

# North Lanarkshire Council Report

## Education and Families Committee

approval  noting

Ref JO'N

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### Enabling Curricular Progression to Ensure Positive Outcomes from Education for All

**From** Janie O'Neill, Senior Manager, Education and Families  
**Email** oneillja@northlan.gov.uk **Telephone** 01236 812336

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#### Executive Summary

Literacy and numeracy are important skills for learning, life and work. Improvement of standards in these areas is critical to the future economic success of North Lanarkshire. Evidence shows that one of the greatest barriers to employment is low levels of achievement in these areas, which can impede the progress of learners in their journeys beyond school.

This paper shows how planning is being developed within Education and Families to ensure all young people benefit from effective pathways in literacy and numeracy. This work incorporates lessons learned from the Scottish Attainment Challenge. The paper also highlights planning to ensure practitioners are well informed about national standards in these areas, and who can therefore provide a more effectively designed, relevant curriculum, which is planned and delivered locally to meet the needs of young people now and in future.

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#### Recommendations

It is recommended that the Education and Families Committee:

- (1) Approve the approach described.
  - (2) Note the contents of the report.
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#### Supporting Documents

<b>Plan for North Lanarkshire</b>	To ensure that all young people achieve to their full potential
<b>Appendix 1</b>	Attainment Profile of Unemployed Group 2016 - 2017
<b>Appendix 2</b>	SCQF Equivalency Chart
<b>Appendix 3</b>	Attainment in Literacy and Numeracy in North Lanarkshire

## **1. Background**

- 1.1 In 2017 281 young people left school in North Lanarkshire and became unemployed. This group of young people typically had attained fewer qualifications than the group that moved into positive initial leavers' destinations. They had typically attended school one day per week fewer on average. Over half of them came from SIMD groups 1 and 2. Two thirds of them were boys and forty percent had an additional support need (See Appendix One).
  - 1.2 In 2017 Scottish Government undertook a 15 – 24 Learner Journey Review. In this review, poor levels of literacy and numeracy were highlighted as a barrier to entering the world of work. A more effective progression through these key curricular areas in the Broad General Education (3 – 15) was identified as an important component of future success within the senior phase and beyond.
  - 1.3 Importantly, all Modern Apprenticeships at Scottish Vocational Qualification Level 3 require literacy and numeracy levels equivalent to Scottish Qualifications Authority Higher level study (Appendix Two: equivalency of SVQ and SQA levels by SCQF Framework). This means that higher levels of literacy and numeracy for all young people is critical to future economic success of North Lanarkshire.
  - 1.4 Typically in North Lanarkshire trends in literacy and numeracy have been improving, as is seen from the table in Appendix Three. It is clear that by the point of leaving school more young people than ever are achieving qualifications in literacy and numeracy at Levels 4, 5 and 6. However, there is still a gap between where our young people are, regarding attainment in these areas, and where we want them to be in future.
  - 1.5 Since the vision expressed in We Aspire is focused on ensuring positive outcomes from school as a pathway to enabling future economic success, it is crucial that we make the link between success in attainment and future life chances. This is work that is being progressed as part of a wider Employability Review within North Lanarkshire Council.
  - 1.6 This paper presents a plan for enabling more effective future pathways which will ensure improved attainment for all and enable more effective economic opportunities as a result.
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## **2. Report**

- 2.1 Having a radical plan to improve outcomes in literacy and numeracy has a number of important components, which are listed here
  - Teacher understanding of national standards in the Broad General Education
  - Planning for curricular progression at local levels
  - High quality learning and teaching
  - Effective central support for literacy and numeracy

