

Achieving Excellence and Equity

2020 National Improvement Framework and Improvement Plan

December 2019



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“Both Curriculum for Excellence and the National Improvement Framework share a clear and positive narrative of a bold nature which, if applied consistently, will help to raise attainment and close the poverty related attainment gap.”

International Council of Education Advisers, July 2017

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Foreword



We have a moral imperative to ensure that all young people in Scotland receive a first class education in their local school. That is why the relentless focus of this Government is to deliver an education system in Scotland which raises attainment for all, closes the attainment gap, and enables all children and young people to fulfil their potential. The National Improvement Framework (NIF) was introduced to help us achieve that vision and, in my regular visits to schools across Scotland, I am encouraged to see that it is now firmly embedded, and being used as a focus for excellence and equity in Scottish education.

Last year, the NIF had a clear emphasis on building a self-improving education system and, one year on, the evidence is showing that we are making progress, and that a culture based around empowerment is starting to take root in our schools. This is helping us to achieve what the International Council of Education Advisers (ICEA) has described as the kind of incremental gains that are necessary in order to deliver the sustained improvement we want. For example the increase in entries and pass rates across National 5, with the total number of passes up 3.4% and the pass rate increasing by 0.7 percentage points, as well as the increase in the percentage of pupils achieving the expected CfE level in literacy and numeracy at most stages.

There is still much to do, but I believe we are on the right track. This was endorsed by the ICEA at its meeting in September 2019. The ICEA advised me that we should now aim for a period of consolidation and stability to ensure the improvement work has time to become fully embedded.

The Scottish Attainment Challenge and Pupil Equity Funding have already empowered schools by allowing them to design solutions and take decisions specific to their school community. That is why this Government has committed to extend funding for both initiatives beyond the end of this Parliamentary term. I have also committed to providing high quality support for school leaders many of whom are now beginning to operate in an increasingly empowered environment. With this in mind I am pleased to note that Education Scotland has expanded the support it provides for headteachers and will now provide a range of professional learning opportunities specifically focused on school empowerment. Every local authority now has a dedicated Attainment Adviser to work directly with them, and their schools, to support them to improve leadership, learning, teaching and assessment, and engagement with families and communities.

The 2020 NIF and Improvement Plan focuses on continuity and consistency and emphasizes how we will continue to work in partnership with teachers, parents, local government and the wider education sector - to ensure that schools are supported to take the key decisions relevant to them. Young people have the right to expect a first class education, so it is important to ensure that we can provide support and assistance to improve performance in individual schools where that is needed. I am confident that this collaborative approach, through which we share a view of empowerment and take collective responsibility for change, will result in improved outcomes for all of Scotland's children and young people.

A handwritten signature in black ink, appearing to read 'John Swinney', with a long horizontal line extending from the end of the signature.

John Swinney MSP
Deputy First Minister and Cabinet Secretary for Education and Skills
December 2019

Introduction, vision and key priorities

Introduction

The 2020 National Improvement Framework (NIF) and Improvement Plan replaces last year's NIF and Improvement Plan. Together with the [National Improvement Framework Interactive Evidence Report](#), the NIF has improved the availability, quality and consistency of data, and extended understanding of what works to drive improvements for children and young people across all parts of the Scottish education system.

It sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities. This complements the ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW), which are the three supporting pillars of the Scottish education system.

Scottish Ministers have a statutory duty, introduced by the Education (Scotland) Act 2016, to review the NIF and publish a plan on an annual basis. As part of the review, we provide education authorities, teachers, young people, and parents with the opportunity to express their views, and these have been taken into account in the drafting of this year's NIF and Improvement Plan. Following the review process in autumn 2019, there was a clear consensus that the NIF priorities and drivers of improvement remained relevant, and that significant change would not be appropriate. Indeed the International Council of Education Advisers, at its meeting in September 2019, said that it was important to have a period of consolidation and stability to ensure the improvement work that is being undertaken across the Scottish education system has time to become fully embedded.

One issue which was raised during the review, was the need to strengthen the voice of young people in Scottish education and to increase their participation in decisions which affect their lives. There was also continued support for maintaining the increased focus in the NIF on early learning and childcare and health and wellbeing, as these were particularly important for delivering the skills required for learning, life, and work that form part of the four capacities of CfE:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The need to meet the aspirations of our children and young people drives the improvement activities outlined in the 2020 NIF and Improvement Plan. These activities are aimed at building a self-improving education system, where a culture of collaboration and empowerment is evident throughout. This is critical to ensuring the potential of CfE is achieved, and that we improve outcomes for children and young people.

This need to retain the vision and holistic approach of CfE, alongside the drive to deliver the specific measures set out in the NIF to secure improvement in Scottish education, was also emphasised by the International Council of Education Advisers (ICEA) as part of the 19 recommendations to the Scottish Government in its first formal report which was published in June 2018 [International Council of Education Advisers: Report 2016-2018](#). These recommendations continue to inform the 2020 Improvement Plan.

Our vision for education in Scotland

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, 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, with a particular focus on closing the poverty related attainment gap.

We need Scottish education to deliver both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs.

In order to achieve this, we are working with our partners to develop an empowered and collaborative system, where everyone's contribution is heard and valued and improving children and young people's outcomes is at the heart of everything we do.

Key priorities of the National Improvement Framework

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

Delivering improvement

The primary purpose of the National Improvement Framework since January 2016 has been to bring together an enhanced range of information and data at all levels of the system, to drive improvement for children and young people in early learning and childcare settings, schools, and colleges across the whole of Scotland. The Scottish Attainment Challenge has also become a rich source of information about good practice in schools, and how high-quality teaching and learning delivers improvements in outcomes.

Education remains, by far, the most effective means we have to improve the life chances of all of our young people. There are many excellent teachers and schools and colleges in Scotland providing a high quality education to our children and young people, many of whom are thriving. It is important to recognise the great work being done in many of Scotland's schools and the achievements of our children and young people.

The latest Achievement of CfE Level data shows that more than 80% of children in P1 are achieving the expected level in numeracy, reading, and listening and talking, with just under 80% achieving that level in writing. Similarly, around 80% of children in P4 and P7 achieved the expected level in reading and around 85% in listening and talking, with over 70% achieving the level in writing and numeracy. Attainment among the most disadvantaged children and young people rose in numeracy at all stages, and in reading and writing at P1, P4 and P7. The attainment gap between the most and least disadvantaged has narrowed on most indicators. For example, the gap in P1 literacy has closed by 1 percentage point, and it is almost 2 percentage points narrower for P7 literacy.

We have seen an increase in entries and pass rates across National 5, with the total number of passes up 3.4% and the pass rate increasing by 0.7 percentage points. There has been a fall in Higher pass rates, which are down 2.0 percentage points. However, this was still a strong set of results, with three-quarters of candidates attaining a pass at Higher grades A-C. Over 54,000 skills based awards and achievements were certificated by August 2019 (up from 24,849 in 2012).

There is also encouraging evidence that outcomes for children and young people are improving year-on-year, and that the proportion of young people in the most deprived areas getting one or more qualifications at SCQF level 6 (Highers and vocational qualifications) is increasing faster than those in the least deprived areas. In addition, 88% of school leavers in the most deprived areas were in a positive follow up destination in March 2019, compared with 83% in 2014.

However, we also know that more needs to be done to continue to improve outcomes for all our children and young people, and that we need to continue to focus on improving attainment in the year ahead. We must all work together to raise the bar and close the gap for all.

At its most recent meeting, the ICEA expressed some concern around the variation in performance and pace in some parts of Scotland in progress towards reducing the attainment gap. As a consequence, the ICEA recommended that there should be a more consistent and coherent approach to dealing with underperforming schools and local authorities. The ICEA said the Scottish Government and Education Scotland should be doing more to match leadership skills and competencies to problems in a more strategic way, promoting a culture where collaboration is underpinned by ongoing professional challenge.

The Scottish Government and Education Scotland also recognise the ongoing need to promote and support the use of the data that is now available to help develop and target improvement activity at all levels of the system. Both Insight and the BGE benchmarking tool provide comprehensive data which schools and local authorities are using to help identify areas of concern and strategies for improvement. This activity is supported by a small team of professional advisors based within the Scottish Government. Education Scotland has also recruited a team of National Improvement Framework Officers, one based in each of the six Regional Improvement Collaboratives (RICs) to help support local improvement activity.

At national level, this Improvement Plan summarises the key evidence and identifies new improvement activity that the Scottish Government will be taking forward or supporting. While it is a national plan, the activity it contains has been informed primarily by local and school-level priorities drawn from the regional improvement plans produced by the six RICs, as well as the 32 local authority 2019/20 improvement plans, which in turn have all been informed by improvement planning at individual school level. The national plan is, therefore, a summation of what schools across Scotland have told us they want to focus on in order to improve, informed by local consultation and evidence. The Plan has also been informed by the data in the NIF Interactive Evidence Report, evidence from school inspections and local authority self-evaluation reports, findings from the interim evaluation of the Scottish Attainment Challenge, and recommendations and advice from the ICEA.

The regional and local authority plans, informed by the school improvement plans, identified a number of common themes, which are picked up later in this plan under the relevant drivers of improvement:

School Leadership

- Developing high performing leaders equipped to lead and develop schools in an empowered system
- Improving the leadership skills of middle and senior leaders through career long professional learning, sharing good practice and collaboration

Teacher Professionalism

- Developing skilled and confident teachers by supporting continuous professional development through a range of activities
- Collaboration between teachers supported by local authorities and the Regional Improvement Collaboratives
- Increasing the spectrum of career long professional learning for teachers
- Develop opportunities for practitioners to engage in collaboration and career long professional learning, particularly in relation to literacy and numeracy
- Develop creative approaches to learning and teaching, including improving the quality of play and pedagogy at Early Level

Parental Engagement

- Supporting parents to develop the skills and confidence to engage in, and encourage, their children's learning in school and everyday life
- Parental engagement to enable and support early intervention

Assessment of children's progress

- Assessment and moderation – strengthen the consistency of data collection
- Sharing of good pedagogical strategies to raise attainment
- Improvement in attainment, particularly in literacy, numeracy and maths

- Further develop the means to raise attainment and close the poverty related attainment gap between the most and least deprived children

School Improvement

- Further develop approaches to school improvement which focus on the quality of education, particularly in literacy, numeracy, and maths
- Using self-evaluation data, at all levels of the system, to identify strengths, areas for development, and plan for improvements
- Further develop evaluative writing approaches
- Increase the levels of pupil participation and strengthen the learner voice
- Improve the mental health, wellbeing and resilience of children and young people through early advice, support and education

Performance information

- Further develop the variety of means to measure performance and impact
- Improved data analysis and the use of data to inform planning for improvement.

A curriculum that provides the skills and attributes needed in a rapidly changing world

In 2018 the ICEA endorsed Scotland’s Curriculum for Excellence (CfE) as “the cornerstone of educational transformation in Scotland” but recommended a renewed focus on the four capacities of CfE¹: successful learners, confident individuals, responsible citizens, effective contributors.

The purpose of Scotland’s curriculum is to provide young people with the skills, knowledge and experiences that will prepare them for their life beyond school and provide them with the best possible opportunity to fulfil their potential. Curriculum for Excellence, its four capacities, its principles and its values are therefore the central foundation for high quality learning, teaching, and assessment. It is essential that the curriculum supports our children and young people to develop fully in school, to achieve positive destinations and to be provided with the full range of skills, attributes and capacities to be resilient within a rapidly changing world.

A range of indicators demonstrate important strengths within the curriculum:

School leaver data

- a record 93.2% of 2017/18 school leavers were in work, training or study within nine months of leaving school, up from 92.9% in 2016/17;
- the proportion of 2017/18 school leavers unemployed nine months after leaving school was 5.8%, down from 13.8% in 2009/10;
- the gap between those from the most and least deprived communities in work, education or training – a positive destination – has reduced from 20.2 percentage points in 2009/10 to 8.6 percentage points in 2017/18; and
- a record 39.0% of school leavers in 2017/18 were in Higher Education nine months after leaving school.
- the number of school leavers attaining vocational qualifications at Level 5 and above increased from 7.3% in 2013/14 to 14.8% in 2017/18;

¹ International Council of Education Advisers: report 2016-2018 <https://www.gov.scot/publications/international-council-education-advisers-report-2016-18/>

- the percentage of school leavers attaining one or more passes at SCQF Level 6 (Higher) or better is up from 50.4% in 2009/10 to 62.2% in 2017/18; and
- the percentage of school leavers attaining one or more passes at SCQF Level 5 (National 5) or better is up from 77.1% in 2009/10 to 85.9% in 2017/18.

Senior Phase “offer” - The recently published [Headteacher Survey](#) (2019) told us that:

- schools are offering learners a wide range of courses and qualifications, including college provision (93% of schools at S5), Duke of Edinburgh Award (91% of schools at S4), Foundation Apprenticeship (94% at S5), and Saltire Awards (69% at S6);
- the majority of headteachers (85%) feel they are achieving an “integrated, progressive and coherent experience for young people in the Senior Phase”;
- 97% of headteachers said that they are flexible in their approach and offer individualised timetables where possible

This information demonstrates that young people are being provided with a wider range of options and pathways. Schools are being provided with the opportunity to be flexible and to tailor their curriculum to the needs of every single young person no matter their background, interest, confidence or future career aspirations.

There are, however, a number of priorities for improvement in 2020.

We will embed the refreshed narrative and we will support schools to use it as a practical tool for improvement

The OECD recommended that we simplify and clarify core guidance. The [Refreshed Narrative](#) on Scotland’s Curriculum provides the basis for school leaders and practitioners to re-engage with the fundamental principles of CfE and to engage with the breadth and flexibility inherent within the curriculum. We will work with practitioners and school leaders to make full use of the refreshed narrative as a tool to engage with the curriculum, to stimulate and support dialogue about the purpose of the curriculum and to consider how it should be structured and supported.

We will support continuous improvement in the Broad General Education and Senior Phase

It is essential that the Broad General Education (up to S3) provides learning experiences which: develop the young person as a whole; support their wellbeing; provide them with strong literacy and numeracy skills, and; enable them to gain the wider achievements and skills essential in life, learning and work. Improvement support for the BGE will focus on supporting the skills and attributes of the four capacities and will be available across literacy, numeracy, and health and wellbeing and in response to demand across subject areas.

It is important too that planning for longer term learning outcomes is embedded within effective design and development of the curriculum, taking account of the values and ethos of the school.

The local context and the needs of learners will vary from school to school. Local authorities and Regional Improvement Collaboratives will play a pivotal role in supporting improvements in curriculum-making and in ensuring high quality learning, teaching and assessment in schools. In an empowered system, it is important to ensure that the curriculum support needs of teachers influence and guide the priorities for local collaboration and improvement.

Example: Improvement activity and support for Science, Technology, Engineering and Maths (STEM)

The STEM Education and Training Strategy aims to build Scotland's capacity to deliver excellent STEM learning, and to close equity gaps in participation and attainment in STEM. It aims to inspire young people and adults to study STEM, and to provide a better connection between STEM education and training and the needs of the labour market in Scotland.

Key priorities include the STEM bursary scheme for career changers, STEM professional learning grants (a £2 million programme that will benefit around 13,000 practitioners this year), funding of £2.63 million to be shared between Scotland's four science centres in 2019/20 and dedicated improvement support from Education Scotland's regional STEM advisers.

We will continue to work with partners to expand the range of pathways available to young people in the Senior Phase, to support schools to broaden their offer for learners and to achieve the benefits of the [Developing the Young Workforce Programme](#).

We will continue to ensure that schools are empowered to make decisions in the interests of their young people. The guiding principle is that qualifications are taken at the appropriate stage for the individual young person over the three years of the Senior Phase. It is important, however, that we better understand how the Senior Phase curriculum is being implemented in schools and identify areas we might seek to modify to ensure the best standard of education for our young people. An independent review of the Senior Phase will be conducted in 2020, and will focus on understanding the experiences of learners as well as practitioners, parents and carers.

We will reinforce the breadth and innovation within the curriculum, maximizing the potential for cross-curricular work and inter-disciplinary learning.

Example: Inter-disciplinary learning through Learning for Sustainability

A key strength within Scotland's curriculum is its focus on supporting Scotland's young people to be responsible, global citizens and its emphasis on "Learning for Sustainability" as an entitlement for all. LfS provides a context for schools to use complex global challenges such as the Global Climate Emergency as a context for learning. We will take forward a number of key national actions as part of our [Learning for Sustainability Action Plan](#), maximizing the potential for LfS as a context for cross curricular and inter-disciplinary learning.

An empowered and collaborative system

International evidence has shown that successful education systems are those where decisions about children and young people's education are made as close to them as possible. That is why our approach is to empower headteachers, teachers, parents, learners, and the wider school community to make the key decisions which affect the educational outcomes of children and young people. This need for empowerment has been a common theme running through the advice and recommendations from the ICEA, as is the need to strengthen collaboration at all levels of the system.

A think piece published by the Association of Directors of Education in Scotland (ADES) "[Towards a Learning System: a new approach to raising standards for all in Scottish schools](#)" also emphasised the shared ambition for an empowered system:

"At the heart of this endeavour is our desire to have a confident, reflective, self-improving school system where the responsibility for improvement is increasingly set at school rather than local authority level"

Our [2017 Empowering Schools consultation](#) demonstrated clear agreement that meaningful empowerment at every level of the system is needed to achieve the improvement we all want for our children and young people. Consultation respondents felt that the culture change could be better and more quickly achieved without legislation. This was also supported by the ICEA, which recommended that the Scottish Government consider whether educational improvement could be achieved by a collaborative approach, rather than bringing forward legislation.

Following focused work with our local government partners and Education Scotland, in June 2018 we published a [Joint Agreement](#) setting out a shared ambition of empowerment and collaboration to improve outcomes for children and young people.

Reflecting this joint commitment to collaborative system leadership, three working groups were established to take forward the actions identified in the joint agreement covering guidance, self-evaluation and an evaluation strategy. The groups bring together representatives from teaching unions, headteacher associations, local and central government, parents and carers, the General Teaching Council for Scotland and Education Scotland. Together we developed [new draft guidance](#) and resources to support the empowerment of learning communities across Scotland. We are engaging with stakeholders on this guidance to inform the development of a finalised resource to support the development of an empowered system. This is complemented by additional partnership work underway to strengthen guidance on parental involvement and engagement.

The Headteachers' Charter was published as an agreed draft in February 2019, and aims to ensure schools have wide-ranging decision-making powers over what matters, including learning, teaching, the curriculum, and resources such as staffing and budgets, and that they can make decisions by involving their whole school community.

This delivers on the policy intention which was originally part of the draft Education Bill. The Headteachers' Charter supports a culture of empowerment that enables all professionals to contribute to the agenda of improvement.

Following publication of the Headteachers' Charter and associated school leaders' guidance, a draft Self-evaluation Framework for Local Authorities and a draft strategy for evaluating the impact of the school empowerment reforms were published in July 2019.

Progress of the education reform programme was reviewed at the end of the 2018/19 school session and was outlined by the Deputy First Minister in a statement to the Scottish Parliament on 25 June 2019. The progress document published as part of that statement can be found at: <https://www.gov.scot/publications/empowering-schools-education-reform-progress-update/>.

Empowerment also means improving how schools and early learning and childcare settings support children and young people to participate in their own learning and in the life and work of their school. In recognition of this, and as a long-term legacy from Year of Young People 2018, learner empowerment and participation will form a key aspect in the empowering schools reforms. Education Scotland will continue to provide advice and support in relation to learner participation. Scottish Government and Education Scotland will continue to improve the participation of young people in the development of national education policy, including continued engagement with the [Scottish Learner Panel](#) initiative.

Supported by national funding, Scotland's six Regional Improvement Collaboratives (RICs) continue to strengthen regional capacity for collaboration and educational improvement. They are supporting schools in improving outcomes for learners through enhanced professional networking and the sharing of best practice, and through delivery of a range of professional development and improvement activities. In addition, to add value to regional collaboration and ensure national initiatives are embedded, Education Scotland has restructured to enhance its capacity. To ensure that they build on and enhance the educational improvement support provided to schools and early learning establishments, regional improvement plans are delivered in partnership by the local authorities within each RIC, supported by Education Scotland. Examples of regional collaboration include the provision of additional regional support and advice in areas such as closing the attainment gap, curriculum development, professional learning and leadership, assessment and moderation, and pupil health and wellbeing.

In February 2019, an [interim review](#) of RICs was published. That review recognised the progress made in putting in place the governance arrangements, underpinning architecture and first regional plans for each RIC, and set out recommendations to further build on and extend the reach and impact of RIC activity. A further review, to assess RIC progress in these and other areas, is being commissioned to report in summer 2020.

The support and opportunities available for school leaders to develop their leadership skills and collaborate for improvement will continue to grow in 2020. Education Scotland will further enhance the leadership support package for aspiring and existing school leaders. Aspiring headteachers will be supported to develop their leadership potential by the local authority and through national development programmes such as Into Headship. There will be new opportunities for teachers to develop leadership skills through Education Scotland leadership programmes.

The Scottish Negotiating Committee for Teachers (SNCT) set up an independent panel to consider new career pathway models for teachers and headteachers. The panel's recommendations include the creation of a new Lead Teacher post for specialist roles in curricular, pedagogical and policy delivery. The SNCT is now tasked with developing a work-

plan that will deliver the recommendations by August 2021. A further review of progress will be taken at the end of the 19/20 school session.

The actions set out later in this plan under each of the drivers of improvement explore how a culture of empowerment and collaboration will help to achieve the ambitions of the NIF.

Improving the voice of young people

The Scottish Learner Panel was established in October 2018, the first step in our journey towards building a new approach to formally incorporating the voice of learners in our decision making processes.

The aim of the Learner Panel was to further improve the voice of children and young people in the formulation of national education policy, and to build a clear legacy in Scottish education from the Year of Young People 2018. For the first time it provided a coherent structure for the gathering of the views and perspectives of a diverse group of children and young people (aged 3-18 years). The aim was to develop and pilot a model to shape school-level, local and national education policies, highlighting the key issues, challenges and opportunities in Scottish education.

The first year of the Learner Panel has been a success. The children and young people involved are able to speak directly to those shaping and delivering education in Scotland. Education Scotland used the outputs of one of the Learner Panel workshops to help develop the Scottish Learning Festival programme, and Panel members were given the opportunity to present their ideas during a seminar session at the Festival.

A report of the first year of the Learner Panel was published in [September 2019](#). We will continue to support the Panel's activities in 2020, ensuring that learners can influence the Refreshed Narrative, learner empowerment within the broader school empowerment reforms and the future of the Panel itself.

Excellence and equity

Scotland's Curriculum for Excellence continues to provide the basis for our relentless focus on excellence and equity. In 2020 we will continue to focus on securing improvement in children and young people's health and wellbeing and in attainment, particularly in literacy, numeracy and maths.

We will continue to support improvement activity across all subject areas, for example through our STEM Education and Training strategy which seeks to enable and encourage more Scots to acquire the knowledge and skills necessary for helping to grow Scotland's economy.

An empowered and highly effective leadership is key to ensuring the highest possible standards. The £750m Attainment Scotland Fund is already delivering results by empowering the teaching profession. Teachers and headteachers are taking radical, focused and innovative approaches to improve outcomes in their schools – because Pupil Equity Funding puts them in the driving seat.

The second interim evaluation of the Attainment Scotland Fund, published in June 2019 showed that 88% of headteachers had already seen improvements in relation to closing the

poverty related attainment gap as a result of their interventions, and nearly all headteachers (95%) expected to see further improvements over the next five years.

The interim evaluation also suggests that the equity agenda has become embedded in schools' practice and ethos. The funding provided to schools via the Attainment Scotland Fund is considered by local authorities to be vital to closing the poverty related attainment gap, whilst also driving practice in core activities that target the closure of the attainment gap.

Local authorities and schools recognised the importance of data and evidence for monitoring the impact of their improvement activity. Some Challenge Authorities had worked with local universities to support their evaluative activity. Headteachers reported having evaluation plans in place to monitor the progress of their approaches, and 90% felt confident in the use of data and evidence.

The Programme for Government, launched at the beginning of September 2019, included a commitment to extend funding for the Scottish Attainment Challenge beyond the end of this Parliamentary term, with a specific announcement that funding would continue at current levels into 2021-22.

To further enhance the impact of the Scottish Attainment Challenge, the Scottish Government and Education Scotland will continue to work in partnership with local authorities, schools and other key stakeholders to facilitate, broker and support action across five key areas over the next 18 months and beyond. The five areas are:

1. Expertise and tailored **additional support will be targeted** where the latest evidence shows that the pace of progress could be increased.
2. Every school and every teacher **will have access to, and understand, what the data and evidence says and have the skills to use** this to improve children and young people's learning, progress and achievement.
3. **Specific approaches which are making the biggest impact** in improving children's progress and attainment in literacy, numeracy and health and wellbeing **will be identified and shared systematically.**
4. We will work with teachers and schools to **enhance their professional practice by empowering them to develop sustainable approaches to improvement**, and ensure lasting impact for children and young people affected by poverty.
5. Working together at national, regional and local level, we will **increase our collective efforts across all levels of government and build on the momentum of empowerment and collaboration**, to identify, take responsibility for, and tackle the causes of the attainment gap at all levels.

The evidence from the Attainment Scotland Fund is showing that high quality teaching practice and effective pedagogy are crucial to securing better outcomes for children and young people.

Health and wellbeing

The Scottish approach to inclusion affords all children and young people the opportunity to be a part of a community, boosting their mental health, emotional wellbeing and enabling young people to learn, thrive and feel engaged. Scotland's inclusive approach celebrates diversity and allows all children and young people to develop an understanding and

recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society.

We want all children and young people to get the support that they need to reach their full learning potential, however, we are aware that we must improve the educational experience for all pupils. We have listened to the experiences of children and families about getting the support they need and are taking action to secure more positive experiences for all children and young people in school.

Since the introduction of Curriculum for Excellence, our approach to behaviour in schools has adapted and evolved to meet the needs of all children and young people. Our schools are places that promote positive relationships and behaviour, underpinned by strong school ethos and cultures based on the values of respect, inclusion and responsibility. We have worked with our local authority partners and a range of stakeholders to embed this approach as the foundation for Scottish education and a key driver to support learning and to raise attainment. We are clear that no member of staff should have to suffer abuse in the workplace, whether that be verbal or physical abuse, and we have invested in a number of approaches and provided guidance for local authorities, schools and staff as part of our wider approach to promote positive relationships and behaviour.

We know that the mental wellbeing of school staff is important. That is why we have reached agreement with the teacher unions and employers to work collaboratively to tackle key issues facing teachers, including workload and wellbeing. This will include the development of new professional learning opportunities focusing on staff health and wellbeing. It is through this partnership approach that we will collectively tackle unacceptable workload and improve wellbeing, to the benefit of staff and learners.

This includes the publication of revised guidance - Included, Engaged and Involved Parts 1 and 2 - which emphasises the fundamental importance of a school's culture, ethos and values to promoting positive relationships and behaviour. A positive ethos has been identified in school improvement studies as being fundamental to raising attainment, and that is why an inclusive ethos, where everyone's contribution is valued and encouraged, should be promoted by all.

We are continuing this work in 2020 with the production of new guidance, in the Included, Engaged and Involved series, to address the specific issue of physical restraint and seclusion in Scottish schools. This guidance will set out a clear human rights based policy on physical intervention and seclusion in schools, set within a broader context placing appropriate focus on the rights and needs of disabled children as well as children with additional support needs, wherever their learning takes place.

Providing a positive future for our young people is our top priority and their mental health is a key part of that. We know that prevention and early intervention make a big difference to the risk of developing mental health problems and it is important, therefore, that schools have the capacity to support pupils, and the flexibility to utilise an approach that meets local needs and circumstances. Schools across the country are developing innovative ways of ensuring that mental wellbeing is foremost in a school's ethos and culture, and that young people are experiencing approaches across their learning which is interactive and engaging.

The importance of mental wellbeing is recognised within the Curriculum and the Scottish Attainment Challenge has a key focus in improving the health and wellbeing of children adversely affected by poverty. Challenge funding is invested in a wide variety of initiatives

and resources to support health and wellbeing. These include partnership working with third sector organisations such as Barnardo's Scotland, family learning initiatives, community cafes, breakfast clubs and supported study. The funding also enables schools to employ a range of additional staff including educational psychologists, home link workers, mental health counsellors and speech & language therapists.

In recognition of the importance and value of embedding effective mental wellbeing practice within the curriculum and schools we are supporting our teachers to deliver relevant, engaging learning that will develop and strengthen the resilience of our young people. The National Improvement Hub includes a number of resources as well as current examples of effective practice taking place in schools. One of these resources is *The Compassionate and Connected Classroom and Community* for primary school pupils. The resource helps young people to cope with challenges and adversity and develop their confidence, resilience, compassion and empathy. Teachers are offered training by Education Scotland to support delivery of this resource.

Educational psychologists play an important role in supporting children and young people's positive mental health. As well as providing support to children, parents and families directly, they help build the capacity of school staff to meet the learning and mental wellbeing needs of all pupils, and have a valuable contribution to make to school improvement planning. In partnership with local authorities, we have invested significantly in training educational psychologists to ensure that we have a sustainable supply to meet future needs.

We recognise the excellent work that is already underway across our schools to promote positive mental health, but we know we can do more. That is why we are working with key stakeholders to design and develop a new learning resource for all school staff, which will be freely available and will give all school staff the opportunity to learn vital mental wellbeing first aid skills in order to support children and young people. We are developing a suite of resources to support our schools in delivering lessons that promote strategies and understanding to support the positive mental wellbeing of children and young people and to break down the stigma associated with mental ill health.

We are also providing a significant package of funding to support local authorities to provide access to counsellors in every secondary school in Scotland. School counselling will enhance the work that schools already do to support children and young people's learning on mental wellbeing, and provides an immediacy of response, as well as links to a wider continuum of support in the community. Children and young people who have concerns about their mental wellbeing will be able to receive support, more quickly and effectively than ever before.

It is vital that the curriculum is as diverse as the young people who learn in Scotland's schools. The Scottish Government is taking a world leading approach to embed LGBT education across the curriculum, rather than in specific LGBT lessons. The work is set out in a published action plan and is being implemented in partnership with a wide range of LGBT partners including Stonewall Scotland, LGBT Youth Scotland and the Equality Network. The recommendations will be delivered by March 2021 and will improve the learning environment for all children and young people.

The Scottish Government also recognises the importance of personal and social education (PSE) in providing the foundations for successful learning. The recommendations of the Review of PSE, published in January 2019, set out our plan to strengthen and enhance existing provision and support consistency in delivery.

We have made excellent progress taking forward those recommendations. In collaboration with key partners and stakeholders, we are reviewing the current guidance on the Conduct of Relationships, Sexual Health and Parenthood Education in Schools; we are also collaborating with colleagues in local authorities through a PSE Lead Officers Network and are collaborating with colleagues on the Learner Journey Review to support and empower young people in the delivery of relevant and engaging personal and social education in the senior phase.

All of the recommendations of the review of PSE will be delivered by March 2021.

We are also moving forward with plans to introduce a brand new Health and Wellbeing Census, covering children from late primary through to secondary schools, starting in the 2019/20 academic year. This Census will cover aspects of health and wellbeing for children and young people, which is defined in Scotland by the wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) that are an integral part of getting it right for every child (GIRFEC). GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s), and/or carers, to work in partnership with the services that can help them.

Early learning and childcare

We know that the socio-economic gap in cognitive development opens up well before children start primary school. Narrowing this gap in the years before school must be part of the strategy to promote equity.

It is widely acknowledged that the provision of universally accessible and high quality early learning and childcare (ELC) can make an important contribution to this. The Scottish Government is therefore making an unprecedented investment in ELC that will strengthen outcomes for children by the time they reach school starting age, with sustained impact well into their later learning journey.

