

# **REGIONAL IMPROVEMENT PLAN PHASE 3**

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CONTENTS	PAGE
NORTHERN ALLIANCE REGIONAL IMPROVEMENT COLLABORATIVE – BACKGROUND	1
PROGRESS ON THE PLAN: PHASE 3	1
KEY THEMES FOR COLLABORATION	2
NORTHERN ALLIANCE COLLABORATION MODEL	3
NORTHERN ALLIANCE IMPROVEMENT PLAN: BUILDING BACK BETTER – DRIVERS FOR RENEWAL	3
<b>NORTHERN ALLIANCE PRIORITIES AND DRIVERS: 2020-2021</b>	<b>4</b>
IMPROVEMENT ACTIVITIES – HOW WILL THIS BE ACHIEVED?	5
WORKSTREAM 1 – CURRICULUM	5
WORKSTREAM 2 – RAISING ATTAINMENT AND CLOSING THE POVERTY RELATED ATTAINMENT GAP	7
WORKSTREAM 3 – SUSTAINING EDUCATION IN OUR COMMUNITIES	9
SUSTAINING EDUCATION	9
E-LEARNING	10
WORKSTREAM 4 – LEADERSHIP	12
<b>ADDITIONAL AREAS OF FOCUS</b>	<b>13</b>
ADDITIONAL AREAS OF FOCUS – IMPROVEMENT ACTIVITY	15
1+2 LANGUAGE DEVELOPMENT	15
EARLY YEARS	27
NUMERACY & MATHS	20
COMMUNITY LEARNING & DEVELOPMENT	21
EQUALITIES	23
<b>IMPLEMENTING THE PLAN</b>	<b>25</b>
GOVERNANCE STRUCTURE	25
IMPROVEMENT METHODOLOGY	26
DATA FOR IMPROVEMENT	27
<b>APPENDIX 1: BUILDING BACK BETTER – NORTHERN ALLIANCE DRIVERS FOR RENEWAL</b>	<b>28</b>

The Northern Alliance is a Regional Improvement Collaborative between eight local authorities, across the North and West of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar (Western Isles), Highland, Moray, Orkney Islands and Shetland Islands, with a shared vision to improve the educational and life chances of our children and young people.

Unique to the Northern Alliance is its rurality, covering 58.4% of the landmass of Scotland yet representing a small percentage of the Scottish population. The geography and common challenges experienced across the region moved the collaborative to identify new ways of working and adopt a shared approach to the communities it represents in the North and West of Scotland and the islands.

The Northern Alliance continues to develop its culture of collaboration, sharing expertise and creating local and regional networks. Equity in educational outcomes with focus on the poverty related attainment continues to feature centrally in the work of the collaborative, and the four key priorities align with those of the National Improvement Framework.



- IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY AND NUMERACY
- CLOSING THE POVERTY RELATED ATTAINMENT GAP BETWEEN MOST AND LEAST DISADVANTAGED CHILDREN AND YOUNG PEOPLE
- IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING
- IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

As a group of eight local authorities, the Northern Alliance remains committed to improving outcomes and closing the gap which exists across our wide and varied communities and crucially, championing a child and family-centred approach to address achievement and to drive improvement.

### PROGRESS ON THE PLAN: PHASE 3

A report sharing progress towards the priorities outlined within the Regional Improvement Plan for session 2019-20 can be found here: [Progress & Impact Report 2019-2020](#)



## KEY THEMES FOR COLLABORATION

Now in year 2 of Phase 3 of the Regional Improvement Plan, the Northern Alliance continues to strive to achieve Workstream priorities. As a collaborative we must remain agile and make appropriate adjustments to our priorities to reflect changes to national priorities and current circumstances.

Our workstream priorities remain aligned to the **NATIONAL IMPROVEMENT FRAMEWORK (NIF) PRIORITIES** and have been developed collaboratively with local authority practitioners and national partners. Within these workstreams, cognisance continues to be taken of the Scottish Government's commitment to a faster rate of growth for Gaelic.

KEY THEMES FOR COLLABORATION			
Attainment Gap	Empowerment	Excellence & Equity	Improvement
Digital	Leadership	Parental Engagement	Place
NIF PRIORITIES			
1. Improvement in attainment, literacy and numeracy	2. Closing the poverty related attainment gap between the most and least disadvantaged children	3. Improving the structures which help children and young people's health and wellbeing	4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

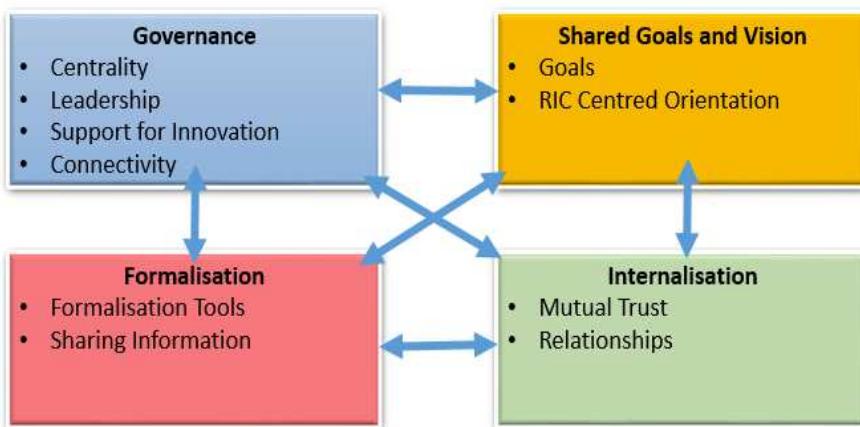
## NORTHERN ALLIANCE COLLABORATION MODEL

The OECD review of education in 2015 called for “a strengthened *middle* operating through networks and collaboratives among schools, and in and across local authorities” (OECD,2015). The construction of RICs was a clear concerted effort to support the system within the context of improvement (Scottish Government,2019).

With this clear focus on utilising collaboration as a method of supporting improvement, drawing on the likes of networks to share and change practice with the overall aim of improving outcomes for children and young people, there is a clear need to focus on the dimensions of collaboration to fully understand it. Therefore, to support the maturity of collaborative efforts and to strengthen and support the level of collaboration within the Northern Alliance, a collaboration framework has been produced – which will enable workstream leads to effectively evaluate the quality of collaboration within and across networks. This framework can also be used within a range of different contexts.

### THE FOUR-DIMENSIONAL MODEL OF COLLABORATION

‘A model and typology of collaboration between professionals in healthcare organisations’ - *BMC Health Services Research* 2008



This model has been adapted slightly to support collaboration across the Northern Alliance.

As can be seen from the model above, there are four outcomes – each with a set of indicators. An evaluation tool has been developed to rate the quality of collaboration from **LATENT/POTENTIAL** to **ACTIVE**. There is also a descriptor for each indicator to build shared expectations.

- Each RIC workstream lead will evaluate progress within their workstream each quarter using the Collaboration Evaluation Model.
- Workstream leads can use this information to improve collaboration at workstream level and will also be able to contribute to central team activity around the quality of whole system collaboration.
- RIC progress will be shared with the Regional Improvement Forum each quarter.

#### NORTHERN ALLIANCE IMPROVEMENT PLAN: BUILDING BACK BETTER – DRIVERS FOR RENEWAL

As a result of the global Covid 19 pandemic, time has been spent reflecting on what actions should be taken in order to respond effectively and appropriately to meet the needs of local authorities at this time. Part of this process included revisiting the Northern Alliance vision:

*'Developing a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of our children and young people.'*

In moving forward, the vision will have a higher profile within the work of the RIC and as a result, will provide clarity and a shared understanding of our purpose within these challenging times.

In relation to the improvement plan, it was agreed that the existing workstreams should remain- however, priorities should be reviewed. As a result, updated action plans have been developed by each workstream, which are outlined within this plan.

In addition to reviewing the improvement plan, a set of drivers has been developed to drive forward improvement priorities and also to ‘build back better’ – supporting the RIC to respond in an agile way to the changing educational landscape.

- **Agile ways of working** - Harnessing new platforms, norms and routines in how we work, collaborate and communicate.
- **Building relational capital** - Strengthening trust, connections and collaboration, reducing competition and silos.
- **Digital learning transformation** – adapting and exploring our approaches to learning and being online
- **Working alongside one another** – to explore new and emerging practices in learning and teaching

Further information on '**BUILDING BACK BETTER – NORTHERN ALLIANCE DRIVERS FOR RENEWAL**' can be found in Appendix 1.

The updated Northern Alliance priorities and drivers are shared in the following diagram.

