



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 25 JANUARY 2023**

**SUBJECT: INITIAL ANALYSIS OF ACHIEVEMENT OF CURRICULUM FOR
EXCELLENCE LEVELS 2022**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT)**

1. REASON FOR REPORT

- 1.1 This report provides Committee with a summary of the Moray data collected in June 2022 and provided to the Scottish Government at the end of October 2022 regarding Teacher Professional Judgements (TPJ) on children Achieving Curriculum for Excellence levels (ACEL) at P1, P4, P7 and S3. This data appears in the Scottish Government report published in December 2022.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to exercising all of the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary and secondary education.

2. RECOMMENDATION

2.1 It is recommended that the Committee:

- i) scrutinises and notes the content of this report and acknowledges the lasting impact of Covid-19 and wider influencing factors on work of Moray schools to close the poverty related and wider attainment gaps**
- ii) acknowledges work underway by Education using resources available to support in addressing identified areas of underperformance and improve outcomes for all children and young people**
- iii) notes revised ACEL and wider Stretch Aims set using available data intelligence as part of the Scottish Government and Education Scotland Framework for Recovery and Accelerating Progress requirements; and;**

- iv) **agrees to direct allocation of additional Scottish Government funding for additional teachers, for the priority of raising attainment**

3. BACKGROUND

- 3.1 The Scottish Government first published the National Improvement Framework (NIF) for Scottish Education in January 2016. The First Minister at that time described the document as being key in driving work to continually improve Scottish Education and close the attainment gap, delivering both excellence and equity.
- 3.2 The updated 2023 NIF and Improvement Plan was published in December 2022 and replaces the 2022 NIF and Improvement Plan. In determining key activity and priorities for 2023, the Cabinet Secretary for Education and Skills notes in her foreword that nationally, the Scottish Government recognise that COVID has had an impact on attainment, where it is reassured that the ACEL data is showing real recovery from the pandemic nationally.
- 3.3 The Scottish Government remain committed to the ambition of achieving equity and excellence for all Scotland's children and young people. This includes tackling inequity and ensuring there is collective responsibility to ensuring continuous improvement for children and young people. Schools continue to focus on the health and wellbeing of all while remaining committed to raising standards and achievement in literacy and numeracy.
- 3.4 The NIF and Improvement Plan 2023 are underpinned by a set of key principles and priorities. The national discussion ongoing at this time on Scottish education should lead to a consensual vision on the purpose of education moving forwards and will support the Hayward independent review on qualification and assessment, due to report in March 2023. This will lead to future reform of the Scottish qualifications and assessment system ensuring approaches meet needs of learners and society in the 21st century.
- 3.5 The International Council of Education Advisers (ICEA) view the national discussion and Hayward review of assessment as providing the opportunity for fresh and innovative ideas to drive improvement. They emphasise importance of focus on building capacity of teachers and ensuring they are supported during the forthcoming period of change, ensuring clear prioritisation to ensure the system does not become overwhelmed.
- 3.6 The NIF and Improvement Plan 2023 identify a number of key drivers for improvement which are considered instrumental in addressing the key priorities of the NIF. It is further recognised that improvement plans and priorities have been informed by another difficult year for the whole education system in dealing with post-Covid influence and wider impacts of Covid-19 including learner engagement, behaviours and attendance issues. The priorities link directly to the NIF and to improving services for children taking into consideration the Moray's Children's Services plan. Key drivers for

improvement are considered within the NIF as:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance Information

3.7 The drivers provide a focus and structure for gathering evidence which can then be analysed to identify where we can make further improvements. In Moray, our Strategic Education Meetings focus in on these drivers, with central officer remits aligned to support key developments. This has evolved over time to addressing each of the six areas of our Education Strategic Plan 2020-23 which centres around plans to improve and develop the following areas:

- Improving outcomes for all
- Curriculum
- Learning, Teaching and Assessment
- Supporting all Learners
- Leadership
- Self-evaluation for Self-improvement

3.8 The fourth NIF driver listed in 3.6 above – Curriculum and Assessment - relates to the range of evidence on which children and young people learn and achieve throughout their education and how well this prepares them for life beyond school, for example ACEL. It also includes curricular improvement to reflect the key links between curriculum and assessment and this driver within the NIF and Improvement Plan 2023 now includes many of the actions in response to the OECD report on Scotland's Curriculum for Excellence Into the Future, 2021 findings and considerations.

3.9 Teacher Professional Judgement data collected by Scottish Government on ACEL with codes as shown in brackets are as follows: Literacy – Reading (R); Literacy – Writing (W); Literacy – Listening and Talking (LT) and Numeracy - Numeracy (N)

3.10 Schools are required to submit data on CfE levels for each child in primary schools stages P1, P4 and P7 and each young person in secondary school stage S3. The levels reported are Early, First, Second, Third and Fourth.

3.11 The data collected refers to the anticipated levels of attainment at the following stages noting this may be earlier or later for some children and young people depending on individual needs, as detailed from Education Scotland.

Level	Stage
Early	The end of P1
First	The end of P4

Second	The end of P7
Third	The end of S3
Fourth	Some pupils will also achieve this by the end of S3

- 3.12 Data for secondary school pupils (S3) was not collected by Scottish Government in 2020/2021 and was not collected for any pupils (P1, P4, P7, S3) in 2019/2020 in recognition of Covid-19 impact on data consistency, fit for purpose nature and wider external pressures on school and education authority staff.
- 3.13 Following request for ACEL data submission for P1, P4, P7 and S3 stages, data was collected in June 2022 using our Seemis Progress and Achievement module. This followed ongoing work in schools on assessment, moderation and professional commitment to all areas of teacher professional judgement.
- 3.14 ACEL data was submitted to Scottish Government in October 2022 following a range of Quality Assurance processes from school staff and central officers. The initial data provided by schools was, in some cases, further quality assured by central officers directly with schools and where necessary provided with additional support and guidance to ensure the submission of robust and reliable data.
- 3.15 The Scottish Government ACEL national data was published in December 2022, providing a range of data across all of Scotland's local authorities as well as specific cohort and characteristic data.
- 3.16 As requested by Scottish Government and Education Scotland guided by the Framework for Recovery and Accelerating Progress, Stretch Aims have been set in discussion with both organisations, and provide a basis for measurement and review, to guide improvement activities moving forwards across the service. In respect of ACEL, the following provisional Stretch Aims have been set for session 2022/2023 following review of data with wider Stretch Aims set contained within **Appendix 1**:

	2023 Stretch Aim	2026 Stretch Aim
Primary (P1, P4 ,P7 combined) Literacy	67%	74%
Primary (P1, P4, P7 combined) Numeracy	73%	78%
Secondary (S3) Literacy (3 rd level or above)	75%	90%
Secondary (S3) Numeracy (3 rd level or above)	89%	93%

Authority Approaches

- 3.17 In order to support schools with ongoing improvements in attainment at Broad General Education level, a strategic approach within all Moray schools continues to be adopted. The development and implementation of the following strategy areas is supporting more cohesive and planned methodology to ensure practices to improve attainment continue to be our Education vision in Moray. These are:

- Raising Attainment Strategy and Toolkit
- Learning and Teaching Strategy and supporting materials
- Remote Learning and Teaching Strategy and Toolkit
- Supporting All Learners Strategy
- Assessment and Moderation Guidelines
- Tracking and Monitoring Guidelines and Tracking Tools/System
- Quality Improvement team support and challenge regarding data analysis, tracking and monitoring and attainment discussions with all schools

Primary 1 – Early level ACEL

- 3.18 The percentages noted below present the P1 ACEL data for the past 6 years for Moray in comparison with the national averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.12.

Year:		LT	R	W	LIT.	NUM.
2022	Moray	84	76	73	69	78
	National	86	79	77	74	84
2021	Moray	85	77	71	69	78
	National	84	77	74	71	81
2020	Moray	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	85	77	76	71	79
	National	87	82	79	76	85
2018	Moray	82	75	67	63	72
	National	87	81	78	75	85
2017	Moray	82	74	65	63	70
	National	85	80	77	74	83

- 3.19 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. P1 data for 2022 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 2022 data with 2021 as previous year:

Year:		LT	R	W	LIT.	NUM.
2021	Moray	85	77	71	69	78
2022	Moray	84	76	73	69	78
% Change	Moray	-1	-1	+2	0	0

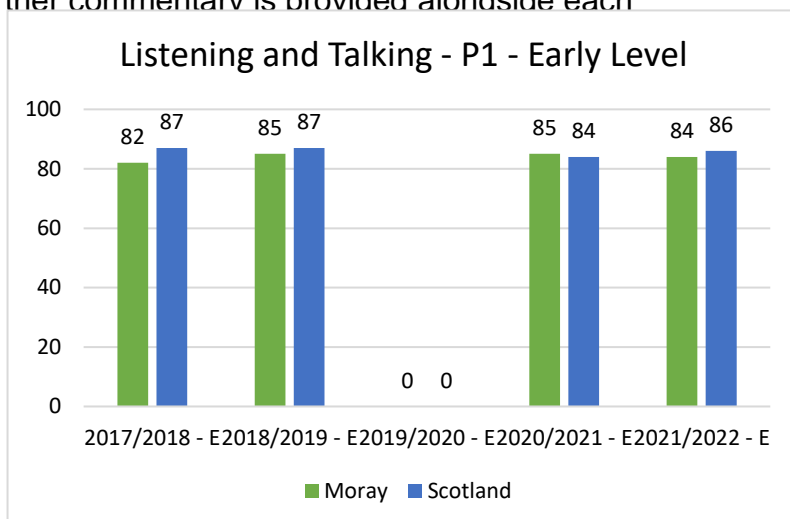
Listening and Talking and Reading have each reduced by 1%. Increase in Writing of 2% is offset by these reductions, resulting in Literacy (overall) remaining at 69%, common with 2021. Numeracy ACEL remains at 78%.