From August 2020, the entitlement to funded early learning and childcare will almost double from 600 to 1140 hours per year for all 3 and 4 year olds and for eligible two year olds. This is the equivalent of 30 hours a week taken across term-time.

Although we know that many children are already accessing 30 hours a week of ELC using a combination of funded and privately purchased hours, we also know that there is a notable difference between ELC use among children from the least and most deprived SIMD quintiles. We would therefore expect to see the expansion of funded ELC having the greatest impact, in terms of the number of hours experienced, on children from more disadvantaged backgrounds. This is likely to create more parity in the extent to which children receive formal support with their learning and development in the early years.

While evidence shows that all children, and especially those from disadvantaged backgrounds, can benefit from attending early learning and childcare, a key finding from research is that for benefits to be realised, early learning and childcare must be of high quality. The Scottish Government therefore has a strong focus, as part of the ELC expansion programme, on protecting and strengthening the quality of provision. Most of the 15 actions in the [ELC Quality Action Plan](#), which was published in October 2017, have already been delivered, with the remaining well underway.

In addition, the Scottish Government has also introduced a new National Standard that all funded providers will be required to meet from August 2020. A key element of the National Standard is a requirement to achieve 'good' or better in all four Care Inspectorate evaluation themes. For those settings currently not achieving this (around 9% of existing funded providers) the Scottish Government is working in partnership with local authorities to put in place targeted quality improvement support.

In addition to the expansion in funded hours, a targeted earlier ELC offer is available to around a quarter of two year olds. This offer applies to: children in care (looked after, kinship, guardianship); those in families receiving certain, no or very low income benefits; and children in families receiving support through an asylum claim. The 2019 Programme for Government confirmed that eligibility would also be extended to children whose parents are care-experienced from August 2020. The Scottish Government's expectation is that this earlier offer for eligible twos, together with the funding of an extra graduate level practitioner (an Equity and Excellence Lead) for settings serving our most disadvantaged communities, will make a key contribution to closing the poverty related attainment gap.

The ELC offer will also be characterised by a strong focus on outdoor learning. We know the benefits of outdoor learning, exercise and play for young children in terms of their wellbeing and physical and cognitive development. We also know that play and learning outdoors has a positive impact on learning in science by, for example, enhancing understanding of the changing seasons, enabling greater levels of physical exploration, and experiences with wildlife and the elements. There is also some evidence that outdoor learning helps to facilitate different adult/child and peer relationships, allowing some children, otherwise not reaching their potential, to flourish in this different environment.

Many ELC settings have already embraced learning outdoors, and outdoor-based services generally achieve higher inspection grades than the national average for children's daycare. The Scottish Government is working to further promote and enhance outdoor learning by, for example, the creation of an outdoor play and learning coalition statement, the requirement in the National Standard to offer children daily access to outdoor play and learning, and the publication of 'Out to Play' which provides guidance and practical advice on how to access outdoor spaces to create safe, nurturing and inspiring outdoor learning experiences.

Measuring the attainment gap

In the 2018 NIF and Improvement Plan, we set out our approach to measuring the poverty related attainment gap between children and young people from the least and most disadvantaged communities. We identified 11 key measures to assess progress, and a further 15 sub-measures that reflect the key stages of the learner journey and the breadth of issues that can impact on attainment.

Ministers are committed to making demonstrable progress in closing the gap during the lifetime of this Parliament, and to substantially eliminate it in the next decade.

At the moment, the evidence is demonstrating that the improvement activities being undertaken under each of the NIF drivers of improvement are helping to deliver a narrowing of the attainment gap across the key measures which have been assessed since the 2018 NIF and Improvement Plan was published. At its most recent meeting, the ICEA said that the evidence so far was demonstrating some progress towards closing the poverty related attainment gap, but that equity and excellence should be seen as a long-term task. Small, steady, incremental gains are evident and need to continue in order to deliver sustainable improvement in any education system, and this is what the ICEA can see happening in Scotland. The ICEA felt it was important to keep up the momentum, and have a period of consolidation and stability to ensure the improvement work that is being undertaken across the Scottish education system has time to become embedded.

Of the 11 key measures, 6 are showing a small narrowing of the gap; albeit due to a mixed underlying picture and to varying extents. For the other 5 measures, two are showing little change in the size of the gap; 1 measure is showing a small widening of the gap; 1 measure hasn't had any more up-to-date information made available in order to assess its progress; and 1 measure we cannot now compare directly over time, as there has been a change in the underlying process which has affected the reporting of this information. More detail on what the data is telling us is provided below under each measure.

We are also using stretch aims for each of the 11 key measures to assist the Scottish Government, local authorities and schools to develop and implement the most appropriate improvement activities to secure educational improvement for all children and young people in Scotland. At the moment, none of the measures which are showing a narrowing are narrowing to the extent shown by the stretch aims, but the progress that has been made is encouraging, particularly in the light of the advice from the ICEA. It should also be noted that stretch aims differ significantly from targets, which are set out specifically to support accountability and scrutiny. Instead, stretch aims set a challenging ambition for those delivering improvement to aspire to. The stretch aims are being reported against so that those engaged in improvement work can use them as a guide and to evidence progress towards the desired outcome. We will report more fully on the stretch aims in the 2021 NIF.

27-30 month review (children showing no concerns across all domains)

In 2016/17, there was a change to the domains assessed by health visitors at a child's 27-30 month review.

Between April 2013 and March 2017, health visitors assessed children across nine domains at their review (speech, language and communication; attention; fine motor; gross motor; social; emotional; behavioural; vision; and hearing). Since April 2017, these nine domains became eight new domains (speech, language and communication; gross motor; fine motor; personal/social; emotional/behavioural; vision; hearing; and problem solving).

This change has had an impact on the statistics produced for this key measure since 2017/18, largely due to the fact that not all Health Boards are currently assessing the new problem solving domain that was introduced in April 2017. As a result of this, the statistics produced for this key measure since 2017/18 are much lower than in pre-2017/18, because it is now not known if a child actually has no concerns across all of the current eight developmental domains (because if one or more domain is not assessed then we do not know if this is indeed the case.)

HWB:Children total difficulties score (age 4-12)

The gap between children in the most deprived and least deprived areas has narrowed from 16 percentage points to 12 percentage points. However the reduction is due to an increase in the proportion of children from the least deprived areas with borderline or abnormal total difficulties score. This information has not yet been updated since the last report, as this has not yet been made available from the latest Scottish Health Survey results.

HWB:Children total difficulties score (age 13&15)

The data for this measure is taken from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) which is carried out every two or three years. This information has not yet been updated since the last report as this has not yet been made available from the latest SALSUS results.

Primary - Literacy (P1, P4, P7 combined)

Secondary - Literacy (S3, 3rd level or better)

Primary - Numeracy (P1, P4, P7 combined)

Secondary - Numeracy (S3, 3rd level or better)

The 2018/19 data, which are now no longer being published as Experimental Statistics, shows that pupils from the least deprived areas performed better than pupils from the most deprived areas at all stages. The data also shows that the gap between the proportion of primary pupils from the most and least deprived areas, who achieved their expected level in literacy, has reduced since 2016/17. The gap between the proportion of primary pupils from the most and least deprived areas who achieved their expected level in numeracy reduced slightly between 2016/17 and 2017/18, and has remained stable between 2017/18 and 2018/19. The picture is slightly different at S3, where the gap between the proportion of pupils from the most and least deprived areas who achieved their expected level in literacy reduced slightly between 2016/17 and 2017/18, but then increased slightly between 2017/18 and 2018/19. There has also been a narrowing of the gap between the most and least deprived areas for pupils in S3 who achieved their expected level in numeracy since 2016/17.

SCQF Levels 4, 5 and 6 (1 or more on leaving school)

The current narrowing of the gap, based on school leaver attainment since 2015/16 is a mixed picture with reductions in the gap due partly to increasing attainment amongst some leavers, but also some decreases in attainment in leavers from the least deprived areas.

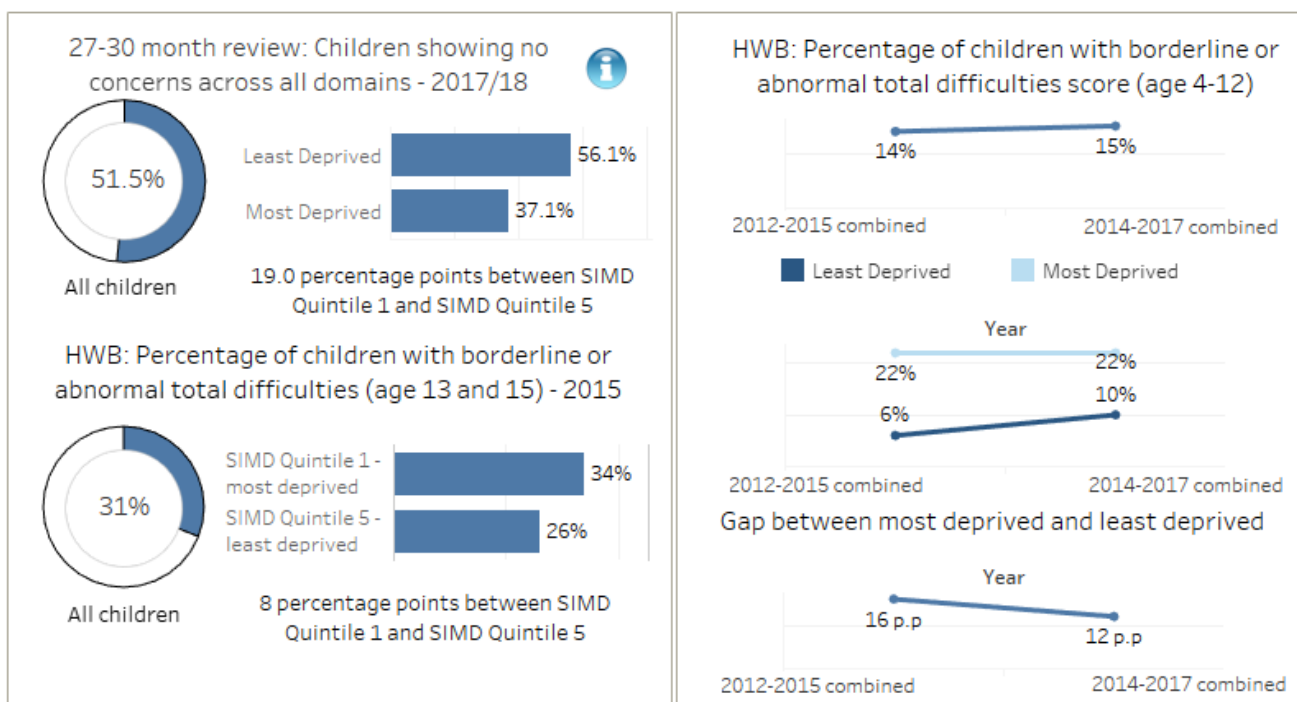
Participation Measure

The participation measure shows that the proportion of 16-19 year olds participating in education, training or employment has remained fairly steady since 2018, and that there continues to be a narrowing of the gap between the proportion of 16-19 year olds in the most deprived areas participating in education, training and employment compared with 16-19 year olds in the least deprived areas. This narrowing of the gap is due to the proportion of

16-19 year olds participating in education, training or employment increasing more for those 16-19 year olds in the most deprived areas than for those in the least deprived areas.

Summary tables of the key measures are set out below, while the 15 sub-measures can be seen in the [NIF Interactive Evidence Report](#).

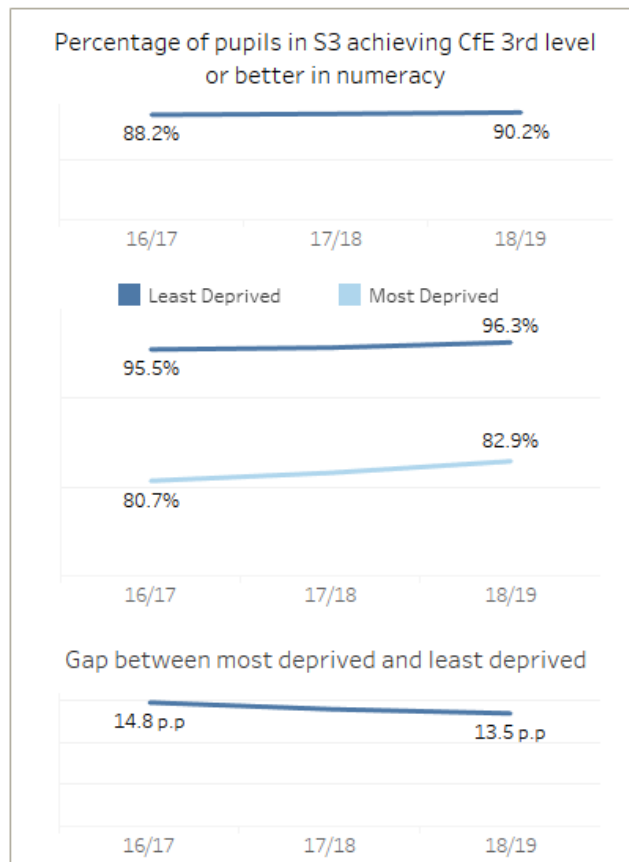
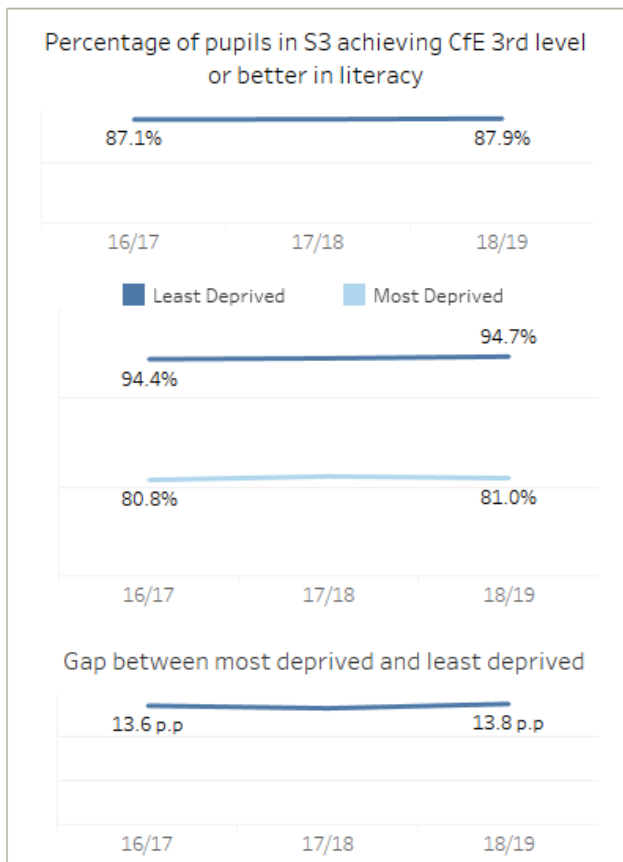
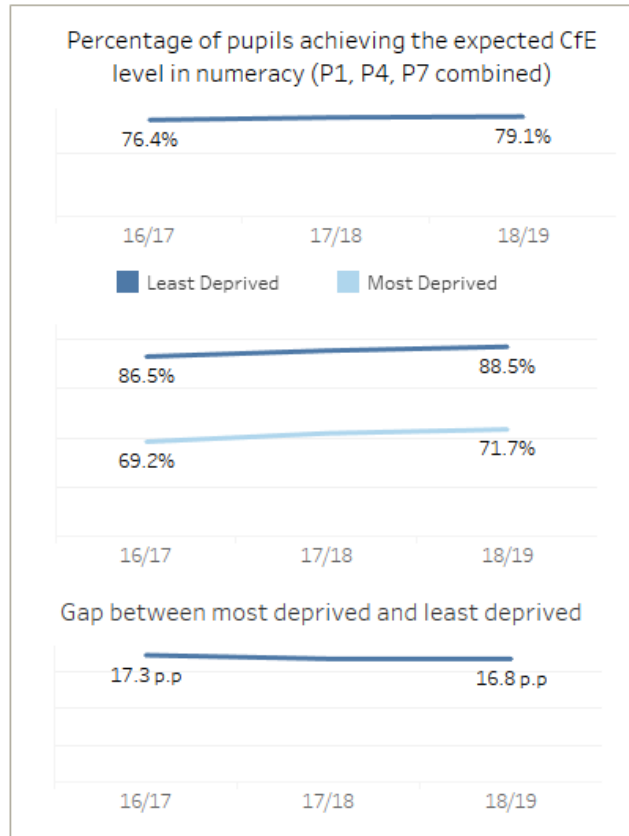
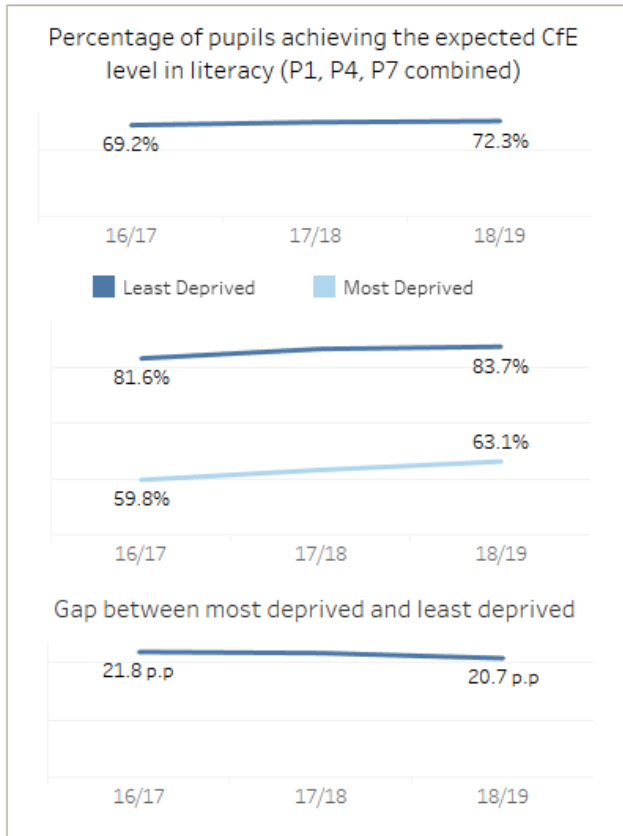
Executive Summary: Early years, health and wellbeing



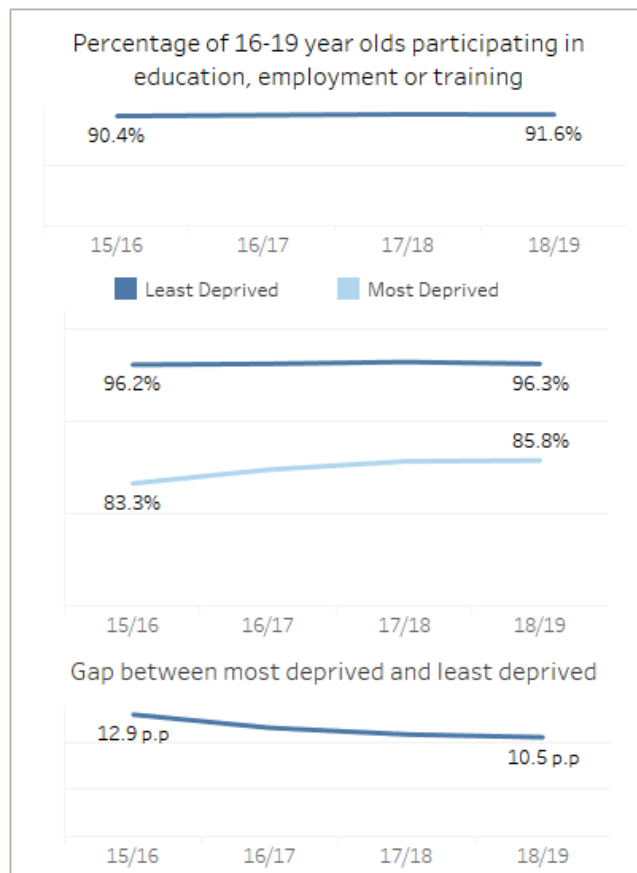
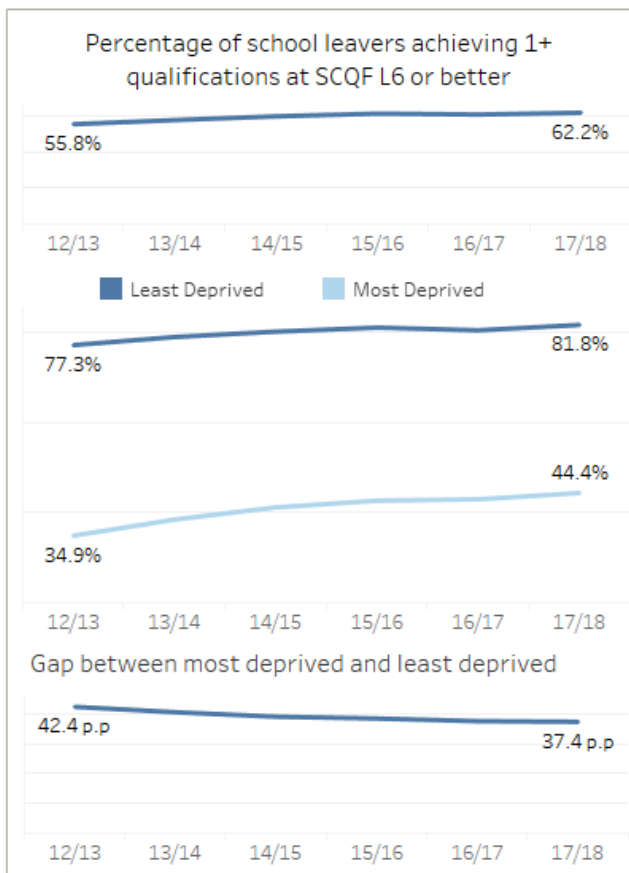
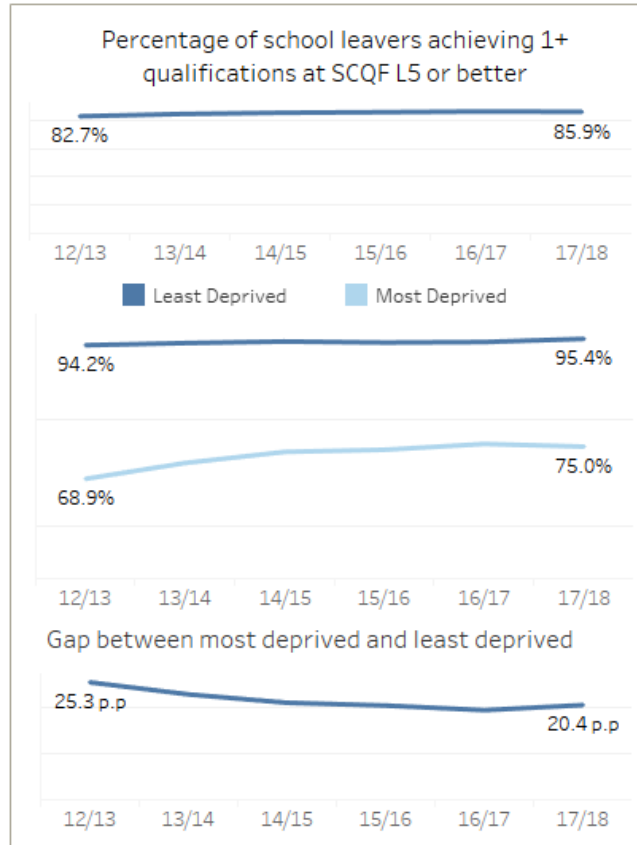
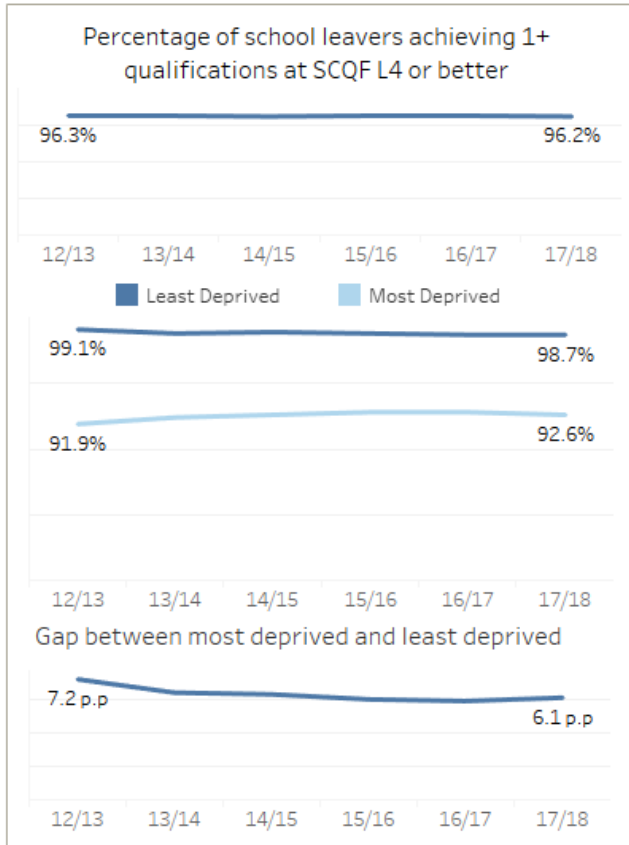
As set out above, for the 27-30 month review there are only data for 2017/18 as there has been a change in the developmental domains assessed at these reviews since April 2017. Not all health boards are currently assessing all of the new developmental domains (in particular the new problem solving domain). As such, this is having an impact on the statistics produced for this key measure, so comparisons over time should not be made.

For the HWB: children total difficulties data, for both 4-12 year olds, and for 13 and 15 year olds, no new data have been released since it was last reported, so the information reported last year is still the latest available.

Executive Summary: Broad General Education



Executive Summary: Senior Phase and Participation Measure

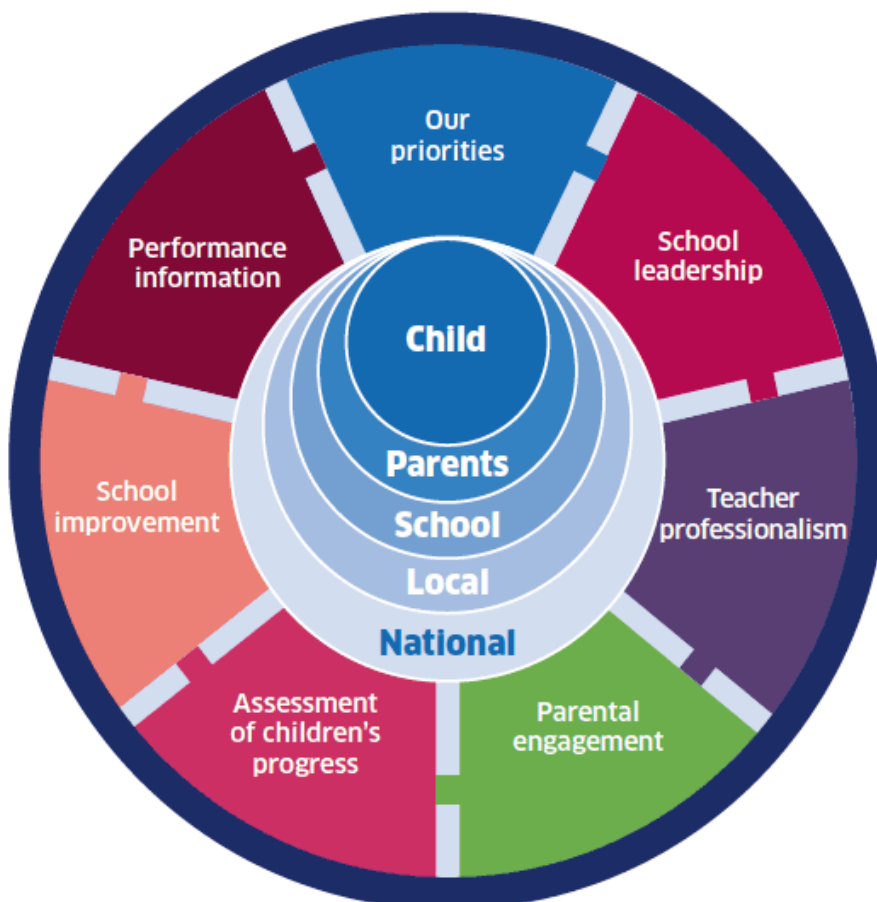


Drivers of improvement: what the evidence is telling us and the action we will take

The key drivers of improvement will continue to provide a focus and structure for gathering evidence to identify where further improvements can be made and for ensuring we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. They all remain equally important and the links and connections across these key areas are essential to enable continuous improvement.

The following sections summarise what we know is working well under each of these drivers and the ongoing and new improvement activity. This has been informed by the evidence we have gathered for the NIF Interactive Evidence Report and softer information from our day to day interaction with schools, practitioners and other partners.

A more detailed explanation of the evidence gathered under each driver, what it is telling us and improvement activity resulting from this is set out at Annex A.



School leadership



What is this?

The quality and impact of leadership within schools – at all levels and roles.

Why is this important?

Leadership is recognised as a key driver of the success of any school. Leaders at all levels who are empowered and collaborative, and who empower others to take ownership of their own learning and teaching in a collaborative way, have a strong track record of ensuring the highest quality of learning and teaching. This in turn helps to ensure that all children and young people achieve the best possible outcomes. Gathering evidence on the quality of school leadership will help us to identify and share what works, and provide support and intervention where leadership needs to improve.

How will this help to achieve excellence and equity for all children and young people?

Evidence indicates that in the most effective systems, decisions about learning and teaching are made as close to the child or young person as possible, drawing on the expertise of the professionals who know them best and listening to the views of the child, young person and their family. School leaders play a critical role in creating a culture of empowerment and collaboration where curricular and learner pathways are designed and developed to meet the needs of children and young people. Through evaluating leadership and, crucially, leadership of change, we will be able to focus on where leadership action is delivering excellent outcomes for all children and young people and closing the attainment gap through targeted intervention. We will also have evidence on the extent to which the professional skills and competences of school leaders are being developed and maintained.

What is the evidence telling us?

Our education system has a growing number of empowered and motivated school leaders who engage in career-long professional learning to further develop their leadership skills, and who are keen to make a difference not just at school level, but across the wider system. This demonstrates the commitment of our school leaders to their own professional learning and the continuous pursuit of excellence and equity for all children and young people. Teachers are looking for new opportunities to develop and diversify their careers through new career pathways and leadership opportunities. In many schools, staff are supported by senior leaders to take on a range of leadership roles, and are working together to lead and implement improvement priorities.

Inspection evidence shows that most schools are satisfactory or better at leadership of change.

Improvement priorities for the year ahead

A key focus will be to continue the work to support and encourage the empowerment of school leaders and school communities, and to create a culture of collaborative and system leadership.

The Headteachers' Charter and new national guidance on an empowered system will be finalised to support local areas in ensuring that decisions are made as close to the child or young person as possible, in a collaborative and collegiate way. We will continue to work with partners to raise awareness of the guidance, helping to embed it in schools and local authorities, and we will continue to measure progress so we can work together, across the education system, to address challenges where they arise.

School leaders drive and promote a culture of professional enquiry, self-reflection and evidence-based practice. Support for the Into Headship Programme will form part of our ongoing commitment to fund professional learning for teachers, including at school leadership level. More school leaders will have the opportunity to develop values-based leadership by participating in Columba 1400 Headteacher Leadership Academies.

Leadership does not just happen in formal leadership and management roles. Teachers are leaders of learning and their classroom practice makes a huge difference to children and young people's outcomes. Education Scotland's Teacher Leadership programme has been developed to support classroom teachers to become confident in leading classroom practice in their context, and to develop against the GTCS Standard for Career-Long Professional Learning. A central feature of the programme is enquiring into an aspect of the teacher's classroom practice, developing their practice and reflecting on the learning arising in terms of their own leadership and for their learners.

