

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

28 SEPTEMBER 2023

Report by Director of Education

PROGRESS AND IMPACT ON IMPLEMENTATION OF THE STRATEGIC EQUITY  
FUND PLAN 2022 - 2026

**PURPOSE**

1. The purpose of the report is to update Education Committee on the Education Department's progress implementing priorities associated with the Strategic Equity Fund (SEF) Plan 2022 – 2026.

**RECOMMENDATION**

2. Education Committee is asked to note and comment on the Education Department's progress with their Strategic Equity Plan 2022 – 2026.

**BACKGROUND**

3. The former Cabinet Secretary for Education and Skills set out in Parliament on 23 November 2021 the Scottish Government's plans for the next phase of the Scottish Attainment Challenge, (herein known as *SAC Refresh*), developed in consultation with local government and agreed by COSLA Leaders.

4. Education Committee will recall that at the August 2022 committee the department's Strategic Equity Plan, detailing approaches to improving attainment was approved with a request for the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.

5. Local authorities were also asked to set 'Stretch Aims' for the Scottish Attainment Challenge, embedding these within existing local authority plans, with a view to reporting annually to the Scottish Government as part of statutory plans and reports.

6. The Education Department, in partnership with our schools, has been setting local stretch aims (targets) for some time. This two-way process is part of existing local authority quality improvement processes and very much agreed as part of an interactive and collaborative process. The agreed stretch aims enable strategic council (Outcome Delivery Plan and Fairer East Renfrewshire Plan), departmental (Local Improvement Plan) and school improvement plans to reflect the ambitious and achievable aim to improve outcomes for all learners, whilst closing the poverty related attainment gap.

7. Education Committee will recall that at the November 2022 committee the Stretch Aims were approved, with the Director of Education asked to bring regular reports to committee on the progress and impact of its implementation.

8. The department continually evaluates its progress to identify strengths in current provision and areas where further improvement is required. Evidence gathered from the self-evaluation and evaluations of services and schools by the department's Quality Improvement Team, Education Scotland, Care Inspectorate and internal reviews is used to report on progress to identify steps which need to be taken to secure continuous improvement.

9. The department's [Standards and Quality](#) (S & Q) report, [National Improvement Framework \(NIF\) report](#) and Council's [Outcome Delivery Plan End Year Report](#) detail progress and impact on the department's Local Improvement Plan and Scottish Attainment Challenge, including the Strategic Equity Fund and school's Pupil Equity Fund. This report provides additional information.

## REPORT

10. The department's SEF Plan "Raising the Bar for All: delivering Excellence through Equity" identifies 3 key themes as part of our theory of change to tackle the poverty related attainment gap:

- Children and Young People's Wellbeing – Readiness to Learn
- Literacy and Numeracy
- Learning and Teaching – Pedagogy for Equity

11. In addition, leadership, parental engagement and the use of research and data to support professional learning permeates across all themes.

### ***Children and Young People's Wellbeing – Readiness to Learn***

12. The Learn Well Service was established in September 2022.

13. The service was created to support young people with their wellbeing and education while they are not attending school for reasons relating to Emotionally Based School Absence (EBSA). The service works in close partnership with the young person, their family and school to ensure that their educational needs are met and that a range of opportunities remain open to them. In addition, the service offers extracurricular activities aimed at young people and their families to encourage positive engagement within the family unit and participation in wider social experiences. The service aims to improve outcomes for young people and help them to recognise their own potential.

14. By combining resources from different funding streams, including the Strategic Equity Fund, Care Experienced Children and Young People's Fund and the Whole Family Wellbeing Fund, the Education Department could create the Learn Well Service. This has allowed us to recruit a diverse team to support the different wellbeing needs of our most vulnerable learners, many of whom are care experienced or neurodiverse.

15. The service comprises one Outreach Teacher, one Pupil Support Assistant, one Neurodevelopmental Support Worker and 1.5 fte Children 1st Project Workers.

16. Together, the team have supported 22 young people through the Strategic Equity fund pathway and a further 10 young people through the Care Experienced Fund pathway. All young people have been offered direct support for a minimum of one hour on a weekly basis. Intensive support is offered through home visits, while group support is offered

through a timetable of learning and wellbeing activities (e.g. Wellbeing Walk, English Learning Group and Art Workshop).

17. Learn Well also provides online learning opportunities for young people to access learning at home.

18. The service is developing resources on an ongoing basis to support school staff in understanding the wellbeing contexts, enabling them to be better placed to create conditions at a whole school level to minimise the risk of EBSA developing. This is leading to more confident and skilled staff supporting children and young people experiencing EBSA, leading to better outcomes.

19. The Educational Psychology Team has introduced tools for the Learn Well Service to explore how our young people feel about their health, wellbeing and education. A baseline has been established and will be used to track impact in terms of wellbeing outcomes for children and young people using the service.

