West Partnership Progress Update October 2023 – Appendix 1

Contents

Programme Overview 2
Leadership, Empowerment, and Improvement Progress Update 3
Workstream outcomes: 3
Key progress and highlights in achieving your outcomes this reporting period 3
Impact to date in achieving the workstream outcomes: 3
Can you share any learning on what has worked well? 3
Can you share any learning on what has worked less well or could be improved? 4
Detail any slippage and risk from workstream planner 4
Wellbeing for Learning Progress Update 5
Workstream outcomes: 5
Key progress and highlights in achieving your outcomes this reporting period 5
Collaborative Activities 5
Impact to date in achieving the workstream outcomes: 5
Can you share any learning on what has worked well? 7
Can you share any learning on what has worked less well or could be improved? 8
Detail any slippage and risk from workstream planner 8
Curriculum, Learning, Teaching and Assessment Progress Update 9
Workstream outcomes: 9
Key progress and highlights in achieving your outcomes this reporting period 9
Impact to date in achieving the workstream outcomes: 10
Can you share any learning on what has worked well? 11
Can you share any learning on what has worked less well or could be improved? 12
Detail any slippage and risk from Workstream planner 12

GLASGOW CITY REGION Education

Programme Overview

The workstream lead officers for Curriculum, Learning, Teaching and Assessment and Wellbeing for Learning took up post with the West Partnership in August 2023. This session, work has taken place to transition lead officers into the core team. Workstream lead officers have developed clear outcomes and measures to demonstrate the impact of their work as well as data planners which will be regularly monitored by the Programme Manager and data team to ensure that data is regularly gathered and analysed for evaluation reports. All members of the core team have completed mandatory induction training such as GDPR and Child Protection.

The central risk register for the West Partnership has been updated by the Programme Manager and workstream lead officers have reviewed for any emerging risks. This will be reviewed regularly by the board. A comprehensive communications plan has been created by the new Communications Officer. The officer will work closely with lead officers to ensure that activity is clearly communicated on a range of platforms and ongoing support will be provided to expand the reach of the Partnership.

During the summer, a small group was convened to focus on the self-evaluation statement and supporting evidence for the Regional Improvement Collaborative (RIC) Review. A robust package of information was submitted to the Scottish Government which included input from the Robert Owen Centre and Education Scotland. Initial feedback from Scottish Government has been overwhelmingly positive:

> *"The documentation demonstrates strongly the Partnership's core activity, governance and strategic purpose, it's programme-based approach, the centrality of evidence and evaluation across all programme levels, and the focus on excellence, equity and empowerment."*

The sections below detail the progress of each workstream and detail where risks of slippages have been identified. Two risks exist across all workstreams and have not been included in individual workstream plans. These are 1) consistent IT difficulties which limit the team's capacity to collaborate as accessing shared documentation and resources is limited and 2) difficulties around accessing venues which can be used to accommodate professional learning events with medium to large participant numbers.

Leadership, Empowerment, and Improvement Progress Update

Workstream: Leadership, Empowerment, and Improvement
Workstream Lead: Alison Drever

Workstream outcomes:
1. Participants demonstrate changes to practice which will enhance the learning experience for children and young people through engaging in individual and collaborative activities, by June 2024.
2. Participants report increased confidence and understanding in:
- their own leadership
- the use of data to drive improvement; and
- leadership of learning
through engaging in individual and collaborative activities by June 2024.

Key progress and highlights in achieving your outcomes this reporting period
Most of the LEI activity runs over the course of one year to 15 months. The early stages of programmes in the LEI workstream focus more heavily on outcome two. Evidence gathered over term one indicates that almost all participants' confidence and understanding has increased as a result of participation in LEI programmes and activity that are underway. Some activity, such as two of the four Mudd Partnership Hexagon Coaching groups, is not scheduled to start until later in the session. This is to allow participants to choose timescales that are suitable for them.