- Effective curriculum leadership by head teachers

## **2.2 Teacher Understanding of National Standards in the Broad General Education**

- 2.2.1 The National Improvement Framework envisages that 100% of children and young people in SIMD groups 3 – 10 will achieve Early Level at the end of Primary 1; Level 1 at the end of Primary 3; Level 2 at the end of Primary 7; and Level 3 at the end of S3. It is anticipated 85% of children and young people in SIMD 1 – 2 will achieve these benchmarks at the same points in their learner journeys.
- 2.2.2 A plan has been developed to ensure that all teaching staff have regular training to update them on standards of achievement in literacy and numeracy within the Broad General Education. Although at the early stages, this continues to be driven forward using both in house and external training through engagement with the West Partnership.
- 2.2.3 Records highlight to date that NLC have 23 Assessment and Moderation Leaders (AMLs) across the authority with a remit to support the Pedagogy Practitioners in each locality. The medium term plan is to have a Pedagogy Practitioner trained, in each school, to work together as a Cluster Community in order to facilitate Moderation planning dates and events. Last session 54 staff from Early Years through to BGE, completed the training with a further 42 this session. There are plans in place to roll out two further training sessions next school year. Furthermore there are also recall days planned, to evaluate the roll out and impact around staff confidence and improved reliability of ACEL data in terms of gaining a shared understanding of Achievement of a level.

## **2.3 Planning for Curricular Progression at Local Levels**

- 2.3.1 In addition, there is currently a refresh of Cluster Planning activities being undertaken by central officers, so as to enable more effective and coherent curriculum planning at local level. This work will lead to clear progression pathways in Numeracy and Mathematics and Literacy and English from Early Level learning, beginning in nursery, through to the end of the Broad General Education at the end of S3.
- 2.3.2 Plans are in place to ensure that Head Teachers will develop the strategy underpinning this work within their clusters, supported by the Continuous Improvement Service.

## **2.4 High Quality Learning and Teaching**

- 2.4.1 Opportunities to ensure colleagues work across schools to understand standards of achievement and issues relating to planning effective curricular progression are crucial to the future success of young people. The model of training adopted will result in more consistent cluster work involving the assessment and moderation model and promote a more collegiate approach between colleagues.

2.4.1 Currently, plans are in place to establish a Pedagogy Team to enable improvements in practice throughout North Lanarkshire. This team will provide specialist help for classroom practitioners to improve approaches to learning and teaching, especially in relation to literacy and numeracy.

2.4.2 Deployment of the Pedagogy Team to individual schools will be based on results of HMIE inspections, requests from individual Head Teachers or intelligence gathered from the Continuous Improvement Team through their support and challenge link role, ensuring early intervention to drive forward improvements.

## **2.5 Effective Central Support for Literacy and Numeracy**

2.5.1 As part of the Scottish Attainment Challenge (SAC), effective approaches to teaching literacy and numeracy, focused on improving pedagogical practice, have been developed. In conjunction, research based interventions have been identified with training provided. At this stage in the development of SAC, it is important that this learning and progress is effectively shared throughout the whole system and that there is universal benefit from the programme.

2.5.2 Literacy and numeracy coaches have been identified in each primary school and they receive centrally based training in research based pedagogical approaches and interventions. In addition there are numeracy and literacy champions in every secondary school. The 'champions' share their expertise at school and cluster level. Work will be progressed in 2019 – 2020 to reinforce the champions model and ensure that lessons are learned across the whole systems about ways to improve learning.

2.5.3 All of this ensures there is a consistent and robust understanding of literacy and numeracy national standards and a continued focus on raising attainment and closing the poverty related attainment gap.

## **2.6 Effective Curriculum Leadership by Head Teachers**

2.6.1 Clearly, all of this work is being done in close collaboration with teachers and head teachers, as per the national drive to empower schools. This means that our programmes will involve our practitioners in creating the learning and training resources.

2.6.2 Through the use of GLOW Scotland and the Moderation Hub, Head Teachers will be able to access information to self –evaluate and plan for change with materials and resources bespoke to their needs.

2.6.3 In addition, plans are in place to ensure that Head Teachers will develop the strategy underpinning this work within their clusters, supported by the Continuous Improvement Service.

## 2.7 Next Steps

The following next steps have been identified:

### 2.7.1 Improving Teacher Professional Judgement in the Broad General Education will involve:

- Greater collaboration between practitioners in early level and primary one staff in schools in order to gain a better understanding of pupils' attainment levels and ensure smoother transition through curricular pathways which meet the learning needs of all pupils
- Greater collaboration between nursery schools, primary schools and secondary schools' English and Mathematics departments in order to gain a better understanding of pupils' attainment levels and ensure smoother transition through curricular pathways which meet the learning needs of all pupils
- Career Long Professional Learning Opportunities being offered to all staff, from Early Level through to the end of the Broad General Education, in Assessment and Moderation in order to promote a shared understanding of achievement of a level within NLC
- The creation of a robust cluster model for Assessment and Moderation, using Pedagogy Practitioners, who will actively plan for Moderation
- Engagement between Continuous Improvement Officers and Head Teachers around data and improvements, using the Attainment Dashboards and Achievement of a Level data.

