
Report to People Committee

Date of Meeting: 18 November 2021

Subject: Performance (Primary) Education Recovery

Report by: Cathy Quinn, Chief Education Officer

1.0 Purpose

1.1 The purpose of this report is to;

- report on the percentage of pupils who have achieved the expected Curriculum for Excellence level in Literacy and Numeracy, Session 20/21
- provide information on teacher professional judgement in Literacy and Numeracy from Session 16/17, particularly in relation to closing the poverty related attainment gap
- provide an update on Education Recovery

2.0 Recommendations

It is recommended that the People Committee note and comment on the contents of this paper.

3.0 Considerations

3.1 Teacher Professional Judgement is the main method of assessing children's progress in Scotland. This is gathered and submitted to Scottish Government in September each year. The Covid pandemic however, meant that there was no gathering of TPJ for session 2019/2020. This paper focusses on teacher professional judgement of progress in Literacy and Numeracy and provides an update on our approach to **Education Recovery: Raising Attainment and Achieving Excellence and Equity** which was presented at committee in April 2021.

3.2 Attainment – Session 20/21

3.2.1 Due to COVID there was no collection of achievement level data for session 19/20. To be able to make comparisons and analyse trends, a 3-year average has been calculated and used for session 19/20.

3.2.2 Comparisons with other local authorities across Scotland cannot be made at this stage as achievement of a level data is not due to be published until late November/early December.

3.2.3 Achievement of a level is based on teachers' overall professional judgement, informed by a range of evidence, including both formative and summative assessments.

3.2.4 There is recognition that COVID has had a negative impact on attainment with the percentage of pupils achieving the expected Curriculum for Excellence levels in Literacy and Numeracy falling at all levels.

3.2.5 Writing and numeracy across Early and First Level are showing the largest fall in attainment and therefore needing the most support.

3.3 Progress to Date – Early Level

3.3.1 Between 16/17 and 18/19 the percentage of pupils achieving the expected Curriculum for Excellence levels in Literacy and Numeracy continued to rise, in some cases by 9 percentage points (pp).

3.3.2 Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of up to 13pp (Numeracy) between learners living in SIMD 1-2 (Clackmannanshire) and learners living in SIMD 9-10 (National). In 18/19 learners who live in our most deprived areas performed equal to or better than learners living in the most deprived areas across Scotland.

3.4 Progress to Date – First Level

3.4.1 Between 16/17 and 18/19 the percentage of pupils achieving the expected Curriculum for Excellence level in Literacy and Numeracy continued to rise, in some cases by 15 percentage points (pp).

3.4.2 Since 16/17 the poverty related attainment gap has continued to narrow. Between 16/17 and 18/19 there has been a narrowing of up to 19pp (Numeracy) between learners living in SIMD 1-2 (Clackmannanshire) and learners living in SIMD 9-10 (National). In 18/19 learners who live in our most deprived areas performed better than learners living in the most deprived areas across Scotland.

3.5 Progress to Date – Second Level

3.5.1 Between 16/17 and 18/19 the percentage of pupils achieving the expected Curriculum for Excellence level in Literacy and Numeracy continued to rise, in some cases by 18 percentage points (pp).

3.5.2 Since 16/17 the poverty related attainment gap has continued to narrow. Between 16/17 and 18/19 there has been a narrowing of up to 15pp (Writing) between learners living in SIMD 1-2 (Clackmannanshire) and learners living in SIMD 9-10

(National). In 18/19 learners living in the most deprived areas across Scotland performed better than learners who live in our most deprived areas.

3.6 Education Recovery - Raising Attainment in Literacy and Numeracy

3.6.1 Literacy and Numeracy small group intervention programmes, aimed at Early and First Level, have been designed to address the impact of the global pandemic on the learning outcomes of identified pupils. By providing highly skilled learning assistant additionality we aim to increase the attainment and progress of learners and reduce the poverty related attainment gap. Further details are outlined in Appendix 1, pages 14-15.

3.6.2 **All** establishments are tracking and monitoring the achievements and progress of learners on a weekly basis.

3.7 Education Recovery – Data For Improvement

3.7.1 Robust analysis and evaluation of a range of intelligence and data informs improvement planning and is an essential feature of continuous self-improvement. Our Data for Improvement model supports our work towards an empowered, connected, self-improving system. This is outlined in Appendix 1, page 16.

3.8 Education Recovery – Assessment and Moderation

3.8.1 The [National Overview of Practice: Reports](#) published by HMI during the January-March 2021 phase of lockdown reported that the most recent period of remote learning has presented potential challenges in relation to tracking and monitoring children and young people's progress in learning.

3.8.2 Working in collaboration with Education Scotland professional learning will be delivered to upskill staff to be able to lead moderation in their setting and support wider moderation processes across the local authority and beyond. This is outlined in Appendix 1, page 17.

5.0 Next Steps

5.1 Our approaches and interventions will continue to be refined to enhance and tailor central support to meet the specific needs of individual establishments, classes and groups of children and young people taking into consideration the following;

- Targeted support to close the poverty related attainment gap
- Focussed improvements across Literacy, Numeracy and Health and Well-Being
- Alignment of strategic outcomes within NIF, PEF and SAC

5.2 Continuous review and development may require a more responsive approach as ongoing data capture and analysis may identify development needs that were not apparent. The plan will need to be agile in its response to this.

6.0 Sustainability Implications

6.1 None

7.0 Resource Implications

7.1 None

8.0 Exempt Reports

8.1 Is this report exempt s (please detail the reasons for exemption below)

No

9.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) Our Priorities (Please double click on the check box)

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all.

Our families; children and young people will have the best possible start in life

Women and girls will be confident and aspirational, and achieve their full potential

Our communities will be resilient and empowered so that they can thrive and flourish

The Council is effective, efficient and recognised for excellence

(2) Council Policies (Please detail)

None

10.0 Equalities Impact

10.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes No

11.0 Legality

11.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers.

Yes No

12.0 Appendices

12.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1 Education Recovery: Our Strategic Approach to Raising Attainment and Achieving Excellence and Equity

13.0 Background Papers

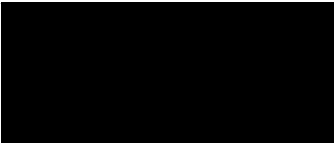
13.1 Have you used other documents to compile your report?(All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

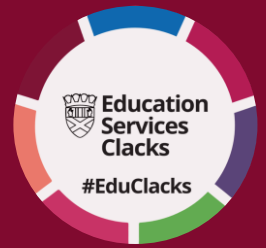
Yes No

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Cathy Quinn	Interim Chief Education Officer	

