

# 2019 NATIONAL IMPROVEMENT FRAMEWORK AND IMPROVEMENT PLAN

ACHIEVING EXCELLENCE AND EQUITY



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# Achieving Excellence and Equity

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## 2019 National Improvement Framework and Improvement Plan

**“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



When I visit schools across Scotland, I consistently see creative and inspiring young people and dedicated and hard-working staff who support them. We should take great heart that these young people epitomise the four capacities of Curriculum for Excellence – they are successful learners, confident individuals, responsible citizens and effective contributors. They represent a great future for our nation.

I have also been greatly encouraged by the way that the National Improvement Framework has become embedded in schools. It is widely used as a focus for delivery of excellence and equity in Scottish education.

The NIF includes four priorities – raising attainment for all, closing the attainment gap, improving young people’s health and wellbeing, and improving employability skills and positive, sustained destinations which underpin everything that is done in our schools. In the annual review of NIF, there was consistent support for these priorities and they will remain the same in 2019. There was, however, also a clear call for the NIF to have a greater focus on health and wellbeing, and a number of actions in the 2019 Improvement Plan reflect that, for example the commitment to introduce counsellors in all secondary schools across Scotland. We have also sought to give the NIF a stronger focus on the early years and the learner journey.

We are now seeing tangible progress towards closing the poverty-related attainment gap, such as the reduction in the gap for each of the three national qualification measures, and the school leavers’ participation measure. These improved outcomes are very welcome, but it is clear that more and continued efforts are required to ensure that all children and young people experience better outcomes. **This is why we need to maintain the consistent direction explained in the National Improvement Framework.**

The 2019 NIF and Improvement Plan provides a national framework – but the success of our approach is dependent on the continued growth of empowered schools and a truly collaborative culture. I am confident that, as we work jointly with local government colleagues to empower our schools, we will create the right environment for that to happen.

**John Swinney MSP**  
**Deputy First Minister and Cabinet Secretary for Education and Skills**  
**December 2018**

## Introduction, vision and key priorities

### Introduction

The 2019 National Improvement Framework (NIF) and Improvement Plan replaces last year's NIF and Improvement Plan. Together with the new 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 to have regard to any such views. Following the review process in autumn 2018, there was a clear consensus to retain and build upon the consistency and certainty provided by the NIF. Consultees felt that the NIF priorities and six drivers of improvement were very relevant, and that continuity and consistency would support improvement planning and help achieve our aims.

However, a significant number of consultees did comment that there should be an increased focus in the NIF on areas such as early learning and childcare, as this would help to emphasise the coherent and continuous nature of the Scottish education system from 3 to 18. Many consultees also felt that there should be a greater emphasis on the importance of health and wellbeing, particularly adolescent mental health, in the NIF. They were also concerned that, in the drive to deliver improvements in attainment, there had not been enough focus in the NIF on all 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

That is why many of the improvement activities outlined in the 2019 NIF and Improvement Plan 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](#). We have used these recommendations to inform the 2019 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.

We want to develop with our partners 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**

## Summary of the main issues for the 2019 NIF

We have been listening carefully to all those involved in the Scottish education system, to ensure that we are working in partnership with them when developing the improvement activity set out in this year's NIF and Improvement Plan.

### Delivering improvement

The latest Achievement of a CfE Level data shows that between 70%-80% of children across P1, P4 and P7 are achieving the expected level in numeracy, reading, writing and listening and talking.

The number of Higher passes fell slightly in 2016/17 (-1.5%), but to a lesser extent than the S5 and S6 school roll (-2.4%), and there were over 50,000 skills-based qualifications, awards and certificates achieved in 2017-18.

The proportion of young people in the most deprived areas getting qualifications at SCQF levels 4, 5 and 6 is increasing faster than those in the least deprived areas, and an increasing proportion of school leavers in the most deprived areas were in a positive follow-up destination in March 2018.

### An empowered and collaborative system

During 2019 local authorities and learning communities will work together to further develop a culture of empowerment and collaboration in their area.

We are bringing together representatives from all parts of the education system in Scotland to take a partnership approach to empowerment. Together we are developing new guidance and resources to support the empowerment of learning communities across Scotland. We are providing around £5 million directly to the six new Regional Improvement Collaboratives (RICs) in this school year, to help strengthen educational support to schools.

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 middle leaders to develop leadership skills through new Education Scotland leadership programmes.

### **Excellence and equity**

The interim evaluation of the £750m Attainment Scotland Fund showed that 78% of headteachers had already seen an improvement in attainment and wellbeing as a result of the funding, and nearly all headteachers (97%) expected to see further improvements in the coming five years. The interim evaluation also suggests that the equity agenda has become embedded in schools' practice and ethos.

The themes of excellence and equity are also intrinsic to the report of the 15-24 Learner Journey Review which was published in May 2018. The report contains 17 recommendations to support this, building on and reinforcing the aims of CfE and DYW.

### **Health and wellbeing**

As part of our commitments on improving children and young people's mental health set out in the mental health strategy 2017-2027, we have undertaken a review of personal and social education. Work to deliver against a suite of recommendations will commence in 2019.

We will recruit an additional 250 school nurses by 2022, and will also introduce counsellors in all secondary schools across Scotland. We will provide training and support for those working in schools and education authorities to understand and respond effectively to children and young people's needs for support with their mental health and wellbeing.

We will implement a range of recommendations to support LGBTI-inclusive education across Scotland, including recommendations to improve practice and guidance for education staff and to increase awareness of LGBTI issues.

We plan 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.

### **Early learning and childcare (ELC)**

To help achieve greater equity in child outcomes, we will ensure that the children who need it the most benefit from an enhanced ELC offer. This will involve an earlier offer for eligible 2-year-old children and, from August 2018, access to support from an additional graduate-level practitioner for children attending nurseries serving the most disadvantaged areas.

Funded ELC will expand from 600 to 1140 hours to all children from August 2020.

We have also developed a national standard for funded ELC providers, at the centre of which is a clear set of quality criteria that all settings delivering the funded hours will be required to meet from August 2020.

## 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. 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 listening and talking, with over 70% achieving the level in writing and numeracy. The number of Higher passes fell slightly (-1.5%), but to a lesser extent than the S5 and S6 school roll (-2.4%), and there were over 50,000 skills-based qualifications, awards and certificates achieved in 2017-18.

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 levels 4, 5 and 6 (National 4, National 5, Highers and vocational qualifications) is increasing faster than those in the least deprived areas. In addition, almost 88% of school leavers in the most deprived areas were in a positive follow up destination in March 2018, 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 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 6 new Regional Improvement Collaboratives (RICs), as well as the 32 local authority 2018/19 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, findings from the Scottish Attainment Challenge and the recommendations 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:

- High quality experiences for children in early learning and childcare settings (School Improvement).



- Recognising the importance of early intervention in supporting young children's learning journeys (Assessment of Children's Progress).
- Sharing good practice on how the Scottish Attainment Challenge and Pupil Equity Funding is being used effectively to close the poverty-related attainment gap (Assessment of Children's Progress).
- Improving the pace and challenge for learners through consistency in the professional judgement of teachers. This should be supported by continuous staff development, including strengthening assessment and moderation, and sharing good pedagogical strategies (School Leadership, and Teacher Professionalism).
- Collaboration between teachers and practitioners across local authorities to develop skills to support professional learning, and drive innovation and improvement in learning and teaching (Teacher Professionalism).
- Building leadership capacity within schools in order to improve the learner journey, particularly at key transition stages such as the transition from primary to secondary school (School Leadership).
- Strengthening family engagement, to enable successful prevention and early intervention (Parental Engagement).
- Improving outcomes for our most vulnerable children and those with the most significant needs (including care experienced young people, those on the child protection register and those with significant Additional Support Needs) (Assessment of Children's Progress).
- Improved provision of timely support for children and young people with mental health needs to reduce the escalation of need (Assessment of Children's Progress).

What is clear from analysing these plans and the wider evidence is the centrality of Curriculum for Excellence, and that its four capacities, its principles and its values provide the foundation for high quality learning, teaching, and assessment. The plans demonstrate that this effective pedagogy and career-long professional learning are key to ensuring positive outcomes for children and young people.

Planning, including with learners, for longer term learning outcomes as well as short-term goals needs to be embedded within effective design and development of the curriculum, taking account of the values and ethos of the school. Ensuring the availability of a range of learning experiences well matched to learners' needs and interests is essential, as is effective use of a variety of assessment approaches to track progress and plan learning. These aspects are more likely to have a positive impact and deliver improvements than simply importing programmes or interventions. While these programmes and interventions may have worked well elsewhere, the local context will vary from school to school. Local authorities and RICs play a key role in enhancing and supporting curriculum development and learning, teaching and assessment in schools.

As well as drawing on the regional and local improvement plans and other evidence in developing this Plan, we have been listening carefully to all those involved in the Scottish education system to ensure that we are working in partnership with them when developing improvement activity.

### **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 was a common theme running through the recommendations from the ICEA, as was 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 new working groups have been established to take a partnership approach to empowerment. 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 are developing new guidance and resources to support the empowerment of learning communities across Scotland. This is complemented by additional partnership work underway to strengthen statutory and good practice guidance on parental involvement and engagement.

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, pupil participation will form a key aspect in the empowering schools reforms. Scottish Government and Education Scotland will continue to improve the participation of young people in the development of national policies affecting education.

Our six new RICs are bringing together and enhancing local authority, Education Scotland and other expertise, to strengthen educational support to schools. We are providing around £5 million directly to the Collaboratives in this school year, together with additional and dedicated expertise from Education Scotland, to enhance their development and support regional improvement activity. This will further assist each Regional Improvement Collaborative in supporting schools across Scotland to collaborate on improvement, share best practice and improve outcomes for pupils.

During 2019 local authorities and learning communities will work together to further develop a culture of empowerment and collaboration in their area. The support and opportunities available for school leaders to develop their leadership skills and collaborate for improvement will continue to grow in 2019. 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 middle leaders to develop leadership skills through new Education Scotland leadership programmes.

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.

## **Excellence and Equity**

An empowered and highly effective leadership is key to ensuring the highest possible standards and expectations are shared across schools to deliver excellence and equity for all. 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 – because Pupil Equity Funding puts them in the driving seat.

The interim evaluation of the Attainment Scotland Fund showed that 78% of headteachers had already seen an improvement in attainment and wellbeing as a result of the funding, and nearly all headteachers (97%) expected to see further improvements in the coming 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. By the end of 2018, all nine local authorities receiving additional funding via the Attainment Scotland Fund will have been inspected by Education Scotland. To date, five of the inspection reports have been published. Of these, all have been evaluated as making good, or very good, progress in improving learning, raising attainment and closing the poverty-related attainment gap.

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. This ties in with another of the ICEA's recommendations that the Scottish Government should focus on pedagogy at the centre of schools. The ICEA was concerned that there was a risk of becoming too focused on evidence-based interventions aimed at reducing the poverty-related attainment gap, without also consistently making sure that learning and teaching are at the forefront of everything that is being done to ensure excellence and equity in Scottish education.

As a result, Education Scotland is evolving to deliver direct advice, support, and guidance to schools in partnership with local authorities and RICs. Education Scotland is currently making the transition to a regional delivery model, with a collective and collaborative approach at national, regional and local levels. Education Scotland will evolve its approach to enhance how its education staff work alongside leaders and other frontline practitioners, motivating change and providing specialist support.

The themes of excellence and equity are also intrinsic to the report of the [15-24 Learner Journey Review](#) which was published in May 2018. We must make sure that every individual young person in Scotland can fulfil their potential. To maximise their talent, every

young person needs the system to provide high-quality guidance, advice and support so that they can be sure they are making the right decisions about their education and skills in line with their aspirations and abilities. Equally, in order to ensure all young people have access to the choices that are right for them, we need the right balance and blend of learning options in our post-15 education and skills system – with parity of esteem between vocational and academic learning/pathways across the system as a whole. The report contains 17 recommendations to support this, building on and reinforcing the aims of Curriculum for Excellence and Developing the Young Workforce.

## **Health and Wellbeing**

The ICEA also recommended that we do more to support inclusion in education. The Scottish approach to inclusion is already world-leading; our legislative and policy commitments are amongst the most extensive in the world. An inclusive approach affords all children and young people the opportunity to be a part of a community, boosting their mental health, emotional wellbeing and aiding the development of social skills. 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 will be taking action to secure more positive experiences for those receiving support.

This will include: improving consistency of support across Scotland, through improved guidance; building further capacity to deliver effective additional support; and improving career pathways and professional development, including new free training resources for school staff on inclusive practices. These strategic actions seek to support: improved consistency in the delivery of additional support for pupils and the implementation of mainstreaming; further capacity for schools and education authorities to deliver support; improved career paths for those working in additional support for learning; and support for continued professional development. These will be supported by a national summit early in 2019 which will bring together key stakeholders to reinvigorate the approach of implementation of additional support for learning.

We know that children's educational outcomes directly affect their opportunities in life, work and society. Support provided to enhance learning outcomes will ensure young people reach their future potential. Supporting children with complex additional support needs in learning also supports their ability to remain within their own communities in the longer term.

Learning in health and wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing. We are bringing forward a wide range of actions to support children and young people's health and wellbeing. As part of our commitments on improving children and young people's mental health as part of the mental health strategy 2017-2027, we have undertaken a review of personal and social education. The review considers a range of issues including pastoral care, counselling services and the delivery of health and wellbeing in the context of personal and social education. The review has three phases and will conclude in December 2018, with a range of recommendations

being made to Ministers on how to improve personal and social education. Work to deliver a suite of recommendations will commence in 2019.

As part of a range of actions taken across the Scottish Government to improve services for children and young people's mental health and wellbeing, we are committed to introducing counsellors in all secondary schools across Scotland. We have also committed to recruiting an additional 250 school nurses by 2022. The refocused school nursing role has a focus on prevention, early intervention and support for the most vulnerable children who are of school age. This commitment will be supported by training and support for those working in schools and education authorities to understand and respond effectively to children and young people's needs for support with their mental health and wellbeing.

We have also 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, and that they are an important part of a school's ethos and culture.

No child or young person should feel excluded and isolated because of who they are. No child or young person should be bullied for being who they are. That is why we have also strengthened the national approach to anti-bullying, to provide schools with more tools to identify and act on incidents of bullying. A new approach to recording and monitoring incidents of bullying will allow schools to develop interventions and preventions of particular instances of bullying, enabling schools to work with those pupils experiencing bullying and those exhibiting bullying behaviour. We have a greater understanding about the short and long term impact of bullying on children and young people's confidence, resilience, participation and attainment. We will continue to work with our key partners to address the impact of bullying, by further strengthening guidance and resources for everyone who works with children and young people, providing them with the tools to act quickly and efficiently. We will also continue to support the excellent work that our national anti-bullying service, respectme, provides to young people, teachers, parents and carers.

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 all 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 also need to harness the contribution that the enhanced early learning and childcare (ELC) offer can make to closing the attainment gap before children start school. The expansion of funded ELC from 600 to 1140 hours for all children from August 2020 and the earlier ELC offer for eligible two-year-olds has the potential to transform outcomes for children in the early years.

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. Our aim is therefore to see ELC fully integrated with wider policy on improving attainment and closing the gap. ELC should therefore ensure a high quality experience for all children, which complements other early years and education policy to close the attainment gap.

Several studies have shown that high quality ELC can have a positive effect on the educational, cognitive, behavioural and social outcomes for children in both the short and long term, including those who are most deprived in terms of household income. Indeed, some research has found that the benefits of ELC are even greater for children from more disadvantaged families.

The quality of funded ELC is already good. Recently published data from the Care Inspectorate show that 91% of funded ELC providers achieve good or better evaluations on all four quality themes. To further embed and strengthen quality, we are currently implementing the actions set out in the [ELC Quality Action Plan](#), which was published in October 2017. These actions include a strong focus on supporting the professional development of our early years educators. We have also developed a national standard for funded ELC providers, at the centre of which is a clear set of quality criteria that all settings delivering the funded hours will be required to meet from August 2020.

While we aim to do the best for every child, this does not mean doing the same for all children. Children experience ELC as good quality when it is responsive to their individual and varying circumstances. Not all children and families are in need of the same kind of professional support. Our ELC strategy for achieving greater equity in child outcomes is to ensure that the children who need it the most benefit from an enhanced ELC offer. This will involve an earlier offer for eligible two-year-old children and, from August 2018, access to support from an additional graduate-level practitioner for children attending nurseries serving the most disadvantaged areas.

## 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. In looking to achieve this, we need to see a significant difference within a short timeframe for each of the key measures, and so milestones need to provide a clear sense of what it is we are trying to accomplish, as well as the level of improvement that we want to see and by when. That is why 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. We will be reporting on the stretch aims in the 2020 NIF.

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. Of the 11 key measures, 9 are showing a narrowing of the gap; albeit due to a mixed underlying picture and to varying extents. For the other 2 key measures, one will not have any new data to compare until 2019, and the other cannot be compared directly as there has been a change in the data that has been collected. More detail on what the data is telling us is provided below under each measure.

### **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).

As a result, this means that we cannot directly compare the figures in 2016/17 with previous years. It is not yet clear whether this change in the domains assessed at these reviews will have an impact on the 2017/18 results when they are published next year. Therefore, it is not yet clear whether the 2016/17 figures will be our new 'baseline', or whether this will in fact be the 2017/18 results.

### **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.

### **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. The data for SALSUS 2018 will be available next year.

#### **Primary - Literacy (P1, P4, P7 combined)**

#### **Secondary - Literacy (S3, 3<sup>rd</sup> level or better)**

#### **Primary - Numeracy (P1, P4, P7 combined)**

#### **Secondary - Numeracy (S3, 3<sup>rd</sup> level or better)**

The 2017/18 data (which are being published as Experimental Statistics) shows that children and young people from the least deprived areas performed better than those from the most deprived areas at all stages. The data also shows that the proportion of primary children assessed as achieving the expected level in both literacy and numeracy is slightly higher than was the case in 2016/17. This is particularly noticeable in P7. In S3, while achievement of Third Level was largely static, the proportion of S3 pupils assessed as achieving Fourth Level was slightly higher than in 2016/17. There was a slight narrowing of the gap between the least and most deprived areas across all four measures.

### **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.

The gap at SCQF Level 4 (including National 4) has reduced due to a decrease in attainment of leavers from least deprived areas; the gap at SCQF Level 5 (including National 5) has reduced due to an increase in attainment of leavers from the most deprived areas; at SCQF Level 6 (including Higher), the gap has reduced due to a decrease in the proportion of leavers from least deprived areas attaining one or more passes at SCQF Level 6 and an increase for most deprived leavers.

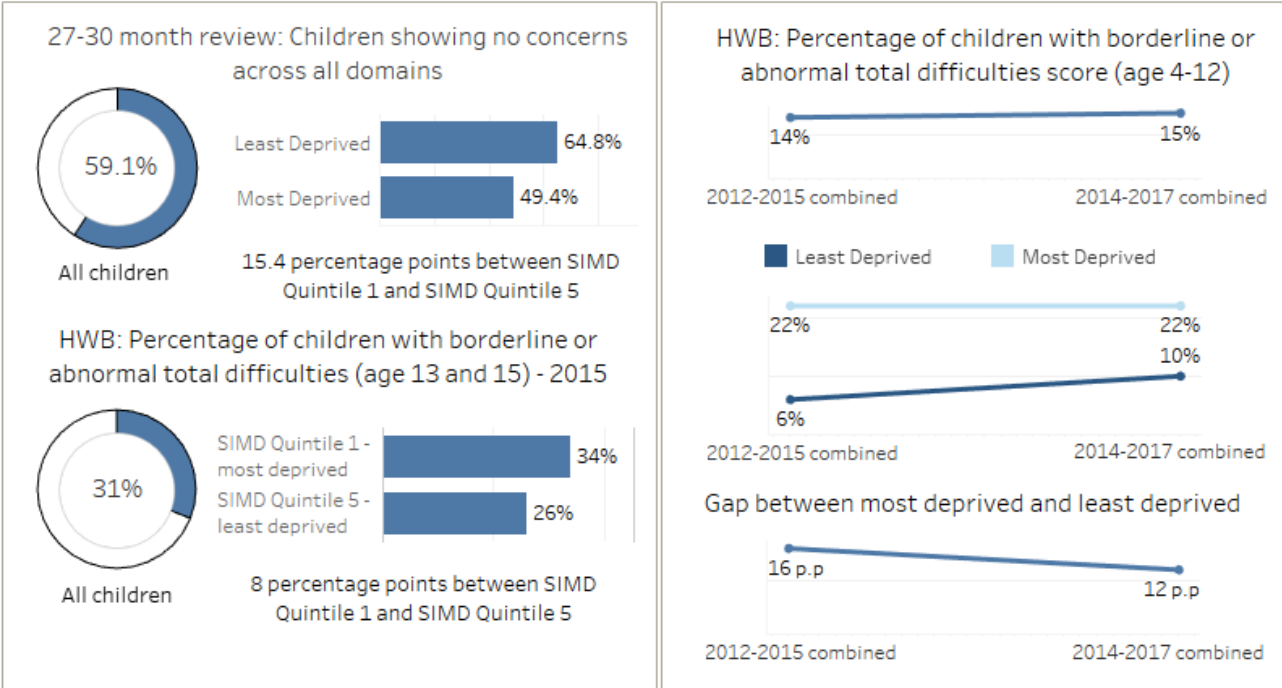
### **Participation Measure**

The participation measure shows that the proportion of 16-19 year olds participating in education, training or employment continues to increase in 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](#).