20. Plans are in place to scale up this assessment across all East Renfrewshire establishments, enabling analysis of children and young people's health, wellbeing and education, ensuring earlier intervention for those who need support.

21. Learn Well works in close partnership with the identified young person's school and community learning and development (CLD) teams, to ensure that educational needs are being met and that a range of opportunities remain open. Extra-curricular activities are offered, aimed at young people and their families to encourage positive engagement within the family unit and participation in wider social experiences.

22. Strengthened by a partnership with a charity foundation. Plans are underway for the Learn Well Service to trial a meta-skills programme that supports young people to develop a range of skills in the areas of leadership, collaboration, communication, organisation, initiative and resilience.

23. Appendix 1 of this document, provides a case study example of a young person receiving support.

24. A significant amount of time has been invested developing a new Social Justice Framework. The framework, which is part of the wider authority vision of Everyone Attaining, Everyone Achieving through Excellent Experiences, offers practical guidance for practitioners focused on a holistic approach in tackling inequity. To achieve the objectives of the framework, there will be a strong focus on learning, teaching and assessment, pupil equity fund resources, curriculum design, relationships with communities, recruitment and professional learning to tackle inequity.

25. Cost of the School Day approaches are increasingly embedded into schools' self-evaluation, improvement planning and everyday practice. In a recent review of Pupil Equity Funding, almost all schools could demonstrate significant efforts to reduce the cost of school uniform, trips and activities, ensuring all children could be included and that funding was not a barrier to learning experiences.

26. The Council's Money Advice and Rights Team has worked in partnership with the Education Department to develop a pilot project offering financial advice within two primary schools. This approach builds on parents' positive relationships with school and enables them to access support and advice in a discreet, familiar environment. By increasing family income, the service helps to reduce the negative impact of poverty on

children's health and wellbeing. Following positive feedback on the impact of the pilot, the initiative will be expanded.

### ***Literacy and Numeracy***

27. Front facing posts such as a PT Numeracy, PT Equity (learning, teaching and assessment), PT Equity (digital) and a Data Strategy and Improvement Officer have now been appointed. The new staff join existing established departmental staff, such as the Principal Teachers of Literacy to form an East Renfrewshire Attainment Challenge Team.

28. A clear vision for how the Strategic Equity Fund team will be deployed using a three tiered approach of 'supported, guided and independent' was shared with all head teachers and departmental staff last session.

29. Analysis of qualitative and quantitative data alongside professional discussion with school leaders has taken place to align schools to the three tiers accurately. With the support of Education Scotland's Attainment Advisor a detailed plan for improvement has been put in place for each of the targeted schools.

30. Education Committee will recall that at the April 2023 committee, the Numeracy and Mathematics Strategy was approved.

31. The strategy has been shared with key stakeholders and a comprehensive career long professional learning (CLPL) programme has been designed to support implementation.

32. The principal teachers of literacy continue to deliver Reading Recovery training. This year, 9 teachers were trained, with almost all primary schools in the authority having an accredited Reading Recovery teacher.

33. As well as offering Reading Recovery training the Literacy PTs provided a wide range of high quality, sustained professional learning opportunities for school staff. This provided rich opportunities to develop and enhance professional knowledge and practice in literacy. Appendix 1 provides detail of the impact of such programmes.

34. A Data Boot Camp has been planned for the autumn term. Using feedback from teachers and school leaders, sessions have been planned to equip staff with the skills and knowledge to support and challenge each other to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.

35. The Boot Camp will also provide a professional learning opportunity to build leadership capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools to interpret data and identify areas of need for individuals and groups of learners. This will include training on the newly developed use of Power Bi as a performance tracking tool.

### ***Learning and Teaching – Pedagogy for Equity***

36. The department has a robust learning, teaching and assessment strategy. '*Excellent Experiences for All*' provides an explicit overview of what should constitute high quality learning, teaching and assessment in every setting.

37. The department recently revised its 'monitoring and tracking progress and achievement framework' which aligns to the learning and teaching strategy. This provides explicit guidance for staff on the assessment framework, how to assess across the curriculum, use of the benchmarks, monitoring and tracking, target setting, effective professional dialogue, and how to use local authority and national data effectively. This supports a consistent approach for all staff and has led to more reliable data. Data conversations are then followed up during quality assurance visits.

38. Under the leadership of the Quality Improvement Team, the PT Equity (learning, teaching and assessment) has provided a supportive package of professional learning for ELC settings and schools to ensure a consistent method of assessment and moderation. This work has recently been strengthened by the addition of Curricular Learning Networks (CLN). CLNs were established as a structure to focus on progression within and across a curriculum for excellence level. The model effectively supports collaborative planning of learning, teaching and assessment, and multi-layer moderation activity. Practitioners have created meaningful learning networks with colleagues from across the local authority. The CLNs include around 700 practitioners.

