

**CLACKMANNANSHIRE COUNCIL**

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**Report to: People Committee**

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**Date of Meeting: 30 August 2018**

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**Subject: Forth Valley and West Lothian Improvement Collaborative –  
Progress Report and Update on the Scottish Government  
“Empowering Schools” agenda**

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**Report by: Chief Education Officer**

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**1.0 Purpose**

The report provides an update on the work of the Forth Valley and West Lothian Improvement Collaborative (FVWLC). It provides an update on Clackmannanshire Education Service’s contribution in terms of leadership and development relating to the Collaborative’s priorities for session 2017-18

**2.0 Recommendations**

2.1 It is recommended that the People Committee notes the current involvement of Clackmannanshire Education Service in the FVWLC and agree that the Chief Education Officer should provide further reports to the People Committee which will detail:

- (1) Evaluation of the Phase 1 plan
- (2) Feedback received from Education Scotland on the Phase 2 Regional Improvement Plan
- (3) The allocation of support to be received from Education Scotland;
- (4) The level of financial support the FVWLC will receive from the Scottish Government;
- (5) The implication of additional staffing resources required as the pace and demands of the FVWLC increase.

**3.0 Background**

3.1 At its meeting of 9 November 2017, it was agreed that Clackmannanshire Council would enter into a Regional Improvement Collaborative for Education and that this work would be led by Falkirk Council’s Director of Children’s Services acting as the Regional Lead Officer.

3.2 Officers from across the four participating councils have collaborated over recent months to develop approaches and strategies to support schools as set out in the Phase 1 plan and to develop the Phase 2 FVWLC Improvement Plan in light of evidence that has emerged.

#### 4.0 **Regional Collaborative Groups**

A range of themed groups, led by officers from across the four councils, are working in partnership and identifying approaches to engage with front line staff to exemplify best practice and improve at service, school and classroom levels:

- Numeracy
- Early Learning and Childcare
- Reading

In addition the following groups have emerged due to the proactivity of the officers;

- Education Community Learning (CLD)
- Educational Psychology Service (EPS)

#### 4.1 Numeracy

As Clackmannanshire leads the Numeracy group, the Numeracy rationale and action plan is included (App 1) to exemplify how the work is being taken forward across the FVWLC. Numeracy officers in each of the local authorities are working together to develop learning approaches which aim to build staff capacity to deliver high quality learning experiences in First Level Numeracy.

#### 4.2 Early Learning and Child Care(ELC)

The ELC group is undertaking work to improve practitioner professionalism and to raise standards across ELC settings. The focus is on closing the poverty-related attainment gap through early intervention and in particular the attendance of 2 year olds in nursery. Stirling Council leads this group.

#### 4.3 Reading

This group is working collaboratively to

- develop a shared understanding of national standards,
- facilitate consistent application of progression pathways and teacher professional judgement
- develop learning approaches that build staff capacity to deliver high quality learning experiences for children. West Lothian leads this group

#### 4.4 Education Community Learning (CLD)

Clackmannanshire Education CLD Team have been involved in establishing a partnership with the CLD Teams across the FVWLC to look at sharing career long professional learning (CLPL) opportunities, Family Learning, Bench Marking and peer evaluation. The aim is to share expertise, practice and resources in these areas to deliver improvements for each Council.. The teams are meeting quarterly and are planning to involve community partners from each local area in peer evaluation training.

#### 4.5 Educational Psychology Service (EPS)

Clackmannanshire EPS are looking at numeracy development, CLPL and pupils' attitude to maths lessons. Clackmannanshire EPS had lead responsibility for carrying out a literature review into the role of early experiences, attachment style and the link to later numeracy skills development. A paper has been developed which outlines the findings that there *is* a link between attachment style, early developmental experiences/concept development. This will be used to further our understanding of numeracy development, and improve classroom practice locally, as well as across the FVWLC.

#### 5.0 **Support for Regional Improvement Collaboratives**

5.1 A Development Officer was appointed in June 2018 and took up post at the start of school session 2018-19. She reports to the Regional Collaborative Senior Management Team. She is currently developing a Phase 2 Regional Improvement Plan which is due to be submitted to Scottish Government in early September

5.2 The Scottish Government has advised that the £10m allocated to support collaboratives will be broken down as follows:

- £4m to enhance regional capacity for collaboration and embed collaborative approaches to improvement;
- £4m to support regional activities and strategies to close the poverty related attainment gap in schools; and
- £2m to support region-wide approaches to address poverty related disadvantage in rural areas.

