

For Moray's Children

Education Vision and Strategy

2018-2021



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Introduction

In Moray, we have a clear vision to be Ambitious to Achieve Excellence Together for Moray's children and young people. We are ambitious to ensure that their needs are met and that they benefit from planned pathways in order that they progress to their chosen destination, whilst building the necessary skills, resilience and flexibility to be prepared for life. Nationally, strategies and policies are in place for an excellent education system in order to reach the ambition of making Scotland the best place in the world for a child to grow. Working with our partners, our priorities of having 'Ambitious and Confident, Healthier and Safer children', will be achieved by planning and working in partnership through focused effort.

Through our Moray Children's Services Plan and Education Plan we have clear priorities and actions, linked to national policy and we work hard to produce strategy and guidance to our Schools and Early Learning and Childcare Centres. Everyone has the responsibility to contribute to the delivery of our priority actions. Our guidance clearly supports our school and Early Learning and Childcare Centres where plans at all levels dovetail with our high level objectives while allowing continued flexibility for establishments to respond to their local context and community.

We want Moray to be the best place in Scotland for children and young people to grow and learn. We want our children and young people and families to remain in this area and to enjoy all the advantages that Moray has to offer. If our young people leave for any reason, we would like them to return, bringing others with them.



The Vision: For Moray's Children

Our strategy includes objectives and priorities and will be supported by a plan that sets out the specific actions we will take to deliver Moray's vision for children and young people including who will lead this forwards. We will report annually on our progress through our Standards and Quality Report.

Our aspiration is that Moray will be the best place in Scotland for our children to grow up; we are **ambitious to achieve excellence together**. This vision clarifies our desire to provide the best possible education and care for Moray's children. Moray Council's core values are: **ambitious, fair, responsive and improving** – during the course of this plan, work will be undertaken to develop our service values in order to improve outcomes for our children and young people.

We will:

- raise **Attainment and Achievement** for all,
- provide the highest quality **Learning and Teaching** delivered by our practitioners;
- review and improve our **Curriculum** in the Broad General Education and Senior Phase;
- strengthen our processes for Self-evaluation for **Self-improvement**;
- meet the needs of all by **Supporting Learners**;
- build practitioner and learner capacity through **Leadership at all Levels**.

Our themes are underpinned by working collaboratively with a range of partners. It is the responsibility of all of our stakeholders to meet our objectives and to deliver our key priorities and actions. We will achieve this through improvement planning in schools, establishments and services, ensuring our values are reflected in all we do. Our priorities have been agreed and are displayed in every classroom in Moray, where in Moray we are **ambitious to achieve excellence together**.

Policy Context

Change is a constant for Education and Social Care. The pace of change, drive to improve our service, financial and staffing context combine to place increasing demands on the delivery of education. Challenges aside, it is vital that we remain ambitious to ensure the very best outcomes for our children and young people.

The National Outcomes for Scotland include:

- our children have the **best start in life** and are ready to succeed
- young people are equipped through their education to become **successful learners, confident individuals, effective contributors and responsible citizens**
- we have tackled the **significant inequalities** in Scottish Society
- we have **improved the life chances for children, young people and families at risk**

These outcomes provide the direction for the work we do and are reflected in the **National Improvement Framework (NIF)** for Scottish Education and in our local strategies for delivering services in Moray.

The NIF, along with the Education (Scotland) Act 2016 seek to draw a number of these areas together at a national level and clarify the vision as delivering **Excellence through attainment and achieving equity**.

The NIF is supported by 4 national priorities:

- improvement in attainment, particularly in literacy and numeracy
- closing the attainment gap between the most and least disadvantaged children
- improvement in children and young people's health and wellbeing
- improvement in employability skills and sustained, positive school leaver destinations for all young people

The national vision and key priorities will support us in improving outcomes for children and young people in Moray and help us to deliver on the Local Outcomes and Improvement Plan (LOIP) with the Scottish Government.

With our local Community Planning Partnership we will deliver our vision:

- growing, diverse and sustainable economy;
- building a better future for our children and young people in Moray;
- empowering and connecting communities;
- changing our relationship with alcohol.

The LOIP can be found here: www.yourmoray.org.uk/downloads/file118306.pdf

Locally we work in partnership with others to identify and deliver on clear shared objectives through our Moray Children's Service Plan (MCSP) 2017-2020 which is reviewed regularly. The MCSP outlines our vision that Moray will be:

- a place where children and young people thrive
- a place where they have a voice, have opportunities, learn and get around

- a place where they have a home, feel secure, healthy and nurtured
- a place where they are able to reach their full potential

Our three priorities are:

- **Ambitious and confident children** – to improve the life chances of children, especially the most vulnerable, by supporting them and their families at the earliest stages
- **Healthier children** – children get the healthiest start in life and are supported to achieve the best possible mental health and wellbeing and there is equity for vulnerable groups
- **Safer children** – to protect children from the risk of harm, abuse and neglect and promote and support safer environments and communities



Themes and Legislative Compliance

There are 4 themes which cut across and influence our priorities:

- legislative compliance
- getting it right for every child (GIRFEC)
- prevention and early intervention
- evidence based practice, including the use of appropriate data



Legislative Compliance

It is vital that all policy, guidance and practice comply with the legislations that determines how education should be delivered to meet the needs of all children and young people. The key legislation that guides our service delivery includes:

- The Education (Scotland) Act 1980
- United Nations Convention on the Rights of the Child
- Standards in Scotland's Schools etc Act 2000
- Scottish Schools (Parental Involvement) Act 2006
- Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009
- Equality Act 2010
- Children and Young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- The Community Empowerment (Scotland) Act 2015

Getting it right for every child (GIRFEC)

Getting it right for every child is the approach used across Scotland which is about keeping the child and family at the centre and working alongside the child and family to promote well-being and positive outcomes ensuring that all agencies work in partnership. At the heart of the GIRFEC approach are the Wellbeing Indicators. These provide a framework in which to assess a child's progress and ensure that the support offered is appropriate, proportionate and timely. The indicators are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Children learn about the indicators in Early Learning and Childcare and reflect on them until they leave school with the ambition that these will become embedded through life.

Every child in Moray has a named person, a health visitor for pre-school children and a member of staff from within Schools and Curriculum Development from school age onwards. Central staff provide a named person service over holiday periods ensuring continuity of care about our children's wellbeing. If a child's progress would benefit from multi-agency working, a child's plan may be developed. We involve the child and their family in any discussions to agree any support or actions around the planning process.

Prevention and Early Intervention

Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people. It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals working in partnership to get it right for every child.

Where possible we will seek to address issues before they become difficulties through preventative approaches.

Evidence Based Practice

In order to improve we will refer to research and look outwards to learn from others. Across all of our priorities it is important that we consider what we are doing, how we are doing it and identify the difference that this is making. We will work collaboratively within our service, the Council and also with our local and Northern Alliance partners. As well as referring to evidence we will also use the wide-ranging data we have to aid, drive and measure improvement. Our actions and developments must improve outcomes for our children and young people whilst providing best value for money.

Self-evaluation, reporting to committee, reporting etc



Local Context

Moray is diverse, rural area of natural beauty where many people choose to live, learn, work and enjoy life. We have a large geographical area with a relatively small population in comparison to other Scottish local authorities. It has high levels of employment, low levels of benefits claimants but low average wage. The largest employers are in the public sector including the armed forces, food processing and construction. There are a significant number of small and medium sized businesses.

Within the Council, the department of Education and Social Care has 3 sections:

- Schools and Curriculum Development
- Integrated Children's Services
- Lifelong Learning, Culture and Sport

Although this is an Education Plan, the priorities permeate and link through the other sections as well as the corporate priorities.

Learning takes place in a range of settings through a variety of approaches, including:

- Early Learning and Childcare
- Primary and Secondary Schools
- Locality Management Groups
- Partnerships

The size of schools vary significantly across the authority with primary school rolls ranging from around 15 to 531 and secondary school rolls ranging from less than 400 to more than 1000. The needs of almost all pupils are met within mainstream classes or in enhanced provisions situated within mainstream school. A very small number of children are educated in establishments outwith Moray.

We are part of the Northern Alliance working closely with 7 other local authorities:

- Aberdeen City
- Aberdeenshire
- Argyll and Bute
- Eilean Siar (Western Isles)
- Highland
- Moray
- Orkney Islands
- Shetland Islands

The Northern Alliance builds on the strengths of shared service development, creates professional networks and aims to deliver continuous professional development.

Education Strategy Service Overview

A range of plans influence the content and direction of our strategic plan as well as the National Priorities set by the Scottish Government.

Our Community Partnership Plan

Local Outcome Improvement Plan (LOIP)

- Priority 1: Growing a diverse and sustainable economy
- Priority 2: Building a better future for our children and young people

Our Partnership Children's Services Plan

Moray Children's Services Plan

- Priority 1: Ambitious and confident children
- Priority 2: Healthier children
- Priority 3: Safer Children

Our Regional Collaborative Plan

Northern Alliance Plan

- Priority 1: Improvement in attainment, particularly literacy and numeracy
- Priority 2: Closing the outcome gap between the most and least disadvantaged children
- Priority 3: Improvement in children and young people's health and wellbeing
- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Our Local Authority Plan

Moray Council Corporate Plan 2026

- Priority 3: Provide a sustainable education service aiming for Excellence



Moray Education Priorities

These priorities have been identified on reviewing the outgoing plan and taking into consideration national guidance and expectations as well as local evidence.