- 3.20 The following graphical representation of data trends over time are further presented for P1 for Listening and Talking, Reading, Writing, Literacy

(Overall) and Numeracy. Further commentary is provided alongside each graph.

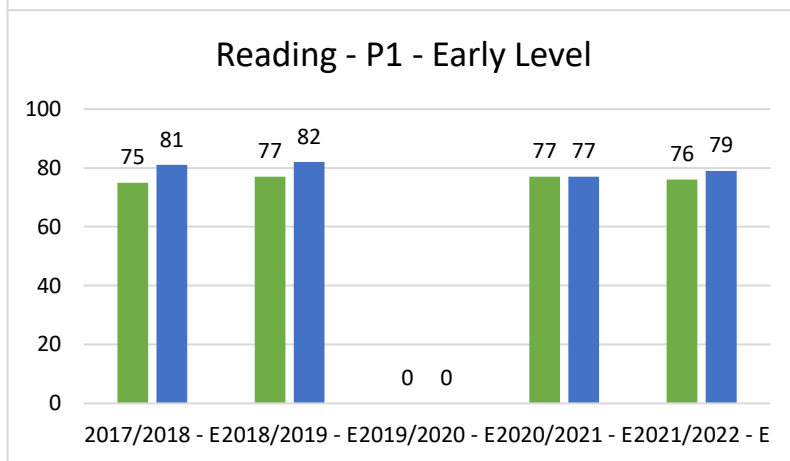
P1 - Listening and Talking

Data trend over time remains in line overall with pre-pandemic data from 2018/2019 and 1% below 2020/2021 ACEL. P1 Listening and Talking is overall in line with 2020/2021 Scotland average, 2% below 2021/2022 Scotland average.



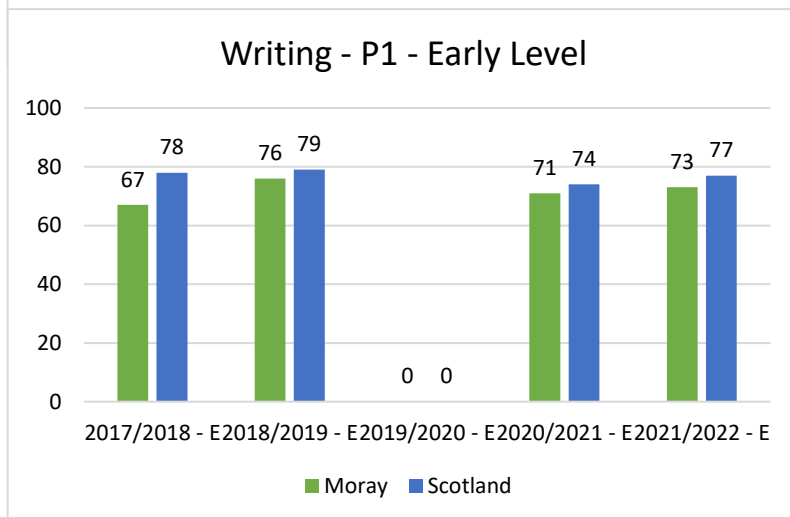
P1 - Reading

Data trend over time remains in line overall with pre-pandemic data from 2018/2019 and 1% below 2020/2021 ACEL. P1 Reading is 3% below 2021/2022 Scotland average.



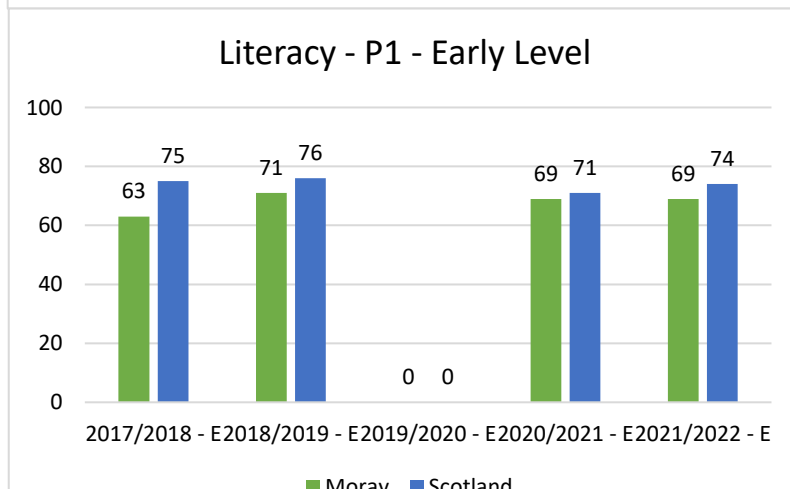
P1 - Writing

Increase in Writing of 2% is noted from 2020/2021, but below pre-pandemic data from 2018/2019 by 3%. Scotland average has increased by 3% from 2020/2021 with Moray increasing by 2%, now 4% below Scotland average.



P1 - Literacy

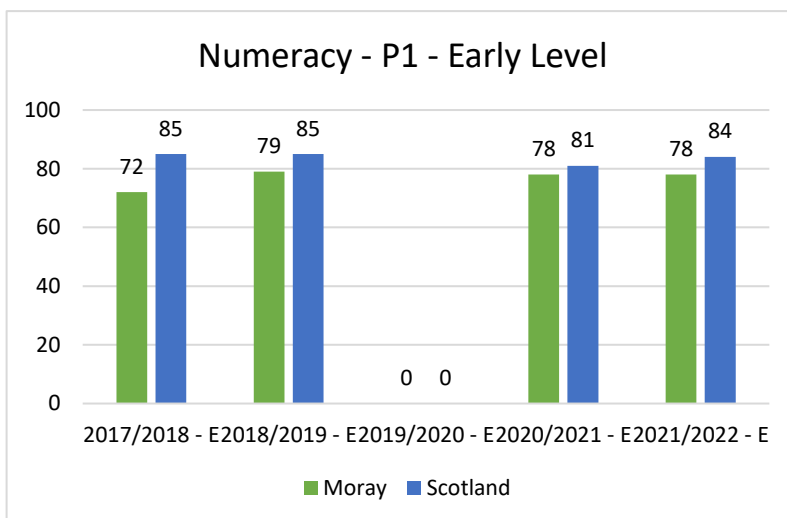
Literacy overall has remained at 69% comparable with 2020/2021. Scotland average has increased by 3% from



2021/2022 leading to a 5% gap between Moray and Scotland averages in 2021/2022.

P1 - Numeracy

Numeracy overall has remained at 78% comparable with 2020/2021 and pre-pandemic 2018/2019 average (79%). Scotland average has increased by 3% from 2021/2022 leading to a 6% gap between Moray and Scotland averages in 2021/2022.



Primary 4 – First level ACEL

3.21 The percentages noted below present the P4 ACEL data for the past 6 years for Moray in comparison with the national averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.12.

Year:		LT	R	W	LIT.	NUM.
2022	Moray	81	73	67	61	69
	National	85	76	70	67	75
2021	Moray	82	73	66	61	64
	National	82	73	67	64	72
2020	Moray	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	78	72	63	60	65
	National	85	78	73	70	77
2018	Moray	72	66	57	53	60
	National	85	77	72	69	76
2017	Moray	73	72	63	59	59
	National	83	77	71	68	75

3.22 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. P4 data for 2022 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 2022 data with 2021 as previous year:

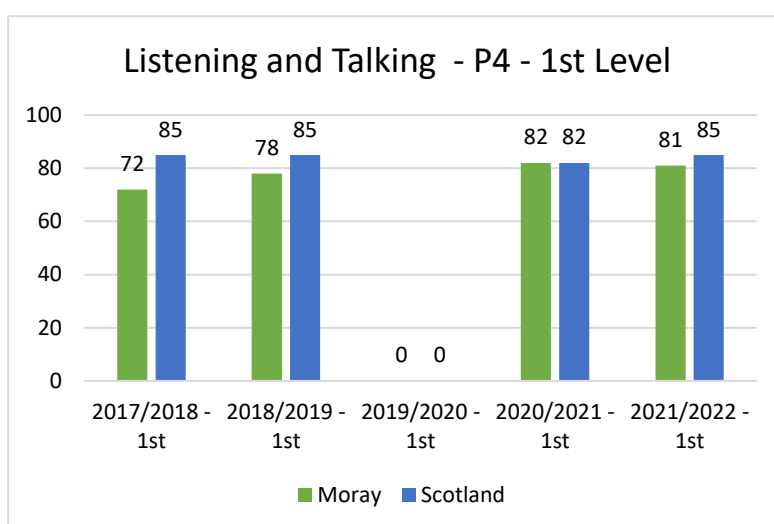
Year:		LT	R	W	LIT.	NUM.
2021	Moray	82	73	66	61	64
2022	Moray	81	73	67	61	69
% Change	Moray	-1	0	+1	0	+5

Listening and Talking is marginally below 2021 ACEL (1%) with Reading in line with 2022 (73%). Writing is 1% above 2021 ACEL with Literacy overall remaining the same at 61%. Numeracy has witnessed increase of 5% in ACEL to 69%, from 64% in 2021.

