

Agenda Item	4.
Report No	EDU/9/23

## HIGHLAND COUNCIL

**Committee:** Education Committee

**Date:** 1 June 2023

**Report Title:** Collaborative Improvement Framework

**Report By:** Executive Chief Officer, Education & Learning

### 1. Purpose/Executive Summary

1.1 The report presents the draft Collaborative Improvement Framework for Education (**Appendix 1**) in schools and ELC settings across the Highlands.

The purpose of the framework is to provide a coherent guide for all those engaging in collaborative improvement related to the work of schools and ELC settings. It sets out expectations, guidance and supports everyone to work together within a cycle of continuous improvement to achieve our agreed vision for education and learning as set out in the Education and Learning Service Plan.

- Entitlement, Excellence and Equity
- Empowerment and Leadership
- Relationships
- Opportunity

1.2 The report highlights the ongoing work of the Education and Learning Collaborative Lead Officers (CLO) and Early Years Education Support Officers (EYESO) in schools and nurseries at a quality assurance level. The capacity for effective self-evaluation within a school and ELC setting is strengthened through the coordinated effort of Education Services' staff working with practitioners from within, and beyond, the Council in a range of school and ELC improvement collaborations and partnerships.

The report also outlines the engagement, feedback and impact of the Highland Collaborative Improvement Framework to date including external validation from the Association of Directors of Education (ADES) and Education Scotland colleagues.

## 2. Recommendations

### 2.1 Members are invited to:

- (i) Agree the purpose and principles to support continuous improvement through the draft Collaborative Improvement framework (CIF);
- (ii) Note the planned collaborative engagement, in the form of support, challenge and review provided to schools as outlined in the CIF including the agreed universal support given to all schools
- (iii) Note that an informative Member workshop was held prior to committee to update members on the progress of the CIF to date, including the support and challenge provided to all schools and ELC settings through continuous improvement;

## 3. Implications

3.1 **Resource:** There are no additional resource implications to The Highland Council. The work outlined is planned and budgeted for.

3.2 **Legal:** There are no legal implications contained within the contents of this report.

3.3 **Community (Equality, Poverty and Rural):** Clear guidelines and expectation on all school community stakeholder involvement in school self-evaluation and improvement planning has been provided to all schools and ELC settings. There is a statutory requirement that all schools produce an annual report for parents on school Standards and Quality. There is also a statutory requirement that parents, pupils and young children are consulted on the school improvement plan. In addition to this statutory requirement, it is the expectation that all stakeholders co-construct joint priorities

3.4 **Climate Change / Carbon Clever:** There are no climate change issues arising from this report.

3.5 **Risk:** Reputational risk should our schools and ELC settings fail to support continuous improvement

3.6 **Gaelic:** All schools and nurseries including those delivering in the medium of Gaelic will benefit from the framework of support detailed in this report.

## 4. Overview

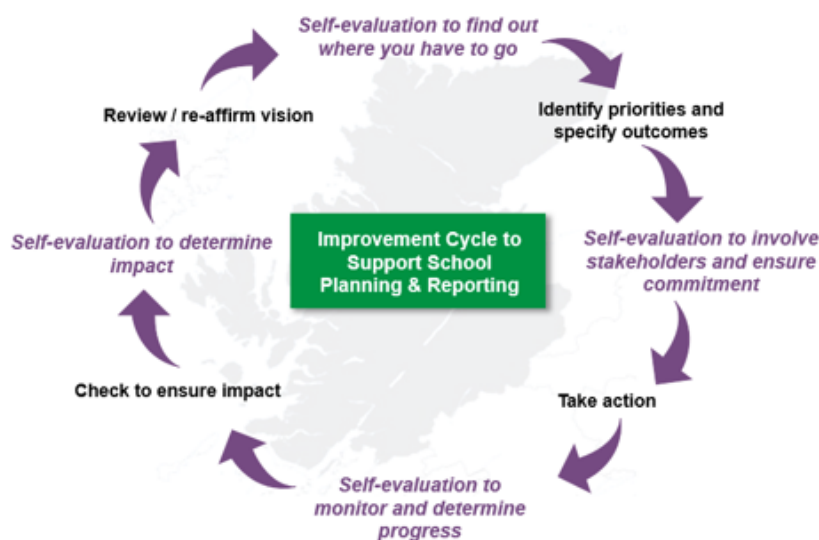
4.1 Collaborative Lead Officers (CLOs) were appointed in session 21/22 to work with school leadership teams on their improvement priorities and monitor the school's progress through self-evaluation processes. The role was outlined to Members in the Attainment Review paper in February 2022 where the plan for engagement linked to support and challenge with a major focus on improving attainment in literacy and numeracy was noted.