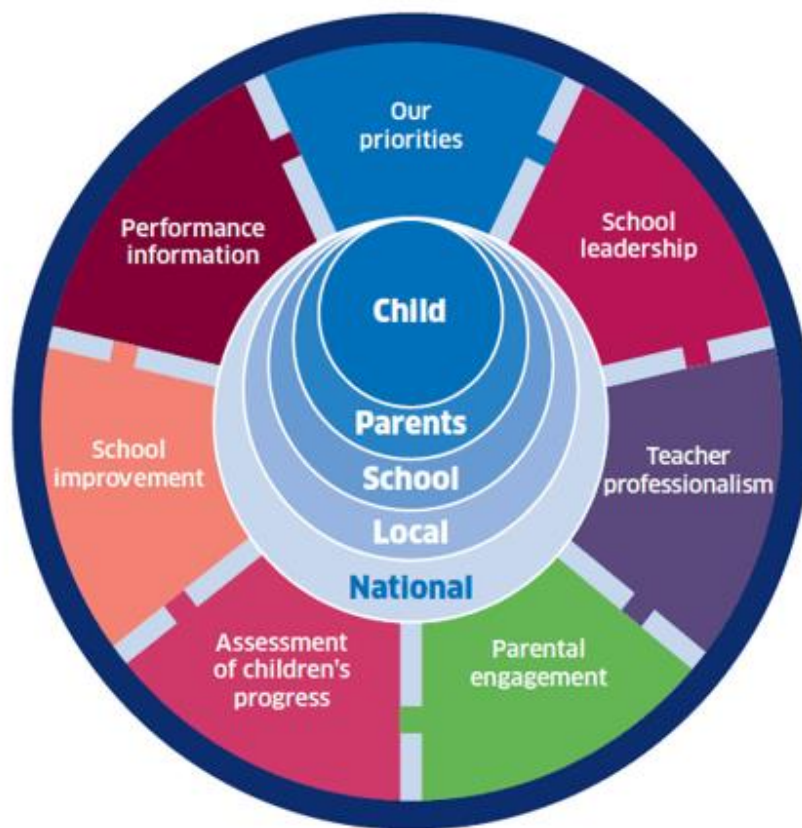
Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director People	



Education Recovery

Our Strategic Approach to Raising Attainment and Achieving Excellence and Equity



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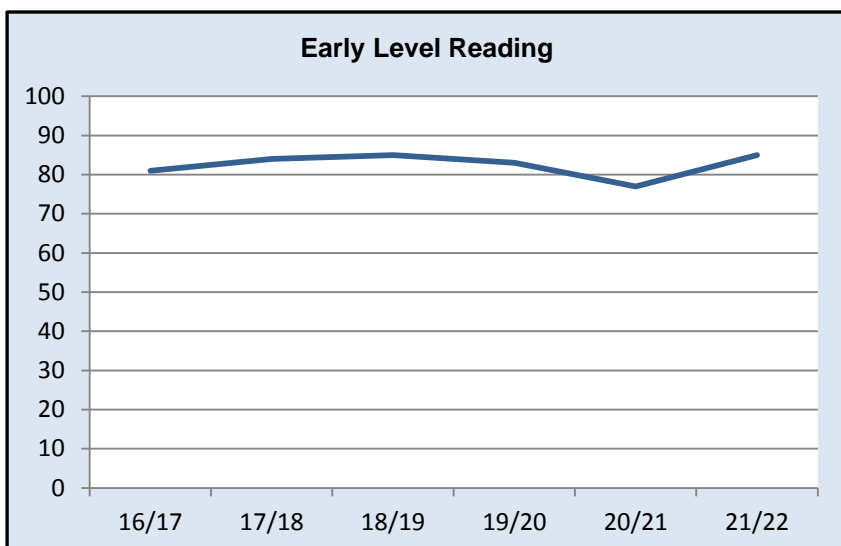
Early Level - Overall Progress to Date

Reading

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	81%	84%	85%	83%	77%	<i>*85%*</i>

NIF Intended Outcome

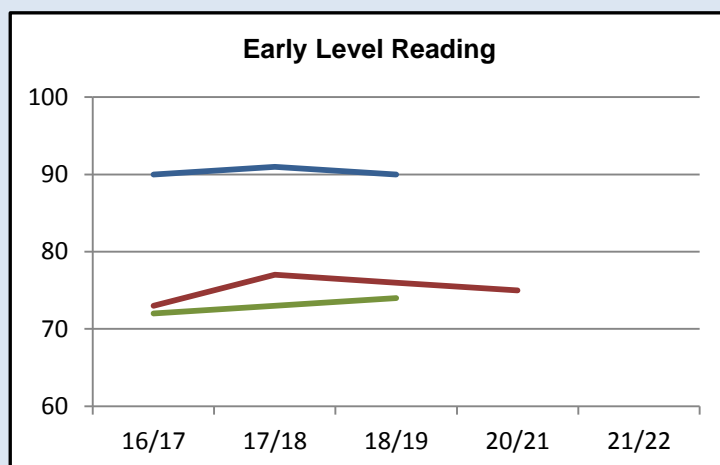
P1 attainment in June 2022 to be as good as or better than that of June 2019



77% of learners achieved Early Level in Reading in academic session 2020/21, a *fall of 6 percentage points (pp)* on the three year average and a *fall of 8pp* on the results in 2018/19. **The National average in 2018/19 was 82%**. Six (6) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 8pp*.

Closing the Poverty Related Attainment Gap

Early Level Reading				
	16/17	17/18	18/19	20/21
National (Quintile 1)	72%	73%	74%	
Clacks (Quintile 1)	73%	77%	76%	75%
National (Quintile 5)	90%	91%	90%	
Clacks Q1/National Q1	1pp	4pp	2pp	
Clacks Q1/National Q5	-17pp	-14pp	-14pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 3pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Learners who live in our most deprived areas continue to perform better than learners living in the most deprived areas across Scotland.

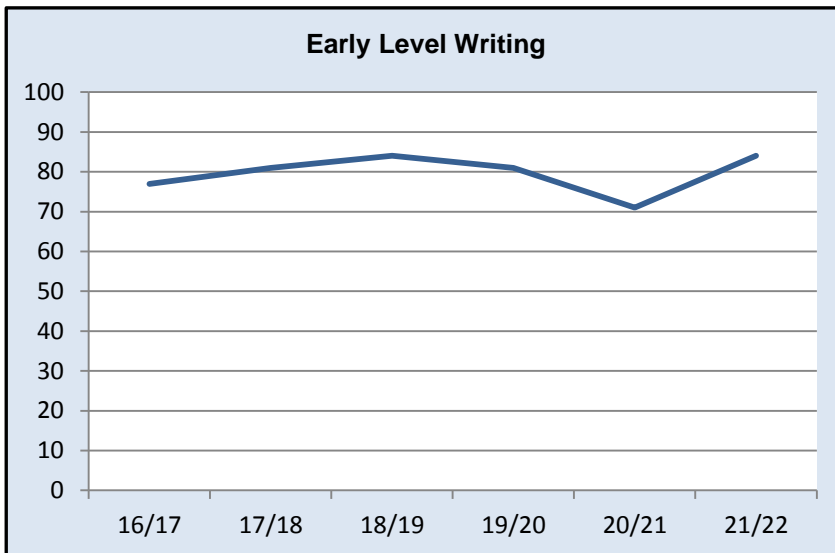
Early Level - Overall Progress to Date

Writing

	16/17	17/18	18/19	19/20	20/21	21/22
Writing	77%	81%	84%	81%	71%	*84%*

NIF Intended Outcome

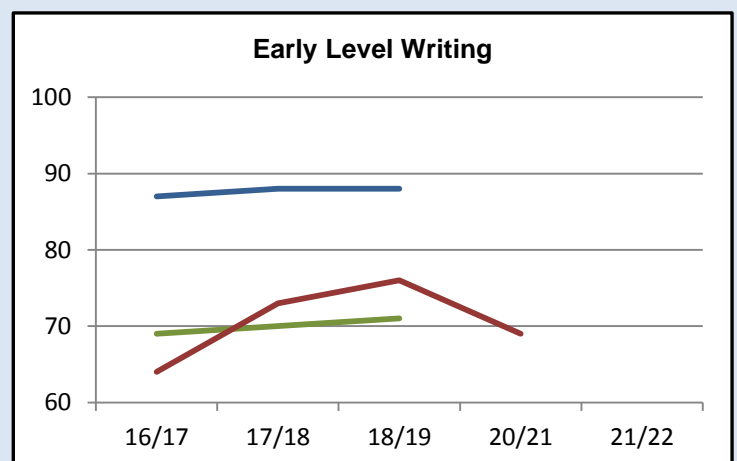
P1 attainment in June 2022 to be as good as or better than that of June 2019



71% of learners achieved Early Level in Writing in academic session 2020/21, a fall of 10 percentage points (pp) on the three year average and a fall of 13pp on the results in 2018/19. **The National average in 2018/19 was 79%.** Five (5) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority fall of 13pp.

