

Teacher Panel
1st Meeting 10:00 am 10th August 2016
Europa Building, Glasgow

AGENDA

1.	Welcome and Introductions	10:00
2.	Remit	10:10
3.	Framework Statement	10:15
4.	Tackling Bureaucracy Working Group	10:25
	4.1 General impact of Working Group and Reports	
	4.2 Recommendations on Forward Planning	
	4.3 Recommendations on Assessment	
	4.4 Recommendations on Self-Evaluation & Improvement Planning	
	4.5 Recommendations on Monitoring & Reporting	
5.	CfE Implementation – Summary Plan	11:35
6.	Next Steps	11:50
7.	AOCB	11:55
	Lunch	12:00

Education Scotland

Curriculum for Excellence: Statement for Practitioners

August 2016

Curriculum for Excellence is leading to improved experiences for children and young people across Scotland. The range of learning opportunities and the breadth of children and young people’s achievements is greater than ever before. There has been a lot of very positive improvement work in early learning and childcare, schools and colleges on which we can continue to build. Within the curriculum framework, you are empowered to make decisions about how best to organise learning for children in your care. Make maximum use of this flexibility to meet the needs of individuals and groups of learners.

The purpose of this statement is to provide clear, practical advice for practitioners on planning learning, teaching and assessment in the **broad general education (BGE)** phase of the curriculum. Two top priorities within the BGE are:

- ensuring the best possible progression in literacy, numeracy and health and wellbeing for every child; and
- closing the poverty-related attainment gap.

The guidance and support material for the curriculum is currently being significantly streamlined. The appendix to this statement summarises and clarifies the key information on the curriculum framework within which you are expected to teach. Moving forward, the two key resources which support teachers to plan learning, teaching and assessment are:

- **Experiences and Outcomes**
- **Benchmarks**

The following tables provide key messages on what you are expected to do to effectively plan learning, teaching and assessment for all learners, and also suggests what you should avoid doing. It intended to simplify the wide range of guidance and material which currently exists and support collegiate working within and across schools.

Planning learning, teaching and assessment using the Experiences and Outcomes

Key messages - what to do	Key messages – what to avoid
<ul style="list-style-type: none"> • Use long term plans to outline the structure of the year and the ways in which learning is organised throughout the whole year. • Keep medium term planning short and focused on the main learning activities developed from the Experiences and Outcomes 	<ul style="list-style-type: none"> • Writing overly-detailed plans for the year ahead which limit flexibility to respond to children’s needs, interests and progression. • Planning for individual Es and Os or spending excessive time writing detailed descriptions of all learning activities.

<p>(Es and Os). Bundle Es and Os together in ways which best suits your learners.</p> <ul style="list-style-type: none"> • Short term planning on a daily or weekly basis should be flexible and be regarded as working notes to help you to organise learning. • Evaluate learners' progress on an on-going basis and keep short concise notes to help planning for next steps in learning. • Work together with colleagues to both, review and reduce, any unnecessary bureaucracy on an on-going basis. • Plan and organise learning in a way which avoids each week at school feeling too cluttered. • Prioritise time to ensure that all learners make the best possible progress in literacy, numeracy and health and wellbeing. 	<ul style="list-style-type: none"> • 'Ticking off' all of the Es and Os separately. • Spending excessive time completing detailed daily or weekly planning templates or writing detailed evaluations of plans. • Feeling that you need to cover everything all of the time, for example, in a primary school, covering all eight curriculum areas every week. Do not lose a clear focus on helping all children to achieve the highest standards in literacy, numeracy and health and wellbeing by doing too many other things at once.
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Planning assessment using the Benchmarks

The purpose of the Benchmarks is to set out very clear statements about what children need to learn to achieve each level of the curriculum. They streamline and embed a wide range of existing assessment guidance (significant aspects of learning, progression frameworks and annotated exemplification) into one key resource to support teachers' professional judgement. Assessment is an on-going process to support learning.

Benchmarks for each curriculum level in literacy and numeracy will be published by the end of August 2016. Benchmarks for the other curriculum areas will follow by December 2016.

