

COVID REVISED SERVICE PLAN

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: FTE across schools and central team (FTE to be included) Budget: DSM; Revenue Central Budget Early Years and Education (figures to be included)

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 Education Recovery	<input checked="" type="checkbox"/>	In response to the COVID-19 outbreak and responding to continued positive cases, absence of staff and pupils, preparation for Examination diet 2022 and any other recovery work. This work will continue through improvement activity across all of the strategic areas below. Self-evaluation processes around Education Strategic plan/NIF Plan, review by officers and headteachers, nursery managers 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
Improving Outcomes for All		
Curriculum	<input type="checkbox"/>	
Learning, Teaching and Assessment	<input type="checkbox"/>	
Leadership	<input type="checkbox"/>	
Supporting all Learners	<input type="checkbox"/>	
Self-Evaluation for Self-Improvement		

COVID REVISED SERVICE PLAN

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	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 developmental milestones in line with CfE using ELC progressions to track development in numeracy, literacy and wellbeing	June 2023	HS	1
				Percentage of primary pupils achieving expected CfE levels in literacy and numeracy meeting local targets (85/85% by 2022/23)	June 2023	VC/SMcL	1
				<ul style="list-style-type: none"> % pupils primary achieving expected levels in literacy % pupils primary achieving expected levels in numeracy 	Target		
				<ul style="list-style-type: none"> % pupils primary achieving expected levels in literacy % pupils primary achieving expected levels in numeracy 	Target		
Percentage of secondary pupils achieving expected CfE third levels in literacy and numeracy meeting local targets (93/94% by 2022/23)	June 2023	VC/SMcL	1				
<ul style="list-style-type: none"> % pupils in secondary achieving expected levels in literacy % pupils in secondary achieving expected levels in numeracy 	Target						
<ul style="list-style-type: none"> % pupils in secondary achieving expected levels in literacy % pupils in secondary achieving expected levels in numeracy 	Target						
Consistent improvement across SCQF levels achieved in senior phase per local targets against LGBF	March 2023	VC/SMcL	1				
<ul style="list-style-type: none"> Leavers achieving SCQF level 4 literacy 	Target						

COVID REVISED SERVICE PLAN

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?)
				<ul style="list-style-type: none"> • Leavers achieving SCQG level 4 numeracy • Leavers achieving 5+ SCQF level 5 • Leavers achieving 5+ SCQF level 6 • Increase in leavers average tariff points • Increase in leavers entering a positive destination <p>Additional targets, breadth and depth</p> <p>S4</p> <ul style="list-style-type: none"> • Achieving 1@ level 5 • Achieving 3@ level 5 • Achieving 6@ level 5 • Achieving 7@ level 5 <p>S5</p> <ul style="list-style-type: none"> • Achieving 1@ level 6 • Achieving 3@ level 6 • Achieving 5@ level 6 <p>S6</p> <ul style="list-style-type: none"> • Achieving 3@ level 6 • Achieving 5@ level 6 • Achieving 1@ level 7 	<p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p> <p>Target</p>	VC/SMcL	1

COVID REVISED SERVICE PLAN

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
Improving outcomes for all	Continue to progress the Raising Attainment Strategy with particular focus on closing the poverty related and wider attainment gaps	Improved attainment across LGBF and key Insight Measures		<ul style="list-style-type: none"> As above 100% of Moray nurseries are using the early level tracker 	June 2023	SMcL	
	Improve Data literacy, analysis and interrogation capacity across our system to support improvement in performance	Improve the data literacy from across our schools	Choose an item.	<ul style="list-style-type: none"> Improved use of data to drive improvements as evidenced in QA visits 	March 2023	SMcL	
	Further build collaborative working across our community planning partnership	Improved partnership working to meet the needs of learners	Choose an item.	<ul style="list-style-type: none"> 	March 2023	VC	
	Continue to develop and implement the post Covid parental engagement strategy	Strategy in place and improved engagement and involvement by parents	Choose an item.	<ul style="list-style-type: none"> Strategy in place and rolled out across Moray Case studies of parental engagement and involvement 	March 2023	RW	
Curriculum	Further implement the Moray Play Strategy and review the impact on learners across Early level	To embed quality play based learning approaches across early level	Choose an item.	<ul style="list-style-type: none"> Care inspectorate evaluations of quality themes HMIE evaluations of HGIOSELC quality indicators For ELC % of P1 teachers self-reporting an <u>understanding</u> of play pedagogy as good/very good/excellent % of P1 teachers who state they can confidently <u>implement</u> the Moray Play Strategy % of achievement of Early Level in maths & numeracy in P1 	March 2023	HS/AB	