The Independent Panel on Career Pathways has been considering how we can develop more diverse and exciting career pathways for teachers that will create more opportunities to enhance leadership skills. The Panel reported to the Scottish Negotiating Committee for Teachers early in 2019 and among its recommendations are the need to establish a lead teacher role, and a national model for sabbaticals for teachers. These will be taken forward over the next few years.

Case Study



Harris Academy, Dundee City Council

Harris Academy is committed to promoting leadership at all levels. The aims of the school are to build a learning community where staff and pupils work together to successfully nurture and develop the potential of all.

The new Harris Academy building opened in August 2016, representing a new chapter for the school. Harris Academy now comprises an amalgamation of pupils and staff from another local secondary, and the former Harris Academy. Headteacher Barry Millar commented: "The highly successful transition is testament to the leadership culture which is embedded within all levels of the school. Distributive leadership is at the heart of everything that we do." Staff and pupils have been instrumental in developing the collective vision and values for the new school context.

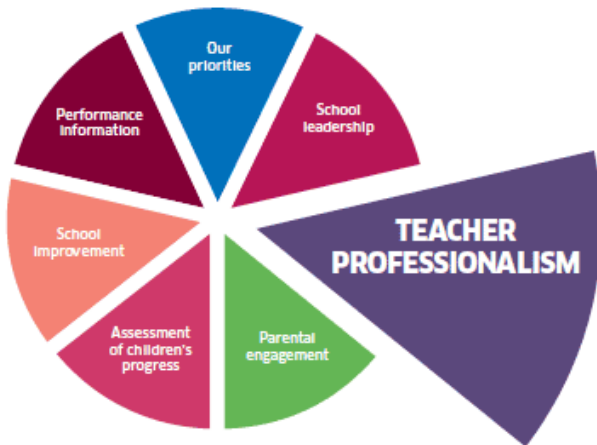
A key feature of how the school is embedding its approach to school leadership is through supporting the engagement of staff with Professional Learning and Leadership opportunities. This is demonstrated by the commitment from the Senior Leadership Team (SLT) to engage with the Into Headship Programme. In order to build capacity and empowerment within the school, all members of the SLT have, or are, engaged with the Masters level learning programme, delivered by the University of Dundee. The SLT thus model their commitment to lifelong learning. An additional strand of this empowerment approach is to inspire staff across the school to engage with Education Scotland's Middle Leaders programme.

The Into Headship programme supports participants' ability to develop and deepen their ability to critically reflect and enquire; develop their strategic leadership and management practice and, significantly, to design and implement a strategic change initiative to strengthen the school's capacity for improvement. The impact of the engagement of staff with the programme seems to have been hugely beneficial to the school and is one of the key factors that has supported a culture of improvement, focusing specifically, on learning and teaching and relationships.

The Into Headship programme has enabled members of the SLT to carry out a needs based analysis to identify areas for strategic change. This has been exemplified by a Depute Headteacher, taking a strategic approach to ensure maximum impact of the Pupil Equity Funding to close the poverty related attainment gap through a distributive leadership approach. This supported building capacity in middle leaders to take forward initiatives and interventions. This targeted and considered approach to distributive leadership is an example of the collective vision of the SLT, and is a measured and sustainable method to embrace national and local priorities within Harris Academy.

The supportive conditions within Harris Academy have allowed leadership to flourish beyond the school, for example a Depute Headteacher is currently undertaking a secondment to support systems leadership within the Tayside Regional Improvement Collaborative.

Teacher professionalism



What is this?

Teacher professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children and young people's progress and achievement.

Why is this important?

The quality of teaching is a key factor in improving children and young people's learning and the outcomes they achieve. In Scotland we have a highly professional, graduate teaching workforce with high professional standards set by the General Teaching Council for Scotland (GTCS). It is important that we maintain our teachers' professionalism, and support them to engage in career-long professional learning to further increase their skills. The focus within the National Improvement Framework is on teacher professionalism, but we recognise that many other people make significant contributions to children and young people's learning and development.

How will this help to achieve excellence and equity for all children and young people?

There is a strong link between teachers' professional skills and competences and the quality of children and young people's learning experiences. Ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children and young people. Consistent, well-moderated teachers' professional judgement data on achievement of Curriculum for Excellence levels in literacy and numeracy will help us to focus accurately on the difference in attainment between the most and least disadvantaged children and young people, and take further action as a result. We want all new teachers to develop as enquiring, collaborative, and empowered professionals who are highly confident in teaching literacy and numeracy, supporting health and wellbeing, using technology and data effectively to enhance learning and teaching, and ensuring equality. This is critical to ensure the strongest possible progression in learning for all children and young people.

What is the evidence telling us?

Our teachers are highly committed, motivated and engaged in their own professional learning. We know from evidence gathered in previous years that the level of engagement in professional learning is increasing. More than three quarters of active teachers are now engaged in the five-yearly cycle of Professional Update, and the number of teachers being awarded GTCS Professional Recognition of their expertise is high and increasing year-on-year. This illustrates the teaching profession's commitment to professional learning,

and the importance of continuing to recognise and celebrate the effort teachers make to enhance their skills.

Evidence suggests a strong appetite for a wide range of professional learning amongst teachers, including Masters level learning. In 2018/19, 766 teachers benefited from SCQF Level 11 professional learning through their local teacher education partnership.

The evidence around initial teacher education (ITE) is developing. The role of ITE is to ensure those entering the profession have the appropriate skills to teach, particularly in literacy, numeracy and health and wellbeing. The introduction of a new self-evaluation framework, developed in partnership between Education Scotland, the Scottish Council of Deans of Education (SCDE) and GTCS is being used to support universities to demonstrate the quality of learning and teaching in these priority areas and identify where more support is required. This work will be complemented by the findings from a five year longitudinal study already underway, which is intended to provide a detailed insight and understanding of how effectively ITE is preparing newly qualified teachers for the classroom. The Measuring Quality in Initial Teacher Education (MQuITE) project is a collaboration between all eleven teacher education universities and the GTCS, and is tracking a cohort of newly qualified teachers, who graduated in 2018 and 2019, through their first five years in the profession. We expect the findings to contribute significantly to the ongoing development, delivery and improvement of quality teacher education in Scotland and help to ensure that it remains able to adapt to the changing needs of our children and young people.

Improvement priorities for the year ahead

The evidence demonstrates a strong appetite amongst teachers for professional learning. In 2020, the Scottish Government will consider how the support and learning for probationer teachers can be strengthened to provide greater consistency towards achieving full professional registration with the GTCS. Working with key stakeholders, we will take steps to identify and agree what additional areas of professional learning are needed to improve the support available to post probation teachers.

In order to further support teacher empowerment, enhancements to the Teacher Leadership Programme include an additional regional contact day, twilight workshops (offered on a regional basis) and participants of the Supporting Teacher Leadership programme attending the final 'sharing the learning' summit.

Attendance at the twilight workshops will be monitored and the sessions evaluated to ensure both the content and concept are useful for participants. The evaluation will be completed in time for the next cohort in August 2020.

In its new regional capacity, Education Scotland will support professional learning priorities at regional as well as at national level. Increased regional working by the Professional Learning and Leadership team within Education Scotland, and delivery of the learning resources on a regional basis, should help to raise awareness across Scotland of the online resource on professional learning and leadership provided by Education Scotland.

Case Study



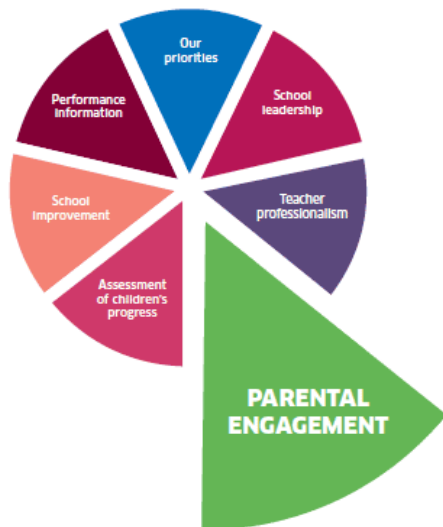
Killermont Primary School, East Dunbartonshire

Killermont Primary School in East Dunbartonshire is committed to ensuring that staff at all levels are involved in career long professional learning. Early years and school staff have taken part in leadership courses at local and national level. This has included a teacher taking part in the Teacher Leadership Programme delivered by Education Scotland (previously SCEL).

Colin Henderson, who is currently a Primary 6/7 class teacher at Killermont, initially became involved in the Teacher Leadership Programme because he strongly believes in looking for ways to improve his practise to benefit the children he works with. This included a wish to undertake a greater amount of professional reading and further develop practitioner enquiry through the Teacher Leadership Programme.

Colin found the experience of looking at previous work undertaken by participants in the Teacher Leadership Programme invaluable, as this gave him a starting point in developing his own approach to enquiry. He built on professional reading and his own learning experience during the Teacher Leadership Programme to develop a Pupil Enquiry Based Learning approach with his class. This gave pupils more freedom and flexibility in their learning and a greater level of personalisation and choice. There was also greater and richer pupil voice in his class – an idea for a lesson or activity could be brought to life much quicker as a result of the enquiring approach. On a personal level Colin feels that his participation in the Teacher Leadership Programme has had a major impact on his teaching style and he is still involved in the programme as a 'Critical Friend'. This is allowing him to pass on his knowledge and experience to colleagues. In terms of impact on the learners in Colin's class, they now have a wider range of learning opportunities, have a greater say in their learning and as a result are now more enthusiastic learners. There have also been specific examples of children benefiting from his involvement in the programme. The new approach gives Colin more time for direct teaching for pupils who require additional support and allows more able pupils to be challenged. All children are now more motivated and have a positive attitude to learning.

Parental engagement



What is this?

This covers parental and family engagement in the learning of children and young people, as well as parental involvement in the life and work of school. Parental engagement focuses on ways in which parents, carers and families can best be supported to develop the skills and confidence to engage in, and encourage, their children's learning in school and in everyday life. Schools and partners can play a vital role in supporting families to do this effectively and with confidence.

Parental involvement includes parental representation in decision-making, collaboration between parents and educators in matters such as school improvement planning, using the skills of parents and carers to enrich the curriculum, and communication between home and early learning and childcare settings and school. It is about the partnerships and links between home and school, and the opportunities for parents and families to get involved in activities in a school or early learning and childcare setting.

Why is this important?

Research shows that when parents and carers engage in their children's learning, and when children and young people live in a supportive home learning environment, it improves children and young people's attainment and achievement. Family learning encourages family members to learn together, fostering positive attitudes to lifelong learning. We want to improve and increase the ways in which parents, carers and families can work with teachers and partners to support their children and young people. We also want to increase the voice of parents and carers in leading improvements within schools. Parental involvement ensures that parents can help to shape the ethos, activity and priorities for the school in partnership with school leaders.

How will this help to achieve excellence and equity for all children and young people?

Parental and family engagement is a key factor in helping all children and young people achieve the highest standards whilst reducing inequity and closing the attainment gap. The ICEA has emphasised the importance of ensuring that parental engagement is embedded in high school as well as primary school, particularly in the senior phase. International evidence has shown that parental engagement is powerful and liberating, and is crucial to releasing achievement potential, and closing the poverty related attainment gap. Our 2016 review shows that family learning helps close the attainment gap through breaking the inter-

generational cycles of deprivation and low attainment. Its effects can provide lasting impacts and improved outcomes. The information that we gather will inform our knowledge of where parental engagement and family learning and involvement is strong and where further attention is required. This will include monitoring levels of parental engagement and involvement in, and satisfaction with, learning provision in different communities.

What is the evidence telling us?

The evidence from the NIF Interactive Evidence Report indicates that overall satisfaction levels with schools amongst the general population (measured via the Scottish Household Survey) have fallen over the last six years. However, the same survey also shows that satisfaction levels amongst parents appear to be higher than amongst the general population.

In addition to this survey, before school inspections take place, HM Inspectors issue questionnaires to parents and carers, which then give an indication of parents and carers' satisfaction with various aspects of the school to inform the inspection. Pre-inspection evidence (albeit with important caveats about the representativeness of the data) indicates there are high levels of confidence amongst parents about approaching the school with questions, and that the school gave them advice on how to support their child's learning at home. It also indicates that most parents feel they are being kept informed about the work of the Parent Council.

A new Parental Involvement and Engagement Census was piloted in May/June 2019. The Census was rolled out to local authority primary, secondary and special schools, and 24 local authorities took part (with the remaining 8 authorities using their own surveys). Initial analysis from the national level data indicates that key strengths include the extent to which schools are seen to be approachable, the way that school staff respond to issues and their communication to parents. There is further room for improvement in involving parents in decisions and strategies from the outset and in involving fathers. In addition, we need to re-focus our efforts on finding new and better ways for secondary schools to involve parents and support parents' engagement in learning.

As part of the development of the "Learning Together" National Action Plan, the Scottish Government and Education Scotland conducted in-depth engagement with key parental organisations, and we continue to engage with these organisations through our Learning Together steering group and national network on parental engagement. Key priorities include: improving the support to parents to ensure they have the opportunity to become more involved in the life and work of their children's early learning and childcare setting or school; better partnerships between practitioners, parents and families; getting the right support in place so that parents can engage in their child's learning; expanding access to family learning opportunities which meet participants needs; improving the quality of all communication between practitioners, staff, parents and families; improving practice and approach in secondary and; enhancing the skills of leaders, front-line practitioners and support staff.

Improvement priorities for the year ahead

Key improvement activity in 2020 will be taken forward across 13 key goals as identified in the joint Scottish Government/COSLA ["Learning Together" National Action plan](#).

Following the successful pilot of the 2018/19 Parental Involvement and Engagement Census, we intend asking all local authorities and grant-aided schools to undertake a

Parental Involvement and Engagement Census in the 2020/21 academic year, and every two years thereafter.

There were a number of key actions that came out of the new census including the need to review and strengthen statutory guidance relating to the 2006 Scottish Schools Parental Involvement Act, and to continue to refresh the content of Education Scotland's ParentZone Scotland website. In addition, Education Scotland will work with the Regional Improvement Collaboratives, local authorities, practitioners, early learning and childcare settings, schools, relevant partners and stakeholder groups during 2020/21 to help them further develop approaches to parental involvement, parental engagement, learning at home and family learning.

There will also be regular Learning Together National Network meetings to bring together practitioners, academics, researchers and policymakers who have been identified as 'champions' with a view to sharing good practice and expertise, making new connections and reviewing evidence of what is working well. The aim of the network is to improve the connections between policy, research and practice.

Case Study



Kirsty McConnachie, Depute Headteacher, Beattock Primary

At Beattock Primary and Nursery, we understand the importance of creating opportunities for our parents/carers to become involved in

activities where they could learn together with their children, which would promote positive attitudes towards lifelong learning whilst increasing parent voice and shaping ethos.

We secured a variety of additional funding targeted at engaging families, particularly in the early years, through the Scottish Attainment Challenge, Food for Thought, and local community funding. Interventions to promote family learning were chosen in line with an analysis of the needs of the local community. We created opportunities for families to learn together which were carefully planned to be enjoyable and accessible to parents, and to empower them to contribute to learning for the whole family.

Why?

Through self-evaluation and reflection, stakeholder surveys, focus groups, informal and interactive self-evaluation wall displays and chats, it was identified that parents did not feel valued as partners in their children's learning.

How?

A variety of opportunities for families to learn together through effective targeted interventions including:

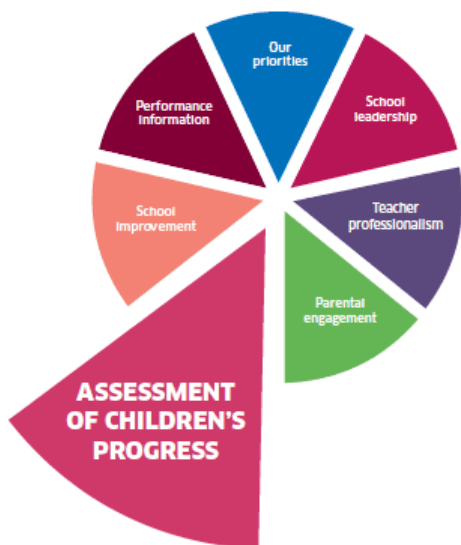
- Successful baby and toddler group which has provided support for families through modelling effective parenting and play, interacting with parents and their children, and recognising and supporting good parenting. Feedback from parents has been very positive and has led to continuation of targeted programmes.
- Improved relationships with parents through home visits, care plan meetings and 'Tea and Toast' sessions.
- Building capacity of parents through Stay 'n' Play sessions, Busy Bags, Maths Bags, policy contributions, Big Cook Little Cook sessions and Archie's Adventures Bag.
- Parents have been empowered to develop and lead various projects including: Maths and Busy Bags; Book Club; Craft Club; Breakfast Club and Toy Library.
- Effective use of the school's nurture hub including targeted interventions for literacy, numeracy and health and wellbeing and extended links with parents and families to support learning.

Impact

- Opportunities for families to learn together are enjoyable, accessible and contribute to learning for the whole family.
- Increased parental engagement and confidence with 100% positive feedback of family learning activities.
- The crucial role of parents in supporting their child's education, development and emotional wellbeing is well recognised and parents feel valued as partners.
- Reduced levels of isolation, stress and anxiety for adults and children (HMIE Report, June 2018).

2018 Stakeholder Surveys evidenced: 100% of parents agreed that the school organises activities for parents and children to learn together; they felt comfortable approaching the school with suggestions, questions or problems; they felt the school gave them advice on how they can support their children's learning at home and overall, were happy with the school.

Assessment of children's progress



What is this?

Assessment of children and young people's progress includes a range of evidence on what children and young people learn and achieve throughout their education and how well this prepares them for life beyond school. This includes achievement of Curriculum for Excellence levels, skills, qualifications and other awards, and achievement of positive and sustained destinations. Progress in learning for children and young people with complex additional support needs is evaluated at an individual level, through agreed plans and personalised next steps.

Why is this important?

We all need more robust and consistent evidence which will help us in improving health and wellbeing, raising attainment and closing the poverty related attainment gap. We need to know the size of the attainment gap at different ages and stages, across Scotland, in order to take the right action to close it, and we need to know whether the attainment gap is narrowing over time in order to know whether the actions we are taking are the right ones. The annual collection of teachers' professional judgement data on the achievement of Curriculum for Excellence levels, and the use of national standardised assessments, will lead to more consistent assessment approaches within the broad general education. Other important measures within this driver include positive destinations and the quality of career information and guidance available to children and young people.

How will this help to achieve excellence and equity for all children?

Data gathered on children and young people's progress is essential to achieving excellence and equity. Improved data on children and young people's progress at key stages, including differences between those from the least and most deprived areas, will allow for planning further interventions to ensure that all children and young people achieve as well as they can. The quality of career information, advice and guidance and monitoring positive destinations will tell us about how successful young people are when they leave school. This will also tell us about the choices young people make, and the difference in the levels of positive destinations for young people from the most and least disadvantaged backgrounds. This data will help teachers to identify areas where good practice exists and which high-impact interventions should be shared. This is equally important for children and young people who experience barriers to learning caused by additional support needs.

What is the evidence telling us?

The data being collected on children's progress continues to help inform a shared understanding at local and national level on areas where focused action is required to reduce the gap in attainment and health and wellbeing between children and young people from the most and least deprived areas. The evidence being gathered also confirms that teachers are becoming increasingly confident about making judgements on achievement of a CfE level, and the use of national standardised assessments is helping to support consistency in the approach to assessment within the broad general education. Almost all of the sample schools inspected for the NIF by Education Scotland were evaluated as satisfactory or better in ensuring wellbeing, equality and inclusion; and latest statistics continue to show positive trends in the numbers of school leavers going on to positive destinations.

Improvement priorities for the year ahead

Improving literacy and numeracy, particularly amongst those learners vulnerable to poorer outcomes, remains the key priority. Improvement activities in the school years will continue to focus on the quality and consistency of data collections for attainment and health and wellbeing, as well as on ensuring that support for learning, teaching and assessment is provided to school leaders and practitioners through the RICs.

Data literacy amongst teaching professionals will also continue to remain a key focus over the coming year and the use of the Insight Senior Phase Benchmarking Tool and the BGE Benchmarking Tool will provide the means for supporting this activity. The priority now is to allow these improvement tools and approaches to become embedded and to avoid further changes which could increase workload for teachers.

There is growing evidence from the user review of the second year of the Scottish National Standardised Assessments (SNSA) that the information generated by the assessments and reports is being used to plan effective next steps in learning. This, in turn, is giving teachers more confidence in assessing children's progress, with a more consistent understanding of the standards expected of CfE levels in literacy and numeracy.

An independent review of the SNSA at P1 was carried out in 2019 led by Mr David Reedy. Mr Reedy recommended that the P1 SNSA should continue, subject to a number of modifications and enhancements. Mr Reedy's report makes a number of recommendations for action, primarily for the Scottish Government, in order to deliver those modifications and enhancements. The Scottish Government has published a document "[National Standardised Assessment Improvement Activity Plan](#)" which summarises the action that the Scottish Government (working with key partners as appropriate) plans to take forward during the 2019/20 school session.

The Scottish Government has also commissioned an independent review of our Senior Phase. The purpose of the review will be to explore further how Curriculum for Excellence is being implemented for young people in S4-S6 across the country, and to identify any improvements that might be made.

We are mindful of the need for stability in the system after several years of change – the national qualifications themselves are not the focus of the review.

Case Study

South Lanarkshire Council



In South Lanarkshire, promoted staff from 4 secondary schools, Duncanrig, Calderglen High, St Andrew's and St Bride's High and Strathaven Academy have worked closely together to create a very effective BGE Moderation Collaborative. This work has been led by the acting Depute Headteacher at Duncanrig, who was part of the QAMSO Literacy programme in 2016. Their aims were to develop a collaborative

and systematic approach to improve teaching, learning and assessment in the BGE, as well as a shared understanding of standards that would raise expectations of young people and staff and deliver excellence and equity.

The Collaborative was supported by a retired Headteacher and educational consultant, who developed the model for change, and provided ongoing training and support. The schools provided time and support to empower staff to lead learning in their own subject area through a collaborative approach with subject colleagues from across the four schools. The moderation cycle was used to support professional dialogue and empower staff to explore ways they could reduce workload.

Giving staff the time for professional learning and meaningful collaboration was key to building their capacity to lead learning. The resources on the Moderation Hub were used to deliver two days training to middle leaders from each school in all subject areas with a focus on embedding good practice in assessment. Whole staff training was also delivered by the DHTs in school, and time devoted to moderation activities within departments across the schools during collegiate time.

This was followed by two further days of supported collaboration where colleagues worked in subject teams on areas of agreed development, and prepared for a moderation event engaging all staff. It was crucial that staff had ownership of this process to allow them to identify areas of priority for their departments. Each subject area chose a different focus for moderation. In May 2019 every member of staff was involved in a range of moderation activities with their subject colleagues from the other schools. The event was evaluated very positively by the staff involved.

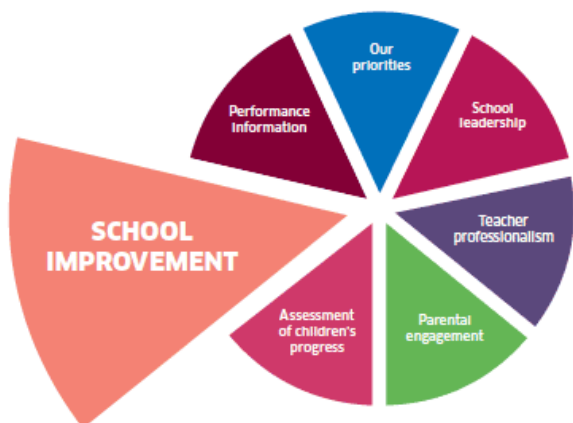
The impact of this work has already had significant impact including:

- Shared approaches to high level holistic planning of learning, teaching and assessment developed.
- Subject networks established and an enhanced range of CLPL activities for all staff.
- Collaborative approaches to self-evaluation and planning across 4 schools.
- Enhanced capacity and capability of staff to confidently lead learning in the BGE.
- Improvements in the validity and reliability of teacher assessment judgements made regarding the progress of learners.
- Enhanced opportunities for young people to understand their strengths and next steps in learning and to take responsibility for their own learning.
- Shared approaches to monitoring and evaluating the impact of this work on young people was developed and is now being implemented across the four schools.

This year all middle leaders will have five further days of supported collaboration. Every department will provide exemplification of achievement of a level for a borderline candidate to be moderated in May 2020. Ongoing work to improve the learning, teaching and assessment and reduce workload continues.

This model is now being rolled out to other schools in South Lanarkshire, and the acting DHT from Duncanrig is leading two further collaborative groups involving twelve schools in Clydesdale and Hamilton and Rutherglen, adapting the model as required to suit the context of the schools involved. All schools involved have made a long term commitment to the work to ensure maximum impact.

School improvement



What is this?

The overall quality of education provided by each school in Scotland and its effectiveness in driving further improvement.

Why is this important?

School improvement focuses on the quality of education, including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs. These are essential elements to raise attainment for all children and young people and close the poverty related attainment gap. We have a good education system in Scotland, with schools achieving good outcomes for children and young people. We want to continue to improve this so that more children and young people experience very good and excellent education services, delivered by self-improving, empowered schools and key partners such as community learning and development professionals.

How will this help to achieve excellence and equity for all children and young people?

Evaluating learning, teaching and assessment and the quality of what goes on in classrooms will tell us how good the experience is for children and young people, as we strive towards excellence for all. We know that for children and young people from the most deprived backgrounds, the gap in learning can develop from a young age. Evaluating school improvement and how schools work with partners will help us to focus on early and sustained intervention, and support for children and their families. School inspection, school self-evaluation and local authority reporting on attainment and achievement will tell us how well schools are achieving equity for all children and young people. This will include the school's success at raising attainment for all, whilst closing the attainment gap between the most and least disadvantaged children and young people. We expect that this self-evaluation will be carried out increasingly with partners and other services. Data on improving attendance and reducing exclusions are critical factors in ensuring that children and young people's time at school and their opportunities to succeed are maximised.

What is the evidence telling us?

Almost all of the sample schools inspected by Education Scotland for the NIF in 2018/19 were evaluated as satisfactory or better on 'learning, teaching and assessment', and most were evaluated as being satisfactory or better on raising attainment and achievement. Approaches for assessing and monitoring children and young people's progress across the broad general education are improving. Staff are using a broader range of assessment evidence to evaluate children and young people's progress in their learning. However, there

is more work to be done to ensure greater account is taken of assessment evidence when planning learning and teaching.

Overall, schools have gained confidence and knowledge in identifying the poverty related attainment gap in their local context. Almost all schools have planned interventions in place using Attainment Scotland Funding. Schools should continue to improve approaches to identifying outcomes and measures to enable them to evaluate the impact of their approaches on closing the poverty related attainment gap. They should work with local partners, including colleges, employers and community learning and development to help deliver improvement.

Improvement priorities for the year ahead

We will be increasing the focus of our improvement activity in ELC. We have introduced a new National Standard that all funded providers will be required to meet from August 2020, a key element of which is a requirement to achieve good or better in all four Care Inspectorate evaluation themes.

We will also continue to focus on supporting leaders and practitioners, through regional working to further develop their skills to deliver professional learning for others, to drive innovation and improvement in learning and teaching, to use data to raise attainment and close the poverty related attainment gap, and to continue to improve the capacity of staff to self-evaluate for improvement. Working in partnership with local government, Regional Improvement Collaboratives and Education Scotland, we will aim to ensure that our education empowerment reforms strengthen and support collaborative working across the system. This includes extending the reach, accessibility and impact of collaborative working across school, local, regional and national levels. These reforms are vital to strengthening professional practice and self-knowledge to ensure that Scotland's Curriculum is enhanced and developed. This will be achieved through teachers and headteachers being empowered and supported to collaborate and share innovation and best practice in implementing the curriculum for their learners.

In addition, HM Inspectors of Education will publish a thematic inspection report focusing on highly effective practice in using assessment within the BGE to improve learning and teaching. The report will be published January 2020.

Case study



Matt Reid, Education Support Officer, Aberdeen City Council

Aberdeen City's Young Leaders of Learning (YLL) Programme maximises pupil engagement and leadership by ensuring that pupils (primary and secondary) are actively involved in reciprocal visits to other schools to identify what is working well and areas for improvement. It also promotes

ways that pupils can be involved in school self-evaluation for improvement in their own schools, and can become more familiar with the language and processes of school improvement.

In year one, the YLL programme involved 3 secondary schools and 16 primary schools with up to 8 pupils from each school trained as YLLs. Schools worked in partnership to explore the theme of 'Relationships' through a number of pupil-led activities. Consequently, effective practice from 'How Good is OUR School' is becoming embedded in a cycle of learner led school improvement activity.

Another key feature of the YLL Programme has been its collaboration with Student Partnerships in Quality Scotland (Sparqs). Sparqs is an organisation that promotes student engagement in the quality of learning and teaching in Scotland's universities, colleges and schools. They worked closely to develop and deliver training to all the selected YLL.

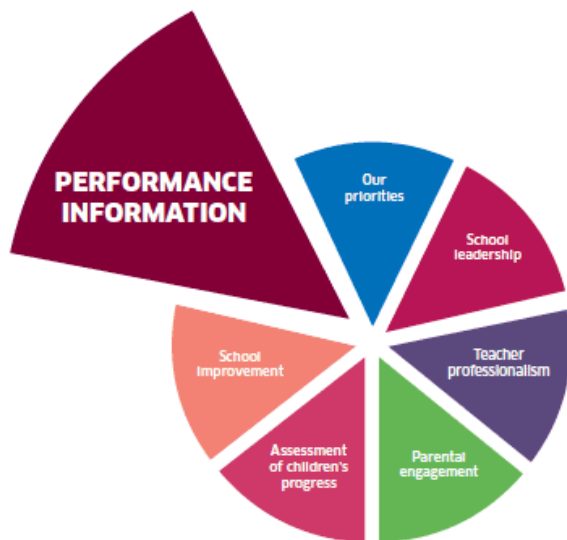
Some immediate benefits noted are outlined below:

| | |
|---------|---|
| Pupils | <ul style="list-style-type: none"> • improved communication, social skills, confidence and extended friendships • improved playground / lunch time experiences; improvement initiatives run by senior pupils; calmer lunchtimes |
| Schools | <ul style="list-style-type: none"> • professional dialogue with colleagues in other establishments and extended to work on moderation • most schools progressed some school improvement changes including: raising awareness of particular policies and involving other learners in leading improvements • all schools reported strengthened learner participation in classes and in the decision making of the school • all school improvement plans represented the follow up actions from reciprocal visits or improved learner participation • in a few schools pupils have written their own action plans |

Together with pupils from Harlaw Academy, we delivered a joint presentation at the Scottish Learning Festival which focused on sharing information about the programme and our experiences in Aberdeen. Pupils provided testimonies about their experiences of the programme and its impact.

We are very pleased with the culture of school improvement. Crucially, schools have found that participation in the YLL programme has encouraged them to reflect on how they involve pupils as agents of change in school improvement, and to adopt a more robust, strategic approach aligned to the empowered system. This degree of meaningful engagement with children and young people is representative of our partnership commitment to becoming a Unicef accredited Child Friendly City and a place where children and young people have a meaningful say in decisions, services and actions that shape their lives.

Performance information



What is this?

All of the information and data we need to get a full picture of how well Scottish education is improving. We will gather together and analyse the data collected from each of the other key drivers of improvement.

Why is this important?

Evidence suggests that we must build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms there is no single measure that will provide a full picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve.

How will this help to achieve excellence and equity for all children and young people?

Through the NIF and the Interactive Evidence Report, we will build a picture of progress across the drivers and towards our key priorities. Analysis of the evidence gathered will help identify where things are working well, and approaches that could be shared as good practice. It will also highlight areas for further improvement and where action is required. This activity will have a specific focus on excellence and equity and will inform school, local authority, regional and national improvement planning. It will also be used to inform policy development and decisions about priorities moving forward, including the allocation of resources and support.