Impact to date in achieving the workstream outcomes:
Qualitative data from Thinking About Headship's 50 participants saw them describe the impact of day one in two main areas. The first is around cross-authority and sector networking, for example *'Great opportunity to network.'* and *'Conducive to building trust and relationships'.* The second is focused on their own leadership, for example *'Great start to reflecting on my own skills and values.'* and *'Gained great understanding of vision, values and importance of ethos in school which reflect the HT.'*

Improving our Classrooms (IOC) has over 140 participants across all eight local authorities this session. The proportion of secondary participants has increased significantly. The evaluations from professional learning sessions that have taken place so far indicate that 92% of participants have improved knowledge and understanding in at least one aspect of learning and teaching. Some examples of this are included below.

80% of respondents improved their knowledge and understanding of the effective use of learning intentions and success criteria.
78% of respondents improved their knowledge and understanding of how to use questioning effectively in their classroom.
73% of respondents improved their skill and ability to apply effective differentiation in their setting.
82% of respondents improved their knowledge of the range of policies and other factors that influence their classroom practice.

Can you share any learning on what has worked well?
In IOC, some areas of learning and teaching show higher levels of improvement than others. Two examples of this are given below:

93% of respondents improved their knowledge and understanding of the impact of effective questioning.
86 % of respondents improved their knowledge and understanding of how to use feedback effectively in their classroom.

GLASGOW CITY REGION Education

There are at least two possible reasons for this. The teachers have greater development needs in these areas or the professional learning provided has met their needs very well. Further evaluation is required to better understand this and determine if there is a different reason these sessions show a higher level of change than others.

Can you share any learning on what has worked less well or could be improved?
Activities in this workstream are at a relatively early stage and therefore feedback of this nature is not currently available. Feedback is gathered across the delivery of programmes and used to identify areas for continual improvement.

Detail any slippage and risk from workstream planner
Progress with the launch of Focus is dependent on the completion of DPIAs and incorporation of a Minute of Variation (MOV) into all data processing agreements. The MOV is being reviewed by legal teams in most local authorities. The recent letter from the ICO regarding the use of the Scottish Candidate Number and any future implications for Focus are also being considered by the group.

Wellbeing for Learning Progress Update

Workstream: Wellbeing for Learning
Workstream Lead: Fiona MacKenzie

Workstream outcomes:

1. Through engaging in collaborative activities, all participants are able to demonstrate an improvement in their practice which enhances the learning experience for children and young people by June 2024.

2. By June 2024, professional learning participants will demonstrate an increased understanding of wellbeing topics and will have an increased level of confidence to implement practice change that will benefit children and young people.

3. By June 2024, through engaging in specialist networks, Cross-authority collaborative work will have an impact on wellbeing practice.

Key progress and highlights in achieving your outcomes this reporting period

Collaborative Activities
Practitioners across The West Partnership have been offered two approaches to support collaboration within the WfL Workstream this session:

1. Collaborative action research (CAR) in partnership with the Robert Owen Centre (ROC), supporting the analysis of trauma informed practices (Keeping Trauma in Mind (KTIM)) and interventions to improve Attendance.

2. Local authority based research tools; Family Learning Enquiry series using the Glasgow Improvement Challenge Family Learning Team Planning and Evaluation Toolkit

These structured forms of collaboration and enquiry focus on improving outcomes for children and young people. They support ongoing school improvement processes and articulate with existing self-evaluation activities.

Professional Learning
Professional learning opportunities designed to increase understanding and support practice change show attendance from all local authorities and sectors. Themes covered by twilight and in-person training have included supporting learners, families and communities, UNCRC, and Young Leaders of Learning. Analysis of the 396 completed practitioner evaluations collated to date demonstrate improvements in knowledge and understanding and confidence to enact changes to practice.

Specialist Networks
Cross-authority collaboration has continued across the specialist networks with plans for improvement outlining strategic outcomes and measures. Examples of activities planned for this session include support for those establishments undertaking the Attendance CAR, Support for Learning Assistant training materials, and good practice sharing activities.

