



**Education
Scotland**
Foghlam Alba

How to effectively implement early learning curricula and how to continuously improve process quality in the provision ECEC?

Thursday 22nd August 2024



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For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba



Team Scotland

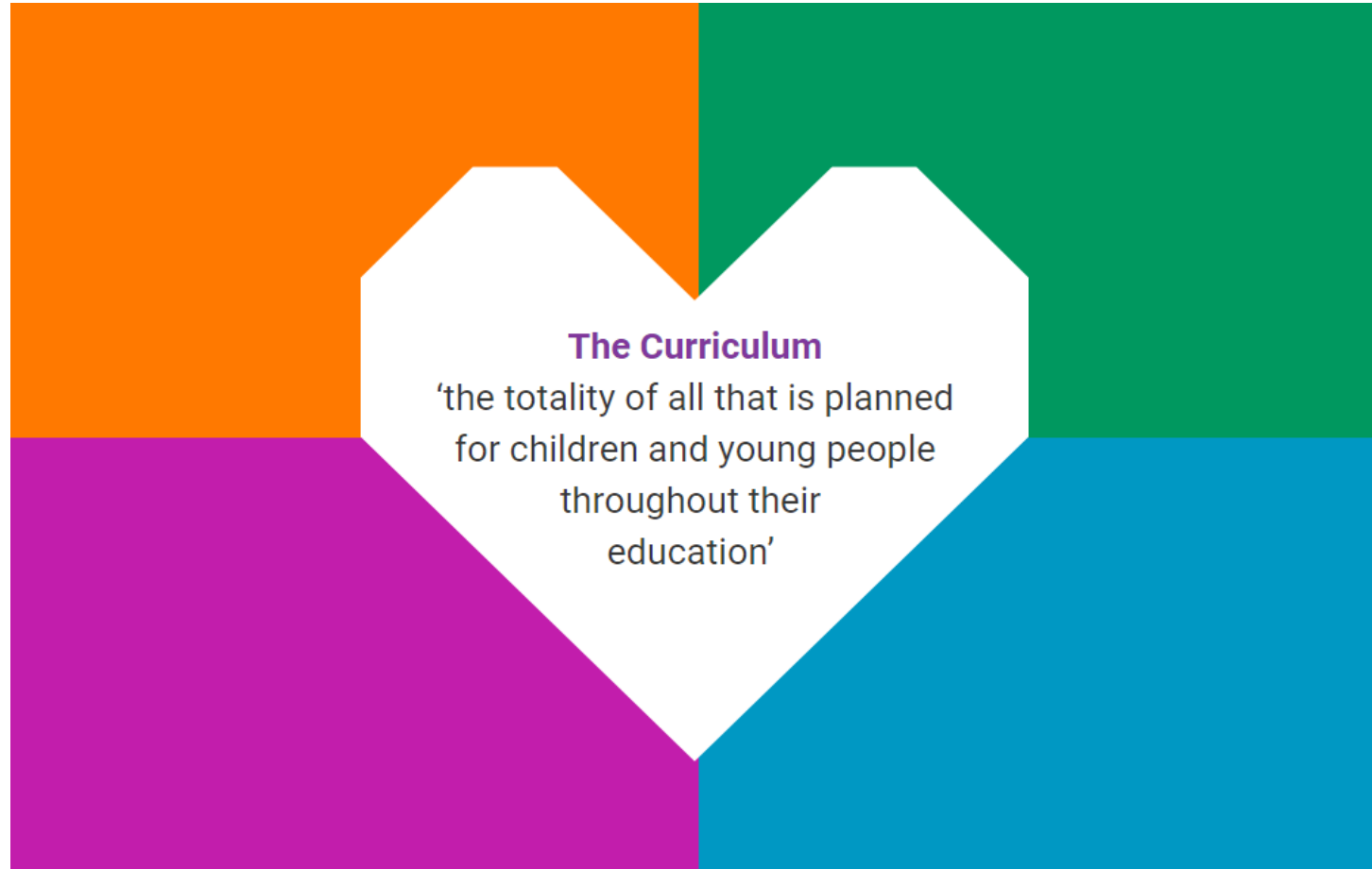


Allan Fleming – Education Officer, Early Learning & Childcare
Louise Phillips – His Majesty's Inspector of Education
Siân Neil – Senior Education Officer, Early Learning & Childcare