What is the evidence telling us?

The NIF Interactive Evidence Report provides an overview of what we know about Scottish education and the context in which our children and young people learn. It brings together available current evidence on achievement, attainment, health and wellbeing and the wider education system, with a specific focus on the differences between children living in the most and least deprived areas. As it is an online interactive tool, stakeholders are able to interact with the evidence available and (where possible) to drill further down into the evidence.

For example, users can investigate whether improvement in the key NIF priority measures (e.g. achievement of CfE levels, school leaver qualifications) is happening not only at a

national level (as was possible to ascertain using previous NIF Evidence Reports), but also at local authority level, both in terms of whether trends show an improvement over time and whether the poverty related attainment gap is closing. This is in line with our intention to be transparent and open with evidence, to highlight whether improvement is happening and inform further improvement activity.

Improvement priorities for the year ahead

The diverse range of data being collected through the NIF has emphasised the importance of supporting practitioners to use data intelligently at all levels of the system to help drive improvement.

In the year ahead we will continue to administer the Challenge Authority, Schools Programme, Care Experienced Children and Young People and Pupil Equity funds as well as the National Programmes, supporting schools, local authorities and third sector organisations to close the poverty related attainment gap with up to £182m from the Attainment Scotland Fund.

The Scottish Government and Education Scotland will continue to work in partnership with local authorities, schools and other key stakeholders to facilitate, broker and support action to maximise progress in reducing the poverty related attainment gap. A five point maximising progress plan has been jointly developed by the Scottish Government and Education Scotland to facilitate this, and is set out in more detail in Annex A.

Case study



Fife Council

In Fife, all primary, secondary, special schools and early years centres participate within either a Learning Partnership (LP) or Extended Learning Partnership (ELP) each school session. These are structured to support establishments to constantly seek to improve through self-evaluation activities focusing on improving outcomes for children and young people.

LPs and ELPs support and challenge the quality of education being provided, provide opportunities to share practice and encourage colleagues and establishments to learn from one another through genuine partnerships and collaboration. Establishments are grouped in sectors across Local Improvement Forums/Areas.

The Partnerships aim to:

- Support the professional autonomy and empowerment of school leaders and school communities in their on-going self-evaluation.
- Focus on school improvement and improved outcomes for children and young people.
- Support strong partnership working between school leadership teams as well as outcomes focused collaboration.
- Provide opportunities to share areas of good practice, expertise, strategies for improvement and offer challenge to achieve continuous improvement.
- Support the further development of self-improving systems at local level.

The focus and format of the LP/ELP visit, is decided by school leaders and should focus on an aspect of improvement work. The visit may include professional dialogue, classroom visits, focus groups and a review of selected evidence. An Education Manager from Fife Council will form part of the visiting team along with other appropriate colleagues. Following the visit, and verbal feedback, a written report is completed by the Headteacher.

As part of the initial dialogue between schools and Education Managers, school data from the previous session is shared and discussed. As part of the LP/ELP process, data is used as part of the triangulation of evidence and to support the rationale for change for identified priorities. Attainment over time is discussed to support and challenge any identified trends across a school.

Learning Partnerships and Extended Learning Partnerships support self-evaluation activities for self-improvement within and across schools. They have impacted on improved collaboration between schools to support and challenge improvement work. They also contribute to the evidence gathered to measure the impact of current and previous identified priorities on improving outcomes for learners.

Conclusion

The National Improvement Framework provides the breadth and depth of data that allows us to gain a deeper understanding of our educational strengths and weaknesses, but it is what we do with it – at all levels of the system – that will help us drive improvement for children and young people across Scotland.

The key to improvement is what happens locally, in our nurseries, schools and colleges. That is why the 2020 National Improvement Framework and Improvement Plan draws closely on the knowledge and experience of those working at local level, and the evidence they have provided via the school, local authority, and regional improvement plans. Those plans, combined with other evidence, including school inspection data, local authority self-evaluation, and the interim evaluation of the Scottish Attainment Challenge, have shown us where we need to focus our efforts in order to support our children and young people to develop fully in school, to achieve positive destinations, and to be provided with the full range of skills, attributes and capacities to be resilient within a rapidly changing world.

That is why it is crucial that we do not focus solely on data on achievement, although that is important, but also on data that informs all aspects of Curriculum for Excellence, including data on health and wellbeing, attendance, exclusion, employability, and parental engagement. The intelligent use of data as part of everyday teaching, learning and assessment, will help teachers to identify gaps, and the appropriate interventions, for children and young people in the classroom. Both Insight and the BGE benchmarking tool provide comprehensive data which schools and local authorities are using to help identify areas of concern and strategies for improvement.

There is a collective responsibility on all of us to ensure continual improvement in the health, wellbeing and achievement of every child in Scotland. We will continue to create a culture of empowerment and collaboration to enable the teaching profession to work together and to use their skills, judgement and creativity in the way they think best to develop the high quality teaching practice, and effective pedagogy, that are crucial to securing better outcomes for children and young people. This is supported by the specific measures outlined below across all of the drivers to deliver improvements in Scottish education.



Detailed evidence and improvement activity

School leadership

| Evidence we will gather | What is the available evidence telling us | Additional improvement activity needed/planned/underway | Lead |
|---|--|---|-------|
| Local authority information on the quality of school leadership of change including the percentage self-evaluating as good or better for QI 1.3 Leadership of Change. | Local authorities reported that across Scotland the quality of leadership of change was self-evaluated as good or better in 76% of schools across primary, secondary and special provision. | Ongoing actions relating to School Leadership are set out in Annex B. | ES |
| Data on the percentage of school inspections where QI 1.3 Leadership of Change is evaluated as 'good' or better. | <p>HM Inspectors looked at the approaches and impact of collaborative leadership at all levels. They evaluated the pace of change to ensure it was having a positive impact for children and young people and the approach taken to ensure that the vision and values were clearly linked to the context of the establishment and its community.</p> <p>Of the 363 schools across primary, secondary and special provision inspected as part of the sample for the NIF between August 2016 and June 2019, 315 schools were evaluated as satisfactory or better (87%), and 211 were evaluated as good, very good or excellent on 'leadership of change' (58%).</p> <p>Overall, schools now demonstrate a clearer understanding of the social, economic and cultural context within which they operate. They are increasingly using this understanding well to guide and inform school improvement and change. In most schools, a culture of collegiate working exists where staff feel empowered to recognise the need for change and take responsibility for leading aspects of change. Staff at all levels are becoming more confident in leading and contributing to change in a way that capitalises on their strengths, interests and the improvement priorities for the school.</p> | Local authorities will evaluate their progress on empowerment and collaboration in 2020, and provide this information to Education Scotland to help with the continuous development of effective leadership development programmes. | SG/ES |
| Data on the number of practitioners undertaking the Into Headship programme. | A growing number of the teaching population have a qualification preparing them for headship roles. Since 2015, the Scottish Government has fully funded the Into Headship programme, Scotland's national qualification for headship. | SL79 Support for Into Headship will form part of our ongoing commitment to fund professional learning for teachers, including at school leadership level. | SG/ES |

| | | | |
|--|---|--|----------------|
| | So far 374 teachers have completed the programme and been awarded the Standard for Headship with the 4 th cohort due to complete in Spring 2020. | | |
| Data on the number of headteachers and others in local authority schools who are enquiring and engaging reflectively with the GTCS Standards for Leadership and Management and considering the impact of their professional learning in this area, as part of Professional Update processes. | Professional Update evaluation data from GTCS shows that in 2018/19 school leaders continue to engage consistently with the Standards for Leadership and Management. This demonstrates the commitment of our school leaders to their own professional learning and the continuous pursuit of excellence and equity for all children and young people. School leaders' skills and knowledge can impact positively not only on their own individual school, but also at a system level. 663 headteachers have engaged with the Excellence in Headship and In Headship programmes supporting detailed reflection and engagement with the GTCS Standards. | Ongoing actions relating to School Leadership are set out in Annex B. | ES/ GTCS |
| Information on the range and quality of professional learning for leadership being undertaken by those in teacher, middle, school and system leadership roles. | In 2017 the then Scottish College for Educational Leadership (SCEL) commissioned a scoping study on professional learning, providing teachers from across Scotland the opportunity to engage in discussions about their personal experiences of professional learning, in order to influence policy-making in the new organisation from an informed and realistic position. The scoping study identified 7 propositions for effective professional learning and was considered by the Strategic Board for Teacher Education which then agreed 16 key recommendations for professional learning. This review was completed in 2017/18 and Education Scotland does not intend to repeat it in the short to medium term. | Ongoing actions relating to School Leadership are set out in Annex B. | SG/ES /GTCS |
| Information on the number of ELC staff achieving the benchmark qualification for lead practitioner. | There has been an increase in the number of staff holding or working towards graduate level qualifications. The total number of staff working in funded ELC holding or working towards graduate level (SCQF level 9 or above) qualifications relevant to early years (including teachers) has increased by 216 (13%) from 4,222 FTE in 2018 to 4,781 FTE in 2019. There were 2,535 FTE graduate staff (holding SCQF level 9 qualifications relevant to early years, other than teachers) in 2019, compared with 2,302 in 2018, an increase of 233 (10%). There were also 1,448 FTE staff working towards graduate level qualifications in 2019, compared with 1,098 in 2018, an increase of 350 (32%). | SL80 We will continue to encourage more people into early learning and childcare, particularly those groups under-represented in the profession (men and minority ethnic communities) as well as in particular geographical areas. SL81 In 2020 we will work with the Council for Ethnic Minority Voluntary Organisations (CEMVO) to engage those from ethnic minority communities into ELC and support the Scottish Funding Council (SFC) challenge fund to recruit and retain males into ELC. | SG |
| New evidence to be incorporated into the NIF in future years | | | |
| Evidence will be gathered regarding engagement | This tells us that both Evolving Systems Thinking and Leading Systems Change are | SL82 | ES |

| | | | |
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| <p>with Evolving Systems Thinking (EST) and Leading Systems Change (LSC) within local authorities and RICs.</p> <p>Evidence will be gathered regarding the contribution of the PLL Directorate to whole system development.</p> | <p>well respected programmes and have been positively evaluated by past participants.</p> <p>EST has moved to regional delivery for this year which will increase the number of participants engaging. The regional delivery will also ensure system leaders within each RIC are able to network and work collaboratively in a productive environment.</p> | <p>In 2020 Education Scotland will extend engagement in approaches to systems leadership via the expansion of the Evolving Systems Thinking Programme, and the Leading System Change Programme, and will contribute to whole system developments through collaboration and networking with other areas such as public health.</p> | |
| <p>Evidence sources agreed in the empowered system evaluation strategy: https://education.gov.scot/improvement/Documents/CreatingAnEmpoweredSystem.pdf</p> <p>This strategy provides sources of evidence which can be used to evaluate the extent to which local authorities and schools are embedding the key principles of the empowerment agenda, and to what extent we are seeing changes in the intended short and medium term outcomes related to school empowerment.</p> | <p>The thematic inspections on empowerment published by Education Scotland across the 2019/20 session identified progress in empowerment and the support which exists in the system. HM Inspectors of Education found that there is still more to be done to realise our collective ambition for an empowered, collaborative system.</p> | <p>SL83 During 2020 the Headteachers' Charter and new national guidance on an empowered system will be finalised to support local areas in ensuring that decisions are made as close to the child or young person as possible.</p> <p>SL84 During 2020 we will continue to work with partners to raise awareness of the guidance, helping embed it in daily school/LA practices, and continuing to measure impact/progress so we can work together to address challenges where they arise.</p> | |
| <p>Number of teachers from under-represented groups in Scottish schools.</p> | <p>Currently, Scotland's teaching population is not reflective of Scotland's population. The statistical data illustrates a static position on the number of teachers from minority ethnic backgrounds and has shown very little change in nearly two decades. Scotland's Census 2011 recorded that the percentage of people in Scotland from minority ethnic groups is 4% and this compares to 2% of the teacher workforce reporting as being from a minority ethnic background in the 2019 Summary Statistics for Schools in Scotland publication.</p> <p>The Teacher Census 2018 shows the number of teachers from minority ethnic backgrounds in promoted posts is disproportionately low. The evidence from the Glasgow City Council 2018 research suggests that teachers from a minority ethnic background felt that the lack of BME teachers in promoted posts was a reason why some choose not to pursue a career in the profession.</p> | <p>SL85 In 2020 we will continue to work with the short-term working group on Diversity in the Teaching Profession that has been established by the Strategic Board for Teacher Education, which will look at increasing the number of teachers from under-represented groups at all levels in Scottish schools.</p> | |

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| <p>We will identify evidence which demonstrates where gender equality is embedded in Scotland's education and learning landscape, and also where the gaps are.</p> | <p>Evidence exists in relation to:</p> <ul style="list-style-type: none"> • how girls and young women can feel about their education experiences; • how children and young people can behave towards each other; • gender imbalances with subject choice at school; and • the prevalence and impact of gender stereotyping and unconscious bias within learning settings that can lead to inherent barriers for young people. | <p>SL86</p> <p>We are in the process of establishing a Gender Equality Task Force in Education and Learning, as recommended by the First Minister's National Advisory Committee for Women & Girls. Throughout 2020, the Task Force, chaired by the Deputy First Minister, will consider where gaps exist in the provision of a gender neutral experience of education and learning in Scotland, and publish a set of recommendations which will address those gaps.</p> | |
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Teacher professionalism

| Evidence we will gather | What is the available evidence telling us | Additional improvement activity needed/planned/underway | Lead |
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| Data on the number of teachers, since 2011, who have gained 60, 120 or 180 credits at SCQF Level 11 (including Chartered Teacher). | This information is no longer being gathered in this form. | Ongoing actions relating to Teacher Professionalism are set out in Annex B. | |
| Data on the number of teachers, since 2011, who have been awarded Professional Recognition by the GTCS and the focus of their work to achieve this. | <p>The evidence demonstrates commitment and appetite for formal recognition of professional learning.</p> <p>In 2018/19, 780 teachers received Professional Recognition. The most common area was Leading Learning, where teachers gained recognition for their leadership in areas such as improving pedagogy and visible learning. This illustrates the teaching profession's commitment to professional learning and the importance of continuing to recognise and celebrate the effort teachers make to enhance their skills.</p> | Ongoing actions relating to Teacher Professionalism are set out in Annex B. | SG/ GTCS |
| Percentage of teachers in local authority and independent schools, within the annual cohort, having their professional learning successfully signed off by their line manager through the GTCS Professional Update Process. | <p>The evidence demonstrates a clear commitment to, and appetite for, high quality professional learning.</p> <p>As of 31 October 2019, 95.8% of the 2018/19 Professional Update cohort had their professional learning confirmed by their line manager. Professional Update launched in 2014 and has been rolled out gradually to Scotland's teaching profession. More than three quarters of active teachers are now engaged in the five yearly cycle of Professional Update.</p> <p>Given the need to evidence that relevant standards are being met, teachers must have a choice of high-quality professional learning that is continually developed to meet changing needs.</p> | Ongoing actions relating to Teacher Professionalism are set out in Annex B. | GTCS |
| Data on the views of newly qualified teachers, schools and local authorities on how well newly qualified teachers are prepared to teach literacy and numeracy, support children's health and wellbeing, use technology effectively to enhance learning and teaching and ensure equality. | The level of confidence amongst probationers in terms of key skills is mixed. However, the majority of probationer teachers feel they are confident in their knowledge and ability to teach literacy, numeracy and contribute to health and wellbeing to support pupil outcomes. Confidence in relation to equality appears to be more challenging than other areas. From 2019, the Measuring Quality in Initial Teacher Education (MQiITE) project and the new ITE self-evaluation framework will be the tools by which the Scottish Government will collect this data. | This data is now being collected as part of TP27 & TP28 in Annex B. | SG |

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| Information on initial teacher education programmes coverage of literacy, numeracy, health and wellbeing and social justice. | A wide variance in time spent on literacy, numeracy, health and wellbeing, equalities and data literacy across universities and programmes. It raises a question as to whether the level of variance is acceptable and whether steps should be taken in terms of course accreditation/ quality assurance. | Ongoing actions relating to Teacher Professionalism are set out in Annex B (see TP28 on the ITE working group). | SG/ES /GTCS |
| Data on the number of teachers in local authority schools who are enquiring and engaging reflectively with the GTCS Professional Standards and considering the impact of their professional learning, as part of Professional Update processes. | All teachers taking part in the GTCS Professional Update evaluation for 2018/19 reported that they are engaging with the GTCS Professional Standards. The Standard for Career-Long Professional Learning was used most by teachers in preparing for their Professional Review and Development, with 90% reporting they found this useful in guiding their professional learning to a large or some extent. | Ongoing actions relating to Teacher Professionalism are set out in Annex B. | SG/ES /GTCS |
| Evaluation of impact of Scottish Government investment in Masters level learning. | The Strategic Board for Teacher Education maintains a strategic overview of professional learning policy, including the Masters programme. In 2018/19, 766 teachers benefited from SCQF Level 11 professional learning through their local teacher education partnership. Partnerships are using Scottish Government grant funds to provide teachers with a wide range of professional learning activities, depending on locally-identified priorities. | Ongoing actions relating to Teacher Professionalism are set out in Annex B. | SG/ SBTE |
| The Scottish Government will report annually on progress in delivering the STEM Strategy and performance against each of the Key Performance Indicators (KPI) of the strategy. | <p>We need to ensure that our education system has the right number of practitioners, delivering excellent STEM learning and teaching.</p> <p>We need to tackle the gender imbalance and other inequalities and inequities that exist across STEM education and training including in relation to deprivation, race, disability and geography.</p> <p>We need to ensure that children and young people are encouraged to develop an interest in and enthusiasm for STEM that is reinforced throughout their education.</p> <p>We need to ensure that children and young people are equipped with the skills that employers need, both now and in the future.</p> | <p>TP85</p> <p>The first Annual report was published in February 2019, The second Annual Report is expected to be published in March 2020. A review of the KPIs for the Strategy is currently being undertaken to determine whether any revisions are needed.</p> | SG |
| Data on the learning experience and level of preparedness of newly registered teachers following completion of the Teacher Induction Scheme (TIS) or Flexible Route (FR) by: reviewing latest data on indicators of quality and resilience of student and probationer | Knowledge gaps in pedagogical skill areas and more focused support needed to develop mentoring capacity for both student and newly registered teachers. | <p>TP86</p> <p>In 2020, the Scottish Government will consider how the support and learning for probationer teachers on the TIS and FR can be strengthened to provide greater consistency towards achieving full professional registration with the GTCS and, working with key stakeholders, we will take steps to identify and agree what additional areas of professional learning are needed to</p> | SG |

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| <p>teachers; surveying post-probation teachers entering years 2-5 of their teaching careers to identify gaps in terms of their knowledge, understanding and confidence; and gathering views of those in mentoring/coaching roles on their capacity and support needs.</p> | | <p>improve the support available to post probation teachers.</p> | |
| <p>New evidence to be incorporated into the NIF in future years</p> | | | |
| <p>Evidence regarding engagement with, and the impact of, the enhanced Teacher Leadership Programme (TLP) including the number of participants, the reach of the programme and the number and range of the workshops provided.</p> | <p>This tell us that the Teacher Leadership Programme is well established and known across the sector, with good participation rates.</p> <p>Regional delivery is ensuring it stays relevant and accessible, and its reach is extending to support teachers as empowered practitioners.</p> | <p>In order to further support teacher empowerment, enhancements to the TLP this year include an additional regional contact day, twilight workshops (offered on a regional basis) and participants of the Supporting Teacher Leadership programme attending the final 'sharing the learning' summit.</p> <p>TP87 Attendance at the twilight workshops will be monitored and the sessions evaluated to ensure both the content and concept are useful for participants. The evaluation will be completed in time for the next cohort (August 2020).</p> <p>TP88 The additional recall day will take place in January 2020. This will be monitored to establish if it has an impact on drop off rates within the programme.</p> <p>TP89 Supporting Teacher Leadership participants have been invited to the TLP summit to promote the programme as a next step for TLP participants.</p> | <p>ES</p> |
| <p>The evidence we will gather will focus on:</p> <ul style="list-style-type: none"> • Awareness of the Professional Learning and Leadership online resource (formerly Framework for Educational Leadership) in the sector • Use of the online resource across local authorities and Regional Improvement Collaboratives including user registrations and engagement with online learning activities | <p>This tells us that the online resource has been refreshed to reflect changes in the sector and the SCEL move into Education Scotland (to become the Professional Learning and Leadership Directorate). The learning activities available on the online resource are good but the scope could grow.</p> <p>Currently sign-ups to the online resource vary by local authority and RIC.</p> | <p>TP90 Recent development of the endorsement process is expected to result in an increase in the number of programmes being submitted for endorsement and therefore the scope of activities on the online resource will grow.</p> <p>Increased regional working by the PLL team and delivery of the programmes on a regional basis is expected to raise awareness of the online resource in across Scotland. Additional communications may be needed in certain areas to promote the online resource.</p> | <p>ES</p> |

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| <ul style="list-style-type: none"> • The number of programmes being submitted for endorsement • The number and scope of learning activities offered by the online resource. | | | |
| <p>Education Scotland will gather evidence on the extended range of learning opportunities available to the sector around health and wellbeing offered by the Professional Learning and Leadership (PLL) team. Education Scotland will also gather evidence of the extent to which health and wellbeing is being embedded in PLL programme content.</p> | <p>This tells us that teacher health and wellbeing is a priority for the sector and is an area of interest for the profession.</p> | <p>TP91 Within the PLL programmes being offered, the Excellence in Headship programme offers a session that directly supports the health and wellbeing of headteachers and their teams ('Creating a mentally healthy school' and 'Coaching: Developing a Community of Practice'). Other programmes will also, where possible, include content relevant to health and wellbeing.</p> <p>TP92 Education Scotland is engaging with teacher unions and employers to increase the support available to teachers including the creation of a teacher innovation fund.</p> | <p>ES</p> |
| <p>Data on the extension of international knowledge exchanges and engagement including the number of international exchanges, EiH participant engagement with international knowledge exchange and the range of international research being used to influence PLL programme content delivery and headteacher learning</p> | <p>The evidence shows that experienced headteachers are looking for alternative ways to enhance their knowledge and skills, and are interested in collaborative research with other countries.</p> <p>Education Scotland's participation in the Tri-Nation Small School exchange is having a positive impact on participants.</p> <p>There is increasing interest and expectation in drawing on international research to shape and influence PLL programmes.</p> | <p>TP93 A collaborative system leadership EiH Learn session consisting of a number of days that will deepen professional knowledge and practice through collaborative professional enquiry and research linked to international research will be introduced as part of the overall EiH programme.</p> | <p>ES</p> |
| <p>Information on the improved clarity around pathways to Masters for practitioners – evidence will be gathered from practitioners who engage in Masters study around their pathway experience.</p> <p>Evidence will also be gathered from university partners regarding the clarity of the updated guidance document.</p> | <p>There are a variety of Masters credits linked to university providers. credits which are offered across different areas of specialism and which may, for good reason, not all link to create a clear pathway to Masters.</p> <p>Practitioners need clear guidance around how to access appropriate Masters learning to support their professional development. There is confusion within the system regarding the difference between Masters (Credit awarding) and Masters level learning (which does not lead to Masters).</p> | <p>TP94 The Masters Framework Working Group chaired by Education Scotland and including university partners has identified planned next steps including developing new guidance to support practitioners in identifying future pathways towards Masters.</p> <p>New Masters guidance will be written by Education Scotland, in collaboration with university partners, to support practitioners and provide clarity around pathways towards Masters qualifications. The guidance will be available in 2020.</p> | <p>ES</p> |

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| <p>Education Scotland will continue to collect evidence through their Annual STEM Practitioner Survey. They will have the 2019 findings in early 2020 and continue to track this on an annual basis over the lifetime of the STEM Strategy.</p> | <p>The most recently published results are from the 2017/18 survey, which was completed by 145 ELC practitioners and reflects practice between 1 August 2017 and 31 July 2018. While 63% of those working in the primary sector agreed or strongly agreed with the statement “I feel confident delivering STEM Learning in my practice”, the proportion of ELC practitioners who responded in this way was much lower (43%).</p> <p>Access to professional learning in STEM was also perceived as more challenging among those working in ELC. While 37% of those working in the primary sector stated that it was ‘easy’ or ‘very easy’ to access professional learning in STEM, only 22% of those working ELC responded in this way.</p> <p>The three most frequently mentioned barriers to accessing professional learning among those working in ELC were: difficulty finding staff cover; no suitable professional learning available; and difficulty in attending professional learning due to other commitments. Despite these barriers, the average number of hours of STEM CPL reported per ELC practitioner in the 2017/18 academic year (19.3) was more than that reported by those working in the primary sector (13.5). ELC respondents indicated that STEM professional learning could be improved by: being more simplified and based on play-based learning; being delivered face-to-face; and by offering more online professional learning opportunities.</p> | <p>TP95 We will continue to encourage more people into teaching, particularly those groups under-represented in the profession (men and minority ethnic communities) as well as in particular subjects (STEM) and geographical areas.</p> <p>TP96 Contracted by Scottish Government, University of West of Scotland are developing some of the modules in our online programme of CPL for ELC sector that will be widely accessible and freely available to ELC practitioners in all sectors. One of the modules in this programme is designed to increase staff skills, knowledge and confidence in delivering age appropriate learning in all STEM subjects. This is due to be available to the sector in early 2020. The module will be designed in a way that will allow the University of West of Scotland to collect data around impact of the module in practitioners’ confidence, knowledge and skills</p> | <p>SG</p> |
| <p>Qualitative and quantitative data on the quality of the learning experience gained by newly registered teachers whilst on the Teacher Induction Scheme (TIS) and whether additional measures are needed to help teachers in the early phase of their career to access high quality professional learning designed to meet their personal development needs.</p> | <p>The professional learning experienced as a probationer teacher is preparing individuals to work as fully registered teachers but that knowledge gaps in pedagogical skill areas remain and more focused support is needed to develop mentoring capacity for both student and newly registered teachers.</p> | <p>TP97 In 2020, the Scottish Government will consider how the support and learning for probationer teachers on the Teacher Induction Scheme (TIS) and Flexible Route (FR) can be strengthened to provide greater consistency towards achieving full professional registration with the GTCS and, working with key stakeholders, will take steps to identify and agree what additional areas of professional learning are needed to improve the support available to post-probation teachers</p> | <p>SG</p> |

Parental engagement

| Evidence we will gather | What is the available evidence telling us | Additional improvement activity needed/planned/underway | Lead |
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| <p>Local authority information on work with partners to develop and deliver family learning opportunities.</p> | <p>Almost all local authorities reported that they had put in place interventions or programmes to support family learning/parental engagement. These included a mix of existing interventions and locally-developed opportunities. Just over a quarter of authorities mentioned that they had used PEF funding to support their work around family learning/ parental engagement. The most commonly reported existing interventions included PEEP, Incredible Years, Triple P and Book Bug. Locally-developed opportunities included literacy and numeracy programmes, WW1 commemorative activity and after school/summer holiday programmes.</p> <p>Over half of local authorities reported that they were delivering their family learning/parental engagement work in partnership. These partnerships included other local authority services (in particular Community Learning and Development services) or external partners such as Save the Children, Sure Start or local colleges. Over a third of local authorities reported that they had dedicated staff members at local authority level who were responsible for parental engagement and/or family learning.</p> | <p>PE70 Education Scotland will continue to hold the Family Learning National Network meetings which brings together practitioners, academics, researchers and policymakers who share good practice and expertise.</p> <p>PE71 The results from an Education Scotland-led Family Learning survey will be available and synthesised in 2020. These survey findings will help to identify professional learning delivered by local authorities, third sector and national organisations. This will be used to signpost practitioners to helpful advice, inform discussions in Regional Improvement Collaboratives and support practitioners to develop and/or deliver family learning programmes.</p> <p>PE72 Education Scotland will work with local authority partners, colleges, third sector and other partners to develop case studies which will highlight examples of interesting practice and evaluation strategies.</p> <p>PE73 The Education Scotland Family Learning Framework will be refreshed to update case studies, research and policy and strategy. This will support practitioners with up-to-date information.</p> <p>PE74 Education Scotland will continue to work with Regional Improvement Collaboratives, local authorities, practitioners, Scottish Prison Service, Colleges and Universities, Early Learning and Childcare settings and schools during 2020/21 to help them further develop approaches to family learning.</p> <p>PE75 Education Scotland will conduct a thematic inspection review of family learning in 2020.</p> | <p>ES</p> |

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| <p>From parents' pre-inspection questionnaires, the percentage of parents who are satisfied with their engagement and involvement with the school as indicated across a range of measures/questions.</p> | <p>Before a school inspection takes place, HM Inspectors issue questionnaires to parents/carers. These give an indication of parents'/carers' satisfaction with various aspects of the school to inform the inspection.</p> <p>The results from these questionnaires for the academic year 2018/19 are provided below. These questionnaire data relate to the 122 establishments inspected as part of the sample for the National Improvement Framework between August 2018 and June 2019. These results are not representative of all parents/carers across Scotland.</p> <p>i) 7,744 parents/carers of pupils in primary, secondary, all-through and special schools completed the questionnaire.</p> <p><i>Satisfaction with their engagement and involvement with the school</i></p> <p>ii) 74% agreed² that the school gave them advice on how to support their child's learning at home.</p> <p>iii) 57% agreed that the school organised activities where they and their child could learn together.</p> <p>iv) 61% agreed that the school took their views into account when making changes.</p> <p>v) 88% agreed that they felt comfortable approaching the school with questions, suggestions and/or a problem.</p> <p>vi) 77% agreed that they were kept informed about the work of the Parent Council and/or parent association.</p> <p>vii) 75% agreed that they felt encouraged to be involved in the work of the Parent Council and/or parent association.</p> <p>viii) 83% agreed that they would recommend the school to other parents.</p> <p>ix) 86% agreed that they were satisfied with the school.</p> | <p>Parental satisfaction rates with the school as a whole (items viii and ix) will be influenced by a wide variety of factors. Relevant improvement activity relating to parental satisfaction is therefore captured across all six of the NIF drivers.</p> <p>Improvement activity to address satisfaction measures ii) to vii) will be taken forward via the School Empowerment reforms (where empowerment of parents and carers is a key aspect) and via the joint Scottish Government / COSLA "Learning Together Action Plan" on parental engagement 2018 – 2021.</p> <p>Key actions relevant to the satisfaction measures are as follows:</p> <p>ii) Advice on supporting children's learning at home and iii) schools organising activities where parents and their child could learn together.</p> <p>PE76 Education Scotland will continue to promote and support its Review of Learning at Home and its Family Learning Framework alongside its work to support family learning.</p> <p>PE77 The Scottish Government will promote its Read, Write, Count / Parent Club campaign throughout 2020, complementing the work that schools do to encourage learning at home.</p> <p>iv) taking parents' views into account v) ensuring that schools are approachable vi) keeping parents informed about the work of the Parent Council vii) encouraging parents to be involved in the work of the Parent Council</p> <p>PE78 Scottish Government will consult on draft statutory guidance on parental involvement and engagement in early 2020. This will address various aspects of parental involvement, including Parent Councils.</p> <p>PE79</p> | <p>SG/ES</p> |
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² 'Agreed' combines the 'strongly agree' and 'agree' response options from the questionnaire.

