

**SERVICE PLAN – SCHOOLS AND CURRICULUM DEVELOPMENT****INTRODUCTION**

As a Local Authority, Moray Council aims to provide high quality pre-school experiences and primary and secondary education to young people and their families across the Council area. The responsibility for overall delivery of the education service in Moray lies with the Department of Education and Social Care which comprises of the following sections;

- Integrated Children's Services
- Schools and Curriculum Development
- Lifelong Learning, Culture and Sport
- Community Care

The department is led by the Corporate Director (Education and Social Care), assisted by four Heads of Service, each leading one of the sections above.

The role of the Schools and Curriculum Development section is to work with Heads of educational establishments and their staff to provide strategic leadership and direction for the development and delivery of the curriculum across all our schools and partner providers. This involves working across the following major areas of activity:

- Pre-school and Early Years
- Primary Schools
- Secondary Schools
- Quality Improvement
- Staff Development/Continuous Professional Development (CPD)

The quality improvement role involves:

- developing the self-evaluation of pre-school partners and schools
- Liaison with Education Scotland and support and challenge for partners and schools through the inspection process, including post inspection support
- supporting the improvement planning process in partner centres and schools
- supporting and challenging schools and centres in their continuing work to raise levels of achievement, including attainment

The Schools and Curriculum Development section aims to work in close partnership with the Continuous Improvement Team to ensure a consistently high quality across all aspects of our service.

The staff development/CPD role involves;

- identifying staff development needs and providing appropriate support. This may be in the form of bespoke training, authority-wide training and support materials.
- ensuring all staff have the necessary skills and competencies to deliver the curriculum
- ensuring central officers are effectively deployed in order to support effective staff development
- ensuring we have staff effectively equipped to engage in career long professional learning

- developing our staff appropriately to ensure we have effective succession planning arrangements in place

## PRIORITIES FOR DEVELOPMENT

In September 2012, the Head of Schools and Curriculum Development established a Strategy Group to lead forward the work of the service over the next five year period. Six key themes were identified as providing the strategic umbrella for development from 2013 to 2018 as outlined below;

- Validated Self-evaluation and Quality Improvement
- Learning and Teaching
- Curriculum Design
- Supporting all Learners and Recording Achievement, Reporting and Profiling
- New Qualifications
- Leadership, Management and Building Capacity

Operational groups were set up from August 2013 to lead forward on each of the areas above and these groups are currently working towards the strategic objectives which were outlined by the Strategy Group. School staff and central officers are involved in these groups, which report on progress termly to the Strategy Group. The Strategy Group ensures that appropriate progress is being made in each area and will be the key group in determining guidance and developments in relation to schools and curriculum. This Strategy Group is chaired by the Head of Schools and Curriculum Development and comprises officer, Head Teacher, Local Negotiating Committee for Teachers (LNCT) and Visiting Specialist representation.

A copy of the Five Year Plan can be accessed at **Appendix 1**.

To ensure we can meet the objectives and outcomes in our plan, we have broken it down into a rubric to show how progress can be measured and monitored over the period 2013 to 2018. This will obviously change year on year as the plan changes to reflect national priorities and local circumstances. These rubrics will also be used for reporting purposes. A copy of this rubric can be accessed at **Appendix 2**.

Other priorities have been identified for 2014/15 via local and national priorities and through our own self-evaluation. All section priorities can be clearly linked the Moray Council's 10 Year Plan and are fully aligned with the objectives of our Community Planning Partners. Other priorities identified for 2014/15 include;

- The continued development of a Languages Strategy to meet Government expectations for a 1+2 model for language learning by 2020. A dedicated officer has been appointed to lead on this project and pilot projects have been undertaken in 2013/14 which will continue to be supported in 2014/15 and which will be central in developing a Moray wide approach to and strategy for language learning.
- The Schools and Curriculum Development section will produce a Moray-wide strategy for attainment and achievement. This will be a key strategy in supporting the aims and purposes of Curriculum for Excellence and it will also pull together all the themes from the Five Year Plan to produce one strategy based on entitlements for and expectations of all young people, parents and staff in our centres and schools.
- The continued development of an ICT Strategy for all our schools. The Education ICT Strategy Group has already started work on this and progress has been made

- in relation to the use of social media in educational establishments in Moray and work is on-going to consider how best to provide appropriate support for primary establishments in their use and development of ICT to ensure greater parity with secondary schools. This will be a key strategy for the section as a whole if we are truly to aspire to delivering a 21<sup>st</sup> century experience for learners, preparing them for the future world in which they will live and work.
- The continued development of two hours quality physical education in primary schools. External funding has been provided to appoint a support officer to lead this work forward, working with primary schools and primary visiting specialist staff.