Angela McConalogue – Senior Leader of Learning
Gill Pollock-Ogden – Rowena Nursery
Heather Douglas - Head of Early Learning and Childcare
Kimberley Johnstone – E Imcroft Nursery
Nicola George – Victoria Road Nursery

Scotland's Curriculum – Curriculum for Excellence



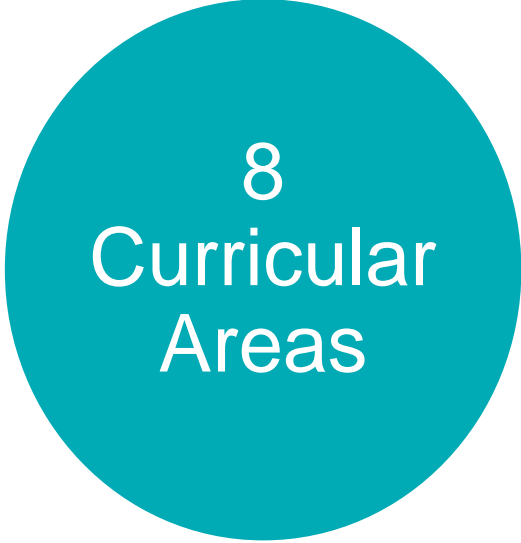
The Purpose of Curriculum for Excellence



www.scotlandscurriculum.scot

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Curriculum For Excellence – Subject Areas



8
Curricular
Areas

- Expressive arts
- Health and wellbeing
- Languages (including English, Gàidhlig, Gaelic (Learners), modern languages and classical languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies.

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the ‘responsibility of all’ staff.

Experiences and Outcomes



curriculum for excellence:
literacy and English
experiences and outcomes

www.curriculumforexcellence.scotland.gov.uk



I have **experimented** with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.
MNU [Mathematics and Numeracy] 0-11a

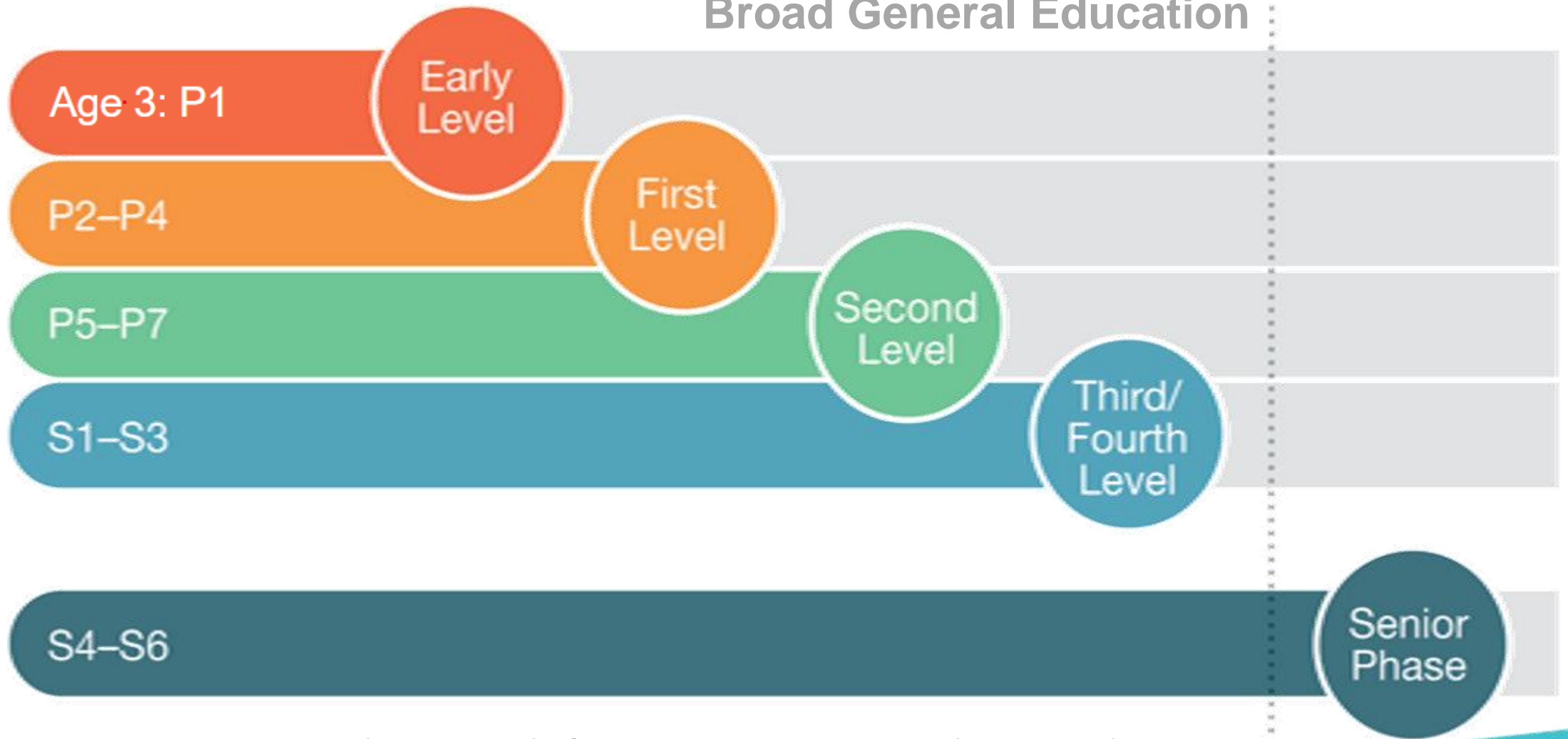
I can **respond** to music by describing my thoughts and feelings about my own and others' work.