3.23 The following graphical representation of data trends over time are further presented for P4 for Listening and Talking, Reading, Writing, Literacy (Overall) and Numeracy. Further commentary is provided alongside each graph.

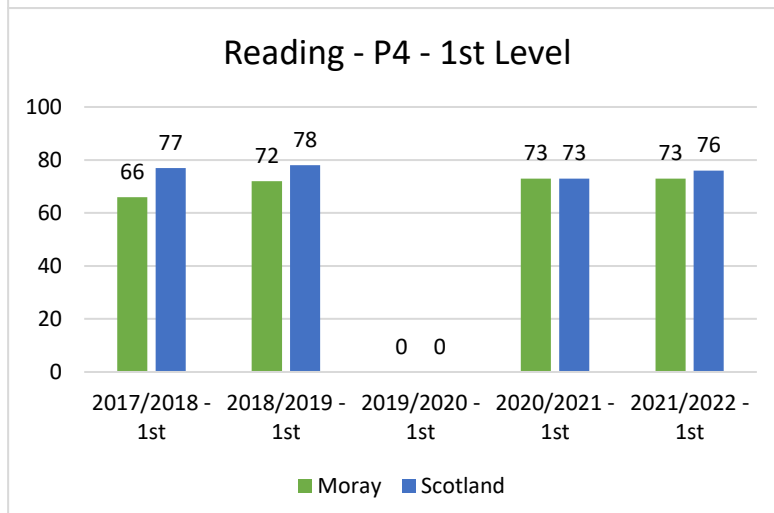
P4 - Listening and Talking

Data trend over time remains positive overall compared with pre-pandemic data from 2018/2019 and 1% below 2020/2021 ACEL. P4 Listening and Talking is 4% below 2021/2022 Scotland average, having increased by 3% from 2020/2021.



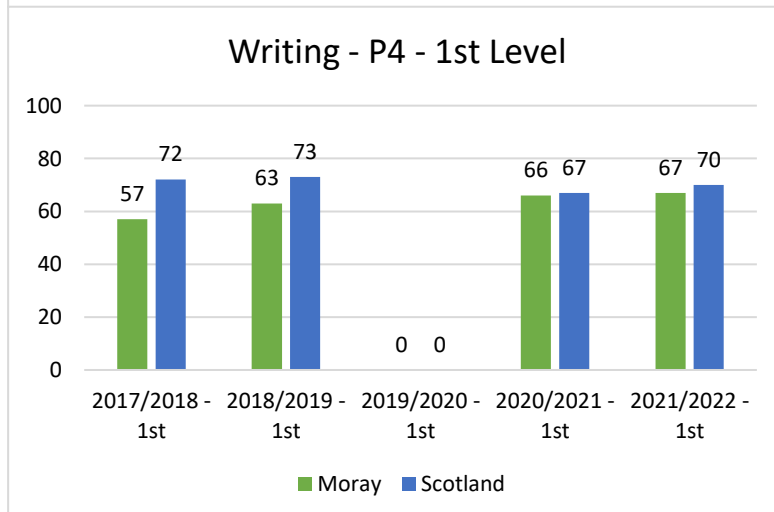
P4 - Reading

Data trend over time remains positive overall compared with pre-pandemic data from 2018/2019 and in line with 2020/2021 ACEL at 73%. P4 Reading is 3% below 2021/2022 Scotland average, in line with 2020/2021 average (having increased year on year by 3%).



P4 - Writing

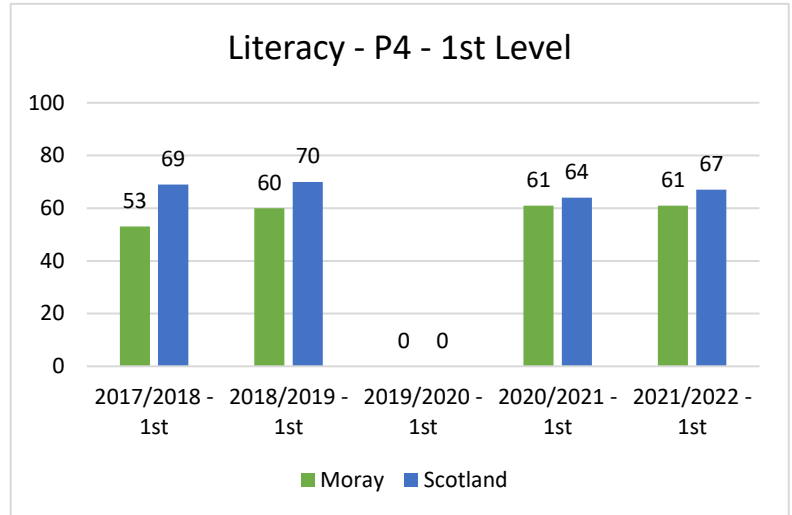
Increase in Writing of 1% is noted from 2020/2021, positive overall compared with pre-pandemic data from 2018/2019 by 4%. Scotland average has increased by 3% from 2020/2021 with Moray increasing by 1%



from 2020/2021 to 2021/2022, now 3% below Scotland average.

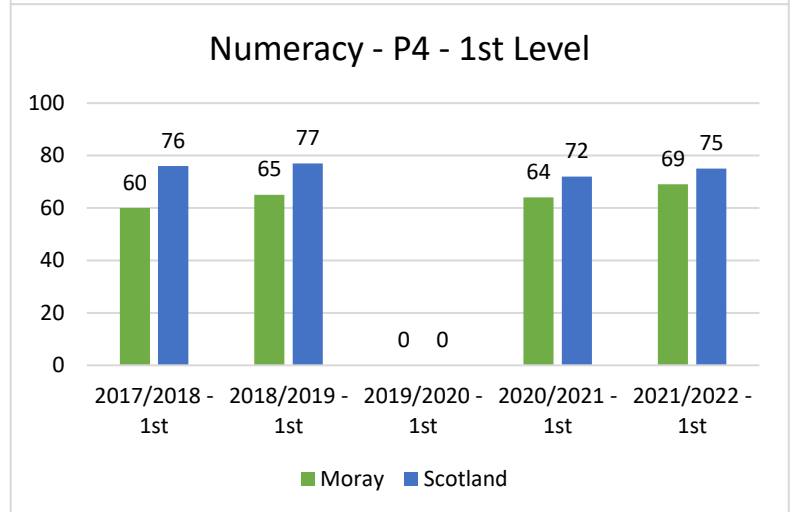
P4 - Literacy

Literacy overall has remained at 61% comparable with 2020/2021. Scotland average has increased by 3% from 2021/2022 leading to a 6% gap between Moray and Scotland averages in 2021/2022. Scotland average has increased by 3% from 2020/2021.



P4 - Numeracy

Numeracy overall has increased by 5% and is favourable compared with 2020/2021 and pre-pandemic 2018/2019 average (65%). Scotland average has increased by 3% from 2021/2022 leading to a 6% gap between Moray and Scotland averages in 2021/2022 (8% gap in 2020/2021; 12% gap in 2018/2019).



Primary 7 – Second level ACEL

3.24 The percentages noted below present the P7 ACEL data for the past 6 years for Moray in comparison with the national averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.12.