Key messages - what to do	Key messages – what to do avoid
<ul style="list-style-type: none"> • Continue to build assessment principles into learning and teaching. Use assessment to 'improve' not just 'prove' learning. • Work with colleagues to agree the range of assessment approaches you will use. Keep 	<ul style="list-style-type: none"> • Do not spend time on assessment activities which do not help to identify children's next steps in learning. • Do not over-assess learners or assess the same content repeatedly in different ways.

this very focused. Most of the assessment evidence you use will come from routine classwork; for example jotters, discussions, observations, presentations.

- Moderate your assessment judgements through working with your colleagues, taking account of a range of assessment evidence. Moderation is an on-going process and includes both formal and informal activities. Talk more with colleagues about standards and the progress of learners.
- Work with colleagues to develop simple approaches to tracking and monitoring children's progress in literacy and numeracy.
- Tracking needs to be as easy to use as possible. What happens after you have collated the tracking information is what really matters.
- Regularly discuss tracking information with colleagues to plan additional support and interventions to help improve learners' progress.
- Use the Benchmarks to help monitor progress towards achievement of a level.
- Use the Benchmarks to support your overall professional judgement of when a learner has achieved a curriculum level.
- Involve children and young people in leading their own learning and get them to create their own profiles of achievement as part of normal classwork.
- Reports to parents should highlight latest progress and next steps in learning. These should be short and focused.

There is no need to create large portfolios of evidence.

- Do not wait until learners have demonstrated absolute mastery of every criteria within the Benchmark before moving on to the next level.
- There is no need to spend time collecting a wide range of evidence for moderation purposes.
- Do not develop elaborate systems of tracking which involve recording progress against individual Es and Os.
- Keep paperwork or the use of electronic systems for tracking to a minimum.
- Do not spend time writing long reports for parents which describe lots of classwork or use professional jargon.

Appendix: Summary of the Curriculum Framework in Scotland – August 2016

This summary is for teachers and practitioners, including those in early learning and childcare, youth work and colleges. It provides clarity of the main messages required for those working across the broad general education. New information is highlighted in red.

(HL indicates where hyperlinks have to be added to the document)

Core information	Key messages
The curriculum	
<p>Purpose (four capacities) (HL) The purpose of Curriculum for Excellence is to help children and young people to become:</p> <ul style="list-style-type: none"> • <i>Successful learners;</i> • <i>Confident individuals;</i> • <i>Responsible citizens; and</i> • <i>Effective contributors.</i> 	<p>Developing the capabilities and attributes (HL) of the four capacities is embedded across all learning.</p>
<p>Aim Curriculum for Excellence (CfE) aims to raise standards, to close the poverty-related attainment gap, and to prepare children and young people for their future.</p>	<p>Building on the messages of Building the Curriculum 3 (HL), the National Improvement Framework (HL) and Scottish Attainment Challenge (HL) give a greater focus to our aim.</p>
<p>The curriculum framework The curriculum includes all that is planned for children and young people throughout their education. It includes four contexts for learning (HL):</p> <ul style="list-style-type: none"> • <i>Curriculum areas and subjects</i> • <i>Interdisciplinary learning</i> • <i>Ethos and life of the school</i> • <i>Opportunities for personal achievement</i> <p>The Experiences and Outcomes for each curriculum area (HL) illustrate the learning within each level. Our curriculum provides flexibility for schools and settings to plan learning suitable for their own context. The school community and partners are involved in this.</p>	<p>The curriculum framework, as laid out in the Building the Curriculum Series, (HL) remains the same.</p> <p>Teachers and practitioners provide a curriculum that is coherent, flexible and ensures appropriate progression and levels of attainment for all children and young people.</p> <p>All children and young people are entitled to experience learning up to the end of third level during the broad general education (3-15) (HL to May 2016 letter from Bill). Not all children and young people will achieve the outcomes up to the end of third level.</p> <p>The National Improvement Framework increases the focus on literacy, numeracy and health and wellbeing and highlights the need to close the poverty-related attainment gap.</p>