39. Effective practice is shared throughout the year during head teacher meetings. Recently, the authority facilitated a 'Delivering Excellence through Equity' seminar for head teachers and senior leaders. This included a variety of professional learning opportunities around the themes of social justice, effective pedagogy for equity, metacognition in maths, emotionally-based school avoidance, positive mental health, and effective Pupil Equity Fund (PEF) planning. All head teachers reported that the seminar was useful, and evaluation of feedback, together with early analysis of school improvement plan priorities, suggests that the authority strategic focus on equity and social justice is influencing school improvement priorities. This is beginning to increase the focus on improving equity and social justice at school level. Continued support for schools to enact plans for improvement is needed to ensure impact on all children and young people.

40. All head teachers and heads of establishments from early learning settings, primary, special and secondary schools, along with the Quality Improvement Team, attended the Education Scotland training: *Self-Evaluation for Continuous Improvement (SECI)*. Almost all felt that the professional learning will have a positive impact on the learners in their settings. All agreed that it was a good opportunity to engage with peers and share learning. Feedback suggests that the participants will now be more focused in setting targets for learners and be more evaluative in their language of progress. As a result of this training, some clusters have decided to take a more collaborate approach to writing standards and quality reports.

41. The department has a well-established quality assurance calendar. This ensures all schools and settings are supported and challenged to improve the quality of learning, teaching and assessment and that a rigorous focus on improving equity is maintained. All establishments in East Renfrewshire are visited approximately every 3 years. The quality assurance calendar has been refreshed to reflect a more collaborative approach, with the aim of building the capacity within the system to support self-evaluation for self-improvement.

42. In partnership with the University of Strathclyde, a Research Hub to provide training and ongoing support for practitioners on appropriate and impactful professional inquiry was established in Barrhead High School during session 2022/23. This was the fifth hub established over the last five years. All teachers engage in professional inquiry, and in many cases collaborative inquiry with their peers, which has further promoted the culture of professional inquiry to improve learning and teaching in our schools.

43. The Quality Improvement Team with the support of Education Scotland's Attainment Advisor work alongside schools to ensure PEF Plans and School Improvement Plans clearly identify interventions and approaches schools are using to address the poverty related attainment gap. School Standards & Quality Reports outline progress with improving outcomes for children and young people impacted by poverty.

44. The Education Department has introduced a rigorous quality assurance process to support and challenge schools to monitor and evaluate the impact of their approach to PEF. PEF quad meetings have been introduced with an opportunity for peer to peer moderation of plans and progress. The Quality Improvement Team facilitate these meetings and evaluations confirm that senior leaders in schools value the opportunity to share successful interventions and learning within and beyond their school.

45. The department has a robust programme in place to collect views from learners on a range of topics. This includes annual pupil questionnaires as well as termly Director's Forum meetings with pupil representatives. Learners' views are gathered as a key component of all collaborative improvement visits, thematic review activities and policy development consultations.

46. In recent questionnaire data, most pupils stated that they were given support to make the appropriate choices about their learning pathway and staff helped them to understand how they were progressing.

47. The department has developed a new Strategic Equity Fund Governance Structure. It includes members of the Education Leadership Team, Quality Improvement Officers and Education Scotland's Attainment Advisor. A Governance Board meets on bi-monthly basis to discuss progress across the three work streams, providing support and challenge to project leads.

### ***Stretch Aims***

48. As detailed in paragraph 7 above, East Renfrewshire submitted Education Committee approved one year stretch aims along with their SEF plan to the Scottish Government.

### **Achievement of Curriculum for Excellence Levels: Closing the Gap**

49. The overall stretch aims for P1, 4 and 7 combined for literacy and numeracy were achieved. With 87.6% (aim 87%) of children achieving the expected levels in literacy and 91.2% (aim 91%) in numeracy.

50. Children living in quintile 5 met their stretch aim for literacy and numeracy, with 92% achieving in literacy (one per cent above the target) and 94.5% reaching the target of the same figure in numeracy. Children living in quintile 1 areas made good progress in their learning when compared with previous years, with the gap between quintile 1 and quintile 5 children in literacy and numeracy closing by 1.3% in both curricular areas. However, although the rate of improvement for children living in quintile 1 was greater than those living in quintile 5, reducing the gap, the rate of progress is slower than we would like. With children achieving 64.3% in literacy (aim 71.5%) and 70% in numeracy (aim 79.5%). Charts 1 and 2 below detail the rate of closing the gap.