Raise Attainment and Achievement for all

- To develop collaborative approaches to improve attainment and achievement at all stages, 3-18
- To identify gaps in attainment and achievement within establishments, creating and implementing strategies to ensure equity for all learners
- To engage families in developing opportunities to ensure positive relationships, improved behaviour and better learning
- To create opportunities which empower children and young people to actively engage and participate

Provide the highest quality Learning and Teaching delivered by our practitioners

- To review and embed the learning and teaching strategy in order to ensure high quality learning experiences for all
- To further strengthen planning of learning, teaching and assessment, including moderation, to support robust and reliable teacher professional judgement
- To secure improved outcomes for all learners, through effective tracking and monitoring approaches, supported by rigorous data analysis by all

Review and improve our Curriculum in the Broad General Education and Senior Phase

- To support the development of curriculum rationale based on clear vision, values and aims
- To ensure a responsive curriculum is in place to meet the needs of all learners, reflecting CfE design principles
- To provide progressive learner pathways from 3-18, to develop skills for learning, life and work

Strengthen our processes for Self-evaluation for Self-improvement

- To develop our support for self-evaluation for self-improvement, at all levels
- To create a culture of self-reflection in all establishments, leading to improvement
- To promote collaborative approaches to validate self-evaluation, reviewing and further developing quality improvement engagement with establishments

Meet the needs of all by Supporting Learners

- To promote approaches to wellbeing which underpins children and young people's ability to maximise their successes, progressions and achievements
- To develop a culture of inclusion, equality, and diversity leading to improved outcomes for all children
- To establish robust quality assurance procedures and processes to support the wellbeing of children and young people
- To embed the collective 'Responsibility of All' across establishments
- To improve employability skills and sustained positive destinations for all young people

Build practitioner and learner capacity through Leadership at all Levels

- To build and sustain a culture of leadership at all levels
- To promote personal and collegiate responsibility through collaboration and sharing learning to foster a coherent approach to professional development and leadership
- To support and nurture Moray's Education workforce and provide sustained support for professional development
- To encourage and enable leadership of learning by developing understanding of how research and theory inform and underpin practice

Action Plans

An annual action plan will give work plans for officers and working groups and will be reviewed and reported on annually.

Strategies and Guidance

Everything we do and produce to guide our schools and establishments is linked to National and Local Policy. All strategies and guidance documents interlink providing a streamlined framework for schools. A small central team work with colleagues in schools through working groups and collaborative working to produce and review Strategy and Guidance documents which we will build on:

- 1+2 Strategy and Guidance
- Admissions Policy
- ASN Handbook – range of policies and procedures
- Assessing Progress and Moderation in the BGE – Guidelines and Procedures
- Broad General Education – Curriculum Rationale Guidance
- Broad General Education – Curriculum Strategy Overview
- Broad General Education – Data Analysis – Assessment, Tracking and Monitoring
- Broad General Education – Guidance for Tracking and Monitoring
- Broad General Education – Guidance on Planning in the BGE
- Broad General Education – Practitioner Self-Reflection – Assessment, Tracking and Monitoring
- Broad General Education – Summary Guidance for Practitioners for Tracking and Monitoring
- Child's Planning Guidance – under review
- Leadership and Management Strategy
- Moray Leadership Framework
- Strategic Plan for Professional Learning in Moray
- Moray ASN Strategy 2017/27
- Moray BGE Tracking and Monitoring Strategy
- Moray Included, Engaged, Involved
- Moray Learning and Teaching Strategy/Cycle
- Moray Moderation Strategy
- Moray Skills Pathway – our Strategy for Developing the Young Workforce
- Moray STEM Strategy
- Parental Engagement Strategy/Family Learning – under review
- School Improvement Planning and Pupil Equity Fund Guidance
- Schools for the Future policy – to be reviewed
- Transitions Policy

The support materials listed above are available on Moray GLOW. New support materials will be added over time.

We will continue to review and publish new guidance in line with our priorities and actions during the period 2018-2021.

Our Offer to Establishments

We will provide support and challenge to our schools and establishments regularly with a framework of visits and reviews shared with leaders and managers annually. We will continue to provide opportunities for colleagues to work with us by developing and growing our Peer Reviewers. Establishments will benefit from support pre and post inspection. Acting and newly appointed senior leaders will be offered a mentor. An annual calendar of meetings and professional development workshops will be shared including the Moray Parent Forum dates.

Risks

We recognise that as with all strategic plans, there are risks associated in delivery which includes:

- operational issues which impact on actions failing to progress
- ongoing budgetary constraints
- failure to meet national priorities
- loss of key staff or reduction in capacity
- external scrutiny increases expectations

Establishments should focus on a manageable number of improvement priorities expressed as outcomes for learners.

For Moray's Children Strategy and Governance Group

Aims to:

- review national and local priorities, plans and guidance
- set and review priorities and actions, monitoring progress against agreed benchmarks
- ensure best value for Education and Social Care resource whilst ensuring improved outcomes for children and young people
- scrutinise progress against milestones
- agree and direct interventions where required
- develop a communication strategy to ensure participation of all stakeholders

Representation will be agreed annually and the group will meet up to four times per year. A Children and Young People's Participation Group, a Practitioner Group and Moray Parent Forum will provide a learner and parent perspective.

Reporting on Outcomes

Progress reports will go to Education and Social Care Senior Management Team and the Children and Young People's Services Committee. An annual Standards and Quality Report will also evidence improvement and impact on our children and young people as per the requirements of the National Improvement Framework.



Moray Council
High Street, Elgin, IV30 1BX

www.moray.gov.uk

#TeamMoray
#TeachMoray