















2023-24 Quarter to December - EDUCATION (Term 2)






Performance Report – Service Plan




Action Status	
	Cancelled
	Overdue; Neglected
	Unassigned; Check Progress
	Not Started; In Progress; Assigned
	Completed








EDUCATION STRATEGIC OUTCOMES IMPROVING OUTCOMES FOR ALL					
Action Code	Action Title	Due Date	Latest Status Update	Progress	Status
EDU 2023-24 ASN 1.1	Undertake baseline assessment of need across Moray using existing data intelligence and funding category information including central team structures and job roles	30-Nov-2023	Moderation process completed across ELC, Primary and Secondary schools with baseline of need identified. This baseline assessment is informing development of draft allocations model based on funding available. Key messages from moderation activities shared at Education Strategic Meetings and HT Briefings. Further work underway in review of central team structures and job roles, with briefing planned with HTs/ELC Managers in February 2024.	75%	
EDU 2023-24 ASN 1.2	Look outwards to other local authorities to seek good practice and learning from wider reviews including involvement in ADES Education Scotland Collaborative Improvement activity focused on Additional Support Needs	31-Dec-2023	Continued engagement looking outwards with other local authorities and Education Scotland/ADES colleagues through networks and targeted support offer. Education Strategic Meetings providing meeting fora for discussion of next steps/vision for the future, focussing on key actions. Universal training offer developed which will strengthen practitioner knowledge and support strategies for learners with Additional Support Needs.	75%	







Action Code	Action Title	Due Date	Latest Status Update	Progress	Status
EDU 2023-24 ASN 1.7	Gather good practice form across our Moray Education System in meeting additional support needs, with extension of key programmes, resources and training to meet the universal and targeted needs identified through moderation processes	30-Jun-2024	Moderation exercise completed. Initial trend feedback shared with Head Teachers. As data collation progresses examples of good practice and emerging staff training needs are identified. Training plan drafted with endorsement from LNCT. ASN Handbook under redevelopment in support of system-wide practitioner ready referencing and understanding of how to support children and young people with identified ASN.	70%	
EDU 2023-24 ASN 1.9	Initial review of Additional Support Needs training across staged intervention levels, working with teaching and support staff to ensure they are fully equipped to support Moray's children and young people through a Moray training offer	30-Jun-2024	Using the ASN moderation exercise and the Supporting All Learners refresh, collaborate work has begun to identify the universal training offer for all that will support and embed a consistent approach in developing a Moray Standard of the Universal offer in all learning environments in ELCs and schools. Supporting All Learners strategy under further review to incorporate changes to ASN in line with wider GIRFEC agenda, reflective of UNCRC.	50%	
EDU 2023-24 ASN 1.10	Undertaking Additional Support Needs Visioning exercises with stakeholders across Moray's Education System to road map new provision and delivery model, engaging stakeholders across our system and ensuring pupil and parent voices are heard	31-Dec-2023	Further engagement has continued through Education Strategic meetings, working with colleagues from Education Scotland. ASN Parent group continues to meet providing two way dialogue. Elected Member SLWG has now completed with next steps planned, based on drafted vision for service delivery moving forwards. Further stakeholder engagement planned and ongoing.	75%	
EDU 2023-24 CUR 1.10	Consider skills framework, skills progression and profiling, looking outwards in order to develop guidance, support materials and collate good practice exemplars for Moray schools in development of skills for learning, life and work	30-Jun-2024	Moray Improvement Group continues to meet, with national developments supporting group activities. Focus around skills 4.0/Metaskills as core focus for skills framework and progression. Looking inwards and outwards to good practice exemplars in relation to profiling and skills.	40%	
EDU 2023-24 CUR 1.12	Review existing BGE Curriculum content and approaches, including timetabling, progression, project-based learning, play based learning and IDL to prepare strong foundations for pupils in Primary as they progress and transition to Secondary	30-Jun-2024	Group have met twice and have engaged with appraisal of national guidance as well as local practice from across Moray. Group have identified five key aspects of practice which they are using as a structure for the BGE Curriculum Rationale guidance: • Approaches to BGE in Moray (Curriculum Rationale) • Timetabling • Ensuring Entitlements • IDL/Project Based Learning and examples • Curriculum Mapping Group members currently researching and populating sections. Next meeting end of Feb.	40%	
EDU 2023-24 CUR 1.13	Review secondary BGE Curriculum content and approaches, including S1-S3 progression, project-based learning, IDL, wider achievement and creativity to prepare strong foundations for pupils as they progress and transition to Senior Phase	30-Jun-2024	Group activities impacted by capacity in schools to enable colleague release. Looked outwards to other local authority and Regional Improvement Collaborative approaches with consideration of Curriculum Toolkit and review of Secondary Inspection findings for good practice examples of IDL/project based learning.	40%	
EDU 2023-24 CUR 1.14	Bring together colleagues from across curriculum areas in order to develop widened curriculum approaches and broader delivery models.	30-Jun-2024	Subject Group Networks continue under system leadership of appointed Subject Group Chairs and appointed Depute Head Teachers. Feedback taken on board from system to direct focus of discussions, with increased collegiality and collaboration across most subject network groups. Term 3 agenda issued and looking forwards, Subject Groups have been empowered to provide outline of focus for a Term 4 (Inset Day) meeting involving colleagues from across subject group departments. Moray Improvement Group 10 continues to monitor and review activities and Secondary Head Teachers review minutes and support/challenge where necessary improvement through Principal Teacher focussed discussions across establishments. This is leading to positive development and change in light of national reform/messages in the BGE and Senior Phase, including sharing of good practice, resource development and joint planning as well as strengthening understanding of standards.	50%	