### 2.7.2 Ensuring High Quality Learning and Teaching will involve

- The creation of a dedicated Pedagogy Team (6fte) which will ensure all NLC schools can be supported to further develop and excel in this key area of activity.

### 2.7.3 Effective Central Support for Literacy and Numeracy will involve

- Continued development of Career Long Professional Learning opportunities in order to share good practice and update teachers' expertise
- Drop-in sessions at the Learning Hub based in Noble Primary School will provide individualised advice and support for schools and individuals staff
- Enhancement of the pedagogy team to provide in-school, targeted support based on the needs of establishments. This team will have a focus on improving pedagogy, raising attainment in literacy and numeracy and closing the poverty related attainment gap

- More opportunities for Secondary schools to receive Career Long Professional Learning based on individual needs and be supported to share good practice.

2.7.4 Ensuring there is effective curriculum leadership by all Head Teachers will involve:

- The introduction of an annual Cluster Improvement Plan. This plan will be created by all the Head Teachers and Heads of Centre within a cluster
  - The plan will focus on raising attainment in Literacy and Numeracy and improving children and young people's health and wellbeing
  - The Cluster Improvement Plan will initially focus on raising attainment via creating progression pathways and embedding assessment and moderation practices
  - There will be scrutiny of these plans by senior officers so as to ensure appropriate support and challenge for schools is a routine feature of our work in Education and Families.
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### **3. Equality and Diversity**

#### **3.1 Fairer Scotland**

North Lanarkshire Council is committed to closing the poverty related attainment gap, as per the national drive to 'deliver excellence and equity' and is expressed in the North Lanarkshire Fairness Commission report.

#### **3.2 Equality Impact Assessment**

Not applicable.

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### **4. Implications**

#### **4.1 Financial Impact**

The 6 posts within the Pedagogy Team will be recruited under teacher terms and conditions at basic grade teacher level. The annual cost of the new team is £0.290m per annum. These costs will be funded by the realignment of budgets from vacant network support posts.

#### **4.2 HR/Policy/Legislative Impact**

The appointments to the Pedagogy Team will be made in accordance with existing HR procedures.

#### **4.3 Environmental Impact**

The positive impact of this programme is that it creates a more prosperous North Lanarkshire, with people who have more capacity to improve their own economic futures.

#### 4.4 **Risk Impact**

The risk relates to not achieving our priorities to close the poverty related attainment gap. The plans will mitigate against such risk and ensure success.

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### **5. Measures of success**

- 5.1 The national declarations of teacher professional judgements regarding pupils achievements of levels (ACEL) will be used in future to measure the success of systems in North Lanarkshire, as will levels of literacy of school leavers.
  - 5.2 Furthermore, the levels of uptake for employment and the success Education and Families has in meeting the needs of employers will also be measured.
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**Janie O'Neill**  
**Senior Manager**  
**Education and Families**

## Attainment Profile of Unemployed Group 2016-17

### All Pupils Overview

<b>Level 4 Literacy</b>	<b>2014</b>	<b>2018</b>	<b>Improvement</b>
North Lanarkshire	90.76	94.1	3.34
Virtual Comparators	93.64	94.77	1.13
Difference	-2.88	-0.67	2.21
<b>Level 4 Numeracy</b>	<b>2014</b>	<b>2018</b>	<b>Improvement</b>
North Lanarkshire	82.15	89.14	6.99
Virtual Comparators	83.65	91.44	7.79
Difference	-1.5	-2.3	-0.8
<b>Level 5 Literacy</b>	<b>2014</b>	<b>2018</b>	<b>Improvement</b>
North Lanarkshire	68.84	80.01	11.17
Virtual Comparators	69.72	82.25	12.53
Difference	-0.88	-2.24	-1.36
<b>Level 5 Numeracy</b>	<b>2014</b>	<b>2018</b>	<b>Improvement</b>
North Lanarkshire	57.99	65.47	7.48
Virtual Comparators	58.79	69.42	10.63
Difference	-0.8	-3.95	-3.15

#### Analysis

1. There has been improvement in all indicators.
2. In one indicator there has been a greater improvement than in Virtual Comparators (L4 Lit).
3. In three indicators there has been less improvement than in Virtual Comparators.
4. Attainment at Level 5, especially in Numeracy is an area of priority for improvement.