COVID REVISED SERVICE PLAN

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
				<ul style="list-style-type: none"> • % of achievement of Early Level in literacy in P1 			
	Further develop, transition approaches (N-P1, P7-S1, intermediate transitions, post-school)	To improve curricular and pastoral transitions of learners to support their progression	Choose an item.	<ul style="list-style-type: none"> • 100% of Moray nurseries are using the early level lit/num and HWB progressions • % of schools engaging with Transition PL • % of schools self-reporting they have updated their pastoral transitions • % of schools self-reporting they have updated their curricular transitions to support progression 	June 2023 % June 2023 % June 2023 No June 2023 No	AD/HS AB AB SMcL	
	Further develop progressive Moray Learner Pathways (2-18), following outcome of national reviews with a particular focus on Literacy and Numeracy and skills	To develop Moray learner pathways for all curricular areas including skills progression	Choose an item.	<ul style="list-style-type: none"> • No of pathways in place for all curricular areas 	March 2023	HS/AB/tbc	
	Continue to enhance and extend Curriculum offer including collaborative approaches	To increase curriculum offer including collaborative opportunities	Choose an item.	<ul style="list-style-type: none"> • % of schools engaging with Curriculum Rationale PL • % of schools with a refreshed curriculum rationale and design in line with CfE narrative • % of schools working collaboratively on their curriculum • 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 	March 2023	AB/SMcL/tbc	

COVID REVISED SERVICE PLAN

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
Learning, Teaching and Assessment	Further embed 'Our Moray Standard' through collaborative approaches to pedagogical practice	To support a professional learning networks To improve the quality of learning and teaching		<ul style="list-style-type: none"> • Baseline the number and range of TLCs across Moray • % of schools with a good or better grading for HGIOS4 QI 2.3 • % of ELC settings with a grading of good or better for HGIOELC QI 2.3 • % of ELC settings with a Care Inspectorate national Standard grading of 4 or above 	March 2023	HS/CM/GH/RN/WS	
	Continue to strengthen approaches to assessment and moderation	To review the Moray moderation strategy and increase QAMSOs and moderation activities across BGE and senior phase		<ul style="list-style-type: none"> • Increase in QAMSOs 	March 2023	HS/SMcL/RN	
	Develop a comprehensive programme of whole system support for pedagogical practice including digital approaches	To develop a full programme of CLPL in Moray to complement RIC and national offer with clear expectations of practitioners regarding essential and desirable learning			March 2023	HS/RN/WS	
	Develop and support practitioner play pedagogy approach across ELC and Primary	To embed quality play pedagogy across Moray			March 2023	HS/RN	
Leadership	Develop a post Covid Professional Learning strategy in line with National Reviews with full consultation	Strategy in place			March 2023	WS	

COVID REVISED SERVICE PLAN

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
	Extend the system support for the implementation of the new GTCS Professional Standards	Practitioners understand the expectations in the standards		<ul style="list-style-type: none"> • Increase in no of ELC practitioners moving to promoted posts • % NQTs who achieve full standard for registration • % of NQTs who stay in Moray • No of staff promoted to middle leadership post • No of staff promoted to DHT post • No of Staff promoted to HT Post 	March 2023	HS	
	Develop a framework for professional development/career pathways	Programme in place to support professional learning at all levels including career progression		<ul style="list-style-type: none"> • Baseline of professional learning offer locally • Baseline of attendees on all programmes locally and nationally • Increase in no of people with <ul style="list-style-type: none"> ○ Into Headship ○ Standard for Headship ○ Excellence in Headship • Increase in the no of ELC staff completing BA ELC award 	March 2023	WS	
	Review OECD and other national reviews and documentation for emerging themes in support of practitioners	Improve practitioner knowledge and understanding of national policy and expectations professionally in their role			March 2023	WS	