Chart 1

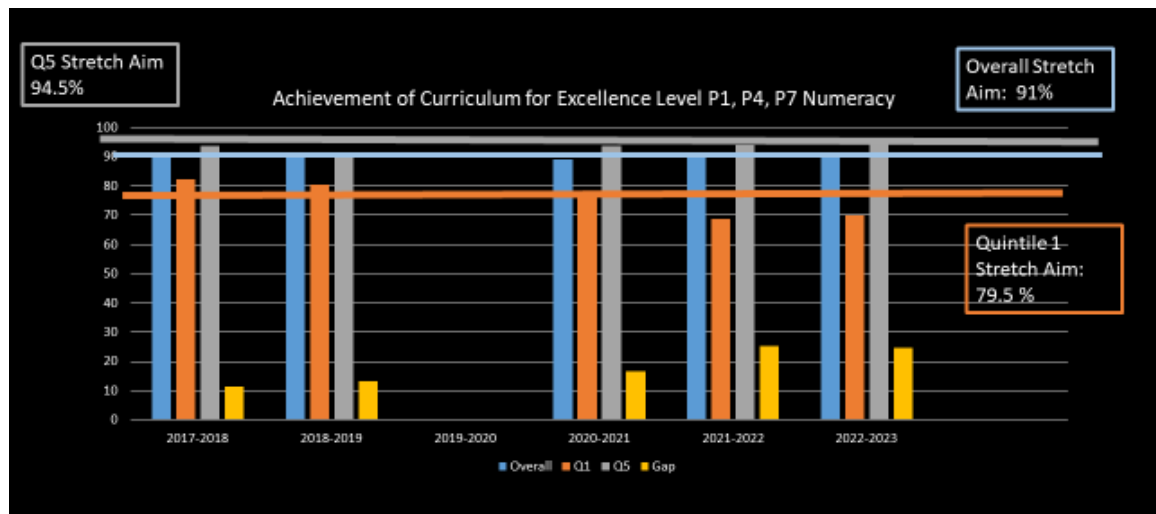
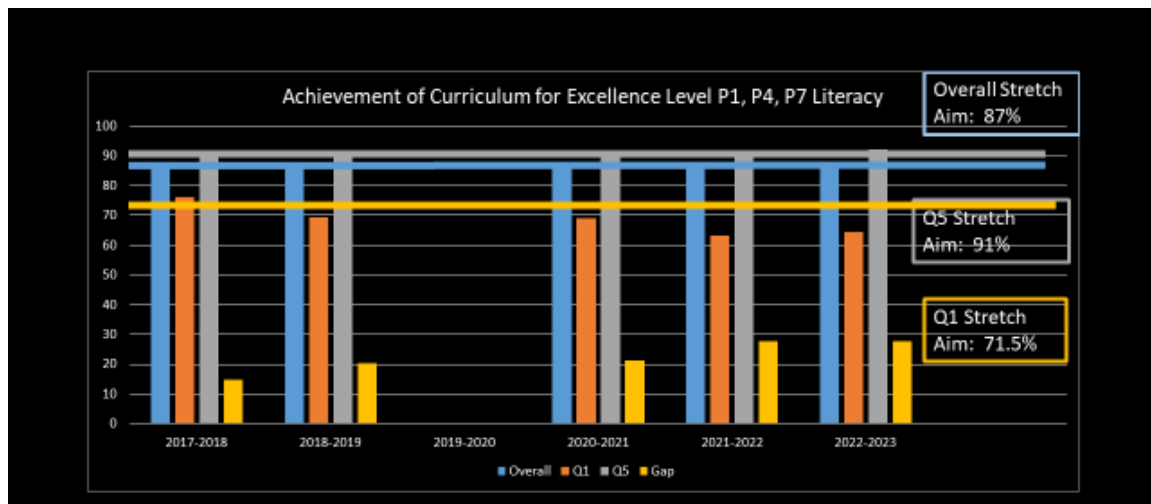


Chart 2



### School Leavers SCQF Awards: Closing the Gap

51. At the time of reporting, school leaver attainment information is not available. Progress towards achieving stretch aims as measured in terms of school leavers will be reported at a future Education Committee.

### Annual Participation Measure: Closing the Gap

52. The proportion of 16-19 olds participating in education, employment or training in East Renfrewshire is measured as part of the Annual Participation Measure (APM). East Renfrewshire set an APM stretch aim of 97.2%. This aim was exceeded with 97.7% of young people aged 16 – 19 years, currently in education, employment or training, an increase of 0.7% from the previous year and the highest rate in Scotland. A stretch aim of 91.5% was set for young people living in quintile 1, this was exceeded with 95.5% of young people recorded as participating. Similarly, the target of 98.4% for young people in quintile 5 was met with 98.5% recorded; this indicates that the bar of excellence continues to be raised for all young people whilst we reduce the poverty related attainment gap from 7.3% to 3%. Table 1 below details the performance of pupils living in quintiles 1 and 5.

