have a lot of 1-2-1 support.

S settled in very quickly to Extended Outreach, developing positive relationships with staff and was able to show that he was settled and safe.

The approach taken by Extended Outreach in the delivery of the curriculum matched S's needs. S worked in a variety of setting including 1-2-1 support, group lessons as well as with larger groups on trips. Through application to tasks and excellent attendance S was able to achieve 5 qualifications in English, Maths, Geography, History and Modern Studies. In addition S gained a Unit pass in Practical Woodworking skills.

Overall Extended Outreach has been a very positive experience for S. He has continued to make use of his inter-personal skills and has been able to attain a set of qualifications which will help him to make an effective transition to a positive destination.

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J worked with Extended Outreach for a year starting in S3 . He was a school refuser due to social anxiety. When PO first started working with J he refused to leave the house and didn't mix well with others or peers. Over time PO managed to persuade J to come out the house and work in libraries or community centres. J became more confident over the next few months and started a work experience placement doing landscape gardening. J attended this every week and worked well with others and he enjoyed the work. He went on to Essentials Plus Greenways Landscaping for a 12 week training employability course. He later succeeded in gaining a Modern Apprenticeship in Horticultural with North Ayrshire and is still working there.

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T came to Extended Outreach in 2014. He had previously attended Greenwood Academy but his attendance was poor due to negative relationships with his peers and teachers. Initially he wasn't motivated about his education and did not have a positive attitude towards his plans on leaving school. He eventually completed several qualifications through developing positive relationships with staff and young people and attending both group and one to one tutorials with Extended Outreach. He also became more motivated about his future. PO started working with T in January 2017 when he expressed interest in being able to work with young children

as he enjoyed helping to look after his young cousins. He did some work experience at Castlepark Nursery which helped to re-inforce his interest in early education. By the time he left school in May 2017, he had secured a place at Ayrshire College to study Access to Early Education and Childcare. He has now almost finished his second year there and is hopeful of eventually going to University.

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K came to Extended Outreach in 2013 and left school in May 2014. She had a rare genetic condition (NF1) which affected her ability to interact with others and behave responsibly. This had a negative impact during her time at school which resulted in her eventually being referred to Extended Outreach. She found it difficult to work within groups and communicate effectively. However K presented as a very caring young person and helped to care for her Mum who had severe MS.

Through developing positive relationships with her keyworker and developing more positive relationships with her peers, K developed a more positive attitude towards her education. She developed coping strategies to deal with some of the symptoms of her condition and began to behave more appropriately in public settings. She eventually achieved several good qualifications.

PO started working with K in January 2014 and slowly began to build a positive relationship with her. She expressed interest in working with people with additional support needs and secured a place at Ayrshire College to study Health and Social Care. She has now achieved her Higher National Certificate and is working full time with the Richmond Fellowship working with people with additional support needs.

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S came to Extended Outreach in 2014 and left school in May 2016. S presented with anger management issues which affected her relationships at school with her peers and teaching staff. S found it difficult to work within group settings and coped better with one to one tutorials. Through developing strategies to deal with her anger, she eventually worked more successfully with her peers and became more positive about her education and future plans.

S expressed interest in working with young children and completed work experience within a local nursery for several weeks. This helped to reinforce her interest in this type of work and she secured a Modern Apprenticeship in Early Years Education. This is a two year programme which S is due to finish in August 2019 and it is hoped she will move on to employment in this area.

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K is currently in S4. He has, through the intervention of the Extended Outreach Team, gained a place at Ayrshire College on a construction course.

Throughout S1 and S2 K's behaviour gave cause for serious concern. He was seriously disruptive in classes and on occasion prone to acts of unprovoked violence towards fellow pupils.



K often struggled with school work at this stage and seemed to lack the ability to remember simple facts and processes. His depth of understanding in many areas was poor. He simply refused to work with Pupil Support despite a range of strategies that were put in place for him.

Following engagement with CAMHS a diagnosis of a neurodevelopmental disorder was made which was related to significant exposure to alcohol and other substances while in the womb.

K's progress and behaviours were so worrying that his continued attendance at mainstream school was in doubt. K, however, developed close relationships with his year head and one or two other members of staff in the school with whom he would work. It was felt that a complete move away from school would be detrimental to his social development and while Extended Outreach was requested a part school/part Outreach plan was put in place. K got the much needed one to one support from the Outreach Team with his Literacy and Numeracy work and was still able to work with Secondary staff on other subjects and belong to a peer group.

His behaviour and progress quickly improved with this arrangement such that he returned to full time mainstream education after several months. There was an ongoing flexibility to this arrangement and when things began to go wrong again Outreach stepped in and took the pressure off him.

