

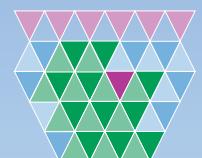
Schools & Curriculum Development

Service Plan

2015-2018

Item: 12

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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

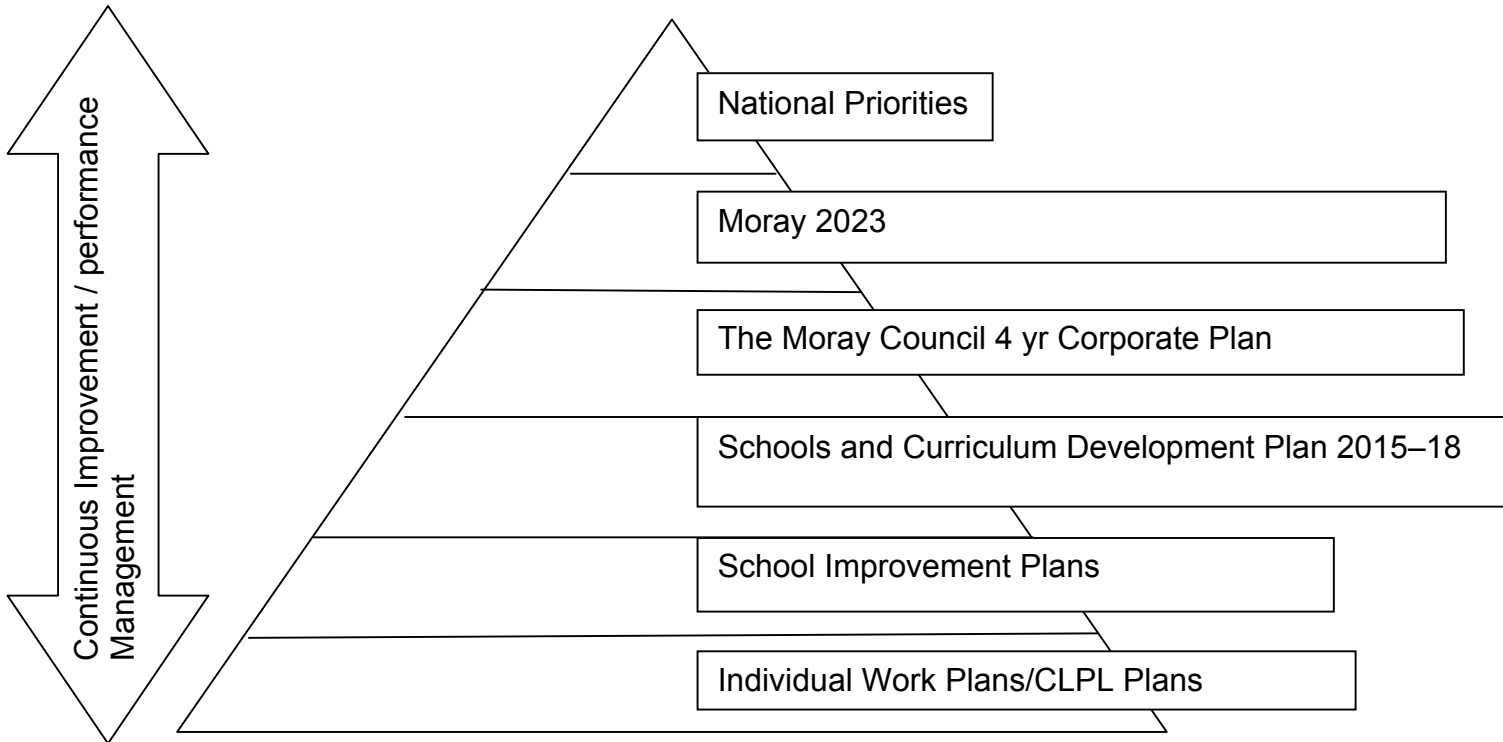
The Schools and Curriculum Development section aims to work in close partnership with the Integrated Children's Services to ensure a consistently high quality across all aspects of our service.

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

The figure below demonstrates the connection with national priorities, through Moray Council plans to individual work plans, and how the continuous improvement and performance management frameworks inform the agendas.



Our Vision for Education and Social Care

Ambitious to achieve excellence together.

Our Mission Statement

Education and social care will be:

- Supporting and inclusive,
- Developing and inspiring,
- Improving and innovative.

Aims of Education and Social Care

- Ensuring people's outcomes remain at the heart of what we do.
- Ensuring effective partnership working.
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them.
- Actively promoting early intervention.
- Delivering accessible, consistent, equitable and high quality services.
- Using our resources effectively and targeting our capacity appropriately and efficiently.
- Engaging and involving through effective communication with everyone we work with.
- Promoting equality.
- Sharing and using our information openly and fully.
- Creating a culture of self evaluation and continuous improvement.