4.2 The Collaborative Improvement Framework (CIF) has been devised to support all staff at all levels to raise attainment through a focus on continuous, collaborative improvement. The CIF although evolving, sets out the wider considerations over statutory responsibilities, approaches to self-evaluation and improvement activity alongside scrutiny and review from the Care Inspectorate, Education Scotland and

Local Government Benchmarking Frameworks which provide national points of reference.

- 4.3 The CIF (**Appendix 1**) is in draft form and has undergone engagement with Headteachers and central officers including ADES and Education Scotland. It provides a coherent guide for all those engaging in collaborative improvement related to the work of schools and ELC settings. It sets out clear expectations and guidance that supports everyone to work together within a cycle of continuous improvement to achieve our vision for Education and Learning. It outlines key principles underpinning effective collaborative improvement and sets in draft policy, the expectations around effective self-evaluation approaches using How Good Is Our School 4th Edition (HGIOS4) and How Good is our Early Learning and Childcare (HGIOELC) as the key reference documents to support this activity.
- 4.4 The framework provides a consistent approach to gathering evidence to shape school Standards and Quality Reports (SQR) and School Improvement Plans (SIP) and includes templates setting out key aspects of reporting and planning that is consistent across all schools and meets statutory requirements.

Included in Section 3 of **Appendix 1**  
**Improvement Cycle to support School and ELC setting Planning, Review and Reporting**



- 4.5 The Collaborative Improvement Strategy in Section 4 of **Appendix 1** provides an outline of the support on the collaborative planning between CLOs and EYESOs and Head Teachers, These areas of focus provide a reference for all, with the intention to support a consistent approach to school engagement across the officer team. The ‘cogs’ of support, challenge, and review whilst providing schools with a clearer understanding of what collaborative engagement will look like with examples of activities linked to each area.

Included in Section 4 of **Appendix 1** - The Collaborative Improvement Strategy



The CLOs and EYESOs seek to work in partnership with schools and ELC settings to provide appropriate levels of support linked to individual school contexts and need. Three categories of support have been established where schools and central officers use a reference tool to support discussion around school context and level of support required. Schools fall under the categories of Universal, Focused, or Intensive (UFI), this has been co-constructed with Head Teachers. Expectations and timelines are shared depending on the level of support identified through collaborative conversations.

- 4.6 Section 5 of **Appendix 1**- The Roles of Colleagues, provides clear information on how colleagues across the service support and contribute to continuous improvement and provides a platform for all to recognise how they connect across the entire service to support improvement.
- 4.7 The Raising Attainment framework outlined in Section 6 of **Appendix 1**, sets out core aspects of three main elements linked to effective educational delivery and raising attainment:
- Self-evaluation and Effective Planning for Continuous Improvement
  - Curriculum & Learning & Teaching
  - Assessment for Learning and Effective use of Data

This framework provides the core aspects and procedures linked to each area and is supported with links to key documents as well as underpinning assessment support information, which has been co constructed and shared with Headteachers.

Feedback from Primary Headteachers attainment summits in January indicated a desire for a more consistent approach to assessment and attainment reviews to allow for more effective data analysis and professional dialogue within and across associated groups. The intended purpose of the Assessment & Attainment Calendar (within this section) is to provide a more consistent platform for review and support between schools and it provides key points of data analysis common to all to frame attainment meeting discussions with CLOs.

- 4.8 Headteacher consultation and feedback on the draft CIF document took place in term 3 at various Primary and Secondary Headteacher meetings. Primary Headteacher engagement took the form of January Attainment Summits when

consistent expectations and relentless routines linked to the Raising Attainment Strategy set out within the CIF were discussed and agreed.

The follow-up Primary Headteacher conference in March gathered feedback on common self-evaluation and planning templates and consistent approaches outlined in the CIF. This event also provided an opportunity to showcase the work linked to CLOs strategic remits demonstrating the support on offer for schools in areas of literacy; numeracy; Health & Wellbeing; moderation and assessment; tracking and monitoring, and self-evaluation, key aspects of the Directorate Service Plan. This information provided an opportunity for Headteachers to feed into further strategic development areas providing feedback and/or joining working coalitions to take development forward with the central lead officers. This strategic conversation supported schools to choose the areas relevant to their improvement context and build into 23/24 planning within their School Improvement Plans (SIP) and Working Time Agreements in a timely manner.