He completed several qualifications including Nat 4 Literacy and Numeracy, Nat 4 Applications of Maths and Nat 4 Woodworking. It is unlikely that K would have achieved any of the above without the support of the Outreach Team.

Ultimately the support of the Outreach Project Officer ensured his college place which, hopefully, will afford this young man choices in the future which otherwise he would not have had.

**APPENDICES**  
**North Ayrshire Council**  
**Communities (Education Services)**  
**Quality Improvement Framework:**  
**Extended Outreach**

Meeting wellbeing needs by using a nurturing approach is the responsibility for all staff in North Ayrshire. This vision will be supported through understanding and implementation of the extended nurturing principles;

- **Children’s learning is understood developmentally** with staff taking a holistic view of the child’s learning and respond appropriately.
- **The school /setting offers a safe base.** NAC schools and classrooms provide a caring, inclusive and warm, welcoming environment where boundaries and routines are explicit and fair.
- **The Importance of nurture for the development of wellbeing.** .All staff in NAC use effective approaches to support the wellbeing and resilience of children and young people
- **Language is a vital means of communication.** All NAC staff use language that supports children and young people and develop the language of emotions and relationships.
- **All behaviour is communication.** Staff will be attentive to children’s verbal and non-verbal communication and will make every effort to understand what a child is communicating through their behaviour and respond accordingly.
- **The importance of transition in children’s lives.** All staff will support children as they move through the routines of the day and schools will ensure there are clear welcome routines at transition points through the day.

**North Ayrshire Council: Communities (Education Services)**

**Extended Outreach Observation Visit**

Staff Present:

Date:

Signed:

QI /Focus of Visit : From SE Calendar

**Observation notes:**

Learning observation should be undertaken using the NAC lesson observation sheet

**Strengths and Agreed Actions**

Strengths

Agreed Actions

## Quality Indicators: Challenge Questions for EO Self Evaluation Activity

The following questions will support, guide and challenge during analysis of EO provision. They can help staff to focus on where we are and identify next steps for improvement. Questions will be agreed in advance of visits in order that supportive evidence is made available to support evaluations.

### QI 1.1 SE for Self – Improvement

- How effectively do all staff contribute to self- evaluation to ensure vision for bases is delivered?
- How effectively have we identified the EO strengths and areas for development through robust self- evaluation?
- Service Improvement Plan in place?
- How effectively do we allow staff to reflect on and share their practice?
- Do staff have an up to date knowledge about circumstances affecting children's lives?
- What actions do staff take to remove barriers to learning?
- How do we know that the changes we have made have improved outcomes for children?
- To what extent do all staff contribute to quality improvement in relation to the nurturing school?

### QI 1.2 Leadership of Learning

- To what extent do we critically engage in research, looking outwards activities and reflect on developments in learning and teaching?
- How well are staff supported both personally and professionally?
- To what extent have staff had access to training opportunities in nurturing principles?
- How effectively are we supporting staff CLPL to meet the needs of our YP?
- What strategies are we using to develop resilience and confidence in our learners to lead their own and other's learning?
- To what extent are our approaches improving learning for all?

### **Q1 2.1 Child Protection and Safeguarding**

How effective are our recording and planning processes in delivering positive outcomes for children and young people when there are child protection or safeguarding concerns?

### **QI 2.2 Curriculum**

- To what extent have we a clearly developing curriculum rationale?
- Does the curriculum experienced by our learners reflect our rationale?
- How well are children and young people involved in planning, identifying opportunities for personalisation and choice?

### **QI 2.3: Learning Teaching and Assessment**

- How confident are we that all learners experience activities that are varied, differentiated, active and provide effective support and challenge?
- How well do we communicate the purpose of learning, and give effective explanations to all learners?
- How well does the learning environment promote a sense of security and safety for all children and young people?

### **QI 2.4: Personalised Support**

- How well do we identify and assess all children and young people's developmental, health and wellbeing needs and meet these?
- How well do staff know learners as individuals?
- How well does our curriculum planning meet the needs of a diverse group of learners?
- How well do we record and monitor children and young people's progress in relation to wellbeing?

### **QI 2.6 Transitions**

- How effectively is transition planning working for supporting young people towards a more inclusive pathway?

### **QI 3.1 Ensuring Wellbeing, Equality and Inclusion**

- Is there connectedness, emotional regulation and progression evident in practice?

- To what extent is there an approach that supports attuned de-escalation and minimises the need for physical intervention?
- How effective are our approaches for recording physical intervention and debriefing staff and reconnecting with pupils?
- How effectively do we ensure the development of nurturing relationships within EO?
- How well do all children and young people have an input into the creation of their environment to encourage a sense of ownership?
- How well does the EO environment promote a sense of security and safety for all children and young people?
- How effectively do we ensure that we deal calmly and consistently with any inappropriate behaviour and ensure positive regard for children or young people?
- How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?
- How effective are our liaison and joint planning with schools working, ensuring yp have effective meetings with a focus on collaborative working and supporting inclusive practice?
- How effective is our planning, including wellbeing plans and risk assessments in ensuring clear, effective approaches to meeting needs?