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| | | <p>Scottish Government will work with partners to develop accompanying advice and support materials during the course of 2020. These will be provided alongside the final statutory guidance.</p> <p>PE80 Scottish Government will continue to share practice and expertise via the national parental engagement network throughout 2020. Education Scotland will share learning via Regional Improvement Collaboratives.</p> <p>PE81 Scottish Government and Education Scotland will promote the Parental and Carer Empowerment Guidance as well as a new National Parent Forum Nutshell on Parental Empowerment as part of the broader school empowerment reforms.</p> | |
| <p>From parents' pre-inspection questionnaires, the percentage of parents who are satisfied with their child's progress with learning, and the quality of reporting about their child's progress as indicated across a range of measures/questions.</p> | <p>Satisfaction with their child's progress with learning and the quality of reporting about their progress</p> <p>81% agreed that their child found their learning activities hard enough.</p> <p>88% agreed that their child was making good progress at school.</p> <p>77% agreed that they received helpful, regular feedback about how their child was doing e.g. informal feedback, reports, learning profiles.</p> <p>75% agreed that the information they received about how their child is doing reached them at the right time.</p> <p>76% agreed that they understood how their child's progress was assessed.</p> <p>84% agreed that their child received the help they need to do well.</p> | <p>Improvement activity relating to reporting to parents will be taken forward via a number of the actions set out in the "Learning Together" Action Plan, published in August 2018, in particular the action plan's goal on communication with parents (see PE36-42 in Annex B).</p> <p>PE82 Education Scotland will continue to promote its Reporting to Parents and Carers Guidance for schools and ELC settings document.</p> | SG/ES |
| <p>From the Scottish Household Survey, parental satisfaction rates.</p> | <p>The Scottish Household Survey asks adults (not only parents) how satisfied they are with a number of local services, including schools.</p> <p>The 2018 survey reports that: 71% of adults were very or fairly satisfied with the quality of local schools in 2018. While the number of adults very or fairly satisfied with local schools has fallen from 85% to 71% since 2011, this is mainly due to a corresponding increase from 11% to 22% in the number of people who were</p> | <p>Parental satisfaction rates with the school as a whole will be influenced by a wide variety of factors including perceptions about the quality of learning and teaching, access to subject choices, value and ethos of the school and perceptions about the curriculum offer. Relevant improvement activity relating to parental satisfaction is therefore captured across all six of the NIF drivers.</p> | SG |

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| | <p>neither satisfied nor dissatisfied – there has not been a large increase in the number of people expressing dissatisfaction with local schools.</p> <p>86% of adults who have used schools, i.e. those who have children in school, were very or fairly satisfied with the quality of local schools in 2018. Satisfaction of service users is also more stable over time than that of all adults.</p> | <p>Action on parental satisfaction relating to the quality of parental involvement and engagement will be taken forward via the action set out in the “Learning Together” Action Plan, published in August 2018 and detailed above (see PE36-42 in Annex B).</p> | |
| <p>Following a successful pilot of the 2018/19 Parental Involvement and Engagement (PIE) Census, we intend asking all local authorities and grant-aided schools to undertake a Parental Involvement and Engagement Census in the 2020/21 academic year, and every two years thereafter.</p> | <p>The key learning points from the initial PIE census data from 2018/19 were as follows:</p> <ul style="list-style-type: none"> - Generally, parents of primary school children reported more positive parental involvement and engagement compared to parents of secondary school children. - There is a need to improve the communication from Parent Councils to Parent Forums but there was a positive view of the impact of Parent Councils in decision making in both primary and secondary. - Schools are generally very good at being approachable, responding to issues and telling parents about things. - There is further room for improvement in involving parents in decisions and strategies from the outset. - There is a lack of awareness of what family learning means. - Response rates to the survey were far higher amongst females compared to males. <p>Separate intelligence from Education Scotland indicates that parental engagement is a key focus for local authorities and for settings/schools through improvement planning. Education Scotland have reported that many schools are experiencing an increase in parental involvement and engagement as a result of the various approaches and initiatives.</p> <p>These include: family learning approaches, home-school link teams, parenting programmes, coaching models, workshops, drop-in sessions, Family Connect programme, Family nurture, PEEP, Bookbug, homework clubs, Read, Write, Count, outdoor learning programmes, parental learning hubs, family rooms, health and wellbeing approaches and holiday</p> | <p>A number of improvement activities relating to matters covered within the PIE Census will be taken forward under the joint Scottish Government and COSLA “Learning Together” plan on parental engagement as well as the School Empowerment reforms, where empowerment of parents and carers is a key aspect. The main actions pertinent to this theme are:</p> <p>PE83 Scottish Government will work in early 2020 to consult on revised statutory guidance relating to the 2006 Scottish Schools Parental involvement Act.</p> <p>PE84 Scottish Government will promote the new guidance on parental and carer empowerment as part of the broader school empowerment reforms.</p> <p>PE85 There will be improvement activity throughout 2020 by Regional Improvement Collaborative, local authorities, practitioners, early learning and childcare settings, schools, relevant partners and stakeholder groups during 2020/21 to help to further develop approaches to parental involvement, parental engagement, learning at home and family learning.</p> <p>PE86 Education Scotland will work with local authority partners to develop further case studies on examples of Home-school link worker/service.</p> <p>PE87 Education Scotland will continue to refresh the content of the ParentZone Scotland website throughout 2020.</p> <p>PE88 Scottish Government and Education Scotland will support regular Learning</p> | <p>SG/ES</p> |

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| | <p>programmes. In addition, Pupil Equity Funding continues to be used to work with particular groups of parents on ways to support children's learning at home.</p> | <p>Together National Network meetings to bring together practitioners, academics, researchers and policymakers who have been identified as 'champions' with a view to sharing good practice and expertise, making new connections and reviewing evidence of what is working well. In 2020 there will be renewed focus on learning and sharing of practice relating to secondary schools.</p> | |
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Assessment of children's progress

| Evidence we will gather | What is the available evidence telling us | Additional improvement activity needed/planned/underway | Lead |
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| Data from health visitor reviews (27-30 month). | <p>In the 2017/18 review, 37% of children from the most deprived areas were known to have no concerns across all 8 developmental domains, compared to only 56% for children from the least deprived areas.</p> <p>In 2017/18, 90% of all eligible children received a 27-30 month review.</p> <p>In 2017/18, concerns were most commonly recorded about children's speech, language and communication (11% of children), and their emotional and behavioural development (5% of children).</p> | Ongoing actions relating to Assessment of children's progress are set out in Annex B. | SG |
| Data from a range of surveys on health and wellbeing showing changes over time. | <p>Behaviour in Scottish Schools Research (BISSR) 2016 is the latest in a series of research projects, and builds on research carried out in 2012, 2009 and 2006. The overall aim of the research is to provide a clear and robust picture of relationships and behaviour in publically funded mainstream schools; current policy and practice in promoting positive relationships and behaviour; and behaviour management approaches that are used in schools. Evidence in relation to the Health and Wellbeing of school-aged children is also currently available from the Health Behaviours in School-Aged Children (HBSC) study, which is conducted every 4 years. Results from the 2018 survey will be available in early 2020. The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) also provides health and wellbeing evidence. This survey was last conducted in Spring 2019 and initial results were published in November 2019.</p> | <p>AC71 The latest BISSR project is currently out to tender. It is anticipated that it will report towards the end of 2020 / early 2021.</p> <p>Work is continuing on introducing a new Health and Wellbeing Census which will provide information on a wide range of topics/themes aimed primarily to provide evidence for use by local authorities/CPPs and schools to drive forward local improvements and service planning, as well as to help monitor and inform national policies.</p> | SG/ES |
| Data on the percentage of school inspections where QI 3.1: Ensuring wellbeing, quality and inclusion is graded as good or better. | <p>HM Inspectors evaluated the impact of the approach to wellbeing, equality and inclusion which underpins children and young people's ability to achieve success. There is a focus on how positive learners and staff feel and how well they are listened to and how effectively legislative duties are understood and met.</p> <p>Of the 363 schools across primary, secondary and special provision inspected as part of the sample for the NIF between August 2016 and June 2019, 329 schools were evaluated as satisfactory or better (91%), and 243 were evaluated as good,</p> | Ongoing actions relating to Assessment of children's progress are set out in Annex B. | ES/SG/RICs |

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| | <p>very good or excellent on 'ensuring wellbeing, equality and inclusion' (67%).</p> <p>Supporting and improving children and young people's wellbeing is a high priority in most schools. Children and young people are becoming more confident in taking responsibility for their own wellbeing and learning. This is less effective in special schools. An increasing focus is given to developing children and young people's emotional and mental wellbeing and resilience.</p> | | |
| <p>Data from all 32 local authorities on children and young people's achievement of Curriculum for Excellence levels in literacy and numeracy at P1, P4, P7 and S3.</p> | <p>The Achievement of CfE Levels 2018/19 data collection confirms that:</p> <p>At primary stages, the percentage of pupils achieving the expected CfE level is highest in P1 and is slightly lower in P4 and P7:</p> <ul style="list-style-type: none"> • P1 reading 82%, writing 79%, listening and talking 87%, numeracy 85% • P4 reading 78%, writing 73%, listening and talking 85%, numeracy 77% • P7 reading 80%, writing 74%, listening and talking 86%, numeracy 76% <p>At S3, the percentage of pupils achieving Third Level or better is high across all organisers:</p> <ul style="list-style-type: none"> • Reading 91%, writing 90%, listening and talking 91%, numeracy 90% <p>Over half of S3 pupils have achieved Fourth Level in each organiser:</p> <ul style="list-style-type: none"> • Reading 55%, writing 52% listening and talking 57%, numeracy 59% • Performance was highest in listening and talking and generally lowest in writing. <p>Analysis by deprivation is set out in the section on Measuring the Attainment Gap, and shows that small, incremental progress is being made towards narrowing the gap, but that pupils from the least deprived areas performed better than pupils from the most deprived areas at all stages in all four organisers.</p> | <p>While national standardised assessment data will never replace teachers' professional judgement, they can contribute towards the range of assessment information being considered by teachers when making judgements on the achievement of curriculum for excellence levels. We will implement the actions set out in the National Standardised Assessment Improvement Activity Plan 2019:</p> <p>AC72 Improve communications and engagement on national standardised assessment in Scotland and clarify key messages.</p> <p>AC73 Work with key partners to develop a practical framework and Code of Practice on the purpose and use of national standardised assessment data.</p> <p>AC74 Work with key partners to improve and enhance national standardised assessment guidance and support materials.</p> <p>AC75 Enhance, expand and raise awareness of national standardised assessment professional learning opportunities</p> <p>AC76 Review and reflect on user feedback to enhance the SNSA for future years</p> <p>AC77 Continue to work with partners to enhance the Gaelic medium standardised assessments.</p> | <p>SG/ES</p> |

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| | | <p>AC78 Revisit the 2014 review of the SSLN to assess the comparative burden and costs of conducting the SSLN and the Achievement of Curriculum for Excellence Levels data collection.</p> <p>AC79 Work with key partners to assess and enhance the value of the national standardised assessments.</p> | |
| Data on the senior phase qualifications and awards obtained by school leavers. | <p>In 2019 we have seen an increase in entries and pass rates across National 5, with the total number of passes up 3.4% and the pass rate increasing by 0.7 percentage points. There has been a fall in Higher pass rates which are down 2.0 percentage points. However, this was still a strong set of results, with three-quarters of candidates attaining a pass at Higher grades A-C. Over 54,000 skills based awards and achievements were certificated by August 2019 (up from 24,849 in 2012).</p> <p>Since 2009/10 there has been a greater rate of increase in the proportion of young people attaining 1 or more qualifications³ at SCQF levels 4, 5 and 6 in the most deprived SIMD areas than in the least deprived.</p> <p>There has been a year on year increase in the number of school leavers attaining vocational qualifications at SCQF 5 and above. From 7.3% in 2013/14 to 9% in 2014/15, 10.7% in 2015/16, 12.8% in 2016/17 and 14.8% in 2017/18.</p> | <p>AC80 The government has commissioned an independent review of our Senior Phase. The purpose of the review will be to explore further how Curriculum for Excellence is being implemented for young people in S4-S6 across the country, and to identify any improvements that might be made.</p> <p>We are mindful of the need for stability in the system after several years of change – the national qualifications themselves are not the focus of the review.</p> | SG |
| Data on school leaver destinations, including participation in learning, training and work. Supplemented by evidence gathered by Education Scotland through its activities and collaboration with National DYW Leads Network and engagement with regional employer groups undertaken by Scottish Government. | <p>The participation measure (PM) data tells us the learning, training and employment status of 16-19 year olds. This is used to understand what activities individuals progress on to when they have completed a course of learning, training or a period of employment.</p> <p>The data is telling us that the learning and training system works well for the majority of 16-19 year olds, however, particular groups still do not successfully progress through learning and training and in to work. Local authorities, Skills Development Scotland (SDS) and colleges using the data that underpins the PM to identify individuals who need help to sustain or access learning, training or employability support. Scottish Government will consider</p> | Ongoing actions relating to Assessment of Children’s Progress are set out in Annex B. | |

³ <http://www.gov.scot/Publications/2017/06/9699>

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| | <p>the findings of this analysis and identify whether there are policy implications.</p> <p>Collecting data on the number of schools and education establishments implementing the Career Education Standard 3-18 will tell us whether the implementation of the Work Placements Standard is resulting in schools offering a range of work placement opportunities.</p> <p>The evidence from School-employer partnerships tells us that there is evidence of an increasing amount of meaningful, productive education-employer partnership activities.</p> | | |
| <p>Through Education Scotland's external review of careers information, advice and guidance services, percentages of these services graded as 'good' or better for the quality element 1.1: How effective are service providers at achieving and maintaining high levels of service delivery?</p> | <p>Between August 2018 and June 2019, Education Scotland carried out six Career Information Advice and Guidance (CIAG) reviews of Skills Development Scotland (SDS) delivery of services to young people and adults.</p> <p>Almost all of the reviews were graded 'good' or better for the high level principle <i>How effective are service providers at achieving and maintaining high levels of service delivery?</i></p> <p>The quality of the delivery of career information advice and guidance services by SDS careers staff is very good overall. Strong partnership working between school leaders and careers staff is shaping and influencing the planning of careers strategies in schools.</p> <p>Schools are increasing the connection between the skills required in their local areas and the curriculum. Young people have more awareness of the various different pathways available to them, including the Apprenticeship Family.</p> | <p>Ongoing actions relating to Assessment of children's progress are set out in Annex B.</p> | <p>ES</p> |
| <p>Local authority self-evaluation data on the effectiveness of moderation of teachers' professional judgement of Curriculum for Excellence levels in literacy and numeracy.</p> | <p>Evidence from the majority of local authorities suggests that teachers are becoming increasingly more confident about making judgements of a CfE level. Learning from the Quality Assurance and Moderation Support Officer (QAMSO) programme is crucial to the success of moderation and this has been built upon to involve and support others through moderation activities and opportunities for professional dialogue around standards and expectations.</p> <p>Education Scotland's National Moderation hub is beginning to be used to improve the consistency of evaluations further.</p> | <p>AC81 Education Scotland will review the plan for regional and national moderation with the assessment co-ordinators and consult with assessment co-ordinators on the best way to embed moderation.</p> <p>AC82 Education Scotland will work with stakeholders to review the collection of NIF qualitative and quantitative data, and create guidance to support the collection of data.</p> | <p>ES and RICs</p> |

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| | Standardised assessments are being used to provide additional assessment information to support teachers' professional judgements. Overall, moderation continues to be a focus across all authorities. However, there is a growing confidence that the processes being developed are leading to greater consistency of teachers' judgements of CfE levels in literacy and numeracy, particularly in primary schools. There remains the need for continuing support. | | |
| School inspection data on the effectiveness of moderation of teachers' professional judgement of Curriculum for Excellence levels in literacy and numeracy. | Staff across primary and secondary schools engage in a range of moderation approaches within and beyond schools. These activities include the use of the National Benchmarks and are supporting staff in creating a shared understanding of national standards. In the primary sector staff make more effective use of Benchmarks within literacy and numeracy than across the other areas of the curriculum. Further work is required to continue to improve the reliability and validity of teachers' judgements of children's and young people's progress and achievement across all learning. | Ongoing actions relating to Assessment of children's progress are set out in Annex B. | ES |
| Scottish Funding Council (SFC) National Measure 2(a) – number of senior phase age pupils studying vocational qualifications delivered by colleges. | There has been an increase in the number of senior phase pupils studying vocational qualifications, at SCQF 5 and above, delivered by colleges. 5,216 senior phase pupils were enrolled in college courses in 2017/18, compared with 4,510 in 2016/17, 3,014 in 2015/16, 2,393 in 14/15 and 2,101 in 2013/14. | Ongoing actions relating to Assessment of children's progress are set out in Annex B | SG/ SFC |
| Evidence of the number of employers engaged with education (ranging from single engagements through to strategic partnerships) to support young people of all ages to understand career opportunities, and develop skills for work (including career advice, work inspiration, work experience etc). | The Scottish Government now has a network of 21 employer-led regional groups supporting the delivery of school-employer partnerships across the country and we have seen innovative approaches to school-employer partnerships, and the creation of a broader curriculum offer within schools. | Ongoing actions relating to Assessment of Children's Progress are set out in Annex B. | SG |
| Work is ongoing to introduce a new Health and Wellbeing Census, covering children based in publicly funded schools from late primary through to secondary schools. The census will cover a wide range of topics and themes in relation to the Health and Wellbeing of children and young | The NIF Interactive Evidence Report provides information across a broad range of measures in relation to the health and wellbeing of children and young people. However, current evidence is largely gathered from national and international sample surveys which whilst they provide an overview picture for Scotland, they provide little information showing what is happening at a local level, or by deprivation areas across Scotland. | See AC67 in Annex B | SG |

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| people. The census will provide local authorities/CPPs with local information in order for them to focus on where improvement is needed, and to monitor progress over time. | | | |
| The SNSA National Report produced by the assessment contractor ACER UK. | The first National Report covers the assessments undertaken during the 2017/18 school session. It provides national level data on the achievement of children and young people in the literacy and numeracy assessments. This data is broken down by a range of pupil characteristics and by Curriculum for Excellence organisers. | Ongoing actions relating to Assessment of children's progress are set out in Annex B. | ES |
| We will work with partners to identify senior phase qualifications and awards that relate to Learning for Sustainability (LfS) and the associated level of enrolment and attainment. | This information will help us to track the number of learners who are engaging with Learning for Sustainability and therefore gaining a broad range of knowledge, skills and values associated with real world challenges and opportunities. Ensuring learners are accessing a broad range of skills and knowledge is central to learners gaining the four capacities at the heart of Curriculum for Excellence. | Key actions from the Learning for Sustainability Action Plan will be taken forward in 2020: AC83 The Scottish Government will engage with the Scottish Qualifications Authorities in their work to ensure that LfS-related content is considered when SQA national qualifications are being periodically reviewed AC84 The Scottish Government will engage with the Scottish Credit and Qualifications Framework Partnership in their work to i) identify LfS-focused qualifications and awards in that are already recognised on the SCQF framework, and ii) identify any further awards that could be recognised. This will ensure that the criteria are developed by which credit rating bodies can define whether their qualifications or awards are "LfS-relevant". | SG |
| New Evidence to be incorporated into the NIF in future years | | | |
| Reports from the "Everyday Heroes" project: https://everydayheroes.sps.ed.ac.uk/reports/ Young Women Lead Committee Report on Sexual Harassment in Schools: http://www.ywascotland.org/wp-content/uploads/2018/06/YWL-Report-FINAL.pdf | These reports published in 2018 highlighted the experiences of young people in schools in relation to gender based violence and sexual harassment. | AC85 Developing resources and support for schools to address gender based violence and sexual harassment. | SG |

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| <p>Food and drink in schools consultation analysis report: https://www.gov.scot/publications/report-responses-consultation-nutritional-requirements-food-drink-schools/</p> | <p>A Technical Working Group was formed in 2017 to review the current regulations. The group's recommendations were accepted by the Deputy First Minister and a public consultation ran on the recommendations until Aug 2018. Following the consultation, the Deputy First Minister announced the amendments to the school food regulations in June 2019.</p> | <p>AC86 Developing updated guidance on Healthy Eating in Schools – to mirror the updated regulations on food and drink in schools.</p> | <p>SG</p> |
| <p>Mental Health Foundation Survey report into teachers' mental health: https://www.mentalhealth.org.uk/news/70-scotlands-teachers-lack-training-address-mental-health-problems-schools</p> | <p>Teaching Unions and the third sector all have highlighted in campaigns the importance of providing mental health first aid training for teachers.</p> | <p>AC87 Developing a new mental health first aid training resource for all school staff.</p> | <p>SG</p> |

School improvement

| Evidence we will gather | What is the available evidence telling us | Additional improvement activity needed/planned/underway | Lead |
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| <p>Data on the percentage of school inspections where QI 2.3: learning, teaching and assessment is graded as good or better.</p> | <p>Of the 363 schools across primary, secondary and special provision inspected as part of the sample for the NIF between August 2016 and June 2019, 334 were evaluated as satisfactory or better (92%), and 196 of them were evaluated as good, very good or excellent on 'learning, teaching and assessment' (54%).</p> <p>The culture and ethos across most school communities continues to be a strength, with very positive relationships between learners and staff. Staff provide a wide range of motivating learning environments which support children and young people to engage well and to apply and reinforce their learning.</p> <p>Achieving consistently high quality learning and teaching across all sectors remains an identified priority for improvement. Most schools are focusing on improving the consistency of the quality of learning and teaching across classes in order to improve outcomes for children and young people.</p> <p>Staff across primary and secondary schools engage in a range of moderation approaches within and beyond schools. These activities include the use of the National Benchmarks and are supporting staff in creating a shared understanding of national standards especially in relation to literacy and numeracy. In the primary sector staff make more effective use of Benchmarks within literacy and numeracy than across the other areas of the curriculum. Further work is required to continue to improve the reliability and validity of teachers' judgements of children's and young people's progress and achievement across all learning.</p> | <p>Ongoing actions relating to School Improvement are set out in Annex B.</p> | <p>ES</p> |
| <p>Data on the percentage of school inspections where QI 3.2: raising attainment and achievement is graded good or better.</p> | <p>HM Inspectors evaluated the school's success in achieving the best possible outcomes for all children and young people. This focused on attainment across all areas of the curriculum and the ability to demonstrate improvements in children and young people's achievements in relation to skills and attributes.</p> <p>Of the 363 schools across primary, secondary and special provision inspected as part of the sample for the NIF between</p> | <p>Ongoing actions relating to School Improvement are set out in Annex B.</p> | <p>ES</p> |

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| | <p>August 2016 and June 2019, 326 schools were evaluated as satisfactory or better (90%) and 192 were evaluated as good, very good or excellent on 'raising attainment and achievement' (53%).</p> <p>Schools continue to improve the reliability of their data on attainment of CfE levels in literacy and numeracy during the broad general education in both primary and secondary. Teacher judgements are supported well by an increased understanding of National Benchmarks, information from SNSA and use of a suitable range of assessments in the classroom. School staff have increased confidence in reporting progress and achievement of CfE levels in literacy and numeracy. Most schools do not yet have reliable data on children's and young people's progress and achievement of CfE levels across other curriculum areas across the BGE.</p> <p>Overall, schools have gained confidence and knowledge in identifying the poverty related attainment gap in their local context. Staff in almost all schools continue to increase their confidence in the use and analysis of data to plan for improvements. In the majority of primary schools staff use data about progress in literacy and numeracy well to plan next steps in learning for children. This includes planning for children who require additional support and children living in areas of deprivation. Almost all schools have planned interventions in place using Attainment Scotland Funding. Emerging evidence indicates that these targeted interventions are leading to improved outcomes for children and young people with barriers to their learning. This includes improved attainment in literacy and numeracy and progress in health and wellbeing.</p> | | |
| <p>Level of attendance and number of exclusions per school.</p> | <p>93% was the total attendance rate recorded for 2018/19. This is very similar to previous years. The attendance rate was higher for primary schools (94.5%) than secondary schools (90.7%) and special schools (90.1%).</p> <p>Children and young people living in the 20% most deprived areas had an attendance rate that was 4.9 percentage points lower than the pupils living in the 20% least deprived areas.</p> <p>The exclusion rate for all pupils in 2018/19 was 21.6 per 1,000 pupils. This has been</p> | <p>We issued revised guidance, Included, Engaged and Involved Part One – Promoting and Managing School Attendance in June 2019. The guidance draws together advice on good practice and establishes requirements regarding classifying and recording attendance and absence. It also provides guidance to schools and local authorities on how to promote engagement and motivation, including among those who may be at risk of poor attendance.</p> | <p>SG/ES</p> |

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| | falling year on year since 2006/07. Rates of exclusions per 1,000 pupils for pupils living in the 20% most deprived areas were 35.4 per 1,000 pupils compared with 8.2 per 1,000 pupils living in the 20% least deprived areas. | | |
| The percentage of schools which self-evaluate as good or better for Q.I. 2.3 – learning, teaching and assessment and Q.I. 3.2 – raising attainment and achievement; and for progress with the priorities set out in the NIF. | <p>Local authorities reported that across Scotland the quality of learning, teaching and assessment was self-evaluated by schools as good or better in 72.3% of all schools across primary, secondary and special provision.</p> <p>Local authorities reported that across Scotland the quality of raising attainment and achievement was self-evaluated by schools as good or better in 69.9% of all schools.</p> <p>All local authorities commented on the processes undertaken to evaluate the quality of their schools across the above two quality indicators. The most commonly used processes included:</p> <ul style="list-style-type: none"> • Quality improvement visits. • Collaborative reviews of e.g. school improvement plans. • Revised templates and guidance. • Attainment reviews. • Local improvement plans or frameworks. • Use of a range of data. | Ongoing actions relating to School Improvement are set out in Annex B. | ES |
| The number of primary schools and secondary schools which are using technology to support effective learning and teaching across the curriculum, as indicated through the Digital Schools Award Scotland (DSAS) Framework. | To date, 974 primary schools have registered with 172 having achieved the award. The secondary framework was launched in 2017 and so far, 201 secondary schools have registered with 29 having achieved the award. | Ongoing actions relating to School Improvement are set out in Annex B. | SG |
| Local authority information on their capacity and impact on improvement in learning, teaching and assessment, and raising attainment and achievement; and their progress with the priorities set out in the NIF as good or better. | <p>Self-evaluation evidence from almost all authorities suggests that there is a strong capacity to continue to make progress with the NIF priorities.</p> <p>The majority of local authorities indicated improvements in literacy and numeracy attainment. Just over half of local authorities focused on general improvements in literacy and numeracy attainment without specifying at which levels. A third of local authorities commented specifically on improvements in literacy and numeracy at Broad General Education (BGE) level. The same number commented specifically on improvements in literacy and numeracy in the Senior Phase.</p> | Ongoing actions relating to School Improvement are set out in Annex B. | ES |

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| | A small number of local authorities indicated how local or regional frameworks and/or strategic groups had helped to improve their literacy and numeracy attainment. A small number of local authorities commented on the effectiveness of professional learning in increasing staff understanding, confidence and knowledge in relation to literacy and numeracy teaching. A small number of local authorities highlighted the use of tracking and monitoring tools to help record progress in literacy and numeracy. | | |
| Number of registrations for funded early learning and childcare (ELC). | Based on the 2019 Summary Statistics for Schools in Scotland, there was near universal uptake for 3 & 4 year olds in funded ELC, with an estimated 98% registered in 2019, down slightly from 99% in 2018. An estimated 11% of all 2 year olds were registered for funded ELC in 2019, up from 10% in 2018. Around a quarter of 2 year olds are now eligible for funded ELC through the Children and Young People (Scotland) Act 2014 and through subsequent secondary legislation which commenced in August 2015. Research, to look at the barriers to uptake for 2 year olds was published in early 2017, and suggested that the main barrier to uptake was awareness of the entitlement. | Ongoing actions relating to School Improvement are set out in Annex B. | SG |
| Data on the proportion of funded Early Learning and Childcare (ELC) settings achieving good, very good and excellent Care Inspectorate evaluations. | The most recent published data that's available shows that in 2018, 91% of funded ELC providers achieved good or better on all Care Inspectorate Quality themes. From August 2020, all ELC providers will be required to meet a national standard if they are to deliver the funded hours. This includes a requirement that they have current Care Inspectorate evaluations of 'good' or better on quality of: care and support; environment; staffing; and leadership and management. We have a programme of national improvement support in place to help settings to meet this standard. | Ongoing actions relating to School Improvement are set out in Annex B. | |
| New evidence to be incorporated into the NIF in future years | | | |
| Annual RIC progress reports and improvement plans, supporting evidence for RIC Grant Funding, and regular (quarterly) liaison with RIC Leads and Education Scotland Senior Regional Advisers. The RIC review will also provide focussed evidence and analysis on | All six Regional Collaboratives have clear leadership and governance arrangements and, over the 2019/19 school year, have put in place additional staffing and infrastructure to take forward their regional improvement plans. Each RIC has strong aims towards closing the poverty related attainment gap and is evidencing an increasing focus on engaging with teachers and other professionals to support and strengthen educational leadership, | SI63 Working in partnership with local government, Regional Improvement Collaboratives and Education Scotland, ensure that our education empowerment reforms strengthen and support collaborative working across the system. This includes extending the reach, accessibility and impact of collaborative working across school, local, regional and national levels. These reforms are | ES |

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| RIC development and impact. | professional development, teacher agency and pedagogical practice. Further evidence on the developing reach and impact of this work within classrooms will be captured in the forthcoming RIC Review (SI64). | vital to strengthening Scotland's Curriculum through teachers and headteachers being empowered and supported to collaborate and share innovation and best practise in implementing the curriculum for their learners. | |
| The RIC review will consider a range of written evidence (including those outlined at SI64) and will also include interviews with key stakeholders to address a series of focused research questions. The review is due out for tender in December 2019, with a view to reporting its findings in June 2020. | The RIC Review is due to gather and analyse evidence in early 2020 and report its findings in June 2020. | SI64 Alongside COSLA we are currently in the process of commissioning external research into the establishment, reach and impact of Regional Improvement Collaboratives. This follows an interim review of RICs published in February 2019 and is scheduled to report by June 2020. Findings will be used to take steps to further embed regional collaboration and the support available to schools. | SG |
| Information on the amount of diverse pathways on offer in secondary from broadening learner pathways. | This will tell us whether there is evidence of an increasing amount of diverse pathways on offer in secondary school that take account of the aspirations and needs of all learners. | SI65 Education Scotland will collate this information from inspection reports, the data gathering exercise (section 12 undertaken in collaboration with DYW), NIF reports, Foundation Apprenticeship data, Senior Phase review, secondary HT survey and work in relation to the Curriculum Refresh Narrative. | ES |
| The evidence we will gather is from National Thematic Inspection Report. | This evidence highlights effective use of assessment within the Broad General Education. | SI66 HM Inspectors of Education will publish a thematic inspection report focusing on highly effective practice in using assessment within the BGE to improve learning and teaching. The report will be published in January 2020. | ES |
| Evidence of children and young people's perspectives on the education system, including school improvement, will be gathered via a variety of means, including via the activity of the Scottish Learner Panel. | The Scottish Learner Panel met throughout 2018/19 and delivered its final report in September 2019. The report contained a range of "thinking points" intended to prompt policy makers, local authorities and system leaders to take forward reforms and to consider learners' perspectives as part of their improvement activity. The main thinking point recommendations were: <i>Health and wellbeing</i> <ul style="list-style-type: none"> • Develop initiatives that allow children and young people the opportunity to discuss and engage in the full range of topics relating to wellbeing and support from a younger age. • Improve children and young people's awareness of the initiatives, services and supports available to support their mental health and wellbeing. | Improvement activity in relation to the Scottish Learner Panel's 2019 "thinking points" will be implemented across a range of policy and improvement themes as below: <i>Health and Wellbeing</i> SI67 Scottish Government will work with partners to implement the 16 recommendations from the Review of Personal and Social Education (published Jan 2019) during the course of 2019. This will include the establishment of a senior phase Personal and Social Education Mentoring Programme to coach and enable pupils to design and deliver aspects of health and wellbeing / personal and social education whilst working towards an award. | SG/ES |