Table 1

<b>Proportion of 16-19 year olds participating in education, employment or training: Annual Participation Measure produced by Skills Development Scotland</b>					
<b>Year</b>	<b>2018-19</b>	<b>2019 - 20</b>	<b>2020- 21</b>	<b>2021 - 22</b>	<b>2022 - 23</b>
<b>Overall Level</b>	96.9%	96.7%	97.2%	97%	97.7%
<b>Q1</b>	85.4%	83.6%	88%	90.7%	95.5%
<b>Q5</b>	98.1%	97.8%	98.4%	98%	98.5%
<b>Gap (Q1 – Q5)</b>	12.7%	14.2%	10.4%	7.3%	3%

### **Attendance: Closing the Gap**

53. Attendance stretch aims were identified for primary and secondary pupils. Attendance targets of 96% for primary and 93.5% for secondary were set. Neither stretch aim was achieved, with an attendance rate of 94.4% being recorded in primary and 91.1% in secondary.

54. Improvements were recorded for all pupils in primary, with those living in quintiles 1 and 5 increasing at a similar rate, consequently the stretch gap remained the same at 5.2%.

55. Overall attendance in the secondary sector remained relatively unchanged at 91.1%, a decrease of 0.1% from 2021-22. Pupils living in quintile 1 recorded an attendance rate of 85.4% and those living in quintile 5, 92.6%. Tables 2 and 3 below detail the attendance gap.

Table 2

<b>Attendance - Primary</b>					
<b>Year</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Overall Level</b>	96.3%	95.6%	96.8%	93.9%	94.4%
<b>Q1</b>	93.9%	92.6%	92.9%	89.6%	90.3%
<b>Q5</b>	96.8%	96.2%	97.6%	94.8%	95.5%
<b>Gap (Q1 – Q5)</b>	2.9%	3.6%	4.7%	5.2%	5.2%



Table 3

<b>Attendance – Secondary (S1-S5)</b>					
<b>Year</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Overall Level</b>	93.9%	93%	94.3%	91.4%	91.1%
<b>Q1</b>	90.2%	88%	91%	87.4%	85.4%
<b>Q5</b>	95%	94.2%	95.3%	92.5%	92.6%
<b>Gap (Q1 – Q5)</b>	4.8%	6.2%	4.3%	5.1%	7.2%

56. Stretch aim performance, along with qualitative evidence has been used to identify priorities, activities and updated stretch aims.

57. East Renfrewshire's updated Strategic Equity Fund Plan 2023 – 2024 and 3 year stretch aims will be submitted to the Scottish Government, along with an accompanied outline trajectory for progress by the end of September 2023.

#### **FINANCIAL AND EFFICIENCY IMPLICATIONS**

58. East Renfrewshire's allocation of Scottish Attainment Challenge monies for 2022 to 2026 is detailed in table 3 below:

Table 3

<b>Local Authorities</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
<b>East Renfrewshire SEF</b>	£134,591	£267,565	£400,538	£533,512
<b>East Renfrewshire PEF</b>	£1,488,515	£1,488,515	£1,488,515	£1,488,515
<b>East Renfrewshire CECYPEF</b>	£96,389	£92,880	£92,880	£92,880

59. In East Renfrewshire, we have developed a preventative approach to service delivery. This approach requires services, both individually and collectively, to continue to re-prioritise resources of time, money and expertise towards raising attainment for key equity groups. The funding to support Strategic Equity (SEF), Pupil Equity (PEF), Care Experienced Children and Young People (CECYPF), aligns closely to this approach.

60. Although the award for session 2022 – 2023 was small, (£134,951), the money allowed the department to plan activities, approaches or resources which were clearly additional to universal improvement plans and allowed careful targeting towards those children and young people most impacted by poverty. SEF expenditure is separated from core department budgets, ensuring spending is not subsumed within the overall department budget and can be easily tracked and monitored. At the end of financial year 2022/23, 59% (March 2023) of available SEF funding had been spent with the remaining funds committed to be spent by the end of the academic year (June 2023).

61. A Participatory Budgeting approach was employed when agreeing the priorities and spend for the Strategic Equity Fund.

62. The funding is short-term therefore it is vital that any improvements have a focus on both sustainability and an 'exit strategy' throughout its existence.

### **RECOMMENDATION**

63. Education Committee is asked to note and comment on the Education Department's progress with their Strategic Equity Plan 2022 – 2026.

Mark Ratter  
Director of Education  
28 September 2023

#### **Convener Contact Details**

Councillor Anderson, Convener for Education, Equalities, Culture and Leisure  
Tel: 07341 640 825  
Tel: 0141 577 3107  
[andrew.anderson@eastrenfrewshire.gov.uk](mailto:andrew.anderson@eastrenfrewshire.gov.uk)

#### **Report Author**

Janice Collins, Head of Education Services (Quality Improvement and Performance)  
Tel: 0141 577 3204  
[Janice.Collins@eastrenfrewshire.gov.uk](mailto:Janice.Collins@eastrenfrewshire.gov.uk)

# Wellbeing

## Delivering Excellence through Equity Strategic Equity Plan Progress Report 2022 - 2023

### Anonymised Case Study: Meet Sarah...



- Sarah has not attended secondary school for over a year.
- Sarah is academically able, conscientious and motivated to learn.
- The social and physical demands of the school environment proved overwhelming for Sarah, who withdrew from engagement on any level in spite of the school's best efforts to find ways of supporting her.
- Sarah became more socially isolated and her mental health continued to decline. On assessment from Educational Psychology, Sarah presented as withdrawn, depressed and had expressed suicidal ideations.
- The Learn Well Service began to engage with Sarah on a one-to-one basis, with a one-hour session per week. During this time, we worked to build a trusting and supportive relationship with Sarah, while listening to, and validating her anxieties around school and her education.