EXA [Expressive Arts] 0-19a

I can **identify** my senses and **use** them to explore the world around me.

SCN [Sciences] 0-12a

Broad General Education



*P- primary education (5-12 years), S – secondary education (12+ years)

National Practice Guidance for the Early Years

bit.ly/RtABeingMe



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The Image of the Child

The European Commission working group on Early Childhood Education and Care (ECEC) describes the image of each child as:

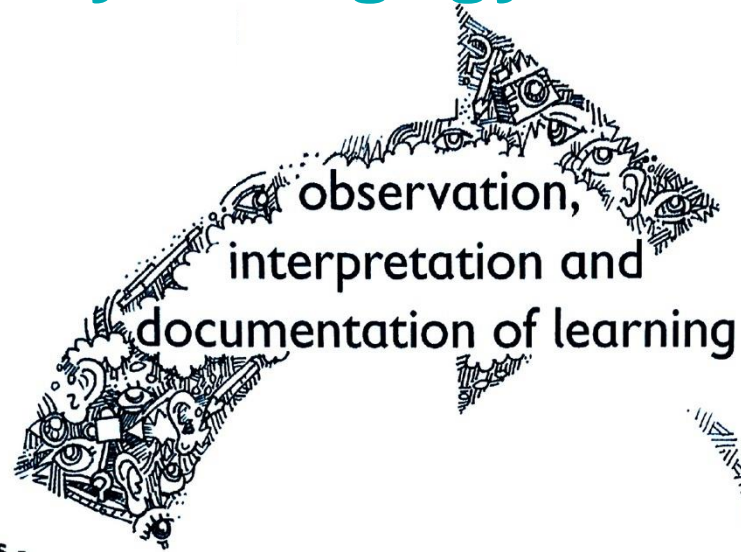
- ③ a unique and a competent and active learner whose potential needs to be encouraged and supported. Each child is a curious, capable and intelligent individual. The child is a co-creator of knowledge who needs and wants interaction with other children and adults. As citizens children have their own rights which includes early education and care. 99'

(European Commission, 2014)

The Learning Environment



Child-Centred Play Pedagogy in Practice



'Listen with your eyes and ears'

What does the child's **actions, emotions** and **words** tell you about their development and learning?