## NORTHERN ALLIANCE PRIORITIES AND DRIVERS: 2020-2021

### 1. CURRICULUM

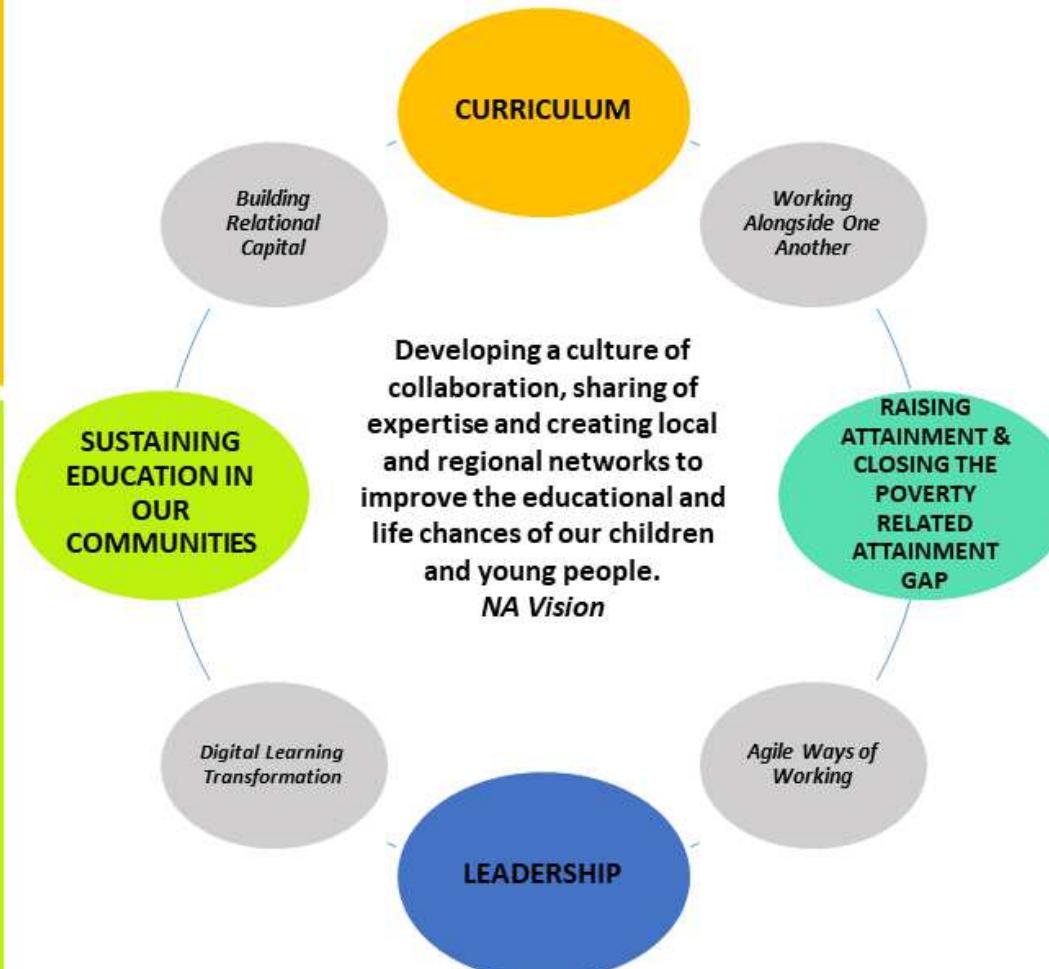
*Work alongside local authority and national colleagues to share practice and facilitate the development of:*

- curriculum-specific networks and CLPL for key curricular areas;
- curriculum rationales for the BGE and Senior Phase which reflect the uniqueness of each school community;
- approaches to skills for learning, life and work, including a focus on DYW;
- new and innovative approaches to curriculum delivery and development (with a specific focus on digital delivery).

### 3. SUSTAINING EDUCATION IN OUR COMMUNITIES

*Work alongside local authority and national colleagues to:*

- further develop the Northern Alliance Learning Estates Strategy as a result of Covid-19, as well as consider the longer-term impact and wider strategy changes required;
- develop a 'Learning Estates Toolkit' in order to build shared expectations and understanding across the Northern Alliance;
- further develop e-Learning models (as part of e-Sgoil) across the NA and as part of the National Offer, widening access to the curriculum and increasing resilience in terms of teaching capacity;
- improve the digital CLPL offer for staff;
- further develop the e-learning systems and structure across the NA.



### 2. RAISING ATTAINMENT & CLOSING THE POVERTY RELATED ATTAINMENT GAP

*Work alongside local authority and national colleagues to:*

- develop a shared understanding of how poverty is affecting families within their context and place;
- implement poverty aware approaches within schools and ELC settings, including policies and practices and the best use of Scottish Attainment Funds e.g. Pupil Equity Fund;
- identify how educational establishments can increase participation and engagement in order to raise attainment;
- use a range of data sources to identify gaps in attainment at RIC level and work collaboratively to reduce the gap.

### 4. LEADERSHIP

*Work alongside local authority and national colleagues to develop leaders at all levels by:*

- increasing opportunities for colleagues across the Northern Alliance to participate in high quality, collaborative leadership learning;
- further developing the capacity to lead at a time of change;
- building and growing connections that enhance learning and leadership

*in order to build a culture of self-improving schools/ELC settings across the Northern Alliance.*

## IMPROVEMENT ACTIVITIES – HOW WILL THIS BE ACHIEVED?

### WORKSTREAM 1 – CURRICULUM

PRIORITY <i>Work alongside local authority and national colleagues to:</i>	IMPROVEMENT ACTIVITY (MEASUREABLE AIM)	HOW THIS WILL BE ACHIEVED	EVIDENCE OF PROGRESS (MEASURES)	COLLABORATORS
	<p>75% of schools which have *engaged with the Northern Alliance Transition Framework and associated CLPL will have evaluated and updated their transition processes by June 2022 (Primary and Secondary)</p> <p>*participated in associated CLPL training and workstream collaborative activity.</p>	<ul style="list-style-type: none"> <li>Develop a Transitions Framework Evaluative Tool.</li> <li>Facilitate collaboration between schools through creating trios of similar sized schools, central team support and shared online space.</li> <li>Provide high quality CLPL based on current research.</li> <li>Share creative approaches for participation/gathering views.</li> <li>Work in partnership with tester schools to gain insight, feedback and reflect on and improve the Framework.</li> <li>Make the Transition Framework Evaluation Tool available to all NA schools through the NA Curriculum SharePoint.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of schools which have evaluated and updated their transition processes. (O)</li> <li>Level of collaboration evaluated against the Northern Alliance Regional Collaboration Model. (P)</li> <li>Percentage of participants who attend CLPL. (P)</li> <li>Percentage of participants rating the experience as 'good' or better in evaluations. (P)</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland</li> <li>Local Authority schools</li> <li>Community Learning Development - Aberdeenshire</li> <li>Local Authority Leads</li> <li>Dundee University</li> <li>Northern Alliance Workstream Leads</li> </ul>
curriculum-specific networks and CLPL for key curricular areas;	<p>Through moderation, 75% of participants who engage with the following networks will evidence a shared understanding* of pedagogies within practice to support continuity and progression of learning by June 2022:</p> <ul style="list-style-type: none"> <li>outdoor learning</li> <li>Play (lower primary)</li> <li>IDL/cross curricular (Primary/Secondary BGE)</li> <li>maths &amp; numeracy (Second Level)</li> </ul> <p>*shared understanding as outlined within guiding principles developed by each working group.</p>	<ul style="list-style-type: none"> <li>Identify priority of need in these areas alongside LA Curriculum Leads through Google Forms and discussion.</li> <li>Identify key practitioners who are confident in these pedagogies across the LAs.</li> <li>Facilitate collaboration through creating trios of practitioners across stages, central team support and shared online space.</li> <li>Provide and Identify high quality CLPL based on current research alongside Education Scotland, Northern Alliance Workstream Leads, LA Curriculum Leads and partners.</li> <li>Develop guiding principles.</li> <li>Create resource bank/films of best practice which are moderated against guiding principles.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of participants who evidence shared understanding* of pedagogies within practice to support continuity and progression of learning. (O)</li> <li>Level of collaboration evaluated against the Northern Alliance Regional Collaboration Model. (P)</li> <li>Number of CLPL/Network opportunities to support moderation. (P)</li> <li>Percentage increase in teacher confidence in the moderation process. (P)</li> </ul>	<ul style="list-style-type: none"> <li>RSPB</li> <li>John Muir Trust</li> <li>Practitioners</li> <li>Education Scotland</li> <li>Local Authority Leads</li> <li>Northern Alliance Workstream Leads</li> <li>Partners as identified.</li> </ul>

	75% of practitioners who participate in Northern Alliance Subject Support Groups rate the collaborative groups as 'effective' or better by July 2021 (Secondary).	<ul style="list-style-type: none"> <li>Develop Northern Alliance Subject Support Groups which will be subject based and open to all practitioners</li> <li>Increase range of subjects offered – depending on need</li> <li>Input by Education Scotland</li> <li>Input by SQA</li> <li>Input by Montgomery Development Education Centres</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of practitioners who rate NA SSG's as 'effective' or better. (O)</li> <li>Number of Microsoft Teams SSG members. (P)</li> <li>Number of LAs engaged. (P)</li> <li>Number of Subject Support Groups. (P)</li> <li>Level of collaboration evaluated against the Northern Alliance Regional Collaboration Model. (P)</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers and Principal Teachers</li> <li>Education Scotland</li> <li>Montgomery Development Education Centres</li> <li>SQA</li> </ul>
<b>curriculum rationales for the BGE and Senior Phase which reflect the uniqueness of each school community</b>	75% of schools / ELC settings which have participated in NA Curriculum Rationale CLPL and associated collaborative activity will be in the process of updating their curriculum rationales by July 2021 (Early Years, Primary, Secondary).	<ul style="list-style-type: none"> <li>Shadow delivery of Education Scotland Curriculum Rationale webinar and work alongside ES colleagues to co-deliver aspects of the webinar.</li> <li>Facilitate collaboration between schools through creating trios of similar sized schools/ELC settings, central team support and shared online space.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of schools in the process of updating curriculum rationale. (O)</li> <li>Number of participants engaged. (P)</li> <li>Number participants rating CLPL as 'good' or better. (P)</li> <li>Level of collaboration (NA Collaboration model). (P)</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland</li> <li>Local Authority practitioners</li> </ul>
<b>approaches to skills for learning, life and work, including a focus on DYW;</b>	75% of school clusters which engage with the 'Northern Alliance Skills Framework Development Tool', will have developed a cluster skills framework by July 2022 (Early Years, Primary, Secondary).	<ul style="list-style-type: none"> <li>Work with LA colleagues to create a Skills Framework Development Tool</li> <li>Work collaboratively with pilot schools / ELC settings / DYW Co-ordinators to test the tool.</li> <li>Develop associated online CLPL</li> <li>Share tool through the NA Curriculum SharePoint.</li> <li>Work with DYW co-ordinators to take forward at cluster level within each local authority</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of engaged school clusters which develop a skills framework by July 2022. (O)</li> <li>Percentage of participants rating the experience as 'good' or better. (P)</li> <li>Number of engagements with SFDT on SharePoint. (P)</li> <li>Level of collaboration (Northern Alliance Collaboration model). (P)</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland</li> <li>Moray Council Practitioners</li> <li>Northern Alliance Developing the Young Workforce Group</li> <li>Local Authority schools</li> </ul>
<b>new and innovative approaches to curriculum delivery and development (with a specific focus on digital delivery).</b>	Create and share a bank of case studies across the BGE which evidences innovative use of technology to support best pedagogy in learning and teaching by end of June 2022 (Early Years, Primary, Secondary).	<ul style="list-style-type: none"> <li>Create a network of practitioners from across the NA.</li> <li>Provide CLPL training for practitioners in digital tools.</li> <li>Demonstrate how these can be used in a context.</li> <li>Facilitate collaboration through creating trios of practitioners, central team support and shared online space.</li> <li>Create and share a bank of case studies which evidence innovative use of technology to support best pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>Number of case studies which evidence innovative use of technology to support best pedagogy in learning and teaching. (O)</li> <li>Percentage of participants who report increased confidence in applying digital tools. (P)</li> <li>Percentage of participants who report increased knowledge in digital tools. (P)</li> <li>Level of collaboration evaluated against the Northern Alliance Regional Collaboration Model. (P)</li> </ul>	<ul style="list-style-type: none"> <li>Highland One World</li> <li>Montgomery Dec</li> <li>Digital DHTs</li> <li>Education Scotland</li> <li>Local Authority Curriculum Leads</li> <li>Practitioners from across the NA.</li> <li>Partners as identified.</li> </ul>