<p>Children’s rights and entitlements (HL) are at the heart of the Scottish Curriculum.</p>	
<p>Planning learning, teaching and assessment</p>	
<p>Moderation (HL BtC5 addendum) Moderation is the term used to describe approaches used to arrive at a shared understanding of standards and expectations.</p> <p>Moderation takes place at local, regional and national levels, including:</p> <ul style="list-style-type: none"> • teachers and practitioners at the same curriculum level, • across a school or setting, • across a group of schools / settings, • within local authorities, • through regional groups; or • via national groups. 	<p>Moderation is built into every stage of planning learning, teaching and assessment.</p> <p>The process of moderation is not an activity that happens only at the end of a block or year.</p> <p>Teachers and practitioners, with senior leaders, regularly consider the range of assessment evidence which demonstrates children and young people are making progress and achieving as well as they can in their learning.</p>
<p>Principles of curriculum design (HL) These apply at all stages of learning with different emphases at different times.</p> <ul style="list-style-type: none"> • <i>challenge and enjoyment;</i> • <i>breadth;</i> • <i>progression;</i> • <i>depth;</i> • <i>personalisation and choice;</i> • <i>coherence; and</i> • <i>relevance.</i> <p>Responsibility of all</p> <ul style="list-style-type: none"> • literacy • numeracy; and • health and wellbeing. <p>There should be a continuous focus on these from the ages of 3 to 18.</p> <p>Children and young people are entitled to two hours of quality PE per week.</p>	<p>The principles are taken into account when planning learning for all children and young people.</p> <p>Teachers and practitioners identify what will be taught and how to best meet the needs of all learners. This is underpinned by a clear, shared understanding of progression and high quality learning and teaching.</p> <p>When planning learning, teaching and assessment Es and Os are grouped or bundled together.</p> <p>Building the Ambition (HL) provides guidance to those working in the early learning and childcare sector. It should be used in parallel with CfE guidance.</p>
<p>Assessing progress Assessment is integral to learning and teaching.</p> <p>It is an ongoing process.</p>	<p>Assessment judgements should be based on the expected benchmarks for each curriculum level.</p>

<p>Evidence of progress and achievement will come from:</p> <ul style="list-style-type: none"> • sampling learning experiences and outcomes; • observing day-to-day learning within, and outwith, the classroom; • coursework, including tests; • learning conversations; • planned periodic holistic assessments; and • information from standardised assessments. 	<p>A range of assessment evidence is used to plan next steps in learning. Next steps may entail:</p> <ul style="list-style-type: none"> • revisiting previous learning, ensuring a solid foundation to allow learners to move confidently on to new learning; and • increasing the pace and level of challenge. <p>Opportunities are planned for children and young people to demonstrate that they have:</p> <ul style="list-style-type: none"> • achieved a breadth of knowledge and skills; • responded well to the level of challenge; and • applied their knowledge and skills in new and unfamiliar contexts.
<p>Achievement of a level: (HL) Achievement of a level is based on evidence and on teacher overall professional judgement.</p> <p>Benchmarks (HL): The benchmarks are designed to support teacher professional judgement of both, progress towards, and achievement of a level.</p>	<p>A range of assessment evidence will be considered and teachers will make a judgement on whether a child has achieved a level. Some children may progress to experience learning in some areas at the next level, before they have achieved a previous level.</p> <p>The benchmarks build on the <i>Significant aspects of learning and progression frameworks</i>. They provide a more streamlined approach to supporting teachers' professional judgement</p>

CHAIR'S BRIEF

Teacher Panel

1st Meeting 10:00 am 10th August 2016

Europa Building, Glasgow

1. Welcome and Introductions [10:00]

Welcome attendees and ask them to briefly introduce themselves.

Introductory remarks:

- Grateful to all for coming in during school holidays to get this important piece of work under way.
- Delivery Plan is very clear:
 - We want every child to develop have the skills, attributes and qualifications to enable them to make choices and be successful in life.
 - That needs not just good teachers – but good teachers who are clear about what is expected of them, and who have the time and space to do their job.
 - That is why we are simplifying, clarifying, streamlining and reducing.
 - We need to strip away anything that creates unnecessary workload or bureaucracy for teachers and learners.
- Asked teacher unions, professional associations and CfE Management Board members to suggest ways of doing this so that we could create a more intense new programme of reducing workload in schools. This panel has been set up to test whether proposed improvements are likely to be effective.
- Most of the suggestions we received were essentially that we ensure the recommendations in the 'Tackling Bureaucracy' reports are implemented. We have shaped that into a programme of work and will discuss how to put that into effect at agenda item 4.
- Want individuals on this group to give honest, practical views on what will and won't work and why it will or won't work.

2. Remit [10:10]

Invite attendees to agree remit.

3. Framework Statement [10:15]

A commitment to produce this document was contained in the Delivery Plan (p7).