Action Code	Action Title	Due Date	Latest Status Update	Progress	Status
EDU 2023-24 CUR 1.7	Develop our overarching Moray Literacy Strategy based on research and good practice identified from Moray, Scotland and beyond	30-Jun-2024	The group have reviewed areas of Literacy to identify what is happening in each area; Phonics; Reading; Spelling; Talking & Listening; Writing. Group have reviewed national guidance and research (EEF, NRIL) Group have identified headers for Strategy and are beginning to populate. Group are liaising with Numeracy MIG to ensure consistency of Moray approach.	40%	
EDU 2023-24 CUR 1.8	Develop our overarching Moray Numeracy Strategy based on research and good practice identified from Moray, Scotland and beyond	30-Jun-2024	Moray Improvement Group continues to meet to progress Numeracy Strategy development. Further promotion of Northern Alliance Numeracy Progression and sharing structures with Moray Improvement Group (Literacy Strategy).	30%	
EDU 2023-24 CUR 1.9	Explore and extend learner pathways for pupils to progress through the BGE onto Senior Phase and beyond including alternative accreditation awards, NPAs, Foundation Apprenticeships, SQA and SCQF awards; maximise achievement for all by point of school exit	30-Jun-2024	Work continues on development of pathways supported by HQ QIM in discussion with colleagues' pan-Grampian and beyond. This includes discussions with Aberdeenshire, SDS colleagues, NHS Grampian and Moray College UHI. Discussions at national level around funding models will direct future changes, with opportunity to extend collaboration explored further with Secondary Head Teachers.	30%	
EDU 2023-24 LTA 1.7	Further develop across our schools and Associated Schools Groups, moderation practice based on key data intelligence and messages resulting from ACEL, National Standardised Assessments and wider formative/summative assessment	30-Jun-2024	Continuation of moderation activities at school, ASG and local authority level supported by Quality Assurance and Moderation Support Officers. National Standardised Assessment training continues with a range of webinars offered, supported by our National Trainer. Key data messages shared including pan-authority sharing of ACEL data tables and support and challenge visits by QA team. Schools continue to progress through QA Calendar and Working Time Agreement time set aside for moderation activities, many focussing on Writing and Numeracy.	50%	
EDU 2023-24 LTA 1.8	Review our approaches to strengthening tracking and monitoring of learner attainment and achievement, working with our system in embedding tracking and monitoring systems with support provided in data interrogation and analysis	30-Jun-2024	Stretch Aim monitoring continues, with support and challenge from our Education Scotland Attainment Advisor. Progress and Achievement full roll out across Primary and Secondary for BGE T&M with data analysis tool roll-out across Senior Leaders (Primary) complete following ASG roadshow and two senior leader sessions (December 2023) with very positive feedback received to date. Data Analysis planning mats, analysis tool, help guides and data booklets supporting leadership of change. Further planned session, with Attainment Advisor supporting. AnalyseM (Secondary) development underway with training sessions planned across DHT network. Tracking and Monitoring Strategy identified for review in support of future change and wider monitoring activities.	50%	