WORKSTREAM 2 – RAISING ATTAINMENT AND CLOSING THE POVERTY RELATED ATTAINMENT GAP

PRIORITY <i>Work alongside local authority and national colleagues to:</i>	IMPROVEMENT ACTIVITY (MEASUREABLE AIM)	HOW THIS WILL BE ACHIEVED	EVIDENCE OF PROGRESS (MEASURES)	COLLABORATORS
<b>develop a shared understanding of how poverty is affecting families within their context and place</b>	75% of practitioners and NQTs who participate in CLPL will report increased professional understanding (linked to GTCS Professional Standards) of the impact poverty has on children by June 2022.	<ul style="list-style-type: none"> <li>A sustainable NQT programme of poverty awareness sessions is created across Northern Alliance.</li> <li>Creation of a suite of on-going CLPL opportunities</li> <li>Creation of a week-long digital professional learning event in collaboration with Education Scotland providing a menu of presentations, workshops and resources around closing the poverty-related attainment gap.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of practitioners reporting increased understanding (O)</li> <li>Percentage of practitioners showing an understanding rating of 7/10 or above (P)</li> <li>Number of participants over time (P)</li> <li>Level of collaboration (P)</li> </ul>	<ul style="list-style-type: none"> <li>NQT Co-ordinators</li> <li>NQT/ Practitioners</li> <li>On-going workstream link officers</li> <li>Education Scotland</li> </ul>
<b>implement poverty aware approaches within schools and ELC settings, including policies and practices and the best use of Scottish Attainment Funds – e.g. Pupil Equity Fund.</b>	70% of schools involved in the Poverty Aware Programme will achieve the Northern Alliance Poverty Awareness Criteria by June 2022.	<ul style="list-style-type: none"> <li>Collaboration with Child Poverty Action Group (CPAG) to support implementation of Cost of the School Day across Northern Alliance, starting with a particular focus on the specific needs of island communities.</li> <li>Creation of Northern Alliance Poverty Awareness Criteria to support schools develop poverty aware approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of schools achieving Poverty Aware criteria. (O)</li> <li>Percentage of schools working towards criteria. (P)</li> <li>Number of case studies sharing best practice in the use of SAF – including PEF (P)</li> <li>Percentage of schools stating positive attitudes towards progress of poverty awareness criteria. (P)</li> </ul>	<ul style="list-style-type: none"> <li>CPAG Scotland</li> <li>Education Scotland</li> <li>Attainment Advisors,</li> <li>Schools &amp; ELC Settings</li> </ul>
<b>identify how educational establishments can increase participation and engagement in order to raise attainment</b>	<p>50% of schools which engage in 'Partnership for Equity' CLPL report that they have used their new knowledge and associated materials* to improve partnership working within their schools by end of June 2022. <i>*Operational Definition of associated materials:</i></p> <ul style="list-style-type: none"> <li>- Partnership for Equity Model</li> <li>- National and local resources</li> </ul> <p>As a result of engaging in the 'Our Voice' Project, 50% of schools develop a context specific pupil questionnaire to improve school</p>	<ul style="list-style-type: none"> <li>Produce paper with evidence/data on partnership working to raise attainment.</li> <li>Test model to evidence impact on attainment using Model for Improvement.</li> <li>Develop Partnership for Equity CLPL through collaboration with Education Scotland.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of schools which report improved partnership working. (O)</li> <li>Number of schools engaging in CLPL. (P)</li> <li>Percentage of practitioners engaging in training who report good or above. (P)</li> </ul>	<ul style="list-style-type: none"> <li>CLD</li> <li>Northern Alliance</li> <li>Local Authorities</li> <li>Education Scotland</li> <li>Improvement Service</li> </ul>
		<ul style="list-style-type: none"> <li>Set up 'conversations for change' using technology with children and young people who have lived experience of poverty. Set this up in a co-design way with the children and young people. Include Covid-19 experience.</li> <li>Capture the conversation on YouTube.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of schools developing a context specific questionnaire. (O)</li> <li>Number of children and young people volunteers (community action project). (P)</li> <li>Number of LAs engaged. (P)</li> <li>Number of schools engaged. (P)</li> </ul>	

	policy and practice in relation to poverty by end of June 2022.	<ul style="list-style-type: none"> <li>Key questions captured into questionnaire to be used in schools to inform school policy and practice through the lens of poverty.</li> </ul>		
<b>use a range of data sources to identify gaps in attainment at RIC level and work collaboratively to reduce the gap.</b>	<ul style="list-style-type: none"> <li>Report and product completed and shared at Northern Alliance Regional Improvement Forum by end of June 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with “Data for Children Collaborative with UNICEF” project, Local Authorities and Education Scotland.</li> </ul>	<ul style="list-style-type: none"> <li>Progress of report and Delivery Plan constructed as part of Impact Collaboration. (O)</li> <li>Number of LAs engaged. (P)</li> </ul>	<ul style="list-style-type: none"> <li>Scottish Government</li> <li>UNICEF</li> <li>Local Authorities</li> <li>Education Scotland</li> </ul>

## WORKSTREAM 3 – SUSTAINING EDUCATION IN OUR COMMUNITIES

### SUSTAINING EDUCATION

PRIORITY <i>Work alongside local authority and national colleagues to:</i>	IMPROVEMENT ACTIVITY (MEASUREABLE AIM)	HOW THIS WILL BE ACHIEVED	EVIDENCE OF PROGRESS (MEASURES)	COLLABORATORS
further develop the Northern Alliance Learning Estates Strategy as a result of Covid-19, as well as consider the longer-term impact and wider strategy changes required	All authorities to have a Learning Estate Strategy* using the agreed consistent NA Strategy By end of June 2022.  *Operational definition: <ul style="list-style-type: none"><li>• Strategic overview of achieving a sustainable system</li><li>• reporting suitability core facts accurately.</li><li>• have a detailed profile of the Learning Estate.</li><li>• Reduce the carbon footprint by full utilisation of buildings and reduction of buildings.</li></ul>	<ul style="list-style-type: none"><li>• Develop the Learning Estate Strategy through national discussion and exploration of the challenges and opportunities created by COVID-19.</li><li>• Offer facilitation to authorities to develop Learning Estate strategy with all stakeholders</li><li>• Provide details of carbon footprint challenges and advances in achieving reduction</li><li>• Keep abreast of and disseminate information regarding Learning for Sustainability and the links to new build schools and refurbishments, supporting the outdoor habitat agenda.</li><li>• Continue to support authorities with assessment of core facts</li><li>• Continue to support authorities with the profiling of the learning estate and the shaping of it through options appraisal.</li></ul>	<ul style="list-style-type: none"><li>• Number of Local authorities that have completed a LE Strategy as outlined within the operational definition (O)</li><li>• Number of authorities involving Education officers in the assessment of suitability core facts in all authorities (P)</li><li>• Number of authorities with a planned approach to the Reduction of Carbon footprint of the Learning Estate (3-5 year plan), complimenting that of individual councils. (P)</li><li>• Number of authorities incorporating LfS in the LE Strategy and in designs of refurbishment and new builds. (P)</li><li>• Number of Authorities with a detailed profile of the estate. (P)</li></ul>	<ul style="list-style-type: none"><li>• Cross Authority officer group</li><li>• Scottish Future Trust</li><li>• Learning for Sustainability Forum</li><li>• Scottish Government</li><li>• Learning Estates teams</li><li>• Head teachers</li><li>• Architecture Design Scotland</li><li>• ADES Resources and Performance</li><li>• Property colleagues</li></ul>
develop a 'Learning Estates Toolkit' in order to build shared expectations and understanding across the Northern Alliance	Gain adoption of the toolkit by all 8 authorities by June 2021.	<ul style="list-style-type: none"><li>• Collaboration through the focus group comprising officers from all authorities.</li><li>• Co- production of case studies for each part of the tool kit.</li></ul>	<ul style="list-style-type: none"><li>• Number of authorities adopting the toolkit. (O)</li><li>• Number of Options Appraisal process adoption requests (P)</li><li>• Percentage of feedback and evaluation stating training and workshop good and above.</li></ul>	<ul style="list-style-type: none"><li>• Learning Estates Groups</li><li>• Scottish Government</li><li>• ADES</li><li>• Officer group from Northern Alliance.</li></ul>