CHAIR'S BRIEF

- Education Scotland have prepared a clear and concise statement of the basic framework within which teachers teach. We intend to publish this next week.
- It sets out the role of the various elements of CfE, and the use teachers should make of them.
- It should help prevent confusion about how to use of Experiences and Outcomes and Benchmarks/Significant Aspects of Learning.

Invite comments from attendees. To prompt discussion it may be useful to ask:

*Does the paper strike the right balance between detail and clarity?
Does it make sufficiently clear the flexibility available to teachers within the framework?
How do attendees see the paper being used by themselves or their colleagues/staff?*

4. Tackling Bureaucracy Working Group [10:25]

- There is broad agreement from the Tackling Bureaucracy Group (in its initial and follow up reports) that a proportionate approach to planning, assessment, monitoring and improvement is needed. Despite the consensus it is not clear that such an approach is being adopted everywhere.
- Perhaps helpful to consider how we can ensure that principles are adopted and good practice shared (especially in a curriculum which provides autonomy and choice based on professional judgement).
- Would be helpful also to hear from attendees about barriers to reducing bureaucracy which they have encountered.
- Education Scotland inspection and workload review of Local Authorities commences next week and will report in September. This should identify any unnecessary demands being placed on schools in relation to CfE. We will feed back to the next meeting of the Panel on that.
- Would also be useful to reflect on the draft programme of workload reduction in schools which attendees will have seen in advance and which incorporates Tackling Bureaucracy Report recommendations, proposals from teacher unions and Delivery Plan actions.

4.1 General impact of Working Group and Reports

Before looking at specific issues it may be helpful to get a sense from attendees of the impact which the Tackling Bureaucracy Group's work has had in their local authority and school.

May also be useful to ask attendees to consider how the new Framework statement might help facilitate implementation of the Tackling Bureaucracy Group's recommendations.

CHAIR'S BRIEF

4.2 Recommendations on Forward Planning

Have attendees seen a simplification of planning procedures in their school and local authority? If not, what has prevented this?

If simplification has occurred, what has been the impact? Has staff time been freed up?

Are teachers undertaking a disproportionate amount of planning activity despite changes?

Tackling Bureaucracy Report includes examples of good practice in Fife and Argyll & Bute – teachers from both councils in attendance today.

4.3 Recommendations on Assessment

Have panel members experienced more proportionate and manageable approaches to assessment in recent years? Are they still seeing overproduction of assessment evidence in their schools?

In BGE – to what extent is confusion about the use of Experiences and Outcomes/Significant Aspects of Learning a factor?

The Assessment and National Qualifications Group will be reconvened next week to look at what more can be done to reduce workload associated with the new qualifications. Would be helpful if we could co-opt a member of the Teacher Panel onto the ANQ Group to provide practitioner perspective and report back to the next meeting of the Panel. Future outputs from ANQ Group will be included on the agenda for Teacher Panel meetings.

4.4 Recommendations on Self-Evaluation & Improvement Planning

Tackling Bureaucracy Group found insufficient evidence that good practice (i.e. streamlined self-evaluation and improvement planning) is taking place across the country.

Report does include examples of good practice in Aberdeenshire, Perth & Kinross and Highland – teachers from those councils in attendance today. Invite them to talk about how their school/authority has reviewed its approaches to Self-Evaluation & Improvement Planning.

Report also refers to examples of good practice on SNCT website but there are relatively few and nothing since May 2015. Are there better ways to share good practice? To what extent are LNCTs involved in reviewing/improving approaches?

4.5 Recommendations on Monitoring & Reporting

Tackling Bureaucracy Group made recommendations on proportionate approaches, reviewing efficacy of ICT systems and involving parents in developing simple and effective means of reporting.

CHAIR'S BRIEF

What is the panel's experience of using ICT systems for monitoring and reporting? Have panel members' schools/authorities reviewed the efficacy of these systems?

Are demands/expectations from parents and local authorities a barrier to using more streamlined approaches?

5. CfE Implementation – Summary Plan [11:35]

The full and summary versions will be published on the Education Scotland website during w/c 1 August. As in previous years, Directors of Education will be notified in advance. An e-card will then be sent to all schools with the summary plan attached.

- The plan is being published later than usual to take account of the commitments and priorities in the Assessment and Qualifications Group report, the Delivery Plan and the National Improvement Framework.
- In line with our Delivery Plan commitment to streamline guidance and other material, a summary of the plan has been produced for the first time this year which focuses on the most relevant practical support for schools.