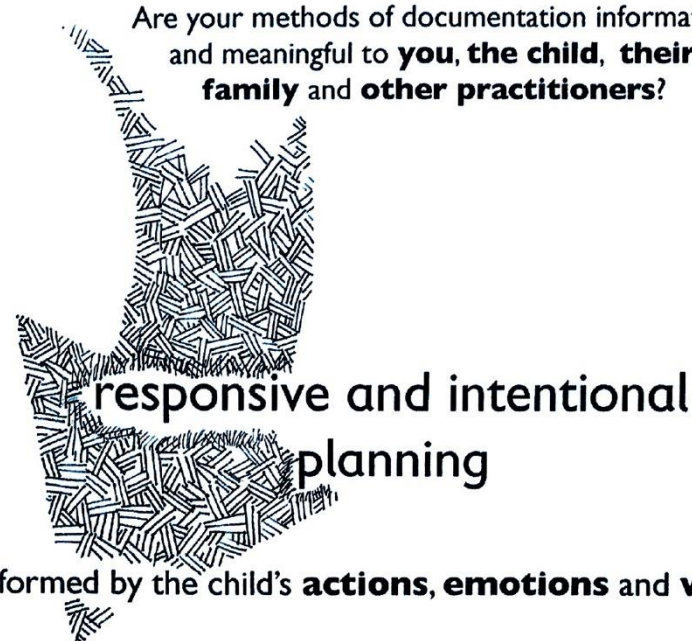
Are your methods of documentation informative and meaningful to **you, the child, their family** and **other practitioners**?

Sensitive interactions -
honing the skill of stepping in and stepping back

Flexible experiences -
learn from the child to inform practice

Variety of spaces -
outdoors and inside

facilitation



Informed by the child's **actions, emotions** and **words**

What needs to **stay** to reinforce development and learning?

What needs to **change** to inspire new learning and development?

How to effectively implement early learning curricula and how to continuously improve process quality in the provision ECEC?

A system that everyone at every level has the knowledge and expertise to fulfil their roles and responsibilities

Knowledgeable System

A system that works collaboratively, locally, regionally and nationally to develop practice and improve outcomes for children

Connected system

Empowered System

A system that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners

A Knowledgeable System

A system that everyone at every level has the knowledge and expertise to fulfil their roles and responsibilities



- A highly skilled and qualified workforce
 - In-depth knowledge of child development
 - Understanding of curriculum, learning, teaching and assessment (through play and observation)
 - Skilful interactions
- Career-Long Professional Learning (CLPL) including practitioner action research
- Self-evaluation for self-improvement
- Evidence-based and data informed

An Empowered System

A system that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners

An empowered system supports:

- Shared vision for education owned by all levels of the system
- Responsibility for children's outcomes shared across the system
- Culture of continuous improvement
- Curriculum making at local level
- Communities of practice
- National policy and support based in practice



A Connected System



A system that works collaboratively, locally, regionally and nationally to develop practice and improve outcomes for children

- A shared vision for education at all levels of the system
- A shared understanding of ‘what works’ and what high quality practice looks like
- Sharing our learning and learning from others – Looking inwards, outwards and forwards
- Clear links between self-evaluation and external evaluation
- Partnership working

HMI perspective - Empowered

- Validation of self-evaluation processes and outcomes in settings. HMI support and challenge staff with a focus on the core work of settings to provide high quality learning experiences and outcomes.
- Co-creation of plan for inspection week using briefing papers, templates via online meetings, phone calls and email correspondence.
- Inclusion of views of all involved in the setting. This includes the completion of questionnaires prior to inspection, inclusion in planned meetings during inspection week.
- Full model inspections evaluate the quality of parental engagement and the impact on children's learning. Parental engagement aims to build confidence in parents as children's first educators.
- Associate Assessors and Associate Inspectors appointed to be part of inspection teams. Professional learning and experiences build capacity for self-evaluation in settings and local authorities.
- Culture of continuous improvement with clear definitions of quality and agreed evaluative language.
- Practitioners' participation in professional dialogue during inspection. This gives them an opportunity to share and explain play and learning experiences, professional development and the impact of research and learning on outcomes for children.