## E-LEARNING

PRIORITY <i>Work alongside local authority and national colleagues to:</i>	IMPROVEMENT ACTIVITY (MEASUREABLE AIM)	HOW THIS WILL BE ACHIEVED	EVIDENCE OF PROGRESS (MEASURES)	COLLABORATORS
<b>further develop e-Learning models (as part of e-Sgoil) across the Northern Alliance and as part of the e-learning National Offer, widening access to the curriculum and increasing resilience in terms of teaching capacity;</b>	<p>Deliver a range of e-learning models from early level to the senior phase across the Northern Alliance which evidence impact* through case studies.</p> <p>Operational definition:</p> <ul style="list-style-type: none"> <li>* Strong evidence of engagement in learning</li> <li>* Continuity and progression of learning through episodes of lockdown</li> <li>* Improvement in attainment</li> <li>* Re-engagement in learning (interrupted learners)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a range of models as part of the NA e-learning offer and wider national offer.</li> <li>• Recruitment and training of practitioners to support the range of e-learning models.</li> <li>• Test resilience of models.</li> <li>• Establish baseline data as part of these developments</li> <li>• Capture the stories of impact – children / young people (including interrupted learners), teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Range of case studies evidencing impact* (see operational definition). (O)</li> <li>• Number of practitioners recruited. (P)</li> <li>• Number of practitioners trained. (P)</li> <li>• Teaching staff available to deliver planned subjects offered. (P)</li> </ul>	<ul style="list-style-type: none"> <li>• All six Regional Improvement Collaboratives</li> <li>• Partner agencies – e.g. Scotland's National Centre for Languages (SCILT), Keeping Scotland Beautiful (KSB)</li> </ul>
<b>improve the digital CLPL offer for staff;</b>	<p>Offer at least 2 sessions of digital CLPL per term across the Northern Alliance by the end of June 2021; this will include access to:</p> <ul style="list-style-type: none"> <li>• Regional CLPL</li> <li>• Local authority CLPL</li> <li>• National CLPL</li> </ul>	<ul style="list-style-type: none"> <li>• As a result of the needs analysis, develop a CLPL offer which meets the needs of practitioners across the Northern Alliance.</li> <li>• Break down barriers to accessibility – e.g. Glow, Microsoft Teams, G-Suite.</li> <li>• Provide access to national and local authority Digital CLPL.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of digital CLPL sessions per term (O)</li> <li>• Number of downloads of CLPL resources (P)</li> <li>• Case Studies – sharing impact (P)</li> </ul>	<ul style="list-style-type: none"> <li>• Digital DHTs</li> <li>• Education Scotland</li> <li>• Partner agencies – e.g. SCILT, KSB</li> <li>• Digital DHTs</li> <li>• LA digital teams</li> <li>• Wider Workstream leads</li> </ul>
<b>further develop the e-learning systems and structure across the Northern Alliance.</b>	<p>By the end of June 2022, all local authorities within the NA will support pupils and staff to access learning and teaching through GLOW, as well as their preferred platform.</p> <p>80% of pupils report that they have the necessary skills* to engage with e-learning successfully.</p> <p>Operational definition:</p> <ul style="list-style-type: none"> <li>• Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake and curate a digital skills analysis across the Northern Alliance.</li> <li>• Work with LAs to provide staff and pupils access to their Glow credentials.</li> <li>• Develop a rationale for the use of Glow as a shared online platform and provide exemplification of benefits.</li> <li>• Create and build a Northern Alliance IT network in order to share effective practice and overcome barriers collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of LAs which enable access to learning and teaching through Glow. (O)</li> <li>• Percentage of staff surveyed who report that they use Glow to access learning and teaching. (P)</li> <li>• Percentage of staff surveyed who report that they feel confident in utilising Glow. (P)</li> </ul>	<ul style="list-style-type: none"> <li>• Digital DHTs</li> <li>• Education Scotland</li> <li>• Poverty Related Attainment Gap Workstream</li> <li>• Corporate IT</li> </ul>

	<ul style="list-style-type: none"> <li>E-learning skills, e.g. digital literacy and independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>Compile a package of resources which support children and young people to develop skills for 21<sup>st</sup> century learning.</li> <li>Provide appropriate CLPL training for staff</li> <li>Work with staff, parents, children and young people to increase understanding and acceptability of e-learning.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of pupils surveyed who report that they have the necessary skills to access e-learning. (P)</li> <li>Percentage of pupils surveyed who report that they have access to the necessary technology. (P)</li> </ul>	
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## WORKSTREAM 4 – LEADERSHIP

PRIORITY <i>Work alongside local authority and national colleagues to develop leaders at all levels by:</i>	IMPROVEMENT ACTIVITY (MEASURABLE AIM)	HOW THIS WILL BE ACHIEVED	EVIDENCE OF PROGRESS (MEASURES)	COLLABORATORS
<b>Increasing opportunities for colleagues across the Northern Alliance to participate in high quality, collaborative leadership learning</b>	By June 2021, we will see between 10-15% rise in educator engagement with workstream professional learning activity.	<ul style="list-style-type: none"> <li>• Further develop systems to enable more effective:           <ul style="list-style-type: none"> <li>- Sharing practice</li> <li>- Access to resources</li> <li>- Access / signposting to guidance and support.</li> </ul> </li> <li>• Plan and facilitate an accessible leadership CLPL programme targeted at identified educator needs by stage/theme.</li> <li>• Development of coaching framework and associated CLPL programmes to support leaders at all levels in all aspects of their role and enable them to build capacity in others.</li> <li>• Liaise with Education Scotland (PLL) to support regional offers &amp; increase access to programmes.</li> <li>• Liaise with UoA and UHI to increase access to leadership programmes.</li> <li>• Develop the Northern Alliance Learning Hub at the University of Aberdeen as a Centre of Excellence for Leadership and Professional Learning.</li> <li>• Learning Hub Group to develop guidance to support users to maximise impact of the facility and support remote and blended approaches to facilitating professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of educator engagement within workstream professional learning activity. (O)</li> <li>• Percentage of members that state that CLPL is accessible. (P)</li> <li>• Percentage of members that report their ability to learn collaboratively is good or better. (P)</li> <li>• Number of new PL offers &amp; number of participants. (P)</li> <li>• Percentage that report quality of CLPL and collaboration is good/better. (P)</li> </ul>	<ul style="list-style-type: none"> <li>• Northern Alliance Local Authorities</li> <li>• University of Aberdeen</li> <li>• University of Highlands and Islands</li> <li>• EdSPLL</li> <li>• GTCS</li> <li>• Growth Coaching Itn.</li> </ul>
<b>Further developing the capacity to lead at a time of change</b>	By June 2021, 85% of members who participate in NA coaching programmes and CLPL implementation groups will report increased confidence in their capacity to lead others and learning at a time of change.	<ul style="list-style-type: none"> <li>• Partnership working (sectors, authorities, leadership learning providers) to signpost and develop resources and facilitate a collaborative leadership CLPL offer to support educators at all levels to lead in a climate of change and complexity.</li> <li>• Develop coaching capacity to support educator wellbeing and leadership in the context of change and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of members that report increased confidence in their capacity to lead at a time of change. (O)</li> <li>• Number involved in leadership of change activities. (P)</li> <li>• Number involved in coaching programmes. (P)</li> </ul>	<ul style="list-style-type: none"> <li>• Northern Alliance Local Authorities</li> <li>• University of Aberdeen</li> <li>• University of Highlands and Islands</li> <li>• EdSPLL</li> <li>• GTCS</li> </ul>

		<ul style="list-style-type: none"> <li>Partnership working to signpost and provide access to activities and resources to further support staff Health and Wellbeing.</li> </ul>		<ul style="list-style-type: none"> <li>Growth Coaching Itn.</li> </ul>
<b>Building and growing connections that enhance learning and leadership in order to build a culture of self-improving schools/ELC settings across the Northern Alliance.</b>	<p>By June 2021, we will have established 4 new networks for leaders at all levels to collaborate and share practice to enhance learning and leadership:</p> <ul style="list-style-type: none"> <li>Coaching,</li> <li>Facilitators of Andragogy</li> <li>Leadership of Learning and Teaching</li> <li>NA Leadership Team.</li> </ul> <p>100% of RIC authorities will be involved in each network.</p>	<ul style="list-style-type: none"> <li>Work collectively and collaboratively (LA's and partners) to share information and understand the needs in the system</li> <li>Create processes to share information, resources and CLPL activities/ opportunities across authorities and NA where appropriate.</li> <li>Improve and clarify processes for communication at all levels</li> <li>Extend facilitator training and opportunities for educators to collaborate to plan and facilitate professional learning and leadership activities for others.</li> <li>Develop approaches to online collaboration and engagement.</li> <li>Update and disseminate the Northern Alliance leadership strategy to reflect current context, priorities, policy guidance and collaborative regional approach.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage (or number) of local authorities involved in each network. (O)</li> <li>Number of members involved in each network. (P)</li> <li>Number of members who report opportunities to share information/resources/CLPL is good or better. (P)</li> </ul>	<ul style="list-style-type: none"> <li>RIC Authorities</li> <li>EdSPLL</li> <li>Joyce Mathews Consultancy</li> </ul>

## ADDITIONAL AREAS OF FOCUS

As well as the four priority areas outlined above, there are **ADDITIONAL AREAS OF FOCUS** within this improvement plan – shared below. These **ADDITIONAL AREAS OF FOCUS** add breadth and depth to our four priorities, as well as supporting local and national improvement priorities. For example:

- |   |
|---|
| <ul style="list-style-type: none"> <li>Expansion of ELC to 1140 hours (<i>Curriculum – Early Years</i>)</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>Language Learning in Scotland: A 1+2 Approach (<i>Curriculum – 1+2 Languages Development</i>)</li> </ul>       |
| <ul style="list-style-type: none"> <li>Pedagogy, assessment and moderation (<i>Curriculum – Numeracy &amp; Maths</i>)</li> </ul>                      |
| <ul style="list-style-type: none"> <li>Equality, Diversity and Children’s Rights (<i>Equalities</i>)</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>Youth Participation and Youth Voice (<i>Community Learning &amp; Development, &amp; Equalities</i>)</li> </ul> |

## **1+2 LANGUAGE DEVELOPMENT**

*Work alongside local authority and national colleagues to:*

- develop a Northern Alliance joint languages CLPL offer with consultative input from partners;
- increase information sharing and engagement across the Northern Alliance;
- identify gaps in 1+2 BGE and in Senior phase and provide solutions to challenges through sharing of practice;
- continue to build and grow 1+2 Languages networks.

## **EQUALITIES**

*Work alongside local authority and national colleagues to:*

- implement an Equality, Diversity and Children's Rights policy;
- create training and Curriculum Resources;
- ensure the voices of children and young people are heard;
- champion Equality and Diversity e.g. through the Rights Respecting Schools (RRS) programme (UNICEF).