Invite comments from attendees. To prompt discussion it may be useful to ask:

Do attendees usually download the plan?

How do they use it to inform their planning and school improvement activities?

Is the summary version more helpful?

Any suggested improvements?

6. Next Steps [11:50]

- We will work up a full programme of actions to deliver meaningful reductions in teacher workload. This will take account of discussions at today's meeting, discussions at the forthcoming meeting of the Assessment and Qualifications Group and the findings of the HMI focused review of the demands placed on schools by local authorities (which commences next week).
- That programme of actions will form the basis of discussions at the next meeting of the Teacher Panel (to be arranged for the end of October/beginning of November).
- We will canvass for dates for that meeting by e-mail shortly.

7. AOCB [11:55]

None received in advance. If none offered then close meeting.

Lunch is being provided for attendees.

REDUCING WORKLOAD IN SCHOOLS

The Delivery Plan commits the Government to formulating a more intense new programme of reducing unnecessary workload and bureaucracy in schools. This is not an end in itself but rather a means to maximise the time available to teachers to focus on learning and teaching and driving improvement.

Good practice to reduce workload in forward planning, assessment, self-evaluation & improvement planning and monitoring & reporting have been agreed and exemplified in the reports of the CfE Working Group on Tackling Bureaucracy. Posters highlighting actions in these four areas have also been prepared and distributed. LNCTs were asked to provide examples of good approaches at local authority level for the workload section of the SNCT website.

Unnecessary workload can arise through demands from Government and national agencies, from Local Authorities, from Schools and from teachers themselves. The demands can be both real, based on system or policy requirements, and perceived, based on misapprehension of system or policy requirements. The latter can be reduced by providing clear, authoritative statements which dispel common myths and overturn misconceptions. A key action will, therefore, be the development and implementation of a more vigorous communications strategy which will ensure that messages about proportionality are widely disseminated with impact and that teachers and headteachers are empowered by them to challenge disproportionate demands.

The impact of real demands can be reduced by putting in place actions at all levels to ensure that the good practice agreed in the Tackling Bureaucracy Reports are being implemented.

Forward Planning

The Working Group on Tackling Bureaucracy recommended that:

Schools and local authorities should simplify their procedures to ensure that forward planning is high-level and less time consuming. In particular, forward planning should not be undertaken at the level of each and every Experience and Outcome.

Proposals

Respondents to the DFM's request for workload reduction proposals supported this recommendation and said that the Scottish Government should clarify or re-emphasise the need for strategic, proportionate approaches to planning using the Es and Os and based on professional dialogue. They also suggested that Local Authorities and HM Inspectors should monitor this and that Education Scotland should collect and share examples of best practice. It was also proposed that Education Scotland provide clear progression pathways for all curriculum areas.

Actions

A clear and concise statement of the CfE framework clarifying the role of Experiences and Outcomes and other key materials for a proportionate approach to planning learning, teaching and assessment will be published by mid-August 2016.

Clear, practical advice on assessing achievement in literacy and numeracy will be provided by the end of August 2016. Similar guidance on all other curriculum areas across Broad General Education will be provided by the end of 2016.

HM Inspectors have been monitoring workload demands in school inspection and providing advice on ways of reducing this where necessary. A few schools have had a main point of action to reduce bureaucracy in their inspection reports.

HM Inspectors will carry out a focused review of the demands placed on schools by each local authority in relation to CfE. The review will take place during the weeks beginning 15 and 22 August and a report of the outcomes will be published by mid-September. The report will enable teachers and headteachers to challenge unnecessary or disproportionate demands with regard to CfE. Each local authority will receive recommendations from the Inspectors. We expect these recommendations to be turned into a local action plan to reduce workload and bureaucracy and for local authorities to publish these plans. Area Lead Officers will then monitor progress. This means that we will have 32 local action plans to reduce workload and bureaucracy tailored to each local authority.

Examples of best practice, including case studies showing the use and impact of more proportionate approaches, will be published on Education Scotland's new National Improvement Hub and on the SNCT website.

ASSESSMENT

The Working Group on Tackling Bureaucracy recommended that:

Assessment judgements should be based on evidence drawn mainly from day-to-day teaching and learning and that while tracking pupil progress and moderation were important, assessment should be based on professional judgement and did not require the production of large folios of evidence.