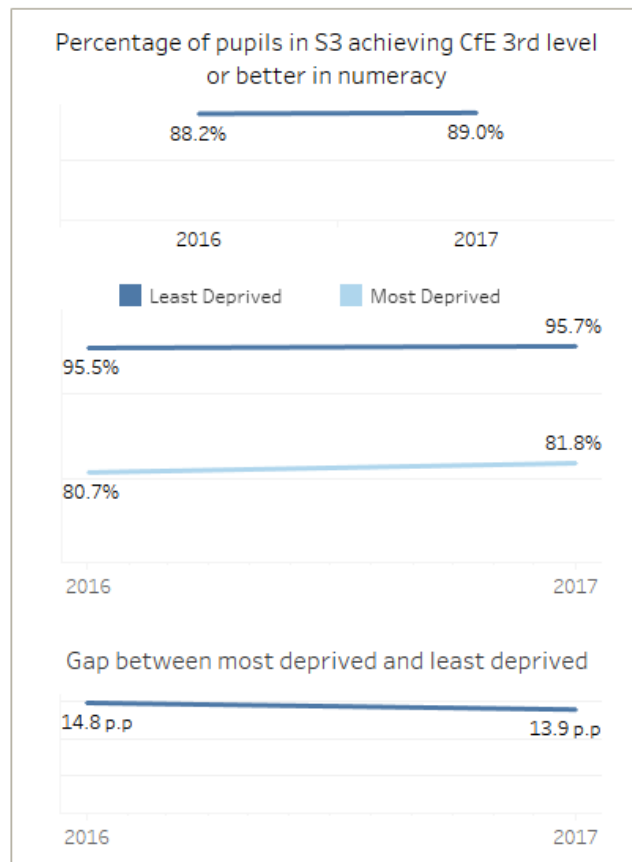
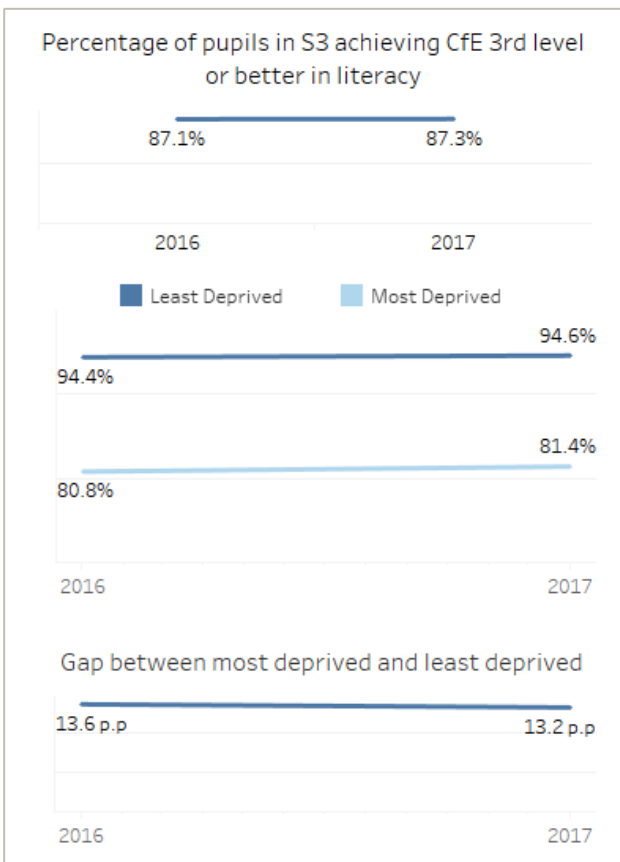
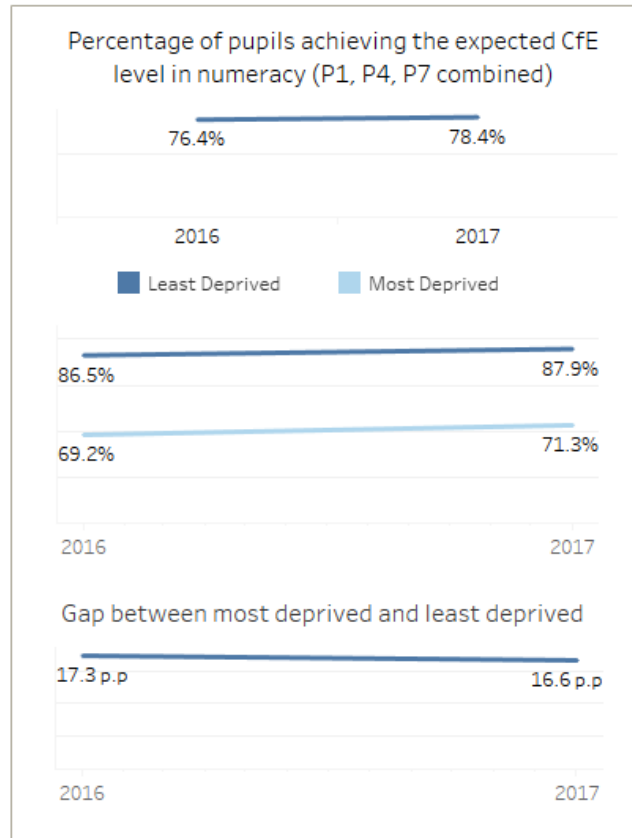
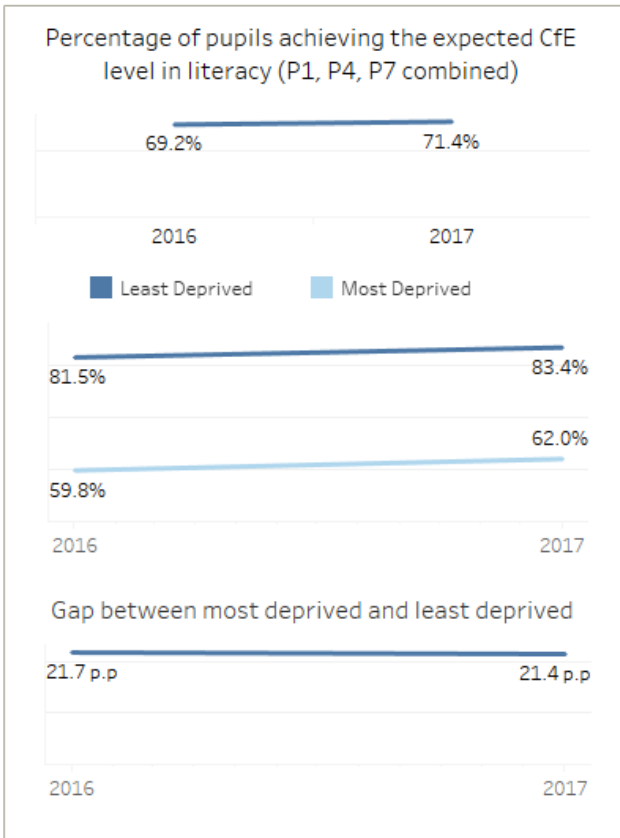
Executive Summary: Early years, health and wellbeing



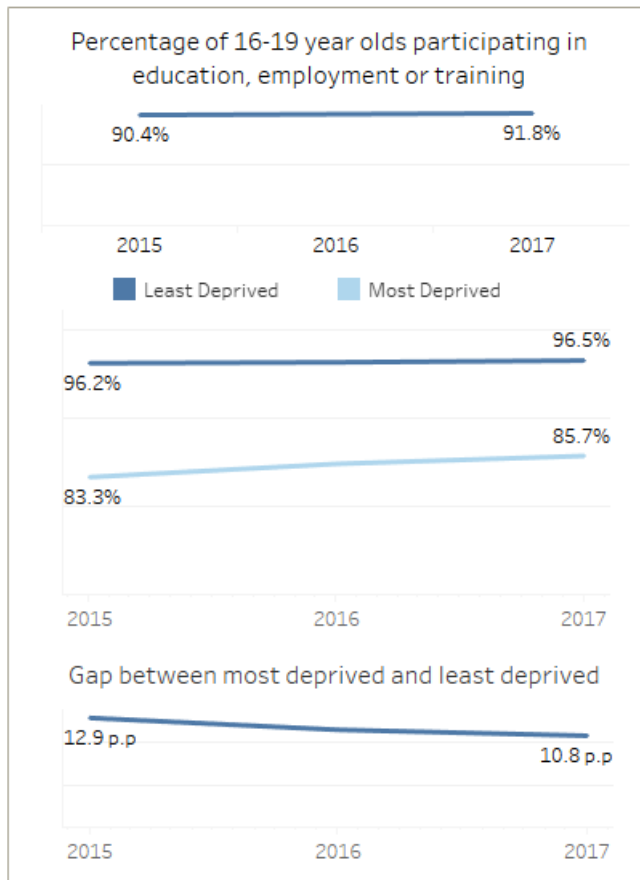
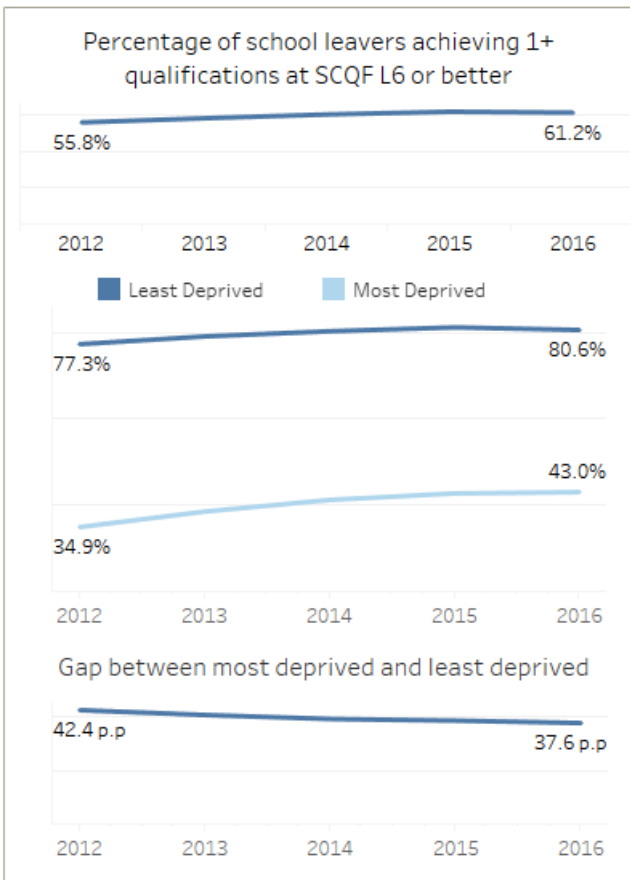
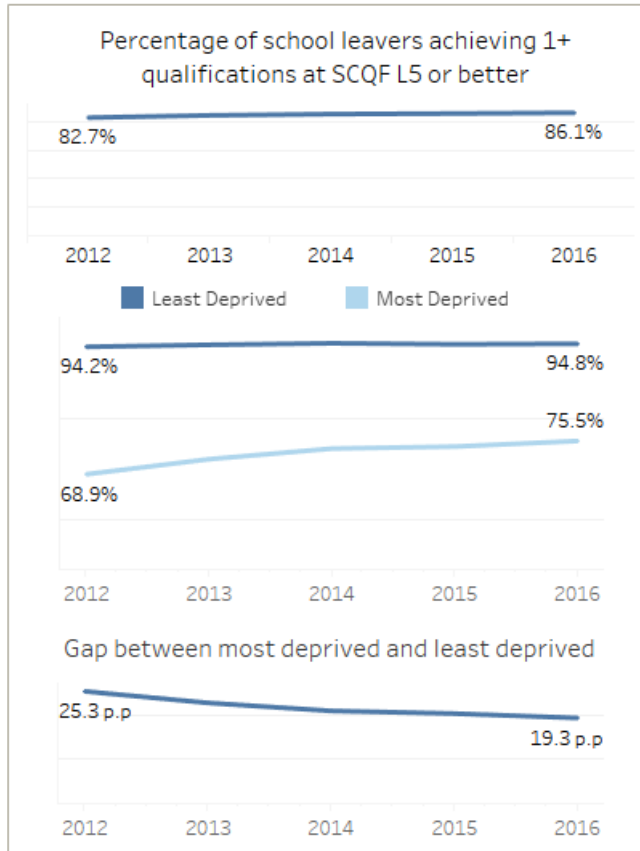
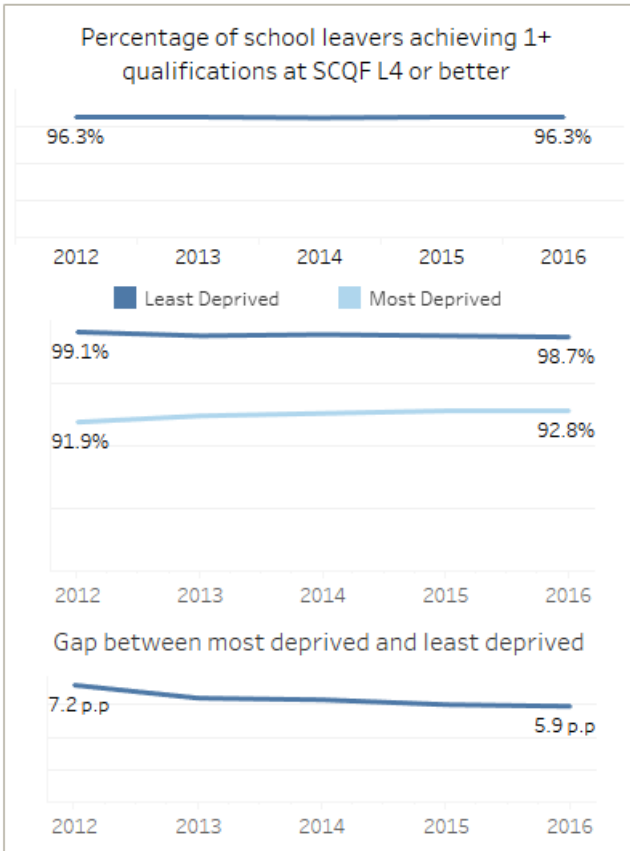
As set out above, for the 27-30 month review there is only data for 2016/17 as there has been a change in the data that has been collected since April 2017.

For the HWB: children total difficulties data, there will be no new data to compare on children aged 13 and 15 until 2019.

## Executive Summary: Broad General Education



## Executive Summary: Senior Phase and Participation Measure

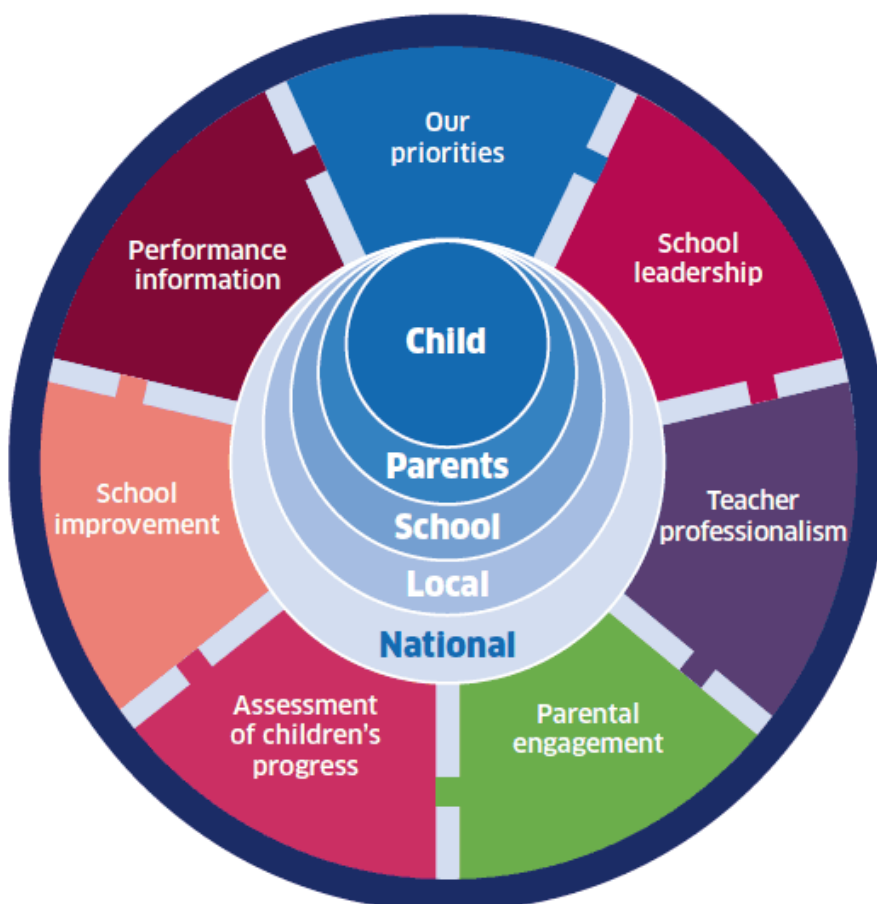


## Drivers of improvement: what the evidence is telling us and the action we will take

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. Our school leaders are engaged and committed to improving outcomes for 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 in 2019 will be 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, new national guidance on empowering schools and a new self-evaluation framework for local authorities will be available to support partners throughout the system to work together to ensure meaningful empowerment and collaboration.

School leaders drive and promote a culture of professional enquiry, self-reflection and evidence-based practice. In 2019, Education Scotland will enhance the leadership support package, creating more opportunities and resources for leaders across the education sector to develop leadership skills and lead improvement at system level. More headteachers will have the opportunity to participate in Excellence in Headship, which enables school leaders to build capacity in a number of core areas including critical self-awareness, leadership of learning and organisational effectiveness. 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 is due to report to the Scottish Negotiating Committee for Teachers early in 2019 and its recommendations will be taken forward over the next year.

In 2019, Education Scotland will also work closely with the RICs to support a range of tailored leadership and professional learning activities designed to meet the needs identified by school leaders in each RIC area.

## Case Study



**Colin Bruce, Headteacher, Alloa Academy, Clackmannanshire**

In Alloa Academy, the Senior Management Team have focused their efforts in developing leadership at all levels. We have a 'values based' approach to leadership and promote a positive ethos by supporting both our students and staff. We are committed to developing our staff by providing opportunities that enable them to become the best they can be. An important part of this has been empowering our learners and staff.

The changes made to our staffing structure have ensured that not only do we meet our curriculum demands but also that we meet the needs within a local context, such as the challenges set out in the National Improvement Framework. Ultimately, we agreed a focus on 'leadership opportunities at all levels' as a key strategy to build capacity, whilst also working towards closing the poverty-related attainment gap.

A key feature of this development was using some of the Pupil Equity Funding, creating a 'Leadership Academy' whereby teaching staff, learning assistants, clerical staff and pupils have been given bespoke whole school commitments which are specifically aimed at closing the poverty-related attainment gap. Each member of the 'Leadership Academy' has engaged in a professional learning programme that supports their understanding of the issues behind poorer outcomes for some of our learners, and has focused their work on specific targeted roles. These roles include:

- Readiness 4 Learning
- Mental health
- Parental Engaged
- Developing the Young Workforce
- Sharing practice through collaborative approaches
- Literacy and Numeracy
- Coaching and mentoring
- 'Club Coffee' Coffee Shop

There have been some immediate improvements to outcomes from the 'Leadership Academy' initiative including:

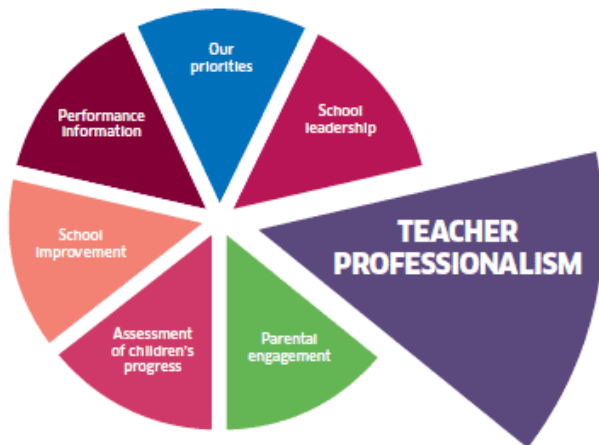
- Improved positive destinations data (16/17 87% vs 17/18 94%)
- Reduced exclusions (16/17 29 vs 17/18 1)
- Reduced referrals (15% drop)
- Improved attendance
- Improved attainment outcomes for S4s living in SIMD 1 (43% live in SIMD 1+2)
- Pupil presentations on relationships at the Scottish Learning Festival

Another key feature of building capacity and empowerment is that every member of the Senior Management Team has engaged in Columba 1400. This has supported the development of a shared values-based leadership approach. The next stage of this work will be working with our learners and their families and Columba 1400.

