



**Education  
Scotland**  
Foghlam Alba



# Overview of Education Scotland's priorities for 2016-17

Jane Renton HMI, Assistant Director, Education Scotland

2 June 2016

**My aim - to put it bluntly - is to close (the) attainment gap completely. It will not be done overnight - I accept that. But it must be done. After all, its existence is more than just an economic and social challenge for us all. It is a moral challenge. Indeed, I would argue that it goes to the very heart of who we are and how we see ourselves as a country.**

**Nicola Sturgeon**

**18 August 2015**

**Closing the attainment gap and improving attainment across education in Scotland - in other words the pursuit of equity and excellence - will be the driving purpose of my tenure as Education Secretary.**

**John Swinney**

**26 May 2016**

# Improving Schools in Scotland: An OECD Perspective

## December 2015

*Be rigorous about the gaps to be closed and pursue relentlessly ‘closing the gap’ and ‘raising the bar’ simultaneously.*



# Improving Schools in Scotland: An OECD Perspective

## December 2015

***Scotland has the opportunity to lead the world in developing an innovative national assessment evaluation and improvement framework.***



# Improving Schools in Scotland: An OECD Perspective

## December 2015

### Quality and Equity

- be rigorous about the gaps to be closed
- develop metrics that do justice to the full range of CfE capacities
- take a consolidated and evidence-informed approach to equity

### Decision-making and governance

- create a new narrative for CfE
- strengthen professional leadership and 'the middle'
- simplify and clarify core guidance

### Schooling, teachers and leadership

- focus on quality of implementation in schools
- develop targeted, networked, evaluated innovation in secondary school
- develop coherent strategy for building social capital

### Assessment and evaluation

- develop integrating framework for assessment and evaluation at all levels
- strike more even balance between formative assessment and evidence base
- strengthen evaluation & research



# Education Scotland's priorities 2016-17

- **National Improvement Framework**
- **Scottish Attainment Challenge**
- **Developing the Young Workforce: learning pathways**
- **National Improvement Hub**
- **Future approaches to inspection and review**



# The National Improvement Framework

## January 2016

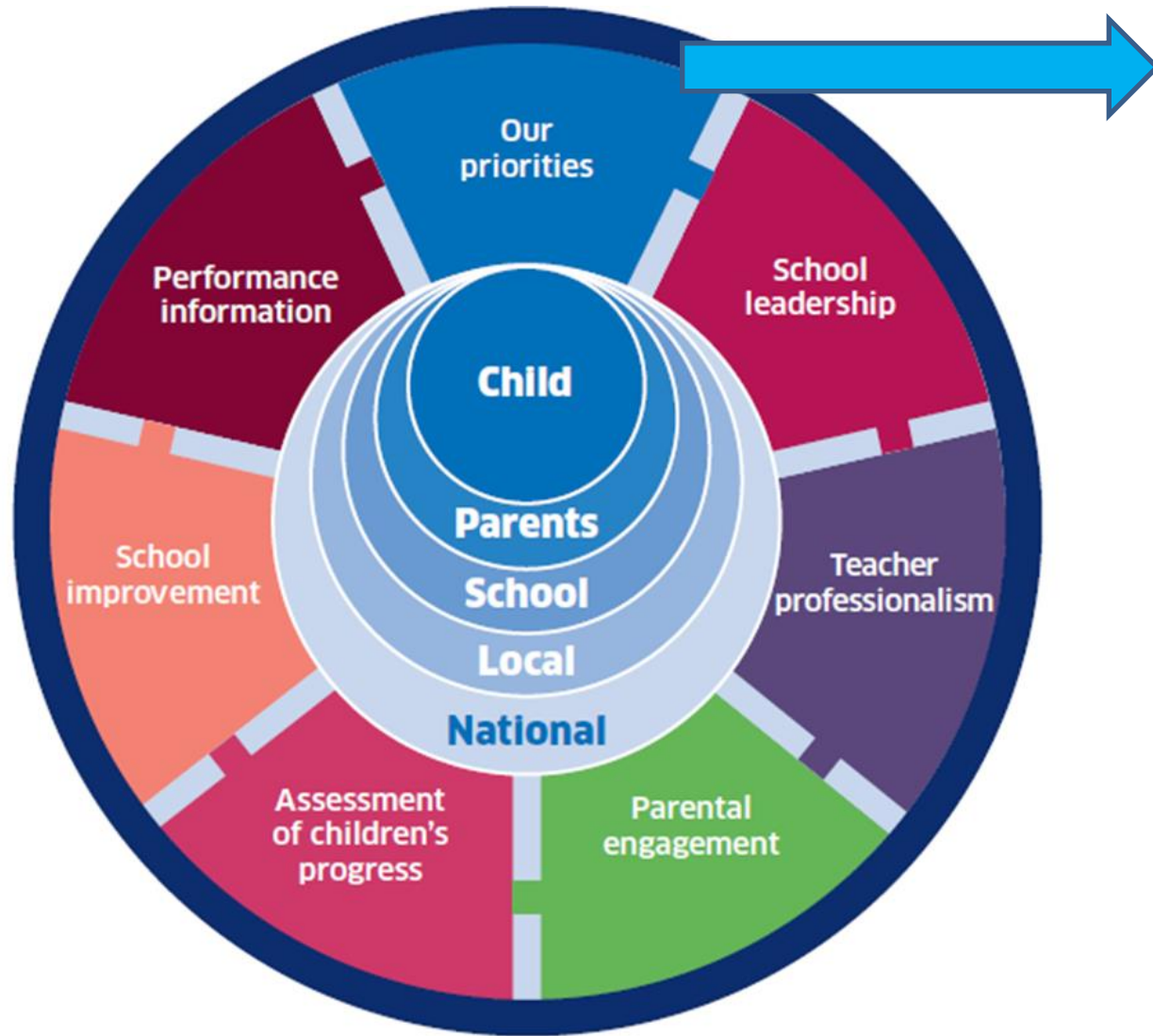
**Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and