Year:		LT	R	W	LIT.	NUM.
2022	Moray	83	74	70	65	69
	National	86	79	73	71	76
2021	Moray	80	71	64	62	62
	National	82	76	69	66	72
2020	Moray	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	81	76	67	64	66
	National	86	80	74	71	76
2018	Moray	75	71	61	59	61

	National	84	79	73	70	75
2017	Moray	74	68	59	55	58
	National	81	76	69	66	70

3.24 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. P7 data for 2022 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 2022 data with 2021 as previous year:

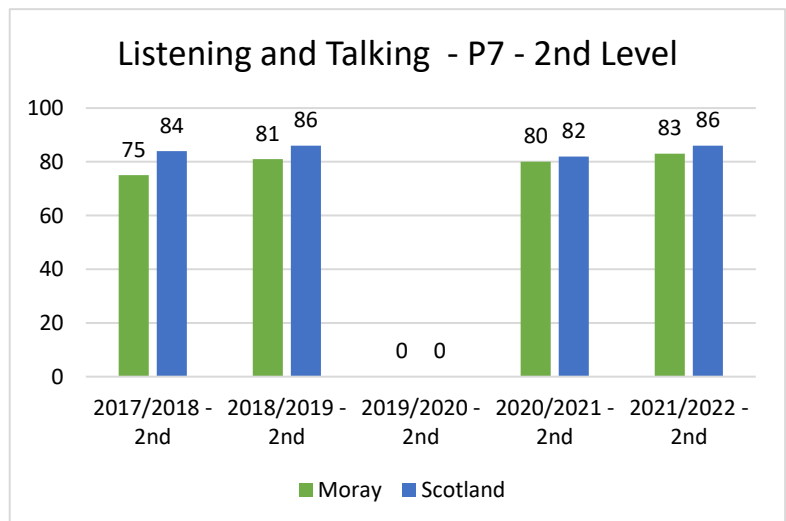
Year:		LT	R	W	LIT.	NUM.
2021	Moray	80	71	64	62	62
2022	Moray	83	74	70	65	69
% Change	Moray	+3	+3	+6	+3	+7

3.25 Listening and Talking, Reading and Writing have witnessed increase on 2020/2021 Moray ACEL averages, resulting in 3% increase in Literacy overall, with largest increase noted in Writing (6%). Numeracy has also witnessed 7% increase in ACEL average from 62% in 2021 to 69% in 2022.

3.26 The following graphical representation of data trends over time are further presented for P7 for Listening and Talking, Reading, Writing, Literacy (Overall) and Numeracy. Further commentary on trends over time is provided to the right of each graph.

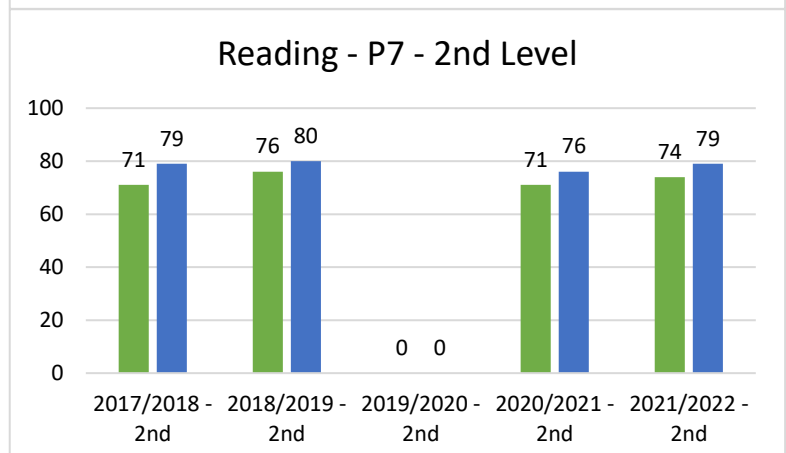
P7 - Listening and Talking

Data trend over time remains positive overall compared with pre-pandemic data from 2018/2019 and 3% above 2020/2021 ACEL. P7 Listening and Talking is 3% below 2021/2022 Scotland average, having increased by 4% from 2020/2021.



P7 - Reading

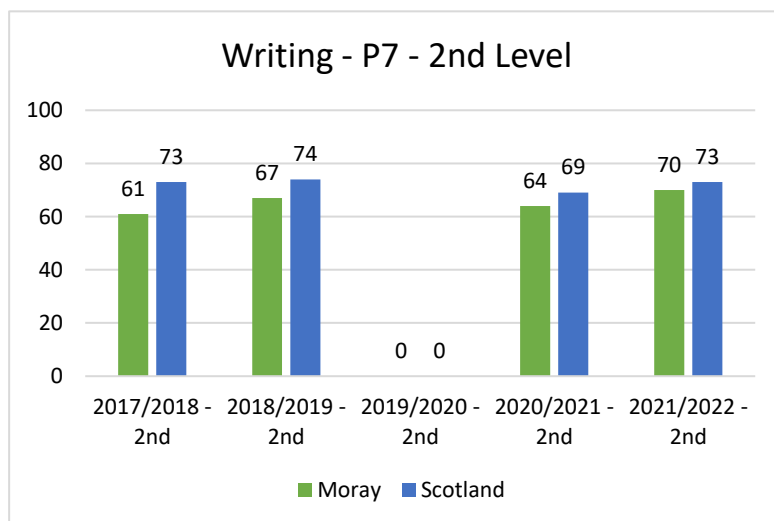
Data trend over time remains positive overall compared with pre-pandemic data from 2018/2019 and above 2020/2021 ACEL at 74% compared with



71% (3% increase). P7 Reading is 5% below 2021/2022 Scotland average, having increased by 3% from 2020/2021.

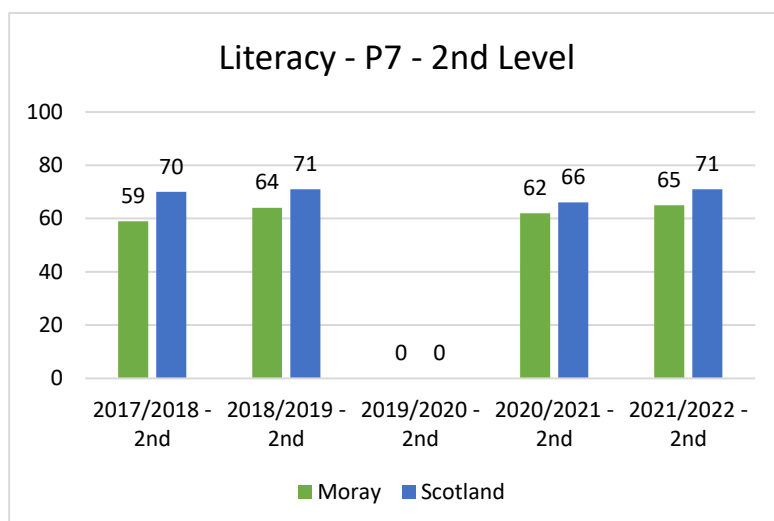
P7 - Writing

Increase in Writing of 6% is noted from 2020/2021, positive overall compared with pre-pandemic data from 2018/2019 by 3%. Scotland average has increased by 4% from 2020/2021 with Moray increasing by 6%, now 3% below Scotland average.



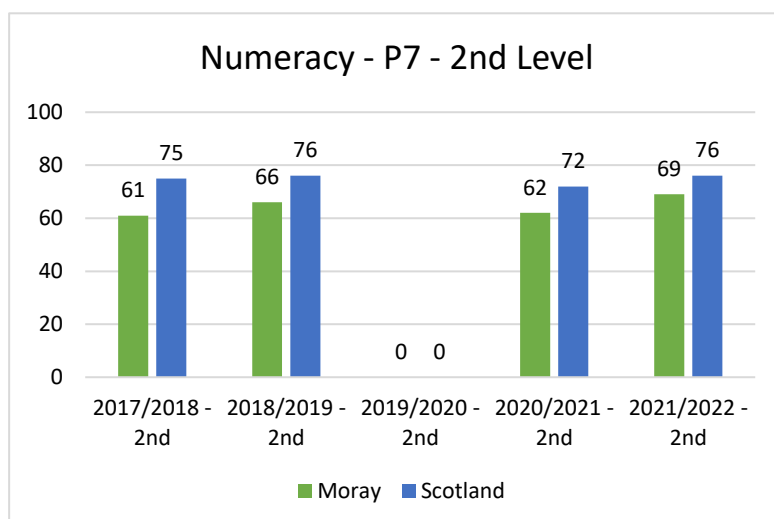
P7 - Literacy

Literacy overall has increased to 65%, higher than previous years recorded. Scotland average has increased by 5% from 2021/2022 leading to a 6% gap between Moray and Scotland averages in 2021/2022. Moray average has increased by 3% from 2020/2021.



P7 - Numeracy

Numeracy overall has increased by 7% to 69% and is favourable compared with 2020/2021 (62%) and pre-pandemic 2018/2019 average (66%). Scotland average has increased by 4% from 2020/2021 leading to a 7% gap between Moray and Scotland averages in 2021/2022 (10% gap in 2020/2021).



Secondary 3 (S3) – Third level ACEL and Fourth level ACEL

- 3.27 The percentages noted below present the S3 ACEL data for the past 5 years for Moray in comparison with the national averages for ACEL 3rd level and ACEL 4th level. Please note that there was no Scottish Government data collected in 2019/2020 or 2020/2021 for S3 pupils per section 3.12.