## **NUMERACY & MATHS**

*Work alongside local authority and national colleagues to:*

- improve communication and information sharing processes;
- develop a coherent, flexible numeracy and maths CLPL programme informed by educator need;
- improve access / signposting to numeracy and maths guidance and support.



## **EARLY YEARS**

*Work alongside local authority and national colleagues to share practice and facilitate the development of:*

- the successful expansion of ELC to 1140 hours across the Northern Alliance;
- innovative approaches curriculum delivery and development across the Early Level (with a specific focus on digital delivery);
- recommendations as outlined within Northern Alliance Emerging Literacy evaluation;
- ELC Excellence and Equity Lead Network as leaders of ELC pedagogy across the Northern Alliance.

## **COMMUNITY LEARNING & DEVELOPMENT**

*Work alongside local authority and national colleagues to:*

- capture approaches to wider achievement for young people and adult learners and share practice;
- capture and analyse youth participation and youth voice;
- further develop approaches to Family Learning;
- increase access to professional learning – including online.

## ADDITIONAL AREAS OF FOCUS – IMPROVEMENT ACTIVITY

### 1+2 LANGUAGE DEVELOPMENT

PRIORITY <i>Work alongside local authority and national colleagues to share practice and facilitate the development of:</i>	IMPROVEMENT ACTIVITY (MEASURABLE AIM)	HOW THIS WILL BE ACHIEVED	EVIDENCE OF PROGRESS (MEASURES)	COLLABORATORS
<b>a Northern Alliance joint languages CLPL offer with consultative input from partners</b>	<p>By June 2021 we will see between 10-15% rise in teacher engagement numbers with one or more aspects of joint languages CLPL offer from NA and partners.</p> <p>The range and number of sessions will also be widened from last session to increase choice for all teachers and school leaders.</p>	<ul style="list-style-type: none"> <li>LA partners will share authority CLPL across NA with a view to widen participation.</li> <li>External partners will be approached to contribute to CLPL offer.</li> <li>CLPL sessions will be recorded and made available through NA ML Sharepoint page and hosted on partner sites.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage rise in teacher engagement numbers with one or more aspects of joint languages CLPL offer from Northern Alliance and partners. (O)</li> <li>Percentage of practitioners who state that NA CLPL is 'accessible' and that the format is was good. (P)</li> <li>Percentage of CLPL participants who state they feel more confident to collaborate as a result of Modern Language CLPL engagement. (P)</li> <li>Number of partners in CLPL offer. (P)</li> </ul>	<ul style="list-style-type: none"> <li>LA ML development officers</li> <li>Education Scotland Digital and ML officers</li> <li>SCILT development officers</li> <li>Aberdeen University ML dept and PDGE tutor.</li> <li>Power Language Schools</li> </ul>
<b>increase information sharing and engagement across the Northern Alliance;</b>	<p>By April 2021 all authorities within the RIC will have successfully accessed and shared languages information and/or resources on the 1+2 Languages Sharepoint page or the workstream Teams sites.</p>	<ul style="list-style-type: none"> <li>Update and monitor NA Sharepoint page on a regular basis.</li> <li>Work with partners in creation and sharing of CLPL menu.</li> <li>Share CLPL menu via Secondary PT Teams site.</li> <li>Advertise CLPL menu in each authority through DO and workstream group members social media.</li> <li>Continue to share LA strategies on Teams.</li> </ul>	<ul style="list-style-type: none"> <li>Number of authorities engaging with ML CLPL over the 4 school terms. (O)</li> <li>Percentage increase in Sharepoint site visit. (P)</li> <li>Increase numbers of teacher engagements with Modern Language CLPL. (P)</li> <li>Number of resources being shared by authorities on Sharepoint and Teams sites. (P)</li> </ul>	<ul style="list-style-type: none"> <li>ML PT staff across all LAs.</li> <li>ML staff in departments in all NA schools.</li> <li>Primary language ambassadors across NA.</li> <li>Primary teachers in all LAs.</li> <li>Education Scotland Digital and ML officers.</li> </ul>

<b>identify gaps in 1+2 BGE and in Senior phase and provide solutions to challenges through sharing of practice</b>	By end of June 2021 a clear plan outlining the gaps and solutions to challenges will be created.	<ul style="list-style-type: none"> <li>• Create template document for authorities to identify gaps and challenges.</li> <li>• Use authority feedback and existing NA ML Teams space to discuss and share practice as way of promoting solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed plan outlining gaps and solutions to challenges. (O)</li> <li>• Number of authorities which have completed template to identified gaps. (P)</li> <li>• Number of shared examples of solutions to challenges. (P)</li> </ul>	<ul style="list-style-type: none"> <li>• NA workstream LA representatives.</li> <li>• ML PT staff across all LAs.</li> <li>• ML staff in secondary departments in all NA schools.</li> </ul>
<b>continue to build and grow 1+2 Languages networks.</b>	By August 2021 each authority 1+2 network contact will have established links with all partners and be involved in planning to create shared 1+2 sustainable models in line with end of Scottish Government 1+2 implementation period.	<ul style="list-style-type: none"> <li>• Share authority approaches to Parental engagement strategies in production of NA parental guidance and family learning pack.</li> <li>• Produce a case study of Parental Engagement resource impact and share.</li> <li>• Share examples of what is working in each authority within ML Teams pages.</li> <li>• Expand PT Team to include secondary practitioners.</li> <li>• Establish primary languages NA MS Team to promote discussion and support for languages.</li> <li>• Sharing of authority 1+2 sustainability models for language learning beyond June 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of network contacts with established links with all partners. (O)</li> <li>• Progress towards completion of NA languages 1+2 sustainability plan. (O)</li> <li>• Number of network contacts involved in planning to create shared 1+2 sustainable models. (P)</li> <li>• Number of contacts engaged within ML workstream online meetings. (P)</li> <li>• Number of family engagements in Family learning pack (measured overall and per authority). (P)</li> <li>• Percentage increase in Primary and Secondary engagement in ML Teams sites. (P)</li> </ul>	<ul style="list-style-type: none"> <li>• ML PT staff across all LAs</li> <li>• ML staff in departments in all NA schools</li> <li>• Primary language ambassadors across NA</li> <li>• Primary teachers in all LAs</li> <li>• Education Scotland Digital and ML officers</li> <li>• SCILT development officers</li> <li>• Aberdeen University ML dept and PDGE tutor</li> <li>• Power Language Schools</li> </ul>

## EARLY YEARS

PRIORITY <i>Work alongside local authority and national colleagues to share practice and facilitate the development of:</i>	IMPROVEMENT ACTIVITY (MEASURABLE AIM)	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS (MEASURES)	COLLABORATORS
<b>the successful expansion of ELC to 1140 hours across the Northern Alliance;</b>	<b>All 8 Authorities across the Northern Alliance will be fully delivering 1140 hours of ELC in line with the timescale provided by the Scottish Government.</b>	<ul style="list-style-type: none"> <li>Weekly support calls on Teams or other platform</li> <li>Monitoring and tracking updates from Networks and reporting to Early Years sponsor</li> <li>Diary programme of meetings co-created with Networks, building in a balance of support, collaboration for quality improvement and strategic development</li> <li>Development of an Early Years Quality Network</li> <li>Identify challenges and opportunities for expansion through use of improvement methodology</li> <li>Monitoring and development of quality in line with expansion documentation</li> <li>Support the role of Excellence and Equity Leads and Quality Network in delivering high quality ELC and evidence progress in poverty related improvement through SIFS projects.</li> </ul>	<ul style="list-style-type: none"> <li>Number of Authorities fully delivering 1140 in line with Scottish Government expansion plans (O)</li> <li>Number of Network members attending meetings and support calls (P)</li> <li>Number of barriers to implementation (reduction of) (P)</li> </ul> <p><i>Measures from the Northern Alliance Collaboration Model:</i></p> <ul style="list-style-type: none"> <li>Within CLPL and network sessions, percentage of participants who state that their ability to collaborate with colleagues was good, or better.</li> </ul>	<ul style="list-style-type: none"> <li>Early Years Networks- Early Years Leads, Excellence and Equity Leads</li> <li>Education Scotland</li> <li>Scottish Government- CYPIC Outdoor learning practicum</li> <li>Knowledge Hub</li> <li>NES Scotland</li> <li>Other partners as identified</li> </ul>
<b>innovative approaches curriculum delivery and development across the Early Level (with a specific focus on digital delivery;</b>	By June 2022 a bank of case studies will be created and shared across the Northern Alliance to evidence an innovative use of technology to support high quality pedagogy at Early Level (from ELC to P1).	<p>Working in collaboration with Curriculum Workstreams:</p> <ul style="list-style-type: none"> <li>Create a network of practitioners from across the NA.</li> <li>Provide CLPL training in digital tools for practitioners</li> <li>Demonstrate how these can be used in a context.</li> <li>Facilitate collaboration between practitioners, central team support and shared online space.</li> <li>Create a bank of case studies which evidence innovative use of technology to support high quality pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>Number of cases which evidence an innovative use of technology to support best pedagogy in learning and teaching. (O)</li> <li>Number of local authorities represented within case studies. (P)</li> <li>Percentage of participants who report increased confidence in applying digital tools. (P)</li> <li>Percentage of participants who report an increased knowledge in digital tools. (P)</li> </ul> <p><i>Measures from the Northern Alliance Collaboration Model-</i></p> <ul style="list-style-type: none"> <li>Percentage of practitioners who state that Northern Alliance information, resources and CLPL is 'accessible'.</li> </ul>	<ul style="list-style-type: none"> <li>Northern Alliance Central Team</li> <li>Workstream Leads</li> <li>Education Scotland</li> <li>Local Authority Central ELC Teams</li> <li>Excellence and Equity Leads</li> <li>Settings and Schools</li> <li>Practitioners</li> </ul>