Closing the Poverty Related Attainment Gap

Early Level Writing				
	16/17	17/18	18/19	20/21
National (Quintile 1)	69%	70%	71%	
Clacks (Quintile 1)	64%	73%	76%	69%
National (Quintile 5)	87%	88%	88%	
National Q1/Clacks Q1	-5pp	3pp	5pp	
Clacks Q1/National Q5	-23pp	-15pp	-12pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 11pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Since 17/18 learners who live in our most deprived areas continue to perform better than learners living in the most deprived areas across Scotland.

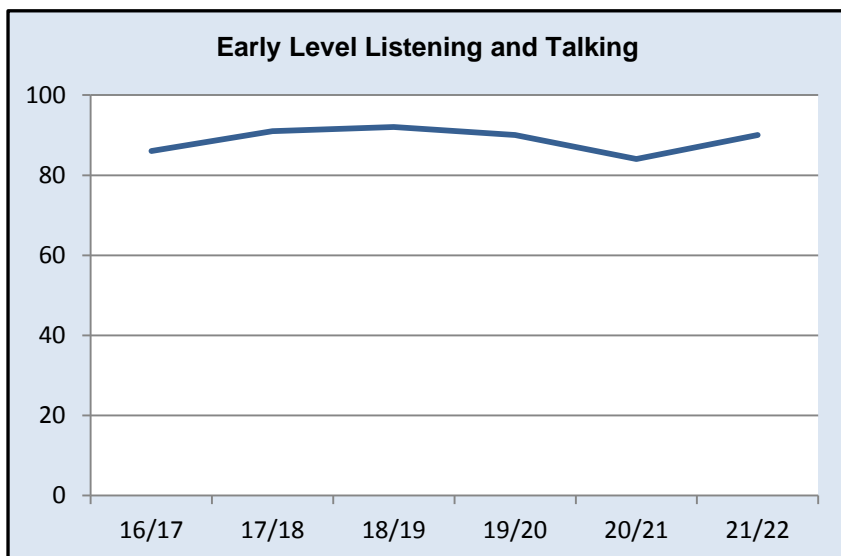
Early Level - Overall Progress to Date

Listening and Talking

	16/17	17/18	18/19	19/20	20/21	21/22
L&T	86%	91%	92%	90%	84%	*92%*

NIF Intended Outcome

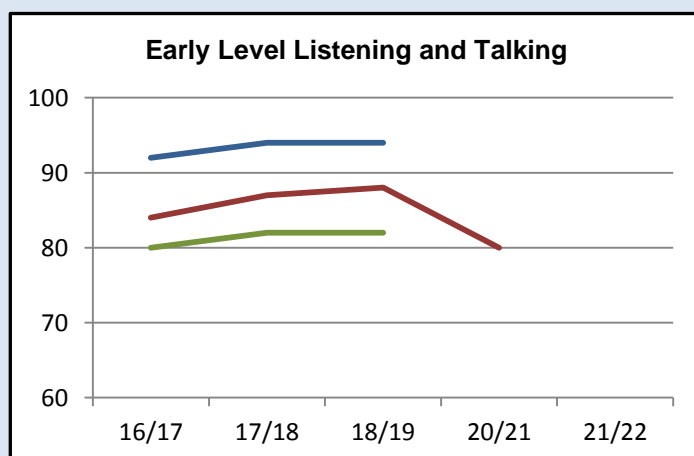
P1 attainment in June 2022 to be as good as or better than that of June 2019



84% of learners achieved Early Level in Listening & Talking in academic session 2020/21, a *fall of 6pp* on the three year average and a *fall of 8pp* on the results in 2018/19. **The National average in 2018/19 was 87%**. Seven (7) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 8pp*.

Closing the Poverty Related Attainment Gap

Early Level Listening and Talking				
	16/17	17/18	18/19	20/21
National (Quintile 1)	80%	82%	82%	
Clacks (Quintile 1)	84%	87%	88%	80%
National (Quintile 5)	92%	94%	94%	
National Q1/Clacks Q1	4pp	5pp	6pp	
Clacks Q1/National Q5	-8pp	-7pp	-6pp	



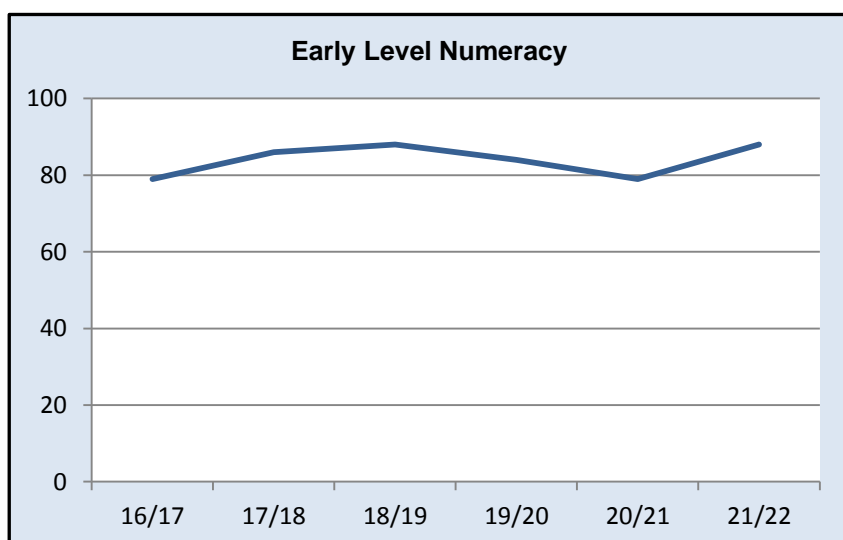
Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 2pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Learners who live in our most deprived areas continue to perform better than learners living in the most deprived areas across Scotland.

Early Level - Overall Progress to Date

Numeracy

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	79%	86%	88%	84%	79%	*88%*

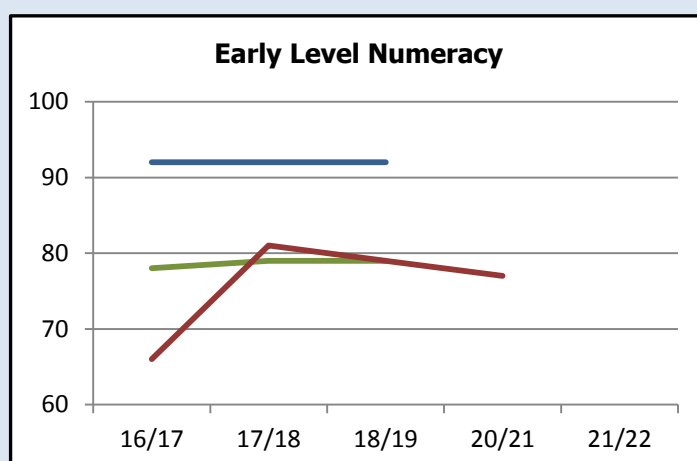
NIF Intended Outcome
P1 attainment in June 2022 to be as good as or better than that of June 2019



79% of learners achieved Early Level in Numeracy in academic session 2020/21, a *fall of 5pp* on the three year average and a *fall of 9pp* on the results in 2018/19. **The National average in 2018/19 was 85%**. Six (6) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 9pp*.