**Achieving equity:** ensuring every child has the same opportunity to succeed. The Scottish Attainment Challenge will help to focus our efforts and deliver this ambition.





# National Improvement Framework



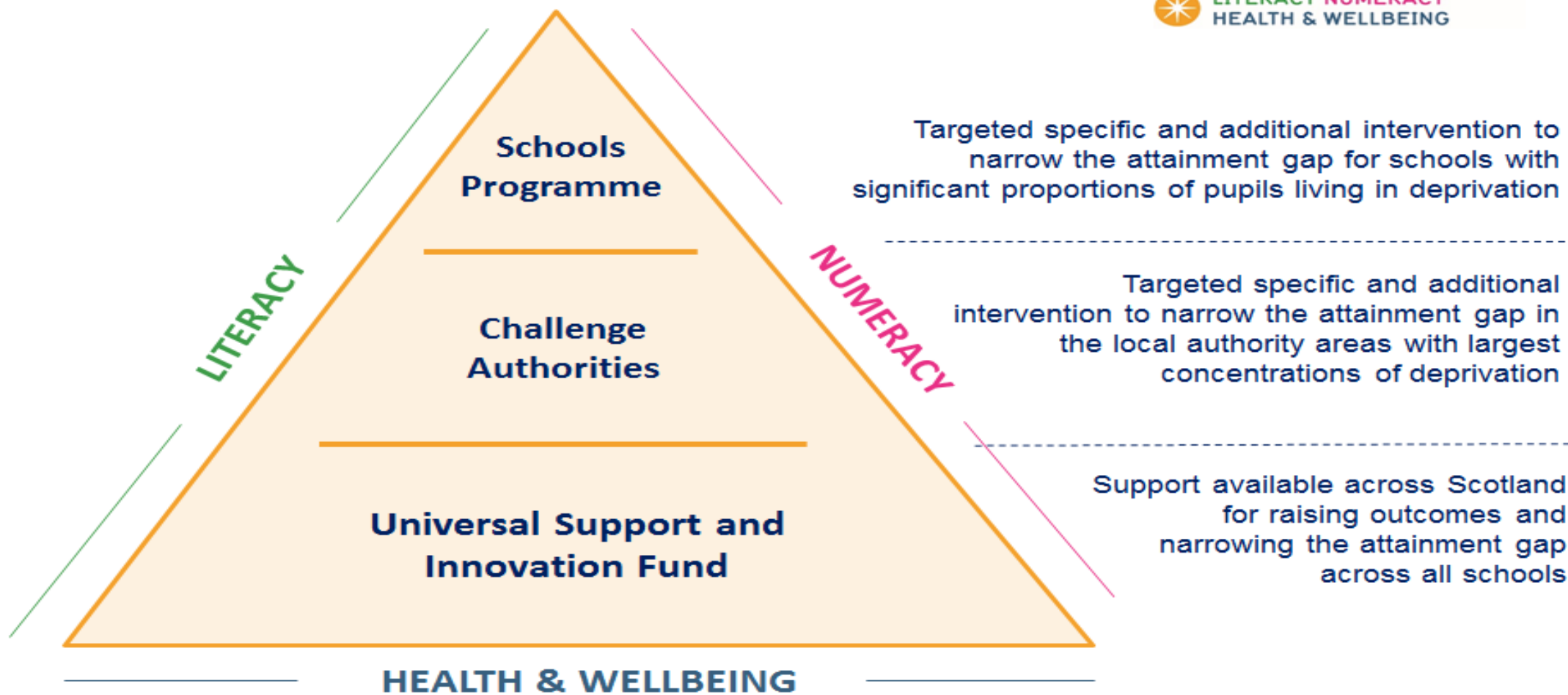
## Our Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