EDUCATION SERVICE LEVEL OUTCOMES CURRICULUM 2023-24





Action Code	Action Title	Due Date	Latest Status Update	Progress	Status
EDU 2023-24 CUR 1.1	Continued engagement at local and national level in ongoing review activities as a system, with key messages from national discussion on Scottish Education and wider reviews guiding curriculum change and developments	30-Jun-2024	Central officers continue to engage through ADES networks including PIN (Performance and Improvement Network), CAQ (Curriculum and Qualifications), ASN (Additional Support Needs) and Early Years. This supports key national engagement in emerging system thinking and reform. Education briefings (virtual and Teams) share key messages and provide opportunity for key speakers to provide further information on change including curriculum change, national direction of reform and actions required (e.g. Cabinet Secretary)	50%	

Action Code	Action Title	Due Date	Latest Status Update	Progress	Status
EDU 2023-24 CUR 1.11	Explore maximisation of the 33-period week, common column and consortia approaches and wider timetabling models to support a curriculum for the future, taking account of curriculum reform underway and further changes including class contact time reduction	31-Mar-2024	Secondary timetables continue to progress key areas for development and national representation continues also. Uncertainty around timescales and nature of qualifications reform remains at this time with further information becoming available in coming months. All schools developing timetables for 2024/2025 with early indication of choice activities well underway.	40%	
EDU 2023-24 CUR 1.15	Through Curriculum Strategy Group reporting and guidance, undertake self-evaluation for system improvement of Moray Improvement Group activities and impact, in order to direct future focus and service delivery model as in Education Strategic Plan 2024-25	30-Jun-2024	Curriculum Strategic Group met on 7th December with representation from the system and Education Scotland. Progress of MIG's discussed and actions agreed moving forward. Recognition that certain MIG's had made more progress due to capacity issues in the system. QIM (Strategy) to meet with Leigh Watson to discuss.	40%	
EDU 2023-24 CUR 1.2	Following review of all 2022-23 Education service selfevaluation, convene the Moray Curriculum Strategy Group as the overarching and governing strategy group for curriculum reform in Moray	31-Oct-2023	Group has been formed and had its first meeting to agree Terms of Reference (TOR's) and pattern of meetings for all Moray Improvement Groups. Second meeting on 26.10.23.	100%	
EDU 2023-24 CUR 1.3	Convene the Moray Improvement Groups with representation from across our Moray Education System and wider partners to take forward key developments	31-Oct-2023	Ten Moray Improvement Groups have been formed and Leads as well as Central Supporting Officers appointed. An annual calendar of meetings is being put in place along with reporting structures to Curriculum Strategic Group.	100%	
EDU 2023-24 CUR 1.4	Ensure intended outcomes are met by each Moray Improvement Group in guiding system improvement	30-Jun-2024	Lead update meetings have taken place in order to ensure continued progression towards MIG aims. Updates are being provided to QIM (Strategy & Schools) which are to be taken back to the next CSG meeting on 15.02.24	30%	
EDU 2023-24 CUR 1.5	Review existing transition approaches from Nursery to P1, developing guidance and partnership working approaches in order to enable seamless learning and wellbeing	30-Jun-2024	Strategy agreed as draft (already through LNCT as SLWG from 22-23), transition sessions organised for all early level practitioners (ELC and Primary) in January/February 2024. Registration videos for ELC and P1 completed and will be shared as part of PR for registration week early Jan. Linked with MIG 2 to ensure consistency of approach "Moray standard" for transition – considering what is essential/desirable for transition. Examples of practice being shared and transition story confirmed as Smeds and Smoos	30%	
EDU 2023-24 CUR 1.6	Consider existing Primary-Secondary curriculum transition arrangements, developing guidance and models for curriculum transition, full cohort extended transition Primary-Secondary working	30-Jun-2024	Moray Improvement Group has met to discuss key approaches and resources in support of Primary-Secondary transition. Linking with ELC-Primary transition group for common approaches.	30%	