## STAFFING AND RESOURCES

- (a) In addition to the Head of Schools and Curriculum Development the work of the section involves three Quality Improvement Officers who provide a support and challenge role for schools and partner centres. They also lead on specific aspects of the five year plan and also have specific strategic responsibilities. There is also a fourth tier development team who provide strategic support and development to schools and partner providers in a range of areas. Throughout 2013/14, the work of all officers in the section was realigned to ensure it was appropriately focussed and aligned to meet the key requirements of the service. One QIO has the day-to-day role of managing and evaluating the work of this team of officers which will ensure it remains clearly focussed. There are also a number of seconded officers at present, who have been recruited to develop key local and national educational priorities within Moray. Roles and remits of central officers can be accessed at **Appendix 3**.
- (b) To address development priorities, the funding for the team [outwith staffing] has been structured around four former ring fenced funding streams, which together with departmental funding totals £425,000 for 2014/15.

The Head of Schools and Curriculum Development streamlined funding arrangements in 2013/14 to ensure funds were appropriately allocated to key strategic priorities. Money was removed from secondary subject groups and used to create an “Innovation Fund” to which groups of staff from across the service were able to bid to access funding for specific projects being undertaken in schools. This arrangement will continue in 2014/15.

## WORKFORCE PLANNING

Workforce planning is undertaken on an annual basis using the corporate template and takes account of the 3 corporate workforce priorities: workforce transformation and change, employee engagement and developing leadership capacity. Key workforce information is also reviewed as part of the process which includes data on employee demographics (e.g. numbers, age and gender profiles, turnover and absence) as well as consideration of a range of other information related to recruitment, planning, external and national developments, efficiency reviews and any other factors that may reshape the workforce in some way. The service plan reflects the key issues and actions arising from workforce planning activity and identifies gaps, actions required and proposed outcomes with timescales and officer responsibility.

The workforce planning process for Schools and Curriculum Development has highlighted one key issue as set out below:

1. Lack of applicants for certain teaching posts. This poses a risk for the service because we may not be able to provide an adequate number of teachers to deliver the curriculum and meet the needs of the service

A number of measures have been put in place to address this issue;

- Head Teachers have had increased teaching commitments to mitigate against this. This, however, means that they are having insufficient time to lead their schools, deal with parental queries and develop their curriculum, which in turn may have a detrimental effect on inspection reports.
- Improved advertising to attract new recruits to Moray. This has not been successful as the issue is a national one and not only a local one
- We have paid teachers to deliver on a “twilight” basis in certain subjects in certain schools.
- Central officers have been redeployed in schools
- We have guaranteed three students from UHI a Newly Qualified Teacher placement in Moray during school session 2014/15

## **PROCUREMENT**

In 2014/15, the Schools and Curriculum Development section will be seeking to procure for the following;

- Skillforce – in order to provide additional learning opportunities to young people in the senior phase of Curriculum for Excellence
- Evolve – a computer programme to allow much more effective organisation and administration of risk assessments and other arrangements for school trips and activities. This should have taken place in 2013/14, but did not progress due to a key member of staff leaving the service
- Funded pre-school education places from the private, voluntary and independent sectors – in order to provide a pre-school education place for every 3 and 4 year old whose parents wish it

## **RISK**

The risk register for Schools and Curriculum Development identifies the following risks:

- Failure to improve attainment at Scottish Credit and Qualifications Framework (SCQF) levels.
- Failure to implement national initiative “Curriculum for Excellence”.
- Poorer external inspection reports for schools and pre school partners.
- Loss of key staff or reduction in capacity. This is a major concern at present, particularly in relation to the non-availability of cover teachers, the loss of Principal Teachers in primary schools and the increased expectations being placed on schools with regards to curriculum and self-evaluation.

There is a clear link between the risks and, as a result, the action plans for 2014/15 will require to be focused on a limited number of key priorities as outlined in “Priorities for Development”. The impact of the national position in Curriculum for Excellence and any local changes will need to be closely monitored in order to attempt to continue to control the risks.

The Head of Schools will continue to monitor how his officers interact with schools and partner centres, with a view to moving towards a more proportionate and needs-led model of school visits, supported by input as appropriate from the Continuous Improvement Team. As central resources continue to decrease, it is vital that support is targeted where it most required. This is currently exacerbated by the number of acting Head Teachers working in our schools who may require additional support, placing an additional resource burden on central resources.

## **CUSTOMER ENGAGEMENT**

The Head of Schools and Curriculum Development convene termly meetings with the Moray Parent Forum. These meetings are used to discuss on-going curricular developments both locally and nationally and are attended by regular visiting speakers, such as representatives from Scottish Parent Teacher Council (SPTC) and Scottish Qualifications Authority (SQA). The departmental Continuous Improvement Team engages with parents across Moray to determine their level of overall satisfaction with the education their children receive in Moray's schools. This information is fed back to schools to allow them to consider this in their improvement planning.

