

School Improvement Planning 2021-2022

27 May & 2 June 2021

For Scotland's learners, with Scotland's educators

Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

Aims for this session...

- Consider planning for recovery, renewal and improvement
- Explore key elements of effective school improvement planning
- Provide an opportunity for discussion and sharing of practice

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Improvement planning in the present context

- Presents challenges but also provides opportunities
- Plan for improvements to support recovery and renewal from the educational and wellbeing impacts of the pandemic
- Informed by insights gained
- Consider ways to build on innovations/new ways of working

UNESCO *Education in a post-COVID world: Nine ideas for public action*,
“COVID-19 has revealed the anxious difficulties... but it has shown us that complexity generates potent dynamism and multiple possibilities”

Self-evaluation

- Effective school improvement planning is a process of collaborative self-evaluation
- Consideration of what is working well and what needs to improve at the heart of planning and reporting
- Key questions
 - How are we doing?
 - How do we know?
 - What are we going to do next?



Excellence & Equity

National Improvement Framework

Twin aims

- ❖ **Excellence:**
through raising attainment
- ❖ **Equity:**
ensuring every child has the same opportunity to succeed

Four priorities

- ❖ Improvement in **attainment**
- ❖ **Closing the attainment gap** between most/least disadvantaged
- ❖ Improvement in children's **health and wellbeing**
- ❖ Improvement in **employability skills** and sustained, positive school-leaver destinations.

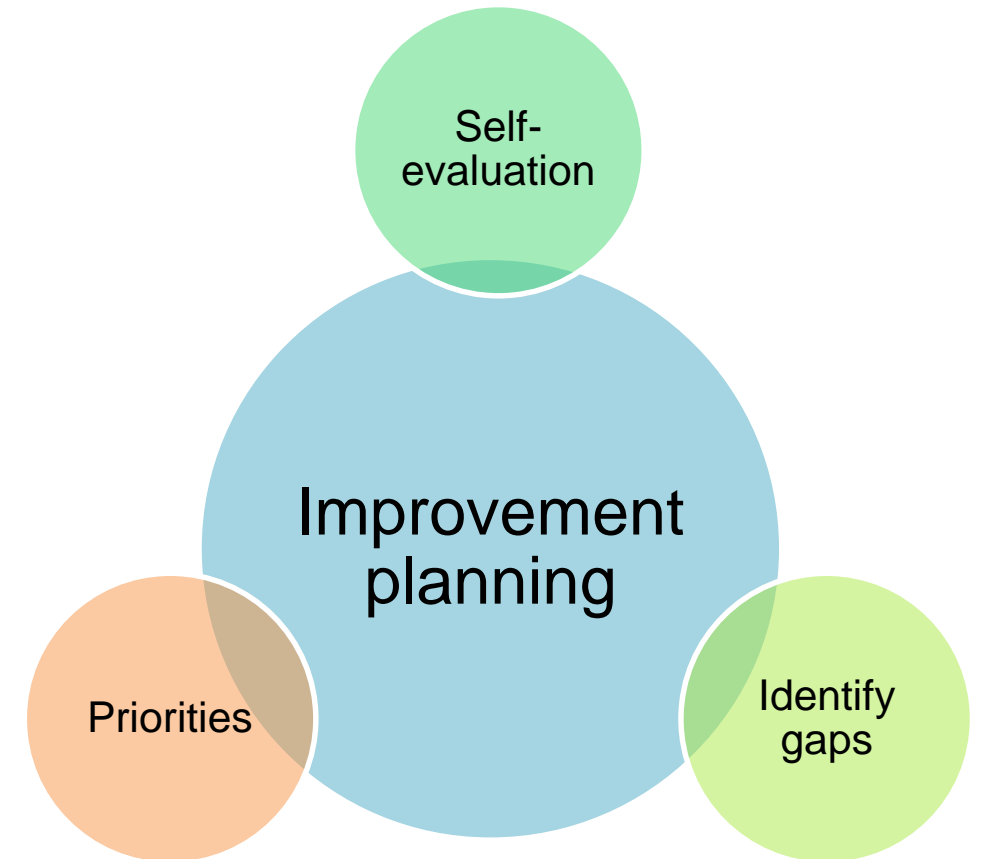
Six drivers of improvement

- ❖ School leadership
- ❖ Teacher professionalism
- ❖ Parental engagement
- ❖ Assessment of children's progress
- ❖ School improvement
- ❖ Performance information

Be rigorous...pursue relentlessly closing the gap and raising the bar simultaneously.
Improving Schools in Scotland: An OECD Perspective 2015

Self-evaluation

- What does your data tell you?
- Where are the 'gaps'?
- Which priorities will have greatest impact in your context now?