5.3 A bidding approach is in place to enable each Regional Improvement Collaborative to access this funding.

#### 6.0 **Consultation on Phase 2 plan**

6.1 Further consultation will be undertaken with all key stakeholders as the Phase 2 plan is implemented and revised over the coming months. This will include engagement with:

- Practitioners;
- Heads of Establishments;
- Children and young people;
- Parents;
- Partners, Third Sector and
- Elected Members.

#### 7.0 **Financial Implications**

7.1 All work undertaken to date has been met from within the existing resources of the four participating councils. FVWL Collaborative will receive a share of the £10m to be allocated from the Scottish Government

## 8.0 Sustainability Implications

The paper has no sustainability implications.

## 9.0 Exempt Reports

Is the report exempt? No

## 10.0 Declarations

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

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

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all	<input checked="" type="checkbox"/>
Our families; children and young people will have the best possible start in life	<input checked="" type="checkbox"/>
Women and girls will be confident and aspirational, and achieve their full potential	<input checked="" type="checkbox"/>
Our communities will be resilient and empowered so that they can thrive and flourish	<input checked="" type="checkbox"/>
The Council is effective, efficient and recognised for excellence	<input checked="" type="checkbox"/>

### (2) Council Policies (Please detail)

Not applicable.

## 11.0 Equalities Impact

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

No

## 12.0 Legality

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

Yes

## 13.0 Appendices

Appendix 1 FVWL Improvement Collaborative Numeracy Action Plan

Appendix 2 Numeracy Rationale

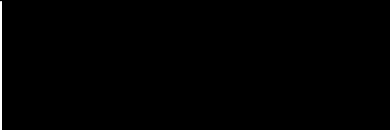
**14.0 Background Papers**

None

**Author(s)**

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**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Nikki Bridle	Chief Executive	



### FVWL Improvement Collaborative Numeracy Action Plan

**AIMS**  
 To reduce the % gap from Early to First Level in Numeracy.  
  
 To use and enhance the expertise and talent within the Forth Valley and West Lothian IC to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in First Level Numeracy.

Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people.

Establish an inter-authority, teacher driven, professional network in First Level Numeracy.

Each Local Authority will identify up to 3 schools to participate in a pilot project aimed at building staff capacity within First Level Numeracy using an embedded classroom professional learning model.

Numeracy Hub Champions within each Local Authority will design and deliver high quality CLPL to identified SMT and classroom practitioners.

Numeracy Hub Champions will facilitate professional dialogue on a monthly basis to increase teacher confidence in using manipulatives to help children and young people gain a deeper understanding of mathematical concepts.

Identified schools will administer pre and post diagnostic assessments as identified by the Numeracy Hub Champions. Data will be analysed and implications for future practice shared across the RIC.

Numeracy Hub Champions will establish an electronic platform for staff involved to engage in professional dialogue and share good practice around the intervention.

Numeracy Hub Champions will facilitate peer visits across the RIC to support teaching staff in developing high quality learning experiences in First Level Numeracy.

A model of collaborative professionalism will be established which can be used across the RIC.