## **PERFORMANCE INDICATORS/STANDARDS AND DELIVERY**

The Continuous Improvement Team is responsible for reporting on performance across all sections within the department of Education and Social Care. This includes reporting on attainment and achievement in all Moray schools. The Continuous Improvement Team also present Education Scotland reports and follow up reports to Children and Young People's Services Committee. The developing relationship between the Schools and Curriculum Development Section and the Continuous Improvement Team will continue to be a focus for development in 2013/14.

## **FUTURE**

As outlined above, a key concern for the future is capacity, particularly in relation to meeting the needs of the service in light of major policy drivers such as Curriculum for Excellence and Getting it Right for Every Child. As described above, a key priority for the Head of Schools and Curriculum Development will be to ensure resources are as effectively and efficiently deployed as possible.

## SCHOOLS AND CURRICULUM DEVELOPMENT

## 5 YEAR STRATEGIC PLAN

	What are our improvement outcomes?	How will we know we have succeeded?	Led By	Sub Groups
	<b>2013 – 2018</b>			
<b>Learning and Teaching</b>	<ul style="list-style-type: none"> <li>To meet the learning needs of all learners effectively</li> <li>To ensure that teachers are confident to deliver the curriculum</li> <li>To ensure that the four aspects of pedagogy are embedded in practice</li> <li>To raise attainment and achievement of all learners</li> <li>To develop staff confidence in the use of ICT including GLOW+ to enhance learning and teaching To improve consistency in learning and teaching practice across Moray</li> </ul>	<ul style="list-style-type: none"> <li>All staff fully understand and can evidence delivery of Health and Wellbeing (HWB), Getting it Right for Every Child (GIRFEC), numeracy and literacy</li> <li>Across Moray there will be a shared understanding of pedagogy, which has led to high quality learning and teaching</li> <li>All young people leave our schools better equipped for life and work as appropriate to the individual.</li> <li>Our schools in Moray will be creative, innovative and meeting the needs of our learners and communities.</li> <li>There is equality across all our schools in relation to the provision of ICT to support Learning and Teaching (L&amp;T) in our schools.</li> </ul>	L&T Group  L Findlay S Duffus	<ul style="list-style-type: none"> <li>Subject Groups</li> <li>ICT Strategy Group</li> <li>Partner managers</li> </ul>
<b>Curriculum Design</b>	<ul style="list-style-type: none"> <li>To ensure a coherent curriculum is in place from 3-18</li> <li>All schools have Curriculum models built on the 7 principles of design, the 4 contexts of learning to foster the development of the 4 capacities for all learners</li> <li>Programmes, courses and learning activities provide progression and opportunities for the development of higher order skills</li> <li>High quality learning is planned and tracked with the use of On Track with Learning (OTWL) throughout all establishments</li> <li>Access to courses are enhanced through distance learning and partnership arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Effective quality assurance and self evaluation processes evidence high quality curriculum</li> <li>Effective curricular transitions arrangements are in place from 3-18</li> <li>Learners' needs are better met through enhanced partnership arrangements</li> </ul>	Curriculum Design Group  J Morris	<ul style="list-style-type: none"> <li>Subject Groups</li> <li>Literacy forum</li> <li>Numeracy forum</li> <li>Associated School Groups (ASGs)</li> <li>Timetabling group</li> <li>HWB strategy group</li> <li>Work Experience Coordinators</li> <li>Outdoor Learning Group</li> </ul>