Closing the Poverty Related Attainment Gap

Early Level Numeracy				
	16/17	17/18	18/19	20/21
National (Quintile 1)	78%	79%	79%	
Clacks (Quintile 1)	66%	81%	79%	77%
National (Quintile 5)	92%	92%	92%	
National Q1/Clacks Q1	-12pp	2pp	0pp	
Clacks Q1/National Q5	-26pp	-11pp	-13pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 13pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Learners who live in our most deprived areas continue to perform better than learners living in the most deprived areas across Scotland.

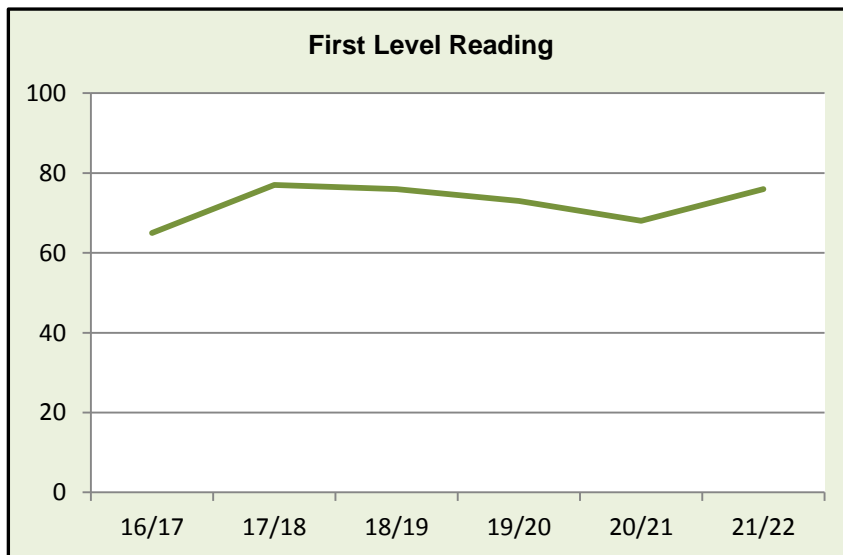
First Level - Overall Progress to Date

Reading

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	65%	77%	76%	73%	68%	*76%*

NIF Intended Outcome

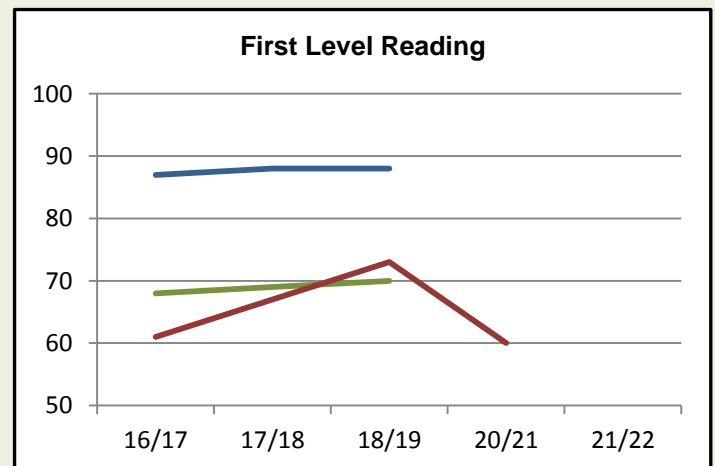
P4 attainment in June 2022 to be as good as or better than that of June 2019



68% of learners achieved First Level Reading in academic session 2020/21, a *fall of 5pp* on the three year average and a *fall of 8pp* on the results in 2018/19. **The National average in 2018/19 was 78%**. Six (6) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 8pp*.

Closing the Poverty Related Attainment Gap

First Level Reading				
	16/17	17/18	18/19	20/21
National (Quintile 1)	68%	69%	70%	
Clacks (Quintile 1)	61%	67%	73%	60%
National (Quintile 5)	87%	88%	88%	
Clacks Q1/National Q1	-7pp	-2pp	+3pp	
Clacks Q1/National Q5	-26pp	-21pp	-15pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 11pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). In 18/19 learners who live in our most deprived areas performed better than learners living in the most deprived areas across Scotland by 3pp.

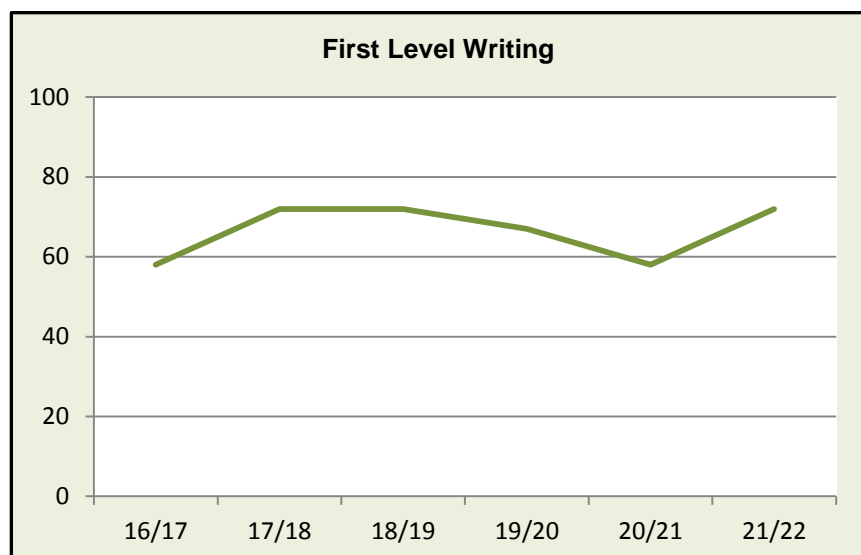
First Level - Overall Progress to Date

Writing

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	58%	72%	72%	67%	58%	*72%*

NIF Intended Outcome

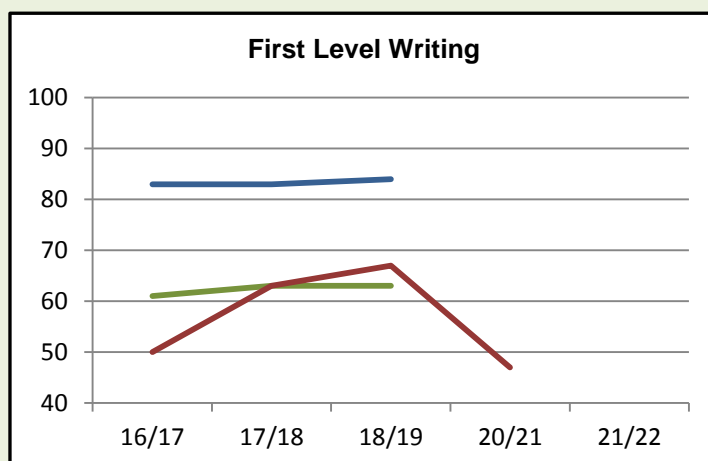
P4 attainment in June 2022 to be as good as or better than that of June 2019



58% of learners achieved First Level Writing in academic session 2020/21, a fall of 9pp on the three year average and a fall of 14pp on the results in 2018/19. **The National average in 2018/19 was 73%**. Only one (1) school reported a percentage achievement rate as equal to, or better than session 2018/19.