LEARN  
← WELL →  
SERVICE

### Sarah's Learning and Wellbeing Achievements:



- Sarah now attends weekly sessions out with her home, choosing to walk twenty minutes there and back.
- She works alongside a small group of other learners all focussing on N4 English. Sarah has managed to achieve all of the N4 English outcomes and is now working towards her N5 literacy award.
- Sarah has made a friend within the group and they have exchanged numbers – agreeing to support each other to take part in more activities.
- When engaging with Learn Well staff, Sarah presents as a quietly confident girl who is able to express herself and her future ambitions. She is able to sustain light-hearted conversation and share her own experiences.
- Sarah has expressed that she feels valued and assured that others are invested in her progress educationally, along with her personal development.
- Sarah is included, supported and achieving well.

# Literacy and Numeracy

## Delivering Excellence through Equity Strategic Equity Plan Progress Report 2022 - 2023

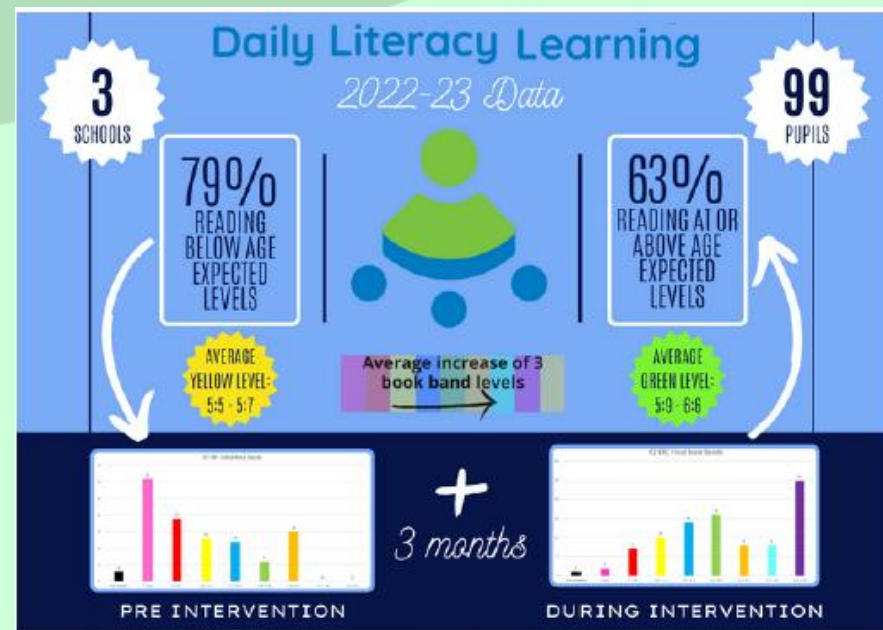


Daily Literacy Learning (DLL) is a whole class approach to teaching reading and writing with a focus on oral language development. This programme is specifically for P2 children and it prepares them for moving on to a 'Guided Reading' model of learning in P3.

Excellent - clear messages and useful advice for implementing straight into the classroom!

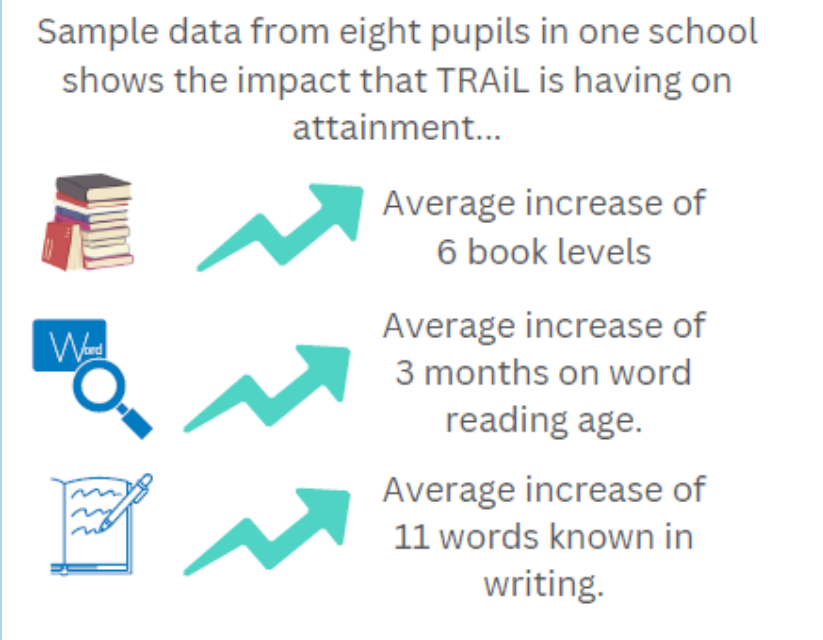
An offer of a day and a half training on delivering the TRAIL intervention was offered out to support teachers within primary schools at two points across the year. TRAIL is a group intervention based around theories of early literacy acquisition. It is designed to support children from Primary 3-5 who have not yet reached their full potential in literacy. Ten teachers were trained in October and another nine in March.