In the broad general education, schools should focus on assessing progress in Significant Aspects of Learning rather than at the level of individual Experiences and Outcomes.

In the senior phase, SQA and local authorities should continue to streamline assessment and national and local quality assurance processes for National Qualifications and ensure that these are aligned and proportionate.

Proposals

Respondents to the DFM's request for workload reduction proposals supported this recommendation and said that Education Scotland should emphasise that assessment, verification and moderation practice should be streamlined to ensure that

it genuinely supports learning. It was also suggested that duplication of assessment, across unit assessments, coursework assignments and the final exam for N5, Higher and Advanced Higher be removed and that SQA provide practical guidance and examples on how combined assessments should be produced to reduce overall demands on students and teachers. Further proposals included the introduction of external marking in all subject areas except where logistics will not allow it, ensuring that the new standardised assessments are integrated and comparable with existing assessments and that expansion of the use of ICT (video, online and digital photography) for assessment be considered, especially in secondary.

Actions

The clear and concise statement of the CfE framework to be published in mid-August should address clear understanding of assessment practice.

Similarly, the Benchmark guidance for literacy and numeracy to be published in August 2016 and the guidance on all other curriculum areas to be published by the end of the year, should provide a clear basis on which to undertake efficient and effective assessment practice.

SQA will consult in September on how best to streamline its course documentation for National Qualifications.

The Assessment and National Qualifications Group will be reconvened in August 2016 to explore what more can be done to reduce workload associated with the new qualifications. A member of the Teacher Panel will be co-opted onto that Group and the Panel will have an opportunity to assess its proposals.

Self-Evaluation and Improvement

The Working Group on Tackling Bureaucracy recommended that:

Self-evaluation should focus only on the key information required to support improvement and that local authorities and schools should review their approaches to self-evaluation and improvement planning to ensure that these are proportionate. Improvement plans should focus on a manageable number of priorities that clearly show better outcomes for learners.

Proposals

Respondents to the DFM's request for workload reduction proposals supported this recommendation.

Actions

The HMI focused review of local authorities in August will include consideration of whether disproportionate demands are being placed on schools with regard to self-evaluation and improvement.

Examples of best practice, including case studies showing the use and impact of more proportionate approaches, will be published on Education Scotland's new National Improvement Hub and on the SNCT website.

Monitoring and Reporting

The Working Group on Tackling Bureaucracy recommended that:

Local authorities and schools should focus on providing robust, concise information drawn from day-to-day learning and teaching that gives a clear picture of progress and achievement. They should regularly review the efficacy of ICT systems for planning and reporting to ensure that they are fit-for purpose and do not unnecessarily take time away from teaching.

Schools should involve parents in developing more simple and effective means of reporting that emphasise quality of engagement rather than reams of paperwork.

Proposals

Respondents to the DFM's request for workload reduction proposals supported this recommendation and said that local authorities should have a joined up approach to tracking children's progress rather than individual Schools having to develop their own, that Education Scotland should develop a simple, intuitive online parental reporting system and that the Scottish Government should promote greater use of oral reporting to parents which should only cover literacy, numeracy, Mathematics and Health & Wellbeing, with comments on other strengths and development needs. It was also suggested that Reporting formats be amended as a result of national discussion involving teachers and parent groups to identify core aspects of reporting which are accessible and meaningful to parents, teachers and learners.

Actions

The Governance Review to be launched in September will help identify ways of better empowering parents as will the review of the impact of the Scottish Schools (Parental Involvement) Act 2006 currently being undertaken by the National Parent Forum of Scotland.

Examples of best practice, including case studies where teacher workload has been reduced, parents are content and duplication at school and local authority level has been avoided, will be published on Education Scotland's new National Improvement Hub and on the SNCT website.

The National Improvement Framework will gather evidence of parental engagement in supporting children's learning.

A standardised national parental reporting system could be developed to support a more proportionate and focused approach.

Other Issues

Resources

Respondents to the DFM's request for workload reduction proposals suggested that insufficient numbers of teaching, support and management staff, as a result of shortages, budget reductions or faculty structures, has led to increased workload especially for promoted teachers. Similarly reductions in class sizes and class contact time would reduce workload volume. Addressing many of these concerns would require significant additional financial resources although the focus on Pupil Teacher Ratios in the current Teacher Numbers Commitment should provide more flexibility and the Governance consultation in September will provide an opportunity to develop different models covering resourcing and school management roles.

