North Ayrshire Council
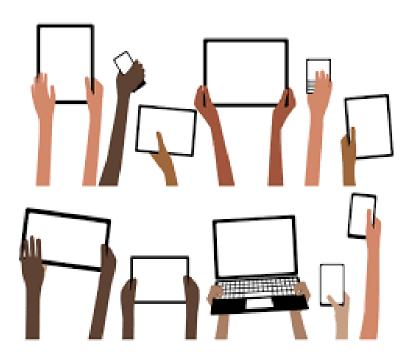Comhairle Siorrachd Àir a Tuath

Quality Improvement

during

Remote & Blended Learning

Reviewed & updated: February 2021

Support and Challenge for Establishments during Lockdown³

Last session we devised a framework which aimed to balance consistent support and robust challenge with empowerment. The model was built on there being 4 visits per year, each lasting no longer than 1 full day. At least one week prior to the visit, the Head of Establishment in partnership with staff teams, updated the self-evaluation for the relevant Quality Indicator.

We revised this in light of the ongoing pandemic and planned for visits to be bespoke to the establishment and agreed between the Head and link Senior Manager. With our third national lockdown underway and remote learning set to continue for some, and a return to school and nursery for other groups, a supportive and flexible approach is required. This means that we must balance the workload of frontline staff with the necessity to be accountable for the quality of the service we deliver. The Scottish Government and Education Scotland have also made clear their intention to sample the quality of provision across the country and we must be proactive in preparing for this and ensure evaluations are triangulated and robust. In order to support our establishments to provide the highest quality service given the challenges and constraints under which we are currently operating, we have devised a straightforward approach to ensuring all establishments have one visit this session which will have a specific focus on remote learning.

Key elements of HGIOS4, HGIOELC and HGIOURS have been considered and support and challenge questions formulated. This is an opportunity to discuss and evidence what has worked well and what continues to present a challenge. Following the visits, the central team will share effective practice and common challenges in order to seek additional ways to support frontline staff. The Hands-on Leadership forum will enable senior leaders to come together to solve some of the issues that are causing concern.

> *There is no set format for the visit and the agenda is entirely up to leadership teams in agreement with their link Senior Manager. The agenda should give opportunities for discussion, validation and problem solving.*
>
> *The link Head of Service will attend their Secondary meeting and discussion around approaches to assessment and attainment within Senior Phase will be an important focus.*

Prior to the visit:

- The self-evaluation document should be submitted to the link Senior Manager and should shape the agenda.
- SLT decide upon the agenda/discussion points based upon the self-evaluation.
- Senior Manager should review the self-evaluation and prepare for any specific support requested by the SLT.

The day of the visit:

- Meetings will be conducted using Microsoft Teams.
- The meeting should feel collaborative and supportive.
- Actions should be agreed for both the link Senior Manager and the SLT where appropriate.

Following the visit:

- The link Senior Manager will complete feedback and share this with the Head of Establishment.
- The Head of Establishment will review the feedback and either agree it or suggest amendments.
- SLT can then share feedback with the broader staff group

Self-evaluation:

This document should be short and concise focusing on only a few key points. It should be written using bullet points, rather than lengthy narrative text and should provide the basis for further discussion and exploration during the visit. This document should not capture *every* element of work: its purpose is to allow the discussion to focus on key highlights, ongoing challenges/concerns/questions and the evidence which supports judgements.

In order to frame your text, use the focus questions along with the papers on Remote Learning produced by both Education Scotland and North Ayrshire Council. Focus questions are also available via this link.

Most establishments have already gathered significant evaluative feedback from staff, learners and their families, so there may be no need for focus groups to be part of the visit.

Rather than present this feedback in its entirety, the highlights and challenges should be extracted and contained within the self-evaluation paper.

Establishment: *   **Head Teacher/Head of Centre:** *   **Completion Date:** *

What is going well? What is working well for your learners and families? What's working well for staff?	How do you know? What evidence do you have of positive impact?	What's been difficult? What next? What still needs to be done? What additional support would be helpful? What discussions would be useful?
Leadership & management • *	• *	• *
Learning provision • *	•	•
Successes & achievements • *	•	•

FEEDBACK TEMPLATE

Establishment: *   **Head Teacher/Head of Centre:** *

Date: *   **Link Senior Manager:** *

Progress and strengths:

*

Areas for development and next steps:

*

Evidence examined: *
⇨ *Plans for monitoring and tracking and samples of meetings*
⇨ *CLPL calendar*
⇨ *Feedback gathered from parents, carers, children and families*
⇨ *Engagement analysis across the school for all learners with an additional focus on:*
  o *Key worker families attending hub*
  o *Families with multiple children*
  o *Families requiring additional support*
  o *Families with SW involvement including CP*
  o *Children with additional needs*

⇨ *Communication strategy/approaches*
⇨ *Remote Learning Plan*
⇨ *Examples of communication with families from HT, Leadership Team, class teachers*
⇨ *Samples of class work/planners*
⇨ *Meetings with focus groups*
⇨ *Quality Assurance plan/calendar*
⇨ *Samples of newsletters/advice and guidance*

Actions from this visit (for link SM and SLT):

1.

2.

3.

4.

5.

Senior Manager: _____   **Date:** _____

*All specific to remote learning 2021