Importantly, the focus on leadership has impacted on the Depute Headteachers, who have been central to planning, supporting and evaluating this approach. It is clear to see that they now have a greater sense of empowerment and take great pride in seeing their ideas lead to school improvement. Last but not least, staff who have engaged in the 'Leadership Academy' are now leading school improvements, and are more self-aware of their own leadership strengths and areas that they can further develop.

I am very pleased with the culture of empowerment and leadership that we have created collectively as we continue work to close the attainment gap and raise attainment.

## 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 2017/18, 1089 teachers benefited from the Scottish Government's investment in Masters level learning provided through local teacher education partnerships, with 530 teachers achieving a qualification at SCQF Level 11.

The evidence around initial teacher education (ITE) is less clear. 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 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. This work will be complemented by the findings from a 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 nine teacher education universities and the GTCS, and will track a cohort of newly qualified teachers 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**

In 2019, Education Scotland will work with partners to develop a range of resources to support teachers and professional learning providers in using the new national model of professional learning, which identifies the key principles and features of effective learning that will build capacity and promote collaborative practices.

The evidence demonstrates a strong appetite amongst teachers for professional learning. In 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.

The Professional Learning Scoping Study carried out for the Strategic Board for Teacher Education in 2018 identified that teachers and professional learning providers would welcome greater clarity about the accreditation and endorsement of professional learning. In 2019 Education Scotland will work in partnership with GTCS to develop clear guidance on the endorsement and accreditation of professional learning, to help teachers and providers identify high quality professional learning opportunities.

The refresh of the GTCS Professional Standards is ongoing and GTCS intend to implement the new standards in August 2020. This is being taken forward in parallel with the empowering schools and career pathways work to ensure appropriate coherence. In 2018/19 the final cohort of GTCS registrants will engage in the Professional Update process. GTCS will undertake its 5-year longitudinal evaluation of the impact of Professional Update.

In its new regional capacity, Education Scotland will support professional learning priorities at regional as well as at national level.

## Case Study



### **Kelso High School, Scottish Borders**

Kelso High School aims to create a culture of professional learning for all, with teacher agency at the centre. Collaborative Practitioner Enquiry is one way we try to achieve this. All staff undertake an enquiry by working in collaboration with their peers, and following a programme of development which is supported through the school calendar and professional learning program. The enquiries are linked to the School Improvement Plan with staff working on projects that interest them. The yearly programme culminates in all staff presenting their enquiry findings which are then used in the improvement planning process the next year.

Max Gordon, PE teacher at Kelso High says that:

“Being involved in Collaborative Practitioner Enquiry at Kelso High School has been very much an enjoyable and rewarding experience. It has helped me to become a more reflective practitioner and to feel empowered when trying new strategies to further enhance teaching and learning.

A major benefit of engaging with this approach was that I was able to tailor it to the needs of learners. Through pupil feedback and self-evaluation, I have been able to see the positive impact that Practitioner Enquiry has had on the quality of young people’s learning experiences within my classes. This made the process both a relevant and very meaningful exercise.

I have also found great value in listening to my colleagues and learning from their experiences. By providing staff with opportunities to meet regularly, share, and present their findings it has helped our school to develop a culture of professional learning.”

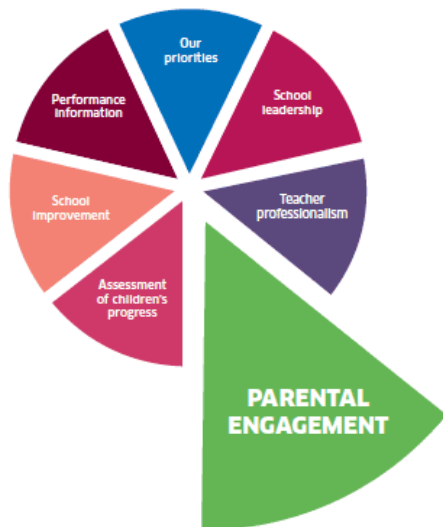
Kelso High School was a recipient of the General Teaching Council for Scotland’s Excellence in Professional Learning Award 2018.

Videos relating to this approach, and the award, can be found online at the following links:

<https://vimeo.com/channels/enquiry/261988198>

<https://www.youtube.com/watch?v=aD1-maqO3H8>

## 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. 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, satisfaction levels amongst parents appear to be higher than amongst the general population (measured via pre-inspection questionnaires). 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.

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. A number of key priorities emerged from the evidence-gathering phase for the plan. Key priorities included: 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, and; enhancing the skills of leaders, front-line practitioners and support staff.

### **Improvement priorities for the year ahead**

Key improvement activity in 2019 will be taken forward across 13 key goals as identified in the joint Scottish Government / COSLA ["Learning Together" National Action plan](#). This will include steps to strengthen guidance, develop training and support materials and to improve the links between home and school.

## Case Study



### Corsehill Primary and Early Years Class, North Ayrshire

Before formulating our vision, values and aims we had to ensure everyone in our school community understood the context we were working in. Multiple sources of data were used for this preparatory work. Data from Gov.Scot SIMD Interactive Mapping told us that:

- 95% of our 17 to 21 year olds do not enter full time further education.
- 13% of our 17 to 21 years olds not in further education, employment or training.
- A third of our community require support for mental wellbeing
- Attainment in the school was below average and children has low aspirations demonstrated in poor engagement with the wider life of the school.
- Low self-esteem and a negative view of their community and local area was evident in attitudes in focus groups.

This gave us a real understanding of how we needed to support our children and families and the partners we would need to work alongside if we were to change lives. We understood from our data that we would need to create a bespoke curriculum that had a focus on health and wellbeing. This would be underpinned by a vision that would develop curiosity and a love of learning in children alongside their families to encourage them to be aspirational and realise their true potential.

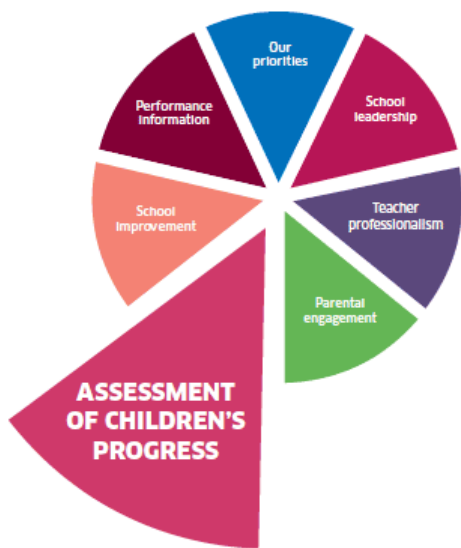
Included in our vision, values and aims are specific ones for our families. This ensures we take a holistic view of the child, their school and home-life and work relentlessly to engage parents and change their attitudes and mindsets to school. For example:

- Aspirational Mindset family workshops
- University family visits
- Family tracking meetings
- Family empowerment coaching
- Restorative training
- Anti-sectarianism parent and child workshops as a cluster

#### Our aims for our families and community

- To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
- To be engaged in the life of the school in order that they can contribute to school decision-making and our Improvement Journey.
- To develop partnerships between staff, parents and the wider community which promotes a positive ethos and image.

## 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 going forward will help 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 achieving qualifications, awards, and 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.

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

However, concerns have also been raised about certain aspects of the assessments, in particular about P1 assessments. As a result, the Deputy First Minister announced on 25 October 2018 that there will be an independent review of the approach to P1 assessments within the context of the NIF. The review will be asked to provide conclusions and recommendations by the end of May 2019.

Assessing children's progress plays a crucial role in addressing adversity at any point in a child or young person's life, by recognising where barriers exist and putting in place actions to address the issues identified.

Anchored in our national approach of Getting it Right for Every Child, the Scottish Government is increasing its focus on better preventing and mitigating childhood adversity. The term adverse childhood experiences (ACEs) originated from US research which established an association between childhood adversity and later negative health and other outcomes in adulthood. The Scottish Government is committed to tackling the ten adversities highlighted by the original US research (including different types of abuse, neglect and household challenges of parental separation, mental health difficulties, substance misuse, domestic violence, and incarceration), as well as other adversities which can impact on health and wellbeing (e.g. bereavement, bullying, poverty).

A focus on preventing such adversities and addressing their impact on children, young people, and adults is being embedded across the Scottish Government and its work with partners. This involves building on existing interventions, such as the expansion of Health Visitor numbers, roll-out of Family Nurse Partnerships and expansion of high-quality early learning and childcare, and nurturing approaches in schools, and we will continue to develop further actions that better address ACEs in Scotland going forward.

Education Scotland is working with NHS Scotland staff and schools to make the links between nurture, ACEs and trauma informed practice, to develop effective practice and support positive mental wellbeing in schools. A paper entitled 'Nurture, Adverse Childhood Experiences and Trauma informed practice: Making the links' helps to outline the links between these approaches. This, along with the professional learning materials to support these approaches, will complement the work to implement the National Trauma Training Framework.

## Case Study

### Riccarton Early Childhood Centre

East Ayrshire Council



At Riccarton ECC, we are fully committed to raising attainment for all our children and closing the poverty-related attainment gap.

In the centre, children access a wide range of digital technology. Both the children and staff use tablet devices and digital cameras to record learning experiences. The children are able to replay the experiences and revisit their learning. Staff generate quick response (QR) codes, a matrix barcode, that are then displayed throughout the centre on walls and

within the floor books. Children have gained the skill to confidently use the tablet devices to open the QR codes and replay the videos of their learning and this can then be shared with their peers, parents and visitors to the centre. This allows children to revisit their learning and they have high aspirations to succeed. A member of staff has embraced the leadership role of digital champion and devised a tracking tool to monitor children's progression and achievement across a variety of digital technology skills.

Firstly, we establish a base line of a child's learning journey. Through consultation with the parents we complete an initial assessment to allow us to know a child's previous learning and give us a starting point. We have devised a developmental milestone tracker that focuses on the areas of literacy, numeracy and Health and wellbeing. Staff observe, track and record children's progress over time and set smart targets for every child. Parents are encouraged to share the learning at home through a wide variety of home link activities, and this learning is recorded in every child's personal plan. Children are encouraged to celebrate success through the wider achievement wall and at star of the week.

The Headteacher carries out periodic pace and challenge meetings with staff to review every child's progress and a plan is put in place to support or challenge each child. Targeted groups are set up to support the most vulnerable children and also challenge groups to encourage high achievers.

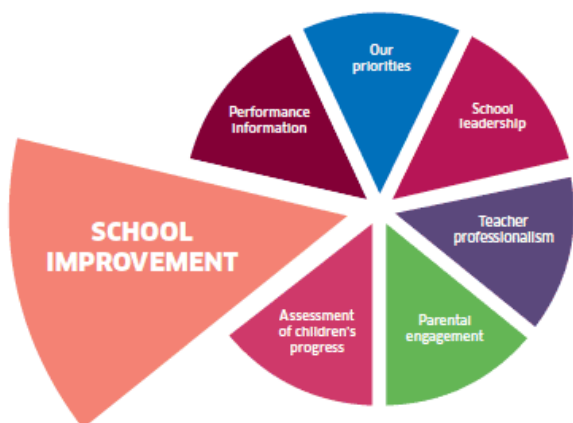
Robust data is collated to effectively evidence continual improvement and demonstrate the impact it's making to our children and families.

Our data demonstrates:

- All children have made significant progress across their developmental milestones
- Children supported within targeted groups are making significant progress in improving their literacy or numeracy skills
- Children's confidence and attendance has improved greatly
- Parent participation and engagement in children's learning has increased year-on-year



## 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 2017/18 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 are finalising a national standard that all ELC providers will be required to meet in order to deliver the funded ELC hours from August 2020. This is likely to require providers to achieve Care Inspectorate evaluations of good or better on all themes which, we believe, will stimulate an even greater focus on improvement.

We will also continue to focus on supporting leaders and practitioners, through the RICs, 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.

This approach will have an impact on both the early learning and childcare settings, and schools by ensuring the uptake of entitlement to Scottish Government funded early learning and childcare provision, increasing the emphasis on careers for children and young people in the broad general education, and ensuring that increasing numbers of vocational pathways are made available for young people in the senior phase.

### **Case study**



#### **Burnside Primary School, Angus**

A pedagogical team consisting of four principal teachers (PTs) has been established. The team has been structured to enable PTs to support improvement at every stage throughout the school. They support teaching, learning and assessment. Along with teachers they track and monitor children's progress. Each undertakes a specific leadership role e.g. promoting play at early level. This is providing high quality collaborative professionalism at all levels. Importantly, this is providing staff with a deeper understanding of highly effective learning and teaching approaches.

Burnside Primary School developed a pedagogy team in August 2017. This team was funded from PEF monies. It created a new management tier within the school structure. The pedagogy team's key feature of curriculum development incorporating collaborative practice ensured that the 'day to day' learning and teaching was supported by four PTs throughout the school. This team consisted of one substantive PT and three funded entirely by PEF. The other three PTs were now able to dedicate more time to other aspects of school development and pastoral care. Very clear remits were now in place. Organisational wise it meant that we had a PT working with and within our primary one setting, another PT working alongside our Primary 2 and Primary 3 cohort, one PT with primaries 4 and 5, and another with primaries 6 and 7. Our class composition for session 2017/18 was seventeen classes. The three principal teachers employed on a 24 month contract, were all current, experienced members of teaching staff. Their contextual knowledge of school; including staff, pupils and parents/carers and the local environmental was exceptionally valuable.

The impact of the pedagogy team was measurable straight away. Staff members felt more supported, with a member of management working collaboratively with every 3/4 classes. Curriculum development was able to progress at a brisk but manageable pace as each PT was working 'at the chalk face' and trialling, evaluating, re-assessing as they went.

A major improvement which took place that session was the review of how the school reported to parents. Using the recent guidance paper from Education Scotland and consultation with staff, pupils and parents the pedagogy team developed a concise and workable model which was praised by HMI. The principal teachers were also working very closely with their designated staff members, encouraging them to look at their previous models of curriculum design and in particular their structure for assessment. This culture led to many reflective conversations and fed in to whole school improvements such as the use of the moderation cycle to bundle Experiences and Outcomes over curricular areas looking at holistic assessment methods. The pedagogy team were keen to link their work to current research and share this with staff, again promoting a culture of reflection.

In session 2018/19 the pedagogy team continue to flourish. They have gained confidence in their own abilities and leadership. Their impact on the school has been stated in our recent HMI report and is noticeable on a daily basis within Burnside Primary School.

## 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 new 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?

In order to provide all stakeholders with much more informative evidence, we have developed an online NIF Interactive Evidence Report. It presents the same national information that was included in the Evidence Report, providing 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. However, the key advantage of using an online interactive tool is that 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 the NIF Evidence Report), 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 support use of the Insight Senior Phase Benchmarking Tool at local level, and the new BGE Benchmarking Tool for use by RICs, local authorities and schools to support school improvement focused dialogue. We will also work with the Scottish Council of Deans of Education to ensure the new self-evaluation framework for initial teacher education (ITE) programmes is used by our ITE providers.

### **Case study**



#### **Thorn Primary School, Renfrewshire**

The management team in the school identified areas for development in the quality and quantity of information available to support improvement and to be able to see at a glance, progress in children's learning.

With the support of the Management Information Officer, the first step was to identify the key pieces of data that needed to be available and recorded, and this was initially done on a simple spread sheet. This included teacher judgement, results for standardised assessments, other teacher

observations as well as data on SIMD.

Working with the other cluster headteachers, agreement on the information most useful for transition to secondary was included and all teachers agreed on a common colour coding to support consistency.

This new system benefits teachers by allowing them to use pivot tables to more effectively scrutinise information; to extract specific details to provide a clearer picture of individual learners and use comparisons to better understand the progress within Renfrewshire.

The impact of this on classroom practitioners is that they are now better able to collect evidence to support their professional judgements, discuss this at planned professional dialogue sessions with senior managers, and are more confident in the judgements they are making about learning. With help and support from the Management Information Officer, the school now has a bespoke tracking system that has already proven to be easier to use, less time consuming and more fit for purpose.

## 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.

It is clear however that the key to improvement is what happens locally, in our nurseries, schools and colleges. That is why the 2019 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 have shown us where we need to focus our efforts in order to deliver the vision of excellence and equity for all.

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.

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 75% of schools.	<b>During 2019</b> 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.	SG
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 121 schools across primary, secondary and special provision inspected as part of the NIF sample between August 2017 and June 2018, most schools were evaluated as satisfactory or better (90%). The majority were evaluated as good, very good or excellent on 'leadership of change' (64%).</p> <p>Overall, schools now demonstrate a clearer understanding of the social, economic and cultural context within which they operate. They use this understanding well to develop their vision, values and aims. There is evidence of improved collaborative working for implementing change. Staff are supported by senior leaders to take on a range of leadership roles and are working together to lead and implement improvement priorities.</p>	In addition to continuing to provide a suite of high quality and effective leadership development programmes, Education Scotland will <b>during 2019</b> 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.	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, 585 teachers have participated in three cohorts of the fully funded Into Headship programme, Scotland's national qualification for headship. So far 261 have completed the programme and achieved the Standard for Headship with the third cohort due to complete at the end of 2018.	The Headteacher Recruitment Working Group's 2018 report identified a need for better data to support local authorities in succession planning for headteacher posts. <b>In 2019</b> Education Scotland and Scottish Government will produce data packs to support local authority planning.	SG/ES
Data on the number of headteachers and others	Interim evaluation data from GTCS shows that in 2018/19 school leaders continue to	As above, in 2019 Education Scotland will further enhance the leadership	ES/ GTCS

<p>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.</p>	<p>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.</p> <p>453 headteachers have engaged with the Excellence in Headship and In Headship programmes supporting detailed reflection and engagement with the GTCS Standards.</p>	<p>support package.</p> <p><b>During 2019</b> Education Scotland will continue to nurture the developing peer networks through which headteachers are leading improvement at a system level.</p> <p><b>In 2019</b>, GTCS 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>Information on the range and quality of professional learning for leadership being undertaken by those in teacher, middle, school and system leadership roles.</p>	<p>In 2017 the 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.</p>	<p><b>During 2019</b> Education Scotland will develop revised evaluation mechanisms for their leadership programmes, ensuring participant experience continues to inform future programme refinement and development.</p> <p>Based on feedback from participants, <b>during 2019</b>, 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><b>In 2019</b>, Education Scotland, with partners and stakeholders will take forward the recommendations from the SBTE report including supporting system wide adoption of a revised model of professional learning, expansion of the Framework for Educational Leadership and a commitment for GTCS and Education Scotland to work in partnership to review the purposes and processes of SCEL 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>SG/ES /GTCS</p>
<p><b>New evidence to be incorporated into the NIF in future years</b></p>			
<p>Information on the number of ELC staff achieving the benchmark qualification for lead practitioner.</p>	<p>The total number of ELC staff who are qualified to lead practice in ELC settings has increased from 2,588 in 2017 to 2,625 in 2018. This was due to an increase in the number of graduates with one of the SSSC benchmark qualifications for registration as a manager/lead practitioner (from 1,674 to 1,811), although there was a decrease in the number of GTCS registered teachers working in settings providing funded ELC (from 915 to 814).</p>	<p>We will publish, before <b>the end of 2018</b>, a new national standard that all 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>SG</p>



## Teacher professionalism

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/underway	Lead
Data on the number of teachers, since 2011, who have gained 60, 120 or 180 credits at SCQF Level 11 (including Chartered Teacher).	<p>Evidence suggests strong demand for Masters level learning amongst teachers which in time will lead to a profession with a wider skills base. Year on year a greater proportion of the teaching profession have masters level qualifications. Since 2011 over 5,800 teachers have gained level 11 qualifications at either PG Certificate, PG Diploma or PG Degree level.</p> <p>Local authority and university teacher education partnerships work together to identify local priorities for Masters-level learning, including middle leadership; health and wellbeing and STEM.</p>	In recognition of the continued appetite for Masters level learning amongst the teaching profession, <b>in 2019</b> Education Scotland will work with partners to review the Scottish Masters Framework as part of their enhanced role in professional learning.	SG/ES
Data on the number of local authorities which are offering professional learning which has been benchmarked at SCQF level 11.	The data collected previously was not an effective indicator of the quality of professional learning on offer. Universities, GTCS and ES agreed the data collection had very limited value and should be stopped. Reporting on it alone would give a distorted view of local authority provision of a wide range of professional learning opportunities to their staff, depending on local priorities.	<b>In 2019</b> , 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.	SG
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 2017/18, 1150 teachers received Professional Recognition. The most common area was Leading Learning, where teachers gained recognition for their leadership in areas such as improving pedagogy, modern languages and science. 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>	Actions for 2019 are reported elsewhere in relation to professional learning. Endorsement and accreditation are also relevant here.	SG/ES
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 2018, 95.4% of the 2017/18 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</p>	<p>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 GTCS and Education Scotland to work in partnership <b>in 2019</b> to review and provide guidance on the endorsement and accreditation of programmes leading to the award of professional recognition.</p> <p><b>During 2019</b> Education Scotland will</p>	ES

	standards are being met, teachers must have a choice of high-quality professional learning that is continually developed to meet changing needs.	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.	
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.	<b>In 2019</b> , the Scottish Government will support the Measuring Quality in Initial Teacher Education (MQiTE) 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 <a href="#">Education Scotland Improvement Hub</a> .	SG
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.	<b>By June 2019</b> 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.	SG/ES
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 interim evaluation for 2017/18 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 80.5% reporting they found this useful in guiding their professional learning to a large or some extent.	<b>In 2019/20</b> , GTCS will take forward national rollout of the MyPL platform, to support practitioners in logging their professional learning activities.  Ongoing activity in relation to refreshing the Professional Standards is set out in Annex B.	SG/ES
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 2017/18, 1089 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.	No new activity identified for 2019. Ongoing activity is 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 KPIs of the strategy.	We need to ensure that our education system has the right number of practitioners, delivering excellent STEM learning and teaching.  We need to tackle the gender imbalance and other inequalities and inequities that	Through the STEM strategy, a new team of six STEM advisers will be in place from the <b>start of 2019</b> to support practitioners through the RICs to improve STEM learning and teaching.  Education Scotland will be	SG