ACEL 3rd level

Year:		LT	R	W	LIT.	NUM.
2022	Moray	82	80	77	72	86
	National	89	88	87	86	89
2021	Moray	<i>2020/21 data was not collected by Scottish Government</i>				
	National					
2020	Moray	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	90	88	87	83	92
	National	91	91	90	88	90
2018	Moray	88	94	82	79	82
	National	91	90	89	87	89
2017	Moray	89	89	88	84	87
	National	91	90	89	87	88

ACEL 4th level

Year:		LT	R	W	LIT.	NUM.
2022	Moray	44	45	43	37	55
	National	55	54	52	48	59
2021	Moray	<i>2020/21 data was not collected by Scottish Government</i>				
	National					
2020	Moray	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	35	31	29	24	56
	National	57	55	52	48	59
2018	Moray	40	34	32	27	37
	National	55	53	51	46	56
2017	Moray	49	53	49	42	61
	National	51	51	48	44	56

3.28 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. S3 data for 2022 at 3rd and 4th level ACEL achievable in S3 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 4th level 2022 data with 2019 as last nationally published ACEL data by Scottish Government as a comparator data set:

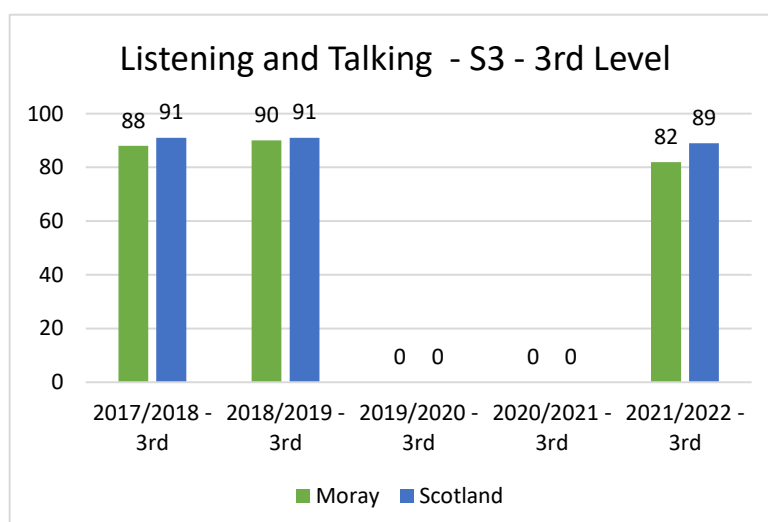
Year:		LT	R	W	LIT.	NUM.
2019	Moray	35	31	29	24	56
2022	Moray	44	45	43	37	55
% Change	Moray	+9	+14	+14	+13	-1

3.29 Listening and Talking, Reading and Writing have witnessed increase on 2018/2019 Moray ACEL averages at 4th level, resulting in 13% increase in Literacy overall, with largest increase noted in Reading and Writing (14%). Numeracy has also witnessed slight 1% decrease in ACEL average from 56% in 2019 to 55% in 2022.

3.30 The following graphical representation of data trends over time are further presented for S3 for Listening and Talking, Reading, Writing, Literacy (Overall) and Numeracy at third and fourth levels. Further commentary on trends over time is provided to the right of each graph.

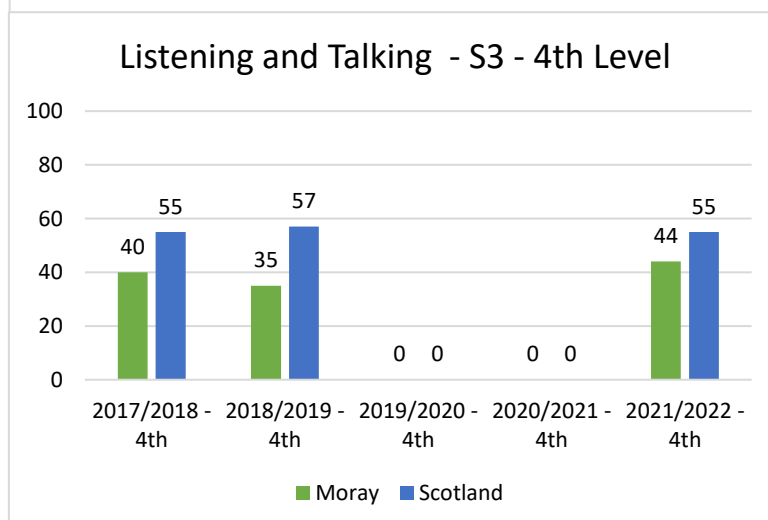
S3 - Listening and Talking 3rd level

Data published nationally over time remains positive overall above 80% compared with pre-pandemic data from 2018/2019 and 8% drop noted from pre-pandemic 2018/2019 ACEL data. S3 Listening and Talking at 3rd level is 7% below 2021/2022 Scotland average.



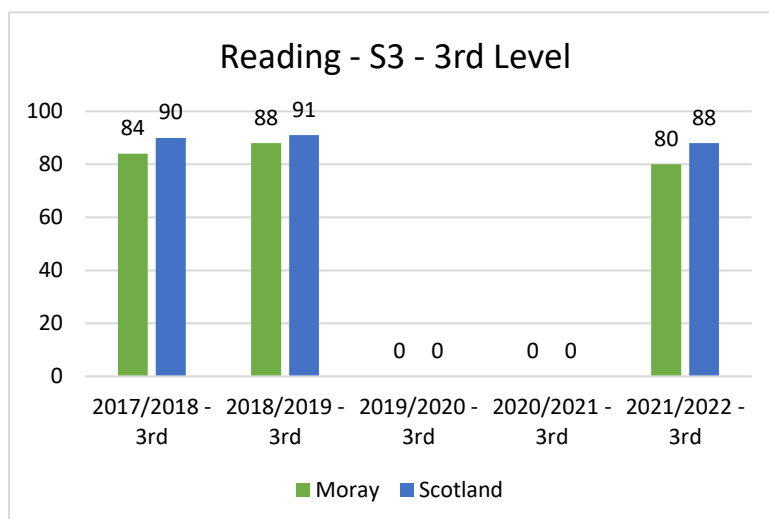
S3 - Listening and Talking 4th level

Data published nationally over time remains positive overall compared with pre-pandemic data from 2018/2019 with 9% increase from pre-pandemic ACEL. S3 Listening and Talking at 4th level is 11% below 2021/2022 Scotland average.



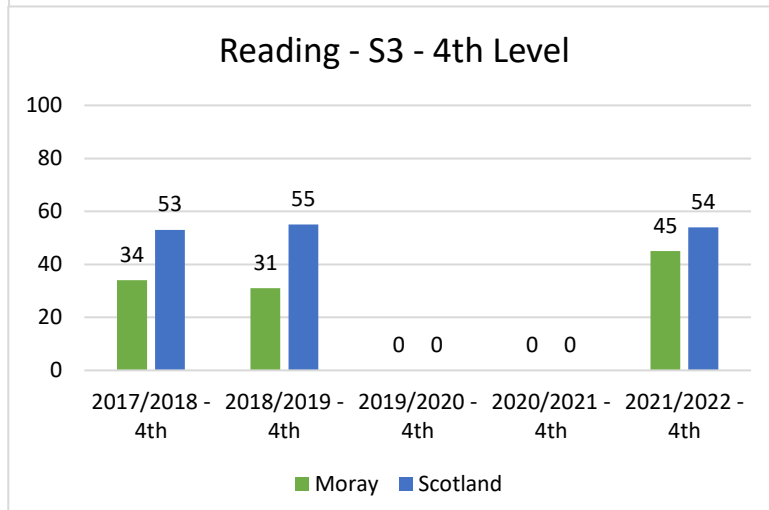
S3 – Reading 3rd level

Data published nationally over time shows reduction compared with pre-pandemic data from 2018/2019 and 8% drop noted from pre-pandemic 2018/2019 ACEL data. S3 Reading at 3rd level is 8% below 2021/2022 Scotland average.



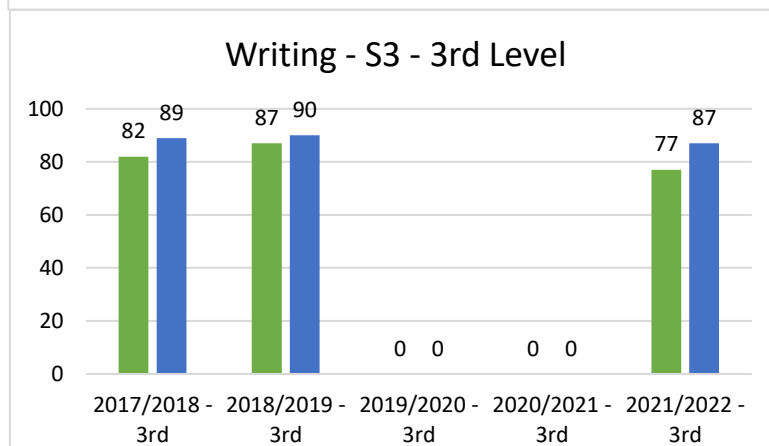
S3 – Reading 4th level

Data published nationally over time remains positive overall compared with pre-pandemic data from 2018/2019 with 14% increase from pre-pandemic ACEL. S3 Reading at 4th level is 9% below 2021/2022 Scotland average compared with 24% below in 2018/2019.