Closing the Poverty Related Attainment Gap

First Level Writing				
	16/17	17/18	18/19	20/21
National (Quintile 1)	61%	63%	63%	
Clacks (Quintile 1)	50%	63%	67%	47%
National (Quintile 5)	83%	83%	84%	
Clacks Q1/National Q1	-11pp	0pp	+4pp	
Clacks Q1/National Q5	-33pp	-20pp	-17pp	



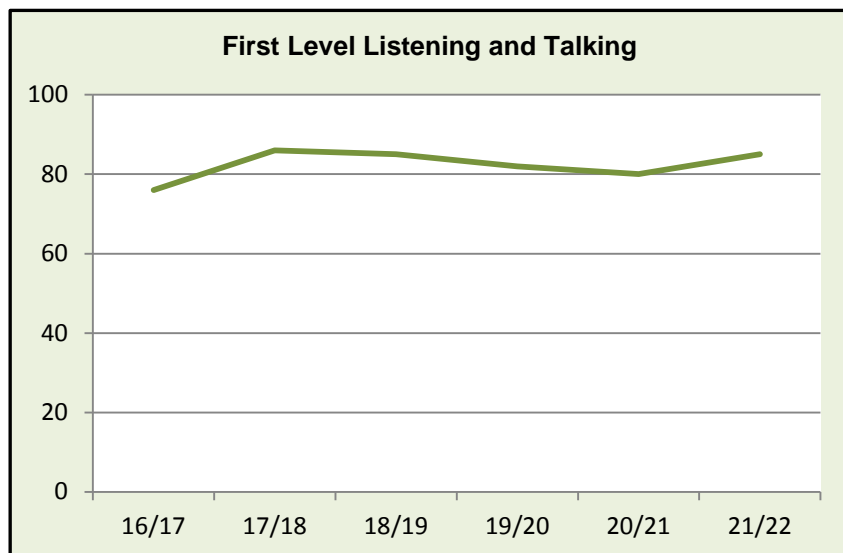
Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 16pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). In 18/19 learners who live in our most deprived areas performed better than learners living in the most deprived areas across Scotland by 4pp.

First Level - Overall Progress to Date

Listening and Talking

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	76%	86%	85%	82%	80%	*85%*

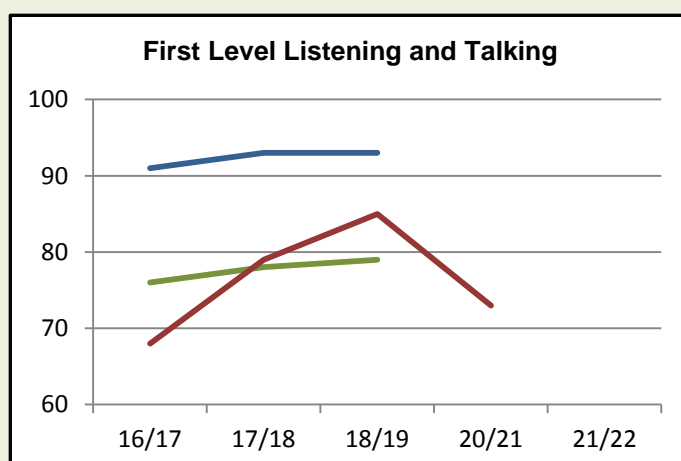
NIF Intended Outcome
P4 attainment in June 2022 to be as good as or better than that of June 2019



80% of learners achieved First Level Listening and Talking in academic session 2020/21, a *fall of 2pp* on the three year average and a *fall of 5pp* on the results in 2018/19. **The National average in 2018/19 was 85%**. Seven (7) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 5pp*.

Closing the Poverty Related Attainment Gap

First Level Listening and Talking				
	16/17	17/18	18/19	20/21
National (Quintile 1)	76%	78%	79%	
Clacks (Quintile 1)	68%	79%	85%	73%
National (Quintile 5)	91%	93%	93%	
Clacks Q1/National Q1	-8pp	+1pp	6pp	
Clacks Q1/National Q5	-23pp	-14pp	-8pp	



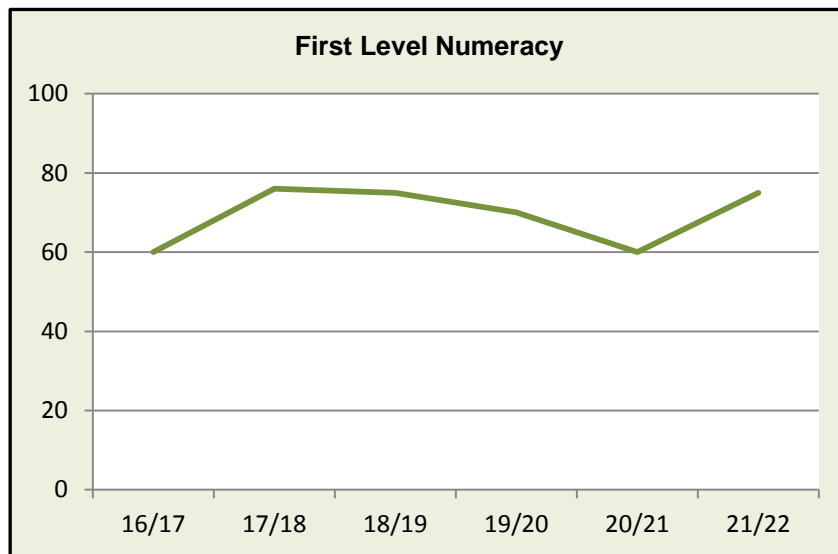
Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 15pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Learners who live in our most deprived areas continue to perform better than learners living in the most deprived areas across Scotland.

First Level - Overall Progress to Date

Numeracy

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	60%	76%	75%	70%	60%	*75%*

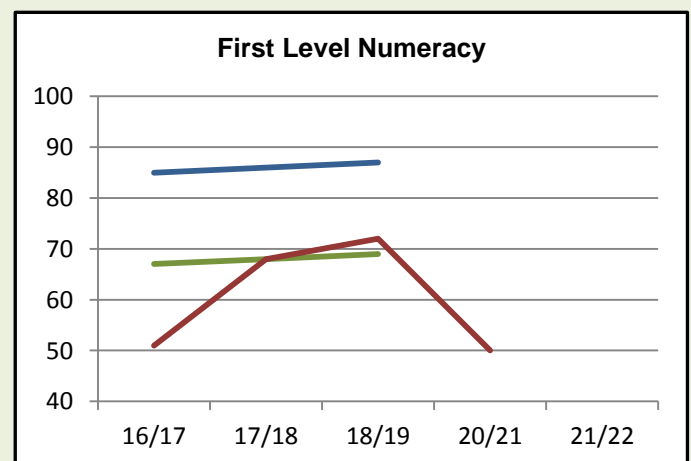
NIF Intended Outcome
P4 attainment in June 2022 to be as good as or better than that of June 2019



60% of learners achieved First Level Numeracy in academic session 2020/21, a *fall of 10pp* on the three year average and a *fall of 15pp* on the results in 2018/19. **The National average in 2018/19 was 77%**. Only two (2) schools reported a percentage achievement rate as equal to or better than session 2018/19.