#### 4.9 Raising attainment progress and support:

The Collaborative Improvement engagement strategy outlined above although in its infancy, current targeted predictive attainment data indicates progress and positive impact so far this session. The support around this area has included:

- Data tools provided to all schools to support effective analysis of attainment to support target setting and planned interventions
- All schools completed common attainment review and target setting templates.
- CLOs carried out robust attainment meetings with all schools where individual pupils were discussed and, in many cases, additional pupils identified for intervention to achieve expected levels by the end of the year.

#### 4.10 As explained above, the target audience for Collaborative Improvement is local authority staff working in support of schools, establishments, services and education staff. A wider approach to collaborative improvement involves outward partnership working across local authorities and, to this end, Highland was recently the host authority to this type of collaborative improvement activity involving education colleagues from ADES and Education Scotland. The focus for this visit to Highland, linking to our draft Collaborative Improvement Framework was:

“How can we improve our central mechanisms of engagement with schools to improve outcomes for our children and young people?”

The following underpinning themes were selected:

- Building a Collaborative Culture
- Effective use of data to inform improvement priorities
- Strategic support: curriculum; self-evaluation & moderation

#### 4.11 The external team undertook activities that involved focus group feedback on each of the above themes from groups of Headteachers across sectors and geographical areas; officer groups involving CLOs; area teams; EYESOs; curriculum development and data support officers. In addition to this, the team also considered attainment data and our support data tools and curriculum resources for schools. This activity resulted in evaluative feedback of where there are strengths and where there are areas that may require further focus for the Directorate.

- 4.12 The strengths outlined in feedback from this external validated self-evaluation activity which will form part of the Education and Learning 23/24 Directorate priorities were:
- Headteachers felt support and challenge from the centre was returning and welcomed this strategic approach and leadership given.
  - The CLOs, supported well by senior managers, have made a positive start across schools and Headteachers were supportive of their advice, support and presence in settings as set out in the draft Collaborative Improvement strategy.
  - Self-evaluation processes have been used by the central team to inform plans, frameworks, and approaches.
  - Increased use of data at school and LA level is clear with school datasets being provided prior to attainment meetings and ongoing access for all via dashboard tools. Training at all levels has been provided and will continue to be rolled out.
  - The increased clarity of direction from the service plan and strategic support roles of the CLOs is welcomed. There were several examples provided of CLOs being asked for support in a particular area and bringing in another strategic lead to support.

## 5. Next Steps

- 5.1 Included in feedback from the ADES/Education Scotland Collaborative Activity detailed above areas for continued review and development are:
- To maintain and continue to implement the current draft CIF and review through ongoing Headteacher consultation and engagement.
  - Build on the current engagement approaches with Headteachers using the 'virtuous leadership' model.
  - Keep system changes in place for a fixed period to allow them to become embedded in the system.
  - Review professional review and development processes to ensure consistency
  - The support framework is very transparent and now requires to be rolled out with schools and monitored over time to ensure there is clarity and ownership of where schools sit within this. A timeline and process for review of support is required moving forward.
  - There is positive feedback of partnership working emerging amongst central teams and geographical areas, however, clearer definitions of the roles of each would support increased clarity of process and support within the CIF.
  - Ensure that a support and challenge culture is in place at every level of the system. This should focus on the quality of what is happening in classrooms and schools, with support provided for improvements in teaching, learning and assessment where necessary.
- 5.2 To continue to build on our positive progress, and taking on board evaluative feedback from our internal collaborative activities with HTs and external colleagues, the 23/24 service priorities will focus on:
- Entitlement, Excellence and Equity
    - Routines and Standards implemented supported by our Raising Attainment Strategy
    - Leadership of Learning and Teaching

- Relationships and Opportunities  
Structure and Systems to support working coalitions, “listening leaders”
- Empowerment and Leadership  
Embed and Evaluate our Collaborative Improvement Framework  
Explore the impact of Virtuous Leadership - through joint opportunities

Designation: Executive Chief Officer, Education & Learning

Date: 20 April 2023

Author: Beth Brown – Senior Lead Manager (DYW 3-18)