Impact to date in achieving the workstream outcomes:
Across 9 professional learning events, we have received 417 complete evaluations, with 86% of respondents improving their knowledge and understanding whilst 83% have improved their confidence. In total, 90% of evaluation respondents noted an improvement in at least one area (knowledge/understanding or confidence). Following attendance at the Wellbeing for Learning professional learning events, practitioners reported the following for individual activities:

Inclusion in the Early Years: 89% of practitioners increased their knowledge/understanding and 74% increased their confidence to implement change.

- *'Cascade information to colleagues to ensure consistency across practitioners and playrooms'; 'Thinking of more ways to improve gender balance and how we represent different nationalities';* '*Having relevant and different professionals hosting was amazing all from different sectors'* and *'It was hands on with lots of interactive and collaborative working'*.

Play in Response to Trauma: 90% of practitioners increased their knowledge/understanding and 86% increased their confidence to implement change.

- *'Increased knowledge and understanding about the power of play to support the wellbeing of pupils, in particular, children who have experienced trauma. I will be more creative in my thinking!'*; *'This training will allow me the opportunity to identify children displaying trauma within their play and will allow me to develop strategies to minimise the impact on others while allowing the child to express their needs and wants safely'; 'A really beneficial presentation - great expertise and knowledge shared today that will be invaluable moving forward (within my practice/in the classroom)'.*

Keeping Trauma in Mind CAR (Days 1&2): 78% of practitioners increased their knowledge/ understanding and 89% increased their confidence to implement change.

- Qualitative evidence will be generated over the course of the collaborative action research projects as they are undertaken in establishments. Collection date for this data is May 2024.

Primary Circle: 95% of practitioners increased their knowledge/understanding and 97% increased their confidence to implement change.

- *'Cascading what I've learned to staff to further support pupils and seek to achieve smooth transitions in learning environments and engagement'; 'Using the scales will be very beneficial to supporting inclusive practice in a very structured way ensuring a shared understanding and expectation across the school'; and 'A very well presented training with a knowledgeable lead. Opportunity to have discussions with colleagues from other authorities was useful and enlightening'.*

Secondary Circle: 95% of practitioners increased their knowledge/understanding and 78% increased their confidence to implement change.

- *'Share with colleagues and implement consistency across my faculty'; 'We hope to begin to develop a whole school approach to the use of CIRCLE to enhance our processes for meeting needs - this will be part of our SIP for session 24/25'; 'I am confident with my inclusive practice. This session has introduced me to a tool that I can use and that my school can use to improve our Whole School approach to inclusion. I have also come away with a structured tool to further support some of our most vulnerable pupils who are not managing their mainstream context'; 'A pupil version would be useful to then allow comparison'.*

Children's Rights: 81% of practitioners increased their knowledge/understanding and 75% increased their confidence to implement change.

- *'Developed my understanding of organising the rights as well as underlying principles. This allows me to more effectively refer to key rights when in discussion with children. I am also able to be more reflective on the ways in which children's rights are infringed, within the school and the wider world e.g. ASN support and relevant resources'; 'Has given me more confidence with the direction we are taking with rights based practice and children's rights within the early years and sparked ideas on how best to share information with parents'*

Foundations of Family Learning: 66% of practitioners increased their knowledge/understanding and 66% increased their confidence to implement change.

- *'I'm now aware of the WP Self-Evaluation Framework and will use this in future'; 'I will read the framework strategy and consider ways to further develop parental engagement in family learning'; 'Use research from key documents to inform future practice. Some great ideas shared that I will use in my own establishment'; and 'The event gave me the opportunity to hear how others develop their family engagement within their settings and also gave me some new documents that I can research to improve our practise'.*

Family Learning Enquiry: 85% of practitioners increased their knowledge/understanding and 87% increased their confidence to implement change.