Closing the Poverty Related Attainment Gap

First Level Numeracy				
	16/17	17/18	18/19	20/21
National (Quintile 1)	67%	68%	69%	
Clacks (Quintile 1)	51%	68%	72%	50%
National (Quintile 5)	85%	86%	87%	
Clacks Q1/National Q1	-16pp	0pp	+3pp	
Clacks Q1/National Q5	-34pp	-18pp	-15pp	



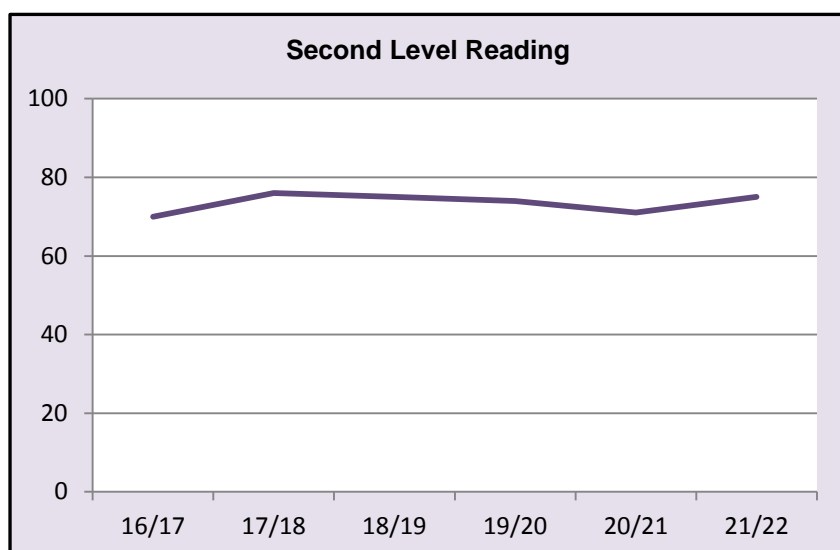
Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 19pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). In 18/19 learners who live in our most deprived areas performed better than learners living in the most deprived areas across Scotland by 3pp.

Second Level - Overall Progress to Date

Reading

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	70%	76%	75%	74%	71%	*75%*

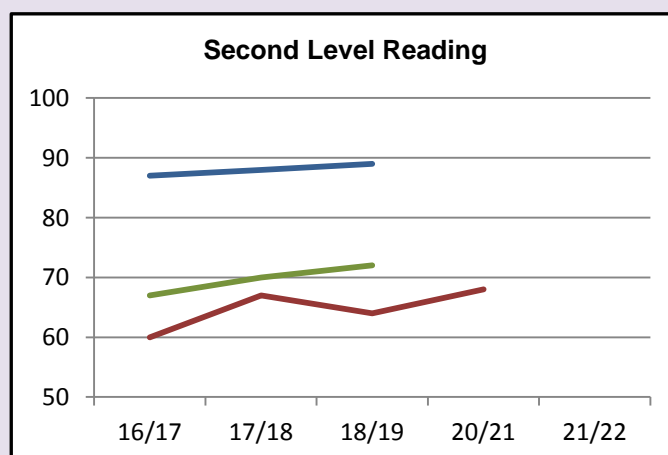
NIF Intended Outcome
P7 attainment in June 2022 to be as good as or better than that of June 2019



71% of learners achieved Second Level Reading in academic session 2020/21, a *fall of 3pp* on the three year average and a *fall of 4pp* on the results in 2018/19. **The National average in 2018/19 was 80%**. Ten (10) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 4pp*.

Closing the Poverty Related Attainment Gap

Second Level Reading				
	16/17	17/18	18/19	20/21
National (Quintile 1)	67%	70%	72%	
Clacks (Quintile 1)	60%	67%	64%	68%
National (Quintile 5)	87%	88%	89%	
Clacks Q1/National Q1	-7pp	-3pp	-8pp	
Clacks Q1/National Q5	-27pp	-21pp	-25pp	



Since 16/17 the poverty related attainment gap has narrowed slightly. Between 16/17 and 18/19 there has been a narrowing of 2pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Since 16/17 learners living in the most deprived areas across Scotland continue to perform better than learners who live in our most deprived areas.

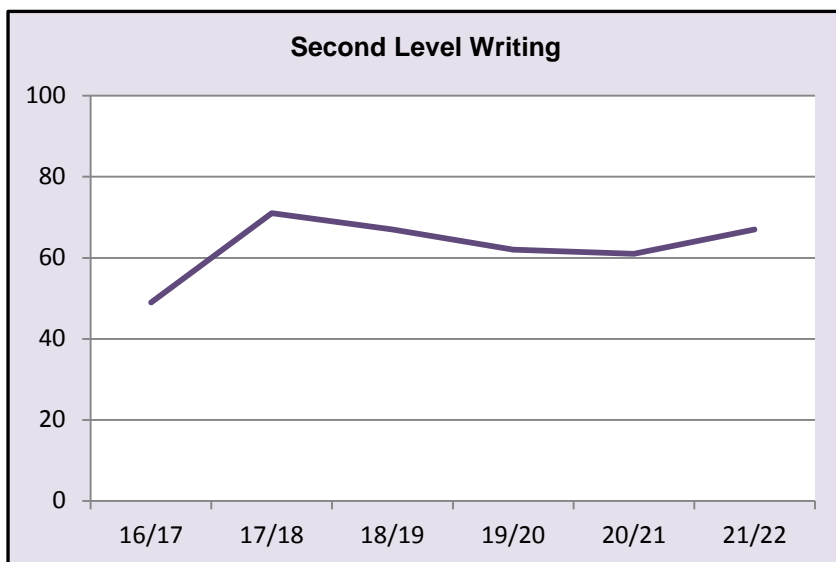
Second Level - Overall Progress to Date

Writing

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	49%	71%	67%	62%	61%	*67%*

NIF Intended Outcome

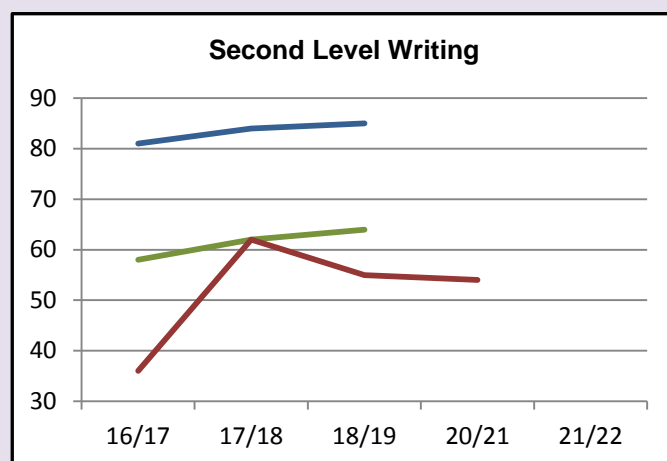
P7 attainment in June 2022 to be as good as or better than that of June 2019



61% of learners achieved Second Level Writing in academic session 2020/21, a *fall of 1pp* on the three year average and a *fall of 6pp* on the results in 2018/19. **The National average in 2018/19 was 74%**. Eight (8) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 6pp*.