## The Highland Council: Education and Learning



**Continuous Improvement: 'Improving how we improve'**



**Section 1:** Context, purpose & aims

**Section 2:** Principles supporting continuous improvement

**Section 3:** Collaborative Improvement - a culture of self-evaluation

**Section 4:** Collaborative Improvement Strategy

**Section 5:** The Role of Colleagues: roles and responsibilities

**Section 6:** The Highland Framework for Raising Attainment - support and expectations

DRAFT

## Section 1: Context

Education and Learning is the largest of The Highland Council's services. Its purpose is to raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. To do this, there is a focus on improving standards and the quality of learning, teaching and play pedagogy, to ensure that entitlement, equity and excellence are delivered across Highland. This can only be achieved through effective collaboration with a highly professional workforce which understands the importance of self-evaluation to achieve continuous improvement.

### Purpose & Aims

The purpose of this framework is to provide a coherent guide for all those engaging in collaborative improvement related to the work of schools and ELC settings. It sets out expectations, guidance and supports everyone to work together within a cycle of continuous improvement to achieve our vision for education and learning.

#### Entitlement, Excellence & Equity

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships

We will maximise health and wellbeing for all

children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.



## Section 2: Principles supporting continuous improvement

School and ELC setting improvement is a collective responsibility which takes place within an ethos of ambition and achievement through a supportive and nurturing culture, where everyone acknowledges accountability to stakeholders.

The climate should be one of questioning and reflection in striving for the best possible outcome for every learner.



The capacity for effective self-evaluation within a school and ELC setting will be strengthened through the coordinated effort of Education Services' staff working with practitioners from within, and beyond, the Council in a range of school and ELC improvement collaborations and partnerships.

The principles underpinning effective collaborative improvement practices are as follows:

- learner focused
- the responsibility of all
- based on reflective practices
- inclusive of all stakeholders
- strong and effective leadership, at all levels
- recognition, learning from and applying good practice
- based on educational research of 'what works'
- effective use of data
- understanding accountability to stakeholders
- Career Long Professional Learning leading to improvement for learners
- balance support and challenge
- responsive to changing needs

## Section 3: Collaborative Improvement – A Culture of Self-evaluation

This policy framework aims to build the capacity of all staff, pupils, parents and other partners to work together to undertake robust and accurate self-evaluation. The clear

focus should be on evidencing impact and improved outcomes for children and young people.

In *How Good is our School? 4* and *How Good is our Early Learning and Childcare?* the level 5 illustration outlines that:

- All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:
  - *How well are we doing?*
  - *How do we know?*
  - *What are we going to do now?*

To secure sustained improvement, schools and ELC settings should inform their decision making and actions through a continuous process of looking inwards, outwards and forwards. This process supports sound decision-making, planning and effective action to secure positive change.

***Looking inwards* – starts with those working with children and young people.**

It should focus on the impact on outcomes for learners. Effective self-evaluation processes triangulate information, data, peoples' views and observation of practice to measure impact and inform planning for improvement.

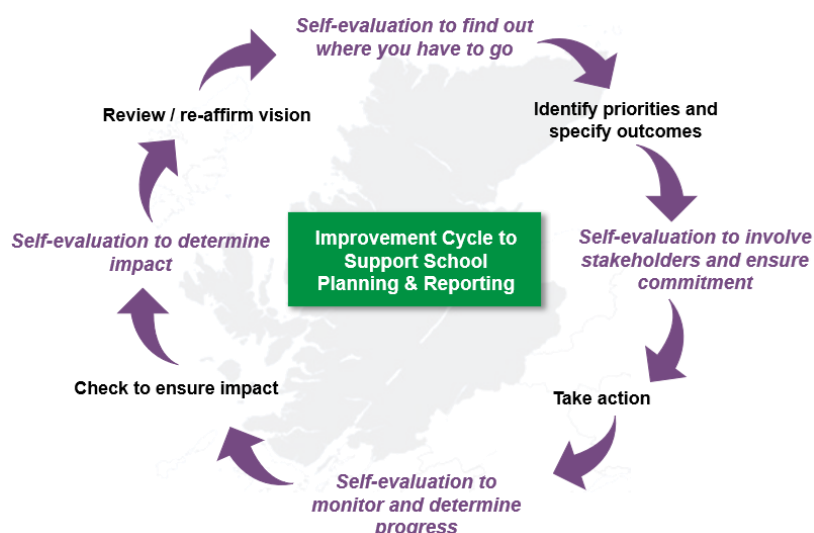
***Looking outwards* – Learning from others.**

Looking to others for new ideas that challenge their practice and support continuous improvement allow schools and ELC settings to learn from what works and does not work. This includes practice in other schools, learning communities and learning from educational research. Schools and ELC settings, along with central officers, should actively seek out and facilitate effective partnerships that support work to improve outcomes for all children and young people.

