

**The Quality Improvement Framework (formerly the School Comparison Project)
March 2016 Update:**

A reminder of the key aims of the Quality Improvement Framework (QIF)

- The framework has a strong learning and teaching theme, setting out an action plan to raise attainment and clear priorities, actions and measures of impact identified within a four year attainment action plan (2016 to 2020) covering seven areas: monitoring and tracking in the Broad General Education, reviewing performance in national qualifications, wider achievement, pupil motivation and engagement, subject development groups, professional learning for teachers and parental involvement.
- The framework also aims to establish a more sustainable and efficient model of education in Shetland, taking account of the reduced local and national resources at the council's disposal over the coming years to finance and resource the school estate.
- What must be retained as part of this framework is:
 - High quality education for all young people in Shetland.
 - Pupils to achieve their full potential.
 - Meeting national standards.

Further background information on the QIF can be found at: <http://www.shetland.gov.uk/education/SchoolsComparisonProject.asp> and was shared in the January 2016 email update of the Project.

Recommendation 1: Set out clear priorities and actions at local authority level for improving further on Shetland's very strong overall attainment record.

- The Attainment Action Plan can be found here: <http://www.shetland.gov.uk/education/documents/RaisingAttainmentActionPlanFinalJuly2015.pdf>
- At this point the seven areas of the action plan are being taken forward in discussions with schools.
- For example, a new monitoring, tracking and moderation strategy document with expectations and principles, along with examples of good practice across Shetland's school estate, is being developed.
- Relevant support and guidance around the new National Improvement Framework will also be included in the strategy document.
- Within the professional learning and leadership development action, updates include:
 - The forthcoming introduction of a new leadership induction programme for new Head Teachers and Into Headship participants.
 - Working with the UHI, we are developing a local 'aspiring leaders' programme and have four staff involved in a Middle Level Leadership programme through the University of Aberdeen.
 - We are also looking into supporting interested secondary teaching staff becoming dual qualified.

Recommendation 3: Sharing of Secondary Staff

- The Local Negotiation Committee for Teachers (LNCT) recently agreed to principles for supporting teaching staff working in more than one setting, these were issued to schools in *Circular 77, December 2015*.
- This includes the development of an annual individualised Work Plan (IWP), which is the responsibility of the head teacher in the teacher's base school to complete in negotiation with the teacher and all other schools which the teacher works, taking into account each setting's working time agreement.
- Children's Services expect the full implementation of IWPs for each member of teaching staff that works in more than one setting from the start of next session when schools' working time agreements are also being finalised.

Recommendation 4: Sustainability including:

- Organisation of classes in secondary.
- Subject choice in the Senior Phase.
- Allocations policy for Halls of Residence accommodation
- Exploration of remote teaching: the situation where using ICT, a teacher teaches a group(s) of students located in an establishment different from the teacher's own.
- A new focus group consisting of teachers, principal teachers, school managers, central officers and parent council representatives is looking further at:
 - Plans for a Common Curriculum Structure in the Senior Phase (S4 to S6)
 - The core subject list and local flexibility concept in relation to subject choice in the Senior Phase.
 - The implementation of the 33 period, asymmetric week, in May 2018, in all secondary settings with a shorter day on a Friday.
 - Viable class sizes in secondary.
- We have also asked for the views of all secondary teachers on the delivery of Higher and Advanced Higher in the same class, providing there is no more than 10 pupils studying the subject and National 5 is not in the same class as well in a recent survey monkey.
- Remote Teaching recommendations are being discussed and considered by the SLP workstream 2, Online Learning group, the ICT Strategy Group, the UHI and with colleagues in Western Isles and Orkney.

Recommendation 5: Revised approaches to Quality Assurance and review of Schools and Quality Improvement Staffing.

- Following the review of Quality Assurance by Jennifer Wadley from March to June 2015, a new School Improvement Framework will replace the 2012 Children's Services Policy for Continuous Improvement and Quality Improvement. As part of this School Improvement Framework, operational guidance papers are being developed on:
 - School Improvement Planning and Standards and Quality Reporting.
 - Visits and support from the local authority, to schools which will be more proportionate with their frequency determined by the needs of the service and the school.
- Further engagement will take place with all stakeholders on the new School Improvement Framework over the coming months with gradual implementation planned from the start of session 2016/17.

Recommendation 2: Review of Promoted Posts and Management Structures
Most of the further actions within this recommendation will be taken forward in 2017

Stakeholder Groups

Our three stakeholder groups: teachers/teaching unions, principal teachers and parent council meet at least once a term to receive an update on the project and input into the further actions with the QIF. New members are welcome, contact Sarah Groat for more details by emailing sarah.groat@shetland.gov.uk or calling 01595 744038.

VC is an option to support involvement.