Closing the Poverty Related Attainment Gap

Second Level Writing				
	16/17	17/18	18/19	20/21
National (Quintile 1)	58%	62%	64%	
Clacks (Quintile 1)	36%	62%	55%	54%
National (Quintile 5)	81%	84%	85%	
Clacks Q1/National Q1	-22pp	0pp	-9pp	
Clacks Q1/National Q5	-45pp	-22pp	-30pp	



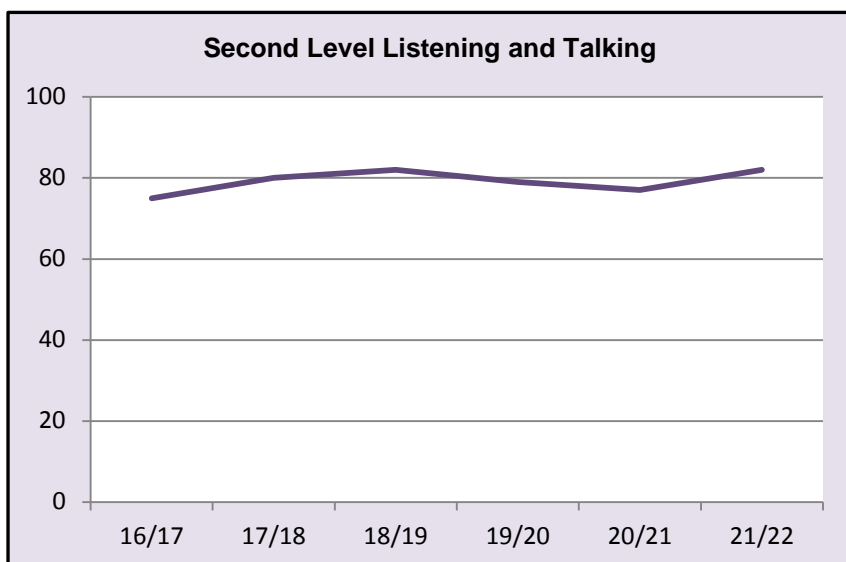
Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 15pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Since 16/17 learners living in the most deprived areas across Scotland continue to perform better than learners who live in our most deprived areas.

Second Level - Overall Progress to Date

Listening and Talking

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	75%	80%	82%	79%	77%	*82%*

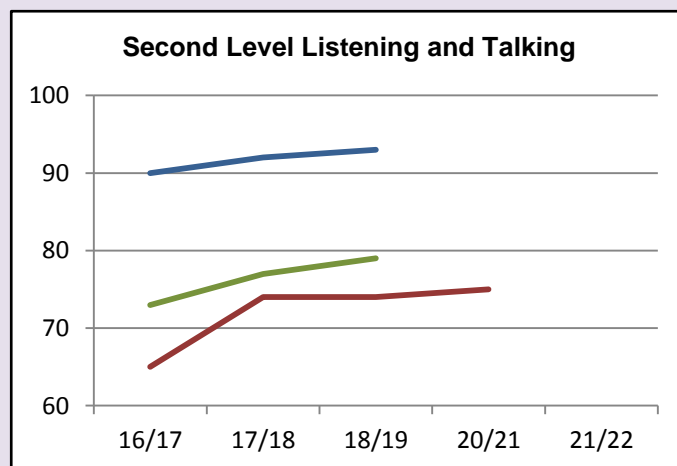
****NIF Intended Outcome****
P7 attainment in June 2022 to be as good as or better than that of June 2019



77% of learners achieved Second Level Listening and Talking in academic session 2020/21, a fall of 2pp on the three year average and a fall of 5pp on the results in 2018/19. **The National average in 2018/19 was 86%.** Ten (10) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority fall of 5pp.

Closing the Poverty Related Attainment Gap

Second Level Listening and Talking				
	16/17	17/18	18/19	20/21
National (Quintile 1)	73%	77%	79%	
Clacks (Quintile 1)	65%	74%	74%	75%
National (Quintile 5)	90%	92%	93%	
Clacks Q1/National Q1	-8pp	-3pp	-5pp	
Clacks Q1/National Q5	-25pp	-18pp	-19pp	



Since 16/17 the poverty related attainment gap has narrowed. Between 16/17 and 18/19 there has been a narrowing of 6pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Since 16/17 learners living in the most deprived areas across Scotland continue to perform better than learners who live in our most deprived areas.

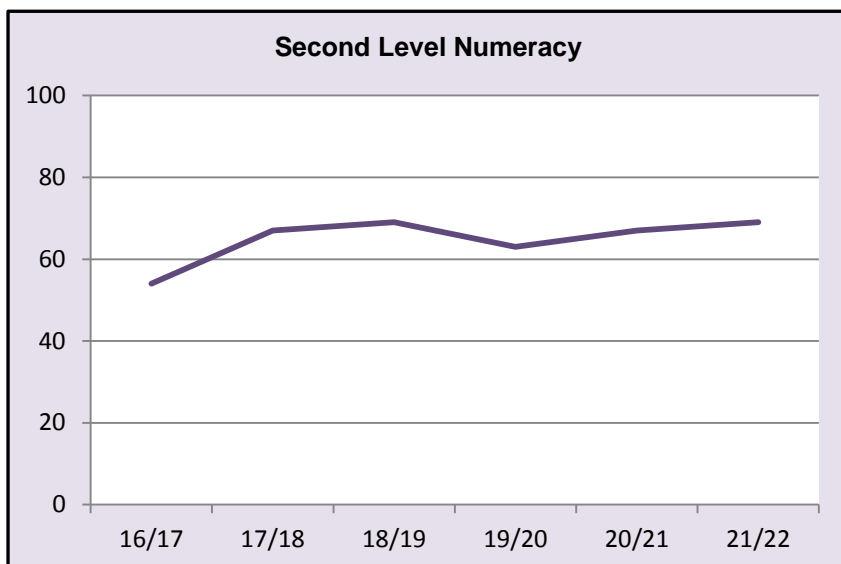
Second Level - Overall Progress to Date

Numeracy

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	54%	67%	69%	63%	67%	*69%*

NIF Intended Outcome

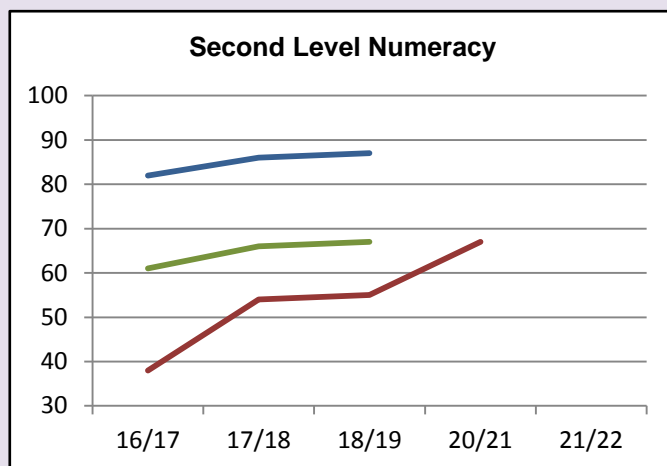
P7 attainment in June 2022 to be as good as or better than that of June 2019



67% of learners achieved Second Level Numeracy in academic session 2020/21, an increase of *4pp* on the three year average and a *fall of 2pp* on the results in 2018/19. **The National average in 2018/19 was 76%**. Ten (10) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 2pp*.