Since 2020, 20 establishments have implemented the DLL approach in Primary 2 with three new schools being added in 2022 - 2023. The main aims of DLL are to develop pupils into confident, independent readers and writers with strong oral language skills.



Not only does data show impact in terms of reading ability but teachers also report that their understanding of ability groupings and progression through levels has increased. Teachers noted the impact that small group direct teaching of writing is having on all learners.

It's always good to attend a CLPL which shows you how to teach something rather than just telling you what to do.



# Literacy and Numeracy

## Delivering Excellence through Equity Strategic Equity Plan Progress Report 2022 - 2023

**Numeracy and Mathematics Hub**

Number Talks – 51 colleagues from 14 establishments.  
Numicon in Fractions, Decimals and Percentages offered as a bespoke CLPL attended by 18 colleagues, with a further 5 supported in class to introduce resource to learners.

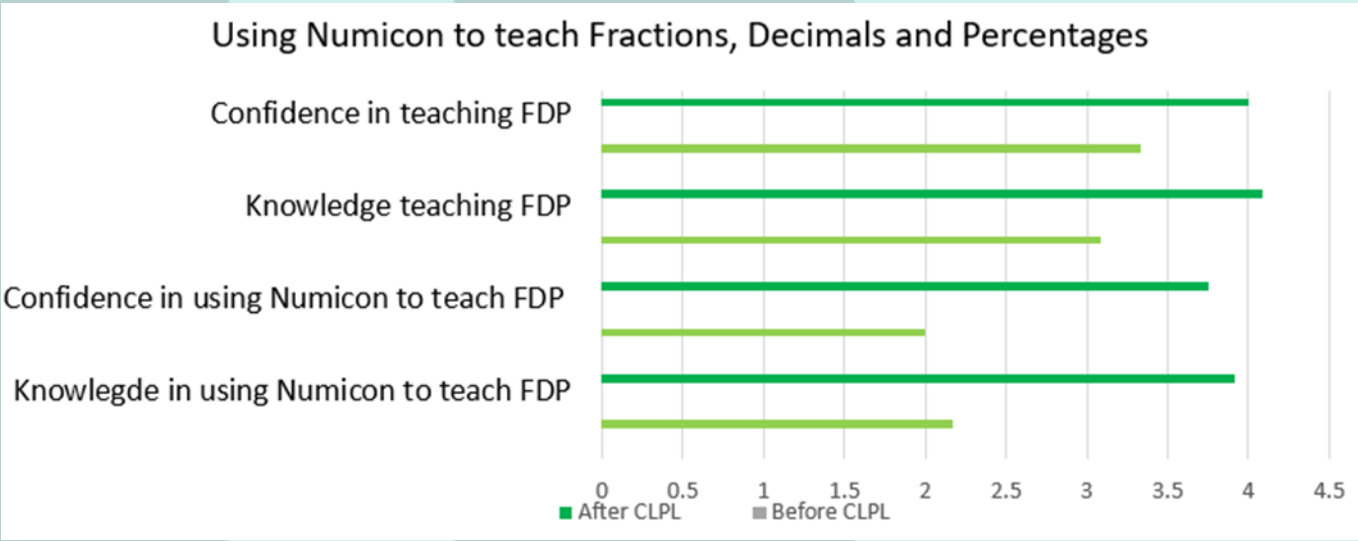
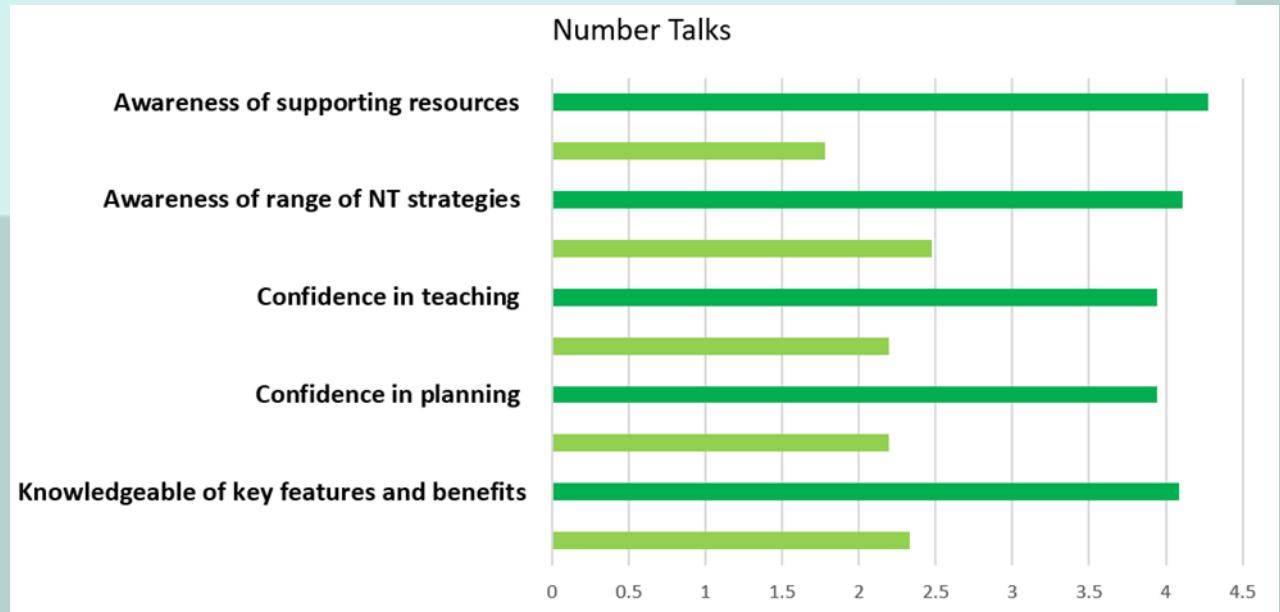
Such practical, easy but purposeful ideas