			<ul style="list-style-type: none"> <li>Within CLPL sessions, percent of participants who state that the format and delivery of the session was good, or better.</li> <li>Within CLPL and network sessions, percent of participants who state that their ability to collaborate with colleagues was good, or better.</li> </ul>	
<b>recommendations as outlined within Northern Alliance Emerging Literacy evaluation</b>	<p>By June 2022 80% of schools and settings who engage in Emerging Literacy across the Northern Alliance will understand and self-evaluate practice against the operational definition* of Emerging Literacy.</p> <p>*Operational definition aligns with the Key Elements of Quality Provision as defined in Realising the Ambition</p> <ul style="list-style-type: none"> <li>A clear shared vision</li> <li>Skilled practitioners</li> <li>Strong mutually supportive relationships with families</li> <li>Developmentally appropriate practice</li> <li>Deep understanding of curriculum and pedagogy</li> <li>Rich adult child interactions</li> <li>Practitioners who are engaged in rich professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Share effective practice across the Northern Alliance.</li> <li>Work collaboratively to develop innovative approaches to the implementation of EL</li> <li>Reinforce alignment to national policy and practice.</li> <li>Facilitate Northern Alliance wide online CLPL</li> <li>Provide opportunities for collaboration and sharing practice.</li> <li>Monitor spread and scale to ensure improved outcomes for children.</li> <li>Ensure digital offer and online resources are accessible and sustainable</li> <li>RIC endorsement and support of Emerging Literacy.</li> <li>Continued support of and commitment to Emerging Literacy Network as part of the Early Years workstream.</li> </ul>	<ul style="list-style-type: none"> <li>Numbers of schools evaluating practice. (O)</li> <li>Numbers of schools and settings engaged in Emerging Literacy. (P)</li> <li>Number of networks. (P)</li> <li>Percentage increase in engagement with AHPs across all localities. (P)</li> </ul> <p><i>Measures to assess collaboration will be taken from the Northern Alliance Collaboration Model.</i></p>	<ul style="list-style-type: none"> <li>Emerging Literacy working group</li> <li>Local Authority Leads</li> <li>Allied Health Professionals</li> <li>Workstream leads</li> <li>Education Scotland</li> <li>NA Central Team with particular support from research assistant</li> </ul>
<b>ELC Excellence and Equity Lead Network as leaders of ELC pedagogy across the Northern Alliance.</b>	<p>By June 2022 80% of settings within one locality in each authority will produce a curriculum rationale that is child centred, involves the whole setting community and is developmentally appropriate.</p>	<p>Develop and facilitate understanding of curriculum through:</p> <ul style="list-style-type: none"> <li>Increased engagement with Realising the Ambition through train the trainers events leading to practitioner Book Groups.</li> <li>Model for Improvement CLPL via the Scottish Improvement Foundation Skills course (SIFS).</li> <li>Sharing practice events focusing on aspects of Early Level to P1 and co-created with practitioners - Maths and Numeracy, Block Play, Early Level class</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of settings producing a curriculum rationale. (O)</li> <li>Number of practitioners engaged in professional Book Groups. (P)</li> <li>Number of practitioners reporting increased understanding through case studies. (P)</li> <li>Numbers of participants engaged in SIFS. (P)</li> </ul> <p><i>Measures from the Northern Alliance Collaboration Model -</i></p>	<ul style="list-style-type: none"> <li>Northern Alliance Central Team</li> <li>Workstream Leads</li> <li>Education Scotland</li> <li>Local Authority Central ELC Teams</li> <li>Excellence and Equity Leads (E&amp;ELs)</li> </ul>

		<p>approaches and other CLPL arising from Emerging Literacy evaluation.</p> <ul style="list-style-type: none"> <li>Curriculum rationale CLPL- to be developed and delivered in tandem with Education Scotland and Curriculum Workstream Leads.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of practitioners who state that Northern Alliance information, resources and CLPL is ‘accessible’</li> <li>Within CLPL sessions, the percentage of participants who state that the format and delivery of the session was good, or better.</li> <li>Within CLPL and network sessions, the percentage of participants who state that their ability to collaborate with colleagues was good, or better.</li> </ul>	<ul style="list-style-type: none"> <li>Settings and Schools</li> <li>Practitioners</li> </ul>
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## NUMERACY & MATHS

PRIORITY	IMPROVEMENT ACTIVITY (MEASUREABLE AIM)	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS (MEASURES)	COLLABORATORS
<i>Work alongside local authority and national colleagues to share practice and facilitate the development of:</i>				
<b>communication and information sharing processes;</b>	All EY, Primary and Secondary staff to receive relevant *key information on Numeracy & Maths by June 2022  Operational definition: *sharing practice, access to resources, signposting guidance/support.	<ul style="list-style-type: none"> <li>• Increase distribution networks.</li> <li>• Redesign and widely promote SharePoint site.</li> <li>• Maximise use of social media.</li> <li>• Utilise digital tools to convey/share information and resources e.g. Sway, Canva.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of practitioners receiving relevant key* information. (O)</li> <li>• User experience rating. (P)</li> <li>• Monthly site usage data. (P)</li> <li>• Number of Twitter hits. (P)</li> </ul>	<ul style="list-style-type: none"> <li>• Northern Alliance Support staff</li> <li>• Education Scotland Northern Numeracy &amp; Maths team</li> </ul>
<b>a coherent, flexible numeracy and maths CLPL programme informed by educator need;</b>	By June 2022: <ul style="list-style-type: none"> <li>• 80% of EYPs, PSAs, Primary teachers and secondary mathematics teachers will have attended at least two CLPL events.</li> <li>• 85% of attendees rate the content of CLPL sessions as good or better.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evaluations from 2019-20 to improve CLPL structure, style &amp; delivery.</li> <li>• Survey a range of practitioners to identify additional needs.</li> <li>• Flexible and responsive CLPL plan based on stakeholder requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of practitioners attending 2 episodes of CLPL. (O)</li> <li>• Percentage of practitioners who rate content of CLPL good or better. (O)</li> <li>• Number of CLPL sessions. (P)</li> <li>• User experience rating (P)</li> </ul>	<ul style="list-style-type: none"> <li>• Education Scotland</li> <li>• Local Authority support staff</li> <li>• Practitioners</li> </ul>
<b>approaches to pedagogy, assessment and moderation within Level 2 numeracy, with a focus on fractions</b>	By June 2022: <ul style="list-style-type: none"> <li>• Most* teachers within one population segmentation evidence increased confidence in applying a shared standard for achievement of Level 2 through assessment tasks and moderation.</li> </ul> <p>* ≥75%</p>	<ul style="list-style-type: none"> <li>• ‘Unpick’ key Level 2 E&amp;Os and benchmarks to standardise depth of content across Level 2.</li> <li>• Provide assessment support – range of tasks aligned to agreed standard.</li> <li>• CLPL opportunities to improve pedagogy</li> <li>• Collaborative moderation.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of teachers evidencing increased confidence in applying shared standard. (O)</li> <li>• Number of teachers engaging in moderation / assessment tasks. (P)</li> <li>• Level of collaboration (Regional collaboration Model). (P)</li> </ul>	<ul style="list-style-type: none"> <li>• Education Scotland</li> <li>• Local Authority support staff</li> <li>• Practitioners</li> </ul>

## COMMUNITY LEARNING AND DEVELOPMENT

PRIORITY	IMPROVEMENT ACTIVITY (MEASUREABLE AIM)	HOW THIS WILL BE ACHIEVED	EVIDENCE OF PROGRESS (MEASURES)	COLLABORATORS
<i>Work alongside local authority and national colleagues to:</i>				
<b>capture approaches to wider achievement for young people and adult learners and share practice;</b>	All local authorities within the Northern Alliance will share approaches to gaining awards and accreditation pathways through CLD by end of December 2020	<ul style="list-style-type: none"> <li>Identify accreditation and award pathways through CLD across the NA area.</li> <li>Create a simple information gathering system to capture data across all 8 authorities.</li> <li>Establish trend picture over 3 years to August 2020 in order to focus on improvement.</li> <li>Ensure data is shared with key players.</li> </ul>	<ul style="list-style-type: none"> <li>Number of LAs sharing approaches to gaining awards and accreditation pathways through CLD. (O)</li> </ul>	<ul style="list-style-type: none"> <li>NA CLD Leads</li> <li>NA CLD data management officers</li> </ul>
<b>capture and analyse youth participation and youth voice;</b>	All local authorities within the Northern Alliance will share approaches to youth participation and representation structures by end of March 2021	<ul style="list-style-type: none"> <li>Identify current youth participation and representation structures through CLD in each local authority</li> <li>Map commonality in structures</li> <li>Ensure data is shared with key players</li> <li>Harness the learning from the November 2020 Youth Conference to support improvement planning.</li> </ul>	<ul style="list-style-type: none"> <li>Number of LAs within the Northern Alliance sharing approaches to youth participation and representation structures. (O)</li> </ul>	<ul style="list-style-type: none"> <li>NA CLD Leads</li> <li>Youth Conference planning group</li> </ul>
<b>further develop approaches to Family Learning;</b>	<p>At least 70% of participants who have engaged in CLD professional learning will evidence a shared understanding* of family learning by end of June 2021.</p> <p>*As evidenced through the Education Scotland Family Learning Framework.</p>	<ul style="list-style-type: none"> <li>Engage key CLD players in re-visiting initial groundwork from 2019 – via FORMS survey.</li> <li>Initial Family Learning pack re-visited for currency and updated.</li> <li>Any unmet professional learning needs identified from initial programme of partner engagement to be considered and addressed.</li> <li>Practitioners complete Education Scotland Family Learning Framework Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of participants who evidence a shared understanding* of family learning. (O)</li> </ul>	<ul style="list-style-type: none"> <li>NA CLD Leads</li> <li>Education Scotland CLD Development Officers</li> </ul>