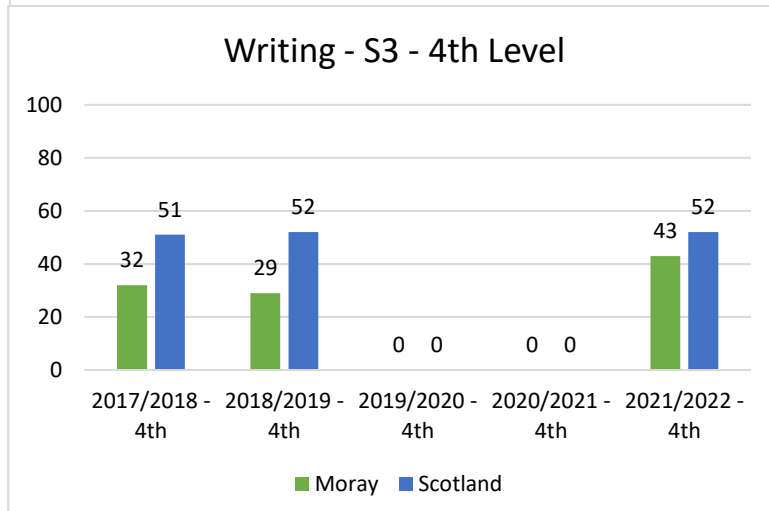
S3 - Writing 3rd level

Data published nationally over time shows reduction compared with pre-pandemic data from 2018/2019 and 10% drop noted from pre-pandemic 2018/2019 ACEL data. Scotland average has decreased by 3% from 2020/2021 with Moray 10% below Scotland average.



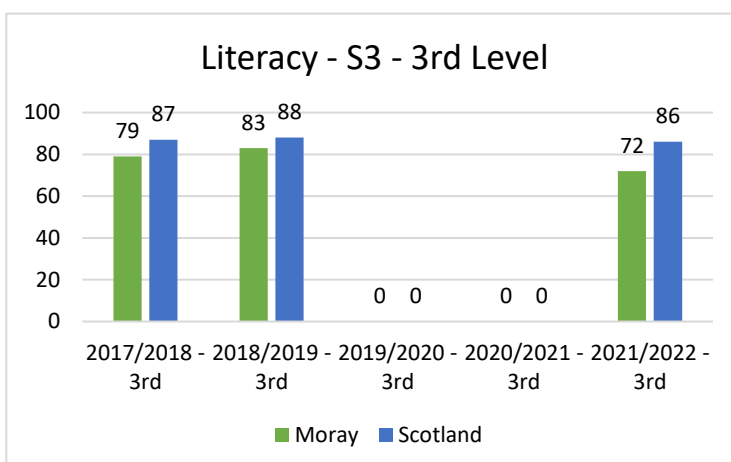
S3 - Writing 4th level

Data published nationally over time remains positive overall compared with pre-pandemic data from 2018/2019 with 14% increase from pre-pandemic ACEL. S3 Writing at 4th level is 9% below 2021/2022 Scotland average compared with 23% below in 2018/2019.



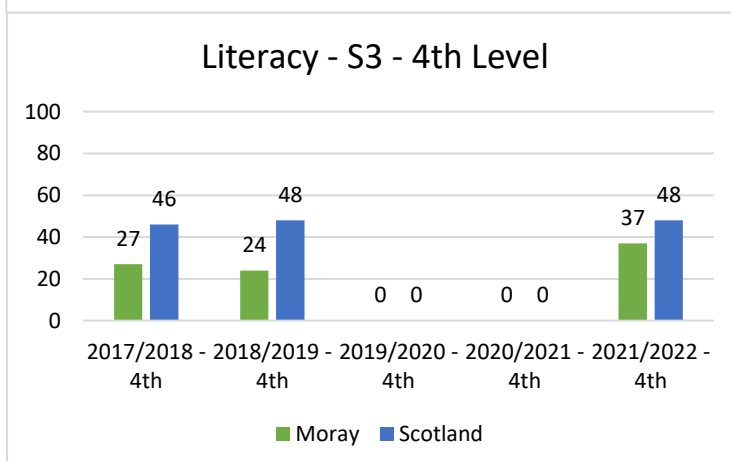
S3 - Literacy
3rd level

Literacy at 3rd level has decreased to 72%, lower than previous years recorded. Scotland average has decreased by 2% from 2018/2019, with 14% gap between Moray and Scotland averages in 2021/2022. Moray average has decreased by 11% from 2020/2021.



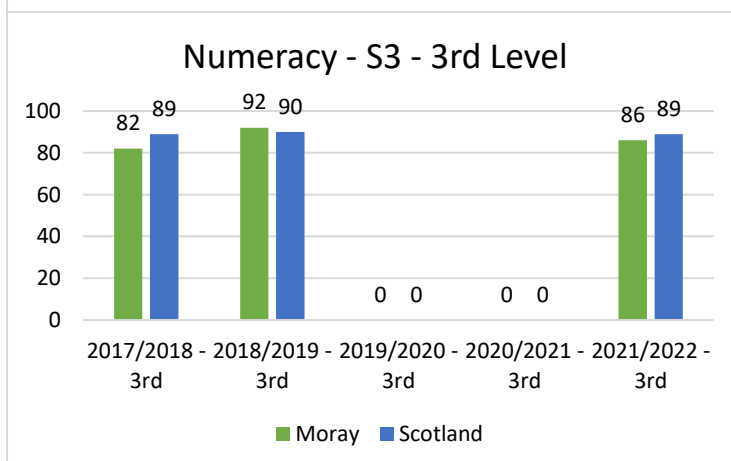
S3 - Literacy
4th level

Literacy at 4th level has increased to 37%, higher than previous years recorded and 13% higher than 2018/2019. Scotland average has remained at 48% in 2021/2022 leading to an 11% gap between Moray and Scotland averages in 2021/2022 as opposed to 24% gap in 2018/2019.



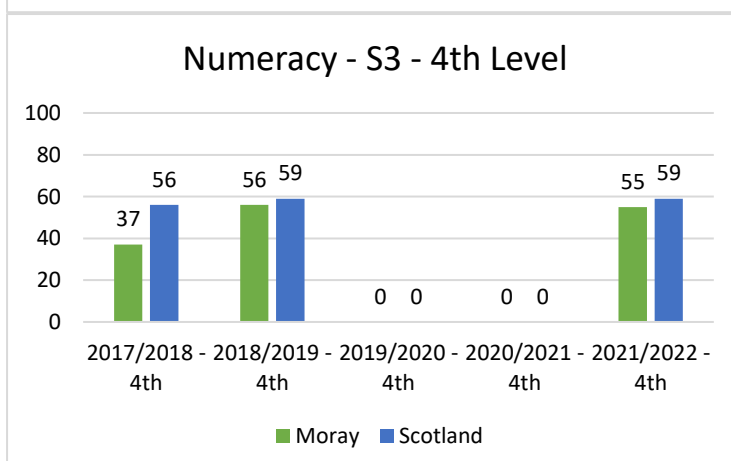
S3 - Numeracy
3rd level

Numeracy at 3rd level has decreased by 6% to 86% pre-pandemic 2018/2019 average (92%). Scotland average has decreased by 1% from 2019/2020 leading to a 3% gap between Moray and Scotland averages in 2021/2022 (+2% gap in 2018/2019).



S3 - Numeracy
4th level

Numeracy at 4th level has decreased by 1% to 55% and is favourable compared with pre-pandemic 2018/2019 average (56%). Scotland average has remained at 59% leading to a 4% gap between Moray and Scotland averages in 2021/2022 (3% gap in 2018/2019).

