

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

19 AUGUST 2021

Report by Director of Education

DRAFT BUILDING BACK BETTER AND FAIRER FRAMEWORK 2021 - 2022

PURPOSE OF REPORT

1. The purpose of the report is to seek elected member approval for the Education Department's draft Building Back Better and Fairer Framework 2021 - 22.

RECOMMENDATION

2. Elected members are asked to approve the attached draft Building Back Better and Fairer Framework 2021 – 22.

BACKGROUND

3. Members will be aware that there are well established and effective systems in place within East Renfrewshire to support schools and services to improve continuously. The Local Improvement Plan 2021-24 sets out the key areas for improvement over the next three years. The 2021-24 plan was approved in January 2021.

4. Since March 2020, establishments and communities have all been affected by the Covid-19 pandemic, including two extended periods of school closure with children and young people learning remotely.

5. East Renfrewshire schools have responded very well to these periods of disruption, regular reports on the recovery of schools and nurseries, and the wider department, have been considered by the Education Committee over recent months and more widely at Council. Specifically, the Committee considered a report on the quality of remote learning provision at the meeting of 11 March 2021 and at the meeting of the 22 April 2021, Committee considered a report on the approach to Getting it Right for Every Child, hearing presentations from schools on their focus on supporting young people throughout the challenges experienced over the last 18 months.

6. During the most recent school closure 96% of pupils were engaging well through remote learning. Almost all our schools reported that children have continued to make progress during this time and are working towards appropriate learning targets and goals. Schools have addressed gaps in learning by selecting appropriate interventions and strategies based on evidence from robust analysis of data, effective self-evaluation and research. Through an external scrutiny exercise undertaken by Education Scotland, the approaches of schools across East Renfrewshire were endorsed with recognition of the supports in place.

7. Nationally, a number of reports have highlighted the impact of Covid-19 on educational outcomes, including the Equity Audit and the 2021 Audit Scotland report. More generally in relation to equity, the Scottish Government and Education Scotland have provided evidence of the impact of the Scottish Attainment Challenge on addressing the poverty-related attainment gap.

8. It is important that we consider how we address the specific challenges brought about by the Covid-19 pandemic and, more widely, how the Education Department continues to address the inequalities of outcomes that exist for different equity groups and delivers the department's vision of *'Everyone Attaining, Everyone Achieving through Excellent Experiences'*.

REPORT

9. Following the initial school closures in spring 2020, the Education Department had discussions with staff, parents and pupils on what went well over lockdown, what could be improved and what learning took place. A number of key themes were highlighted.

10. In relation to what had gone well, stakeholders highlighted:

- Children's response to the changes and impact of the pandemic – children demonstrated resilience and it had resulted in some learners who were more independent.
- The quality of support for families and children - including partnership working, the remote learning offer and the particular focus on vulnerable learners. The value of video lessons as a support was highlighted, particularly for pupils with additional support needs.
- Support for staff – the importance of professional learning opportunities particularly for developing digital skills.

11. Feedback in terms of improvement focused on:

- Need to continue to improve IT provision – including addressing network problems and investing in more devices.
- The importance and need for more opportunities for clubs and extra-curricular activities.

12. The Education Department consulted further with staff and pupils following the return to school for all pupils in April 2021. A number of areas were identified where we could capitalise on changes that had been made during the pandemic, including:

- Use of Digital Technology – continue to invest in appropriate digital approaches with staff, pupils and parents, including provision of more devices and professional learning to support digital skills and pedagogical approaches.
- The importance of a holistic approach to education focusing on support for mental and physical health and wellbeing.
- Communication – benefits of using a wider range of approaches to communicate with all stakeholders.
- Targeting support to address impact of Covid-19 – aligning additional support with existing resources and maximising impact for children and young people.

- The importance of reviewing and refreshing the curriculum and enhancing our collaborative and empowered approaches to improvement.

13. The draft framework (included in Appendix 1) seeks to take account of these areas and establish the key priorities required to support schools and services as they seek to recover following the Covid-19 pandemic. The framework is designed to complement the activities set out in the Local Improvement Plan (LIP), identifying particular areas of focus over a 15 month period, with the LIP setting out the wider areas for improvement over a three year period (2021-22 to 2023-24). As a single page, the framework has been designed to provide a clear simple summary of the high level priorities for improvement.

14. The framework is organised under the department's vision statement of *Everyone Attaining, Everyone Achieving through Excellent Experiences* and reflects the key drivers of the National Improvement Framework (NIF) and the results of the department's ongoing self-evaluation.

15. The framework has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children, young people and adults who attend our schools and use our centres and services. In line with the Standards in Scotland's Schools etc. Act 2000 the framework also has a focus on addressing the inequalities of outcomes that exist for different equity groups.

16. The timescale for the implementation of the framework was the end of school session 2020-21 and school session 2021–22. The department will continue to report on the progress it has made with its local improvement plan and the progress made in implementing the framework through the annual standards and quality report.

FINANCIAL AND EFFICIENCY IMPLICATIONS

17. The department will direct funding from its delegated budget to support the improvement agenda as outlined in the local improvement plan and the draft building back better and fairer framework.