Closing the Poverty Related Attainment Gap

Second Level Numeracy				
	16/17	17/18	18/19	20/21
National (Quintile 1)	61%	66%	67%	
Clacks (Quintile 1)	38%	54%	55%	67%
National (Quintile 5)	82%	86%	87%	
Clacks Q1/National Q1	-23pp	-12pp	-12pp	
Clacks Q1/National Q5	-44pp	-32pp	-32pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 12pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Since 16/17 learners living in the most deprived areas across Scotland continue to perform better than learners who live in our most deprived areas.

Raising Attainment in Literacy and Numeracy

The **Education Endowment Foundation** recommends that schools should use structured interventions to provide additional support when pupils need to catch up. It states that, although ‘schools should focus on improvements to core classroom teaching that support all children in the class . . . some high-quality, structured intervention may still be required for some pupils to make progress.’

Research has shown that the implementation of high quality structured interventions and ongoing support for staff through the offer of professional learning can have a significant impact on pupil progress.

Raising Attainment in
Literacy and Numeracy
Small Group Interventions



Handbook



Clackmannanshire’s **Write On** and **Building Blocks** small group intervention programmes have been designed to address the impact of the global pandemic on the learning outcomes of identified pupils. By providing highly skilled learning assistant additionality we aim to increase the attainment and progress of learners and reduce the poverty related attainment gap.

Write On and **Building Blocks** aims to raise attainment of pupils who are at risk of under achieving in literacy and numeracy. It aims to help them:

- Make faster progress and catch-up with their peers.
- Develop the confidence, learning skills, knowledge and understanding that will enable them to continue to learn successfully afterwards.

Progress to Date

- **All** primary establishments across the authority have identified a Lead Teacher to provide the strategic leadership for the interventions, support the learning assistant and be accountable for gathering data and reporting on impact.
- **All** primary establishments have identified at least one Learning Assistant to attend professional learning/support sessions, deliver the intervention(s) and liaise regularly with their Lead Teacher.
- **Building Blocks 4**, Clackmannanshire’s Numeracy Intervention Programme has been reviewed and updated to reflect Local Authority SNSA analysis. A 12 week programme consisting of 48 detailed lesson plans has been produced to support Learning Assistants deliver high quality numeracy sessions.
- **Raising Attainment in Literacy and Numeracy: Small Group Interventions Handbook**, has been produced to provide establishments with a clear understanding of the rationale behind the interventions and the associated aims and responsibilities.

- **Professional Learning** was delivered in August to all Lead Teachers and identified Learning Assistants to:
 - provide an overview of Clackmannanshire’s small group intervention programmes
 - explain the key roles and responsibilities of both Learning Assistants (LAs) and Lead Teachers (LTs)
 - raise awareness of the online Google Drive which stores all relevant materials and resources

Raising Attainment in Literacy and Numeracy
Small Group Interventions

Session 1 - Part 1
Tuesday 17th August

- In addition, professional learning to support raising attainment in numeracy was delivered to identified Learning Assistants to:
 - provide an overview of Clackmannanshire’s **Building Blocks** Small Group Intervention Programme
 - become familiar with the topic and lesson structure of the **Building Blocks** Programme
 - increase awareness of the range of difficulties experienced by pupils
 - explore Sandwell Numeracy materials

Raising Attainment in Numeracy
Building Blocks

Session 1B
Tuesday 17th August

- A **pre-intervention baseline survey** was conducted with identified Learning Assistants.
 - 63.2% stated that they regularly accessed professional to support them in their role
 - 42.1% rated themselves as 5, on a scale of 1-6 where 1 is the lowest and 6 is highest, in how confident they are in supporting children’s learning in Literacy
 - 26.3% stated that they had attended specific professional learning in the last 2 years to help support children’s Literacy
 - 36.8% rated themselves as 5, on a scale of 1-6 where 1 is the lowest and 6 is highest, in how confident they are in supporting children’s learning in Numeracy
 - 52.6% stated that they had attended specific professional learning in the last 2 years to help support children’s Numeracy

- **All** establishments are tracking and monitoring the achievements and progress of learners on a weekly basis.

- **Almost all** establishments have implemented the Building Blocks programme. Impact of the initial six weeks will be analysed by the end of October.



- **Write On**, Clackmannanshire’s Literacy Intervention 8 week Programme at First Level has been developed to support Learning Assistants deliver high quality literacy sessions.
- Two **Write On** professional learning sessions to support the implementation of this have been delivered. The **Write On** programme will be implemented after the October break.

Data for Improvement



Clackmannanshire Education Service is legally accountable for the delivery and quality of its services. Robust analysis and evaluation of a range of intelligence and data informs improvement planning and is an essential feature of continuous self-improvement.

Our Data for Improvement model of improvement supports our work towards an empowered, connected, self-improving system and is based on the successful 'Remote Learning Professional Dialogues' which took place in March 2021.

Planned professional dialogues, lasting no more than 90 minutes, have been scheduled to take place each session between establishment leadership teams and Quality Improvement Officers. Dialogue will focus on:

- establishment progress/attainment data
- the links between the establishment's data and improvement priorities
- key themes/questions around the data and establishment systems and processes

This model will ensure:

- regular engagement in effective quality improvement and moderation activities.
- standards and expectations are agreed and shared.
- staff are supported and upskilled to analyse and use evidence well to ensure a clear focus on those priorities which will have greatest impact.
- a range of data and information is gathered to monitor and track progress for all learners.
- Data is regularly interrogated, making use of digital technology to support this where relevant and appropriate.
- all planning, monitoring, tracking and evaluating is manageable and relevant for all involved.
- good practice is shared and improvement is demonstrated as a result.

Progress to Date

- **All** primary establishments across the authority have;
 - been provided with a unique profile, indicating school demographics and attainment over time
 - engaged in professional dialogue with Quality Improvement Officers
 - self-evaluated themselves against 6 key indicators
 - collaborated with colleagues to moderate their self-evaluation
- Quality Improvement Officers have;
 - completed an evaluation for each establishment based on 6 key indicators
 - collectively moderated the evaluations
 - identified key strengths and challenges across all establishments
 - presented finding to the education senior leadership team

Assessment and Moderation

Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

In March 2020, HM Inspection colleagues published the National Thematic Inspection on Assessment within the BGE – where effective practice was shared through case studies from across Scotland. The publication identifies 6 key features of effective practice:



- Strong leadership and direction
- Use of a range of assessment data
- Well considered and carefully planned approaches to moderation
- High quality professional learning to improve confidence and increase skills in accurate assessment
- Skilled interrogation and analysis of data
- Involvement of children and young people in assessment of learning, which includes high quality feedback and learner conversations.

Our Assessment and Moderation model of improvement involves us working in collaboration with Education Scotland to offer professional learning to upskill staff to be able to lead moderation in their setting and support wider moderation processes across the local authority and beyond.

This model will support schools to develop a better understanding of standards, share good practice and support effective assessment and moderation.

Progress to Date

- **All** establishments, ELC through to Secondary have identified staff to lead moderation in their setting
- HT/DHT Overview session delivered by Education Scotland
- Sessions 1/2 of the Moderation Leads Programme has been delivered by Education Scotland
- Online space created for Moderation Leads across Clackmannanshire to collaborate and upload moderation material
- Session 3 planned for mid-November