PRIORITIES FOR DEVELOPMENT

Getting it right for every child (GIRFEC) is the overarching aim for the combined department of Education and Social Care in terms of Children's Services. A five year plan for Schools and Curriculum Development under six key themes has been in place since 2013. This plan has been reviewed by the Strategy Group, central officers and Headteachers. As a result the revised plan will be in place until 2018. The revised plan focusses on four key themes to provide the strategic umbrella for development from 2015 to 2018 as outlined below;

Self-evaluation and Quality Improvement
Learning and Teaching
Curriculum Design
Leadership, Management and Building Capacity

Expectations for **all** School Improvement Plans 2015-18

- Plans should reflect the 4 areas above, where appropriate
- Include the Raising Attainment Strategy
- Include Developing the Young Workforce (DYW)

In addition Primary schools should be working on

- 1+2 to implement L2

Secondary schools should be working on

- Final implementation of New Qualifications (Higher and AH)

Operational groups will also be reviewed in order to align with the revised priorities. The make-up and membership of the plans will be agreed prior to the end of this school session. Groups will lead forward on each of the areas above and these groups will work towards the strategic objectives agreed 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 2015-18 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 an action plan to show how progress can be measured and monitored over the period 2015 to 2018. This will obviously change year on year as the plan changes to reflect national priorities and local circumstances. Operational working groups will take forward these actions and where necessary sub groups will be created. The action plan is shown in **Appendix 2**.

Other priorities have been identified for 2015/18 via local and national priorities and through our own self-evaluation. All section priorities can be clearly linked to the Moray Council's 10 Year Plan and are fully aligned with the objectives of our Community Planning Partners. Other priorities identified for 2015/16 include;

- The development of a Self-Evaluation and Continuous Improvement Strategy. The work of the Continuous Improvement Team has been redirected and the Continuous Improvement Officer (CIO) post renamed as Quality Improvement Officer (QIO) within the Schools and Curriculum Development Team. She will work closely with the CIO Integrated Children's Services.
- 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 produced a strategy which is central in developing a Moray wide approach to and strategy for language learning. She will continue to develop this during 2015-16.
- The Schools and Curriculum Development section produced a Moray-wide strategy for attainment and achievement. This is a key strategy in supporting the aims and purposes of Curriculum for Excellence and is central to all themes from the 2015-18 plan to produce one strategy based

on entitlements for and expectations of all young people, parents and staff in our centres and schools. This will be launched in schools at the start of the 2015/16 session and the Strategy Group will review its implementation and use.

- The continued development of an ICT Strategy for all our schools. Progress on this has continued and will have a major impact on how ICT can support and enhance learning and teaching across Moray. The Strategy will be phased in order and focus initially on essential hardware and software necessary for the classroom of 2020.
- The continued development of two hours quality physical education in primary schools. External funding has been extended to allow a support officer to continue leading this work forward, working with primary schools and primary visiting specialist staff.
- Professional learning for our staff is vital in order for teachers to meet the standards with the General Teaching Council Scotland and to deliver Curriculum for Excellence. Staff shortages have had a significant impact on schools over the past session. A dedicated officer will continue to develop the Leadership Framework and support staff in terms of Career Long Professional learning. Aligned to this we will revise arrangements for Senior leadership posts in schools as well as possible reviews of management structures in both primary and secondary schools.
- The completion of a Curriculum Support package How Cfe fits together in Moray
- The development of a learning and teaching policy to include advice on assessment, tracking and monitoring
- Primary and secondary senior management structures will be reviewed during the session as well as secondary structures and consideration of a 32/33 period week.
- Implement arrangements for central delivery of AH phase one, with plans for sustainability
- Consideration will be given to a review of processes and procedures for the appointment of senior leaders in schools
- Roll out of Rights Respecting Schools, Stonewall Scotland etc

Section 2 – Service Information and Priorities for 2015/16

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 as well as a fourth with a strategic lead for Self Evaluation and Continuous Improvement (previously CIO CIT). One of the QIO posts has become a job-share since April 2015. The job-share partner is currently being recruited along with a QIO post due to retirement. They also lead on 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 2014/15 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**.

Budgets (2015/16)

- (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 £387,000 for 2015/16.

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 into 2015/16.