## SIMD Overview

SIMD 1 - 2			
Level 4 Literacy	2014	2018	Improvement
North Lanarkshire	83.86	88.4	4.54
Virtual Comparators	89.3	91.49	2.19
Difference	-5.44	-3.09	2.35
Level 4 Numeracy	2014	2018	Improvement
North Lanarkshire	73.28	81.68	8.4
Virtual Comparators	73.57	86	12.43
Difference	-0.29	-4.32	-4.03
Level 5 Literacy	2014	2018	Improvement
North Lanarkshire	53.35	68.78	15.43
Virtual Comparators	54.33	72.33	18
Difference	-0.98	-3.55	-2.57
Level 5 Numeracy	2014	2018	Improvement
North Lanarkshire	42.06	50.28	8.22
Virtual Comparators	43.12	55.99	12.87
Difference	-1.06	-5.71	-4.65

SIMD 9 - 10			
Level 4 Literacy	2014	2018	Improvement
North Lanarkshire	97.57	99.04	1.47
Virtual Comparators	97.46	98.06	0.6
Difference	0.11	0.98	0.87
Level 4 Numeracy	2014	2018	Improvement
North Lanarkshire	91.62	96.5	4.88
Virtual Comparators	93.16	97.26	4.1
Difference	-1.54	-0.76	0.78
Level 5 Literacy	2014	2018	Improvement
North Lanarkshire	88.92	93.63	4.71
Virtual Comparators	87.92	94.65	6.73
Difference	1	-1.02	-2.02
Level 5 Numeracy	2014	2018	Improvement
North Lanarkshire	78.65	84.39	5.74
Virtual Comparators	78.97	87.32	8.35
Difference	-0.32	-2.93	-2.61

### Analysis

1. There is consistent improvement over five years across all indicators for SIMD Groups 1 - 2 and 9 - 10
2. North Lanarkshire pupils only outperform peers across the country in one of eight indicators in 2018 (SIMD 9 - 10 L4 Lit)
3. North Lanarkshire has a high rate of improvement than Virtual Comparators in three indicators (L4 Lit and Num SIMD 1 - 2) and L5 Lit (SIMD 9 - 10)
4. Attainment at Level 5 for SIMD 1 - 2 and Attainment in Numeracy generally are priorities.

# THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the Database.

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			



## Attainment in Literacy and Numeracy in North Lanarkshire

## APPENDIX 3

Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
North Lanarkshire	2014	83.86	73.28	53.35	42.06	1134
Virtual Comparator	2014	89.3	73.57	54.33	43.12	11340
North Lanarkshire	2014	97.57	91.62	88.92	78.65	370
Virtual Comparator	2014	97.46	93.16	87.92	78.97	3700
North Lanarkshire	2015	90.2	80.57	63.01	50.25	1184
Virtual Comparator	2015	91.33	83.53	63.72	50.32	11840
North Lanarkshire	2015	98.5	94.89	91.59	82.88	333
Virtual Comparator	2015	98.23	96.13	92.13	82.4	3330
North Lanarkshire	2016	89.14	82.32	63.8	49.66	1188
Virtual Comparator	2016	91.04	84.09	67	51.71	11880
North Lanarkshire	2016	99.39	97.26	95.43	85.06	328
Virtual Comparator	2016	98.84	97.47	94.51	87.29	3280
North Lanarkshire	2017	89.4	81.69	68.85	51.53	1207
Virtual Comparator	2017	90.77	85.11	69.1	53.59	12070
North Lanarkshire	2017	98.49	97.28	93.05	88.22	331
Virtual Comparator	2017	98.49	97.4	94.02	86.25	3310
North Lanarkshire	2018	88.4	81.68	68.78	50.28	1086
Virtual Comparator	2018	91.49	86	72.33	55.99	10860
North Lanarkshire	2018	99.04	96.5	93.63	84.39	314
Virtual Comparator	2018	98.06	97.26	94.65	87.32	3140

SIMD 9&10

SIMD 1&2