***Looking forwards* – Creating a vision and planning for implementation.**

Through leadership at all levels, improving schools and ELC settings should anticipate challenges and explore creative solutions. This will help to create an aspirational vision for schools and ELC settings which should shape action and provide a focus for improvement.

**Improvement Cycle to support School and ELC setting Planning, Review and Reporting**



The improvement cycle involves self-evaluation at each phase to

- agree or re-affirm the vision,
- identify priorities and specify outcomes
- measure performance to monitor impact.

Schools and ELC settings manage the above cycle using the evidence gathered in day-to-day work and at focused points during the academic session. Schools and ELC settings should apply manageable processes to collect, store and analyse evidence on an ongoing basis.

Evidence gathered should be used to inform self-evaluation and identify strategies for improvement. These are contained within the School Self Evaluation Summary (SSES), School Improvement Plan (SIP), which will also include plans for addressing equity.

### **The School Standards and Quality – School Self Evaluation Summary (SSES)**

The SSES forms the basis of the public-facing Standards and Quality report and evaluations. The summary is a working document informed by the self-evaluation process, and is evaluated using the national quality indicators illustrated in *How Good is Our School?*<sup>4</sup> and *How Good is our early learning and childcare?* As well as the Care Inspectorate Quality Framework for ELC and the Scottish Government National Standard for Early Learning and Childcare. This should be updated throughout the school session and is the school and/or ELC settings' high level self-evaluation summary which is central to Education Scotland Inspections and any local authority validated self-evaluation activity. Schools and ELC settings will use the 'key areas of development' identified in the SSES to inform school and setting improvement planning.

Schools and ELC settings should work in a strategic, planned and supportive way to allow staff from within their school and/or setting to plan, deliver, monitor and evaluate together and this should be mapped out through a collegiate calendar linked to the Working Time Agreement. Included in this activity, staff and partners should engage in evaluating current practice and any new initiatives linked to the Improvement Plan. To support this process, schools and ELC settings should identify important strengths and areas for improvement from a range of evidence, including qualitative and quantitative data. [Template link](#)

### **Report on Standards and Quality to Parents (S&Q)**

It is a statutory requirement that all schools produce an annual report for parents on school Standards and Quality. The report for parents should be clear and concise and may take the form of a letter or leaflet. It should provide a parent-friendly summary about the successes, achievements and next steps for the school and/or ELC setting which are contained in the more detailed SSES. [Template link](#)

## School and ELC Setting Improvement Planning

The School Improvement Plan (SIP), including schools' and ELC settings' plans for addressing equity, is a working document, which may be altered in the course of the year. Updates and adaptations will be as a result of the ongoing process of monitoring and evaluating the progress of the plan with school and ELC staff, and in collaboration with others from beyond the school and setting. Alterations to the plan may be discussed with the Collaborative Lead Officer and Early Years Education Support Officer where relevant. [SIP template link](#)

It is a **statutory requirement that parents, pupils and young children are consulted** on the SIP. In addition to this statutory requirement, we would expect all stakeholders to co-construct the priorities. All members of staff and partners within the wider community should be involved in the process. Engagement should not be a one-off event but should be part of an ongoing process of monitoring and review throughout the school year to ensure all stakeholders have ownership of the final plans and ongoing impact. This activity would be built into your self-evaluation and engagement calendar.

The priority contained within each SIP is to improve outcomes including raising attainment and achievement for all children and young people. Schools and ELC settings must take into account the National Improvement Plan, Highland Council's Corporate Plan and Education Service Plan. Priorities need to be relevant for the given sector, for example, ensuring that content is appropriate for ELC and the pedagogical approaches in national practice guidance.

The SIP is more than a list of tasks and the ambition of the plan lies in schools and settings clearly stating the desired outcomes for learners, i.e., the benefits that actions should bring to pupils and the school and ELC community. The plan should have clear timelines, both for actions, and approaches to gathering evidence to monitor impact with clear responsibilities linked to each area. Desired outcomes for children and young people should be observable and measurable and should support ongoing monitoring and review. Schools should also include summary details of additional tasks.