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| | <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • Embed life skill learning into curriculum development, particularly in secondary school, along with greater recognition of the contribution of extra-curricular activities towards final grades. • Offer a wider variety of subject choices in secondary schools. • Facilitate a wider range of subject choices within school and provide learners with opportunity to participate in how subjects are taught. • Consider individual needs and tailored study plans to provide personalised guidance at an earlier stage. • Promote the use of “continuous” or “formative” assessments throughout school to alleviate pressure on young people and ensure there is less focus on tests/exams/assignments. • Provide enhanced advice and guidance on subject choices at an earlier age, with S1 and S2 learners. • Develop greater opportunities for secondary learners to learn outdoors. <p><i>Learner participation and voice:</i></p> <ul style="list-style-type: none"> • Improve practice in young person participation to ensure that young people are provided with an explanation of why things happen the way they do. • Help young people to better understand their role and use their voice meaningfully • Ensure that the themes on which young people are being asked for views are meaningful - two key areas identified by the panel were budget decisions and curriculum design. <p><i>Teacher professionalism</i></p> <ul style="list-style-type: none"> • Ensure that professional learning for school staff emphasises skills that seek to encourage and develop supportive, respectful and impactful relationships between learners and their teachers, support workers or early years practitioners • Facilitate more staff professional learning opportunities such as in British Sign Language. • Ensure that strong curriculum knowledge is embedded in professional learning but not as the only priority. • Encourage peer learning activities and approaches where learners are empowered to shape lessons and share knowledge and skills. | <p><i>Curriculum</i></p> <p>SI68 During 2020 the Scottish Government, Education Scotland and partners will continue to implement the Developing the Young Workforce reforms. This will include promotion of the new standards for careers education and work placements.</p> <p>SI69 A review will be undertaken of Foundation Apprenticeships, with an evaluation of the Developing the Young Workforce programme as a whole reporting after the conclusion of the programme in 2021.</p> <p>SI70 Education Scotland will take forward a Communication and Engagement plan for the Refreshed Narrative on Scotland's Curriculum. They will work with partners across the education system to ensure that teachers can engage with its principles as part of their curriculum development activity.</p> <p>SI71 In early 2020 there will be a review of the Senior Phase of Scotland's Curriculum. It is anticipated that this will take account of the link between the Broad General Education (ie the experience in S1 – S3) and the Senior Phase as well as subject choice themes.</p> <p>SI72 During 2020, the Scottish Government will involve children and young people in the development of a learner focused guide to Scotland's Curriculum to accompany the Refreshed Narrative for practitioners. This work will incorporate the key thinking points from the Learner Panel report on subject choices, assessment and personalised guidance.</p> <p>SI73 During 2020, Education Scotland will ensure that regional improvement advisers are aware of the key benefits of outdoor learning and its importance within the curriculum.</p> <p>SI74 The Young STEM Leader programme will continue to be supported in 2020, which includes a Youth Steering Group to represent the voice of young people.</p> |
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| | | <p><i>Learner participation and voice</i></p> <p>SI75 During 2020, learner voice and participation will continue to form a key aspect within the School Empowerment reforms. Scottish Government and Education Scotland will raise awareness of new guidance on Learner Empowerment and will work with learners to develop further support materials on learner empowerment during the course of 2020.</p> <p>SI76 During 2020, the Scottish Government will continue to support the Scottish Learner Panel, ensuring that pupils can contribute to policy development.</p> <p>SI77 By the end of 2020, Education Scotland will roll out the Young Leaders of Learning Programme (previously piloted in north-east Scotland) across Scotland. This will help to support more children to be involved in self-evaluation activities and reciprocal visits to other schools as part of school improvement activities in their own school.</p> <p>SI78 During 2020, Education Scotland will continue to develop professional learning opportunities to support the Education Scotland Learner Participation 3-18 resource.</p> <p>SI79 Education Scotland will refresh the Education Scotland “Recognising and Realising children’s Rights” resource and professional learning resource by the end of 2020.</p> | |
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| | | increase our collective efforts across all levels of government and build on the momentum of empowerment and collaboration, to identify, take responsibility for, and tackle the causes of the attainment gap at all levels. | |
| Information on initial teacher education programmes coverage of data literacy. | <p>Covered as part of the content analysis of ITE published in May 2017. This shows a wide variance in time spent on data literacy across all programmes. It raises a question as to whether the level of variance is acceptable and whether steps should be taken in terms of course accreditation/quality assurance.</p> <p>An evaluation framework for the accreditation of ITE programmes has now been published by the GTCS . This defines the content that should be covered for professional acceptability of an ITE programme leading to a teaching qualification; and confirms that student teachers must be supported to develop competence in both data and digital literacy.</p> | This information is now being collected via TP 27 & 28 in Annex B | SG |
| Data on the views of newly qualified teachers, schools and local authorities on how effectively newly qualified teachers use data to enhance learning and teaching. | <p>Covered as part of the content analysis of ITE published in May 2017. This shows a wide variance in time spent on data literacy across all programmes. It raises a question as to whether the level of variance is acceptable and whether steps should be taken in terms of course accreditation/quality assurance.</p> <p>The findings suggests the level of confidence amongst probationers in terms of data literacy is mixed.</p> | This has been superseded by the new data collection exercise described in TP97 . | SG |
| Evidence drawn from specific research projects being taken forward under the Scottish Government's Research Strategy for Scottish Education. | <p>Three Research Strategy reports were published in 2019, including:</p> <ul style="list-style-type: none"> • The Knowledge Utilisation Study, which looked at the use of evidence and research by school practitioners • A literature review on Primary-Secondary school transitions • A Headteacher Survey looking at the implementation of Senior Phase in schools. | <p>PI19</p> <p>Research and development work will continue around the three aims of the Research Strategy.</p> | SG |

Summary of ongoing/completed activity from the 2019 National Improvement Plan

| Action | Current Position |
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| School Leadership | |
| <p>SL05 Next Steps commits to developing the Headteachers' Charter and to consulting on a proposed approach to the legislation to underpin this, in time for the introduction of an Education Bill by June 2018. Given the commitment to bring forward the Charter, it will also be necessary to review the content of the Into Headship qualification.</p> | <p>Complete A draft Headteachers' Charter was published on the Education Scotland website on 7 February 2019. This was published alongside school leaders guidance and an empowering schools jigsaw diagram. The School Empowerment Steering Group has agreed a process for completion of the remainder of the suite of guidance, and the progress of this will be monitored as part of the Education Reform Programme:</p> |
| <p>SL08 Next Steps commits Scottish Government and Education Scotland to enhancing the leadership support package to build the capacity and culture for teachers and headteachers to take on their new more empowered roles. This is an ongoing commitment but one we have started working on from August 2017.</p> | <p>Complete Education Scotland announced the launch of their enhanced leadership support package in May 2019. The recruitment process is now established and the support package is available to school leaders throughout Scotland</p> |
| <p>SL09 SG/ES will develop by the end of 2018 new Executive Consultant Head and Cluster Leader roles with partners to strengthen school leadership.</p> | <p>Superseded The Independent Panel on Career Pathways, commissioned by the Scottish Negotiating Committee for Teachers (SNCT), has now published their final report, which contains recommendations on headteacher career pathways. These do not include Executive Consultant Head or Cluster Leader roles. The panel has however proposed that multi-headship roles should be properly defined while advocating the creation of system leadership positions. We will now actively contribute to the three SNCT workstreams being developed to implement the recommendations of the Independent Panel.</p> |
| <p>SL10 Scottish Government and Education Scotland will develop by the end of 2018 a new Systems Leadership role to provide clear progression opportunities and to strengthen educational leadership at all levels in the system.</p> <p>The Standards, including Standard for Headship, are currently under review by the General Teaching Council for Scotland (GTCS). The Scottish Government will work with GTCS to ensure that the revised Standard for Headship takes into account the headteachers Charter.</p> | <p>Complete Education Scotland offered 2 professional learning opportunities to develop systems leadership in the form of Leading Systems Change and Evolving Systems Thinking. GTCS Standards are now out to consultation and making reference to empowerment. ES task has been completed. This is now under the ownership of the Scottish Negotiating Committee for Teachers and GTCS</p> |
| <p>SL12 Further to the conclusion of the governance review consultation in January 2017, we will consider leadership throughout the system, building on existing models and supporting the development of school clusters and regional models. This will support a strengthened middle and highlight the importance of collaborative leadership.</p> | <p>Complete School leadership is a key driver of the National Improvement Framework in recognition of the impact of effective leadership on children and young people's outcomes. In 2018 Education Scotland became responsible for professional learning and leadership development and the Scottish College for Educational Leadership joined Education Scotland in order to take forward this work. In 2018 Education Scotland developed two new programmes supporting system leadership and collaborative working, Leading Systems Change and Evolving System Thinking. During 2019 Education Scotland will continue to offer a suite of national leadership development programmes while also</p> |

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| | working with the RICs to support regional activity to meet needs identified by teachers (see SL82 in Annex A). |
| <p>SL13 We will continue to support the Scottish College for Educational Leadership in its vital role in supporting leadership development for all education practitioners across Scotland. This will include new packages of support for aspiring, new and experienced Headteachers. The Excellence in Headship programme for experienced Headteachers will be in place by March 2017 and will include professional learning opportunities to strengthen and expand school leadership skills, an international exchange programme for school leaders, and the development of a network of local champions to support Headteachers to draw on local expertise and work in partnership with the wider community.</p> | <p>Complete During 2018 Scottish College for Educational Leadership (SCEL) became part of Education Scotland. Education Scotland widened its remit and role to include professional learning and leadership, with the SCEL team working collectively with their Education Scotland colleagues to support professional learning and leadership development for all educators across Scotland. The Excellence in Headship Programme was introduced during 2017 and development continued throughout 2019 and now offers enhanced leadership professional learning opportunities for headteachers.</p> |
| <p>SL14 We remain committed to supporting the Into Headship programme which supports up to 160 aspiring Headteachers each year through 2018/19. This will represent an investment of £1.5m from 2016 onwards.</p> | <p>Complete – Business as usual Recruitment to cohort 5 is complete with over 160 participants starting the programme with our 7 university partners. (see SL79 in Annex B).</p> |
| <p>SL15 We will make holding the Standard for Headship mandatory for all new Headteachers by August 2019.</p> | <p>Complete The regulations were agreed by the Education Committee in May 2019. It will now be mandatory for all those aspiring to headship after August 2020 to hold the Standard for Headship.</p> |
| <p>SL19 During 2019 the Headteachers’ Charter and new national guidance on an empowered system will be available to support local areas in ensuring that decisions are made as close to the child or young person as possible, in a collaborative and collegiate way.</p> | <p>Complete National guidance was drafted in 2019, and shared across the system in August. These drafts are now being consulted on with the aim of issuing final agreed guidance by June 2020 (see SL83 and SL84 in Annex A).</p> |
| <p>SL20 In addition to continuing to provide a suite of high quality and effective leadership development programmes, Education Scotland will during 2019 enhance the leadership support package to ensure that empowered headteachers are well supported. This will include introducing new content to existing programmes to support empowered headteachers make key decisions about learning and teaching and in leading their teams – such as coaching and mentoring. Scottish Government will enable more headteachers to experience the Columba 1400 Headteacher Leadership Academy.</p> | <p>Complete A prototype peer coaching process for Excellence in Headship participants was offered in March, and further opportunities for head teachers to engage with the Columba Head Teacher Leadership Academy programme have been promoted. An enhanced Excellence in Headship Programme was then launched in September 2019.</p> <p>During 2020 Education Scotland will extend engagement in international knowledge exchange including through the Excellence in Headship programme (see TP93 in Annex A).</p> |
| <p>SL21 The Headteacher Recruitment Working Group’s 2018 report identified a need for better data to support local authorities in succession planning for headteacher posts. In 2019 Education Scotland and Scottish Government will produce data packs to support local authority planning.</p> | <p>Complete Data packs were prepared and shared across local authorities in advance of Into Headship cohort 5 recruitment.</p> |
| <p>SL22 During 2019 Education Scotland will continue to nurture the developing peer networks through</p> | <p>Complete – Business as usual Education Scotland continued to develop the Excellence in Headship programme to support peer networks of head teachers and worked with head teachers who have completed system leadership professional</p> |

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| <p>which headteachers are leading improvement at a system level.</p> | <p>learning programmes to support their ongoing learning and encourage support for further system improvement. This included engagement with the Evolving Systems Thinking programme. The Scottish Government has committed to continuing support for the Into Headship Programme through to the end of this Parliament</p> |
| <p>SL23 In 2019, General Teaching Council for Scotland will undertake a 5-year longitudinal evaluation of the impact of Professional Update including the use of the Professional Standards as a self-evaluation tool and the impact of professional learning on teachers and learners.</p> | <p>Complete Professional Update was launched by the General Teaching Council for Scotland (GTCS) in August 2014, and so 2019 was the fifth year of the GTCS annual evaluation of Professional Update. In 2020 the GTCS will be looking to create a 5-year longitudinal report to track particular questions through the data to uncover trends and key messages for the first complete cycle of Professional Update.</p> |
| <p>SL24 During 2019 Education Scotland will develop revised evaluation mechanisms for their leadership programmes, ensuring participant experience continues to inform future programme refinement and development.</p> | <p>Complete The Education Scotland Professional Learning and Leadership team have worked with colleagues in the Improvement and Evaluation team to revise their evaluation methods to ensure evidence of engagement and impact is gathered consistently across programmes and is utilised in future programme development</p> |
| <p>SL25 Based on feedback from participants, during 2019, Education Scotland will introduce more resources to support headteachers' resilience, health and wellbeing, including a new 'health and wellbeing' theme in Excellence in Headship.</p> | <p>Complete – Business as usual The Excellence in Headship programme trialled an offer focused on headteacher health and well-being. This has now been embedded into the programme as part of the enhanced leadership support package.</p> |
| <p>SL26 In 2019, Education Scotland, with partners and stakeholders will take forward the recommendations from the Strategic Board for Teacher Education (SBTE) report including supporting system wide adoption of a revised model of professional learning, expansion of the Framework for Educational Leadership and a commitment that the General Teaching Council for Scotland and Education Scotland will work in partnership to review the purposes and processes of the Scottish College for Educational Leadership endorsement of programmes for inclusion in the Framework for Educational Leadership and GTCS accreditation of programmes leading to the award of professional recognition.</p> | <p>Complete – Business as usual Education Scotland has convened a Professional Learning Stakeholder Forum to support overtaking the Strategic Board for Teacher Education (SBTE) recommendations. Guidance to support adoption and engagement with the new national model of professional learning is being developed collaboratively with stakeholders.</p> <p>Education Scotland has reopened endorsement processes which includes automatic endorsement for programmes which have been awarded GTCS Professional Recognition. The first meeting of the new endorsement panel has taken place with good feedback from the providers. We have also put in place a peer-review process with partner organisations in Ireland and Wales. Education Scotland will continue to work with GTCS in aligning processes across the organisations. Endorsement panel dates have been agreed across the year, chaired by Education Scotland with panel members from across the education system in Scotland.</p> <p>A refreshed online resource to support broader professional learning was in place and promoted at the Scottish Learning Festival (SLF) September 2019.</p> |
| <p>SL27 We will publish, before the end of 2018, a new national standard that all Early Learning and Childcare (ELC) providers will be required to meet to deliver funded ELC hours from August 2020. It will include a range of quality criteria, with a strong focus on staffing, leadership and management within settings. This will include requirements about working towards relevant benchmark qualifications.</p> | <p>Complete The national standard was published on 18 December 2018: https://www.gov.scot/ISBN/9781787814783</p> |

| Teacher Professionalism | |
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| <p>TP01 The intention remains to fund professional learning for teachers in this area (Masters-level Professional Learning) including at school leadership level</p> | <p>Ongoing £750,000 has been committed by the Scottish Government to support Masters-level learning for teachers through the Teacher Education Partnerships. Bids from Teacher Education Partnerships have been received and approved.</p> <p>In 2020 we will continue to fund masters level professional learning for teachers, including at school leadership level.</p> |
| <p>TP02 Next Steps confirms that Scottish Government will work with our partners and particularly the profession, to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles.</p> | <p>Complete – Business as usual The Independent Panel on Career Pathways was established in June 2018 to consider the design and development of teacher career pathway models and was chaired by Moyra Boland. The Panel engaged broadly with the teaching profession in Scotland in order to gather views and ideas, and presented its recommendations to the Scottish Negotiating Committee for Teachers on 30 May 2019.</p> <p>The SNCT is now taking forward implementation of those recommendations with key partners.</p> |
| <p>TP07 The General Teaching Council for Scotland (GTCS) have strengthened accreditation procedures and are also reviewing the professional standards which, in time, are likely to require Initial Teaching Education courses to be amended.</p> | <p>Ongoing GTCS are currently reviewing the suite of Professional Standards and expect to consult later this year before publication in August 2020. Important that the revised Standard for Leadership and Management reflects the Headteachers' Charter.</p> |
| <p>TP09 Next Steps confirms that SG will streamline and enhance professional learning so that there is a coherent learning offer to teachers which is focused on curriculum area and sector specific issues. More professional learning will be provided by teachers, for teachers, through the RICs.</p> | <p>Complete Throughout 2019 Education Scotland has worked with all national organisations and RICs to embed the new national model of professional learning, and to further enhance and streamline the professional learning offer for teachers.</p> |
| <p>TP13 We will encourage more people into early learning and childcare and teaching, particularly those groups under-represented in teaching (men and minority ethnic communities) as well as in particular subjects (STEM) and geographical areas. In early 2017 we will extend our teacher recruitment campaign, building on the positive work of the current campaign, to address these issues.</p> | <p>Complete The Early Learning and Childcare (ELC) recruitment campaign gained pace in 2018, with each local authority area visited and our roadshow taking the message directly in to schools. Our advertising drives potential candidates to our website – www.childcarecareersscotland.scot – for information on careers in ELC as well as live training and job opportunities.</p> <p>As well as school children the campaign also focuses on potential career changers and parental returners. Roadshows targeting this audience went live, for a third burst of activity, on 22nd Jan 2019 accompanied by a wrap of the Metro newspaper. Advertising and support for those joining the sector continued over the summer of 2019.</p> <p>We have created a fund (£50,000), which is administered by the Scottish Funding Council (SFC), to investigate innovative ways of recruiting and retaining males in to the ELC sector. A ministerial event was held on the 26th September in Stirling to look at the issue of encouraging more males in to the ELC sector, including initial updates from the SFC challenge fund.</p> <p>We have also funded (£140,000) a project with our partners the Council for Ethnic Minority Voluntary Organisations (CEMVO) which seeks to engage those from ethnic minority communities on the opportunities available for careers in ELC.</p> |

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| | <p>All with the aim of making the ELC workforce more representative of wider society and creating a richer learning environment for our youngest children.</p> <p>We will continue to expand ELC provision and support efforts to attract under-represented groups into ELC and teaching (see SL80 in Annex A).</p> |
| <p>TP20 We will maintain our strong focus on Gaelic teacher supply with promotional campaigns which will be led in 2018 and 2019 by Bòrd na Gàidhlig; innovative courses such as Gaelic Immersion for Teachers (GIFT) and Streap, which support teachers who wish to transfer to Gaelic teaching; and new routes into Gaelic teaching being introduced by the University of Edinburgh, Sabhal Mòr Ostaig and the University of the Highlands and Islands.</p> | <p>Complete – Business as usual Working with Bòrd na Gàidhlig and partners we have:</p> <ul style="list-style-type: none"> - increased immersion opportunities on innovative courses such as Gaelic Immersion for Teachers (GIFT) and Streap - supported routes into Gaelic teaching being taken forward at the University of Edinburgh, Sabhal Mòr Ostaig and the University of the Highlands and Islands - worked to identify further opportunities to provide teacher training and Continual Professional Development through e-Learning, such as eSgoil - funded the Teacher Recruitment Officer post at Bòrd na Gàidhlig. - Worked with Scottish College for Educational Leadership to ensure Gaelic teachers development is addressed <p>With these measures in place we have 30-35 new teachers coming through annually Faster Rate of Progress initiative established a Teacher Training and Retention workstream.</p> <p>We will continue to focus on Gaelic teacher supply and their ongoing professional development. We will work with Bòrd na Gàidhlig on revising courses such as GIFT and Streap, which support teachers who wish to transfer to Gaelic medium teaching, and support new routes in Gaelic teaching and those bodies who wish to develop and introduce them.</p> <p>A review of GIFT is underway to ensure its meeting the needs of the sector. This will be monitored as TP85 (Annex A).</p> |
| <p>TP23 Working with the wider school workforce to introduce professional standards for these staff.</p> | <p>Superseded The development of professional standards for the wider education workforce would have fallen under the remit of the proposed Education Workforce Council. Following the decision in June 2018 not to establish this council, we have continued to work in partnership with local government, the professional associations and other relevant stakeholders to facilitate a process of extending the benefits of registration to wider education workforces. From 1 April 2019 College lecturers have been encouraged to register with the GTCS. In addition, we have developed, in partnership with ADES, COSLA and Education Scotland, a bespoke professional learning offer to Business Managers, and we are working with key stakeholders to establish a working group to consider how best we can empower and support classroom support staff. We will continue to seek to offer the benefits of professional registration to the wider education workforce.</p> |
| <p>TP24 In recognition of the continued appetite for Masters level learning amongst the teaching profession, in 2019 Education Scotland will work with partners to review the Scottish Masters Framework as part of their enhanced role in professional learning.</p> | <p>Complete – Business as usual Meetings of the Masters Framework group were established in 2019 and are ongoing. In 2020 Education Scotland will work with partners to embed the new Scottish Masters Framework guidance (see TP94 in Annex A).</p> |

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| <p>TP25 In 2019, the Scottish Government will gather data on the number of teachers who benefit from a specific Scottish Government-funded programme to provide Masters-level opportunities and participation in national programmes.</p> | <p>Complete – Business as usual A wide range of Masters-level professional learning opportunities are now available across the system and an annual cycle of data collection is now established</p> |
| <p>TP26 In 2018 Education Scotland became responsible for professional learning and launched a new National Model of Professional Learning, developed in partnership with the profession.</p> <p>As set out above, there is a commitment for the General Teaching Council for Scotland and Education Scotland to work in partnership in 2019 to review and provide guidance on the endorsement and accreditation of programmes leading to the award of professional recognition.</p> <p>During 2019 Education Scotland will expand the Framework for Educational Leadership to include professional learning activities for teachers and work with subject associations to enhance teachers' access to subject specific professional learning.</p> | <p>Complete Education Scotland have worked with colleagues across the system to develop new learning activities for the Framework which are focused on broader aspects of professional learning. This first phase of development was available at the Scottish Learning Festival in September 2019. Further development will take place during 2020 following a tender process as part of overall revisions to Education Scotland's web estate (see TP94 in Annex A).</p> |
| <p>TP27 In 2019, the Scottish Government will support the Measuring Quality in Initial Teacher Education (MQuITE) project, which is being led by the University of Edinburgh and University of Strathclyde on behalf of the Scottish Council of Deans of Education (SCDE). This aims to measure the quality of ITE provision in Scotland by studying a cohort of those graduating in 2018 over a period of five years. This will complement information to be captured through application of the ITE self-evaluation framework, produced by Education Scotland in partnership with representatives from the SCDE and the GTCS and published in 2018 on the Education Scotland Improvement Hub.</p> | <p>Complete Funding of £61k has been provided in financial year 2019/20 to support the ongoing delivery of this five-year research project. Emerging findings will be published on the Scottish Council of Deans of Education (SCDE) website: http://www.scde.ac.uk/projects/measuring-quality-in-initial-teacher-education-mquite/. These findings are providing a more detailed insight and understanding of how effectively initial teacher education (ITE) is preparing newly qualified teachers for the classroom. It is also anticipated that the results from this work will contribute to the on-going development, delivery and improvement of quality teacher education in Scotland and help to ensure we remain able to adapt to the changing needs of our children and young people. (see TP97 in Annex A)</p> |
| <p>TP28 By June 2019 the new ITE self-evaluation framework will be used to support universities to demonstrate the quality of learning and teaching in these priority areas and identify where more support is required.</p> | <p>Complete A working group led by Education Scotland and the Scottish Council of Deans of Education has been established to oversee application of the framework. Initial focus of activity has been on the delivery of numeracy within ITE programmes. Subsequent areas of focus by ITE providers to be agreed by the working group going forward.</p> |
| <p>TP29 In 2019/20, GTCS will take forward national rollout of the My Professional Learning (MyPL) platform, to support practitioners in logging their professional learning activities</p> | <p>Complete MyProfessionalLearning (MyPL) is an online professional learning service, launched with a pilot in October 2016 by the General Teaching Council of Scotland. A full roll out took of MyPL took place in 2019 following improvements to the service in response to pilot feedback. Development of MyPL is now complete.</p> |
| <p>TP30 Through the STEM strategy, a new team of six STEM advisers will be in place from the start of 2019 to support practitioners through the RICs to improve STEM learning and teaching.</p> | <p>Complete This team has been recruited by Education Scotland and officers have already engaged extensively with schools, clusters, local authorities and regional and national partners to promote the STEM professional learning grants. An initial focus will be to engage with each RIC/local authority to better understand their needs and contexts.</p> |

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| <p>TP31 Education Scotland will be commissioning new STEM related professional learning in 2019 to complement that provided through existing programmes, including Career-Long Professional Learning (CLPL) related to numeracy and mathematics.</p> | <p>Ongoing Education Scotland commissioned Phase 1 of new STEM related CLPL for practitioners in November 2018, with 24 grants issued totalling £187k. £572k has been awarded in 2019/20 to over 20 of the Phase 1 recipients to extend the reach and development of these programmes. £1.376m has also been awarded in 2019/20 for Phase 2 of the grant programme to 140 projects across 2 funding streams: a Regional and National Partner Fund and a Leadership and Collegiate Fund. This is expected to benefit an estimated 722 establishments and 13,847 practitioners in financial year 2019-20.</p> |
| <p>TP32 During 2019, additional collaborative professional learning opportunities in STEM will become available through the activities of the college-led STEM Hubs.</p> | <p>Ongoing A baseline of current activity has been established and regional steering groups are in place. Next steps include building links with local authorities, planning outreach and engagement activity, and stimulating new activity in primary settings through changes to the SFC credit guidance. SFC has identified a risk around the ability of colleges to deliver increased activity without additional resource for co-ordination of this work. Discussions are ongoing around this.</p> |
| <p>TP33 A new team of gender balance and equalities officers will start work from January 2019 to deliver gender balance training and to develop a gender champion network and a gender kite-mark to grow and spread best practice in whole school approaches to improving gender balance in STEM.</p> | <p>Complete This team has been recruited by Education Scotland and all officers are in post. The Improving Gender Balance and Equalities officers are embedded within the Education Scotland regional teams, working closely with the STEM Advisors and other officers, and providing training and support to tackle gender stereotyping and unconscious bias.</p> |
| <p>TP34 In 2019, a Young STEM Leaders programme to grow mentoring and inspiration for STEM for young people by young people will be established. There will be piloting in the first half of 2019 with the programme starting to be rolled out in the second half of the year.</p> | <p>Ongoing A pilot and consultation across 74 centres has been carried out as Phase 1 of this work, and will start to be rolled out over the 2020/21 academic year with ongoing delivery for the duration of the STEM strategy. The programme is available at Curriculum for Excellence Second, Third and Fourth Levels, underpinned by a framework that identifies the skills, knowledge and behaviours expected of a young STEM leader.</p> |
| <p>Parental Engagement</p> | |
| <p>PE01 Publication of case studies on the National Improvement Hub to support the evaluation of family learning in each sector by March 2018.</p> | <p>Complete 31 articles tagged with "Family learning" have been uploaded to the National Improvement Hub since December 2018: https://education.gov.scot/improvement</p> |
| <p>PE04 Early Learning and Childcare Quality Action Plan includes a commitment to increase support for evidence-based family learning to embed this in the early learning offer for families facing disadvantage.</p> | <p>Ongoing The Scottish Government's Programme for Government 2019/20 makes clear that we will use the opportunities presented by our expansion of early learning and childcare (ELC) and provide £500,000 to establish the Family Learning Scotland Programme. Family learning will be offered in or near ELC settings and will be targeted at priority families. It will help parents to learn about early childhood development and how to support their children's learning. It will also build parents' confidence in their own capacity to learn, acting as a catalyst to help them take up adult learning, training opportunities and gain employment. We published an invitation to tender on Public Contracts Scotland on 17.10.19 which invites bids to train and support over 400 ELC practitioners to deliver the programme. We hope to have the contract in place by February 2020.</p> |
| <p>PE05 The main focus will be on improving the legislative and guidance framework underpinning parental involvement and engagement.</p> | <p>Superseded In June 2018 it was decided not to proceed with an Education Bill. In place of amendments to primary statute, the Scottish Government worked with a range of partners to strengthen and update the statutory guidance accompanying the Scottish Schools (Parental Involvement) Act</p> |

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| <p>The forthcoming 2018 Education Bill will clarify definitions and key requirements, strengthening the duties on headteachers to involve and engage parents. There will be a requirement for every school to identify a teacher or professional with responsibility for promoting parental, family and community engagement. There will be a requirement that every school pursues the key principles of pupil participation.</p> | <p>2006. The development of new statutory guidance was monitored as action reference PE32</p> |
| <p>PE06 In tandem with the strengthened legislative framework Education Scotland will work with local authorities and schools through regional improvement collaboratives during 2018/19, to help them further develop approaches to parental engagement and family learning.</p> | <p>Complete – Business as usual There have been a number of professional learning events across Scotland during the year, and several case studies have been added to the National Improvement Hub to exemplify good practice: https://education.gov.scot/improvement</p> <p>This work is complemented by a national network on parental engagement, supported jointly by Scottish Government and Education Scotland. The network involves circa. 60 members including practitioners, school and early learning centre leaders, policy makers, local authorities and academics.</p> |
| <p>PE07 Education Scotland will update the Engaging with Parents and Families Toolkit for practitioners by March 2019.</p> | <p>Complete The revised Engaging Parents and Families Toolkit was published on the 26th March, and updated on 23 July 2019: https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners</p> |
| <p>PE08 Education Scotland will support professional learning on parental engagement locally and regionally by March 2019.</p> | <p>Complete Support for professional learning has been provided to a number of RICs and local authorities throughout the year. These have included events at practitioner and senior leader level. Updates have been made to the Engaging Parents and Families Toolkit for practitioners, and to further support good practice, a number of parental engagement and family learning professional learning resources have been added to the National Improvement Hub: https://education.gov.scot/improvement/learning-resources</p> |
| <p>PE09 Education Scotland will continue to promote and share good practice in family learning and parental engagement through local and regional activity and practice sharing on the National Improvement Hub by March 2019.</p> | <p>Complete Support for professional learning has been provided to a number of RICs and local authorities throughout the year. These have included events at practitioner and senior leader level. Updates have been made to the Engaging Parents and Families Toolkit for practitioners, and to further support good practice, a number of parental engagement and family learning professional learning resources have been added to the National Improvement Hub: https://education.gov.scot/improvement/learning-resources</p> |
| <p>PE10 Scottish Government will work with partners to ensure that by 2019 every school has access to a home to school link worker to support parents and families who find it challenging to engage in their child's learning and feel excluded from the work and life of their child's school.</p> | <p>Superseded The first meeting of a national working group on home school link support was held in August 2018, a second meeting on 18 Jan 2019. A survey of local authorities was issued in late 2018 and analysed in 2019 in order to provide more comprehensive information on access to home/school link workers, current coverage and the various models being adopted by local authorities. While in the Scottish Governments 2019 Programme for Government a decision was taken not to continue to focus on home-school link worker access for every school in Scotland work has continued to promote measures which will assist in increasing home-school link support across Scotland. This includes further guidance from Education Scotland was issued in spring 2019. Scottish Government has continued to engage with COSLA and ADES partners in order to monitor and support the provision of home/school link support (see PE39).</p> |