	<p>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>commissioning new STEM related professional learning <b>in 2019</b> to complement that provided through existing programmes, including CLPL related to numeracy and mathematics.</p> <p><b>During 2019</b>, additional collaborative professional learning opportunities in STEM will become available through the activities of the college-led STEM Hubs.</p> <p>A new team of gender balance and equalities officers will start work from <b>January 2019</b> to deliver gender balance training and to develop a gender champion network and a gender kitemark to grow and spread best practice in whole school approaches to improving gender balance in STEM.</p> <p><b>In 2019</b>, 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>	
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## Parental engagement

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/underway	Lead
<p>Local authority information on work with partners to develop and deliver family learning opportunities.</p>	<p>Responses indicated that local authority schools are at varying levels of planning for and delivering family learning.</p> <p>Information provided by the Attainment Challenge authorities suggests they are continuing to make strong progress. The majority of authorities report that schools are making use of Pupil Equity Funding to expand the availability and take up of family learning opportunities. A small number of local authorities report that family learning is a priority across school improvement plans. Many authorities comment on it being an area of developing practice generally. There is evidence of an increasing understanding of the difference between family learning and parental engagement, however there is scope for this to be further improved.</p> <p>Schools and local authorities are using targeted as well as universal approaches to family learning. A wide range of programmes are being delivered often in conjunction with community learning and development and increasingly with partners in the third sector. The development and extension of partnership approaches will improve the availability and consistency of access to family learning programmes.</p> <p>Those that have increased their family learning provision have reported a number of benefits to the families and extended community. These include increased parental involvement in schools, increased confidence in parents relating to their own learning and confidence in engaging with their children’s learning and supporting learning at home.</p> <p>The majority of local authorities report that they have either updated their Parental Involvement and Engagement Strategy or are in the process of doing so. Schools require continued support to extend their approaches to engaging families from parental engagement in learning, to also including family learning approaches.</p> <p>Support is required to assist local authorities and schools to measure the impact of family learning on outcomes for children, young people and their families.</p>	<p>The Scottish Government’s “Learning Together” 3-year action plan includes a commitment to Increase the opportunities for families to access evidence based family learning opportunities and programmes across early learning and school age children.</p> <p>Scottish Government hosted a summit on Family Learning in March 2018 to share practice in the use of family learning in early learning and childcare. The Scottish Government will commission, in <b>early 2019</b>, additional capacity on an evidence-based family learning programme to further embed this in the early learning and childcare offer for families facing disadvantage.</p>	<p>SG</p>

<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 2017/18 are below. These questionnaire data relate to the 121 establishments inspected as part of the sample for the NIF, between August 2017 and June 2018. These results are not representative of all parents/carers across Scotland.</p> <p>6,816 parents/carers of pupils in primary, secondary, all-through and special schools completed the questionnaire.</p> <p><b>Satisfaction with their engagement and involvement with the school</b></p> <p><b>76%</b> agreed<sup>1</sup> that the school gave them advice on how to support their child's learning at home.</p> <p><b>60%</b> agreed that the school organised activities where they and their child could learn together.</p> <p><b>61%</b> agreed that the school took their views into account when making changes.</p> <p><b>88%</b> agreed that they felt comfortable approaching the school with questions, suggestions and/or a problem.</p> <p><b>78%</b> agreed that they were kept informed about the work of the Parent Council and/or parent association.</p> <p><b>75%</b> agreed that they felt encouraged to be involved in the work of the Parent Council and/or parent association.</p> <p><b>84%</b> agreed that they would recommend the school to other parents.</p> <p><b>87%</b> agreed that they were satisfied with the school.</p>	<p>The joint Scottish Government/COSLA "Learning Together" Action Plan was published on 21 August 2018. <a href="https://beta.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/">https://beta.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/</a></p> <p>The plan includes a local authority implementation statement confirming how they will support parental involvement and engagement at local level. The plan also contains a variety of national actions in relation to both involvement and engagement which will be implemented <b>in 2019</b>.</p> <p>Key actions pertinent to this theme are the commitments in 2019 to:</p> <ul style="list-style-type: none"> <li>• review and strengthen statutory guidance in time for academic year 2019/20</li> <li>• pilot a new parental involvement survey in early 2019 and roll out for academic year 2019/20</li> <li>• raise awareness of participatory budgeting amongst parents</li> <li>• work with local authority partners to increase access to home-school link workers and similar roles</li> <li>• invest in the Parent Club marketing campaign</li> <li>• 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</li> <li>• continue to refresh the content of Education Scotland's Parentzone Scotland website (Mar 2021)</li> </ul> <p>Specific actions relating to early learning and childcare:</p> <p>The National Standard that all ELC providers will be required to meet from August 2020 will be published by the <b>end of 2018</b>. This is likely to include a requirement that settings support parents and carers to engage in their child's learning and development.</p> <p>The Scottish Government will develop a national online professional learning module for ELC practitioners on supporting parents to further engage in</p>	<p>SG/ES</p>
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<sup>1</sup> 'Agreed' combines the 'strongly agree' and 'agree' response options from the questionnaire.

		their children's learning. This will be ready by the <b>end of 2019</b> .	
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>6,816 parents/carers of pupils in primary, secondary, all-through and special schools completed the questionnaire.</p> <p><b>Satisfaction with their child's progress with learning and the quality of reporting about their progress</b></p> <p><b>80%</b> agreed that their child found their learning activities hard enough.</p> <p><b>89%</b> agreed that their child was making good progress at school.</p> <p><b>79%</b> agreed that they received helpful, regular feedback about how their child was doing e.g. informal feedback, reports, learning profiles.</p> <p><b>76%</b> agreed that the information they received about how their child is doing reached them at the right time.</p> <p><b>76%</b> agreed that they understood how their child's progress was assessed.</p> <p><b>84%</b> agreed that their child received the help they need to do well.</p>	Reporting to parents - this will be taken forward via 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.	SG/ES
From the Scottish Household Survey, parental satisfaction rates.	<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 2017 <a href="#">survey reports</a> that: 70% of adults were very or fairly satisfied with the quality of local schools in 2017. The percentage of adults very or fairly satisfied with local schools has fallen over the last 6 years, from a high of 85% in 2011 to the current level of 70%.</p> <p>87% 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 2017. Satisfaction of service users is also more stable over time than that of all adults.</p>	Action on parental satisfaction will be taken forward via the action set out in the "Learning Together" Action Plan, published in August 2018 and detailed above.	SG
<b>New evidence to be incorporated into the NIF in future years</b>			
A new national parental involvement and engagement census will collect a range of data to inform improvement activity. The census will cover a range of topics in relation to the views of parent/carers of their child's school and how	The best people to ask for information about parental involvement and engagement are parents themselves. Therefore, conducting such a census of parents will improve the level of detailed information available to schools, local authorities and national agencies in order to make improvements to the way that they involve and engage parents and families.	The census will be piloted by <b>summer 2019</b> .	

<p>involved they feel they are in their child's learning. The census will provide local authorities with local information in order for them to focus on where improvement is needed, and to monitor progress over time.</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
Data from health visitor reviews (27-30 month).	<p>In the 2016/17 review, more than one in four children from the most deprived areas (24%) had at least one developmental concern identified in the 27-30 month review compared to one in nine for the least deprived areas (11%).</p> <p>Children from the most deprived areas in Scotland are more than twice as likely to have at least one developmental concern compared to those from the least deprived.</p> <p>The review coverage across NHS Boards has increased slightly, but varies significantly across NHS Boards. This is also true of the completeness of the forms and the use of assessment tools.</p>	The Scottish Government will work closely with NHS Boards and ISD Scotland over the course of <b>2019</b> to drive improvement in both completeness and quality of the data provided for these reviews.	SG
Data from a range of surveys on health and wellbeing showing changes over time.	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.	<p>The Scottish Government will commission BISSR 2019, following discussion with members of Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS).</p> <p>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>	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 service's 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 121 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2017 and June 2018, almost all schools were evaluated as satisfactory or better (91%). The majority were evaluated as good, very good or excellent on 'ensuring wellbeing, equality and inclusion' (67%). Across schools, work to improve children and young people's wellbeing is a strong focus. Positive relationships within the</p>	<p>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>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>Education Scotland are currently working on the development of a second Inclusive Education online</p>	ES/SG/ RICS



	<p>school continue to be a key feature which help children and young people to feel listened to. As a result, most children and young people feel they are treated fairly and with respect. Across the primary sector there is an increased focus on using nurture approaches and developing children's emotional wellbeing. This is having a positive impact on children's behaviour and engagement in learning. Children are becoming more aware of the wellbeing indicators. These now need to be more fully embedded in the work of the school to ensure children and young people can use these with increasing confidence to talk about their wellbeing. There remains a need across secondary schools to develop more strategic approaches to improving the wellbeing of all young people.</p> <p>Across all sectors, schools work well with partners to support their work in improving outcomes for children and young people, including those facing challenges. As a result, most children and young people who require additional support have their needs met well and are supported effectively to feel included. Ensuring a focus on children's rights is a prominent feature in most schools. There remains scope for more schools to further develop approaches to learner participation to ensure that all children and young people are involved in decision making about their own learning, wellbeing and decisions which may affect their lives.</p> <p>Overall, staff have a good understanding of their statutory duties in meeting the needs of children and young people. Secondary schools provide good opportunities for young people to learn about equalities and to challenge discrimination. In primary schools there is now a clearer focus on developing approaches to ensure inclusion and equality for all learners. This now needs to be more closely linked to curricular programmes to ensure that children and young people learn about all aspects of equalities related to a wider range of protected characteristic groups.</p>	<p>module which will be available <b>early 2019</b>.</p> <p>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 <b>January 2019</b>. 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>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>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. We have also committed to recruiting an additional 250 school nurses <b>by 2022</b>.</p> <p>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 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</p>	
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<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 2017/18 data collection confirms that:</p> <p>At primary stages, the percentage of pupils achieving the expected CfE level is highest in P1 and decreases slightly in P4 and P7:</p> <ul style="list-style-type: none"> <li>• P1 reading 81%, writing 78%, listening and talking 87%, numeracy 85%</li> <li>• P4 reading 77%, writing 72%, listening and talking 85%, numeracy 76%</li> <li>• P7 reading 79%, writing 73%, listening and talking 84%, numeracy 75%</li> </ul> <p>At S3, the percentage of pupils achieving Third Level or better is high across all organisers:</p> <ul style="list-style-type: none"> <li>• Reading 90%, writing 89%, listening and talking 91%, numeracy 89%</li> </ul> <p>Just over half of S3 pupils have achieved Fourth Level in each organiser:</p> <ul style="list-style-type: none"> <li>• Reading 53%, writing 51% listening and talking 55%, numeracy 56%</li> <li>• Performance was highest in listening and talking and generally lowest in writing.</li> </ul>	<p>An assessment summit will take place <b>in 2019</b> 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>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 <b>by December 2019</b>. This will feature existing good practice from across Scotland.</p> <p>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 <b>4 times in 2019</b>, and the strategy will be implemented over the next five years.</p> <p>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. 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>SG/ES</p>

		<p>Education Scotland will carry out a national thematic inspection across of a random 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 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 <b>autumn 2019</b>.</p> <p>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 <b>May 2019</b>.</p> <p>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 <b>May 2019</b>.</p>	
Data on the senior phase qualifications and awards obtained by school leavers.	<p>The number of Higher passes have remained stable despite a fall in the S5 and S6 cohort, and over 50,000 skills based awards and achievements were certificated in August 2018.</p> <p>There is a greater rate of increase in the proportion of young people attaining 1 or more qualifications<sup>2</sup> at SCQF levels 4, 5 and 6 in the most deprived SIMD areas than in the least deprived.</p> <p>In 2016/17, 12.8% of school leavers left with one or more vocational qualifications at SCQF level 5 or better, compared with 10.7% in 2015/16 and 9.0% in 2014/15. During 2016/17 the percentage of school leavers attaining vocational qualifications also increased at SCQF levels 2 to 7.</p>	No new activity identified for 2019. Ongoing activity is set out in Annex B.	SG
Data on school leaver destinations, including participation in learning, training and work.	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	No new activity identified for 2019. Ongoing activity is set out in Annex B.	SG, SDS, LAs, colleges

<sup>2</sup> <http://www.gov.scot/Publications/2017/06/9699>

	<p>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 the findings of this analysis and identify whether there are policy implications.</p>		and the SFC.
<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>Of the 7 Careers Information, Advice and Guidance (CIAG) inspections carried out between August 2017 and June 2018, 100% were graded as good or better against 'Customer progression and achievement of relevant high quality outcomes'. Data shows that local authority secondary schools are working with SDS careers staff through the School Partnership Agreement (SPA), and other activities, to help improve the participation measure in schools and the positive destinations for young people.</p> <p>The Data Hub is being used more effectively by school staff to plan and deliver more focused career services to all learners.</p>	<p>To ensure further improvement in levels of service delivery, SDS is:</p> <ul style="list-style-type: none"> <li>Working with schools to ensure young people receive their entitlements under the Career Education Standard;</li> <li>Using the SPA to ensure young people are aware of the different pathways available to them as they progress through school.</li> </ul> <p>This work will be ongoing, year on year.</p>	ES
<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. 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</p>	<p>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 <b>2018/19</b> to continue to provide effective support to improve the consistency and effectiveness of moderation of teachers' professional judgement further.</p>	ES and RICs

	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.	<p>In September 2016, Education Scotland commenced a new model of inspection in primary and secondary schools, using new Quality Indicators (QI). Evaluation of the process of moderation is gathered within learning, teaching and assessment. Evaluation of the impact of moderation is gathered within raising attainment and achievement. This evidence is detailed in the new National Improvement Framework Interactive Evidence Report .</p> <p>There is a notable increase in the focus on both internal and external approaches to moderation activities to help develop shared understanding of standards and expectations. Alongside increased use of the national benchmarks, this is helping staff to make more reliable judgements about progress and achievement of a Curriculum for Excellence level. There now needs to be increased focus on developing a more consistent understanding of moderation to ensure increased validity and reliability of assessment information.</p> <p>Overall confidence in the reliability of data on attainment of Curriculum for Excellence levels in literacy and numeracy is improving. However, there is still a need to ensure that schools continue to improve their use of data and tracking processes to ensure this data is robust and reliable across all schools.</p>	Covered by the action immediately above.	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, rising from 3,014 enrolments in 2015/16 to 4,510 enrolments in 2016-17.	<p>We are now using SFC measure 2(a) as opposed to 2(c), which was mentioned in the 2018 NIF, because it gives more explicit data on the numbers of senior phase pupils, as opposed to credits delivered to learners in college. An action plan has been agreed by SFC and SG.</p> <p>The SFC outcome managers will be working closely with colleges <b>throughout 2019</b> to embed the enhanced DYW related principles within the Outcome Agreements- including the expansion of the vocational offer in schools.</p>	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	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	The Scottish Government commissioned a <a href="#">Formative Evaluation of the DYW Regional Groups</a> , which was published on 15 November 2018. Its recommendations will inform how we develop the groups going forward. The evaluation identified 13	SG

<p>to understand career opportunities, and develop skills for work (including career advice, work inspiration, work experience etc).</p>	<p>schools.</p>	<p>recommendations for consideration by the Scottish Government, Group Members and stakeholders.</p> <p>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 (<b>2019-20</b>).</p>	
<p><b>New evidence to be incorporated into the NIF in future years</b></p>			
<p>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 people. The census will provide local authorities with local information in order for them to focus on where improvement is needed, and to monitor progress over time.</p>	<p>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.</p>	<p>The first census will take place in the <b>2019/20 academic year</b>, and every 4 years thereafter.</p>	<p>SG</p>
<p>The SNSA National Report produced by the assessment contractor ACER UK.</p>	<p>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.</p>	<p><b>By August 2020</b>, Education Scotland will prepare professional learning resources for school staff, based on the findings from the National Report.</p>	<p>ES</p>
<p>We will work with partners to identify senior phase qualifications and awards that relate to Learning for Sustainability and the associated level of enrolment and attainment</p>	<p>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.</p>	<p>This data will support a broader range of actions that will take forward the recommendations of the concluding report of the Learning for Sustainability National Implementation Group – Vision 2030+.</p> <p>The Scottish Government will publish a Learning for Sustainability Action Plan by <b>summer 2019</b>.</p>	<p>SG</p>

## School improvement

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/underway	Lead
<p>Data on the percentage of school inspections where QI 2.3: learning, teaching and assessment is graded as good or better.</p>	<p>Evidence in Education Scotland's Quality and Improvement in Scottish Education report highlighted that the quality of learning and teaching was too variable. As part of inspections from August 2016 HM Inspectors evaluated a new quality indicator: 'Learning, Teaching and Assessment'. They evaluated the extent to which all children and young people experienced consistently high-quality learning and the effectiveness of assessment approaches including shared expectations of standards and arrangements for moderation across stages and the curriculum.</p> <p>Of the 121 schools across primary, secondary and special provision inspected as part of the sample for the NIF between August 2017 and June 2018, almost all were evaluated as satisfactory or better (93%). The majority of them were evaluated as good, very good or excellent on 'learning, teaching and assessment' (56%).</p> <p>Positive relationships between learners and staff and among learners continue to support learning well. As a result, children and young people are engaged and motivated in their learning and feel supported and encouraged by staff. Schools are taking positive steps to use digital technologies more regularly to enhance teaching and learning. There is still scope for children and young people to be more actively engaged in planning and leading their own learning.</p> <p>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. However, there is more work to be done to ensure greater account is taken of assessment evidence when planning learning and teaching. This will help staff to build effectively on children and young people's prior learning and ensure learners engage in learning at the right level of difficulty to meet their learning needs.</p> <p>There is a notable increase in the focus on both internal and external approaches to</p>	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	<p>ES</p>

	<p>moderation activities to help develop shared understanding of standards and expectations. Alongside increased use of the national benchmarks, this is helping staff to make more reliable judgements about progress and achievement of Curriculum for Excellence levels. There now needs to be increased focus on developing a more consistent understanding of moderation to ensure increased validity and reliability of assessment information.</p> <p>Overall, addressing the variability which exists in the quality of learning remains a challenge.</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 121 schools across primary, secondary and special provision inspected as part of the sample for the NIF between August 2017 and June 2018, most schools were evaluated as satisfactory or better (89%). The majority were evaluated as good, very good or excellent on 'raising attainment and achievement' (55%).</p> <p>Overall, confidence in the reliability of achievement of Curriculum for Excellence levels data in literacy and numeracy is improving. There is still a need to ensure that schools continue to improve their use of data and tracking processes to ensure that teacher professional judgement is reliable across all schools and leads to improved attainment and achievement. While attainment of young people in literacy and numeracy by the time of leaving school is improving the need remains to improve literacy and numeracy at all stages.</p> <p>Most schools celebrate and recognise children and young people's achievements both in and out of school. In the most effective practice, learners are able to talk about and demonstrate their skills. There remains a need for children and young people to better understand the skills and attributes they are developing as a result of these achievements and how these link to the world of work. Across all secondary schools inspected, almost all young people left school for a positive destination.</p>	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	<p>ES</p>



	<p>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. There remains a need to ensure that schools effectively measure the impact of these interventions on raising the attainment of all children and young people. 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. Within the special school sector, there is a need to focus more clearly on identifying the poverty-related attainment gap alongside raising attainment for all children requiring additional support.</p>		
<p>Level of attendance and number of exclusions per school.</p>	<p>93.3% was the total attendance rate recorded for 2016/17. This is very similar to previous years. The attendance rate was higher for primary schools (94.9%) than secondary schools (91.2%) and special schools (90.3%).</p> <p>Children and young people living in the 20% most deprived areas had an attendance rate that was 6.6 percentage points lower than the pupils living in the 20% least deprived areas.</p> <p>The exclusion rate for all pupils in 2016/17 was 26.8 per 1,000 pupils. This has been falling year on year since 2006/07. Rates of exclusions per 1,000 pupils for pupils living in the 20% most deprived areas were 48.5 per 1,000 pupils compared with 9.1 per 1,000 pupils living in the 20% least deprived areas.</p>	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	<p>SG/ES</p>
<p>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>	<p>Local authorities reported that across Scotland the quality of learning, teaching and assessment was self-evaluated by schools as good or better in 73 % of all schools.</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 70% of all schools.</p> <p>More needs to be done to involve children and young people, parents and partners more actively in agreeing and evaluating the impact of the priorities to be taken forward through school improvement planning.</p> <p>There is a continued commitment to bring</p>	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	<p>ES</p>