<b>Leadership, Management and Building Capacity</b>	<ul style="list-style-type: none"> <li>• Establish an ethos/culture of career aspiration by building capacity at all levels</li> <li>• Improve understanding of roles and responsibilities at all levels</li> <li>• Develop an induction and training programme for all staff including those aspiring to promoted posts</li> <li>• To ensure all staff are fully compliant with the new General Teaching Council for Scotland (GTCS) professional standards</li> <li>• Reintroduce Flexible Route to Headship (FRH)</li> <li>• Improve opportunities for cross school and inter-authority working</li> <li>• Establish a range of leadership learning communities</li> <li>• All staff and learners take responsibility for leadership of learning</li> <li>• Improved management capacity and expertise within staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and learners are more confident to undertake leadership and management roles</li> <li>• Morale of staff is increased as evidenced by Professional Review and Development (PR&amp;D) process</li> <li>• Increased number of applicants for promoted posts</li> <li>• Less need for re-advertisement of promoted posts</li> <li>• Improvements in learning and teaching through effective Continuous Professional Development (CPD)</li> </ul>	Leadership, Management and Building Capacity Group  L Findlay V Cross H Reid	<ul style="list-style-type: none"> <li>• Professional Development Leaders</li> <li>• Tapestry Groups</li> <li>• Subject Groups</li> </ul>
<b>Supporting Learners</b>	<ul style="list-style-type: none"> <li>• To have an effective planning, tracking and profiling process in place from 3-18</li> <li>• Learners regularly engage in high quality discussion with peers, teachers and parents about their learning</li> <li>• Profiles are used effectively to ensure that learners progress from 3-18</li> <li>• Personal learning planning is embedded in practice</li> <li>• Reporting on learner progress is continuous and takes many forms</li> <li>• Promote full implementation of additional support needs legislation</li> <li>• All children and young people have a sense of well being as captured in the Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI) indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in Moray are better equipped for learning, life and work</li> <li>• Positive successful parent and partner engagement</li> <li>• Pupils, staff and parents are competent and confident in the use of e-portfolios used for profiling</li> <li>• Staff are competent and confident in using OTWL</li> <li>• More effective integrated working to ensure that children and young people are fully supported</li> </ul>	Supporting Learners' Group  V Cross	<ul style="list-style-type: none"> <li>• Depute Head Teacher Support Group</li> <li>• Integrated Children's Services</li> <li>• SEEMIS user group</li> <li>• HBW Strategy group</li> <li>• Universal pupil support</li> </ul>

<b>New Qualifications</b>	<ul style="list-style-type: none"> <li>• All new National 1-5, Higher and Advanced Higher courses in place</li> <li>• Senior phase curriculum structure fully in place</li> <li>• More effective use of partners to enhance curriculum – providing opportunities schools unable to provide</li> <li>• Protocols and procedures for distance learning fully in place</li> <li>• Capacity to moderate N4/5 courses improved through use of nominated verifiers</li> <li>• Review of study leave and prelim arrangements in place</li> <li>• Parents and employers are fully informed about new qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• More pupils have access to chosen courses at school or other learning establishment</li> <li>• Successful senior phase model in place in all schools</li> <li>• Moderation procedures in place in all Moray schools</li> <li>• Parents and employers have a full understanding of new qualifications</li> <li>• More effective arrangements to support learners as they move through senior phase</li> </ul>	<p>New Qualifications Group</p> <p>V Cross S McQuaker J Morris</p>	<ul style="list-style-type: none"> <li>• Subject Groups</li> <li>• Scottish Qualifications Authority (SQA) Coordinators</li> <li>• Timetabling Group</li> </ul>
<b>Validated self-evaluation and Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Training programme in place for all aspects of self-evaluation across Education and Social Care</li> <li>• Build capacity in schools to conduct effective self-evaluation in the day to day life of the school</li> <li>• Validated self-evaluation is fully embedded in each establishment.</li> <li>• A programme of self-evaluation activities within the schools section</li> <li>• Established partnership working with the continuous improvement team</li> <li>• Stakeholders are more included and involved in the process of self-evaluation.</li> <li>• Evaluation and improvement planning processes lead to continuous improvement in all schools</li> </ul>	<ul style="list-style-type: none"> <li>• Better connection between evidence from self-evaluations and improvement priorities/actions</li> <li>• Evaluative judgement backed up by a range of evidence from stakeholders.</li> <li>• Clear linkage between evidence/actions taken/outcomes for young people.</li> <li>• Improved performance across various national measures</li> <li>• Improvement in Moray Council's 'ratings' in National measuring eg SQA data, School Leaver Destination Results (SLDR)</li> <li>• Staff are confident in self-evaluation activities</li> <li>• More streamline self-evaluation processes and documentation</li> </ul>	<p>Validated Self-Evaluation (VSE) and Quality Improvement Group</p> <p>S Duffus H Reid</p>	<ul style="list-style-type: none"> <li>• Continuous Improvement Team (CIT)</li> </ul>



## Learning and Teaching Rubric

	2013/14	2014/15	2015/16	2016/17	2017/18
Policy	Update L&T policy to include planning and assessment Paper to Committee	Launch policy in schools	Sample schools to audit impact of the policy	Audit staff confidence in L&T, planning assessment and moderation	Address issues from the audit
Resources	Begin to identify and gather examples of resources, materials and practice  Disseminate info from Education Scotland (via Bulletin)	Begin to populate GLOW  Learning & Teaching Festival			
ICT	Develop guidance on ICT as a learning tool (inc in L&T policy)	Establish ASG GLOW Groups to share practice			
Training	Continue to roll out 4 Aspects training  Develop a CPD programme for support and teaching staff	Training on Inset Days  Continue to support TLCs	All schools engaged with 4 Aspects	Sample schools - audit	
Assessment	Monitor Ed. Scotland reports – evidence of good practice  Support in the use of PIPS/INCAS	HTs share good practice at HT Meetings			
Moderation	WTAs to include time for moderation activities	ESOs to “validate” schools’ moderation			

