1. **Service Definition:**	Delivering Education across Early Learning and Childcare, Primary, Secondary Education and support and challenge via a small central team of Officers
2. **Service Resources**:	Service Resources: 1330.861013 FTE across schools and central team Budget: DSM £56,572.314; Revenue Central Budget Early Years £174,676 and Education £4,662,743

3. **What have we identified for improvement in {Financial Year}?**	Recovery & Renewal (tick if app)	What evidence did we use to identify this improvement? Please add benchmark information wherever available and relevant to the improvement.
Covid planning and Education recovery	☑	In response to the COVID-19 outbreak and responding to school closures, cancellation of SQA examinations, and expectations for recovery and potential lockdown
Curriculum	☐	Self-evaluation processes around previous Education Strategic plan, review by the strategy group and officers and taking on board national expectations and priorities. Data including attainment, inspection activity, QA visits etc. Linked to corporate plan, loip and children's services plan as well as national Improvement Framework
Learning, Teaching and Assessment	☐	
Leadership	☐	
Supporting all Learners	☐	

4. **Strategic Outcome or Priority**	Action	Planned Outcome	Recovery & Renewal	Outcome measures	Completion target	Lead	**Priority Rating** (1 high 3 low and 4 for ongoing, 5 for on hold?)
(L) Building a better future for our children & young people. (CP) Our People: Opportunity for people to be the best they can be	Improvement in attainment, particularly in literacy and numeracy (BV) Launch and establish the revised Education plan to improve outcomes for Moray's children and young people 2020-23, with key priorities of • Curriculum • Learning, teaching and assessment • Supporting all learners • Leadership at all levels Launch the revised raising attainment strategy Determine investment in resourcing to drive the pace and scale of change in educational attainment	Improved attainment at both the Broad General and Senior Phase identified through ACEL and LGBF measures	Choose an item.	Progress towards meeting the Scottish Government stretch aims for literacy and numeracy at P1, P4, P7 and S3 Consistent improvement across N5 children achieving expected CfE levels using ELC progressions to track development in numeracy, literacy and wellbeing Percentage of primary pupils achieving expected CfE levels in literacy and numeracy meeting local targets (85/85% by 2022/23) • % pupils primary achieving expected levels in literacy	June 2021 June 2021 Target 73%	HS/GH VC/KL	1 1

				• % pupils primary achieving expected levels in numeracy	Target 76%		
				Percentage of secondary pupils achieving expected CfE third levels in literacy and numeracy meeting local targets (93/94% by 2022/23)	June 2021	VC/KL	1
				• % pupils in secondary achieving expected levels in literacy	Target 84%		
				• % pupils in secondary achieving expected levels in numeracy	Target 87%		
				Consistent improvement across SCQF levels achieved in senior phase per local targets against LGBF	March 2021	VC/KL	1
				• Leavers achieving SCQF level 4 literacy	Target 94%		
				• Leavers achieving SCQG level 4 numeracy	Target 91%		
				• Leavers achieving 5+ SCQF level 5	Target 65%		
				• Leavers achieving 5+ SCQF level 6	Target 35%		
				• Increase in leavers average tariff points	Target 850		
				• Increase in leavers entering a positive destination	Target 96%		
				Additional targets, breadth and depth S4			
				• Achieving 1@ level 5	Target 85%		
				• Achieving 3@ level 5	Target 65%		
				• Achieving 6@ level 5	Target 31%		
				• Achieving 7@ level 5	Target 15%		
				S5			
				• Achieving 1@ level 6	Target 61%		
				• Achieving 3@ level 6	Target 36%		
				• Achieving 5@ level 6	Target 16%		
				S6			
				• Achieving 3@ level 6	Target 44%		
				• Achieving 5@ level 6	Target 30%		
				• Achieving 1@ level 7	Target 20%		

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
Curriculum (BV)	Develop a wide range of flexible learner pathways	Early level progression tracker which transitions from nursery into primary Updated curriculum rationale in line with CfE refresh Improve curriculum offer for all children and young people	Choose an item.	• 100% of Moray nurseries are using the early level tracker • % of schools with a refreshed curriculum rationale and design in line with CfE narrative • Increase in the number of consortia approaches to deliver senior phase offer to support learners • Increase in the breadth of courses offered/uptake across the senior phase	June 2021 June 2021	GH/HS KL	1 3
Learning Teaching and assessment (BV)	Action and embed our Moray Standard	Improve the quality and consistency of learning and teaching	Choose an item.	• Improved % of schools with a good or better grading for HGIOS4 QI 2.3 • Improved % of ELC settings with a grading of good or better for HGIOELC QI 2.3 • Improved % of ELC settings with a Care Inspectorate national Standard grading of 4 or above	March 2021 March 2021 March 2021	SM HS/GH HS/GH	2
Leadership (BV)	Review and implement a revised framework for professional development and career pathways	Increase in the number of practitioners progressing in their leadership journey	Choose an item.	• % of practitioners undertaking leadership at all levels programmes • % of practitioners moving in to promoted posts • Increase in the no of staff holding standard for headship • No of Moray staff gaining a promoted post • Increase in the no of ELC staff completing BA Early learning and childcare award	March 2021	WS	3
Supporting all learners (BV)	To develop a strategic vision for supporting	There is a greater understanding of inclusive practice within ELC	Choose an item.	• Decrease in the number of EIF applications	March 2021	GH/HS	2

				Outcome Measures	Completion Target	Lead	Priority rating
	learners across the wider education partnership			• Improved ELC ASN funding model based on a revised A, B C needs analysis approach			
		There is a greater understanding of the Moray approaches to support learners		• Increase in the number of schools completing building positive relationships training	March 2021	LR	2
				• Increase in the no of practitioners trained in Moray Mental Health Training			
				• Decrease in the number of violent and aggressive incidents			
				• Decrease in school exclusions			
				• Improved attendance rates			
				• Increase in the number of schools attaining RRS status			
				• Improvement in the quality of child's plan submitted to the access team			

6. New COVID-19 related work	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating (1 high 3 low and 4 for ongoing, 5 for on hold?)
Build on developments undertaken through lockdown and beyond in order to enhance learning experiences for all (BV)	To reduce the impact of Covid on school communities	Ensure contingency planning and experiences of remote learning to date prepare for blended or further disrupted learning To minimise or mitigate wellbeing and attainment gaps	Those who are vulnerable, experiencing financial hardship or are otherwise adversely impacted feel supported	• An evaluative report on progress from initial lockdown, through recovery to disrupted learning (remote/blended/digital/live)	March 2021	VC	1
To respond to changes in advice for school and ELC recovery	To ensure that there is compliance with expectation and legislation	To implement changes required as a result of change to tiering or scientific related advice	Those who are vulnerable, experiencing financial hardship or are otherwise adversely impacted feel supported	• The no of school outbreaks, school closures as a result of COVID outbreaks	March 2021	VC	1
	Children's health and wellbeing are supported and safeguarded during the COVID-19 pandemic	Ensure Risk Assessments are updated to reflect	Choose an item.	• Care Inspectorate scrutiny QI 5.1, 5.2 & 5.3 will evaluate how well an ELC setting is supporting	March 2021	VC	1

		Scottish Government guidance		**the experiences of their children, families and staff** • **ELC Health and Wellbeing Toolkit (currently being devised in consultation with managers)**			