	<p>about improvement through a range of self-evaluation approaches. In the most effective schools there are strong approaches to monitoring and evaluating the impact of changes on improving outcomes for learners. However, too often schools are not using the evidence from self-evaluation well enough to prioritise those actions required to target improvements.</p>		
<p>The percentage of primary schools which are using technology to support effective learning and teaching across the curriculum, as indicated through the Digital Schools Award Scotland (DSAS) Framework.</p>	<p>To date, 747 nursery, primary or special schools have registered, with 106 of them having achieved the award. The DSAS framework for secondary was launched in September 2017 and to date 143 schools have registered, with 10 of them having achieved the award.</p>	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	<p>SG</p>
<p>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>	<p>Self-evaluation evidence from almost all authorities suggests that there is a strong capacity to continue to make progress with the NIF priorities. A few local authorities provided evidence that a shortage of teaching staff presents problems in supporting improvement. Authorities have identified their poverty-related attainment gaps but they are at various stages in tracking and monitoring how well the gaps are closing.</p> <p>Most authorities can demonstrate improvement in closing the poverty-related attainment gap in literacy and numeracy. However, in most cases, the pace of progress is too slow. Getting It Right for Every Child continues to be the key driver behind improving health and wellbeing.</p> <p>Authorities report that partnership working is increasing as schools recognise that they are not able to mitigate fully the impact of deprivation by themselves.</p> <p>There is an increased emphasis on careers in the broad general education and increasing partnership working to provide appropriate positive destinations.</p> <p>Secondary schools continue to look for ways to develop vocational pathways but progress in this area is inconsistent. Most authorities provided evidence of how SAC and/ or PEF funding is supporting or beginning to support improved professional learning for teachers and improved learning for children and young people. Almost all authorities have developed their Standards and Qualities reporting to reflect the NIF priorities.</p>	<p>Education Scotland will continue to provide support through the RICs.</p>	<p>ES</p>

<p>Number of registrations for funded early learning and childcare.</p>	<p>Based on the 2018 Summary Statistics for Schools in Scotland, uptake rates for funded Early Learning and Childcare (ELC) for 2 year olds and 3 &amp; 4 year olds remains similar to 2017 levels. There was near universal uptake for 3 &amp; 4 year olds registered for local authority funded ELC in 2018 (estimated at 99% in both 2017 and 2018). An estimated 10% of all 2 year olds were registered for funded ELC in 2017 and 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.</p> <p>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.</p>	<p>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, <b>August 2020</b>. We aim to improve uptake by ensuring the 2 year old offer is appropriate and appealing for eligible children and their families</p>	<p>SG</p>
<p><b>New evidence to be incorporated into the NIF in future years</b></p>			
<p>Data on the proportion of funded Early Learning and Childcare (ELC) settings achieving good, very good and excellent Care Inspectorate evaluations.</p>	<p>The most recent published data that's available shows that in 2017, 91% of funded ELC providers achieved good or better on all Care Inspectorate Quality themes. .</p> <p>We are finalising a national standard that all ELC providers will be required to meet in order to deliver the funded ELC hours from August 2020. This is likely to require providers to achieve Care Inspectorate evaluations of good or better on all themes.</p> <p>This will stimulate an even greater focus on improvement.</p>	<p>The ELC Quality Action Plan includes a range of actions that will support improvement including:</p> <ul style="list-style-type: none"> <li>• A national online programme of CPL for the ELC sector;</li> <li>• a range of actions focused in sharing good practice; and</li> <li>• strengthening the content of initial qualifications.</li> </ul>	<p>SG</p>

## Performance Information

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/underway	Lead
Data from each of the key drivers.	Refer to NIF Interactive Evidence Report		SG
Progress towards achieving the priorities set within the Framework, drawing on all the evidence gathered.	Refer to NIF Interactive Evidence Report		SG
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>	<p>The suite of Professional Standards managed by the GTCS are currently being revised and both digital and data literacy will be given greater prominence in revised versions to be published in <b>2020</b>.</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>	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>	Covered by the action immediately above.	SG
<b>New evidence to be incorporated into the NIF in future years</b>			
Evidence drawn from specific research projects being taken forward under the Scottish Government's Research Strategy for Scottish Education.	Each of the specific research projects remains in progress and no findings had been published by December 2018. All reports commissioned under the Research Strategy will be published on the SG website.	<p>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 <b>early 2019</b>.</p> <p>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 <b>May 2019</b>.</p>	SG

		<p>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 <b>early 2019</b>.</p> <p>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. <b>Ongoing</b>.</p>	
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## Summary of ongoing/completed activity from the 2018 National Improvement Plan

Action	Current Position
<b>School Leadership</b>	
We will work with partners across Scottish education to support more teachers to take the step to headship including publishing a nationally agreed action plan by <b>June 2017</b> , further to the conclusion of the Working Group on Headteacher Recruitment.	<b>Complete</b> The Headteacher Recruitment Group Report was published in November 2018 and includes 13 recommendations to support the recruitment and retention of headteachers in Scotland.
Further to the conclusion of the governance review consultation in <b>January 2017</b> , 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.	<b>Ongoing</b> 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 working with the RICs to support regional activity to meet needs identified by teachers
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 <b>March 2017</b> 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.	<b>Ongoing</b> During 2018 Scottish College for Educational Leadership 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 will continue to be developed throughout 2019 to offer enhanced leadership professional learning opportunities for headteachers.
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.	<b>Ongoing</b> An average of 146 aspiring headteachers are taking part in the fully-funded Into Headship programme each year, as part of the Masters pathway to Headship. Since the programme began in 2015, 261 individuals have completed Into Headship, with the third cohort due to complete at the end of 2018 and recruitment beginning in early 2019 for a further cohort.
We will make holding the Standard for Headship mandatory for all new headteachers by <b>August 2019</b> . We are currently consulting on the legislation that will achieve this.	<b>Ongoing</b> The Scottish Government agreed in 2017 to delay the regulations coming into force until August 2020 to allow more teachers to have completed the Into Headship programme and for employers to plan at a local level. Secondary legislation will be brought forward in 2019 to make the necessary legal changes.
We will collect and analyse relevant information on school leadership from inspection and local authority self-evaluation by <b>December 2017</b> .	<b>Complete</b> Education Scotland is using the information collected from local authority and self-evaluation to inform targeted support and engagement through the RICs.

<p>Education Scotland is committed to working with local authorities and schools through RICs during 2017/18, and to continue to analyse inspection and other forms of local intelligence to improve school self-evaluation and build capacity for school leadership further.</p>	<p><b>Complete</b> Education Scotland continues to work with local authorities and schools through RICs. This includes carrying out analysis of inspection findings and other forms of local intelligence to help improve school self-evaluation and further build capacity for high quality school leadership.</p>
<p>The transfer of the functions of the Scottish College for Educational Leadership (SCEL) to Education Scotland is now underway. Education Scotland will develop leadership programmes that help current and future leaders improve the quality of education.</p>	<p><b>Complete</b> In April 2018 the Scottish College for Educational Leadership became part of the wider team at 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.</p>
<p>Education Scotland will publish a young person's version of How Good is our School? to support learner participation in self-evaluation by April 2018.</p>	<p><b>Complete</b> In April 2018 Education Scotland published 'How good is OUR school?', a new tool to support schools in engaging children and young people in self-evaluation and school improvement in ways that enhance learning. It was developed with children and young people and reflects the things that matter most to them about their schools. The tool includes a guide for staff and partners working collaboratively with children and young people; and a self-evaluation framework for use by children and young people themselves. <a href="https://education.gov.scot/improvement/self-evaluation/HGIOS4">https://education.gov.scot/improvement/self-evaluation/HGIOS4</a></p>
<p>Education Scotland will establish a young inspectors programme to help support improvement in learning <b>by the end of 2018.</b></p>	<p><b>Complete</b> The young inspectors programme was established on time and additional development work is still underway. To help shape the programme, Education Scotland invited Moray Council, Glasgow City Council and Aberdeen City Council to support the development and pilot of the young inspectors programme. To date, ten schools in these local authorities have been visited where over 170 children and young people have put forward their ideas about the current inspection model and how they can contribute to inspection in the future. Training a number of young people as 'young leaders of learning' has begun which will result in young people undertaking reciprocal visits across schools to develop approaches to pupil led school improvement work.</p>
<p><u>Next Steps</u> commits both SG and ES to developing the Headteachers' Charter and to consult on a proposed approach to the legislation to underpin this, in time for the introduction of an Education Bill <b>by June 2018.</b> Given commitment to bring forward the Charter, it will also be necessary to review the content of the Into Headship qualification.</p>	<p><b>Complete</b> The Deputy First Minister confirmed to Parliament on 26 June 2018 that a Joint Agreement with local government will see the Headteachers' Charter and school empowerment taking place without the need to wait for new primary legislation. The Headteachers' Charter and supporting national guidance are being co-produced with partners including local government, teacher and headteacher representatives and Education Scotland and will be available by the end of 2018.</p>
<p><u>Next Steps</u> commits SG/ES to developing a mechanism by <b>end of 2018</b> to identify aspirant headteachers early in their career and develop a programme of professional learning and work experiences to lead them to the Into Headship course – this will provide a fast-track leadership route for talented teachers providing a clear pathway to headship.</p>	<p><b>Complete</b> In November 2018 we published the report of the Headteacher Recruitment Working Group, including 13 recommendations for Scottish Government and partners to improve the recruitment and retention of headteachers. Included are recommendations designed to improve the early identification of leadership potential and nurturing of talent. The working group agreed that the educational pathway to headship was much clearer following the creation of the Framework for Educational Leadership, and that these actions would be more effective than introducing a new fast-track route to headship. The report and supporting paper on 'Accelerated Route to Headship' are available at: <a href="https://www2.gov.scot/Publications/2018/11/7195">https://www2.gov.scot/Publications/2018/11/7195</a> <a href="https://www2.gov.scot/Publications/2018/11/1197">https://www2.gov.scot/Publications/2018/11/1197</a></p>
<p>Development of a specific recruitment campaign for headteachers in <b>spring 2018</b>, building on the Teachers make People campaign.</p>	<p><b>Complete</b> The 'Head in a new direction' campaign launched at the 2018 Scottish Learning Festival. The campaign seeks to highlight the unique and rewarding role of headteacher and encourage more teachers to consider</p>

	a future in headship. It is part of the broader Teaching Makes People campaign. <a href="https://teachinscotland.scot/career-progression/">https://teachinscotland.scot/career-progression/</a>
<u>Next Steps</u> commits SG/ES 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 <b>August 2017</b>	<b>Ongoing</b> In 2018 the Scottish College for Educational Leadership joined Education Scotland to take forward Education Scotland's enhanced responsibilities with regard to professional learning and leadership. The Framework for Educational Leadership continues to grow to offer new and extended opportunities to teachers at all stages of their career. In 2017-18, Education Scotland expanded the opportunities available to experienced headteachers through Excellence in Headship, introducing Masterclasses in a wide range of subjects. The Scottish Government supported more headteachers to experience the Columba 1400 Headteacher Leadership Academy. Work is underway to develop new leadership development programmes to support middle leadership and leadership in Early Learning. Two new programmes for system leadership have been developed supporting developments across regional groupings. In 2019 Education Scotland will further enhance the national offer to support empowered headteachers, as well as working through RICs to increase the support and opportunities available regionally.
SG/ES will develop by the <b>end of 2018</b> new Executive Consultant Head and Cluster Leader roles with partners to strengthen school leadership.	<b>Ongoing</b> In 2018 the Scottish Government established an Independent Panel on Career Pathways. The Independent Panel is looking at pathways within and beyond headship and will make its recommendations about new roles and pathways to the Scottish Negotiating Committee for Teachers early in 2019.
SG/ES will develop by the <b>end of 2018</b> a new Systems Leadership role to provide clear progression opportunities and to strengthen educational leadership at all levels in the system.  The Standards, including Standard for Headship, are currently under review by GTCS. SG will work with GTCS to ensure that the revised Standard for Headship takes into account the headteachers Charter.	<b>Ongoing</b> The Independent Panel on Career Pathways, which is due to provide its recommendations to the Scottish Negotiating Committee for Teachers early in 2019, is considering pathways within and beyond headship.  During 2018, Education Scotland and the Association of Directors of Education Services worked in partnership to create 'Leading Systems Change', a new programme bringing together senior leaders in Scottish education and allied services. The programme is rooted in systems leadership and the principles of Getting It Right For Every Child. It offers participants the opportunity to work together on a specific systems leadership challenge in education. So far 91 senior leaders have participated in this programme.
Beginning work on transferring relevant functions from national bodies, ensuring that there is continued stability for schools, children and young people during this period. This will include national support for professional learning and leadership development which will become part of Education Scotland.	<b>Complete</b> In April 2018 the Scottish College for Educational Leadership became part of Education Scotland and Education Scotland took on responsibility for professional learning and leadership support.  In September 2018 Education Scotland launched a new national model of professional learning which was developed in partnership with stakeholders and practitioners across the education sector. The model identifies the key principles and features of effective learning that will build capacity and promote collaborative practice. The full range of SCEL programmes continue to be provided and expanded within the enhanced remit of Education Scotland.
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.	<b>Ongoing</b> In 2019 Education Scotland will further enhance the national offer to support empowered headteachers, as well as working through RICs to increase the support and opportunities available regionally.



<b>Teacher Professionalism</b>	
In <b>2017</b> , we will take forward a range of actions under our STEM strategy to raise levels of STEM enthusiasm, skills, and knowledge including new and enhanced STEM Career-Long Professional Learning for practitioners. This will include a greater emphasis on connecting STEM learning in schools and centres and development of STEM skills to the world of work.	<b>Complete</b> Scotland's STEM Education and Training Strategy was published on 26 October 2017. Spanning the period from 2017 to 2022, the strategy outlines actions designed to inspire enthusiasm for STEM among all sectors of society. In 2018, key achievements included the introduction of bursaries for career changers to train as STEM teachers, the publication of a STEM self-improvement framework for early learning providers and schools, the recruitment of STEM improvement advisers and a new team of gender balance and equalities officers. We also initiated a young STEM leaders programme to increase enthusiasm and inspiration for STEM.
109 teaching students at Universities of Edinburgh and Strathclyde took up the offer of studying for the Catholic Teacher Certificate during 2016 and building on this success we will again look to support this initiative <b>in 2017</b> .	<b>Complete</b> We have worked with the University of Glasgow to expand delivery of the Catholic Teaching Certificate (CTC). They now have agreements in place with the universities of Aberdeen, Edinburgh, Strathclyde and the West of Scotland, with plans to deliver CTC to students at the University of Dundee from academic year 2019/20. A total of 322 students achieved the CTC in 2017 and 397 are expected to complete in 2018.
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 <b>early 2017</b> we will extend our teacher recruitment campaign, building on the positive work of the current campaign, to address these issues.	<b>Ongoing</b> The Early Learning and Childcare (ELC) recruitment campaign has 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 - <a href="http://childcarecareersscotland.scot">childcarecareersscotland.scot</a> – for information on careers in ELC as well as live training and job opportunities. As well as school children the campaign also focuses on potential career changers. Roadshows targeting this audience will be live in 2019. Advertising and support for those joining the sector will continue in 2019. We have created a fund, which is administered by the Scottish Funding Council, to help attract more males in to the sector and funded a project which will target those from ethnic minority communities. All with the aim of making the ELC workforce more representative of wider society and creating a richer learning environment for our youngest children.  Our teacher recruitment campaign “Teaching Makes People” began in February 2017, specifically targeting undergraduates studying STEM subjects, as well as people currently working in STEM industries. A refreshed campaign was launched on 30 August 2017 which continues the focus on STEM subjects, while also targeting English and Home Economics. Student teacher numbers have risen by 7.5% between 2016 and 2017, building on a 19% increase from the previous year.
From <b>Autumn 2018</b> we will extend support for Masters in Early Years to provide leadership in this sector.	<b>Complete</b> We have extended funding for the Masters in early years pedagogy courses at Strathclyde and Aberdeen universities.
In 2016 we supported teachers' professional learning through an investment of close to £1 million in Masters level learning. In 2017 we will again consider how best to support high quality professional learning for teachers. We will also carry out a research project to be completed by <b>December 2017</b> to evaluate the impact of this substantial long-term investment in Masters level learning for teachers.	<b>Complete</b> In 2017/18, 1089 teachers benefited from the Scottish Government's investment in Masters level learning, with 530 of these teachers achieving a SCQF Level 11 qualification. Local authority and university teacher education partnerships worked together to identify local priorities for Masters-level learning, with teachers taking part in a wide range of Masters-level learning and professional enquiry, including middle leadership; health and wellbeing and STEM.
We will work with Education Scotland and GTCS to undertake a review of Initial Teacher Education programmes to report by <b>April 2017</b> , to ensure that they provide appropriate detail on content for literacy, numeracy, health and wellbeing, data literacy and equality across both primary and	<b>Complete</b> The content analysis of teacher education in Scotland was published in May 2016. As a next stage to this work, Education Scotland in partnership with the Scottish Council of Deans of Education and GTCS have developed a self-evaluation framework to support universities to demonstrate the quality of learning and teaching in the priority areas of

secondary sectors.	literacy, numeracy, health and wellbeing and additional support needs. The framework was made available in June 2018.
We will work with Initial Teacher Education providers, GTCS and other key partners to address issues of staffing supply and capacity at a national level in order to support the Scottish Attainment Challenge. On 30 November 2016 we announced that 11 new routes to teaching would be developed targeting shortage subjects including STEM, and geographical areas by Scottish universities, and that this development work would be supported by £1 million of Scottish Government funding. These new routes will be developed with the expectation that students will be recruited to them <b>in 2017</b> and will include accelerated teacher education, expanded distance learning opportunities, a focus on strengthening skills of primary teachers in science and developing specialisms in transition between primary and secondary schools.	<b>Complete</b> The 11 alternative routes announced as part of the November 2016 package along with a further five routes not included in this original suite of measures are now in place.
We will develop a new teacher education training route which is focused on getting high quality graduates into priority areas and subjects. This will be in place by <b>Summer 2017</b> . This will build on the model developed in partnership with the University of Aberdeen to attract career changers to the profession.	<b>Complete</b> Following a tender process the University of Dundee, in partnership with the University of the Highlands & Islands, was successful in securing the tender to deliver this new route into teaching. It is an 18 month full time programme starting in December 2018 aimed at high quality STEM graduate career changers wanting to train to become secondary Science, Technology, Engineering and Maths (STEM) teachers in rural areas of Scotland. The programme will support students to gain a Masters level Postgraduate Diploma as well as the Standard for Full Registration with the General Teaching Council for Scotland.
We will provide development funding for the <b>2017/18</b> academic year to the University of the Highlands and Islands to build on its model of delivering Initial Teacher Education through local colleges.	<b>Complete</b> We supported the University of the Highlands and Islands to develop a new route into teaching for Home Economics teachers based in Perth College. This started in August 2018 and its impact and effectiveness will be monitored as part of our ongoing review of all alternative routes into teaching.
We will maintain our strong focus on Gaelic teacher supply with promotional campaigns which will be led <b>in 2018 and 2019</b> 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.	<b>Ongoing</b> Working with Bòrd na Gàidhlig and partners we will: <ul style="list-style-type: none"> <li>• increase immersion opportunities on innovative courses such as Gaelic Immersion for Teachers (GIFT) and Streap;</li> <li>• support routes into Gaelic teaching being taken forward at the University of Edinburgh, Sabhal Mòr Ostaig and the University of the Highlands and Islands;</li> <li>• work to identify further opportunities to provide teacher training and CPD through e-Learning, such as eSgoil;</li> <li>• fund the Teacher Recruitment Officer post at Bòrd na Gàidhlig.</li> </ul> With these measures in place we have 30-35 new teachers coming through annually.
We will work with GTCS to provide more support to teachers on equality issues through Career Long Professional Learning to be in place <b>by August 2017</b> .	<b>Complete</b> This work was delayed in its early stages and it then became evident that the LGBTI Inclusive education work offered the best opportunity to deliver this commitment. Ministers signed off the recommendations from the Working Group and these were published and announced on 8 November 2018.
Consulting on establishing an Education Workforce Council for Scotland which will take on the responsibilities of the GTCS, the Community Learning and Development Standards Council and register other education professionals. The full scope of the functions to be undertaken by this	<b>Complete</b> We consulted on establishing an Education Workforce Council for Scotland as part of the <i>Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill</i> . The consultation demonstrated that, whilst there was support for the principle of expanding the range of practitioners who could benefit from the support