### Curriculum Design Rubric

2013 / 2014	2014 / 2015	2015 / 2016	2016 / 2017	2017 / 2018
<ul style="list-style-type: none"> <li>• Develop progressions in Numeracy, Literacy, Health and Wellbeing</li> <li>• All schools to have a clear curriculum rationale which is understood by all</li> </ul>	<ul style="list-style-type: none"> <li>• All schools developing a curriculum structure for the BGE which reflects the 4 contexts for learning and the entitlements</li> <li>• Develop progressions in Maths English and Modern Languages <ul style="list-style-type: none"> <li>• Develop progressions in Science and Expressive Arts</li> </ul> </li> <li>• Profiling embedded in P7 and S3</li> <li>• Moderation of learning evident across departments and across primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Curricular transitions are seamless</li> <li>• Develop progressions in Social Subjects and RME</li> <li>• Schools have curricular structures which have 7 design principles and 4 contexts for learning embedded</li> <li>• Links with Assessment Learning &amp; Teaching and Supporting Learners are clear</li> <li>• Different progression routes through BGE S1-S3</li> </ul>	<ul style="list-style-type: none"> <li>• Review senior phase experience across all secondary schools in line with authority expectations <ul style="list-style-type: none"> <li>• Profiling embedded across 3-18</li> <li>• Flexible achievement paths from BGE to SP</li> </ul> </li> </ul>	

# **Leadership, Management and Building Capacity Rubric**

2013 / 2014	2014 / 2015	2015 / 2016	2016 / 2017	2017 / 2018
<ul style="list-style-type: none"> <li>• Develop a career long Leadership Framework for teaching staff across Moray</li> <li>• Develop a leadership and management development programme for aspiring school leaders</li> <li>• Review NQT programme and amend as necessary</li> <li>• FRH phase7 cohort</li> <li>• Continue to support TLCs</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation – Leadership Framework and amend as appropriate</li> <li>• Launch Leadership Framework</li> <li>• Pilot and evaluate a leadership and management development programme for aspiring school leaders</li> <li>• Develop a middle leadership development programme for aspiring middle leaders</li> <li>• Develop CPD opportunities for teachers, as leaders of learning, through Gateway</li> <li>• FRH phase 8 cohort</li> <li>• Raise staff awareness of professional standards</li> <li>• Promote and support TLCs</li> </ul>	<ul style="list-style-type: none"> <li>• Audit the impact of Leadership Framework and provide follow up training and support as appropriate for schools</li> <li>• Run and evaluate leadership and management programme for aspiring school leaders</li> <li>• Pilot and evaluate a middle leadership development programme</li> <li>• Develop an induction programme for all new teaching staff to Moray</li> <li>• FRH phase9 cohort</li> <li>• CPD and professional standards audit</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot and evaluate induction programme for all new teaching staff to Moray</li> <li>• Continue to run and evaluate senior and middle leadership and management development programmes</li> <li>• Plan Moray-wide evaluations of leadership, management and building capacity in line with outcomes specified on original plan</li> <li>• Identify gaps in provision and plan to address these</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the understanding across Moray of all GTCS professional Standards</li> <li>• Continue to run and evaluate induction and leadership and management development programmes and ensure these are future-proofed to meet emerging needs</li> <li>• Ensure Leadership Framework is fully future-proofed</li> <li>• Authority wide evaluation of leadership and management capacity with a view to longer term succession planning</li> </ul>

**Validated Self Evaluation Rubric**

	2013/14	2014/15	2015/16	2016/17	2017/18
Policy	<p>Audit existing advice: Continuous Improvement Policy</p> <p>Review operational guidelines on “Self-evaluation and Continuous Improvement” and “Improvement Planning”</p>	<p>Produce simple guidelines to support reporting on the outcomes of self evaluation</p> <p>Awareness raising of policy and guidance</p> <p>Use of PDSAs, etc</p>			
Training		<p>Develop support/training for self-evaluation:</p> <ul style="list-style-type: none"> <li>• SE process</li> <li>• Writing Follow through reports</li> <li>• Support for school leaders</li> </ul> <p>Head Teacher Induction Programme</p>	Deliver training, across authority or individual schools – twilights, etc		
Improvement through self-evaluation	<p>Monitor Ed. Scotland reports – evidence of good practice</p> <p>Identify aspects for development and strengths from RIFs</p>	<p>HTs share good practice at HT Meetings</p> <p>Update RIF information</p>			
Know our schools	<p>Set up School Profiles</p> <ul style="list-style-type: none"> <li>• Develop criteria</li> <li>• Link to SQR</li> </ul>				