Each school and ELC setting's SIP, SSES, SQR and Collegiate Working Time Agreement for the forthcoming session must be submitted to the local authority by 16<sup>th</sup> June 2023.

## Section 4: Collaborative Improvement Strategy

The role of Education Services, within collaborative improvement, is to support and challenge schools and ELC settings to look inwards, outwards and forwards to ensure high-quality educational provision for all children and young people.

This will be undertaken in the main by the Collaborative Improvement Team and Early

Years Education Support Officers, whose key role is educational improvement through:



### Support, Challenge and Review Approaches

- **Stakeholder Voice**  
Supporting children and young people, staff, families and partners to be fully involved in self-evaluation and planning for improvement via direct engagement through:
  - focus groups
  - surveys
  - Pupil Voice
  - consultation
  - Parent Council
- **Professional Learning & Leadership**  
Supporting and identifying learning and development activities for staff which make a difference to the outcomes of children and young people. This may include:
  - PRD

- Enquiry projects
- Outward working / networking groups
- Leadership opportunities for all
- Signposting to CLPL linked to specific areas

- **Curriculum review**

- agreeing and developing a curriculum rationale
- partnership engagement and review
- effective timetabling
- applying Highland progression frameworks and pathways for subject areas
- effective approaches to planning

- **Evidence of learning**

Working with staff and pupils to observe and review learning and progression via consideration of:

- moderation evidence and activities (including ACEL judgement)
- pupil jotter work
- range of formative and summative assessment evidence
- pupil profiles / My Learning Journey

- **Attainment & Achievement**

- attainment and tracking meetings (inc. targeted intervention groups)
- collective data analysis (including diagnostic SNSA)
- ACEL judgements and evidence review (including prediction analysis)
- impact of PEF on closing the poverty-related attainment gap

- **Learning Walks - Observing and supporting children's learning**

Together with staff and pupils, undertaking Learning Walks to collect evidence about teaching and learning, evidence of progress, and areas for school and ELC setting development. These should focus on:

- positive relationships
- motivated and engaged learners
- purpose of lesson is clear
- responsibility for learning
- digital technology
- leading learning
- range of teaching approaches, e.g., differentiation
- questioning and explanation clear
- higher order thinking skills



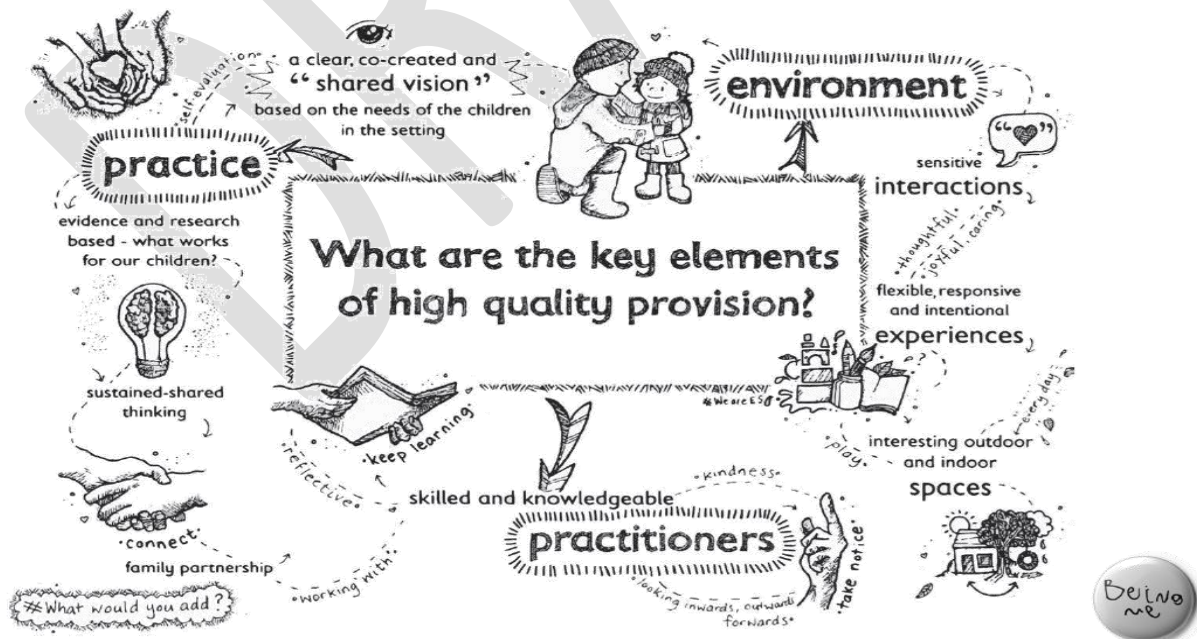
- personalisation and choice
- challenge and enjoyment
- relevance
- effective intervention, based on sound assessment
- formative assessment and well-timed interventions
- feedback support progress in learning