Priorities 2015 – 16**Moray 2023 Targets:**

- 90% of Moray children reaching expected developmental milestones by start of Primary school
- 90% of Moray children reading expected developmental milestones by P4
- Number of looked after children
- % school leavers achieving level 4 in Literacy & Numeracy
- % school leavers achieving level 5 in Literacy & Numeracy
- % of S6 pupils achieving 5+ Highers
- Performance of school leavers by SIMD level – 3+ Highers
- Average tariff scores of school leavers
- % school leavers entering a positive destination
- % schools with good or better for Improvements in performance
- % schools with good or better for Curriculum
- % schools with good or better for Learners' Experiences
- % adults satisfied with Local schools

Moray Council 4 year Corporate Plan

- The Moray GIRFEC strategic group has re-established its priorities to align with the five National priorities for GIRFEC which are
 - i. a named person for every child and young person in the universal services.
 - ii. protocols and governance for lead professional.
 - iii. information sharing and sharing of concerns and risks.
 - iv. a single planning process to develop a single plan for all children and young people requiring additional support.
 - v. ensuring the use of the national practice model.
- The Early Years Strategy Group will continue to ensure our early years provision is in line with national policy emanating from the Early Years Collaborative.
- The Moray Council is fully supportive of the need for and importance of early intervention and clear prevention planning in pursuing the five key strategic objectives as outlined in Moray 2023: A Plan for the Future. Early intervention and prevention are vitally important in making a difference to our communities across Moray. The CPP Prevention Plan will seek to bring together some of the key plans, strategies and projects which currently exist within the Moray area and will have a central role in ensuring our plans and our work make a difference.

Section 3 - Supporting Plans

All schools will have their own School Improvement Plans which link in with both the Schools and Curriculum Development Plan as well as the Integrated Children's Services Plan.

In addition to this, our partner pre-school providers will also have their own improvement plans.

Partnership Plans

The department contributes to a number of partnership plans:

Getting it Right for Every Child in Moray

http://moray.gov.uk/moray_standard/page_56873.html

Moray Early Years Strategy – due to be published in October 2015

PROCUREMENT

In 2015/16, 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
- 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.
- Specific risks associated with each identified action

There is a clear link between the risks and, as a result, the action plans for 2015/16 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 officers interact with schools and partner centres, with a view to moving towards a more proportionate and needs-led model of school visits. As central resources continue to decrease, it is vital that support is targeted where it's most required. This is currently exacerbated by the number of vacancies in our schools and general difficulties in recruiting staff. This puts significant pressure on headteachers who seek support and advice from central staff. Secondments will cease during the coming session and a commitment has been made for no new secondments to be released. This will reduce central capacity even further. Leadership capacity in Primary schools will be increased due to a review of the linear formula. It is hoped that these will be filled early in session 2015/16.

In addition, School Business Continuity Plans are reviewed and updated during the year.

CUSTOMER ENGAGEMENT

The Head of Schools and Curriculum Development convenes 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 Senior Education Adviser 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

We will report on performance across all sections within the department of Education and Social Care. This includes reporting on attainment and achievement in all Moray schools. A Quality Improvement Officer presents Education Scotland reports and follow up reports to Children and Young People's Services Committee.

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.

2015-18 Strategic Plan

Schools & Curriculum Development



Leadership, Management and Building Capacity

- To embed the Expectations and Entitlements of the Raising Attainment strategy in all establishments in order to establish an ethos/culture of career aspiration
- To ensure guidelines for the Working Time Agreement reflect changing priorities and national and local advice
- To ensure the leadership and management framework and programmes meet the needs of all staff

Curriculum Design

- To embed the Expectations and Entitlements of the Raising Attainment strategy in all establishments in order to be Ambitious to Achieve Excellence Together
- To ensure a coherent curriculum is in place in each establishment from 3-18, based on a clear aim and vision agreed by all in its community
- To ensure that children and young people's attributes, skills and knowledge are developed to prepare them for learning, life and work

getting
it right
for every child
in Moray

Learning and Teaching

- To embed the Expectations and Entitlements of the Raising Attainment Strategy in all establishments to improve learning and teaching in order to raise attainment and achievement.
- To develop, launch, implement and embed a new Learning and Teaching strategy
- To ensure that arrangements are in place to plan, assess and track progress of learners from 3-18 ensuring that every learner has a profile
- To develop a strategy to support effective use of ICT within Learning and Teaching

Self-Evaluation

- To embed the Expectations and Entitlements of the Raising Attainment Strategy in all establishments in order to ensure continuous improvement
- To develop and implement a self-evaluation and quality improvement strategy
- To build capacity in establishments and across the authority to conduct effective self-evaluation in the day to day life of the establishment
- To develop and implement a validated self-evaluation and quality improvement strategy for establishments