ICS inspection		Awareness raising of schools' role in ICS inspection and self evaluation			
Links with other operational groups	Share work with other groups and identify links – avoid duplication				

## New Qualifications Rubric

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<ul style="list-style-type: none"> <li>• First year of National 3-5, Higher Implementation events</li> <li>• October - Subgroup to look at parent/employer leaflets and press materials (JM, AS, PT, RS)</li> <li>• January – subgroup to look at study leave and prelim arrangements (VC, RD, JS, IV)</li> <li>• Partner working to enhance curriculum - Careers Academy planning year (JM)</li> <li>• October – subgroup to consider principle statement and strategic overview on distance learning (AS, VC, RJ, LB, MMc)</li> </ul>	<ul style="list-style-type: none"> <li>• First year of new Higher – local arrangements for existing Higher. Advanced Higher implementations events</li> <li>• Review, update and re-issue employer leaflets and continue to engage with local employers in line with the Wood Commission report</li> <li>• Create parental leaflets for level 6/7 provision</li> <li>• Decision and guidance on study leave in place. Parents and pupils informed</li> <li>• Subgroup to gather good practice and share with schools</li> <li>• Careers Academy Year 1 – phase one schools SHS, LHS and EHS – review and plan sustainability</li> <li>• Planning and development year in partnership with Moray college/UHI (see separate operational timeline for this development)</li> </ul>	<ul style="list-style-type: none"> <li>• Second year of new Higher, all subjects now offered. First year of Advanced Higher in all subjects</li> <li>• Review, update and re-issue leaflets/guidance as necessary</li> <li>• Review and update</li> <li>• Review and consider opportunities and learn from practice elsewhere</li> <li>• Careers Academy year 2 – BHS, EA and KGS – Year one schools to continue and review and plan sustainability</li> <li>• Year 1 implementation and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Review, update and re-issue</li> <li>• Review and update</li> <li>• Review and update</li> <li>• Careers Academy year 3 – MHS and EA – Years one and two schools to continue and review and plan sustainability</li> <li>• Year 2 review, change and implement</li> </ul>	<ul style="list-style-type: none"> <li>• Review, update and re-issue</li> <li>• Review and update</li> <li>• Review and update</li> <li>• Careers Academy model should be embedded in Senior Phase Curriculum in phase one and two schools. Phase 3 to continue and review and plan sustainability</li> <li>• Year 3 review, change and implement</li> </ul>

<ul style="list-style-type: none"><li>• Verifiers trained and deployed for moderation. Cascade knowledge to subject groups</li></ul>	<ul style="list-style-type: none"><li>• Second tranche of verifiers trained. Moray Internal Verification Procedures in place. ESO to review use of verifiers and appointees.</li></ul>			
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## Supporting Learners Rubric

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<ul style="list-style-type: none"> <li>• To have an effective planning, tracking and profiling process in place from 3-18</li> <li>• Learners regularly engage in high quality discussion with peers, teachers and parents about their learning</li> <li>• Profiles are used effectively to ensure that learners progress from 3-18</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot for OTWL2 and continued school engagement with support</li> <li>• Trialling various methods of tracking progress in BGE and senior phase and sharing practice</li> <li>• Advice to schools on how to conduct effective learner conversations and how to facilitate them (with a particular focus on key transition points)</li> <li>• Training programme established for staff</li> <li>• Advice on what an effective profile is and how best to use them</li> <li>• Capture attainment and achievement at P7 and S3 according to national guidance. Consider profiling from 3-18</li> </ul>	<ul style="list-style-type: none"> <li>• School engagement with and rollout of OTWL2. Introduction of curriculum groups to facilitate joint planning throughout transitions. Staff sharing practice with increased dialogue</li> <li>• Authority guidance on effective tracking of pupil progress with examples of good practice</li> <li>• Training rolled out to all pupils and parents</li> <li>• Authority guidance on recording methods</li> <li>• Establishment engagement with learning conversations across stages</li> <li>• Authority advice on moderation of profiles</li> <li>• Guidance on rollout across stages with professional dialogue to support engagement</li> </ul>	<ul style="list-style-type: none"> <li>• All schools using OTWL as a planning tool with support available. ASG focus on planning of several curricular areas. Increased confidence of learner journey.</li> <li>• Confidence in tracking progress is growing with all schools evidencing pupil progress</li> <li>• Staff share practice and professional dialogue</li> <li>• Review and evaluate progress</li> <li>• Learning conversations occurring from 3-18</li> <li>• Profiling occurring from 3-18 with learners having a personal statement on exit to a positive destination</li> </ul>	<ul style="list-style-type: none"> <li>• Increased confidence and use of OTWL for planning purposes. Learner journey is clear from 3-18</li> <li>• Tracking of pupil progress is embedded with improved attainment and achievement due to robust and reliable data</li> <li>• Quality learning conversations are embedded into the profiling, assessment and reporting process</li> <li>• Profiles are embedded into the profiling, assessment and reporting process</li> </ul>