<b>increase access to professional learning – including online.</b>	5% increase (from current baseline) in traffic on i-develop by CLD practitioners from Northern Alliance area by June 2021.	<ul style="list-style-type: none"> <li>• Co-deliver 2 online sessions for CLD staff in conjunction with the CLD Standards Council.</li> <li>• Work with the SC monitoring officer to formally establish current baseline.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage Increase in traffic/visits to the CLD Standards Council online learning platform (i-develop) – measured by the SC. (O)</li> </ul>	<ul style="list-style-type: none"> <li>• CLD Standards Council Training Officer and NA CLD Leads</li> </ul>
	As a result of participation in 'Unlocking STEM in CLD training, each local authority in the Northern Alliance will share 2 case studies evidencing impact of professional learning by end of June 2021).	<ul style="list-style-type: none"> <li>• Track numbers of practitioners taking part in Unlocking STEM in CLD online programme – from a baseline of nil.</li> <li>• Attract x 2 case studies of CLD practice delivery harnessing STEM learning from each local authority area in NA.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Case Studies completed demonstrating evidence of impact of professional learning. (O)</li> <li>• Percentage of CLD practitioners participating in STEM professional learning. (P)</li> <li>• Percentage of positive return on impact of learning from participants In the 'Unlocking STEM in CLD' online programme. (P)</li> </ul>	<ul style="list-style-type: none"> <li>• NA CLD Leads with advice from Education Scotland STEM Development Officer and involving original STEM project collaborators</li> </ul>

## EQUALITIES

PRIORITY <i>Work alongside local authority and national colleagues to:</i>	IMPROVEMENT ACTIVITY (MEASUREABLE AIM)	HOW THIS WILL BE ACHIEVED	EVIDENCE OF PROGRESS (MEASURES)	COLLABORATORS
<b>support schools and ELC Centres across the Northern Alliance to implement an Equality, Diversity and Children's Rights policy.</b>	75% of NA schools and ELC Centres will implement an Equality, Diversity and Children's Rights policy by July 2021	<ol style="list-style-type: none"> <li>Establish a baseline for each of the local authorities.</li> <li>Working group to review existing policies in use.</li> <li>Working group to create a skeleton statement/ policy. (Young People will do this as part of their work on the Policy)</li> </ol>	<ul style="list-style-type: none"> <li>Percentage of NA schools and ELC settings implementing an Equality, Diversity and Children's Rights Policy. (O)</li> </ul>	<ul style="list-style-type: none"> <li>Young people in schools with Equalities groups</li> <li>Education Scotland – links with the Gender Equalities Team for local training and access to research evidence</li> <li>Education Scotland – links to resources re inclusive practice</li> </ul>
<b>create Equality, Diversity and Children's Rights – Training and Curriculum Resources.</b>	<p>Core Equality, Diversity and Children's Rights Training will be created and agreed by June 2020 and used in each NA LA during 2020-21.</p> <p>Curriculum resources for each protected characteristic will be collated and linked to a calendar of key celebrations and events for ELC and schools to access by June 2021 and add to as a library on an ongoing basis.</p>	<ol style="list-style-type: none"> <li>Establish an Equalities Working Group (EWG), including young people, across the Northern Alliance from the member LAs.</li> <li>Share current resources across the NA EWG.</li> <li>Agree a core training programme and linked materials.</li> <li>Pilot training and materials across the Northern Alliance.</li> </ol>	<ul style="list-style-type: none"> <li>Number of LA's engaging in Core Equality, Diversity and Children's Rights Training. (O)</li> <li>Number of Curriculum Resources. (O)</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland – links with the Gender Equalities Team for local training and access to research evidence.</li> <li>Education Scotland – links to resources re protected characteristics and inclusive practice.</li> <li>Stonewall UK</li> </ul>

<p><b>Ensure the voices of children and young people are heard: improvement groups to support equality, diversity and children's rights.</b></p>	<p>Children and young people will be involved in 75% of groups in each NA LA to support equality, diversity and children's rights by July 2021.</p>	<ol style="list-style-type: none"> <li>1. Gather a baseline from schools across the NA re the number of schools with pupil led Equalities groups.</li> <li>2. Track the number of groups, encourage increase in numbers and support staff and pupils where required Guidance promoted with schools on creating a child/young person led group. By June 2020, 30% of secondary schools across the NA will have a pupil led Equalities Group.</li> <li>3. With the help of young people, create a NA 'charter' for equalities and Inclusive practice by September 2020, written from the perspective of the young people, by the young people and monitored and validated by young people from other schools/LAs.</li> </ol>	<ul style="list-style-type: none"> <li>• Percentage of groups to support equality, diversity and children's rights in each LA involving children and young people. (O)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils from Nairn Academy Equalities group and young people from the SAGA group.</li> <li>• Highlife Highland to support the SAGA group</li> <li>• Education Scotland – links with the Gender Equalities Team for local training and access to research evidence</li> <li>• Education Scotland – links to resources re inclusive practice</li> </ul>
<p><b>Championing Equality and Diversity e.g. through the Rights Respecting Schools (RRS) programme (Unicef).</b></p>	<p>By June 2021 60% of NA schools will have engaged at some level with the UNICEF RRS programme.</p>	<ol style="list-style-type: none"> <li>1. An identified lead within each local authority, named within the Service Level Agreement (SLA), will promote the RRS programme.</li> <li>2. Track and monitor the involvement of schools in the RRS Programme and report termly as a NA Workstream. (Baseline 42% December 2019).</li> <li>3. Track the use of the Children's Rights Impact Assessments and Equalities Impact Assessments across local authorities and highlight best practice.</li> </ol>	<ul style="list-style-type: none"> <li>• Percentage of NA schools which have engaged with UNICEF RRS programme. (O)</li> </ul>	<ul style="list-style-type: none"> <li>• Education Scotland – links with the Gender Equalities Team for local training and access to research evidence</li> <li>• Education Scotland – links to resources re inclusive practice</li> <li>• UNICEF representative</li> </ul>

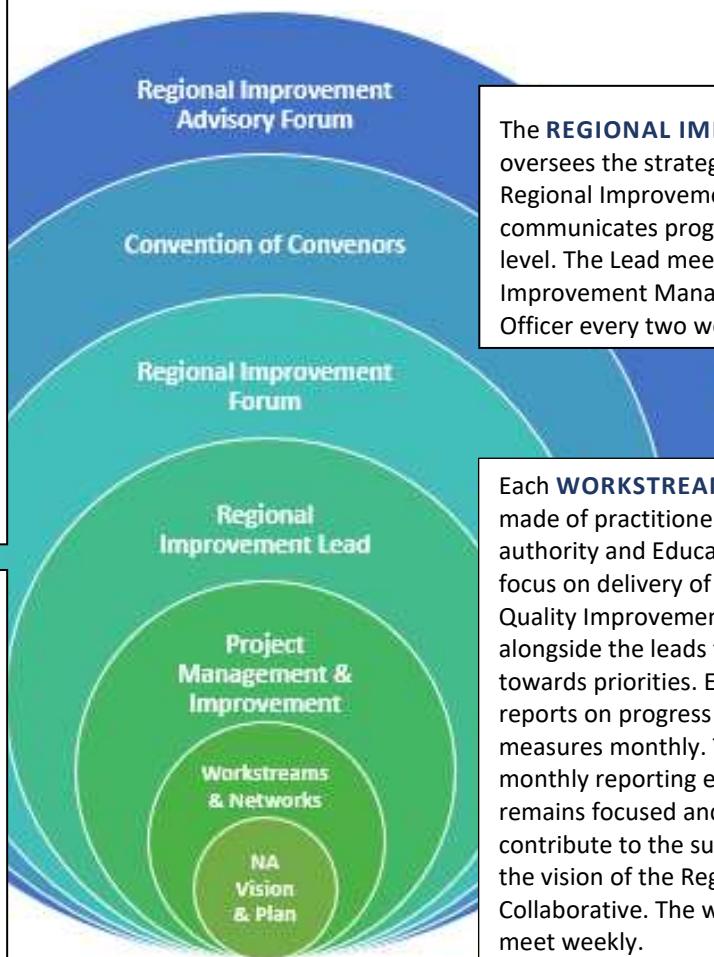
## IMPLEMENTING THE PLAN

### GOVERNANCE STRUCTURE

The governance of the Northern Alliance is designed to ensure a focus on collaboration at all levels with improving outcomes within an empowered system at the heart of our work.

The **REGIONAL IMPROVEMENT FORUM** is comprised of senior officers from the eight local authorities, the Regional Improvement Lead, Quality Improvement Manager and Project Officer as well as the Senior Regional Advisor from Education Scotland. The Regional Improvement Forum develops the Improvement Plan, agrees priorities and workstreams, scrutinises performance and allocates appropriate resources in order to drive improvement across the Regional Improvement Collaborative. This forum meets every two weeks.

**PROJECT MANAGEMENT AND IMPROVEMENT** is facilitated by the Quality Improvement Manager, Project Officer and Research Assistant. This group meets once per month to oversee the development of the improvement plan and monitor progress within priorities. This group also reports quarterly on priority progress to the Regional Improvement Forum, Regional Advisory Forum and Convention of Convenors.



The **REGIONAL IMPROVEMENT LEAD** oversees the strategic direction of the Regional Improvement Collaborative and communicates progress at a national level. The Lead meets with the Quality Improvement Manager and Project Officer every two weeks.

Each **WORKSTREAM** has a network made of practitioners from each local authority and Education Scotland, to focus on delivery of the workstream. The Quality Improvement Manager works alongside the leads to ensure progress towards priorities. Each workstream lead reports on progress using outcome measures monthly. The process of monthly reporting ensures activity remains focused and continues to contribute to the successful delivery of the vision of the Regional Improvement Collaborative. The workstream leads meet weekly.