I now feel much more knowledgeable on number talks and resources available

Will use the planners to incorporate into daily planning

Creation of the Numeracy and Mathematics Hub that has been well extremely well received and increasingly engaged with by colleagues. This is a resource hub to support resourcing, lesson planning, task creation and CLPL for practitioners.

Thanks very much for alleviating some of my anxiety around this



# Learning and Teaching

# Delivering Excellence through Equity Strategic Equity Plan Progress Report 2022 - 2023



## Excellent Experiences for All

The Excellent Experiences for All: A Framework for Learning, Teaching and Assessment in East Renfrewshire document was launched in 2020. A work stream was created, with the aim of creating materials to support to use of the framework, with further development leading to direct support in establishments.

A range of CLPL was provided during the session. Some sessions were delivered via Microsoft Teams, other sessions were offered as in-person sessions to support discussion and collaboration.

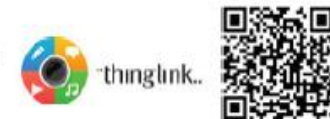
## Development of Support Materials



The workstream have developed a ThingLink resource as the host of the support materials.

The framework document, Curriculum Design materials, alongside a new Play and Enquiry Based Learning section are linked from the one page for ease of access.

The ThingLink can be viewed here:



Support materials are being developed for each feature of effective practice. This will continue to be added to over time.

Each feature of effective practice has the same outline of materials:

- ★ An introduction to the feature
- ★ Self-evaluation tools to identify needs
- ★ Staff development materials, including professional learning, video clips and online resources
- ★ Case Studies from across ERC and beyond
- ★ Further reading suggestions

The Learning, Teaching and Assessment sub-group, part of the *Curriculum, Learning and Teaching Reference Group*, have supported with the development of self-evaluation materials and sourcing case study examples.

33

**High Quality Assessment** (October 2022)  
 Signpost current guidance to assessment approaches  
 Explore what makes a high quality assessment  
 Consider how to involve learners in the process

100% of responses indicated an increase in their confidence to engage with a range of assessment approaches.

15

**Learning Intentions and Success Criteria** (November 2022)  
 Develop an understanding of effective LI/SC  
 Explore the relationship between LI/SC  
 Up-level and create effective LI/SC

100% of attendees now feel equipped to create more effective learning intentions and success criteria.

7

**Breadth, Challenge and Application** (December 2022)  
 Develop an understanding of breadth, challenge and application  
 Explore examples and self-evaluate own practice

I liked the learning pit aspect about challenge - not just giving students the answer but allowing them to struggle so they gain that "eureka" moments and feel that success.

41

**Effective Questioning and Formative Feedback** (January 2023)  
 Develop an understanding of the key features of effective questioning and formative feedback  
 Consider approaches and self-evaluate own practice

100% of attendees now feel equipped to engage with a variety of questioning approaches.

53

**Differentiation** (February 2023)  
 Discuss the definition of differentiation  
 Identify what makes differentiation effective  
 What does effective differentiation look like in the classroom?

Before the session, 10% of responses felt very confident in identifying features of effective differentiation. This increased to 50% of responses after the session.