<ul style="list-style-type: none"> <li>• Personal learning planning is embedded in practice</li> <li>• Reporting on learner progress is continuous and takes many forms</li> <li>• Promote full implementation of additional support needs legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Collate and gather evidence of current PLP practice to share with establishments</li> <li>• Clear message about expectations of reporting from 3-18 and collate examples including training materials available</li> <li>• Collate and gather evidence on role of the Named Person in Moray, deliver appropriate training</li> <li>• Deliver clear message on the role of the Lead Professional and protocols for joint working between Lead Professional and Named Person</li> </ul>	<ul style="list-style-type: none"> <li>• Issue authority guidance and support in order to move PLP practice into the profiling process</li> <li>• Support continued development of reporting approaches with staff training and guidance in line with national advice</li> <li>• Support establishments with the link between planning for assessment, reporting and profiling</li> <li>• Continue to identify and share good practice</li> <li>• Explore existing and create new links with learners and parents to develop ongoing and purposeful reporting mechanisms</li> <li>• Continue to support the development of the role of the Named Person</li> <li>• Adopt National Practice model for assessment of needs</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support the integration of PLP practice</li> <li>• Support establishments in moving towards a single profiling, assessment and reporting process</li> <li>• Continue to identify and share good practice</li> <li>• Awareness raising of role of Named Person and Lead professional with other public bodies</li> <li>• Increased confidence in the use of the National Practice model across services</li> </ul>	<ul style="list-style-type: none"> <li>• PLPs are embedded into the profiling, assessment and reporting process</li> <li>• Profiling, assessment and reporting has become one process from 3-18.</li> <li>• This effective and embedded process reflects progress through the learners' journey</li> <li>• Embedding of the role of the Named Person, Lead Professional and National Practice Model in daily practice</li> </ul>
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<ul style="list-style-type: none"> <li>• All children and young people have a sense of well being as captured in the Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI) indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Authority guidance on the use of the HWB Evaluation tool from Education Scotland</li> <li>• Produce authority overview on 3-18 progression within the HWB Experiences and outcomes</li> <li>• Awareness raising with educational establishments of the new ICS Inspection format.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support the development and 3-18 progression within HWB</li> <li>• Authority guidance on the effective use of the wellbeing indicators to inform universal and targeted support</li> <li>• Clearer pathways established within STINT process</li> </ul>	<ul style="list-style-type: none"> <li>• Increased confidence in the use of the wellbeing indicators to inform universal and targeted support</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding of the National Practice Model in daily practice</li> </ul>
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## **OFFICER RESPONSIBILITIES**

### **HEAD OF SCHOOLS AND CURRICULUM DEVELOPMENT**

**Laurence Findlay**

#### **Authority Lead Officer**

Strategic direction of schools and curriculum development  
Overview of School Support  
Overview of Quality Improvement  
Attainment and Achievement Strategy  
Liaison with Education Scotland  
Financial Management/Devolved School Management  
Strategy Group Chair  
Head Teacher Meetings  
Reports for Committees etc  
GIRFEC Strategic Group Chair  
Parental Involvement  
LNCT joint secretary  
CMT/SMT  
Line management of central SCD Officers  
ERDP of central SDC Officers  
Authority rep at ADES Directors' Forum and Resources Group

#### **5 Year Strategic Plan**

Strategy Group Chair  
Overview of implementation of plan and all operational groups

## QUALITY IMPROVEMENT OFFICERS

### Vivienne Cross

**ASGs: Buckie  
Elgin Academy  
Lossiemouth**

**Authority Lead Officer**

SQA liaison  
Visiting Specialists  
Assessment and Attainment  
School handbooks  
SSLN  
SSERC  
Authority rep at ADES (Curriculum and Qualifications Group)  
MIS

**5 Year Strategic Plan**

Supporting Learners  
New Qualifications

**Generic Responsibility**

School support  
Quality Improvement  
    Attainment and Achievement Reviews  
    HMIe preparation and follow-through support  
    Self-evaluation  
    Standards and Quality  
    Support for Subject Groups  
    Support, Care and Welfare of Learners  
    Head Teacher PR&D  
Reports for Committees etc  
Complaints  
Head Teacher/Depute Head Teacher appointments  
Strategic direction of the service

### Sheena Duffus

**ASGs: Forres  
Milne's  
Pre-school Partners**

**Authority Lead Officer**

Early Learning and Childcare  
Care Inspectorate  
NHS Liaison  
Strategic overview of HWB  
Authority rep at ADES (Early Years Group)