<p>body will be included in our consultation on our Education Bill.</p>	<p>offered by a national registration scheme, there was limited support for the establishment of the proposed Education Workforce Council for Scotland.</p> <p>DFM confirmed to Parliament on 26 June 2018 that the Scottish Government will not be bringing forward legislation to establish an Education Workforce Council in Scotland.</p>
<p>Working with the wider school workforce to introduce professional standards for these staff.</p>	<p><b>Ongoing</b> This work was being considered alongside the above action where professional standards would be required to enable registration.</p> <p>Officials are currently working in partnership with the GTCS, the college sector and other relevant stakeholders to facilitate a process of extending the benefits of registration to wider educational workforces. Further work is underway to agree a process for the registration of college lecturers and classroom assistants.</p>
<p>The intention remains to fund professional learning for teachers in this area (Masters level professional learning) including at school leadership level.</p>	<p><b>Ongoing</b> The Scottish Government has invested in a wide range of Masters level learning. The Specialist Qualification for Headship Masters pathway is delivered in partnership with universities and consists of 3 elements: Middle Leadership, Into Headship and In Headship. Each element awards 60 credits of a 180 credit Masters pathway at SCQF Level 11. Each element can be undertaken as standalone qualifications or as part of the Masters Pathway. In 2017/18 156 aspiring Headteachers were engaged in Into Headship and 50 Headteachers were engaged in learning on In Headship.</p> <p>During 2017/18, 1089 teachers also benefited from the Scottish Government's investment in broader Masters level learning, with 530 of these teachers achieving a SCQF Level 11 qualification. Local authority and university teacher education partnerships worked together to identify local priorities for Masters-level learning, with teachers taking part in a wide range of Masters-level learning and professional enquiry, including middle leadership; health and wellbeing and STEM.</p>
<p><u>Next Steps</u> confirms that SG 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. We started these discussions <b>in September 2017</b>.</p>	<p><b>Ongoing</b> The Independent Panel on Career Pathways was established in June 2018 to consider the design and development of teacher career pathway models and is chaired by Moyra Boland. During 2018 the Panel has engaged broadly with the teaching profession in Scotland in order to gather views and ideas. The Panel is due to provide its recommendations to the Scottish Negotiating Committee for Teachers early next year.</p> <p>In 2019, the Scottish Government and partners will take forward those recommendations.</p>
<p>The Strategic Board for Teacher Education (membership includes ES, local authorities, universities, trade unions and the GTCS) will continue to consider the quality of professional learning available to teachers.</p>	<p><b>Complete</b> The Strategic Board for Teacher Education maintains a strategic overview of professional learning policy. Ongoing activity on professional learning is set out below, including links to RICs.</p>
<p>We 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>This work is now underway and is being led by the Strategic Board for Teacher Education (SBTE).</p>	<p><b>Complete</b> Ongoing action to enhance professional learning is being taken (as set out below) by Education Scotland in response to the Next Steps document.</p>

We will take steps to ensure initial teacher education prepares students to enter the profession with consistently well-developed skills to teach areas such as literacy, numeracy and health and wellbeing	<b>Complete</b> Education Scotland, in partnership with the Scottish Council of Deans of Education and GTCS, has developed a self-evaluation framework to support universities to demonstrate the quality of learning and teaching in the priority areas of literacy, numeracy, health and wellbeing and additional support needs. This was made available in June 2018.
Education Scotland to develop self-evaluation tools for ITE programmes in conjunction with GTCS and the universities. This tool will be available for use in the current academic year - <b>by April 2018.</b>	<b>Complete</b> As set out above, the self-evaluation framework was made available in June 2018.
GTCS have strengthened accreditation procedures and are also reviewing the professional standards which, in time, are likely to require ITE courses to be amended.	<b>Ongoing</b> The refresh of the GTCS Professional Standards is underway and the GTCS expect to implement the refreshed standards in August 2020.
We are exploring ambitious and innovative new routes into teaching, specifically for high-quality new graduates or those who are considering a career change.	<b>Complete</b> On 25 January 2018 the Deputy First Minister announced a new contract, awarded to Dundee University to develop a new route into teaching for high-quality graduates.
<u>Next Steps</u> 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.	<b>Ongoing</b> During 2018 the Scottish College for Educational Leadership became part of Education Scotland and took on responsibility for professional learning. Education Scotland worked with partners and practitioners across the education sector to develop a new national model of professional learning which was launched in September 2018. Education Scotland is working with all national organisations and RICs to further enhance and streamline the professional learning offer for teachers during 2019.
Evaluation of professional learning will be considered by the Strategic Board for Teacher Education (SBTE) going forward to ensure that investment in professional learning is evaluated appropriately in the round. We also expect RICs to inform that process.	<b>Complete</b> The Strategic Board for Teacher Education maintains a strategic overview of professional learning policy, including the Masters programme. Education Scotland is now the lead national organisation for professional learning.
<b>Parental Engagement</b>	
Education Scotland will continue to provide support on family learning, taking full account of its review of the evidence on family learning programmes, expected to report in <b>December 2016.</b>	<b>Complete</b> The planned programme of support for 2017/18 is now complete. Education Scotland will continue to provide support for family learning. This has been captured within new actions which take account of the changing context of educational improvement such as the formation of the RICs.
We will respond in full to the National Parent Forum of Scotland (NPFS) review of the Scottish Schools (Parental Involvement) Act 2006 – final recommendations are expected in <b>March 2017.</b> The Scottish Government’s response will be considered in the context of our education governance review, which will have a strong focus on supporting parents to play a full role in the life and work of their child’s school.	<b>Complete</b> Following the review of the impact of the Scottish Schools (Parental Involvement) Act 2006 the Scottish Government published “Learning Together”, a three year national Action plan for parental engagement, involvement, family learning and learning at home in August 2018. As part of this plan, Statutory Guidance on the Act will be reviewed and updated in 2019 to provide support which takes account of the education reform agenda and the NPFS Review.
We will introduce a new Education Bill in the second year of this Parliament. Building on the responses to the governance and parental involvement reviews, a consultation on a Bill will be held <b>early in 2017.</b>	<b>Complete</b> It was decided not to introduce an Education Bill in summer 2018. A range of activity is underway to enhance parental engagement that does not require legislation, for example through the National Parental Engagement Action Plan and updated statutory guidance.
We will promote the opportunities afforded by the development of extended childcare to provide family and employability support for parents by <b>June 2017.</b> We will also work with local authorities to	<b>Complete</b> This action has been progressed through aspects of the wider early learning and childcare (ELC) 1140 hours expansion programme. This has drawn on learning from the programme of ELC delivery model trials (which commenced from January 2017. An evaluation of the trials

<p>understand the nature of parental demand for early learning and childcare in their areas, so that provision of additional free hours can be sufficiently flexible to respond to need. This will include the development of opportunities for further integration with additional hours and out-of-school care and the provision of family and employability support to parents by <b>June 2017</b>.</p>	<p>was published on 22 June 2018, with findings related to capacity, uptake, quality, child and parental outcomes, flexibility and scalability. (<a href="http://www.gov.scot/Resource/0053/00535593.pdf">http://www.gov.scot/Resource/0053/00535593.pdf</a>)</p> <p>We have been engaging with all local authorities both individually and through a series of workshops to support them with their expansion plans, including increasing flexibility and how this is integrated with additional hours and out of school care. Local authority delivery plans should have been informed by their local consultation. We have engaged with parents, stakeholders, providers and authorities on future offers of flexibility.</p> <p>In August 2018 we published the analysis of our national survey of parents (which had over 10,000 responses), which set out information on parents' and carers' current use, future potential use, views and experiences of ELC.</p> <p>The ELC Quality Action Plan published in October 2017 included an action 'We will increase support for evidence-based family learning programmes to embed this in the early learning offer for families facing disadvantage'. To help us explore what form of support would be most helpful, we hosted a Family Learning Summit on 23 May.</p>
<p>We will roll out the new Baby Boxes programme from <b>January 2017</b> as another route to ensure that materials and advice are provided to new parents. This pilot starts in two local authorities in January 2017. The full programme starts in <b>June 2017</b>.</p>	<p><b>Complete</b> Registration for Scotland's Baby Box opened on 15 June 2017. Delivery began on 15 August 2017 with parents across Scotland receiving Baby Boxes at least 4 weeks before the baby's due date. More than 52,000 Baby Boxes were distributed to families across Scotland in the first year of the initiative, providing families with newborn babies with essential items to ensure that every child gets the best start in life.</p> <p>Year Two procurement is now completed. The launch of 'Baby Box 2' is planned for December 2018 with national roll-out of the new design and contents on target for delivery from March 2019</p>
<p>We will further improve Parentzone Scotland – the national online resource for parents – by <b>August 2018</b>. We will publish additional clear information on each school on a range of key measures, such as attendance rates, children's progress and grades from school inspection.</p>	<p><b>Complete</b> A number of enhancements to the reporting of school and national level information via Parentzone Scotland were introduced on schedule in August 2018. This information is available via an online Tableau dashboard created and published by the Scottish Government, in consultation with stakeholders, for example data on the achievement of Curriculum for Excellence levels, attendance rates, etc. and showing such information over time.</p>
<p>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 <b>April 2017</b>.</p>	<p><b>Ongoing</b> The 2018 gift packs for Bookbug and Read, Write, Count were distributed on schedule to local authorities and schools. The majority of gift packs were gifted home to families during Book Week Scotland (late November/early December 2018). Further social marketing activity for Play, Talk, Read and Read, Write, Count progressed during autumn 2018, linking with the broader Parent Club campaign. Play, Talk, Read and Read, Write, Count web content has now migrated to the Parent Club website. A joint campaign with Eat Better Feel Better under Parent Club is planned for January 2019. Content for this year's P4-7 activity, a P7 Moving Up kit to support transition to secondary schools to be gifted March/April 2019, is being finalised.</p> <p>In 2017/18, Smart Play Network engaged with over 17,000 parents, carers and children through the PlayTalkRead roadshow.</p>
<p>We will continue to implement our Parental Communication Plan for the National Improvement Framework. This will include collaborative work with the National Parent Forum</p>	<p><b>Complete</b> The communication plan continues to be a live document influencing local authority approaches. There are no longer plans to develop parent friendly versions of each and every driver within the NIF. Instead,</p>

<p>of Scotland in early 2017 to make available a range of parent-friendly information about the Framework and the drivers of improvement.</p>	<p>Scottish Government will work with the National Parent Forum and other parent organisations to ensure that all of our general communications in relation to the NIF are parent friendly. This will take account of parallel work under the auspices of the Curriculum and Assessment Board to develop a refreshed narrative on Scotland's curriculum.</p>
<p>We will work with Scottish Attainment Challenge authorities to develop progressive family learning programmes by the <b>end of 2017</b> and roll out this approach <b>by the end of 2018</b>.</p>	<p><b>Complete</b> All nine Attainment Challenge authorities have developed and are implementing progressive family learning programmes to close the poverty-related attainment gap. We will continue to work with other local authorities and the RICs to identify and share good practice, including through the National Improvement Hub.</p>
<p>Education Scotland will introduce revised pre-inspection questionnaires for parents. This will help improve the range and quality of the feedback from parents on their involvement in, and satisfaction with, their child's early learning and childcare setting or school.</p>	<p><b>Complete</b> Education Scotland introduced revised pre-inspection questionnaires for parents in 2017. These include questions which will improve the range and quality of the feedback from parents on their involvement in and satisfaction with their child's early learning and childcare setting or school.</p>
<p>Almost double the hours of early learning and childcare to 1140 per year.</p>	<p><b>Ongoing</b> The Scottish Government reached a landmark multi-year funding agreement with COSLA on 27 April, which will provide £567 million additional revenue funding by 2021-22 and £476 million capital funding over the period 2017-18 to 2020-21.</p> <p>New Funding Follows the Child approach to be introduced from 2020, which will be underpinned by a National Standard that all providers delivering the funded entitlement will have to meet. Consultation on the new National Standard ran from March to June 2018. Final version of the National Standard to be published, along with operating guidance, by the end of 2018.</p> <p>The Delivery Support Package for ELC Providers - to support transition to 2020 - to be launched before end of 2018. 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. ELC Expansion Plans received, and assessed, from all local authorities. A programme of SG-funded ELC Trials ran until Easter 2018. The phasing of 1140 hours has commenced in many local authorities, and will increase from August 2019.</p>
<p>Strengthening parental and community engagement by working with the Scottish Parent Teacher Council to learn from their Partnership Schools initiative to ensure that schools support parents to play an active part in school improvement.</p>	<p><b>Ongoing</b> The Scottish Government continues to engage with Connect to learn lessons from the Partnership Schools pilots. The "Year 2" Evaluation Report from Partnership Schools was published in Feb 2018. It found that many schools did not see parental engagement or partnership as an improvement activity, to be planned, evaluated and improved through learning. The Deputy First Minister visited one of the Partnership Schools (Maisondieu Primary) in January 2018 and government officials continue to liaise with Connect and to attend Reference Group meetings. The Scottish Government's "Learning Together" Action Plan reiterates this commitment to engage with the Partnership Schools programme via its Reference Group, and by sharing key findings with available networks and local authority partners.</p>
<p>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><b>Ongoing</b> In June 2018 it was decided not to proceed with an Education Bill. This aim will now be supported by the promotion of new Education Scotland guidance on Learner Participation (published April 2018), the inclusion of Learner Participation within the new Empowering Schools guidance (jointly agreed between COSLA and Scotland Government) and the development of additional complementary training materials. In addition, Scottish Government policy teams and members of the Scottish Education Council will engage with the newly established Scottish</p>

	Learner Panel to identify further actions which can help to promote and support pupil participation.
Work with identified communities within the Challenge authorities to develop and implement a programme of family learning.	<b>Complete</b> All nine Attainment Challenge authorities have developed and are implementing progressive family learning programmes to close the poverty-related attainment gap. We will continue to work with other local authorities and the RICs to identify and share good practice, including through the National Improvement Hub. In addition, a review of 'Learning at Home' was published on the Hub in August 2018, which includes an easily accessible and understandable definition of learning at home and to provide clarity for practitioners and parents.
Support the opportunities afforded by the development of extended early learning and childcare to provide family and employability support to parents	<b>Complete</b> Progressing now as part of the longer-term policy framework.  Commitment has, in part, been overtaken by other work that has been progressed since June 2016, in particular the Blueprint consultation and the report on 2 year old take up rates (none of which were referenced, or in the case of the consultation even planned for, at the time of the development of the Delivery Plan). Considering as part of a wider piece of work as to how the ELC expansion can promote other services, and also how these services can be used to promote ELC.  This action has been progressed through aspects of the wider early learning and childcare (ELC) 1140 hours expansion programme. This has drawn on learning from the programme of ELC delivery model trials (which commenced from January 2017. An evaluation of the trials was published on 22 June 2018, with findings related to capacity, uptake, quality, child and parental outcomes, flexibility and scalability. ( <a href="http://www.gov.scot/Resource/0053/00535593.pdf">http://www.gov.scot/Resource/0053/00535593.pdf</a> )
Publication of case studies on the National Improvement Hub to support the evaluation of family learning in each sector <b>by March 2018</b> .	<b>Ongoing</b> A first case study which focuses on the Third Sector was published on the National Improvement Hub in June 2018. Further support for the self-evaluation of family learning was re-forecast to be completed by March 2019.  A further case study will be published by January 2019 highlighting effective evaluation practice in a partnership which includes the college sector, schools and a health and social care partnership. A further set of case studies will be published showing approaches taken within a single local authority area (March 2019).
National Family Learning Network Event <b>by December 2017</b> .	<b>Complete</b> The Family Learning Network met. The theme of the event was how STEM can be utilised as a context for family learning and positively impact the whole family. The event also included a national update and a discussion around future developments.
Framework for Family Learning to be published on National Improvement Hub <b>by March 2018</b> .	<b>Complete</b> The Family Learning Framework was published on the National Improvement Hub (NIH) on 13/04/2018. <a href="https://education.gov.scot/improvement/self-evaluation/Family%20Learning%20Framework">https://education.gov.scot/improvement/self-evaluation/Family%20Learning%20Framework</a>
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.	<b>Ongoing</b> A Family Learning summit was held in March 2018 to share practice in the use of family learning in ELC. The Scottish Government is working with local authorities to agree what further support for specific family learning programmes would be most helpful, with a view to commissioning this in early 2019. Education Scotland also provided input to that summit to support local authorities in providing family learning.

	Education Scotland will continue to work with local authorities, ELC settings and schools through RICs during 2019/20, to help them further develop approaches to parental engagement and family learning.
<p>The main focus will be on improving the legislative and guidance framework underpinning parental involvement and engagement.</p> <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><b>Ongoing</b></p> <p>In June 2018 it was decided not to proceed with an Education Bill. In place of amendments to primary statute the Scottish Government is working with a range of partners to strengthen and update the statutory guidance accompanying the Scottish Schools (Parental Involvement) Act 2006. New statutory guidance will be published in 2019.</p>
<p>In tandem with the strengthened legislative framework Education Scotland will:</p> <ul style="list-style-type: none"> <li>work with local authorities and schools through RICs <b>during 2018/19</b>, to help them further develop approaches to parental engagement and family learning.</li> <li>update the Engaging with Parents and Families Toolkit for practitioners <b>by March 2019</b>.</li> <li>support professional learning on parental engagement locally and regionally <b>by March 2019</b>.</li> <li>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 <b>by March 2019</b>.</li> </ul>	<p><b>Ongoing</b></p> <p>Support for professional learning has been provided to a number of RICs and local authorities throughout 2018. These have included events at practitioner and senior leader level.</p> <p>Progress is on track to complete the planned updates to the Engaging Parents and Families Toolkit for 2018/19.</p> <p>To support good practice, a number of parental engagement and family learning professional learning resources have been added to the National Improvement Hub.</p>
<p>Scottish Government will work with partners to ensure that <b>by 2019</b> 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><b>Ongoing</b></p> <p>This is being taken forward as part of the "Learning Together" Parental Engagement Action Plan. The first meeting of a national working group was held in August 2018. A survey of local authorities will provide detailed data on access to home/school link workers, with further joint monitoring and co-ordination activity to follow in 2019.</p>
<p>A national Parental Engagement and Family Learning Action Plan <b>by June 2018</b> that will contain detailed next steps in relation to provision of guidance, workforce support, access to family learning, digital and research across 3-18.</p>	<p><b>Complete</b></p> <p>The action plan was published on 21 August together with Education Scotland's Review of Learning at Home. <a href="https://beta.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/">https://beta.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/</a></p> <p>The Action Plan contains over 50 actions across 13 goals. Themes include Parental Involvement (including digital), Parental Engagement, Equalities and Equity, Leadership and Skills and Evidence, Inspection &amp; Improvement (including research).</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>Through the RICs, Education Scotland will provide advice and support staff to develop their</p>	<p><b>Complete</b></p> <p>Regional Advisors and Attainment Advisors have provided advice and support to schools and local authorities on understanding and using a range of evidence and data both to inform parents and to bring about improvements in the progress children and young people make in their learning.</p> <p>In 2019 and beyond, action on reporting to parents will be taken forward</p>



understanding and use of a range of evidence, data and information to bring about improvements in the progress children and young people make in their learning.	via the actions set out in the “Learning Together” Action Plan, published in August 2018.
Parents will be able to access an improved range of high-quality, easily accessible, school level data for parents <b>by August 2018</b> .	<b>Complete</b> Public access to an improved range of data (with supportive narrative) was made available on the SG school information dashboard, through a link from Parentzone Scotland in August 2018. <a href="https://education.gov.scot/parentzone/my-school/School%20information%20dashboard">https://education.gov.scot/parentzone/my-school/School%20information%20dashboard</a> .
Key national parental information/support campaigns (PlayTalkRead, Read, Write, Count) will be repositioned within a newly refocused “Parent Club” approach, designed more closely around parent support with children’s behaviour, practical support at home etc. This shift in approach will be implemented <b>up to Dec 2018 and beyond</b> .	<b>Complete</b> Read, Write, Count marketing and branding is now aligned with broader Parent Club messaging, design and tone. This was successfully implemented in the design of the parent guide which was included in gift bags distributed in September 2018. Read, Write, Count web content has now migrated to the Parent Club website. A joint campaign with Eat Better Feel Better under Parent Club is planned for January 2019.
Information and advice for parents on the annual data collection and the related messages on the importance of their role and supporting learning at home to be published on Parentzone Scotland website by <b>March 2018</b> .	<b>Complete</b> Content for parents was published on Parentzone Scotland in April 2018. This new content complements existing content on the NIF which covers the aims of the Framework, and information on assessing children’s progress. School level data is also available through the Parentzone Scotland site: <a href="https://education.gov.scot/parentzone/learning-in-scotland/nif-evidence-report">https://education.gov.scot/parentzone/learning-in-scotland/nif-evidence-report</a>
As part of the legislative changes to the 2006 Parental Involvement Act ( <b>due to be commenced 2019 at the earliest</b> ), there will be a new focus on schools’ responsibilities to provide simple, practical advice on learning in the home.	<b>Complete</b> As set out above, it was decided in June 2018 not to proceed with an Education Bill. Action is underway to strengthen and update the statutory guidance accompanying the Scottish Schools (Parental Involvement) Act 2006. The refreshed statutory guidance will provide the basis for further updates to best practice guidance.
Practical guidance to schools and Parent Councils will be <b>updated by 2019</b> to reflect an amended Parental Involvement Act. This is expected to include: <ul style="list-style-type: none"> <li>renewed focus on gender balance and equalities characteristics</li> <li>practical advice on how to ensure a substantive focus on improvement by Parent Councils</li> <li>practical advice on how to support engagement across the Parent Forum as a whole</li> <li>clear definitions of family learning and learning in the home.</li> </ul>	<b>Complete</b> As set out above, it was decided in June 2018 not to proceed with an Education Bill. Action is underway to strengthen and update the statutory guidance accompanying the Scottish Schools (Parental Involvement) Act 2006. The refreshed statutory guidance will include which to Parent Councils.
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 <b>by June 2018</b> .	<b>Ongoing</b> 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 which will be progressed in partnership with GTCS and other key partners during 2019.
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	<b>Ongoing</b> 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