EDUCATION SERVICE LEVEL OUTCOMES LEADERSHIP 2023-24					
Action Code	Action Title	Due Date	Latest Status Update	Progress	Status
EDU 2023-24 LEAD 1.1	Review approaches to developing leadership at all levels of our Moray system through appropriate professional learning and leadership opportunities delivered by our system, for our system	30-Jun-2024	Care Inspectorate ELC Improvement programme cohort 7 services agreed; Ark childcare, Lossie 2-3's, Drumduan Kindergarten, Portknockie nursery (starting Jan '24 until March 24) Central officers continue to support the Moray Leadership and Management programme, extending thinking and practice. Thursday briefing sessions providing opportunity for external speakers to present on key developments. Training opportunities offered with positive uptake (Circle training, solution-orientated training, tracking and monitoring). This is building collective capacity and system leadership in the system.	50%	
EDU 2023-24 LEAD 1.2	Undertake senior leadership workforce planning as a service in order to identified leadership gaps and future needs, highlighting where planning for succession is required in order to maintain service delivery	30-Jun-2024	Annual workforce development meeting completed with HR, identifying issues, risks and opportunities within service pertaining to workforce planning. Staffing meetings continue and review of processes to ensure staffing sufficiency, including contingency arrangements and application of exigencies of the service where required by Head of Service due to discrete staffing pressures at senior leader level in some schools.	50%	
EDU 2023-24 LEAD 1.3	Signpost and support colleagues to Education Scotland and wider provider professional learning and leadership development opportunities, building knowledge and leadership capacity	30-Jun-2024	Ongoing signposting and support through PLL newsletter and Education Friday briefings.	70%	
EDU 2023-24 LEAD 1.4	Support newly appointed Senior Leaders through appropriate induction activity, mentoring and coaching opportunities where appropriate in order to support immersion in new leadership role	30-Jun-2024	HT Mentors identified to support as requested by our system. Senior Leader Induction guide under development with further central officer supports.	50%	
EDU 2023-24 LEAD 1.5	Support our secondary schools to develop middle leaders through appropriate professional learning and development opportunities at school and system level	30-Jun-2024	Ongoing development with individual schools offering specific supports, individual school programmes in place to support e.g. Aspiring middle leaders. School level programmes.	50%	
EDU 2023-24 LEAD 1.6	Undertake migration of professional learning records and plans from CPD Gateway to MyGTCS as core platform	30-Jun-2024	Migration plan being developed, reviewed with central team and clear timescales for migration. Instruction guides under development. Contact with GTCS ongoing.	70%	

EDUCATION SERVICE LEVEL OUTCOMES LEARNING, TEACHING & ASSESSMENT 2023-24					
Action Code	Action Title	Due Date	Latest Status Update	Progress	Status
EDU 2023-24 LTA 1.1	Looking inwards, outwards and forwards and guided by service self-evaluation, review existing approaches to learning, teaching and assessment across our establishment for raising standards and strengthening core self-evaluation gradings	30-Jun-2024	Analysis of school visit programme in relation to 2.3 to evaluate school self-evaluation against visit findings. Feedback to team to continue to allocate support raising of standards by identifying focus areas for support and sharing of good practice Evaluation of PuP (Power up your Pedagogy) and sharing of good practice through Headteacher briefings in process.	30%	