Sources of data



Wellbeing



Assessment



Attendance/learner engagement



Stakeholder views especially pupil voice



Context specific

Equity considerations

1. Impact of COVID-19 on poverty-related attainment gap
2. Prioritise re-engagement
3. Identify learners most impacted by COVID-19
4. Intensify support in the short-term
5. High-quality provision is vital
6. Have a long-term strategic vision to close the poverty-related attainment gap

Effective school improvement planning

- Builds on the needs of individuals and groups of learners
- Consultation with key stakeholders including children, young people, parents
- Small number of focused priorities
- Short and longer term priorities
- Manageable, measurable, achievable outcomes
- Linked to NIF priorities and HGIOS?4 QIs
- Define expected impact on improving outcomes (“so what”)
- Clear outcomes and measures of success
- Build in agility and flexibility

Mindful of the national context...

- Improving additional support for learning action plan (Morgan Review)
- The Promise findings of the Independent Care Review
- SQA Alternative Certification Model
- UNCRC incorporation
- OECD review of Curriculum for Excellence
- Early Years expansion
- COP26 UN Climate Change Conference Glasgow Nov 2021

Priorities in the present context

Opportunities to...

- build on strengths
- celebrate achievements
- harness new possibilities
- build on innovations and new ways of working

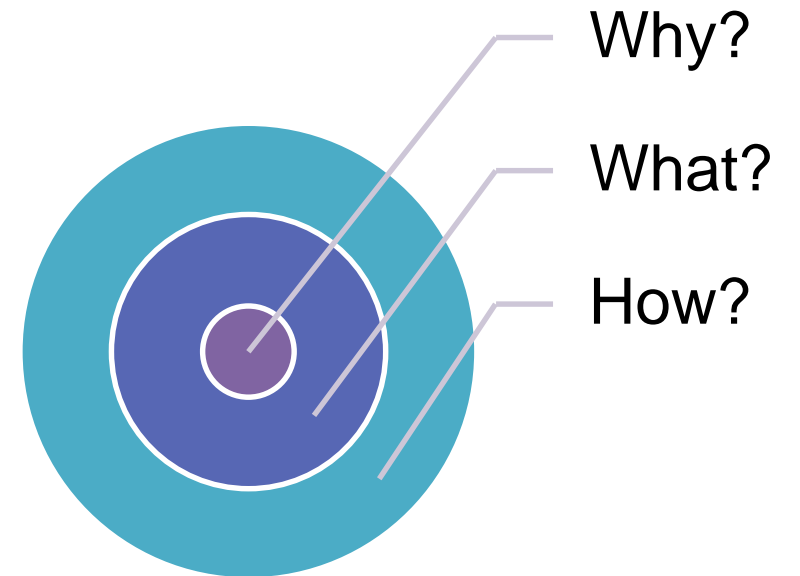
While...

- ensuring progression in learning
- improving outcomes
- supporting wellbeing and inclusion
- addressing any widening of inequalities

Recovery

Renewal

Improvement



What are the key considerations for your specific context?



Common pitfalls for improvement planning

- Not considering the right data to identify gaps
- Uncertainty about how to target the gaps
- Lack of clarity about the outcomes
- Uncertainty about what will change as a result of the approach or intervention
- Skipping the baseline measure
- Not implementing well
- Failing to follow up with measurement of impact
- Confusion about who and when measurement of progress occurs
- Lack of effective communication
- Loss of momentum
- Inflexibility

Maximising success - avoiding pitfalls

- Effective communication
- Ensure detailed and shared understanding of priorities/actions/outcomes
 - the rationale
 - the active ingredients
 - the implementation activities
 - review points
- Consider, plan for implementation
 - any resources required for implementation
 - any external factors that could influence results
 - contingency plans
- Follow up in review points, keep momentum going

Context specific

- What are your biggest challenges or barriers right now?
- How might these be overcome?
- How have you engaged stakeholders and captured their views ?
- What sources of evidence do you have to support your self-evaluation?
- What is the impact of Covid-19 on outcomes?
- How do you know?
- How do you plan to address attainment and wellbeing needs?
- Have you identified areas of support and professional learning for staff?

Recovery

Renewal

Improvement

School Improvement Planning 2021-2022 Webinar

THANK
YOU!