	<p>years.</p> <p>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><b>Assessment of children's progress</b></p>	
<p>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 <b>August 2018</b>.</p>	<p><b>Ongoing</b></p> <p>The Scottish Government has fully funded 435 additional teachers or graduates, with all local authorities receiving at least 1 additional Full-Time Equivalent staffing resource. To support this, the Scottish Government has provided additional funding to support additional places for teacher training and the BA Childhood Practice award from August 2017. To ensure that this commitment benefits as many children as possible, local authorities have flexibility in how they allocate their additional teachers or graduates across settings - all local authorities have prepared Action Plans setting out how they plan to do this.</p> <p>The Scottish Government is committed to meeting the recurring costs of this commitment. up to £18 million has been allocated in 2018-19 to cover the additional staffing costs associated with delivering this commitment.</p>
<p><b>By August 2017</b>, we will develop and implement a package of support for all schools in Scotland to strengthen attachment, resilience and mental wellbeing in children and young people. This will be evidence-based and include interventions that support the link between physical activity and mental wellbeing.</p>	<p><b>Complete</b></p> <p>We have strengthened guidance on prejudice-based bullying, recording and monitoring, online/offline bullying, impact and outcomes of bullying. The Recording and Monitoring working group produced guidance for local authorities and schools on recording and monitoring bullying incidents. An Operational Support Group, chaired by the Association of Directors of Education, is supporting its implementation throughout 2018/19.</p> <p>The Bullying and Equalities Module on SEEMiS, the schools management information system, has been updated to reflect the new approach. This will allow appropriate training and advice to be implemented in those schools which have not previously been using the module. All schools and local authorities will have implemented the national uniform approach to recording and monitoring by August 2019.</p> <p>We have also begun work to update the Included, Engaged and Involved Part 1: attendance in Scottish schools guidance which promotes attendance and the management of absence for pupils in schools. The guidance focuses on the engagement of pupils, and support for attendance at school, to improve educational outcomes. It also draws together advice on good practice and establishes requirements regarding classifying and recording attendance and absence.</p>
<p>From <b>April 2017</b> an additional £100 million per annum will be allocated directly to schools on the basis of free school meals eligibility. This new funding will reach at least 95 per cent of schools in Scotland and will be supported by:</p> <ul style="list-style-type: none"> <li>• an operational framework which will support schools in their spending decisions and set out our approach to distribution, monitoring impact and reporting on improving individual children's progress;</li> <li>• development of a Scotland specific learning and teaching toolkit providing strategies which are proven to help to close the poverty-related attainment gap;</li> </ul>	<p><b>Complete</b></p> <p>In April 2018, a further £120m of Pupil Equity Funding (PEF) was allocated directly to schools for headteachers to spend at their discretion on additional staffing and resources targeted at closing the poverty-related attainment gap. Every council area is benefitting from PEF and for 2018/19 over 65% of schools in Scotland have been allocated funding for pupils in P1-S3. It is supported by:</p> <ul style="list-style-type: none"> <li>• PEF National Operational Guidance which sets the guidelines and supports schools to plan how they will most effectively invest their PEF allocation to improve the educational outcomes of children affected by poverty.</li> <li>• a Scotland specific learning and teaching toolkit providing strategies proven to help to close the poverty-related attainment gap was made available in February 2017.</li> </ul>

<ul style="list-style-type: none"> <li>a series of regional engagement events which every headteacher in Scotland will be invited to. These events will take place in <b>February and March 2017</b>. This will enable us to work with headteachers directly and give them advice and support on using pupil equity funding to close the poverty-related attainment gap in their context.</li> </ul>	<ul style="list-style-type: none"> <li>The 2<sup>nd</sup> series of seven PEF regional headteacher events took place in February and March 2018. These events – which every headteacher in Scotland was invited to attend - enabled the Scottish Government to work with headteachers directly and give them advice and support on using PEF to close the poverty-related attainment gap in their context.</li> </ul>
<p>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><b>Ongoing</b> £50m of funding to support nine Scottish Attainment Challenge Authorities and 72 individual schools on the Schools Programme continues into 2018-19. Each authority and school develops annual improvement plans and reports, tailored to their own circumstances, detailing the actions they will take to close the poverty-related attainment gap, and their impact.</p>
<p>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 <b>by 2021</b>.</p>	<p><b>Ongoing</b> Through our schools, it is important to recognise the needs of care experienced young people and the impact of trauma. It is anticipated that with the additional funding to schools from the Attainment Challenge and PEF that schools can improve the way they support children and young people who have been impacted by ACEs and improve support around mental and emotional health. Towards the end of secondary school, we will 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 2016/17, 81% of care experienced young people (looked after for the full year) were in a positive destination. In 2016/17, 94% of all school leavers were in a positive destination. Trend Analysis: Despite a small increase in 2016/17, the current figure of 81% remains in line with the baseline figures over the past 3 years but there is a slight trend towards an increased percentage in positive destinations. Analysis of Progress: Based on current figures, a 4% per annum increase would raise the % of care experienced leavers in positive destinations to 93.3% by 2021, resulting in parity as long as the percentage of all school leavers in positive destinations did not also increase. However, the 4% increase per annum has not been met so far and it is unlikely that the upward trend needed to reach parity will be achieved. Also, the percentage of all school leavers in positive destinations is also increasing, making this a moving target. The Getting It Right for Looked After Children and Young People Strategy sets out our national approach to improving outcomes for care experienced children and young people, and the Programme for Government details how we will continue to improve support and protection for our children and young people.</p>
<p>We will begin work in <b>2016/17</b> on a strategy for families with disabled children, linking to activity to develop the Child and Adolescent Health and Wellbeing Strategy.</p>	<p><b>Ongoing</b> The Scottish Government is in the final stages of developing an information resource to support disabled children, young people and their families as part of our commitment to equality for disabled children and young people in Scotland and ensuring that all children can achieve their potential.</p> <p>A consultation on the content of the resource ended in September 2018 and a report will be produced at the end of January 2019. Developing additional content at the request of respondents and those who attended the engagement events will ensure that the resource is a valuable information tool for young disabled people and their families/caregivers. We expect the writing of content to include parent groups and the Young Disabled People's Forum. A website and app will be developed and launched in Spring 2019.</p>

<p><b>From January 2017</b> 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><b>Ongoing</b> The ten Making Maths Count recommendations are at different stages of implementation. A significant milestone was reached with the successful delivery of the second annual Maths Week Scotland in September 2018 with participation by schools in all local authorities. The Scottish Government and Education Scotland are working with a range of partners on delivering the recommendations and the National Profile-Raising Group for Mathematics, which continues to meet to monitor implementation.</p>
<p>We will drive forward the actions in our new Digital Learning and Teaching Strategy <b>throughout 2017</b>, with a view to delivering the Strategy's vision of using technology to improve attainment across the Curriculum in the next 3-5 years.</p>	<p><b>Ongoing</b> Curriculum guidance on Digital Literacy is now in place with delivery in schools being supported by Education Scotland. We continue to work with GTCS to ensure the refreshed professional standards for teachers are strengthened in relation to use of digital. In addition, SCDE are currently developing a framework to support consistency in digital provision in ITE. We will engage further with local authorities to better understand existing barriers to effective use of digital technology.</p>
<p>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 is already underway. <b>During 2017</b> 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><b>Ongoing</b> 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 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 consent. We need to make that information sharing more systemic in order to better support and protect our most vulnerable children. An Improvement Collaborative looking at elements of the Universal Health Visiting Pathway (including 27-30 month review) concluded in October 2018. We are now looking to share the learning from this and explore what further improvement activity is possible.</p> <p>We will do further work to build on examples of existing good practice both in improving uptake and addressing concerns identified, and testing how to work in partnership with parents to share appropriate and proportionate information with nurseries and early years partners. Good practice guidance will be influenced and refined in light of the work being taken forward by the Getting it Right for Every Child Practice Development Panel who are overseeing the development of a Code of Practice on information sharing.</p>
<p>We agreed requirements for standardised assessment for Gaelic Medium Education by <b>June 2017</b>. These assessments are being developed and will be available in early 2019.</p>	<p><b>Ongoing</b> In line with the Scottish National Standardised Assessments, we are ensuring that all relevant lessons learned from the "User Review" published in August are taken into account and applied to the Gaelic Medium National Standardised Assessments. We will roll out the Gaelic Medium assessments in 2019, to enable the Gaelic Medium Education sector to use online assessments this academic year.</p>
<p>We will provide moderation and support for teachers' professional judgement <b>from October 2016</b>; ensuring that practitioners have a common understanding of expectations in literacy and numeracy across all curriculum areas.</p>	<p><b>Complete</b> This action duplicates action being taken forward elsewhere by Education Scotland (see below). The commitment remains to provide the necessary support to improve further the consistency and effectiveness of moderation of teachers' professional judgement.</p>
<p>In <b>December 2016</b> we will publish plans for gathering information about the health and wellbeing of children and young people including</p>	<p><b>Complete</b> Ministers have agreed that work towards introducing a new Health and Wellbeing data collection of children and young people in late primary</p>

the data gathered at early years stages.	stages upwards should be progressed throughout 2018, with the aim of first conducting this exercise in the 2019/20 academic year. This was included in the Scottish Government's "A Research Strategy for Scottish Education" which was published on 18 April 2017.
We will develop a framework for educational interventions and strategies to improve attainment <b>in December 2016</b> , including practical strategies and approaches to building positive attitudes, confidence and capability in literacy and numeracy for all children and young people regardless of background and circumstance.	<b>Complete</b> Education Scotland have developed and published a framework for educational interventions and strategies. To enhance further this work the National Improvement Hub has been developed to support schools in the use of Pupil Equity Funding. It is based on a range of interventions and approaches that are currently being used in schools across Scotland.
We will appoint an independent Commissioner for Fair Access to act as a powerful voice for our most disadvantaged learners.	<b>Complete</b> The Commissioner for Fair Access was appointed in December 2016 and published his first annual report in December 2017. The Commissioner has also published a series of discussion papers on topics including contextual admissions, university league tables, retention, outcomes and destinations of students from deprived backgrounds.
We will ensure that <b>by 2030</b> , students from the 20 per cent most deprived areas make up 20 per cent of higher education entrants	<b>Ongoing</b> The Scottish Government accepted all 34 of the recommendations made by the Commission on Widening Access, including the 2030 target. Implementation 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 also been updated to reflect the Government's targets for progress.
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.	<b>Ongoing</b> EMA is a demand-driven entitlement and Scottish Ministers continue to provide support to all young people who are eligible, and to help even more school pupils and college students continue their studies and fulfil their potential. The programme was expanded in January 2016 to increase household income thresholds and also include part-time college students for the first time.
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 <b>2020/21</b> .	<b>Ongoing</b> 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. 7.3% of 2013/14 school leavers achieved a vocational qualification. This increased to 10.7% of school leavers in 2015/16 and increased again to 12.8% of 2016/17 school leavers.
Develop a range of national programmes and further extend the reach and impact of the Scottish Attainment Challenge.	<b>Ongoing</b> Additional funding from the Attainment Scotland Fund (ASF) to support teacher recruitment and development continues, part of the Scottish Attainment Challenge national programmes. £33m, over 3 years, Care Experienced Children and Young People funding stream was announced in June 2018 – the funding goes to authorities to improve educational outcomes of care experienced children and young people. Some funding from ASF was made available to support collaboration within and across the RICs to close the poverty-related attainment gap, including support to address rural specific issues.
Approach to research will also include working with all 32 local authorities to develop local action research based projects on closing the gap led by education psychologists.	<b>Complete</b> The second cohort of Action Enquiry SAC programme for Educational Psychologists commenced in January 2018. All Action enquiry reports are all complete and on our hub. <a href="https://education.gov.scot/improvement/research/Action%20enquiry%20research%20focussing%20on%20closing%20the%20poverty-related%20attainment%20gap%20centred%20on%20raising%20attainment%20in%20numeracy%20and%20mental%20health">https://education.gov.scot/improvement/research/Action%20enquiry%20research%20focussing%20on%20closing%20the%20poverty-related%20attainment%20gap%20centred%20on%20raising%20attainment%20in%20numeracy%20and%20mental%20health</a>
Consult on the design of assessment within the	<b>Complete</b>

qualifications system, working with the Assessment and National Qualifications Group.	The removal of mandatory unit assessment for National 5, Higher and Advanced Higher was announced in September 2016. Mandatory unit assessments have been removed from National 5 and Higher and preparations are underway for the removal of unit assessments from Advanced Higher from 2019/20 onward.
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.	<b>Ongoing</b> SQA are taking steps to address how they communicate more effectively with stakeholders. A new chair took up post on 1 September 2017. Specific communications and engagement objectives have been added to the SQA Framework Agreement and Corporate Plan. Regular monthly meetings also take place between DFM and the Chief Executive of SQA, which the Chair now joins. Bi-annual meetings will also take place between DFM and the Chair. SQA have also met with representatives of the Teachers Panel to respond to their specific concerns.
Establish means of collecting any information not currently identified through existing data collection processes	<b>Complete</b> A wide range of additional information and data is now collected through the National Improvement Framework.
<b>From April 2018</b> , 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.	<b>Ongoing</b> 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 will include 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.
<b>From 2020</b> , we will also draw upon two additional health visitor assessments at 13 months and at around 54 months.	<b>Ongoing</b> 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.
<b>From 2021</b> , 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.	<b>Ongoing</b> 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 wellbeing 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 we are developing a new Health and Wellbeing Census that will provide data for P4 upwards.
A wide range of activity is underway across Scottish schools, supporting teachers to improve literacy and numeracy. Identifying and promoting good practice and innovation will be vital in further raising attainment, promoting excellence and equity and in appraising what makes a difference.	<b>Complete</b> Education Scotland have a number of initiatives in place to support practitioners, including: benchmarks; support for teacher judgement on achievement of levels; sharing good practice through the national numeracy and mathematics hub, the mathematics principle teacher and faculty heads network and the national literacy network; the promotion of the literacy across learning resource; development of a new self-evaluation framework for ITE providers.
Parental involvement and enjoyment of literacy and numeracy is being promoted through the Read, Write, Count initiative, the First Minister's Reading Challenge, Maths Week, and the Deputy First Minister's Holiday Maths Challenge.	<b>Ongoing</b> These programmes continue to develop and expand to support a wider range of children, young people and parents. The FMRC is now open to secondary schools, public libraries and community groups in addition to primary schools. RWC continues to support universal gifting to families of P2 and P3 children, a social marketing campaign to encourage parental engagement, targeted outreach sessions, and support for P4-7 in areas of high deprivation. The DFM's Maths Challenge is issued to P6 pupils and their families prior to specific holiday periods. The second Maths Week Scotland took place in September with schools in all local

	<p>authorities participating. Literacy, numeracy and parental engagement are supported in the early years through Play Talk Read, Bookbug, and Play at Home, as well as expansion of ELC to all 3 &amp; 4 year olds and entitled 2s.</p>
<p>Consideration of options for driving improvements in literacy and numeracy has been included in the draft work plan of the Curriculum and Assessment Board.</p>	<p><b>Complete</b> The March 2018 meeting of the Curriculum and Assessment Board considered performance data, activity and interventions relating to driving improvement in literacy and numeracy. Following the meeting the Scottish Government and Education Scotland are taking forward work to further evaluate the support for literacy and numeracy learning with focus on supporting capacity and confidence amongst practitioners.</p>
<p>BISSR 2016 has been signed off by members of the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) and the final report was published on 12 December 2017. Scottish Government and SAGRABIS will issue a joint response to the report's findings which sets out priority actions for local authorities, schools, Scottish Government and SAGRABIS members to undertake.</p>	<p><b>Complete</b> The Scottish Government and SAGRABIS published an agreed response to the findings of BISSR 2016 in June 2018. The response includes a number of actions for Government, Education Authorities and schools to take forward. <a href="https://beta.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/">https://beta.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/</a></p>
<p>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 <b>in August 2017</b>. Phase 2 commenced in October 2017 and is expected to be complete <b>by spring 2018</b>. 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 <b>by the end of 2018</b>.</p>	<p><b>Ongoing</b> Phase 1 of the Scottish Government PSE Review was completed in August 2017 and was refreshed in September 2018, to ensure that all relevant materials were included. Education Scotland completed the Thematic Inspection of PSE Delivery in schools in May 2018 and the final Inspection report was published on 28 August 2018 <a href="https://www.gov.scot/publications/schools-personal-and-social-education-review/">https://www.gov.scot/publications/schools-personal-and-social-education-review/</a>  Phase 3 has focused on stakeholder engagement to draw in additional views to the Thematic Inspection in order to inform the final report and suite of recommendations. The final report is on track to be delivered before the end of 2018.</p>
<p>The 15-24 Learner Journey Review has been underway throughout 2017, looking at how to make young people's learning from 15-24 more relevant, coherent and effective. The outcomes from Stage 1 of the review will be published in 2018, with options for future implementation.</p>	<p><b>Complete</b> Learner Journey Review 15-24 published on 10/05/2018. The Review made 17 recommendations, grouped under five broad themes. A Scottish Government Directors' group has been established to oversee delivery of implementation, and officials are working with national and local partners to scope the work necessary to deliver all 17 recommendations. Published review: <a href="https://www.gov.scot/Resource/0053/00535273.pdf">https://www.gov.scot/Resource/0053/00535273.pdf</a></p>
<p>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 – <b>ongoing</b>.</p>	<p><b>Ongoing</b> The Insight Professional Adviser Team (comprising two senior educationalist secondees from local authorities) have provided dedicated 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.  In 2019, the Team will focus on strengthening 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.</p>
<p>Two significant areas of development are underway. The first is to improve the data set 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</p>	<p><b>Ongoing</b> The Scottish Government is on track to test the proof of concept with SDS and HMRC by the beginning of 2019. Legal gateways are now agreed and we are now working on data sharing agreements. Timescales have slipped due to challenges with setting up the data sharing arrangements. A decision will then be made on whether we take this further based on the benefits achieved from accessing individual</p>

these arrangements in place <b>by Autumn 2018</b> .	level tax information and the costs involved for full implementation.
The second is ongoing capacity building with partners who access the data set to help them understand the breadth of information available, how to best 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.	<b>Ongoing</b> SDS continue to lead and progress ongoing engagement with local authorities and colleges with a particular focus on the Opportunities for All shared dataset; which includes school leavers but covers a broader cohort of young people aged 16-24. This is being achieved through regular engagement with partners which 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.
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, improve achievement and raise attainment aligned with regional improvement plans.	<b>Ongoing</b> Education Scotland continues to deploy six Regional Advisors, one for each RIC to support and challenge Regional Leads and workstream leads.  Phase two plans were submitted to the Chief Inspector by 3 September 2018 and Education Scotland has now completed its review of them. The review process included a series of roundtable meetings convened by Education Scotland. These involved Education Scotland Regional Advisors and senior staff along with RIC Leads. They provided a valuable opportunity for RIC Leads to familiarise themselves with others' plans and for rich, robust professional dialogue for the purpose of peer support and challenge and the sharing of good practice.
To ensure further improvement in levels of service delivery, SDS is: <ul style="list-style-type: none"> <li>• working with schools and authorities to improve the participation measure; and</li> <li>• engaging in activities to include learners with additional support needs, disengaged learners and mainstream learners in all services.</li> </ul>	<b>Ongoing</b> SDS is into the third year of this new enhanced offer from Aug 2018 and it is now fully embedded. SDS is tracking the uptake in each school. The core elements to SDS's school partnership agreement are agreed with each individual secondary school. The SDS offer now begins in P7/S1 and involves general group work to develop career management skills. SDS Careers Service in schools incorporates a needs matrix used from S2 where those most at risk of not finding a positive destination are provided with enhanced support levels from S3 – S6. Every customer's needs are assessed and validated. Targeted one to one support is provided to those vulnerable groups and includes needs and skills assessments, career development planning, and reviews of progress towards the individuals' aspirations. The needs matrix includes the selection of those with additional support needs, including young disabled people and those who are care experienced.
Education Scotland will continue to provide support to improve the consistency and effectiveness of moderation of teachers' professional judgement further across the country.	<b>Ongoing</b> The Quality Assurance and Moderation Support Officer (QAMSO) programme completed a second year in June 2018, with evaluative evidence suggesting that teachers are becoming increasingly more confident about making judgements around Curriculum for Excellence levels within the broad general education as a result.  The 2017/18 programme included the introduction of the sharing of standards in reading, as well as numeracy and writing from 2016/17. The programme continues to develop based directly on feedback from the profession, with the introduction of listening and talking planned for session 2018/19, as well as more of a focus on QAMSOs who have already undergone training being supported to lead moderation activities within their local area. The moderation hub continues to be updated with relevant supports for teachers.
Three Developing the Young Workforce (DYW) Regional events for Directors of Education and College Principals are being delivered jointly by SFC and SG in order to consider barriers to growing school college vocational pathways. The outcome of these events will determine next steps, to include consideration of any additional	<b>Ongoing</b> The 3 regional events took place at the end of 2017. As follow up, a joint letter from SFC and SG was issued setting out expectations around school collaboration and outlining next steps. An action plan has been agreed by SFC and SG.  The intensification of the outcome agreement process is underway.