COVID REVISED SERVICE PLAN

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
Supporting All Learners	Develop a strategic vision for supporting learners across the wider education partnership	<p>Strategy in place and shared with all staff There is a greater understanding of inclusive practice across ELC and schools</p> <p>Those who are vulnerable, experiencing financial hardship or are otherwise adversely impacted feel supported</p>		<ul style="list-style-type: none"> • % increase in all staff trained in the 6 principles of nurture • Workforce Training and Development programme developed • % Increase in CLPL engagement with SAL offer • Development and implementation of a HWB Tracking Tool • % Decrease in staff absence • Audit and review of SAL policies/ guidance and practices completed in line with UNCRC and tackling bureaucracy/workload • An agreed pastoral transition policy to support all learners across ELC/BGE and Senior Phase 	March 2023	LR/SC	
	Revise and strengthen the HWB curriculum offer across Moray including children's rights, participation and delivery of the Promise	To develop Moray learner pathway for HWB Curriculum including skills progression		<ul style="list-style-type: none"> • % improvement in School evaluation of QI 3.1 • EIC evaluation of QI 3.1 • % Increase in CLPL engagement with SAL offer • % increase of schools identifying UNCRC developments in SIP 	March 2023	LR/SC/JS/CF	
	Review of policy and practice in support of all learners	All policies are updated and reviewed in line with national guidance and shared with all staff with training in place where necessary		<ul style="list-style-type: none"> • Audit and review of SAL policies/ guidance and practices completed in line with UNCRC and tackling bureaucracy/workload • % Decrease in the number of Violent and aggressive incidents • % Decrease in school exclusions 	March 2023	RW/SMcL/SC/LR	

COVID REVISED SERVICE PLAN

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
				<ul style="list-style-type: none"> • % increase in Improved attendance rates • % reduction in adapted timetables 			
	Further develop partnership working to support pre-school children post Covid	Improved understanding of needs of children as they enter ante-pre school placements			March 2023	HS	
	Develop approaches to working with families for children from 0-5, particularly those with additional support needs	To support child development and improve nurturing approaches			March 2023	HS	
Self-Evaluation for Self-Improvement	Develop a partner provider contract monitoring process with guidance and streamline this to sit with the National Standards	Contract and guidance in place		<ul style="list-style-type: none"> • % of partners who meet contract requirements 	March 2023	HS	
	Review and consolidate implementation of 1140 hours including quality of experience	To ensure that the service delivers within budget and opportunities to implement efficiencies are fully explored and implemented			March 2023	HS	
	Continue to review approaches to self-evaluation and reporting in line with statutory requirements and emerging good practice	To fulfil statutory requirements in terms of reporting to Scottish Government and improve self-evaluation approaches across Moray			March 2023	RW	
Workforce Development to meet demands and deliver priorities	The service improves the ERDP experience and holds accurate records, including continuous professional development (CPD) - from mandatory training	Staff are safe and competent in their roles as a result of taking part in regular and appropriate continuous professional development opportunities, including		<p>Evidence that all staff have undertaken mandatory training.</p> <p>Number of ERDPs completed 100% of ERDPs carried out within timescale</p>	<p>March 2023 (and reviewed annually)</p> <p>March 2023 (measured quarterly)</p>	HoS	2

COVID REVISED SERVICE PLAN

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
	through to service and job specific learning.	digital and customer skills		% staff completing Customer Excellence e-learning module or digital standard training that could give % of – think could develop this into something more relevant once the SCVO digital skills survey results are back in?	March 2023 (measured quarterly)		

6. New – Recovery & Renewal Outcomes	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
To respond to changes in advice for school and ELC recovery	To reduce the impact of Covid on school and ELC 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	The benefits of initiatives and developments created in the response phase are embedded in resilient service delivery in the “new normal”	Evidenced through Committee reports and information in NIF self-evaluation report	March 2023	VC	
To continue to deliver Education with continued staff and pupil absence	To ensure pupils progress and that any gaps are	Pupils achieve expected levels of attainment	The benefits of initiatives and developments created in the response phase are embedded in resilient service delivery in the “new normal”	Attainment data as above			