Action Code	Action Title	Due Date	Latest Status Update	Progress	Status
EDU 2023-24 LTA 1.2	Using 'Our Moray Standard for Learning and Teaching' as our agreed Learning and Teaching Strategy across Moray, reinforce essential messages across our system, supported by the range of resources available to support pedagogy and practice	30-Jun-2024	Ongoing data collation and gathering of practice during school visits on Learning and Teaching with a view to sharing best practice and providing proportionate support and challenge. QIO/M team have used Northern Alliance/Education Scotland materials on school visits and to share feedback with schools. This acts to reinforce key messages about Learning & Teaching for central team and school leaders.	30%	
EDU 2023-24 LTA 1.3	Support our system through focus during identified Education Strategic meetings and wider meeting fora on agreed learning and teaching approaches based on research and practice	30-Jun-2024	Continued approaches through Subject Group Networks (Secondary), ASG activities and Education Meetings, with wellbeing focus through pedagogical activities undertaken. Central officer involvement in Northern Alliance Learning and Teaching focus.	50%	
EDU 2023-24 LTA 1.4	Invest in a key 'back to basics' core reference text – Power Up Your Pedagogy – as a reference tool and professional learning community resource across our schools, reinforcing practitioner skills and confidence in high quality learning and teaching	30-Sep-2023	Education Strategic Meetings held to date with focus on wellbeing and relational approaches, Additional Support Needs, data and evidence informed approaches to improvement. ELC Teaching & Learning team reviewing approaches to child centred pedagogy. Ongoing training and development offer across ELC. Continued engagement with "Play Pedagogy" drop in sessions every term. All central officers and less than half Head Teachers attended Northern alliance events on Learning, Teaching and Assessment with plenary to consider next steps next session. As a result there is a growing understanding of the definitions of key pedagogical approaches with need to consider this locally as well as opportunities for learning conversations.	100%	
EDU 2023-24 LTA 1.5	Support our system through refocus on key observation toolkits and practitioner self-evaluation resource in order to aid selfreflection and agreed strengths and focus areas for professional and practice development	30-Jun-2024	Continued focus and signposting as per term 1. Education Team meetings and visit programme supporting and challenging practice with focus on improving performance. Schools continuing to use the Power Up Your Pedagogy self-reflection resource to gauge progress in pedagogical developments. Ongoing review of statutory documentation and school self-evaluation again school visit programme, highlighting risks and areas where support is required.	50%	
EDU 2023-24 LTA 1.6	Continue work on moderation in the Broad General Education in order to further improve practitioner confidence in teacher professional judgements for learner level achievement (Achievement of Curriculum for Excellence levels)	30-Jun-2024	Ongoing moderation at school, ASG and inter-school levels supported by trained QAMSOs. Schools continue to focus on moderation as part of ASG action plans, with review of ACEL data and areas identified as in need of targeted focus (e.g. Writing, Numeracy) for strengthening practitioner confidence in assessment of learner level achievement.	50%	
EDU 2023-24 LTA 1.9	Baseline and measure progress in improving the consistency in quality of learning and teaching across our system, using key resources and back to basics approaches, aligned to Our Moray Standard for Learning and Teaching	30-Jun-2024	Ongoing monitoring of progress of schools who participated in the baseline survey in order to case study and share	20%	

EDUCATION SERVICE LEVEL OUTCOMES REVIEWING ASN 2023-24					
Action Code	Action Title	Due Date	Latest Status Update	Progress	Status
EDU 2023-24 ASN 1.3	Seek support from Education Scotland, working towards joint working, planning and co-delivery of professional learning activities and development sessions, in order to support our Moray Education System with focus on Additional Support Needs	30-Sep-2023	Virtual meetings held with HMIE and support wing of ES and as a result service has secured support from ES for this session with attendance at vision session, input at strategic meeting and ongoing advice and guidance.	100%	
EDU 2023-24 ASN 1.4	Refocus Strategic Education Meetings for session 2023/2024 with key focus of Inclusion and supporting all learners in order to meet their needs	30-Sep-2023	Agreed key focus with consultative group for session ahead and first strategic meeting included a session on inclusion in Scotland/Moray, Girfec principles and values, the four pillars of inclusion and two sessions to identify core universal training offer as well as vision for ASN service moving forwards.	100%	
EDU 2023-24 ASN 1.5	Alternative curriculum and strategic commissioning framework developed with procurement for education providers specialising in education for young people struggling in mainstream schooling or with full-time attendance, further supporting PEF intervention	31-Dec-2023	Public session held online and follow up meetings with potential providers have been held. Procurement lead completed commissioning framework. Job spec and evaluation for a Project Officer to lead this commissioning approach has been completed. The alternative curriculum commissioning framework model is on hold and will be reviewed as part of the ASN Review in 2024	70%	
EDU 2023-24 ASN 1.6	Review the ASN Resource Allocation Model through review of school profiles of need, initiating ELC, Primary and Secondary Moderation across our establishments in order to consistently ascertain identified scale and level and of current need across Moray	30-Nov-2023	Please see EDU 2023-24 ASN 1.1 and EDU 2023-24 ASN 1.7 Initial moderation activities complete with key learning inform future resource allocation models and approaches. Baseline of need ascertained with focus areas for next steps identified. ASN Resource Allocation Model under review/draft development.	70%	
EDU 2023-24 ASN 1.8	Review and roll-out of the Additional Support Needs Handbook and review of key policies in order to ensure statutory compliance and support for all learners with additional and wider social, emotional and behavioural needs	30-Jun-2024	Review of existing ASN Handbook and links completed. In partnership with Learn Tec team ASN trainers identified platform (Glow) and format for online ASN Handbook	50%	