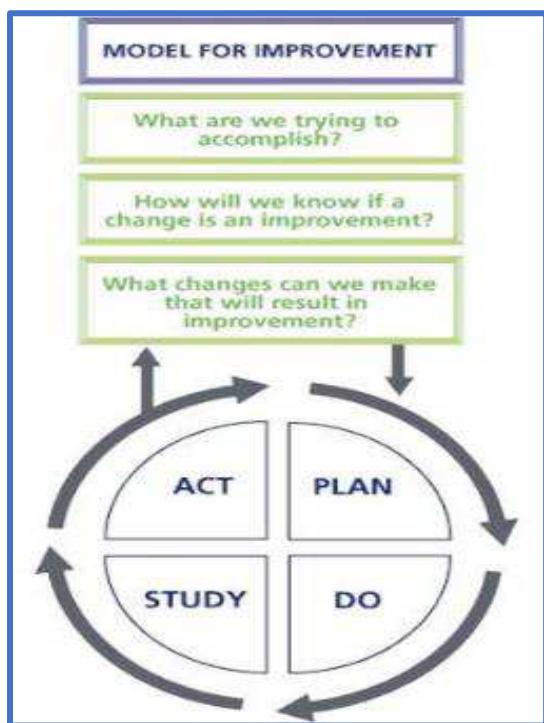
The **CONVENTION OF CONVENORS** is comprised of Education Convenors/Vice Convenors, Chairs/Vice Chairs and senior officers from the eight local authorities. The role and purpose of the group is to discuss, scrutinise and advise on the strategy of the Northern Alliance to ensure key objectives are met and to ensure each local authority has a strong voice in the work of the Regional Collaborative at a political and senior officer level.

The **REGIONAL IMPROVEMENT ADVISORY FORUM** is comprised of representation from senior education officers, local authority Education Convenors/Chairs, Head Teachers, Educational Psychology, Children's Services, Higher Education, LNCT and Public Health, and includes links from Education Scotland, Care Inspectorate and the Scottish Government. The role of the Regional Improvement Advisory Forum is to scrutinise, support and challenge the work, progress and priorities of the Northern Alliance, the Improvement Plan and strategy. Acting as a 'critical friend' the Advisory Forum will review the reporting performance and associated activities of the Regional Improvement Plan.

## IMPROVEMENT METHODOLOGY

In order to understand whether changes made within priorities actually lead to improvement, the Northern Alliance workstream leads use an improvement methodology called the ‘Model for Improvement.’ This is a simple yet powerful tool for accelerating improvement, which has two parts:

- **The Thinking Part** – three key questions to help us plan for improvement
- **The Doing Part** – the PDSA (Plan-Do-Study-Act) cycle which supports us to test and implement changes. The PDSA cycle enables us to determine if the change is an improvement.



### SETTING AIMS

Improvement requires setting aims. The aim should be time-specific and measurable; it should also define the specific population that will be affected.

### ESTABLISHING MEASURES

Teams use quantitative and qualitative measures to determine if a specific change actually leads to an improvement. Measures are closely linked to the aim.

### SELECTING CHANGES

All improvement requires making changes, but not all changes result in improvement. Therefore, through looking closely at our data, we can identify the changes that are most likely to result in improvement.

### TESTING CHANGES

The Plan-Do-Study-Act (PDSA) cycle is shorthand for testing a change in the real world — by planning it, trying it, observing the results, and acting on what is learned.

The Northern Alliance Workstream Leads have all engaged in ‘Model for Improvement’ professional learning and as a result, have developed:

- Measurable aims and a measure plan for each priority.
- Theories and change ideas to test whether they impact on process and outcome measures.
- Processes for tracking data over time to help them understand whether a change is leading to an improvement.

## DATA FOR IMPROVEMENT

Every month workstream leads capture progress within their own workstreams. The Project Management and Improvement team also capture progress across the RIC using the following methods and data sources:



Every quarter, the central team meet to analyse data and identify appropriate next steps. A report sharing outstanding aspects of improvement is created and shared with the Regional Improvement Forum, Regional Advisory Forum and Convention of Conveners. The process for Session 2020-21 is outlined below:

### NORTHERN ALLIANCE IMPROVEMENT PROCESS 2020-2021

August 2020

Monthly

Quarterly

June 2021

Working with their networks, workstream leads will develop a measurable aim and measure plan for each of their priorities.  
Model for Improvement CLPL will support this activity.  
Data collection plans will facilitate capturing data over time

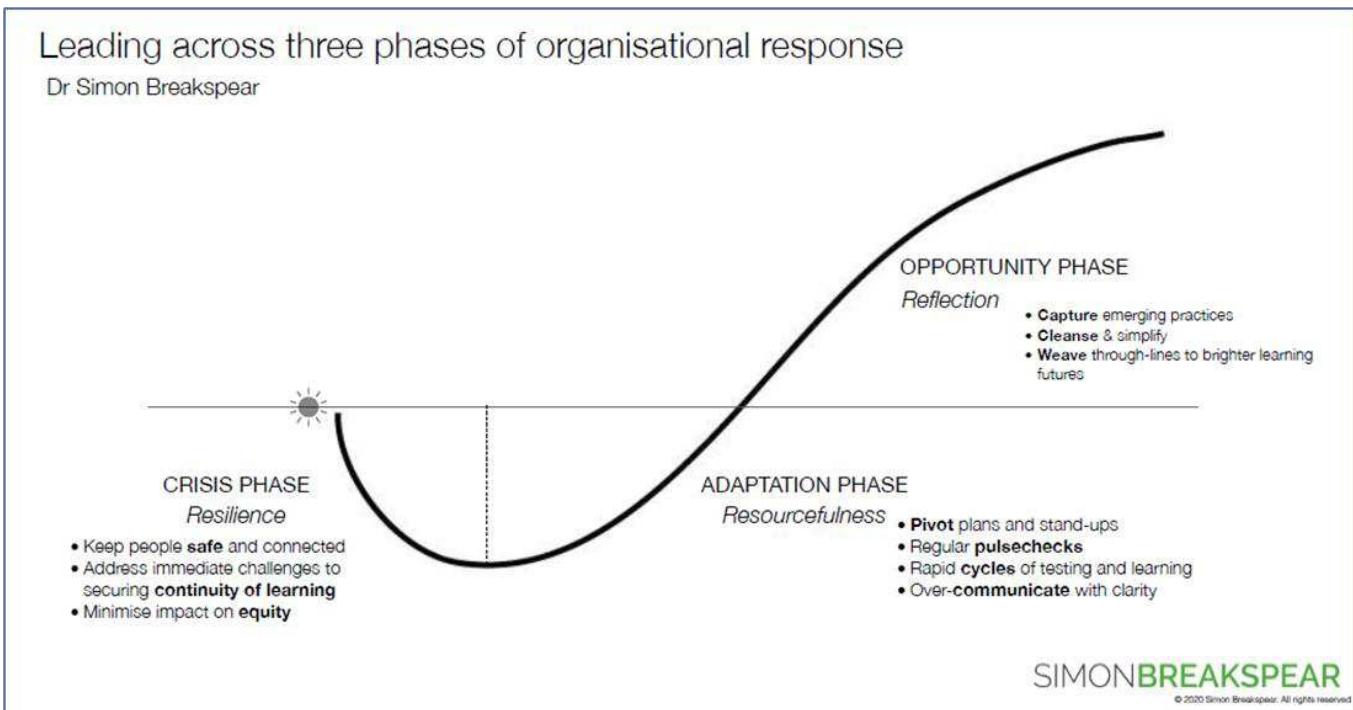
Workstream leads update priority progress monthly.  
PM&I workstream meet monthly to analyse RIC data and identify outstanding aspects. In addition, update data dashboard and report back to central team

Quarterly data meeting of RIC central team to feedback on progress and identify next steps. Quarterly data updates produced for RIF, Convention of Conveners and Regional Advisory Forum

End of year meeting of central team to evaluate progress and identify next steps in order to inform next iteration of RIC improvement plan

## APPENDIX 1: BUILDING BACK BETTER – NORTHERN ALLIANCE DRIVERS FOR RENEWAL

As colleagues emerge out of the ‘Crisis Phase’ and begin to look at how approaches are adapted to a new way of doing things, the Northern Alliance Central Team has developed a plan for recovery and renewal based on Simon Breakspear’s ‘3 Phase Model’:



COVID-19 has accelerated shifts in education. Reflecting on learning throughout this period has highlighted what should be kept within the Northern Alliance improvement plan in responding to Covid-19. It has also highlighted what is important in moving forward:

- **Agile ways of working** - Harnessing new platforms, norms and routines in how we work, collaborate and communicate.
- **Building relational capital** - Strengthening trust, connections and collaboration, reducing competition and silos.
- **Digital learning transformation** – adapting and exploring our approaches to learning and being online
- **Working alongside one another** – to explore new and emerging practices in learning and teaching

This will influence how the Northern Alliance drives forward improvement within the four NIF priorities which shape our existing Regional Improvement Plan:

- **IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY AND NUMERACY**
- **CLOSING THE POVERTY RELATED ATTAINMENT GAP, PARTICULARLY BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN AND YOUNG PEOPLE**
- **IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING**
- **IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE**

In order to break down these aspirations into actions, a central team driver plan has been developed, which will sit alongside our Northern Alliance improvement plan – acting as a driver for its priorities.

Broad themes have been developed to explore over time, working alongside local authority and Education Scotland colleagues – both as a central team and within individual workstreams. Themes are agile in order to respond to the future as it evolves.

### Northern Alliance Drivers for Renewal – Building Back Better

June 2020 – August 2022

#### **Agile ways of working - *Harnessing new platforms, norms and routines in how we work, collaborate and communicate.***

- Improve communication and information sharing
- Plan a coherent, flexible CLPL programme informed by educator need.
- Use improvement methodology as a framework to support improvement and the evaluation process
- Further develop systems to enable more effective:
  - Sharing practice
  - Access to resources
  - Access / signposting to guidance and support

#### **Building relational capital - *Strengthening trust, connections and collaboration, reducing competition and silos.***

- Build shared understanding and ownership of our NA vision: One RIC: One Strategy: clear coherent and contextual
- Develop our approaches to online collaboration and engagement
- Improve consistency, quality and equity of access to purposeful collaborative opportunities

#### **Digital learning transformation – *adapting and exploring our approaches to learning online***

#### **Working alongside one another – *to explore new and emerging practices in learning and teaching***

- Capture information and learning from the Covid-19 situation at all levels of the system
- Work alongside colleagues to understand the recovery phase and the operational and pedagogical implications.
- Work collectively in collaboration (LA's and partners) to identify gaps during the recovery phase
- Adapt current practice and explore alternative approaches to learning and teaching
- Enquiry based approach to Learning and Teaching based on 'Learning from Lockdown'