**5 Year Strategic Plan**

Learning and Teaching  
VSE and Quality Improvement

**Generic Responsibility**

School support  
Quality Improvement  
    Attainment and Achievement Reviews  
    HMIe preparation and follow-through support  
    Self-evaluation  
    Standards and Quality  
    Support for Subject Groups  
    Support, Care and Welfare of Learners  
    Head Teacher PR&D  
Reports for Committees etc  
Complaints  
Head Teacher/Depute Head Teacher appointments  
Strategic direction of the service

### Kate Elder

**ASGs: Elgin High  
Keith  
Speyside**

**Authority Lead Officer**

Out of school Activities  
Outdoor Learning  
Overseas Travel  
Coordination and management of Development Officer Team  
Section link to Integrated Children's Services

**5 Year Strategic Plan**

Curriculum Design  
Leadership, Management and Building Capacity

**Generic Responsibility**

School support  
Quality Improvement  
    Attainment and Achievement Reviews  
    HMIe preparation and follow-through support  
    Self-evaluation  
    Standards and Quality  
    Support for Subject Groups  
    Support, Care and Welfare of Learners  
    Head Teacher PR&D  
Reports for Committees etc  
Complaints  
Head Teacher/Depute Head Teacher appointments  
Strategic direction of the service

## EDUCATION SUPPORT OFFICERS

**Janet Cornall**

**Curriculum Area**  
Science

**Authority Lead Officer responsibilities**

NQTs and student teachers  
Continuing Professional Development  
PR&D Development  
Professional Update  
Career Long Professional Learning  
Leadership Development  
SQA verifiers

**Generic responsibilities**

HMle follow through support  
School support  
Subject group support

**Heather Reid**

**Curriculum Area**  
Literacy and English  
Numeracy and Mathematics

**Authority Lead Officer responsibilities**

Literacy and Numeracy  
Eco Schools

**Generic responsibilities**

HMle follow through support  
School support  
Subject group support

**TBC**

**Curriculum Area**  
Expressive Arts

**Authority Lead Officer responsibilities**

Learning and Teaching  
Assessment and Moderation  
Learning Rounds  
Home Education

**Generic responsibilities**

HMle follow through support  
School support  
Subject group support

**Jim Morris**

**Curriculum Area**  
Social Subjects

**Authority Lead Officer responsibilities**

Skills for Work  
Enterprise across the curriculum  
Work Experience programme  
Coaching and mentoring  
STEM

**Generic responsibilities**

HMle follow through support  
School support  
Subject group support

**Stuart McQuaker**

**Curriculum Area**  
Technologies

**Authority Lead Officer responsibilities**

ICT Development and Strategy  
GLOW  
SEEMiS

**Generic responsibilities**

HMle follow through support  
School support  
Subject group support

**Jenny Hanton**

**Curriculum Area**  
RMPS

**Authority Lead Officer responsibilities**

Profiling  
Reporting  
Universal Pupil Support  
On Track with Learning

**Generic responsibilities**

HMle follow through support  
School support  
Subject group support

**Dianne Smith**

**Curriculum Area**  
Modern Foreign Languages

**Authority Lead Officer responsibilities**

1+2 Development and Strategy  
MLPS training programme  
Confucius Classroom link  
Global Citizenship

**Generic responsibilities**

HMle follow through support  
School support  
Subject group support

**Derek Shepherd**

**Curriculum Area**  
Health and Wellbeing [PE]

**Authority Lead Officer responsibilities**

2 hours Quality Physical Activity provision

**Generic responsibilities**

HMle follow through support  
School support  
Subject group support

**Joe Bodman**

**Curriculum Area**  
N/A

**Authority Lead Officer responsibilities**

16+ Lead Officer  
MCMC  
Positive Destinations  
Activity Agreements

**Generic responsibilities**

School support  
16+ DHT network

At present, we also have two other seconded staff working in our team on a part time basis with a specific focus on curriculum development. Their roles can be summarised as per below;

**Arlene Wilson**  
**Early Years and Primary Curriculum**  
**Adviser [and HWB development]**

- To support and advise schools in relation to their early years and primary curriculum
- To develop Moray's strategic approaches to the development of Health and Wellbeing

**David Strachan**  
**Senior Phase Curriculum Adviser**

- To support and advise secondary schools in relation to the Senior Phase of Curriculum for Excellence, including timetabling.

All officers working within the Schools and Curriculum Development Section are expected to carry out the following;

- To model good practice in terms of teaching and learning
- To support the development of Getting it Right for Every Child across Moray
- To contribute to local and national policy initiatives
- To carry out any other reasonable duties as requested by the Head of Schools and Curriculum Development