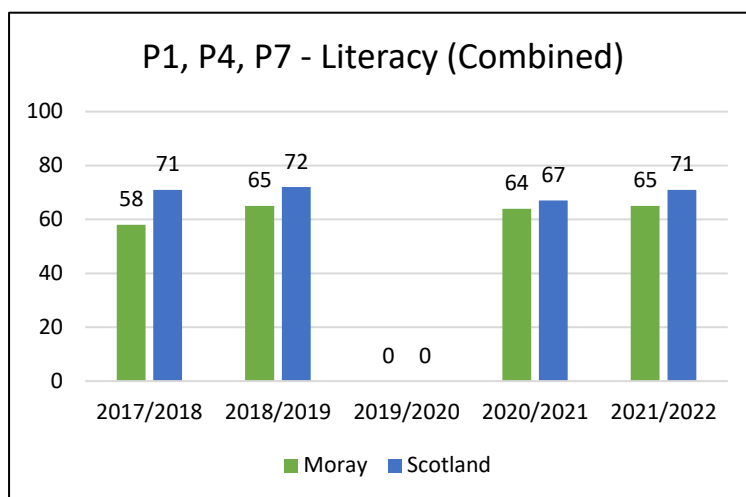


P1/P4/P7 Literacy and P1/P4/P7 Numeracy Combined Measure and Stretch and Stretch Aims

3.31 Data analysis relating to S3 Literacy (Combined) and S3 Numeracy have been provided in 3.27 above. Further analysis for P1/P4/P7 combined measure for Literacy and Numeracy is provided below

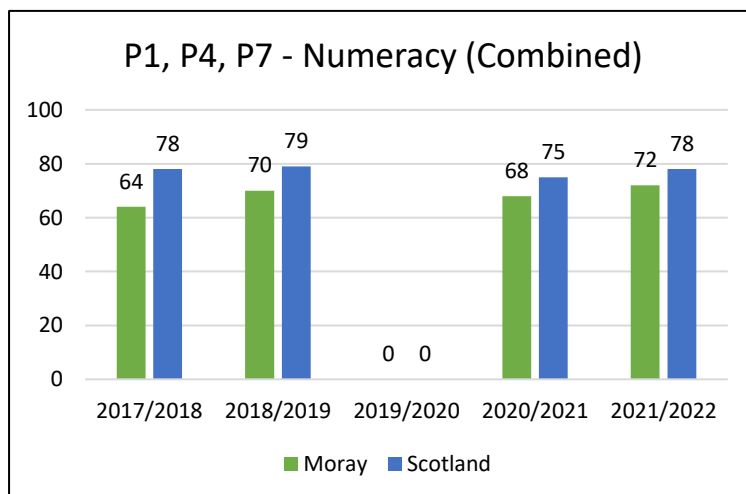
P1/P4/P7 - Literacy (Combined)

P1/P4/P7 Literacy (combined) has increased to 65% and is 1% higher than 2020/2021. Scotland average has increased by 4% from 2020/2021 leading to a 6% gap between Moray and Scotland averages in 2021/2022. This compares with a 3% gap between Moray and Scotland based on averages in 2020/2021.



P1/P4/P7 Numeracy (Combined)

P1/P4/P7 Numeracy (combined) has increased by 4% to 72% and is favourable compared with 2020/2021 (68%) and pre-pandemic 2018/2019 average (72%). Scotland average has increased by 3% from 2020/2021 leading to a 6% gap between Moray and Scotland averages in 2021/2022 with 7% gap noted in 2020/2021.



P1/P4/P7 and S3 Literacy and Numeracy (Combined) Stretch Aims

3.32 Following review of all data and analysis, the following Core Stretch Aims have been set as requested by Scottish Government and monitored by Education Scotland following publication of the Framework for Recovery and Accelerating Progress nationally in relation to ACEL. Stretch Aims for background for review are contained within **Appendix 1**.

	2021/ 2022 Actual	2023 Stretch Aim	2026 Aspirational Stretch Aim
Primary Literacy (P1, P4 ,P7 combined)	65%	67%	74%
Primary Numeracy (P1, P4 ,P7 combined)	72%	73%	78%
Secondary (S3) Literacy (3 rd level or above)	72%	75%	90%
Secondary (S3) Numeracy (3 rd level or above)	86%	89%	93%

- 3.33 On review of data sets presented and on further detailed analysis at individual school level, support and challenge discussions have followed between the central Quality Improvement team and Head Teachers regarding data submitted and security of ACEL teacher professional judgements on learner level achievement.
- 3.34 In Primary, this has been undertaken through central Quality Improvement Visits during Term 1 and Term 2 focused on revised Quality Framework for Learning and Teaching focused on How Good Is Our Schools? version 4 Quality Indicator 2.3 (Learning, Teaching and Assessment).
- 3.35 In secondary, this has been undertaken through virtual and extended in-person Secondary Improvement Model visits supported by revised processes linked to our Secondary Attainment and Performance Framework during term 2, with further support and challenge visits planned to identified secondary schools in Term 3.
- 3.36 The initial Strategic Head Teacher Meeting in September 2022 further focused on ACEL data over time and review as an Associated Schools Group of Head Teachers for planning interventions for improvement. Discussion centred upon common areas for development including increased moderation within schools and across Associated Schools Groups, building practitioner confidence in teacher professional judgements against national benchmarks and cross-schools and cross-sector moderation activities supported by commonly agreed progressions and frameworks. This has led to redevelopment of action plans within a number of Associated Schools Groups with focus on cross-stage and cross-sector moderation, professional learning activities and collaboration focusing in on literacy, numeracy and wider curriculum areas. Refreshed focus on moderation will further strengthen practitioner confidence, understanding and application of benchmarks in arriving at CfE Achievement of Curriculum for Excellence level judgements and in identifying key curriculum focus areas for further learner focused interventions in support of raising attainment. Improvement in attainment, particularly in literacy and numeracy is a key national priority

within the National Improvement Framework per para 3 above where it is envisaged that focus areas above will support this.

- 3.37 While Primary data is below national averages overall, improvement (year to year) based on Moray data is noted (2020/2021 to 2021/2022) in data presented above. This includes P1 Writing, P4 Writing and Numeracy, and P7 Listening and Talking, Reading, Writing and Numeracy. Primary 1 Literacy (overall) and Numeracy have remained at previous year's levels, common with P4 Reading and Literacy (overall). Marginal 1% reductions are noted in P1 Listening and Talking and Reading and P4 Listening and Talking. Schools continue to focus on Numeracy through professional learning, consolidation of progressions and pathways, mastery approaches and wider resource adoption. Writing in particular has been an area for development in a number of schools based on school level data analysis. This has led to review of literacy progressions and interventions with introduction of specific teacher approaches and resources including Talk for Writing and approaches including explicitly teaching writing. In P1, work within Early level has supported learner development with focus on emerging literacy approaches and targeted interventions in support of individuals and groups of pupils.
- 3.38 While Secondary data is below national averages overall, improvement based on last year of data publication (2018/2019) is notably higher in S3 at 4th level Reading, Writing, Listening and Talking, Literacy (overall) with marginal 1% reduction in Numeracy at 4th level. Literacy (all components and overall) at 3rd level are of note, below 2019/2019, with Numeracy marginally below 2018/2019 and national average. Schools continue to review courses in the Broad General Education with focus on preparation for Senior Phase, with greater alignment of courses to SCQF (Scottish Credit and Qualifications Framework) level 4 and 5 courses in S4 and beyond. As a result, schools are more aware of progression of learners over time through ongoing work with our Scottish Government Insight advisor and use of key analytical datasets. This has resulted in greater alignment of S3 literacy and numeracy course content emerging and increased pace and challenge leading to improvement.
- 3.39 In order to build and maintain improvement as noted above the following work is planned for, or ongoing with our Moray Schools:
- Raising attainment needs to remain a focus for school improvement plans with clear action plans for use of Pupil Equity Funding to support this further
 - Development of revised Moray Literacy and Numeracy Strategies in line with current thinking and practice to support improvements in attainment for children and young people
 - Ongoing development and piloting of revised Literacy Progression and Toolkits to support practitioners in delivery and assessment of children's learning across levels in Literacy
 - Continued development of core progressions and learning pathways across curriculum areas led by central officers
 - Continued roll-out of Tracking and Monitoring system and approaches to support data collection, interrogation and targeted interventions including

roll-out and training on the new National Standardised Assessment platform

- Continued strengthening of Moray's approaches to Moderation for ACEL TPJ through the Moray Quality Assurance and Moderation Support Officer (QAMSO) group and Moderation training and guidance
- Stretch Aims will be used as a focus for future improvement activities and Core Stretch Aims are included within Appendix 1 with further work underway on reviewing Core plus Stretch Aims
- Continued emphasis on provision of high quality learning experiences in line with Our Moray Standard for Learning and Teaching and local school context interpretation and focus areas
- Continued emphasis on tracking and monitoring learner progress and achievement throughout the year with pupil progress meetings built in to Quality Assurance calendars in our schools to support Teacher Professional Judgements on learner level achievement
- Continued moderation activities in our schools, within and across stages to ensure shared understanding of national standards for learner achievement of a level
- Moderation activity between schools and within Associated Schools Groups (ASGs) for shared understanding across Moray of ACEL and application of national benchmarks
- Continued school engagement with key learning progressions including the Northern Alliance Numeracy progression, with further promotion to Secondary School practitioners in support of learner curriculum transitions
- Continued quality assurance of curriculum content and coverage including quality of play based approaches in line with Moray's Play Strategy to ensure learner attainment is maximised by point of P1 ACEL
- Engagement with Northern Alliance and Education Scotland offers of support, in line with the NIF Improvement Plan 2023 priorities
- Professional Learning supported by the Quality Improvement Officers (Curriculum; Learning and Teaching) to ensure curriculum content and pedagogical approaches are suited to maximising learning achievements and meeting learning needs
- Support from Education Scotland Northern Team for system-wide support and guidance on interventions in order to close poverty related and wider attainment gaps in Literacy and Numeracy
- Roll out of key strategies including the approved Support All Learners strategy and forthcoming Parental Involvement and Engagement strategy, ensuring all learners are supported in their wellbeing, maximising attendance, engagement and achievement in learning
- Working with our Education Scotland Attainment Advisor, continue to support schools with their Pupil Equity Funding planning, allocations and spending to support enaction of interventions to close identified poverty and wider related attainment gaps based on intelligence and data
- Following Committee decision on 9 March 2022 to allocate additional Scottish Government funding for Education to 21 additional one-year NQT posts across Primary and Secondary for session 2022/2023, review data intelligence and key messages across schools and seek committee

endorsement to provide additional targeted support through increased teacher numbers in order to raise attainment based on school need