Purpose of HMI inspection

- provide assurance for stakeholders and public accountability
- promote improvement
- provide evidence-based advice to inform the development of educational policy and practice



Building on self-evaluation

- HMI start by **understanding the setting's self-evaluation**;
- HMI plan with staff in settings to **identify key themes from self-evaluation** which will help to focus inspection or review activity;
- HMI explore the **effectiveness of the setting's self-evaluation arrangements** and, where these are of good quality, place added reliance on the evidence produced by the setting itself to streamline the inspection process; and
- HMI report on the **setting's capacity to improve**.



HMI perspective - Connected

- Self-evaluation frameworks (HGIOELC?) used by practitioners, local authority staff and HMI.
- New shared framework developed by HMI and Care Inspectorate in collaboration with professional bodies, practitioners and staff from across the ELC sector in Scotland.
- Promotion of self-evaluation process to look inwards, outwards and forwards. To provide a picture of what is having most and least impact at individual, local and ultimately national level.
- Coaching and mentoring approaches during inspection and linked to the PRAISE framework.
- Clear communication between national and local organisations about HMI inspection activity. For example, the annual scrutiny programme, updates to inspection approaches and planned reviews.
- HMI looking outwards internationally to contribute to thinking about inspection, scrutiny and quality improvement in countries across the world. Staff participate in a variety of events and activities abroad and receive international visitors who are interested in their approaches to evaluation.