- *'The toolkit is an excellent resource and will help me in planning impactful family learning experiences in my school'; 'I will be more confident in my knowledge and skills of planning, organising, implementing and evaluating our programmes'; 'Thoroughly enjoyed the session and it was great to have time built in to have a look at the toolkit. Can't think how the session could have been improved'.*

YLL Local Authority Staff Training: 93% of practitioners increased their knowledge/understanding and 97% increased their confidence to implement change.

- *'Already engaged with materials from Education Scotland. Looking forward to working within the programme with partnership school'; 'I will explore HGIOURS with children to identify potential theme'; 'I am really impressed with how well you support professional learning. I emailed a query about the YLL as I struggled to find information about its implementation on the Education Scotland website (I did come across an introduction to it for parents/carers). [ES colleague] emailed me and kindly shared the link to the training today which I have been able to join as my authority is currently on holiday. I am now far more knowledgeable through this act of kindness and willingness to share'.*

Can you share any learning on what has worked well?
Qualitative data from in-person/day events, highlights top two themes as: 1) time to engage with learning; and 2) opportunity to participate in professional dialogue across establishments and local authorities. 611 practitioners have engaged with the Wellbeing for Learning Workstream activities since the beginning of this session, with a 68% return rate on questionnaires.

- ~ 96% found the event useful.
- ~ 97% said the event was well organised.
- ~ 94% said the length of the event was appropriate.
- ~ 97% said they would recommend West Partnership events to colleagues.
- ~ 88% said they could put learning from the session into practice.

Interest for Primary Circle Event was very high. Wellbeing for Learning WLO will link with ES partners to identify how this could be further developed.

GLASGOW CITY REGION Education

Can you share any learning on what has worked less well or could be improved?

In-person events require high level of participant management. Staff shortages and school pressures often prevent attendance. This may result in the establishments who are in greatest need of support being unable to access it. Scheduling of Specialist Network meetings to ensure all local authorities are represented and progress is made towards agreed outcomes is challenging.

Detail any slippage and risk from workstream planner
PSHE specialist network group not making impactful progress as of June 2023 due to staff turnover and lack of balanced representation from all authorities. Representatives requested from all Local Authorities (Sept 2023) to sit on new Primary PSHE and Secondary PSHE networks.

Curriculum, Learning, Teaching and Assessment Progress Update

Workstream: Curriculum, Learning, Teaching, and Assessment, including West OS and Assessment and Moderation
Workstream Lead: Liz McTiernan

Workstream outcomes:

1. Specialist networks will provide opportunities for collaboration which improve the learning experience of children and young people by June 2024

2. Through engaging in collaborative activities, all participants are able to demonstrate an improvement in their practice which enhances the learning experience for children and young people by June 2024.

3. Through participating in West Partnership activities, participants report greater confidence in their practice which enhances the learning experience for children and young people by June 2024.

West OS

1. By June 2024, an increase in engagement from all LAs across the partnership.

2. By June 2024, practitioners report a positive impact on children and young peoples' learning and on their own practice as a result of using BGE/SP Live in the classroom and West OS resources in the classroom/ and or at home.

3. By June 2024, children and young people report a positive impact on their own learning as a result of using West OS in the classroom and/or at home.

Assessment and Moderation

1. Through engaging in specialist networks, there is an increase in the number of impactful collaborative developments and activities being undertaken in the West Partnership which improve the learning experience for children and young people by June 2024.