Professional Dialogue

Respondents to the DFM's request for workload reduction proposals suggested that Scottish Government should set a clear expectation that the 5 inset days in 2016-17 and 2017-18 should be used to enable teachers to carry out adjustments and developments for implementing CfE. It was also suggested that additional inset days be considered. The use of such time is predominantly a matter for local decision making but a new communication strategy can strongly reinforce the value of professional dialogue and the need to commit time within Working Time Agreements for such collegiate activity.

Professional Update

Respondents to the DFM's request for workload reduction proposals suggested that clear guidance should be provided on the minimum evidence of professional learning to be included in Professional Update requirements profiles submitted to GTCS. ICT platforms for recording of evidence of professional learning need to be more user-friendly. We will ask GTCS to consider whether improvements can be made to this process.

Broad General Education

Respondents to the DFM's request for workload reduction proposals suggested that time be provided for teachers to engage in professional dialogue around how Literacy, Numeracy and Health and Wellbeing can be prioritised within the curriculum without narrowing learners' experiences and that policy decisions which impact on delivery of the BGE (e.g. 1+2 languages, STEM initiatives, 2 hours of PE, Eco Schools, Rights Respecting Schools) be reviewed. The Government remains fully committed to the breadth of CfE, to the priority of literacy, numeracy and health and wellbeing and to the funding for delivery of subject specific programmes. The CfE Management Board will be asked to review the workload impact of the latter.

TEACHER PANEL: DRAFT REMIT AND MEMBERSHIP

Name of the group

1. The group will be known as the Teacher Panel.

Scope

2. The Group's remit is to provide advice to the Deputy First Minister and Cabinet Secretary for Education and Skills on whether proposed actions intended to reduce teacher workload are likely to prove practicable and successful.
3. The Group will initially assess a draft plan based on actions suggested by teacher unions, professional associations and members of the CfE Management Board.

Membership

4. Members of the Panel will be nominated by Education Scotland or by the Scottish College for Educational Leadership.
5. Individuals will be invited to be members of the Panel in their own right and will be expected to draw upon their own experience in their considerations. While members may reflect the views of their school, local authority, colleagues or of any trade union or professional association of which they are a member, they will not be expected to formally represent the views of other individuals or bodies.
6. Membership of the Panel will be a matter of public record for the purposes of transparency.

The members of the Panel will be:

- **Annette Beaton**, Headteacher, Crieff Primary School.
- **Clare Bryden**, Class Teacher (English), Oban High School.
- **James Cook**, Depute Headteacher, Crown Primary School, Inverness.
- **Deborah Davidson**, joint Headteacher, Duloch Primary School and Calaiswood Special School, Dunfermline.
- **Scott Duncan**, Principal Teacher, Social Subjects and RME (Acting), The Waid Academy, Anstruther.
- **Gerry Lyons**, Headteacher, St Andrew's Secondary School, Glasgow.
- **Sabrina McCready**, Principal Teacher (English), Ardrossan Academy.
- **John Reilly**, Headteacher, Holy Cross High School, Hamilton.
- **Stephen Ross**, Headteacher, Craigroyston Community High School, Edinburgh.
- **Louise Sanders**, Headteacher, Ayton and Reston Primary Schools, Scottish Borders.
- **Susan Smith**, Headteacher, Bervie Primary School, Montrose.
- **Gareth Surgey**, Class Teacher (Design and Technology) Queen Anne High School, Dunfermline.

- **Andrew Travis**, Headteacher, Meldrum Academy, Inverurie.
- **Ellen Turnbull**, Headteacher, Our Lady and St Joseph's Primary School, Coatbridge.
- **Pauline Walker**, Headteacher, Royal High School, Edinburgh.

Meetings

7. The Panel will meet for the first time in August 2016 and will meet quarterly thereafter.

8. The Deputy First Minister will chair meetings of the Panel. While the Panel's discussions will be summarised and publicly available, specific content will not be attributed to individual participants.

9. The membership and ongoing need for the Panel will be reviewed occasionally by the Deputy First Minister.

10. Secretariat support will be provided by the Scottish Government Curriculum Unit.

July 2016