## Collaborative Framework to Support Self-improving Schools and ELC Settings

The Curriculum and Collaborative Improvement Team and Early Years Education Support Officers within our Education & Learning Service seek to work in partnership with schools and ELC settings to provide universal, focused or intensive support categories, dependent upon the factors outlined in Appendix 2. Support activity will be framed around the elements mentioned above.

Appendix 1 provides the activity linked to each category of school support. The category and context of support will be agreed with Area Education & Learning Managers and Head Teachers in the autumn term, in line with the school's self-evaluation summary, improvement plan and any other corresponding data as required as outlined in Appendix 2. Similar categories of support are detailed in Appendix 3 for ELC settings.

While supporting, challenging and reviewing approaches in ELC, it will be useful to refer to Realising the Ambition, in particular Page 87.



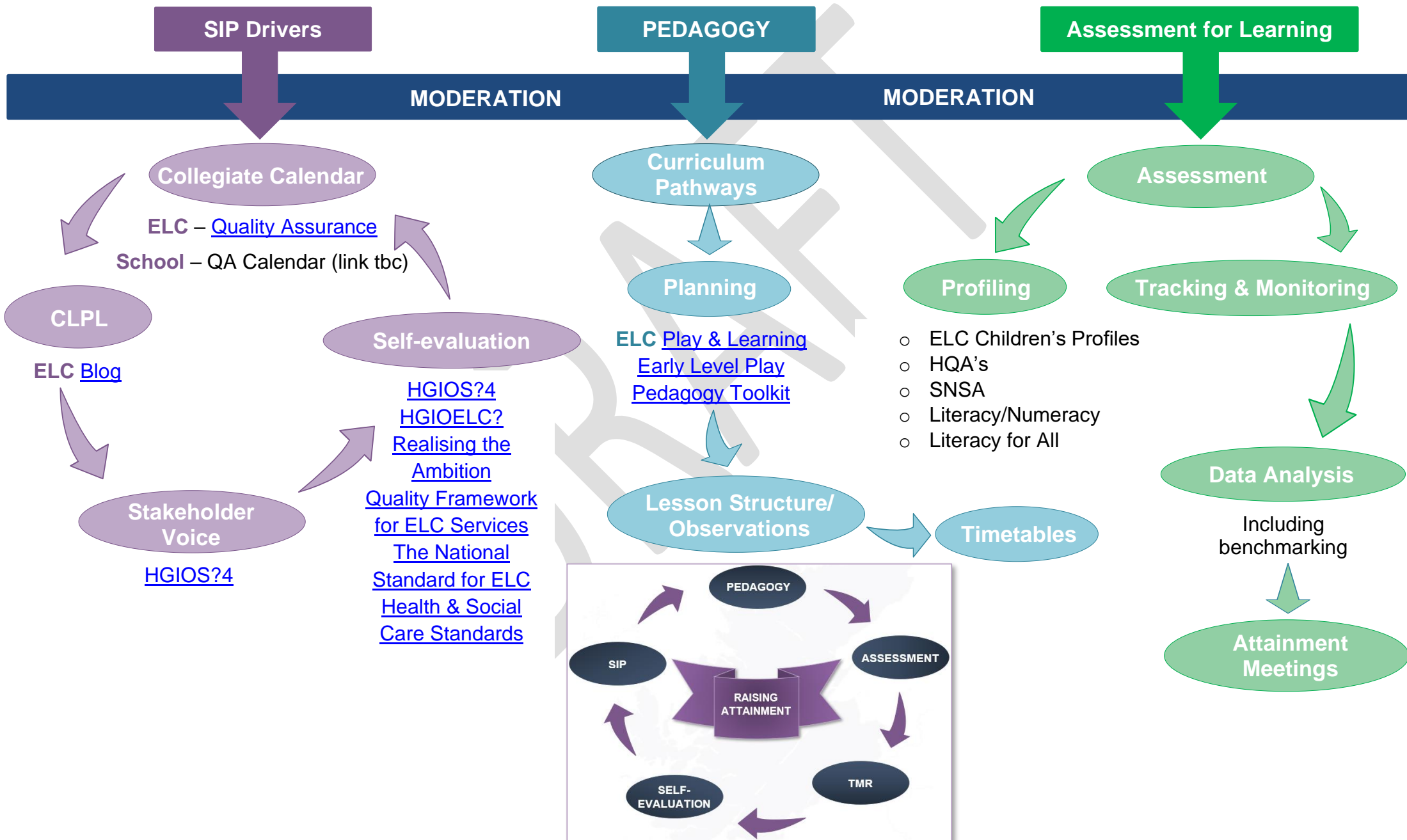
## Section 5: The Roles of Colleagues

Continuous improvement is the concern of everyone. The following outlines the specific roles of colleagues across the service.



## Section 6: The Highland Framework for Raising Attainment

### What structures are in place in ELC and Primary to raise attainment?



## Highland Council Assessment Overview (Primary/ ELC)

### NATIONAL

#### BENCHMARKS

How we know a child has reached a level

#### NIF

Closing the gap for Scottish Children

#### SNSA

National Assessment of Literacy and Numeracy P1, P4, P7 (Feb/Mar)

#### Achievement of a level

Data on all P1, P4 & P7 pupils in Scotland (May)

#### School Information ACEL Dashboard

Statistical data held on schools

### Moderation at National / Authority / ASG and School Level

#### Highland ACEL Dashboard

### Primary School and ELC

#### LITERACY

- [Emerging Literacy](#)
- Comprehension assessments
- Spelling assessments
- Writing assessments
- Reading assessments
- Listening and Talking assessments
- [Words Up online training](#)
- [ELC Highland Blog](#)

#### NUMERACY

- Assessments
- [Numeracy](#)
- HNP
- Numeracy Diagnostics
- Early Level