### **QI 3.2 Raising Attainment and Achievement**

- How well are our approaches to raising attainment improving outcomes for children and young people?
- What progress is being made by YP?

**Extended Outreach**  
**Quality Assurance Calendar**  
**2019/2020**

Date	Strategy	Person(s) Responsible	Impact	Evidence
September E McGrath	Classroom visits: Monitoring of Learning and Teaching  QIs: 1.1, 2.1, 2.3, 2.4	E McGrath	Consistent approach to learning and teaching throughout EO  Improved learning and teaching Staff become more reflective practitioners  Pupil attainment and achievement is improved  Pupils become successful learners, confident individuals, effective contributors and responsible citizens	PT observation completed  Self-evaluation
November E McGrath	Review of Department Planning/Paperwork	E McGrath	Ensures consistency across EO.	Pastoral notes Ayrshare Wellbeing Plans

Senior Manager	QI 1.2, 2.1,			
February Senior Management	Classroom visits: Monitoring of Learning and Teaching  QIs: 1.1, 2.1, 2.3, 2.	P Gosnay	Consistent approach to learning and teaching throughout EO  Improved learning and teaching Staff become more reflective practitioners  Pupil attainment and achievement is improved  Pupils become successful learners, confident individuals, effective contributors and responsible citizens	Senior Management Observations completed
March E McGrath	Pupil focus group  QIs:2.4,	E McGrath Teachers/CRA	Learners' views are sought on a range of topics and acted on a regular basis.  Learners have the opportunity to participate in decision making	Pupil Forum Pupil updates Pupil questionnaire



			Learners have a positive sense of responsibility to EO and others, and are developing their ability to make informed choices and decisions about issues which affect them.	
May E McGrath Senior Manager	Review of curriculum 2.2, 2.7, 3.1, 3.2	E McGrath P Gosnay	Curriculum meets learners' needs  Develops our learners as successful learners, confident individuals, responsible citizens and effective contributors	Pupil feedback Parent feedback SQA results School feedback

Please note this is updated on an annual basis to accommodate Senior Manager diary.



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

HOW GOOD IS \_\_\_\_\_ ?

**Observation of Learning Experiences**

**Class Teacher**.....

**Curriculum Focus**.....

The following prompts are based on level 5 illustrations of Quality Indicators drawn from overlapping Q.I.s **HGIOS ?4: Learning Provision and Successes and Achievements**, namely:

*2.2 Curriculum, 2.3 Learning ,Teaching and Assessment:*

*2.4 Personalised Support 3.1 Ensuring Wellbeing, Equality and Inclusion*

How Good are we now?	Comment (inc. Good Practice)
<p><b>Learning , Teaching and Assessment.</b></p> <p><b><i>Learning and Engagement</i></b></p> <p><i>Prompts</i></p> <p><i>Positive Relationships, Motivated, engaged, levels of interaction,</i></p> <p><i>Purpose of lesson is shared with learners and is clear (LI SC) There is appropriate support and challenge</i></p> <p><i>Pace of learning is appropriate.</i></p> <p><i>Appropriate support is in place for ASN pupils.</i></p> <p><i>Learners are encouraged / motivated to be curious / creative and think critically</i></p> <p><i>Learning tasks are well planned .</i></p> <p><i>Range of teaching approaches: There are opportunities for pupils to work ; Independently cooperatively in groups, pairs etc.</i></p> <p><i>ICT is used during teaching and learning (as appropriate)</i></p>	

*Learners know what they need to do to improve ( i.e. be successful learners) Independent learners? Learners take responsibility for aspects of learning*

*Pupils views sought and acted upon?*

*Learners enjoy the experience and make progress in their skills*

**Teaching**

Questioning

Prompts

*Explanations/ instructions are*

*clear and build on previous learning and real life experiences*

*Learners encouraged to ask questions / express views*

*Skilled questioning used to stimulate interest, promote confidence , build upon previous knowledge. (does the teacher use the answers to move the learning forward?Use of Higher order Thinking Skills, DYW- Skills for learning life work*

*Learners are actively engaged in the process of learning (do learners check/ improve their work?)*

*Teacher observes and knows when to intervene to provide support or challenge.*

*Does the teaching exemplify school vision value aims?*

*Feedback is used to promote further learning (verbal or written )*

*A range of environments used -is the teaching approach promoting and developing creativity?*

**Inclusion / Well-being.**

Prompts

Do approaches promote SHANARRI and

Mutual respect?