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| <p>PE18 Scottish Government to work with the GTCS/ Scottish Education Workforce Council to review and improve the Initial Teacher Education and Continuing Professional Development offer to headteachers in relation to parental engagement. Detailed commitments will be contained a National Action Plan on Parental Engagement and Family Learning by June 2018.</p> | <p>Ongoing The Scottish Government and COSLA published the “Learning Together” Action Plan in August 2018. The plan contains a number of actions relating to workforce, professional development and skills. These actions continue to be progressed in partnership with Education Scotland and the GTCS. Statutory guidance is being updated and will be issued for consultation in late 2019/early 2020. Scottish Government is exploring with partners how to best support that guidance with complementary learning resources. A round table discussion with ITE institutions will take place in 2020 with a view to sharing practice and approach across ITE.</p> |
| <p>PE19 Local authorities to update their engagement strategies to respond to the LA recommendations within the National Parent Forum’s Review of Parental Involvement and to consider cross-authority regional improvement strategies.</p> | <p>Complete – Business as usual The Scottish Government and COSLA published the “Learning Together” Action Plan in August 2018. The plan includes a joint Scottish Government and COSLA commitment that local authority Parental Involvement Strategies will be reframed as strategies for involvement and engagement, with a commitment to review strategies every three years. The plan also includes a Local Authority Implementation Statement. This statement contains commitments from local authorities to develop comprehensive, effective parental involvement and engagement strategies and to ensure that those strategies consider parents needs for advice, information and support.</p> <p>A joint steering group involving both COSLA and ADES has been set up to monitor implementation of the overall plan. The steering group will continue to consider progress with updates to local authority parental engagement strategies.</p> |
| <p>PE26 We will continue to deliver and improve our national campaigns and gifting programmes to parents and families across Scotland – Bookbug, PlayTalkRead and Read, Write, Count – providing advice and materials to parents to support their children’s learning from an early age and extend the Read, Write, Count Programme into P4-7 in areas of high deprivation from April 2017.</p> | <p>Complete – Business as usual Bookbug, Play,Talk, Read, and Read, Write, Count are now established programmes providing gifting and outreach to support family learning in literacy and numeracy for families of children from early years to P3. Read, Write, Count pilots targeting families of children in P4-7 have run in 2017, 2018, and 2019 and evaluation of these will inform the future shape of the programme. Parent Club Marketing Campaigns will continue to promote behaviour change aligned to the priorities of these programmes.</p> |
| <p>PE30 Almost double the hours of early learning and childcare to 1140 per year.</p> | <p>Ongoing The Scottish Government reached a landmark multi-year funding agreement with COSLA on 27 April 2018, which will provide £567 million additional revenue funding by 2021-22 and £476 million capital funding over the period 2017-18 to 2020-21. The Scottish Government wrote to local authorities on 2 November 2018 regarding the allocation of the remaining £6 million revenue funding for 2018-19 to be allocated to providers, including childminders. A Delivery Support Plan for ELC Providers was launched on 19 December 2018 to outline further support for providers through the transition to 2020.</p> <p>Funding Follows the Child will be introduced from 2020, and will be underpinned by a National Standard that all providers delivering the funded ELC entitlement will have to meet. A consultation on the new National Standard ran from March to June 2018. The final version of Funding Follows the Child and the National Standard was published on 17 December 2018 as a suite of 3 documents: Principles and Practice, Operating Guidance and FAQs for LAs and ELC Providers. Initial engagement and consultation sessions with local authorities, providers and ELC staff on the approach were held between January and March 2019 to capture views from the sector as a whole.</p> <p>On 29 April Scotland Excel published technical guidance notes to support the implementation of Funding Follows the Child covering</p> |

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| | <p>Business Sustainability, Setting Sustainable Rates from August 2020, and Transition Options Guidance on Contracting. In November 2019 model terms and conditions and supporting tender documentation, produced by Scotland Excel, were also made available.</p> <p>The Quality Action Plan was published at the end of October 2017. A national recruitment campaign up and running since Autumn 2017. A Workforce Delivery Plan has been developed and further engagement with the public to attract new career professionals underway. ELC Expansion Plans received, and assessed, from all local authorities. A programme of SG-funded ELC Trials ran until Easter 2018 and an evaluation was published in late 2018. The phasing of the expanded hours is underway in the majority of local authorities.</p> |
| <p>PE31 Strengthening parental and community engagement by working with the Scottish Parent Teacher Council (SPTC) to learn from their Partnership Schools initiative to ensure that schools support parents to play an active part in school improvement.</p> | <p>Complete – Business as usual The Scottish Government continues to engage with “Connect” (the new title for the SPTC) and to attend partnership schools events in order to capture learning for wider national policy, and will continue to monitor and engage with the programme. Learning from the Partnership Schools work continues to be shared with key partners via the Scottish Government’s national network on parental engagement.</p> |
| <p>PE32 Strengthening the voice of children and young people by requiring all schools to promote and support pupil participation, consulting on a requirement that every school pursues the key principles of pupil participation. This will be included in our consultation on our Education Bill.</p> | <p>Complete –Business as usual The empowering schools parent and carer section of the empowered system guidance went live in 2019 as an agreed draft on the Education Scotland National Improvement Hub. This work will highlight the requirements placed upon head teachers to fully embed the principles of empowerment in schools including involving and engaging parents as part of an empowered school system.</p> <p>The first report from the Scottish Government’s Learner Panel was published in September 2019, providing a number of recommendations which will be considered as part of the policy development and improvement process.</p> <p>Education Scotland continued to develop their Young Leaders of Learning Programme which aims to Ensure children and young people are actively involved in on-going self-evaluation activities leading to improvement. This programme is currently being delivered in schools in Aberdeen, Moray, Highland and Aberdeenshire. There are plans in place to roll out national from January 2020.</p> <p>In 2019 Education Scotland continued to develop professional learning opportunities to support the Learner Participation 3-18 resource and Education Scotland refreshed the Recognising and Realising children’s Rights resource and accompanying professional learning materials.</p> <p>Refreshed statutory guidance for the 2006 Parental Involvement Act is in draft form and has been sent to all National working group members. This includes references to learner participation. The Scottish Government continues to engage with policy and legal colleagues and stakeholders to make amendments to the draft based on feedback in advance of a full public consultation.</p> |
| <p>PE36 The joint Scottish Government/COSLA “Learning Together” Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: review and strengthen statutory guidance in time for academic year 2019/20</p> | <p>Ongoing A working group was set up to develop fresh statutory guidance. The group met four times over the course of 2019, and developed draft amended guidance by the end of August 2019. This guidance will be issued for consultation in winter 2019/20 . This means that the final guidance will now be issued in 2020.</p> |
| <p>PE37</p> | <p>Complete</p> |

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| <p>The joint Scottish Government/COSLA “Learning Together” Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: pilot a new parental involvement survey in early 2019 and roll out for academic year 2019/20</p> | <p>The new National Parental Involvement and Engagement Census was rolled out across Scottish local authorities in May/June 2019 with responses closing in June 2019. 24 Local authorities participated in the pilot year of the census. The Scottish Governments Analytical Services team have received data from all of the 24 local authorities who participated in the pilot year of the census and the data will be published in the NIF Interactive Evidence Report in December 2019.</p> |
| <p>PE38 The joint Scottish Government/COSLA “Learning Together” Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: raise awareness of participatory budgeting amongst parents</p> | <p>Ongoing The Learning Directorate's Parental Involvement Team continue to liaise with SG colleagues who lead on participatory budgeting to ensure that steps are taken to further raise awareness amongst parent organisations and across Local Authorities and Parent Councils. NPFS have highlighted the potential for participatory budgeting to Parent Councils via social media. The SG Team delivered an awareness-raising workshop at the national parental engagement network in autumn 2019.</p> |
| <p>PE39 The joint Scottish Government/COSLA “Learning Together” Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: work with local authority partners to increase access to home-school link workers and similar roles</p> | <p>Ongoing The first meeting of a national working group was held in August 2018, a second meeting on 18 January 2019. A survey of local authorities was issued in late 2018 in order to provide more comprehensive information on access to home/school link workers, current coverage and the various models being adopted by local authorities. Education Scotland published additional guidance on the home/school link worker in March 2019 https://education.gov.scot/improvement/Documents/par2-section9-mar19.pdf</p> <p>The potential for further joint monitoring and co-ordination activity will be considered in late 2019/early 2020.</p> |
| <p>PE40 The joint Scottish Government/COSLA “Learning Together” Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: invest in the Parent Club marketing campaign</p> | <p>Ongoing A joint literacy/numeracy and Eat Better, Feel Better campaign ran in 2019 and independent evaluation is complete. All planned topics were consolidated to the Parent Club website increasing visibility of the content and cost effectiveness. Next steps are to respond to the latest research among parents of children (8wks to 5yrs) and consolidate further topics into Parent Club with support from partner organisations NHS Health Scotland and NHS Inform. There will be a "Read, Write, Count" focus for a further Parent Club targeted campaign in 2019/20.</p> |
| <p>PE41 The joint Scottish Government/COSLA “Learning Together” Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: set up a working group in early 2019 to explore how digital and information technology resources can be better exploited to support parents’ involvement and engagement</p> | <p>Complete The final report on parental involvement and digital was completed and submitted to the national steering group on parental engagement in mid 2019. The required pages have been completed and are ready to publish on the National Improvement Hub, and will be finalised for publication in early 2020.</p> |
| <p>PE42 The joint Scottish Government/COSLA “Learning Together” Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: continue to refresh the content of Education Scotland’s Parentzone Scotland website (Mar 2021)</p> | <p>Complete – Business as usual Education Scotland will continue to review and refresh the content of the Parentzone Scotland website. New action will be opened for 2020.</p> |

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| <p>PE43 The national standard that all ELC providers will be required to meet from August 2020 will be published by the end of 2018. This is likely to include a requirement that settings support parents and carers to engage in their child's learning and development</p> | <p>Complete The national standard was published on 18 December 2018: https://www.gov.scot/ISBN/9781787814783</p> |
| <p>PE44 The Scottish Government will develop a national online professional learning module for ELC practitioners on supporting parents to further engage in their children's learning. This will be ready by the end of 2019</p> | <p>Ongoing We have commissioned the University of the West of Scotland to develop this online learning module. Development is progressing well and is being overseen by a reference group of key stakeholders. We expect to have a final draft of content at the end of the year, and to launch to the sector in early 2020.</p> |
| <p>PE45 A new national parental involvement and engagement census will collect a range of data to inform improvement activity. It will be piloted by summer 2019.</p> | <p>Complete – Business as usual The Parental Involvement and Engagement Census pilot year has been undertaken, and the Scottish Government is analyzing the data to be shared in order for use and inclusion in the National Improvement Framework Interactive Evidence Report from December 2019 onwards..</p> |
| <p>Assessment of children's progress</p> | |
| <p>AC01 From April 2018, we will also draw upon the Care Inspectorate's inspections data to assess the extent to which graduate-level practitioners are improving outcomes for children.</p> | <p>Ongoing The Scottish Government is working with the Care Inspectorate to evaluate the impact of the commitment to delivering 435 additional graduates in nurseries in the most deprived areas. From April 2019, this included a specific focus area for the inspection year on the influence and impact the role has had on the quality of provision and outcomes for children. As of August 2019, 399 posts have been filled. This figure was reported in the most recent equity and excellence lead collection and refers to the number of posts ever filled.</p> |
| <p>AC02 From 2020, we will also draw upon two additional health visitor assessments at 13 months and at around 54 months.</p> | <p>Ongoing Preparatory work is on track to enable data to be available from the 13-15 month and 4-5 years health visitor assessments by 2020.</p> |
| <p>AC03 From 2021, we anticipate a revised ELC census that will provide additional data on some of the drivers of children's outcomes. Work is ongoing in all of these data development areas. However, the main data gap is around health and wellbeing in the younger primary years. Recent evidence, particularly from Growing Up in Scotland (GUS), has highlighted the importance of quality to ensure better outcomes for children. It showed that the most important factor is that early learning and development is delivered by a profession that is dedicated to the care, learning and development of our youngest children. This is being drawn upon in taking forward actions from the ELC Quality Action Plan. SG is carrying out an exercise to understand how information is currently shared and whether there are any existing barriers. As part of this, we will be identifying examples of good practice with a view to sharing these more widely. We will also consider what action can be taken to improve upon the current position in relation to the 27-30 month review across authorities.</p> | <p>Ongoing Preparatory work is on track to enable data on number of hours spent in ELC, which is a driver of child outcomes, to be available from the ELC census by 2021. Data is currently available on the development of children at age 27-30 months. This information can be used to support children and their families when additional support is required, using a joined up approach in the spirit of GIRFEC. Health and wellbeing data is available at aggregate level for 4-12 year olds through the Scottish Health Survey, and for 13 and 15 year olds from SALSUS. We are working on introducing a new Health and Wellbeing Census that will provide data for children and young people from late primary upwards.</p> |
| <p>AC05 Parental involvement and enjoyment of literacy and numeracy is being promoted through the Read, Write, Count initiative, the First Minister's</p> | <p>Superseded This commitment is now being taken forward as part of PE26</p> |

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| <p>Reading Challenge, Maths Week, and the Deputy First Minister's Holiday Maths Challenge.</p> | |
| <p>AC08 Education Scotland are currently undertaking a review of Personal and Social Education in schools. The review commenced in July 2017 and is split into 3 phases. Phase 1 – a literature review of guidance available to teachers – was completed in August 2017. Phase 2 commenced in October 2017 and is expected to be complete by spring 2018. Phase 3 – which analyses findings and develops recommendations is expected to commence in June 2018. It is expected that the overall review will be completed by the end of 2018.</p> | <p>Complete The final report was launched on Wednesday 23rd January 2019: https://www.gov.scot/publications/review-personal-social-education-preparing-scotlands-children-young-people-learning-work-life/</p> |
| <p>AC10 Continue to support use of the Insight senior phase benchmarking tool at local level to secure improvements in learner outcomes through the provision of ongoing training and support from the Insight Professional Adviser Team and newly established network of local authority Insight leads.</p> | <p>Complete – Business as usual In 2019, the Insight Team worked to strengthen links with the BGE benchmarking tool and data leads from the RICs while continuing outreach work to ensure maximum use of the tools across Scotland. The BGE Reference Group and Insight Project Board have been merged to form a single benchmarking board with a remit to provide strategic input and advice across the improvement tool portfolio. The Scottish Government officials responsible for the Insight and the BGE Benchmarking tools are now part of a single analytical team under a common management structure, to facilitate closer working and establish data linkages. All of these developments will enable greater use of the range of available data to drive improvements in learner outcomes.</p> <p>The Insight Professional Adviser Team continue to provide support to schools and local authorities to enhance their understanding and usage of the data within Insight, in their local context. The Team also provides a means for users to feedback to the Insight team with ideas for refinements to the tool and suggestions on what kind of learning opportunities would be most useful.</p> |
| <p>AC11 Two significant areas of development of data on school leaver destinations are underway. The first is to improve the dataset by including employment data. Scottish Government and SDS are working with HMRC to develop solutions that will allow individual level employment data to be shared to support service delivery and service reform. The aim is to have these arrangements in place by Autumn 2018.</p> | <p>Ongoing Legal gateways and data sharing agreements were agreed for the proof of concept and test data had been sent from SDS to HMRC. Returned employment data from HMRC to SDS has been sent. Timescales had previously slipped due to challenges with setting up the data sharing arrangements. SDS have now tested the proof of concept which showed positive improvement. A assessment now needs to be carried out on the benefits achieved from accessing individual level tax information and the costs involved for full implementation before agreeing next steps.</p> |
| <p>AC12 The second area of development of data on school leaver destinations is ongoing capacity building with partners who access the dataset to help them understand the breadth of information available, how best to interrogate it, and how to use it to challenge service delivery and planning. SDS is leading on this work with local authorities and colleges with support from the Scottish Government.</p> | <p>Complete – Business as usual SDS continue to engage with key partners on the use of the Opportunities for All shared dataset which includes school leavers but covers a broader cohort of young people aged 16-24. This helps them to better understand the breadth of information available, how to best interrogate it and how to use it to support service delivery and planning.</p> |
| <p>AC13 Education Scotland will work with RICs to support leaders and practitioners to identify and use effective learning, teaching and assessment strategies which promote inclusive practices,</p> | <p>Complete – Business as usual Education Scotland have appointed 6 Senior Regional Advisors (SRAs). All SRAs are now in post. Each SRA is meeting with RIC leads and will do so on a regular basis to share information. The Education Scotland teams have worked with local authorities and RICs to support leaders</p> |

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| <p>improve achievement and raise attainment aligned with regional improvement plans.</p> | <p>and practitioners to develop further good practice in learning teaching and assessment and to share good practice.</p> |
| <p>AC14 To ensure further improvement in levels of service delivery, Skills Development Scotland (SDS) is:</p> <ul style="list-style-type: none"> • working with schools and authorities to improve the participation measure; and • engaging in activities to include learners with additional support needs, disengaged learners and mainstream learners in all services. | <p>Complete – Business as usual Skills Development Scotland (SDS) has completed an upgrade of the Customer Support System allowing for a more effective recording and reporting which will support directing their interventions; SDS has commenced phase 2 which centres around improvements to the data hub which will include improved reports for use by partners and a shared portal to enable partners access to directly update customer status.</p> <p>The results of the latest Headteacher survey highlighted the value and effectiveness of SDS working in close partnership with local authorities and schools.</p> <p>SDS works closely with relevant staff (Post 16, Ops for All, guidance staff etc.) to provide information, advice and guidance in support of learners' progression towards positive and sustained destinations; SDS has continued to work closely with all Local Authorities to improve the quality and completeness of legislated data (Anticipated School Leaving Date/Preferred Route and Preferred Occupation) which is used by partners to identify and support learners in need to support to make a successful transition.</p> <p>Education Scotland has developed an interactive resource for practitioners to raise awareness of how to support learners with protected characteristics through the CES 3-18.</p> <p>SDS Equalities Team has developed & delivered resources and activities for use by CIAG & School practitioners to support for learners related to DYW identified characteristics.</p> |
| <p>AC15 Education Scotland will continue to provide support to improve the consistency and effectiveness of moderation of teachers' professional judgement further across the country.</p> | <p>Ongoing Education Scotland has a plan for national moderation and training for new Quality Assurance and Moderation Support Officers (QAMSO's) that will run until June 2020. The NIF Officers will consult with assessment coordinators and other stakeholders to inform plans for moderation 20/21</p> |
| <p>AC16 Four Developing the Young Workforce (DYW) Regional events for Directors of Education and College Principals are being delivered jointly by the Scottish Funding Council (SFC) and the Scottish Government in order to consider barriers to growing school college vocational pathways.</p> <p>The outcome of these events will determine next steps, to include consideration of any additional measurements required. The Outcome Agreement process has been intensified, ensuring expectation of greater collaboration within regional partnerships and a step change in provision of vocational programmes in the senior phase. Expansion will be captured under current SFC measurements.</p> | <p>Complete A letter and note of the discussions was circulated to all attendees with the offer made for individual follow up meetings to target any specific support required. Colleges and schools have increased the number of Senior Phase students choosing work based pathways. Colleges are projecting further increases in AY2019-20. Colleges have also expanded the number of subject areas to support choice and pathways for Senior Phase pupils and will continue to work with industry and employer groups in 2019-20 to make sure the curriculum offer is right for regional industry need and student choice.</p> |
| <p>AC17 A network of 21 Regional Developing the Young Workforce (DYW) Groups has been established to bridge the gap between employers and education. This network also links with the network of DYW local authority leads.</p> | <p>Ongoing KPIs have now been agreed and rolled out (cf AC66). Actions in response to recommendations to support school employer collaboration from the DYW Employers Forum are being taken forward in partnership with Skills and Senior Phase policy to ensure they can be implemented in a way that meets the needs of employers and the education sector.</p> |

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| <p>AC18 We will ensure that nurseries in the most disadvantaged areas in Scotland benefit from an additional teacher or degree qualified early learning and childcare professional from August 2018.</p> | <p>Ongoing 435 additional teachers or graduates will be required to deliver the commitment, with all local authorities receiving at least 1 additional Full-Time Equivalent staffing resource.</p> <p>We know that not all of these posts have been filled and so we are collecting regular data from local authorities to monitor progress. In July 2019 – less than a year after the commitment was implemented - 399 of these posts had been filled, at some point in the preceding 12 months. The staff expansion required to deliver the extended ELC entitlement by August 2020, means that there has inevitably been staff movement within the sector as new managerial level posts are created. We expect this movement to settle down in time and to result in more stability in retention of Equity and Excellence Leads.</p> <p>We know that the Equity and Excellence Leads that are in post are embracing their new roles and making an important contribution to children’s development and learning. Presentations at the Scottish Learning Festival in September highlighted how the leads are supporting children’s development by, for example: engaging parents in their children’s development; developing enhanced tracking and monitoring of children’s progress; and strengthening the delivery of learning in early literacy and numeracy skills.</p> <p>We have taken the various steps to help to recruit the full complement of additional graduates. In January this year we held a summit for local authorities to discuss recruitment challenges and share solutions. We have also raised the profile of the post by producing a series of recruitment marketing resources to raise awareness of the new role, including a video and career profile case study which have been distributed to relevant universities and local authorities.</p> <p>We continue to seek regular updates from authorities and remain in contact with those facing specific challenges. For example, we have been collecting monthly data for 6 authorities in which some of the posts have never been filled.</p> |
| <p>AC21 We will continue to support the Scottish Attainment Challenge authorities and schools and a number of national programmes, including staffing supply and capacity, professional learning and school leadership with £50 million per annum from the Attainment Scotland Fund.</p> | <p>Complete – Business as usual Up to £50m of funding was assigned to support nine Scottish Attainment Challenge Authorities and 73 individual schools on the Schools Programme. Each authority and school developed an annual improvement plan and report, tailored to their own circumstances, detailing the actions they will take to close the poverty related attainment gap and their impact. An event was held in November to allow networking, showcasing and challenge across the Schools Programme schools (see PI17 and PI18 in Annex A).</p> |
| <p>AC22 We will implement the Getting it Right for Looked After Children Strategy in full. We will take a tailored approach to young people who most need support, increasing positive destinations from school for care experienced young people by 4 percentage points per annum, resulting in parity by 2021.</p> | <p>Ongoing Through our schools, it is important to recognise the needs of care experienced young people and the impact of trauma. There is no doubt that additional funding to schools from the Attainment Challenge and PEF means schools are better able to improve the way they support children and young people who have been impacted by ACEs and improve support around mental and emotional health. More than £8 million of Scottish Government funding was spent last year on projects to improve the attainment of care experienced young people. Projects as diverse as mentoring programmes, counselling services and driving lessons were supported through the Care Experienced Children and Young People fund. Now more than £12 million of further funding will be provided this academic year to enhance the support available. Local authorities will work with Chief Social Workers and Directors of</p> |

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| | <p>Education to decide how this year's funding will be used. We continue to focus on improving the outcomes for those with care experience through Developing the Young Workforce, our youth employment strategy, and the implementation of the recommendations of the Commission on Widening Access.</p> <p>In 2017/18, 76% of care experienced young people (looked after for the full year) and 93% of all school leavers were in a positive destination and as we move towards the conclusion of Scotland's independent Care Review (early 2020) it will be important to reflect on the recommendations to focus our efforts and work collaboratively to increase positive destinations for care experienced young people.</p> |
| <p>AC23 We will begin work in 2016/17 on a strategy for families with disabled children, linking to activity to develop the Child and Adolescent Health and Wellbeing Strategy.</p> | <p>Complete – Business as usual The Scottish Government committed to developing a resource to Support Disabled Children, Young People and their Families. This stems from SNP 2016 manifesto commitments to ensure disabled children have the best start in life. The website launched on the Scottish Government website on 24 April 2019 - https://www.gov.scot/publications/supporting-disabled-children-young-people-and-their-families/</p> <p>The site is rights based and was developed through a process of co-design and co-production. It aims to provide clear, accessible information on national policies, entitlements, rights and the different options of support available. The guides to policies, legislation and service provision are interspersed with examples of real life stories to showcase best practice.</p> <p>This action is now complete apart from bi-annual updates that will be requested from content owners. The website analytics will continue to be gathered to ensure there is still interest and visitors to the site.</p> |
| <p>AC24 From January 2017 we will implement the Making Maths Count report recommendations to encourage greater enthusiasm for, and a greater understanding of, the value of mathematics amongst children and young people, their parents, carers and the wider public.</p> | <p>Ongoing To ensure improvement in Maths, we are committed to continuing our implementation of the recommendations of the Making Maths Count report. The annual Maths Week Scotland, established in 2017, is promoting and celebrating maths. Its reach is expanding annually with children and young people in every local authority area in Scotland participating. The national thematic inspection report on numeracy and maths, published in December 2019, highlights what is working well and where we require additional support and improvement. It confirms that our main strength is our teachers and their commitment to continuing improvement. Education Scotland's enhanced teams are working at local level on numeracy and maths, STEM and closing the poverty related attainment gap providing direct support to schools and local authorities on their local priorities. Over the past 5 years the Scottish Government has invested almost £2 million in professional learning for numeracy and maths education.</p> |
| <p>AC25 We will continue to drive forward the actions in our Digital Learning and Teaching Strategy, including the ongoing evolution of Glow. Our focus will shift to supporting local authorities in making best use of technology in schools.</p> | <p>Ongoing In 2020, SCDE will seek to publish their Digital Literacies for ITE Framework, helping to ensure some consistency in digital provision in their teacher education programmes. Education Scotland will seek to drive further value from Glow through deeper user engagement with local authorities, schools and teachers. In the first instance, this work will seek to provide digital support for issues such as parental engagement and teacher workload.</p> |
| <p>AC26 We will deliver the new Universal Pathway for Health Visitors including the new Child Health Reviews to support early intervention and prevention in those crucial early years. This work</p> | <p>Complete – Business as usual The Scottish Government continues to monitor the progress of implementation of the new Universal Pathway for Health Visitors including all Child Health Reviews to support early intervention and prevention in those crucial early years. We are working with NHS Boards</p> |

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| <p>is already underway. During 2017 and within the parameters of legislation, we will examine arrangements for information sharing to facilitate appropriate data sharing between professionals on children's progress from the early years onwards.</p> | <p>to explore how uptake of the 27-30 month review can be further improved, and where variation in uptake across Scotland can be reduced.</p> <p>We know that there is no legal impediment to the sharing of information from the 27-30 month review with early years settings where there are concerns about a child. We know that this information sharing already happens in some cases – most commonly with parental agreement. We need to make that information sharing more confident and consistent in order to support and protect our most vulnerable children. Practice guidance learning materials and training to promote consistency in confident information sharing will now be developed as part of the programme to support the refresh of the Getting it Right for Every Child policy and practice guidance.</p> |
| <p>AC27 We agreed requirements for standardised assessment for Gaelic Medium Education (GME) by June 2017. These assessments are being developed and will be available in early 2019.</p> | <p>Complete – Business as usual The Gaelic Medium National Standardised Assessment system (Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig) was launched on 19th December 2018. Further releases of assessment content took place in March and July 2019 to optimise both the system's usability and its adaptive model. We will continue to liaise with the GME sector through our co-creation approach, to take forward further improvements.</p> |
| <p>AC31 We will retain the Education Maintenance Allowance (EMA) as an entitlement to ensure that school pupils, college students and young people on Activity Agreements from financially disadvantaged households can receive support to overcome any financial barriers to remain in learning.</p> | <p>Complete – Business as usual Education Maintenance Allowance is a demand-driven entitlement. Scottish Ministers continue to provide support to all young people who are eligible, allowing young people to choose the learning and training opportunities that are right for them, regardless of their financial circumstances.</p> |
| <p>AC32 We will continue to provide, through the Developing the Young Workforce programme, more opportunities for young people to experience high quality, work-related learning, and to gain vocational qualifications. We will increase the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above by the end of school year 2020/21.</p> | <p>Ongoing The Scottish Government has committed to further expansion of college provision for school pupils, including Foundation Apprenticeships. There has been a positive increase in the number of school leavers achieving vocational qualifications since the start of the programme. 7% of 2013/14 school leavers achieved a vocational qualification at SCQF 5 and above. This increased to 9% of school leavers in 2014/15 and has increased year on year to 10.7% in 2015/16, 12.8% in 2016/17 and 14.8% in 2017/18. Initial school leaver achievement data is published annually in February each year. Over 5,000 Foundation Apprenticeship places have been contracted for the academic year starting 2019. The confirmed number of FA starts for this cohort will also be published in February 2020 alongside complete data for the earlier cohorts.</p> |
| <p>AC33 Develop a range of national programmes and further extend the reach and impact of the Scottish Attainment Challenge.</p> | <p>Complete – Business as usual Additional funding from the Attainment Scotland Fund was made available to support workforce and professional development throughout 2019. Third Sector organisations and RICs/events continues. In 2019 the work with YoungScot continued with 3 new local authorities. The Scottish Attainment Challenge will continue through 2020, and we will continue to administer the Attainment Scotland Fund (see PI17 and PI18).</p> |
| <p>AC35 We will extend the reach and impact of the Attainment Advisers, through regional alignment, to promote collaboration and joint delivery across local authorities from October 2016. Using the data available from the Framework, the Attainment Adviser team will work directly with schools where they can make the biggest</p> | <p>Complete 31 Attainment Advisers are now in post and working directly with their link local authorities and RICs to deliver the recently developed Maximising Progress five point plan. The Attainment Adviser for Argyll & Bute will start in January 2020. Until then, the authority is being served by an existing experienced AA who knows the authority well. An Education Officer post has been created and filled. This is to support</p> |

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| <p>difference to accelerate efforts to close the gap. Educational leadership of the programme will be extended through a new Chief Adviser role.</p> | <p>effective communication, analysis and synthesis of evidence and reporting. The Chief Adviser role is no longer considered necessary.</p> |
| <p>AC39 Making clear our expectations of the SQA, including the importance of listening and being open to the voices of learners, teachers and parents. We will ensure that the Chair regularly reports to Ministers on the improvements being made in relation to these matters. We will request that SQA outline in their annual corporate plan their strategic communications and engagement plans.</p> | <p>Ongoing SQA is taking steps to address how it communicates more effectively with stakeholders. A new chair took up post on 1 September 2017 and a new CEO in July 2019. Specific communications and engagement objectives are included in the current the SQA Framework Agreement and Corporate Plan. SQA is drafting a 2020/23 Corporate Plan, which is expected to include an outcome on meeting customer needs. SQA is identifying deliverables and indicators to accompany the new Corporate Plan and outcomes. The SQA Framework Agreement is due to be updated by August 2020 and Scottish Government will work with SQA to ensure that stakeholder communication is included. SQA is exploring how ICT could be used to meet customer needs whilst also making efficiency savings. Regular monthly meetings take place between DFM and the Chief Executive of SQA. Bi-annual meetings also take place between DFM and the Chair. Scottish Ministers appoint stakeholder representatives to SQA's Advisory Council to facilitate the consideration of a wide range of views when decisions are made by SQA's Board.</p> |
| <p>AC43 We will ensure that by 2030, students from the 20 per cent most deprived areas make up 20 per cent of higher education entrants</p> | <p>Ongoing Implementation of the recommendations of the Commission on Widening Access is being overseen by the Access Delivery Group, which is chaired by the Minister for Further Education, Higher Education and Science. The Scottish Funding Council's University Outcome Agreement guidance has been updated to reflect the Government's targets for progress. Higher Education Statistics Agency stats show 15.6% of Scottish domiciled full time first degree entrants to Scottish HEIs are from the 20% most deprived areas in Scotland in 2017/18. This is only 0.4 percentage points away from the 2021 interim target.</p> |
| <p>AC44 The Scottish Government will work closely with NHS Boards and ISD Scotland over the course of 2019 to drive improvement in both completeness and quality of the data provided for these reviews.</p> | <p>Superseded This fits with AC26 and the work we are doing with 27-30 month review but also AC02 where it shows that preparatory work is underway around the 13-15 and 4-5 yr checks. This is therefore superseded by the other actions.</p> |
| <p>AC45 The Scottish Government will commission BISSR 2019, following discussion with members of Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS).</p> | <p>Complete The Scottish Government has worked together with SAGRABIS to agree a specification for the 2019 Behaviour in Scottish Schools Research (BISSR) data collection. Survey work is anticipated to commence in February 2020 with a final report due in September 2020.</p> |
| <p>AC46 The review of Personal and Social Education (PSE) in schools and ELC settings will be published by the end of the year. It identifies a number of recommendations to improve and enhance PSE delivery for children and young people. The Scottish Government will work with key stakeholders to implement the recommendations within an appropriate timescale.</p> | <p>Complete The final PSE review report was launched on 23 January 2019. The Scottish Government then developed a joint working agreement with Education Scotland colleagues that was put in place by June 2019. Education Scotland identified leads to deliver the recommendations that, in turn, enabled the commissioning of an overarching Implementation Group which will be in place shortly. The recommendations will inform our continuous work programme to strengthen delivery of health and wellbeing education.</p> |
| <p>AC47 Guidance on improving outcomes for children and young people from travelling cultures will be published before the end of 2018. We will take forward a plan of actions alongside the guidance to support implementation and draw attention to wider resources which are about culture and tradition of travelling families to support schools understanding of the culture.</p> | <p>Complete – Business as usual An SG funded National Development Officer took up post with the Scottish Traveller Education Programme (STEP) in Summer 2019 and is working across Scottish Local authorities to build capacity, in a sustainable way, for supporting Traveller children and families.</p> |
| <p>AC48</p> | <p>Ongoing</p> |