- Play based Progression

#### PROFILING

- [HQA's](#)
- [Profiling and reporting](#)
- Learning Conversations
- Target setting
- ELC Profiles

#### ASSESSMENT & MODERATION

- [HQA's](#)
- ELC Children's Profiles

#### MODERATION CYCLE

- AifL
- Self/peer assessment
- Quality feedback
- Next steps

#### INTERVENTIONS

- [Literacy for All](#)
- [PEF Planning](#)

#### TRACKING, MONITORING & REPORTING

- [Data Analysis](#)
- [BGE Benchmarking Tool](#)
- National Standard Audit
- [ELC Highland Blog](#)



**Yearly Calendar (additional items to be populated by school)**

<b>School</b> <i>(please add any other additional school items)</i>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Assessment/Moderation</b>	<ul style="list-style-type: none"><li>• Phonological assessments</li></ul>	<ul style="list-style-type: none"><li>• P4 and P7 SNSA</li><li>• Moderation</li></ul>	<ul style="list-style-type: none"><li>• ASG Moderation</li></ul>	<ul style="list-style-type: none"><li>• P1 SNSA</li></ul>
<b>Attainment</b>	<ul style="list-style-type: none"><li>• Stage attainment Meeting</li></ul>	<ul style="list-style-type: none"><li>• Stage attainment Meeting</li></ul>	<ul style="list-style-type: none"><li>• Stage attainment Meeting</li><li>• Attainment Analysis</li></ul>	<ul style="list-style-type: none"><li>• Stage attainment Meeting</li><li>• Reporting Progress</li></ul>
<b>Data</b>		<ul style="list-style-type: none"><li>• ACEL predictions /SEEMIS tracking</li></ul>		<ul style="list-style-type: none"><li>• SEEMIS tracking</li><li>• CT ACEL data review</li><li>• HT QA ACEL data and submit</li></ul>
<b>Authority</b>	<ul style="list-style-type: none"><li>• ACEL dashboard updated (preliminary data)</li></ul>	<ul style="list-style-type: none"><li>• Publication of National Data</li><li>• LA - Prediction dashboard updated</li><li>• LA School attainment template created</li></ul>	<ul style="list-style-type: none"><li>• HT and CLO Attainment Meeting</li><li>• LA QAMSO Moderation Support</li></ul>	<ul style="list-style-type: none"><li>• HT/CLO ACEL revised Target group check in</li><li>• CLO QA school ACEL data following submission</li><li>• LA submit ACEL judgements to Scot Gov</li></ul>