Supporting self-evaluation

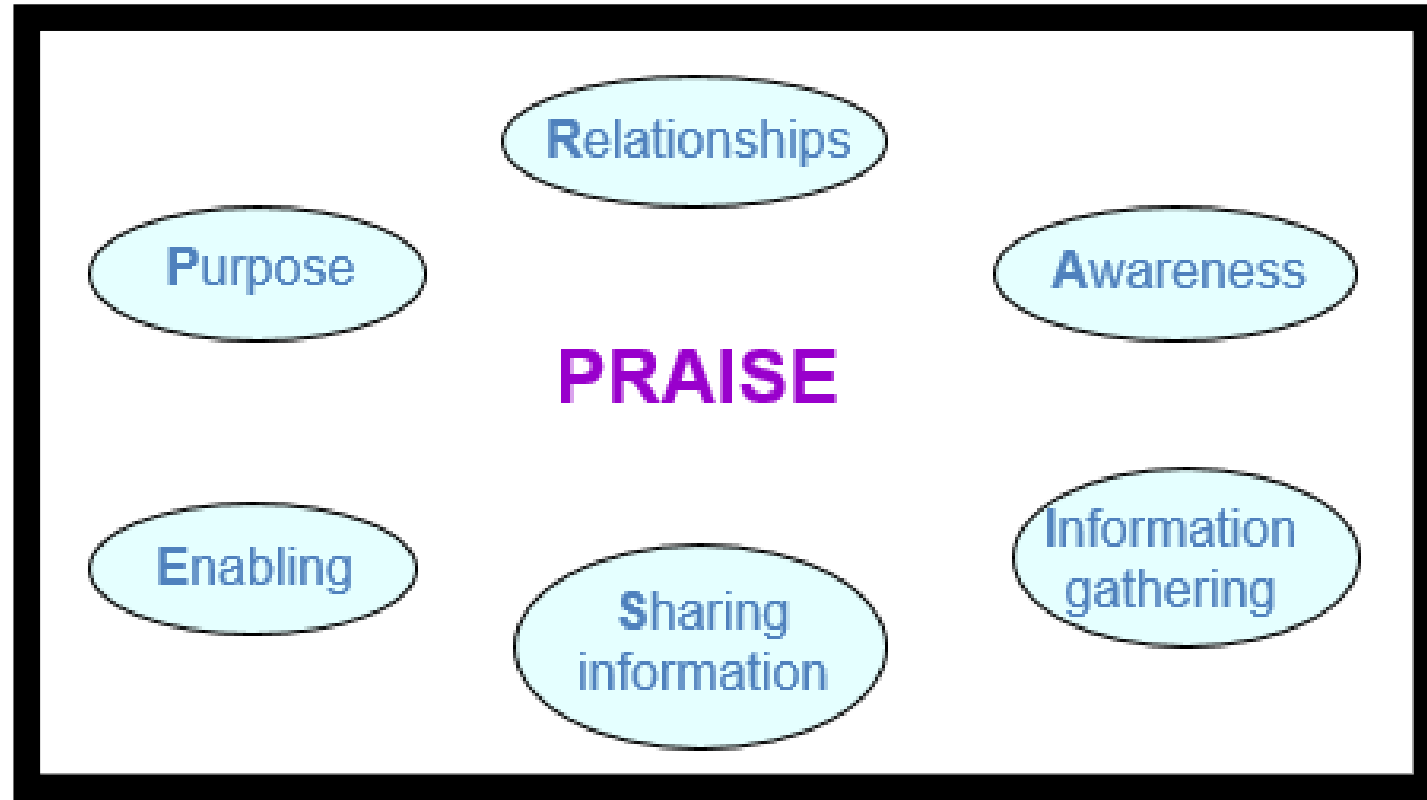


“How good is our early learning and childcare? provides national guidance against which practitioners and others can work together to reflect and evaluate their collective impact on improving outcomes for children in their local community. When this inward-looking process begins in the setting and then moves outwards, it can provide a unique and valuable picture of what is having most and least impact at individual, local - with other settings in the community - or local authority level. Once the levels of impact are identified, then plans for improvement can be drawn up and looking outwards and forwards can support these.”

How good is our early learning and childcare?



A focus on teamwork and collaboration



HMI perspective - Knowledgeable

- Clear expectations of quality expected from settings.
- Inclusion of the impact of professional learning, research and improvement cycle approaches (PDSA) in inspection reports. The quality and impact of the professional knowledge contributes to the overall evaluations.
- Sharing of effective practice identified through inspection.
- HMI share resources and approaches observed during national inspection programme across Scotland with managers and practitioners.
- HMI refer to resources produced by and published on the Education Scotland website. These resources are supplied by ELC settings, the ELC improvement team and HMI.
- Use of national guidance and professional learning modules and resources to support self-evaluation, reflection and development of high quality ELC.

Inspection models

Full model inspection (5 days)	Short model inspection (2/3 days)
<p>Evaluate and grade</p> <p>QI 1.3: leadership of change QI 2.3: learning, teaching and assessment QI 3.1: ensuring wellbeing, equality and inclusion QI 3.2: raising attainment and achievement/securing children's progress</p> <p>Evaluate but not grade following themes:</p> <p>QI 2.2: curriculum – learning pathways QI 2.7: partnership with parents</p>	<p>Evaluate and grade</p> <p>QI 2.3: learning, teaching and assessment QI 3.2: raising attainment and achievement/securing children's progress</p>
Safeguarding	Safeguarding

The six-point scale

3	Satisfactory	<ul style="list-style-type: none">• Strengths just outweigh the weaknesses/ basic level of provision• Weaknesses not important enough to have a substantially adverse impact, but constrain the overall quality of learners' experiences• Take action to address areas of weakness by building on strengths
2	Weak	<ul style="list-style-type: none">• Important weaknesses• There may be some strengths but weaknesses individually or collectively diminish learners experiences in substantial ways• Need for prompt, structured action
1	Unsatisfactory	<ul style="list-style-type: none">• Major weaknesses requiring immediate remedial action• Learners' experiences are at risk in significant respects• In almost all cases, requires support in planning and carrying out necessary actions

Triangulation of evidence

The 'how'



Outcomes of ES inspections



 Education Scotland
Foghorn Aka

Summarised inspection findings

Craigbank Primary School
Dumfriesshire Council
SEED No: 5701627
15 May 2022

Transforming Lives Through Learning



 Education Scotland
Foghorn Aka

12 September 2022

Dear Parent/Carer

In June 2022, a team of inspectors from Education Scotland visited Craigbank Primary School and Nursery Class. During our visit, we talked to administrators and children, and worked closely with the headteacher and staff.