*Positive relationships in evidence- nurturing and restorative/*

*Children are they supported to give of their best?*

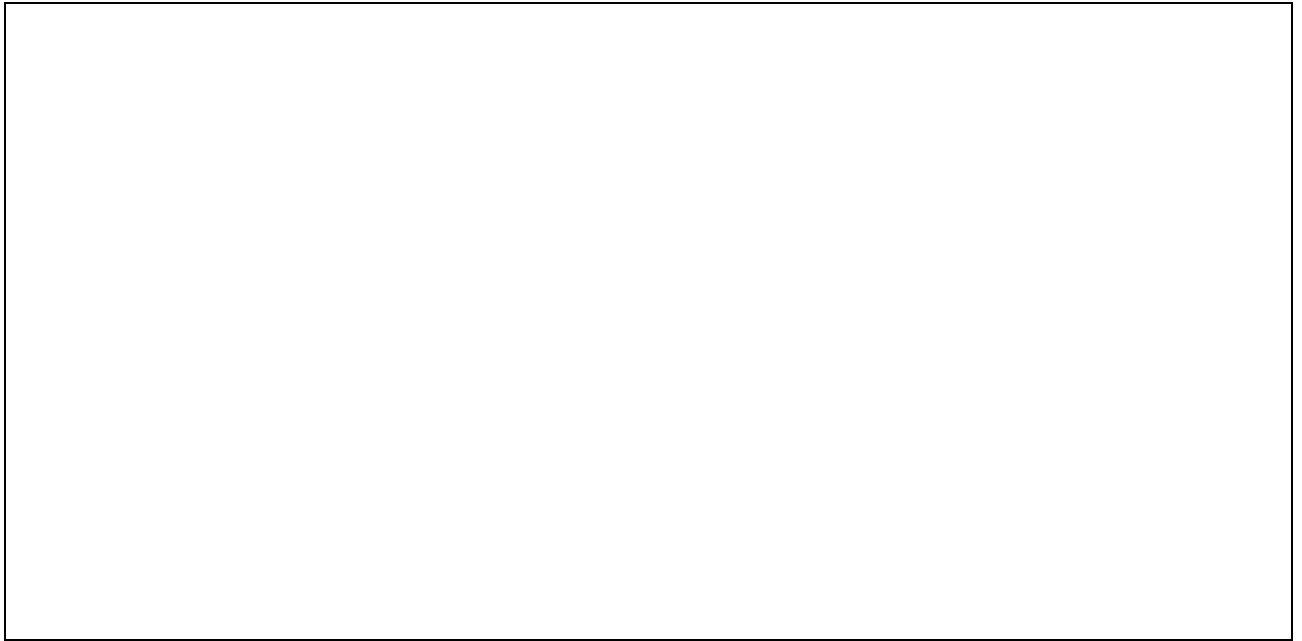
*Children's knowledge of inclusion and equalities?*

<p><i>Learners' work is well displayed – exemplifying standards . Majority children's annotated egs.(SAL Benchmarking links)</i></p> <p><i>Learners' achievements are recognised /celebrated</i></p> <p><i>Learners are well behaved and show consideration for others.</i></p> <p><i>Group and individuals – Differentiation and Challenge.</i></p>	
<p>Prompts</p> <p><i>Wall displays mostly learners' work</i></p> <p><i>Displays support learning (maths , language , writing supports)</i></p> <p><i>Classroom Organisation is learner friendly promoting independence?</i></p>	
<p><b>How did the lesson end?</b></p> <p>Prompts</p> <p><i>Plenary – purpose of lesson what have we learned? etc use of AIFL tools to gauge success/ impact of teaching</i></p>	

**Points for Action- How Good Can We Be?**

*Please address the following Points for Action. These will be the focus for the follow up observation normally within \_\_\_\_\_ weeks.*

**Follow up Report**



Signed \_\_\_\_\_ Class Teacher

Signed \_\_\_\_\_ SMT (observer)

Date :

Extended Outreach Pupil Profile				
Pupil Name				
D.O.B.				
School/Stage				
Named person				
Main school contact (if not named person)				
Other agencies involved				
<b>Current</b> school timetable attached	Yes	No	Attendance	%
Risk assessment attached	Yes	No	Ayrshare record opened	Yes No
Care experienced	Yes	No	CP Register	Yes No
CP Concerns				
Qualifications achieved/working towards				
Pupil strengths (interests/motivation)				
Resources/strategies required (ASN)				
Specific areas of concern				

## **STANDARD CIRCULARS**

A review of Education's standard circulars is on-going. To obtain a copy of the current standard circulars please contact [angelacrawford@north-ayrshire.gov.uk](mailto:angelacrawford@north-ayrshire.gov.uk).