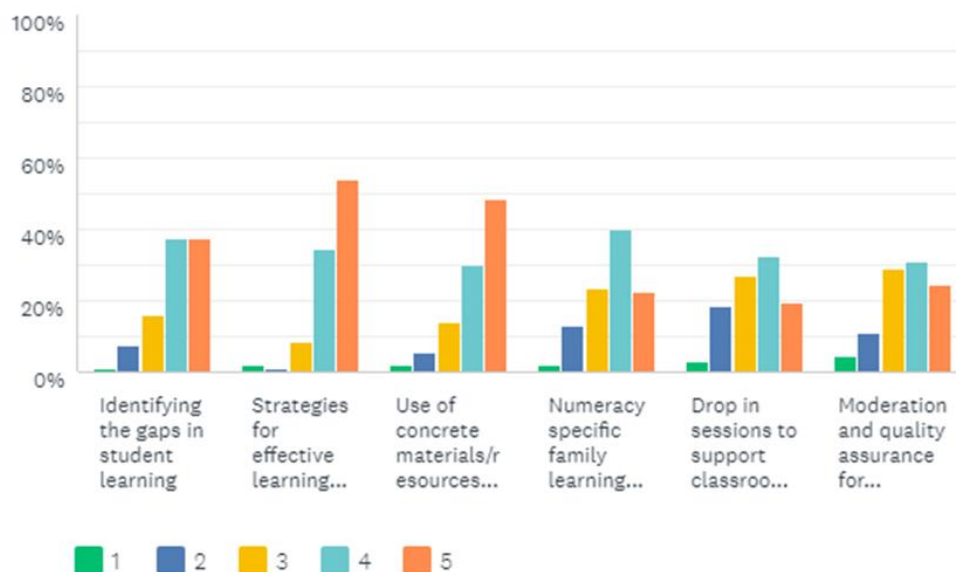
## Numeracy Rationale

**The aims of this work stream are;**

- to reduce the % gap from Early to First Level in Numeracy
- to use and enhance the expertise and talent within the Forth Valley and West Lothian IC to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in First Level Numeracy

**What our data telling us?**

- Teacher Professional Judgement (2016/17) across the four authorities indicates a fall in the % of children achieving First Level by P4 compared to the % of children achieving Early Level at the end of P1.
- Practitioners currently teaching in Primary 2, 3 and 4 indicated through an online questionnaire that professional learning opportunities in the following areas of numeracy would be most useful;
  - Strategies for effective learning and teaching
  - Use of concrete materials/resources in effective learning and teaching



## **What is this data helping us to plan?**

Numeracy Hub Champions across the RIC will directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people. In addition, an inter-authority, teacher driven, professional network in First Level Numeracy will be established.

## **Research Informed Pedagogy**

### *Manipulatives*

Manipulatives can be key in providing effective, active, engaging lessons in the teaching of mathematics. To gain a deep understanding of mathematical ideas, children need to be able to integrate and connect a variety of concepts in many different ways. The effective use of manipulatives can help children connect ideas and integrate their knowledge so that they gain a deep understanding of mathematical concepts.

Over the past four decades, studies done at all different levels and in several different countries indicate that mathematics achievement increases when manipulatives are put to good use (Canny, 1984; Clements and Battista, 1990; Clements, 1999; Dienes, 1960; Driscoll, 1981; Fennema, 1972, 1973; Skemp, 1987; Sugiyama, 1987; Suydam, 1984).

The numeracy group believes that teachers need to learn how to successfully use manipulatives in the maths classroom and encourage student exploration, related discussion, and reflection about the prospective concepts being taught. Practitioners need to be knowledgeable with children's exploration of the math concepts and not assume that when children use manipulatives they will automatically draw the correct conclusions from them.

The numeracy group believes that learning, teaching and assessment and the quality of what goes on in classrooms is core to this work stream and will therefore need to provide CLPL that supports practitioners in this area.

### *Embedded Classroom Model*

The *Embedded Classroom Model* is based on the principals of developing a culture of collaboration and collective responsibility in schools. It involves teachers working in a spirit of openness and critical reflection, sharing their experiences, ideas and expertise with each other and engaging in an ongoing process of inquiry that promotes deep team learning. The work of teams is guided by a clear and systematic model of problem-solving and learning, one that encompasses a learning → application → refinement → application cycle.

## **What do we want to achieve?**

The focus of the improvement activity will be on the Numeracy Hub Champions and practitioners to:

- facilitate collaboration, co-creation and delivery of high quality CLPL
- drive innovation and improvement in First Level Numeracy pedagogy
- improve capacity of staff to deliver high quality learning experiences in First Level Numeracy
- support the use of research and data to evidence progress and improvement

## **How will we take our work forward?**

- Each Local Authority will identify up to 3 schools to participate in a pilot project aimed at building staff capacity within First Level Numeracy using an embedded classroom professional learning model.
- Numeracy Hub Champions within each Local Authority will design and deliver high quality CLPL to identified SMT and classroom practitioners.
- Numeracy Hub Champions will facilitate professional dialogue on a monthly basis to increase teacher confidence in using manipulatives to help children and young people gain a deeper understanding of mathematical concepts.
- Identified schools will administer pre and post diagnostic assessments as identified by the Numeracy Hub Champions. Data will be analysed and implications for future practice shared across the RIC.
- Establish an inter-authority, teacher driven, professional network in First Level Numeracy.
- Numeracy Hub Champions will establish an electronic platform for staff involved to engage in professional dialogue and share good practice around the intervention.
- Numeracy Hub Champions will facilitate peer visits across the RIC to support teaching staff in developing high quality learning experiences in First Level Numeracy.
- A model of collaborative professionalism will be established which can be used across the RIC.