# National Improvement Framework

- **in your delegate packs: information about online resources, including National Parent Forum of Scotland (NPFs) leaflet & advice on improvement planning**
- **'achieving a level' in literacy & numeracy: resources and support for moderation**
- **data collection: 13 June**
- **statutory guidance on reporting duties under Education (Scotland) Bill**
- **new school inspection model: September**
- **standardised assessments**

# The Scottish Attainment Challenge



# Attainment Advisors

Working directly with identified schools

Brokering networks and collaboration between schools and local authorities

Developing an understanding of the local context

Engaging in professional dialogue with headteachers around the use of data.

Assisting with the identification improvement priorities to help address the poverty-related attainment gap

Building relationships

Delivering professional learning on using Primary One Literacy Assessment and Action Resource

Promoting collaborative professional learning and enquiry

# Developing the Young Workforce: learning pathways

- **Schools have flexibility to meet the needs and aspirations of all young people to raise attainment and to achieve sustained and positive destinations. This includes those who in the past may have been least engaged at the Senior Phase.**
- **To meet the range of young people's needs, the Senior Phase curriculum needs to be developed with partners who will support schools to offer a broader range of learning pathways and access to a wider range of qualifications.**
- **These partners include colleges, Community Learning and Development (CLD), local employers and businesses.**

# Developing the Young Workforce: learning pathways

**In the Senior Phase, young people may be progressing in their learning and achievements in school, college, with training providers, in the workplace, engaging in programmes offered by community and youth groups or in programmes offered in collaboration, such as those offered through school-college, school-employer, or school-university partnerships. They may be in full- or part-time programmes. They may be studying through a combination of taught classes and distance learning.**

**Increasingly, young people are extending their range of qualifications to include those that have direct application to employment such as National Certificates or Higher National Certificates.**



# National Improvement Hub

## What is the NIH?

The National Improvement Hub will become a key gateway to educational improvement resources and support. It provides easy access to dynamic digital resources to help you improve your practice quickly and easily, increasing the quality of learners' experiences and their outcomes.

## Search the National Improvement Hub

Find a resource, article or exemplars on improving outcomes for learners. Add a keyword(s), title or description of your chosen area below:

[POPULAR SEARCHES](#) [HELP](#)

## About the NIH

This initial release is a simple 'alpha' version,

## Most Read

[About NIH](#)[Accessibility](#)[Fraserburgh Development Trust](#)[Troon Coastal Rowing Project](#)[Youth Beatz events and educational programmes at the Oasis Youth Centre in Dumfries](#)[Youth Access Programme, Glasgow Kelvin College](#)

## Trending on the Hub

[About NIH](#)





## Literacy and Gàidhlig: Assessing progress and achievement

This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in **Listening and Talking, Reading and Writing in Literacy and Gàidhlig**

The Professional Learning Paper: [Assessing Progress and Achievement in Literacy and Gàidhlig](#) details the significant aspects of learning to be considered with the undernoted progression statements. These should be considered jointly when assessing progress and achievement.

Listening is to be assessed both as a discrete skill and one linked to talking. In order to demonstrate achievement of a level in **Listening and Talking**, the learner provides a range of robust evidence related to the experiences and outcomes *within* a level, as well as working towards learning at the *next* level.

Across levels, **Gàidhlig** is the language used in the classroom and beyond in all contexts of the curriculum. **Strong attainment in literacy and Gàidhlig is key in the use of Gaelic for learning, teaching and assessment in the other curricular areas and contexts as part of Gaelic Medium Education.**

Although teaching and learning will often take place across more than one significant aspect of learning in **Literacy and Gàidhlig**, a learner may achieve a level in **Listening and Talking** or **Reading** or **Writing**. Progress and achievement in these three significant aspects of learning will be evidenced as practitioners, children and young people achieve across the following key skills ( as illustrated in fig 1 ) :

- engage with and create a broad range of texts, including listening and reading for cultural appreciation
- use reading and listening strategies to understand, analyse and evaluate texts
- find and use information
- develop critical literacy skills, including evaluating sources
- write with increasing accuracy, making effective use of spelling, grammar and punctuation
- create texts of increasing complexity using more sophisticated language
- develop and use higher-order thinking skills.



fig 1

Children and young people will increasingly develop advanced literacy skills as they develop and use higher-order thinking skills within and across these key themes. Creating texts will include engaging effectively with others in different contexts demonstrating a range of verbal and non-verbal communication skills and writing with increasing accuracy, making effective use of spelling, grammar and punctuation.

The Education Scotland [Advice on Gaelic Education publication](#) gives further guidance on the principles of immersion.