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| <p>We will be working collaboratively with partners across the education sector to actively explore what more we can do to encourage uptake of ELC /Further Education/Higher Education for the Gypsy Traveller community.</p> | <p>The Scottish Government launched a joint action plan Improving the Lives of Scotland's Gypsy/Travellers 2019-2021 on 9 October 2019. This includes a number of high level actions around education under the 'Improving access to Public Services' section. Officials are working with Education Scotland, STEP and COSLA to finalise a delivery plan to drive the actions.</p> |
| <p>AC49 Education Scotland are currently working on the development of a second Inclusive Education online module which will be available early 2019.</p> | <p>Complete The Inclusive Education module was submitted for scrutiny by partners on the 14th November 2018 with feedback received in December 2018. A number of amendments were requested and these have been completed. The module is now finalised and available via the Open University website: https://www.open.edu/openlearncreate/course/view.php?id=3359</p> |
| <p>AC50 The Scottish Government will undertake a review of the statutory guidance – 'Conduct of Relationships, Sexual Health and Parenthood Education in schools (2014) to ensure that it covers issues to support pupils wellbeing, including the issue of sexual harassment and inclusion. We will form a steering group to review the guidance and update it appropriately. The first meeting will take place by the end of January 2019. The guidance will provide all school staff with clear advice on how to support pupils experiencing sexual harassment, as well as supporting schools to adopt inclusive practices for all protected characteristics.</p> | <p>Complete The steering group was formed at the start of 2019. Sub-groups have met and have informed an early draft of the revised guidance. The Core Review Group met in May and July 2019 to consider the draft of the new teaching guidance. A large stakeholder event is being organised to bring together all of the sub-groups and discuss a near final draft of the guidance. Once views have been collated a version will be sent to Ministers for review and consideration for public consultation (see AC84 in Annex A).</p> |
| <p>AC51 We have committed to implement a range of recommendations to support LGBTI inclusive education across Scotland. These include recommendations to improve practice and guidance for education staff and to increase awareness of LGBTI issues. They will ensure that all children and young people feel included, that their voice matters, that they are an important part of a school's ethos and culture. The delivery of these recommendations will be monitored via the action plan.</p> | <p>Complete – Business as usual An Implementation Group met for the first time on 17 January 2019, and several more times throughout 2019. The review of RSHP statutory guidance to update with relevant LGBT guidance began in March 2019. An Action Plan was agreed, and work has begun on delivering recommendations earmarked for completion in Phase 1. The Implementation Group continues to work well and to take forward a joint approach to delivering the recommendations. Education Scotland has recently commenced a review of existing resources, and the Group has agreed an engagement process with young people. This is now a core part of Scottish Government and Education Scotland's work to strengthen LGBT inclusion across the curriculum.</p> |
| <p>AC52 We have made a commitment to introduce counsellors in all secondary schools across Scotland as part of a range of actions taken across the Scottish Government to improve the services for children and young people's mental health and wellbeing.</p> | <p>Complete Scottish Ministers and CoSLA Leaders agreed on the distribution of the £60m package of funding (£12m in 2019/20 and £16m thereafter) to support the introduction of access to counsellors in every secondary school in Scotland. The agreement was reached at the CoSLA Leaders meeting on 30 August 2019, and also included agreement on a suite of aims and principles to assist local authorities in implementing the service. Chief Executives of all 32 Local Authorities were written to by Cabinet Secretary for Health and Sport advising them of the joint agreement on funding distribution and the aims and principles.</p> |
| <p>AC53 We have also committed to recruiting an additional 250 school nurses by 2022.</p> | <p>Ongoing We expect 50 students to commence training in 2019/20 academic year with intakes September 2019 and January 2020. A School Nurse Implementation group has been established.</p> |
| <p>AC54 As part of the Scottish Attainment Challenge, the Care Experienced Children And Young People fund was introduced in August 2018. Funding of £33m over 3 years is being provided to authorities</p> | <p>Complete – Business as usual Over £8m funding was assigned in financial year 18-19 and up to £12.2m funding has been assigned in the financial year 19-20 to local authorities with the aim of improving educational outcomes for care</p> |

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| <p>to support improvements in educational outcomes for care experienced children and young people. National guidance, developed between Scottish Government, COSLA and ADES, requires that the use of the funding is jointly agreed by the local authority Chief Education and Chief Social Work Officers. We will monitor use of this funding throughout 2019 and identify and share good practice through the National Improvement Hub and RICs.</p> | <p>experienced children and young people, aged between 0-26, with the overarching aim of closing the poverty related attainment gap.</p> <p>Usage for the first year (18-19) has been monitored through a review of the Authority reporting on interventions and outcomes using the fund with feedback presented through the Attainment Adviser networks.</p> |
| <p>AC55 An assessment summit will take place in 2019 to enable SG to work with academics, stakeholders and partners to reflect on the BGE assessment model and the place of SNSA within this.</p> | <p>Complete An assessment summit took place in Edinburgh on 11 September 2019 and was attended by around 200 delegates, including practitioners, headteachers, local authority staff and regional improvement collaborative leads. Practitioners and academics held workshops and discussion sessions, allowing delegates to share good practice in planning curriculum and assessment and consider how approaches could be strengthened further. Details have been published and can be found here: https://www.gov.scot/publications/scottish-assessment-summit-september-2019/</p> |
| <p>AC56 Education Scotland will work with practitioners to develop and publish a professional learning resource that supports high quality play-based learning across the early level of Curriculum for Excellence by December 2019. This will feature existing good practice from across Scotland.</p> | <p>Ongoing Education Scotland is continuing to work with practitioners to create the resource. Work is being taken forward to share practice, highlight the benefits of play pedagogy, and to support self-evaluation. A framework to support settings in further developing their practice in this area is also in progress. Progress remains on track for publication in December 2019. Communication to raise awareness of the resource will follow in the new year.</p> |
| <p>AC57 Following the publication of the national strategy for school libraries in September 2018, an implementation group has been established. This group will begin implementation of the 20 action points in the strategy which are designed to support the improvement in literacy and numeracy, boost attainment across the curriculum, support health and wellbeing, foster inclusion, and enable opportunities for family learning. The group will meet 4 times in 2019, and the strategy will be implemented over the next five years.</p> | <p>Ongoing Progress has been made against several of the aims of the strategy in 2019, notably through the launch of a Professional Learning Community for school librarians on GLOW, and continued funding through the School Library Improvement Fund of projects aligned to the strategy's aims. Progress and monitoring will continue in 2020 with the Implementation Group focusing on headteacher and pupil engagement, and continued promotion of the strategy.</p> |
| <p>AC58 The Scottish Government will publish guidance for all early learning and childcare providers in December 2018 on how to access local outdoor space and how to set up an outdoor nursery experience. We have provided £860,000 of funding to Inspiring Scotland to work with eight local authorities to increase and improve their outdoor learning, which will include the establishment of two outdoor nurseries.</p> | <p>Ongoing Out to Play, practical guidance for creating outdoor play experiences in early learning and childcare (https://www2.gov.scot/Resource/0054/00544754.pdf) was published on 21st Dec 2018. Hard copies of Out to Play have been distributed to all registered ELC and Out of school care settings. Education Scotland is creating a page on the NIH to support this. Inspiring Scotland continue to work with local authorities in Glasgow, Edinburgh, Midlothian, West Lothian, Highland, Argyll and Bute, South Ayrshire and North Lanarkshire with progress being reported quarterly and have agreed to widen their support to a number of additional local authorities.</p> |
| <p>AC59 Education Scotland will carry out a national thematic inspection across of a selection of early learning and childcare settings and schools focused on mathematics. The findings will be used to identify what is working well and what needs to improve. As part of the inspections, HM</p> | <p>Complete 40 schools and early learning centres were visited by Education Scotland inspectors between January and June 2019. The findings from this review were published on 2 December and can be found here https://education.gov.scot/media/uc1dcdic/multiplying-skills-adding-value-full-report.pdf</p> |

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| <p>Inspectors will visit a sample of schools and have discussions with a range of stakeholders during the spring of 2019 and findings will be published in autumn 2019.</p> | |
| <p>AC60 There will be an independent review of the approach to P1 assessments (which help inform the professional judgement of teachers on achievement of a CfE level) within the context of the NIF. The review will be asked to provide conclusions and recommendations by the end of May 2019.</p> | <p>Complete The report on the Independent Review was published on the Scottish Government website in June 2019. It was accepted and presented to Parliament by the DFM on 11 June 2019. The DFM concluded that P1 SNSA would continue, however the report's recommendations for improvement would be implemented. These were published in the form of an improvement plan in August 2019 and the actions are set out in Annex A. A revised statement on the Purpose and Use of the national standardised assessments was published at the end of August 2019.</p> |
| <p>AC61 A P1 practitioner forum has been established, led by Professor Sue Ellis. The forum is a place for engagement and discussion on the issues facing standardised assessments in a play based early years curriculum. It will provide insight and practical advice to teachers, schools and Scottish Government by May 2019.</p> | <p>Ongoing The P1 practitioner forum met 4 times in 2019 and produced a report with recommendations to the Scottish Government in April 2019. The recommendations were accepted, considered as part of the Independent Review and were included in the Improvement Plan in August. The P1 forum was restarted in October 2019 and will meet 5 times during 2019/20 moving around the country to reach as many practitioners as possible. It will consider a range of issues including improving early level literacy and numeracy teaching, assessment and play based pedagogy, and improved support and communication on the national standardised assessment for practitioners.</p> |
| <p>AC62 To ensure further improvement in levels of service delivery, SDS is working with schools to ensure young people receive their entitlements under the Career Education Standard.</p> | <p>Complete – Business as usual SDS has established far reaching mechanisms (service offer, learner engagements, CLPL support, online support etc.) to support schools and authorities to improve the participation measure and career advice information, and guidance to all learners including those learners with DYW identified characteristics (i.e. care experienced, disabled, black and minority ethnic groups and those affected by gender segregation/stereotyping). This also includes support for the implementation of the Career Education Standard 3-18. These will ensure that children and young people will continue to receive the support they require in this area as the DYW programme progresses and moves into its next implementation phase beyond 2021.</p> |
| <p>AC63 To ensure further improvement in levels of service delivery, SDS is using the SPA to ensure young people are aware of the different pathways available to them as they progress through school.</p> | <p>Complete SDS has established far reaching mechanisms (service offer, learner engagements, CLPL support, online support etc.) to support schools and authorities improve the participation measure and career advice information and guidance to all learners including those learners with DYW identified characteristics (ie care experienced, disabled, black and minority ethnic groups and those affected by gender segregation/stereotyping) . This also includes support for the implementation of the Career Education Standard 3-18. These will ensure that children and young people will continue to receive the support they require in this area as the DYW programme progresses and moves into its next implementation phase beyond 2021.</p> |
| <p>AC64 Education Scotland will continue to review how best they can work together with staff across RICs to better share practice, skills and expertise in assessment and moderation. Education Scotland is planning to hold a number of events in 2018/19 to continue to provide effective support to improve the consistency and effectiveness of moderation of teachers' professional judgement further.</p> | <p>Complete Education Scotland delivered a series of events in Local Authorities and in RICs on assessment and moderation delivering key messages for improvement and sharing good practice .</p> |
| <p>AC65 The Scottish Funding Council outcome managers will be working closely with colleges throughout</p> | <p>Complete Guidance for college Outcome Agreements 2020-21 to 2022-23 was issued by SFC on 7 October 2019. The role of colleges in embedding</p> |

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| <p>2019 to embed the enhanced DYW related principles within the Outcome Agreements- including the expansion of the vocational offer in schools.</p> | <p>activity to support the principles of the DYW Programme, including expansion of a vocational offer at senior phase in schools, is set out. The Guidance asks colleges to prepare a DYW Progress Report which outlines how they are addressing the DYW aims - report progress, evidence impact and identify next steps. Colleges are asked in particular to comment on school-college partnership planning, senior phase vocational pathways, employer engagement, and work-based learning. SFC will use the Reports to evaluate how far the change is embedded across the system and what the impact is for students. SFC expects to receive a draft report from all colleges by 31 January 2020. Final reports are due with final OA documents on 30 April 2020.</p> |
| <p>AC66 The Scottish Government has put in place an overarching set of KPIs for the DYW programme of activity. Officials will work with the DYW Employer's Forum, to put in place revised KPIs for the next Financial year (2019-20).</p> | <p>Complete Four new KPIs were developed following consultation with Regional Groups, Employers' Forum, Education Scotland, SDS and SG policy, aiming to measure engagement between employers and young people, education/employer partnerships, support for the apprenticeship family and support in providing young people with work experience placements. KPIs have been rolled out and agreed with the Regional Groups. Reporting mechanisms (highlight and KPI reports) were also reviewed and revised to streamline the process. Guidance was sent to the groups on 31 May 2019.</p> |
| <p>AC67 A new Health and Wellbeing Census, covering children based in publicly funded schools from late primary through to secondary schools, will cover a wide range of topics and themes in relation to the Health and Wellbeing of children and young people. The first census will take place in the 2019/20 academic year, and every four years thereafter.</p> | <p>Ongoing Work is ongoing in reviewing and finalising the content and coverage of the 2019/20 Health and Wellbeing Census, in order for each local authority to go 'live' with their own Census starting in the early part of 2020.</p> |
| <p>AC68 By August 2020, Education Scotland will prepare professional learning resources for school staff, based on the findings from the National Report.</p> | <p>Ongoing The literacy and numeracy team have a plan in place to develop the professional learning resources. The numeracy team have consulted with assessment coordinators and both teams have consulted with stakeholders.</p> |
| <p>AC69 We will also provide £600,000 of funding over the next two years through the Outdoor Learning in Nature Fund for up to 16 projects in nurseries, schools and community groups across Scotland. All the projects involve working with schools and nurseries to help children from our most deprived areas spend time in nature.</p> | <p>Complete The £600,000 Outdoor Learning in Nature (OLIN) Fund launched in March 2018 with the aim of supporting more young people to have regular, frequent, structured and progressive outdoor learning experiences. Funding was awarded to 16 projects in the first round and a further seven in the second round projects in Edinburgh, Glasgow and Dundee. The Fund has now closed, but has exceeded its target of 100 schools involved.</p> |
| <p>AC70 The Scottish Government will publish a Learning for Sustainability Action Plan by summer 2019.</p> | <p>Complete The Learning for Sustainability Action Plan was published in June 2019. It aims to ensure that all children and young people can experience their curricular entitlement to Learning for Sustainability by focusing action around:</p> <ul style="list-style-type: none"> • curriculum and assessment activity; • developing the skills and confidence of educators; • obtaining the buy-in of relevant leaders and decision makers; • adapting the learning estate; and • developing a robust strategic approach to implementation. |
| <p>School Improvement</p> | |
| <p>SI01 Education Scotland will support leaders and practitioners to develop their skills in providing professional learning for others through the regional improvement collaboratives which is</p> | <p>Complete Education Scotland have offered support to every Regional Improvement Collaborative and have delivered sessions in all 6 regional improvement collaboratives (RICs).</p> |

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| focused on learning, teaching and assessment in and across curriculum areas and sectors. | |
| SI02 Education Scotland will promote collaborative practitioner enquiry in and across services and regions to support leaders and practitioners to drive innovation and improvement in learning and teaching. | Complete – Business as usual A new cohort started the teacher leadership programme in August 2019. Over 200 teachers have been recruited with regional induction days taking place in late August. During 2020 Education Scotland will enhance the offer available through the Teacher Leadership Programme to provide additional support to teachers engaging in the programme (see TP87-89 in Annex A) |
| SI04 Education Scotland is committed to working with local authorities and schools through regional improvement collaboratives during 2017/18, to help them further develop the use of data to continually raise attainment and achievement and close the poverty related attainment gap. | Superseded This duplicates the entry for AC13, so is to be superseded and monitored under AC13. |
| SI05 We refreshed and released updated guidance on managing school exclusions 'Included, Engaged and Involved Part 2' in June 2017. We plan to undertake a review of 'Included, Engaged and Involved Part 1' in January 2018, with the aim of publishing findings by October 2018. | Complete Revised guidance was published in June 2019. |
| SI08 Education Scotland will continue to support the effective use of funding to raise attainment and close the poverty related attainment gap. | Complete – Business as usual In addition to working with their link local authorities, Attainment Advisors have begun to support appropriate regional collaborative plans where there is a focus on equity. This is enabling wider sharing of their expertise. |
| SI11 We are also exploring options through UK legislation to enable the sharing of data by DWP and HMRC to allow local authorities to identify eligible families. This should assist with increasing registrations of ELC for 2 year olds. | Ongoing Scottish Government has received confirmation from UK Government that they will progress drafting the necessary legal gateway to allow data sharing. This is subject to UK Government and UK Parliament timescales. |
| SI12 We will remove mandatory unit assessments for National 5, Highers and Advanced Highers on a phased basis over a three-year period from school year 2017/18 . This will reduce workload for teachers and young people. | Complete – Business as usual This action has now been completed with the removal of mandatory unit assessments taking place for National 5 in 2017/18, Higher in 2018/19 and Advanced Higher in 2019/2020. We will continue to monitor the implementation of these revisions. SQA have issued communications material to centres keeping them informed of the changes to Advanced Higher. The interim measure of Recognising Positive Achievement (RPA) is also being removed from session 2019/20 (as announced by DFM in October 2018) as one of the first steps to improve the credibility of National 4 within the suite of pathways available through the Senior Phase. This has been recomunicated to centres by SQA. |
| SI13 From January 2017 , we will work with teachers and local authority colleagues to gain a clear understanding of Curriculum for Excellence achievement of a level data and senior phase assessment data available through Insight. Using this data we will work together to drive improvements in learner outcomes at local level, particularly through the Children and Young People Improvement Collaborative. | Complete – Business as usual As of the 2019 release, the Curriculum for Excellence achievement of a level data have been designated as Official Statistics. The BGE Reference Group and Insight Project Board have been merged to form a single benchmarking board with a remit to provide strategic input and advice across the improvement tool portfolio. The Scottish Government officials responsible for the Insight and the BGE Benchmarking tools are now part of a single analytical team under a common management structure, to facilitate closer working and establish data linkages. All of these developments will enable greater use of the range of available data to drive improvements in learner outcomes. |
| SI14 | Complete – Business as usual |

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| <p>Throughout 2017, we will intensify our programme for reducing workload in schools based on ideas contributed by teacher associations and other partners in education. Inspection teams will continue to challenge unnecessary bureaucracy and offer practical assistance to schools and local authorities including supporting the use of school improvement planning to tackle bureaucracy by June 2017.</p> | <p>Education Scotland continue to challenge unnecessary bureaucracy within schools and local authorities, particularly in areas such as planning and reporting.</p> |
| <p>SI17 Developing the Young Workforce will continue to be a focus of inspection and review activity across all sectors. In school year 2016/17 there will be a specific focus on how well the Career Education Standard (3-18) and the Work Placements Standard are being implemented.</p> | <p>Complete – Business as usual Evidence on how well the Career Education Standard and the Work Placement Standard are being implemented continues to be gathered and discussed within relevant inspections. These data are regularly reviewed, analysed and shared with relevant colleagues.</p> |
| <p>SI19 We will extend the reach and impact of the Attainment Advisers, through regional alignment, to promote collaboration and joint delivery across local authorities from October 2016. Using the data available from the Framework, the Attainment Adviser team will work directly with schools where they can make the biggest difference to accelerate efforts to close the gap. Educational leadership of the programme will be extended through a new Chief Adviser role.</p> | <p>Superseded – duplicates AC35 31 Attainment Advisors are now in post and working directly with their link local authorities and the RICs to deliver the recently developed Maximising Progress five point plan. The Attainment Advisor for Argyll & Bute will start in January 2020. Until then the authority is being served by an existing experienced AA who knows the authority well. An Education Officer post has been created and filled. This is to support effective communication, analysis and synthesis of evidence and reporting. The Chief Adviser role is no longer considered necessary.</p> |
| <p>SI23 Working in partnership with local authorities and partners to develop the shape and composition of the RICs. We will ensure that the experience of current and emerging partnership working informs the establishment of RICs.</p> | <p>Complete All 6 RICs are established and have core teams in place, with their remit informed by assessment of existing collaborative working.</p> |
| <p>SI24 Provide a clear vision and framework within which effective school level collaboration can take place. We will work with partners to develop this framework and support development of resources and tools to support collaborative approaches in the classroom. As part of the inspection process, Education Scotland will look at how schools and establishments are working collaboratively with others and we will share evidence about what works.</p> | <p>Complete Following initial review work, further focused engagement took place in early 2019, with a view to ensuring that the key drivers relating to effective school-level collaboration were identified and where appropriate built into the wider Education Reform programme.</p> <p>An outline to take forward further work with Education Scotland over the 2019/20 academic year has been prepared. Proposals seek to embed the key drivers and contributors to school-level collaboration into the wider Education Empowerment reforms.</p> <p>Working in partnership with local government, Regional Improvement Collaboratives and Education Scotland, we will ensure that our education empowerment reforms strengthen and support collaborative working across the system. This includes extending the reach, accessibility and impact of collaborative working across school, local, regional and national levels (see SI64 in Annex A)</p> |
| <p>SI25 Support schools and establishments to work together in a learning journey cluster to develop a 3-18 curriculum offer, support transitions and clearly focus on outcomes. We will also support schools and partners in working to support transitions to a positive destination as part of their wider learner journey.</p> | <p>Superseded This commitment was linked to SI24 and will now be delivered through that activity and through further development of RIC support to schools (see SI64 in Annex A).</p> |

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| <p>SI26 Working with Education Scotland and the Care Inspectorate to develop a single shared inspection model for early learning and childcare and a commitment that each institution will only be subject to a single inspection per cycle.</p> | <p>Superseded Education Scotland, the Care Inspectorate and the Scottish Government have agreed to defer further development of a single shared inspection model for early learning and childcare (ELC) until after the expansion of funded ELC has been fully implemented.</p> |
| <p>SI28 Developing an approach to funding that truly empowers schools, and provides the framework of support which schools need, based on the outcome of the consultation.</p> | <p>Ongoing New revised Devolved School Management guidance, co-produced with local government, was published in June 2019. Local authorities are currently implementing the guidance, which requires them to prepare revised Devolved School Management Schemes for their authority, and these new Schemes are due to be in place by April 2021.</p> |
| <p>SI29 Around a quarter of 2 year olds are now eligible for funded ELC through the Children and Young People (Scotland) Act 2014 and through subsequent secondary legislation which commenced in August 2015. There is now a dedicated national project on the 2 year old offer within the Scottish Government expansion programme to provide support to local authorities and make links across the programme. The programme will last up to, and beyond, August 2020. We aim to improve uptake by ensuring the 2 year old offer is appropriate and appealing for eligible children and their families.</p> | <p>Ongoing Work to promote awareness and increase uptake of the 2 year old offer is well underway. We are working with UK Government to establish a legal gateway to allow for data of eligible families to be shared with local authorities. We have worked with 9 local authorities with the Children and Young People Improvement Collaborative on improving uptake and addressing barriers to the offer in their areas, with improvements being shared nationally at the end of November at their annual learning event. We are developing further opportunities to share this learning. We are working across Scottish Government to ensure we are making the most of cross/joint messaging e.g. with those eligible for Best Start Foods and who may access the Money Talks Tea. We have created content on the Parent Club website that has been messaged tested with the parents of eligible 2 year olds in mind. We are looking to establish an online community to share best practice and guidance around 2 year olds.</p> |
| <p>SI30 Education Scotland will continue to provide support to the RICs.</p> | <p>Complete – Business at usual Education Scotland delivered a series of events in Local Authorities and in RICs on assessment and moderation delivering key messages for improvement and sharing good practice .In addition to working with their link local authorities, Attainment Advisors have begun to support appropriate regional collaborative plans where there is a focus on equity. This is enabling wider sharing of their expertise. 11 of the 15 actions in Early Learning and Childcare Quality Action Plan have now been delivered with the remaining well underway Actions that have been delivered include: publication of a national induction resource; development of directory of continuous professional learning opportunities; a learning and development course for school leadership teams on what drives quality in early learning and childcare; and strengthening of the ELC content on the Education Scotland National Improvement Hub.</p> |
| <p>Performance information</p> | |
| <p>PI02 From February 2017, we will roll out training in the use of the standardised assessment tool to equip teachers with the necessary data literacy skills to identify areas for improvement.</p> | <p>Ongoing Introductory phase training for staff using the Gaelic Medium National Standardised Assessment system (Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig) is now available and additional training modules, including on the use of MCNG data will be available shortly once the Gaelic language version has been finalised.</p> |
| <p>PI05 We will publish a draft information ‘dashboard’ covering the broad general education by summer 2017, making detailed performance information available to teachers and local authorities.</p> | <p>Complete The BGE Tool was made available to local authorities and schools in 2018. During 2018 and 2019, Professional Advisers provided dedicated support to schools and local authorities to enhance their understanding and usage of the data within the BGE tool in a local context, and to gather feedback from users on the use of the tool, ideas for refinements to the tool, and suggestions on what kind of learning opportunities would be most useful.</p> |
| <p>PI12</p> | <p>Ongoing</p> |

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| <p>The suite of Professional Standards managed by the General Teaching Council for Scotland are currently being revised and both digital and data literacy will be given greater prominence in revised versions to be published in 2020.</p> <p>The evaluation framework will be used for the accreditation of all new ITE programmes and for the reaccreditation of existing ITE provision.</p> | <p>The Review of Personal and Social Education, published in January 2019, included a specific recommendation that the standards for professional registration should be updated, as appropriate, to ensure the importance of personal and social education is recognised as a skill expected of newly qualified teachers.</p> <p>Additionally, Scottish Ministers accepted the recommendations of the LGBTI Inclusive Education Working Group in November 2018, which are intended to support improvements across education to embed approaches to tackling prejudice towards LGBTI young people. This will include the targeted learning and support for ITE teachers and qualified teachers which the GTCS Standards can help to support. The GTCS are currently consulting on a proposed amendment to the professional standards, however the Scottish Government will not be providing a formal response to the consultation. We will engage with the GTCS following the close of the consultation to discuss the associated recommendations in the Review of PSE and the LGBTI Inclusive Education report</p> |
| <p>PI13 The Knowledge Mobilisation Study, which looks at how educational practitioners are engaging with research, is now complete. The report from the study and policy recommendations coming from it will be published in early 2019.</p> | <p>Complete The Knowledge Mobilisation report was published in August 2019: https://www.gov.scot/publications/knowledge-utilisation-mapping-study-scottish-education-system A report explored how Scottish educational practitioners engage with research and the factors that support and hinder ability to make best of use of research evidence. A working group to take forward the recommendations is planned for early 2020.</p> |
| <p>PI14 A survey of secondary school headteachers will be undertaken, which will help develop a more comprehensive understanding of senior phase curriculum models and implementation. The final report from the project is due in May 2019.</p> | <p>Complete The Senior Phase: Headteacher Survey report was published in September 2019: https://www.gov.scot/publications/senior-phase-headteacher-survey/ The report outlines the findings from an online survey of secondary school headteachers exploring their perspectives of implementing Senior Phase of Curriculum for Excellence.</p> |
| <p>PI15 A literature review of primary-secondary transitions has been carried out. The full report of that review and research findings report will be published in early 2019</p> | <p>Complete Report was published on 12 February 2019: https://www.gov.scot/publications/primary-secondary-transitions-systematic-literature-review-research-findings/</p> |
| <p>PI16 Early work is underway on a long-term project to develop a new index of social background, which is aimed at creating individual level data (as opposed to area-based) which allow more targeted and effective intervention for disadvantaged pupils.</p> | <p>Ongoing SG analysts have had a productive meeting with HRMC analysts regarding the feasibility of data sharing agreements for income and benefits data, and will continue to liaise and develop further.</p> |

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<https://education.gov.scot/improvement/Documents/NIFschoolimprovementguidance201718.pdf>

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Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill

<https://www.gov.scot/publications/empowering-schools-consultation-provisions-education-scotland-bill/>

ELC Quality Action Plan <https://www.gov.scot/publications/blueprint-2020-expansion-early-learning-childcare-scotland-quality-action-plan/>

Empowering Schools: education reform progress update <https://www.gov.scot/publications/empowering-schools-education-reform-progress-update/>

Empowering teachers, parents and communities to achieve Excellence and Equity – a governance review

<https://beta.gov.scot/publications/empowering-teachers-parents-communities-achieve-excellence-equity-education-governance-review/>

Engaging Parents and Families Toolkit <https://education.gov.scot/improvement/learning->

[resources/engaging-parents-and-families-a-toolkit-for-practitioners](#)

Family Learning Framework – Advice for Practitioners

<https://education.gov.scot/improvement/Documents/FamilyLearningFrameworkApril18.pdf>

Food and drink in schools consultation analysis report

<https://www.gov.scot/publications/report-responses-consultation-nutritional-requirements-food-drink-schools/>

GIRFEC <http://www.gov.scot/Resource/Doc/1141/0065063.pdf>

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<https://beta.gov.scot/groups/international-council-of-education-advisers/>

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Learning for Sustainability Action Plan

<https://education.gov.scot/improvement/Documents/LearningforSustainability-Vision2030ActionPlan.pdf>

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National Improvement Framework: Consultation on measuring the attainment gap and milestones towards closing it

https://consult.gov.scot/national-improvement-framework/measuring-the-attainment-gap/user_uploads/sct10171411861-3.pdf

National Parent Forum's review of the 2006 Parental Involvement Act
<https://www.npfs.org.uk/wp-content/uploads/2017/05/Final-E-versionpdf.pdf>
OECD Education Policy Outlook 2015, Making Reforms Happen <http://www.oecd.org/edu/education-policy-outlook-2015-9789264225442-en.htm>

OECD Report Improving Schools in Scotland: An OECD perspective
<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>

Out to Play, practical guidance for creating outdoor play experiences in early learning and childcare
(<https://www2.gov.scot/Resource/0054/00544754.pdf>)
Parental Involvement Act: [https://education.gov.scot/parentzone/getting-involved/Scottish%20Schools%20\(Parental%20Involvement\)%20Act](https://education.gov.scot/parentzone/getting-involved/Scottish%20Schools%20(Parental%20Involvement)%20Act)

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