3.40 Where it is noted that the Scottish Government did not collect national ACEL data in 2020 and 2021, common with Primary ACEL data as with session 2020/21, we continued to gather and interrogate our internal data sets to inform improvement planning at school and local authority level. In order to build and maintain improvement in our secondary schools, along with a number of areas noted in 3.31 above, we will also:

- Continue development and roll-out of the revised Secondary Improvement Model (SIM), reviewing visit programme and evaluative visit reporting for improvement with secondary school partnerships (pairings) identified to support continuous improvement and sharing of practice along with data analysis and review for next steps
- Review of approaches across all Moray Secondary Schools to delivery of literacy and numeracy based learning, teaching, assessment and moderation of ACEL based on TPJ, to ensuring consistency in application of national standards
- Review of Secondary English and Maths subject group focus with specific activities centred on ACEL TPJ and moderation for understanding of standards
- Continued moderation within and across secondary schools supported by QAMSOs where appropriate to support clarity in standards and expectations for ACEL
- Increased focus on tracking and monitoring learner progress and achievement throughout the year in S1 to S3, with further early indication progress checks with secondary schools in the lead up to June ACEL census
- Continue to build capacity in Senior and Middle leaders, strengthening data literacy to drive forward school and system level improvement
- Working with our Education Scotland Attainment Advisor, support identified schools with targeted use of Scottish Attainment Challenge Strategic Equity Funding to support localities of greatest need to raise attainment due to poverty related and wider factors

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

Reflective of priorities within the Corporate Plan with particular regard to (3) provide a sustainable education service aiming for excellence and (4) day to day service delivery in line with council values of ambitious, improving and responsive. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for our children and young people in Moray through equity of learning experience offered across our schools.

(b) Policy and Legal

It is the duty of the Council to secure improvement and the quality of school education which is provided in schools managed by Headteachers and to raise standards of education (Section 7, 8 of Standards in Scotland's Schools etc Act 2000).

(c) Financial implications

There are no financial implications arising directly from this report. Continued support from finance is required in order to ensure timely financial updates in order to guide spending plans in line with statutory reporting and external scrutiny requirements.

(d) Risk Implications

There are risk implications if we cannot support national expectations and requirements in relation to this key national policy directive. The risks associated with inability to support expectations and requirements are the potential negative impact on school inspection reports and in the failure to improve learner achievement and attainment. This would have a direct impact on any reporting to the Scottish Government and Education Scotland on National Improvement Framework areas and progress or achievement of Stretch Aims as part of the Framework for Recovery and Accelerating Progress.

Uncertainty remains regarding the unknown longer term impact of the COVID pandemic, which may have bearing on achievements of future cohorts. The ongoing legacy impact of Coronavirus on learner attendance at school, engagement in learning and behaviours exhibited may continue to directly impact on ACEL as reported by schools. Any potential future reduction in funding and resource in order to support unanticipated or emerging needs may adversely impact on attainment. Depending on disruption experienced across other local authorities across Scotland, this may present inequity in data profiles presented and on national averages due to local circumstances experienced and resource available.

Schools further observe increase in Additional Support Needs (ASN) among pupils where a number of children and young people, due to these needs, access a personalised curriculum with individual targets and outcomes. This requires schools to allocate resources available in a targeted way and has an impact on overall attainment levels and universal supports available. The impact of additional funding and resource allocated to Education Resources (Social, Emotional and Behavioural Needs (SEBN) and ASN services) to raise attainment through the Improvement and Modernisation Programme (Raising Attainment - Wellbeing) and resulting interventions is unknown at this time. In addition, there is an increase in the number of children and young people who are on part-time timetables with a new post in place, Principal Teacher, Flexible Education, to lead work on this area.

Change in approved use by Committee of additional monies for teachers in May 2022 resulted in cessation of funding moving forwards for Principal Teachers (Raising Attainment) across secondary schools, additional staffing in primary schools to support raising attainment and to release Head Teachers from any class commitment and redirection to support additional Newly Qualified Teachers (NQTs). These additional posts were central to ensuring improvements to Literacy and Numeracy achievement and exploration of wider accreditation options to support learner achievement and positive outcomes. While some of the secondary schools have reprioritised wider delegated funding (for example, Pupil Equity Funding) and core staffing allocation in support of these posts, most could not allow for post continuation within existing budgets. Primary School staffing budgets in the main do not allow for this flexibility. A risk associated with this change is potential for lower levels of attainment in both ACEL and Senior Phase moving forwards, the latter being the initial focus of these roles prior to their cessation where BGE focus may have supported ACEL levels. Further review of funding allocation based on data intelligence and targeted intervention now required will support future decision making on funding moving forwards.

The completion of additional Covid staffing allocations has reduced the number of practitioners available to support learners in school and in smaller schools, has led to Head Teachers returning to class committed status. A potential future attainment risk identifiable for 2023 ACEL data where increased needs are noted as having emerged as post-pandemic, requiring additional supports.

Industrial Action undertaken to date and planned has impact on in-school attendance of children and young people and direct teaching time. Coupled with unplanned school building closures and move to remote learning due to heating failures in specific schools and snow closures within specific Associated Schools Groups, further disruption to in-school learning has resulted in some schools. In addition, increased staff absence has an impact where the use of supply staff is required to support children and young people. The availability of this in Mathematics is at a low level in Moray and nationally and this has and will continue to have an impact on individual departments and schools.

It is acknowledged that budget pressures and resulting savings may arise in the future, leading to potential reduction in resources available to schools. This would have potential to directly impact on attainment levels for children and young people, in the event of reduction in universal or targeted supports available. Schools will require timely and accurate financial information in order to plan for interventions, using all funding available to them including Pupil Equity Funding.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

(h) Climate Change and Biodiversity Impacts

No climate change or biodiversity implications have been determined due to the scrutiny and performance based nature of activities reported and no findings related to such implications contained herein. Move to virtual meetings and platforms where possible for certain activities (e.g. Moderation using Microsoft Teams, Subject Groups) has reduced potential impact of carbon emissions and pollution caused by staff travel by car to central locations.

(i) Consultations

Senior Officers in Education, Communities and Organisational Development, the Equal Opportunities Officer, the Human Resources Manager and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

5.1 Key attainment messages in relation to ACEL based on teacher professional judgement (TPJ) are presented within this paper for P1, P4, P7 and S3 for Literacy (Reading, Writing, Listening and Talking) and Numeracy. Overall, improvements are noted within key literacy elements and numeracy at different stages and levels compared with data available from previously published national datasets available (2020/2021 for Primary and 2019/2019 for Secondary) as outlined in para 3.36 and 3.37. Where improvements are noted in identified Moray data over time, variance is further noted against national average comparators, also witnessing improvement over time.

5.2 Schools continue to work in partnership with learners and families to improve outcomes for all through a range of targeted and universal supports and approaches. The impact of COVID continues to emerge as learning gaps are identified and addressed, with further supports identified and provided using resources available. External challenges including funding limitations, availability of outward supports and wider disruptions are mitigated as far as possible. Further planned work as schools and Associated Schools Groups in relation to moderation, professional collaboration and learning will strengthen practitioner confidence further in delivery of literacy and numeracy based learning and application of national benchmarks.

- 5.3 Key strategies, toolkits and approaches outlined in para 3.17 continue to support schools and practitioners in delivery of positive learning experiences and in support of improving outcomes for all. Further planned developments including work on revised local authority Literacy and Numeracy strategies as well as initial planning for May Inset with moderation focus will support practitioner confidence and approaches, focused on raising attainment and improving outcomes. Targeting additional staffing to schools who require most support, will strengthen local authority raising attainment agenda and resources available.**
- 5.4 Stretch Aims have been set as requested by Scottish Government and Education Scotland as part of the framework for recovery and accelerating progress as both prudent and aspirational targets for improvement. It is acknowledged that external factors noted within this paper may have impact on their achievement. Actions identified or underway as outlined in 3.36 and 3.37 are planned for within available resources to support achievement of Stretch Aims based on known factors.**
- 5.5 Committee is invited to scrutinise data and key messages reported and acknowledge work planned or ongoing to improve ACEL, centrally and across Moray schools and potential for future use of additional Scottish Government funding in support of raising attainment.**

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Background Papers:
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