Key progress and highlights in achieving your outcomes this reporting period

CLTA

- The success of last session's Primary Curriculum Programme has led to a new cohort being established for 2023/24, with 24 schools and 48 practitioners taking part. Completion of Collaborative Action Research will allow participants to demonstrate improvement in their practice that will enhance learning experiences for children and young people.
- A very successful Cohort 1 of the Spotlight on Effective Practice programme will close this week. 333 practitioners were registered for this programme which consist of hour long sessions focusing on pedagogical improvement to enhance learning and teaching.
- Specialist Network Groups work collaboratively to drive improvement across our Local Authorities. A web based resource has been developed collaboratively to offer a clear framework for developing a shared vision, creating enabling environments and supporting skilled and knowledgeable practitioners. Another strong example is the work of the Maths Specialist Network who are facilitating our Annual Maths Conference with representation across our Local Authorities leading workshops. Planning for the next iteration is well under way and will run in November.
- Assessment and Moderation Toolkit - The intended outcome for this toolkit is to have highly skilled and confident practitioners who can deliver high-quality learning experiences that are motivating and meaningful for all children and young people in order to maximise their successes and achievements. (HGIOS 2.3)

GLASGOW CITY REGION Education

- Secondary BGE Moderation groups have been established across 6 curricular areas, where 7 of 8 LA are engaged. The intended outcome of this is to increase confidence around A+M for Secondary practitioners and increase collaboration across the WP through planning and moderating ongoing assessments.
- West OS will continue to build upon the BGE live element and deliver a series of lessons on key themes such as: Mental Health, STEM and My Diverse Scotland. West OS continues to collaborate with industry experts to deliver lessons that are engaging and that promote critical thinking.
- Effective partnerships with Education Scotland continue to ensure that Workstream programmes and specialist networks had national representation and that key messages were consistent.

Impact to date in achieving the workstream outcomes:

CLTA (with A&M)
Whilst we are in the early stages of evaluating the workstream's activities, initial evaluation responses are positive. From 7 activities in this academic session so far, we have received 408 evaluations. Overall headline figures are as follows:

- 96% of evaluation respondents said they would be likely to recommend West Partnership professional learning events to their colleagues.
- 78% of evaluation respondents have improved in at least one area (knowledge/understanding or confidence) after participating in our activity.
- 76% of evaluation respondents said that they would be able to use learning from the activity to change their practice.
- 73% of evaluation respondents have improved their confidence in the area related to our activity.
- 72% of evaluation respondents have improved their knowledge/understanding in the area related to our activity.
- 100% of evaluation respondents have said that the A+M Self-Evaluation toolkit is useful to allow for self-evaluation of A+M practices.
- 94% of evaluation respondents have said that they would recommend the BGE Moderation planning session to colleagues.

A selection of qualitative responses from the sessions are provided below:

I thought this was a fantastic, varied, and informative session. It was very well organised, particularly considering the volume of participants. I found each section very valuable.

Really good delivery of child development and different approaches to support this in early years and highlighting the importance of relationships and nurture.

Session was so informative, and I will continue further reading and exploration of this area to ensure high quality teaching interactions with my pupils. Thanks for a great session.

Thank you so much that was incredibly interesting, and I feel I have gotten so much from this. Thank you again can't wait to cascade this to our staff.

This will improve my confidence and knowledge of planning for assessment as I move towards full GTCS registration.

Definitely feel more confident in assessing children using different methods, more confident in using high quality assessment

West OS

Attendance at BGE live remains consistent with over 74 schools attending mental health lessons. Sign up for further planned lives shows over 100 schools have signed up for further Mental Health lessons, 50 BRL, 45 National Galleries, and 40 Financial Education.

Almost all practitioners and young people that complete evaluations agree or strongly agree that the lessons are engaging, help them to understand a new idea/ concept and that that young people learn from them.

A selection of qualitative responses from the sessions are provided below from practitioners:

"It had a good pace and the presenter was engaging"
"My class were fully engaged throughout, and I liked the interactive discussions in the chat"
"I think the session was pitched at the perfect level so the children could understand some very difficult concepts as they were explained really well"

Learner feedback:

"I liked the part about the steps to learning, the four different types of mistakes and learning to cope with your mistakes"
"It was interesting and I loved the strawberry video"
"I liked learning about what affects the environment and it will help me to stop wasting stuff- the lesson was perfect like that"

Can you share any learning on what has worked well?