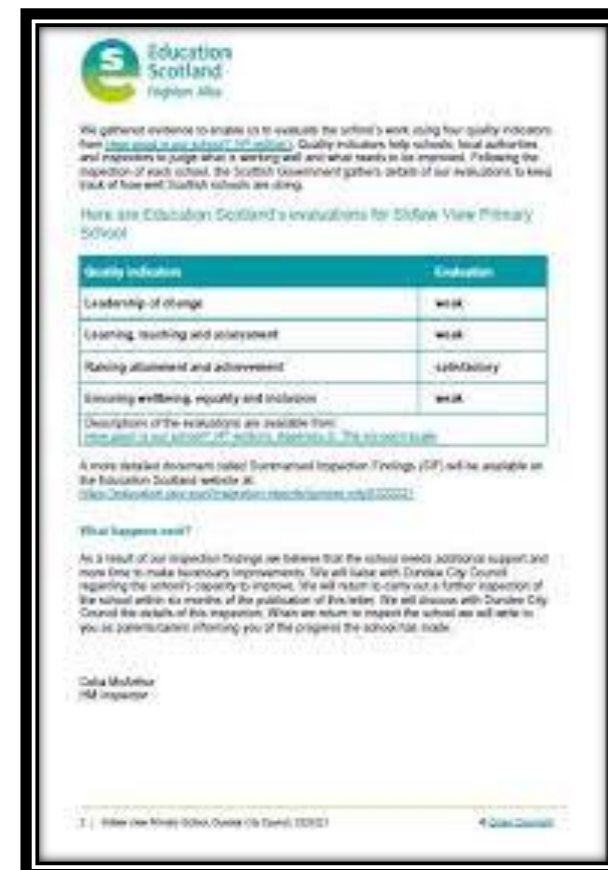
The inspection team found the following strengths in the school and nursery's work:


- Children are motivated, happy and eager to learn. They are kind to each other, respectful and have a real sense of pride in their setting and school.
- Staff provide high-quality learning and teaching experiences for children. This includes opportunities through outdoor and digital-learning activities.
- Robust tracking and monitoring processes, led by the highly-respected headteacher, which ensure staff to provide early and effective interventions. This is leading to high levels of progress and attainment across the school.

The following areas for improvement were identified and discussed with the headteacher and a representative from the Dumfriesshire Council:

- Continue to develop approaches to questioning with a specific focus on developing higher-order thinking skills.
- Develop approaches to tracking and monitoring children's developing skills and their attainment across more curricular areas.

1 | Craigbank Primary School and Nursery Class, The Dumfriesshire Council, SEED02



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We gathered evidence to enable us to evaluate the school's work, using four quality indicators from ["Improving our schools for all" \(2018\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how our Scottish schools are doing.

Here are Education Scotland's evaluations for Craigbank Primary School:

Quality indicator	Evaluation
Leadership of change	weak
Learning, teaching and assessment	weak
Tracking attainment and achievement	satisfactory
Ensuring wellbeing, equality and inclusion	weak

Descriptions of the evaluations are available from ["How well is our school?" \(2022\)](#), ["What happens next?"](#) and ["The school's goals"](#).

A more detailed document called *Summary Inspection Findings (SIF)* will be available on the Education Scotland website at: [https://www.education.scot.nhs.uk/inspections/reports/summary/5701627/](#)

What happens next?

As a result of our inspection findings we believe that the school needs additional support and more time to make necessary improvements. We will liaise with Dumfriesshire Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within six months of the publication of this letter. We will discuss with Dumfriesshire Council the details of this inspection. When we return to inspect the school we will write to you to participate in sharing you of the progress the school has made.

Celia Muirhead
HM Inspector

2 | "How well is our school?" (2022), "What happens next?" (2022)

Message from HM Chief Inspector to Scottish education system:

‘These case studies are taken from examples of practice that inspectors see on our inspections of schools and settings.

Identifying good ideas and approaches is a core part of being an inspector – but more than that, sharing the work you are doing that is having a significant impact on children and young people helps to recognise the successes in Scottish education and support quality and improvement within the sectors we inspect, across the country.

Our thanks go to the schools and settings that have worked with us to develop these products. I hope you will find them helpful and that they prompt discussion in your teams and schools.

We will continue to work with schools and settings across the sectors we inspect. We look forward to being able to share much more highly effective practice.’



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