SCHOOLS AND CURRICULUM DEVELOPMENT STRATEGIC PLAN 2015-18

Ambitious to Achieve Excellence Together					
Improvement Priority	Outcomes (what will change and be better for learners)	Main Actions	Led By	Time-scales	Evaluation of Impact
1 Leadership, Management and Building Capacity F McFall/V Cross and S Group member	<ul style="list-style-type: none"> Improved attainment and achievement Higher expectations Improved experiences 	<ul style="list-style-type: none"> Launch RA strategy Review WTA advice Review of job specs to match GTCS standards Run and review all programmes Review admin handbook Review senior leader apt procedures Continue to support professional update 	All Lnct LS/SS ESO LS/NE VC/LS/ LNCT	May 15	<ul style="list-style-type: none"> School visits Improved attainment Increase in positive destinations No of people successful in promoted post applications Feedback from HTs/strategy group
2 Learning and Teaching Sheena D/0.5 QIO and S Group member	<ul style="list-style-type: none"> As above plus Learners using ICT as part of daily learning Learners more aware of what they are learning and next steps 	<ul style="list-style-type: none"> Produce learning and teaching strategy Develop use of SAL to plan and track progress Produce ICT strategy Support the implementation of Building the Ambition Produce moderation strategy incorporating re-engagement with NAR 	MMc ESOs SMc SD FMc/SM c		<ul style="list-style-type: none"> Classroom observations Feedback from learners School visits Thematic reviews Inspection report findings

<p>3 Curriculum</p> <p>QIO and S Group member</p>	<ul style="list-style-type: none"> • Learners benefit from high quality planned learning • Learners benefit from 2 hours quality PE • Learners are able to profile their learning experience • Learners are able to study AH and receive full allocation of time as well as with group of young people 	<ul style="list-style-type: none"> • Complete guidance on how CfE fits together in Moray • Continue to implement 1+2 strategy • Develop strategy to implement DYW • Continue to implement 2 hours quality PE • Consult on and implement 32/33 period week • Roll out engagement with Rights Respecting Schools, Stonewall Scotland etc • Plan sustainable central AH delivery 	<p>ESOs</p> <p>DS/EH</p> <p>JM</p> <p>DS</p> <p>DS</p> <p>DS</p>		<ul style="list-style-type: none"> • School visits • Improved attainment • Feedback from HTs/strategy group • Feedback from learners • Inspection report findings
<p>4 Self Evaluation and Quality Improvement</p> <p>K McIntosh and S Group member</p>	<ul style="list-style-type: none"> • Learners benefit directly from school improvement activities 	<ul style="list-style-type: none"> • Develop QA Handbook for schools • Develop guidance on manageable self-evaluation • Develop training programme • Develop the use of assessment data to improve learners' experiences 	<p>KMc</p> <p>KMc</p> <p>KMc</p> <p>FMc/M</p> <p>M</p>		<ul style="list-style-type: none"> • School visits • Feedback from HTs/strategy group • Inspection report findings

OFFICER RESPONSIBILITIES

ACTING HEAD OF SCHOOLS AND CURRICULUM DEVELOPMENT

Vivienne Cross

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

Forbes McFall

**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

Leadership, Management and Building Capacity

Generic Responsibility

School support
Quality Improvement
Attainment and Achievement Reviews
HMle 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

Generic Responsibility

School support
Quality Improvement
Attainment and Achievement Reviews
HMle 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

Generic Responsibility

School support
Quality Improvement
Attainment and Achievement Reviews
HMle 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

Kay McIntosh

ASGs - nil

Authority Lead officer

Self evaluation
Quality Improvement
Education Scotland Inspection
Reporting to CYPSC

5 Year Strategic Plan

Self Evaluation and Quality Improvement

Generic Responsibility

School support
Quality Improvement
Attainment and Achievement Reviews
HMle preparation and follow-through support
Self-evaluation
Standards and Quality
Support for Subject Groups
Support, Care and Welfare of Learners
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**Mandy McLeod****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**Lynne Riddoch****Curriculum Area**
nil**Authority Lead Officer responsibilities**

Girfec

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 responsibilitiesHMle follow through support
School support
Subject group support**tbc****Curriculum Area**
N/A**Authority Lead Officer responsibilities**16+ Lead Officer
MCMC
Positive Destinations
Activity Agreements**Generic responsibilities**School support
16+ DHT network

Craig Lowther

Curriculum Area
N/A

Authority Lead Officer
responsibilities
STEM (Science, Technology, Engineering
and Mathematics)
Literacy and numeracy in the senior
phase
SQA Nominees
Young Philanthropy Initiative

Generic responsibilities
HMIE follow through support
Schools support
Subject group support

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 learning and teaching**
- **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**