CLTA

- The Spotlight on Effective Practice sessions continue to engage practitioners and highlights to success of cross Workstream (LEI/IOC) activity. Feedback from evaluation has been positive and will allow growth and development for the next Cohort.
- Specialist Network Groups continue work together with representation across the LAs to achieve common goals. Strong examples of this work include a practitioner professional development offer focused on the Principles of Effective Learning in Play and Enquiry. This series had 856 practitioners sign up for online sessions. Data from visits to the new webpage will also confirm the success of engagement with sessions.

West OS

- West OS weekly update to schools has really helped to increase BGE live sign ups and allows West OS to highlight new resources, masterclass information and breaking news for our Parent Channel. Schools are contacting West OS and signing up to the mailing lists after each update. A connection and relationship is being fostered more tightly with schools across 8 LAs.
- Four "curriculum-specific" podcasts were created to enhance learning and teaching and help learners to understand their own learning on a deeper level. Teachers have commented that they like these shorter but more focussed soundbites and have used the accompanying resources to great effect.
- West OS Ambassador Pilot- schools are working on promoting West OS across their school and informing their peers and teachers about how to utilise the resource. They have been highly visible and present on social media, and this has sparked interest from other schools who are also keen to have West OS Ambassadors.
- Partnership working with TIE has allowed a series of live lessons to be created and will explore stereotypes and language. This has allowed West OS to ensure representation as next Masterclass will feature football player and LGBTQ+ campaigner- Zander Murray.
- Having a commissioned resources approach is smoother, tighter, and allowing for more specific and higher quality video content.

- The pilot programme My Diverse Scotland has started with a teacher webinar to build confidence in practitioners when delivering anti-racist education. Feedback has shown that all practitioners felt more confident after attending the session. All attendees found the resources extremely useful and stated they were extremely relevant to their own teaching practice.

Assessment and Moderation

- Secondary BGE Moderation Programme has seen excellent attendance and very positive feedback thus far. It is hoped that a further 6 curricular areas can take part next session.
- The A+M Self-Evaluation Toolkit has been positively received and is being used both across the RIC and nationally. There is an offering to all RICs to receive the training, which has been taken up by the Northern Alliance and the South West Collaborative.
- The ASN Specialist Network is engaging in moderation this session, including the collaborative planning of assessments. All 8 LA have practitioners engaged in this programme.

Can you share any learning on what has worked less well or could be improved?

From self-evaluation of programmes and Workstream discussions gaps were identified and the following programmes and improvements now feature in the 2023/2024 Workstream activity:

- A clear focus on 'Teaching Sprints' within the Pedagogy Partnerships programme will allow practitioners to reflect on their Pedagogy and make incremental changes to their teaching practice based on current research. Programme begins 25th October.
- A specialist network focussing on guiding principles in relation to tracking and monitoring for practitioners will ensure that there is consistency across The West Partnership.
- From evaluation of the Assessment and Moderation specialist network a gap was highlighted within BGE Secondary. As a result of this, moderation meetings will take place focussing on specific subject areas within the BGE for Secondary practitioners. This will ensure there is a shared understanding of national standards and expectations across schools in the West Partnership

Detail any slippage and risk from Workstream planner

Slippage identified from programmes in CLTA

- BGE Secondary programme. Some schools did not re-engage after the summer break despite communication being maintained. To minimise the impact of this we have ensured that the programme continues to have high impact by engaging practitioners with relevant content and speakers. More schools have since signed up.

Risk identified as:

- ASN Moderation programme – some practitioners not able to participate in the planning session/facing technical issues hindering them from being fully involved. To minimise this next session the planning session will be done in person to allow for participants to change groups with ease if any are absent from their group.
- LA request for targeted participant registration for Cohort 1 of Pedagogy Partnership programme has led to some LAs not taking up their allocated representation. Registration through universal sign up will be the method for engaging participants for Cohort 2 and 3.