<p>measurements required.</p> <p>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>The expansion of vocational pathways is ongoing.</p> <p>Four follow up events are planned for early 2019 to consolidate and to review progress.</p>
<p>A network of 21 Regional DYW Groups have been established to bridge the gap between employers and education. This network also links with the network of DYW local authority leads.</p> <p>A formative evaluation of 4 of these Regional DYW groups will be undertaken in 2017/18 to support the continuous improvement of the network, providing recommendations for areas of improvement across all Regional Groups, including driving and measuring performance and creating efficiencies.</p>	<p><b>Ongoing</b></p> <p>The network of Regional DYW groups has been replaced by a joint network that brings together the DYW regional leads with the local authority/college DYW leads</p> <p>The report of the evaluation was published on 15 November 2018.</p>
<p><b>School Improvement</b></p>	
<p>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 <b>2017/18</b>. This will reduce workload for teachers and young people.</p>	<p><b>Ongoing</b></p> <p>The removal of mandatory unit assessment for National 5, Higher and Advanced Higher was announced in September 2016. Mandatory unit assessments have been removed from National 5 and Higher, and preparations are underway for the removal of unit assessments from Advanced Higher from 2019/20 onward.</p>
<p>From <b>January 2017</b>, 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.</p>	<p><b>Ongoing</b></p> <p>The Insight benchmarking tool continues to support the evaluation of improved outcomes for young people in the senior phase and is contributing to understanding the impact of curriculum design in the Broad General Education. Work is ongoing to increase capacity and capability across Scotland's professional education sector in the use of Insight, as well as helping to inform and embed school improvement activity at local level. In addition a review and refresh of the technical manual and associated materials ('deep dives') available to support professionals is being undertaken with improvements being delivered incrementally from September 2018 through September 2019. A BGE Benchmarking Tool has also been rolled out allowing schools, local authorities and RICs to analyse achievement of CfE level data in a consistent way, using a number of pupil characteristics considered to have an influence on attainment.</p>
<p>Throughout <b>2017</b>, 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 <b>June 2017</b>.</p>	<p><b>Ongoing</b></p> <p>Education Scotland continue to challenge unnecessary bureaucracy within schools and local authorities, particularly in areas such as planning and reporting.</p>
<p>School inspections and other Education Scotland evaluative activity will, from <b>September 2016</b>, be more focused on the priorities within the National Improvement Framework. We will gather evidence on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the leadership of change through school inspection.</p>	<p><b>Complete</b></p> <p>Of the 121 schools across primary, secondary and special provision inspected as part of the sample for the NIF between August 2017 and June 2018. Each inspection to gather robust evidence on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the leadership of change. Evidence from inspections informs the NIF interactive evidence report.</p>
<p>Inspections in early learning and childcare</p>	<p><b>Complete</b></p>

<p>settings, schools and learning communities will contribute to professional learning and capacity building to support the implementation of Curriculum for Excellence; and provide evidence on implementation by <b>June 2017</b>.</p>	<p>Inspection teams carry out professionals dialogue to support continuous improvement. This takes place with staff, pupils, parents and partners. Dialogue with senior leaders is a daily part of work to understand the context of the school and to provide appropriate support and challenge for continuous improvement. Dedicated time for professional dialogue with practitioners and teachers is built into each inspection model, providing specific time for inspectors to support and challenge the thinking of teachers and practitioners and help them plan next steps for improvement.</p> <p>Education Scotland and the Care Inspectorate continue to work together to develop a single shared inspection model for early learning and childcare..</p>
<p>Developing the Young Workforce will continue to be a focus of inspection and review activity across all sectors. In school year <b>2016/17</b> 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><b>Ongoing</b> 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>In <b>September 2017</b>, we will gather information from 2016/17 school inspections and other evaluative activity on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the quality of partnerships.</p>	<p><b>Complete</b> HM Inspectors evaluate the quality of learning, teaching and assessment; progress in raising attainment and achievement; and the quality of partnerships in all NIF inspections.</p>
<p>We will extend the reach and impact of the Attainment Advisers, through regional alignment, to promote collaboration and joint delivery across local authorities from <b>October 2016</b>. 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><b>Ongoing</b> Education Scotland has been working to strengthen the collaboration between and across local authorities and regional collaboratives through the Attainment Advisers. Different models of practice are being considered and developed to ensure maximum benefit to schools and RICs. Attainment advisors are supporting and continuing to encourage collaborative working. An online Scottish Attainment Challenge Community continues to be used to encourage the sharing of ideas and projects.</p>
<p>We will develop by <b>June 2017</b> a new Standards and Evaluation Framework, which will set out clear expectations for schools and the focus and frequency of school inspection.</p>	<p><b>Complete</b> The standards and evaluation framework was published on Education Scotland's website on 20th April 2018. <a href="https://education.gov.scot/what-we-do/inspection-and-review/Standards-and-evaluation-framework">https://education.gov.scot/what-we-do/inspection-and-review/Standards-and-evaluation-framework</a></p>
<p>We will, by the <b>end of 2017</b>, support the publication of school-level reporting for parents and communities against their own action plans.</p>	<p><b>Complete</b> Education Scotland has published guidance to support school-level reporting for parents and communities. This brief guidance offers advice to schools for annual standards and quality reporting. The paper underlines the requirement in statute for schools to work with parents and other partners, to prepare this report taking into account national priorities as outlined in NIF, SAC and PEF. It builds on the advice on improvement planning which was published in December 2017. <a href="https://education.gov.scot/improvement/self-evaluation/annual-reporting">https://education.gov.scot/improvement/self-evaluation/annual-reporting</a></p>
<p>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><b>Ongoing</b> All 6 RICs have delivered their first full Regional Improvement Plans in September 2018 (following initial, interim plans in January). We are supporting delivery of those plans through additional grant funding from Scottish Government and the provision of expert support from Education Scotland to each. SG funding will support each RIC to further develop its dedicated regional capacity for improvement and collaboration, thereby extending the reach, visibility and impact of the RICs during the current school year.</p>

<p>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 their 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><b>Ongoing</b> Initial scoping discussions held with ES and policy contacts. Outline options for commissioning joint work with ES and local government to follow by end 2019, to align with continued RIC development and deliver output recommendations in spring 2019. Potential testing prior to availability for 2019/20 school year (expected date amended accordingly).</p>
<p>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><b>Ongoing</b> This commitment is linked to the one immediately above. It will be delivered through that activity and through further development of RIC support to schools.</p>
<p>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><b>Ongoing</b> Inspection of early learning and childcare is undertaken by both Education Scotland and the Care Inspectorate. Currently Education Scotland undertakes inspections for all educational establishments, including education in early years settings while the Care Inspectorate inspect care and social care settings. Education Scotland and the Care Inspectorate undertake joint inspections where an establishment is providing care and education for example early learning provision or schools with residential accommodation. Joint work to further enhance the single shared inspection model for early learning and childcare is ongoing.</p>
<p>Consulting on an approach to fair funding, as set out in the consultation paper published alongside the Next Steps publication.</p>	<p><b>Complete</b> The Scottish Government established a Funding Reference Group with COSLA and ADES. A consultation on these proposals was undertaken in summer/autumn 2017 and around 100 responses were received. A summary was published in Feb 2018.</p> <p>Agreement with local government on the final policy (to revise Devolved School Management guidelines) was announced in June 2018.</p>
<p>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><b>Ongoing</b> Work is underway with local government to co-produce new revised Devolved School Management guidance, led by a local government secondee and expected to be published in 2019.</p>
<p>Education Scotland will support leaders and practitioners to develop their skills in providing professional learning for others through the RICs which is focused on learning, teaching and assessment in and across curriculum areas and sectors.</p>	<p><b>Ongoing</b> Education Scotland has delivered professional learning to senior leaders in assessment and moderation in the RICs. This is in addition to the support to leaders and practitioners within the Quality Assurance and moderation support officer (QAMSO) events. Local authority assessment coordinators received a range of information support assessment and moderation in and across curriculum areas.</p> <p>Education Scotland has delivered a range of events on Benchmarks across curriculum areas as part of assessment and moderation support. Practitioners and leaders are supported further in assessment and moderation through the suite of materials on the National Moderation Hub.</p>
<p>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.</p>	<p><b>Ongoing</b> Two cohorts of teachers (166 in total) have now completed the SCEL Teacher Leadership programme, in sessions 2016/17 and 2017/18, with a third cohort of 201 teachers beginning in August 2018. The programme is focused on practitioner enquiry. SCEL launched a prototype programme in session 2017/18 programme which focused on Supporting Teacher Leadership, aimed at those supporting teachers to</p>

	engage in enquiry and take enquiring approaches. This cohort concluded in October 2018 with a second cohort commencing in November 2018.
Professional learning materials for schools linked to improving learning, teaching and assessment are planned for inclusion on the National Improvement Hub by the <b>end of March 2018</b> .	<b>Complete</b> Professional learning materials to support learning, teaching and assessment have been published within GLOW and on the National Improvement Hub. The Moderation Hub on GLOW is a virtual learning environment delivering career-long professional learning on all aspects of moderation. Teachers require to use their GLOW login to access these materials. The moderation cycle is also published on the national improvement hub: <a href="https://education.gov.scot/improvement/learning-resources/The%20Moderation%20Cycle">https://education.gov.scot/improvement/learning-resources/The%20Moderation%20Cycle</a> .  Materials to support schools in improving approaches to self-evaluation for self-improvement were published on the National Improvement Hub.
Education Scotland is committed to working with local authorities and schools through RICs <b>during 2017/18</b> , to help them further develop the use of data to continually raise attainment and achievement and close the poverty-related attainment gap.	<b>Ongoing</b> Education Scotland has put in place a Regional Advisor to work with each of the six regional improvement collaboratives. Each advisor continues to engage with the regional improvement lead to take forward regional improvement planning. Regional Advisors have worked with regional leads to review scrutiny and attainment data. These reviews were used to inform phase two regional improvement planning.
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.	<b>Ongoing</b> We have formed a Working Group comprising of members of SAGRABIS to review 'Included, Engaged and Involved Part 1', which met for the first time in April 2018. The review has identified a number of revisions to the document which have required an extension to the timescale for completion. It is anticipated that the review of this work will conclude by the end of 2018. A series of engagement sessions with key stakeholders are now planned for February 2019, with publication of the document to follow shortly after
Education Scotland is committed to working with local authorities and schools through RICs during 2017/18 to improve school self-evaluation further and continue to build capacity for improvement in these areas.	<b>Complete</b> Education Scotland continues to link with each of the 32 authorities through teams of link attainment advisors and area lead officers.  Education Scotland continues to plan and deliver (at both local and regional level) capacity building activities which are helping to improve school self-evaluation and build capacity for improvement. Participants have evaluated these events very positively.
Education Scotland is committed to working with local authorities and schools through RICs during 2017/18, to continue to improve the capacity of staff to self-evaluate for improvement.	<b>Complete</b> As above, Education Scotland worked with schools, local authorities and RICs throughout the 2017/18 session.
Education Scotland will continue to support the effective use of funding to raise attainment and close the poverty-related attainment gap.	<b>Ongoing</b> Attainment Advisors, Area Lead Officers and Regional Advisors have provided ongoing support and challenge to schools and local authorities to raise attainment and reduce the poverty-related attainment gap through the challenge authorities, schools programme and universal support.  PEF events were planned and run jointly between SG/ES/RIC. These events were effective in enabling participants to hear key messages about the SAC programme nationally. This was complemented by presentations from the EEF and RIC lead. Sharing practice sessions enabled participants to hear about emerging practice in the use of PEF and initial evidence of impact on learners. A key success of these events was working with RICs to provide a regional perspective on next steps for further improvement. Through session 2018/19 there will be an increased focus on effective use of PEF funding

	through universal authorities and use of the PEF Care Experienced Fund.
We will obtain a detailed report from the Digital Schools Award Scotland Framework which will provide an insight into progress for those schools registered as well as the areas in which schools are having difficulty and require further support. This will be used to influence the Digital Learning and Teaching programme for 2018/19.	<b>Complete</b> Education Scotland have obtained a report from DSAS which highlights key areas of success and areas where further support is required. That information is being analysed and considered and will help to inform the direction of the Digital Learning and Teaching Programme. Education Scotland remain in close contact with DSAS and will continue to obtain monthly reports on progress across the framework.
As part of the Early Learning and Childcare Expansion Blueprint Action Plan for 2017-18 we committed to providing dedicated support to local authorities to assist them in improving uptake amongst eligible 2 year olds.	<b>Complete</b> Working with the Children and Young People Improvement Collaborative ( <a href="https://beta.gov.scot/policies/improving-public-services/children-and-young-people-improvement-collaborative/">https://beta.gov.scot/policies/improving-public-services/children-and-young-people-improvement-collaborative/</a> ), the Scottish Government is supporting 9 local authorities in an 'Improvement Practicum' focused on uptake of the entitlement of funded ELC for 2 year olds. This will run from September 2018 until September 2019.  We are also considering other ways to disseminate the results of this work and other examples of good practice across Scotland as part of the ongoing work in the 2 year old offer national project.
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 2 year olds.	<b>Ongoing</b> Scottish Government officials continue to work with internal colleagues and with UK Government counterparts to identify legal and proportionate ways to share data on eligible populations with Scottish local authorities.  The Scottish Government is also in discussion with agencies and services that work directly with parents (including for example DWP and Health Visitors) to explore how information on the 2 year old entitlement can be passed on to eligible families and to see where/if application processes can be simplified.
<b>Performance information</b>	
From <b>February 2017</b> , 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.	<b>Ongoing</b> Tailored training packages for local authorities have been developed with SCHOLAR, who are part of the ACER partner group delivering the Scottish National Standardised Assessments. Two courses have now been increased to five including new courses on using SNSA data for improvement and a focus on ASN. Training is taking place across all 32 local authorities in 2018/19 at times agreed with individual local authorities to ensure they have the training they need at the time they need it.
We will publish by December 2016 a research strategy that makes clear the gaps in our evidence base and how these gaps will be filled. We will continue to extend the use of research to underpin the interventions and strategies used in classrooms to close the gap as part of the research strategy. This will include the creation of a national forum for academics and practitioners to come together to ensure that cutting-edge evidence is being implemented in practice, informed by the International Council of Education Advisers.	<b>Complete</b> The Research Strategy for Scottish Education was published in April 2017. A range of research projects are underway – details of this activity are set out in Annex A. Both the Strategy's National Advisory and Academic Reference Groups have now met twice, with further meetings planned for January and April 2019.
We will review the learning journey for all 16-24 year olds to ensure that education provision for young people is as effective and efficient as possible and provides more stepping stones for those needing most support from <b>September 2016</b> .	<b>Complete</b> Learner Journey Review 15-24 published on 10/05/2018. The Review made 17 recommendations, grouped under five broad themes (information, advice & support, provision, alignment, leadership and performance). A Scottish Government Directors' group has been established to oversee delivery of implementation, and officials are working with national and local partners to scope the work necessary to deliver all 17 recommendations. Published review:

	<a href="https://www.gov.scot/Resource/0053/00535273.pdf">https://www.gov.scot/Resource/0053/00535273.pdf</a> .
We will consider further evidence in particular from early years, Developing the Young Workforce and on health and wellbeing to use in the National Improvement Framework by December 2017.	<b>Complete</b> The National Improvement Framework now brings together a broader range of evidence, including on early years, Developing the Young Workforce and health and wellbeing. This evidence, and the full range of NIF data is available via the NIF Interactive Evidence Report.
We will publish a draft information 'dashboard' covering the broad general education by <b>summer 2017</b> , making detailed performance information available to teachers and local authorities.	<b>Ongoing</b> The school information dashboard was launched on Parentzone Scotland on 29th August 2018. This provides information on state funded schools (primary, secondary, special) to the general public.  The BGE tool is now available to schools, and the Professional Adviser provides dedicated support to schools and local authorities to enhance their understanding and usage of the data within the BGE tool in local context, and gathers 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. This outreach work will continue throughout 2019,  We will review the use of the BGE tool in the latter part of 2019, once users have had chance to use the tool. We will also review if, and how, the BGE tool should be used alongside Insight to describe the complete learner journey,
We will take steps to ensure initial teacher education prepares students to enter the profession with consistently well-developed skills to teach areas such as data literacy. Education Scotland are developing a self-evaluation framework for universities to use. This will highlight effective practice and be available in <b>2017/18</b> .	<b>Complete</b> Education Scotland in partnership with the Scottish Council of Deans of Education and GTCS developed a self-evaluation framework to support universities to demonstrate the quality of learning and teaching in the priority areas of literacy, numeracy, health and wellbeing and additional support needs. This was made available in June 2018.
Accelerate efforts to share what is working to close the gap through the new National Improvement Hub and through a new network of empowered leaders. Develop a space on the Hub to showcase what is working across Scotland updated regularly by the Attainment Advisers.	<b>Complete</b> Attainment Advisors are working closely with local authority SAC project leads to promote and share examples of what is working via the NIH. These are tagged 'Scottish Attainment Challenge' so that they can be found easily on the hub. A review of NIH items has recently been undertaken to ensure the examples are refreshed and reflect current practice. Plans are underway to develop a 'live narrative' approach which will be more interactive for users.  A new group to review all Education Scotland publications on the NIH is currently being formed. The remit of this group will be to ensure that Education Scotland digital content is reviewed, refreshed and remains relevant for users. A number of HT focus groups took place over the course of session 2017/18 and the feedback from this has been used to identify priority next actions to showcase what is working across Scotland.

## References and useful links

Assessing Children's Progress – information for parents and carers

<https://www.gov.scot/publications/assessing-childrens-progress-guide-for-parents-and-carers/>

Curriculum for Excellence [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence?](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?)

Curriculum for Excellence: Building the Curriculum 5: A Framework for Assessment, Scottish Government, February 2011, ISBN: 978-0-7559-9941-5 (web only)

<https://www.education.gov.scot/Documents/btc5-framework.pdf>

Developing the Young Workforce – Scotland's Youth Employment Strategy, Scottish Government, December 2014, ISBN 978-1-7854-4033-5 <https://beta.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/>

Education Working for All! : Commission for Developing Scotland's Young Workforce Final Report, Scottish Government, June 2014 ISBN 978-1-7841-2523-3

<https://beta.gov.scot/publications/education-working-commission-developing-scotlands-young-workforce-final-report/>

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/>

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

Health and Wellbeing in Curriculum for Excellence

<http://www.gov.scot/Topics/Education/Schools/HLiv>

How Good is Our School? 4th edition, Education Scotland, September 2015, ISBN 978-0-7053-1889-1

[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

Insight <http://www.gov.scot/insightbenchmarking>

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

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>

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)

Parent Communications Plan <https://beta.gov.scot/publications/national-improvement-framework-parent-communication-plan/>

ParentzoneScotland <https://education.gov.scot/parentzone/>

Scottish Attainment Challenge

<http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment>

Synergies for Better Learning: An International Perspective on Evaluation and Assessment, OECD Reviews of Evaluation and assessment in Education, Organisation for Economic Development (OECD), April 2013, OECD Publishing, Paris ISBN: 9789264190641

<http://www.oecd.org/edu/school/synergies-for-better-learning.htm>

Teaching Scotland's Future <http://www.gov.scot/Publications/2011/01/13092132/0>

Education (Scotland) Act 2016 <http://www.legislation.gov.uk/asp/2016/8/contents/enacted>

Education Governance: Next Steps – Empowering our teachers, parents and communities to deliver excellence and equity for our children <http://www.gov.scot/Resource/0052/00521038.pdf>

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

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

Standards in Scotland's Schools etc. Act 2000 statutory guidance :

<https://www.gov.scot/publications/statutory-guidance-standards-scotlands-schools-etc-act-2000-9781786528759/>

Growing Up in Scotland: Father-child relationships and child socio-emotional wellbeing

<http://www.gov.scot/Publications/2017/03/5231/downloads#res515142>

Driving Excellence and Equity: Advice on School Improvement Planning 2017/18

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

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](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>

A Research Strategy for Scottish Education <https://www.gov.scot/publications/research-strategy-scottish-education/>

Child Poverty for Scotland third annual report <https://www.gov.scot/policies/poverty-and-social-justice/child-poverty/>





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