18. Further tranches of specific Education Recovery funding are being utilised to extend the additional recovery teaching and support staff resource through to the end of financial year 2021/22 as well as now also providing some staffing additionality within the early year's sector to support the transition to primary school and for family support. A Pupil Equity Fund premium for 2021/22 has recently been confirmed which provides a 15% uplift in funding this year in recognition of the new and additional challenges associated with tackling the poverty related attainment gap as a result of COVID-19.

CONSULTATION

19. The draft framework is based on feedback and consultation with pupils, staff and parents on their priorities for building back better and fairer within East Renfrewshire. Following approval by elected members, the framework will be amended as appropriate, finalised and issued to schools, services and stakeholders.

RECOMMENDATION

20. Elected members are asked to approve the attached draft Building Back Better and Fairer Framework 2021 – 22.

Mark Ratter
Director of Education
19 August 2021

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Appendix

1. Building Back Better and Fairer Framework 2021-22

Background papers

1. [East Renfrewshire Education Department Local Improvement Plan 2021-2024](#)
2. [Education Department report on quality of remote learning](#)
3. [Covid-19 Recovery Actions - Update](#)

East Renfrewshire Education Department - Building Back Better and Fairer Framework 2021 - 2022

ERC Vision	National Improvement Framework Drivers	Phase 1 April 2021 – August 2021 (what we will do to bring about improvement)	Phase 2 September 2021 – July 2022 (what we will do to bring about improvement)
Everyone Attaining	Performance Information	1. Summarise current performance in terms of excellence and equity including analysing impact of the Covid-19 pandemic	1. Update approaches to performance <ul style="list-style-type: none"> • Agree holistic approach to outcomes including HWB and Curriculum for Excellence Capacities ensuring promotion of attainment, achievement and wellbeing • Update ERC targets • Enhance capacity of ELC and primary schools to analyse data and apply drivers of improvement (NIF) • Share learning and apply good practice across schools, RIC and nationally • Fully implement ELC Tracking Tool • Update questionnaire framework including the national parental and HWB surveys
	Assessment of Children's Progress	2. Review and update Pupil Equity Fund (PEF) and additional Recovery Resources guidance	2. Maximise impact from PEF and Recovery Resources <ul style="list-style-type: none"> • Support and challenge establishments to improve outcomes and experiences for identified groups including consistent use of evidence-based quality improvement approaches • Develop a Social Justice Strategy and support schools to reduce the cost of the school day
Everyone Achieving	School Improvement	3. Develop Quality Improvement model for 2021-22 <ul style="list-style-type: none"> • Develop Collaborative Improvement Visits (CIV) for ELC and primary schools • Develop quality improvement calendar for 2021-22 • Agree involvement in national Collaborative Improvement Model with ADES and Education Scotland 	3. Update approaches to Quality Improvement and Assurance <ul style="list-style-type: none"> • Implement CIV model for all sectors • Carry out thematic reviews • Participate in national Collaborative Improvement Model • Develop quality improvement model for 2022-2025 and enhance system leadership across ERC and RIC • Develop and implement improvement board ensuring all schools and services achieve consistently high standards through internal and external review
	School Leadership	4. Review approaches to curriculum planning <ul style="list-style-type: none"> • Develop vision for 2025 curriculum • Finalise updated DYW Plan • Support settings to implement recovery curricula, focused on Literacy, Numeracy and HWB 	4. Support schools to review curriculum in light of Covid-19 pandemic <ul style="list-style-type: none"> • Continue to develop progressive skills in digital literacy • Promote independent learning skills and enhance learning outdoors • Develop and implement updated Numeracy and Mathematics and Literacy Strategies • Implement and evaluate impact of Digital Learning and Teaching Strategy, STEM strategy, DYW Plan and Diversity Action Plan • Implement the recommendations of 1+2 Languages Strategy
	Teacher Professionalism		
	Parental Engagement	5. Finalise leadership offer and CLPL offer for 2021-22	5. Implement leadership programme and CLPL programme <ul style="list-style-type: none"> • Develop digital capacity and modernise services for all learners • Continue to provide high quality professional learning for all staff in learning, teaching and assessment, inclusion and nurture
		6. Analyse results of questionnaires	6. Develop and implement updated parental engagement and involvement strategy
Excellent Experiences	Parental Engagement	7. Review Additional Support Needs (ASN) provision <ul style="list-style-type: none"> • Carry out desktop review and engagement phases 	7. Finalise and Implement the ASN Review <ul style="list-style-type: none"> • Develop recommendations and associated action plan
	Assessment of Children's Progress	8. Establish ERC UNCRC Implementation group	8. Implement UNCRC Action Plan and new integrated Children's Services Plan <ul style="list-style-type: none"> • Ensure children's voices are central to the development of all services
	Assessment of Children's Progress	9. Support children and young people's wellbeing <ul style="list-style-type: none"> • Develop route map for outdoor and indoor lets 	9. Support children and young people's wellbeing <ul style="list-style-type: none"> • Embed best practice established by Healthier Minds Wellbeing Service • Increase achievement, involvement and engagement with the community • Build staff capacity to support children and young people's wellbeing
	School Improvement	10. Support establishments with improvement planning	10. Review and refresh Excellence and Equity Strategy

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