

From: [redacted] (Education Scotland)
Sent: 16 October 2018 10:51
To: [redacted]
Subject: FW: Tweet by Gary Walsh on Twitter

Hi [redacted],

Not sure if you are aware of this, or who published it (and it may have been the SAC team), but I was slightly concerned when I look at it and judging by the Twitter comments others were too. What do you think? Happy to discuss further.

[redacted]

From: [redacted]
Sent: 14 October 2018 18:44
To: [redacted]
Subject: Tweet by Gary Walsh on Twitter



Gary Walsh
(@PeopleValues)

14/10/2018, 08:25

Is this what [#AceAwareNation](#) is supposed to be about? An [#ACEs](#) 'tracker'. Maths progress, addiction, SIMD status and lateness all in one spreadsheet. Staff encouraged to consider "who would be best placed to source information about your children?" [education.gov.scot/improvement/pr...](#)

From: [redacted]
Sent: 16 October 2018 11:33
To: [redacted]
Cc: [redacted]; [redacted]
Subject: RE: Tweet by Gary Walsh on Twitter

Thanks [redacted]
Not aware of the tracker being referred to –copying in [redacted] and
[redacted] to see and to comment.
[redacted]

From: [redacted]
Sent: 18 Oct 2018 08:48
To: [redacted]; [redacted]
Cc: [redacted]; [redacted]
Subject: RE: Tweet by Gary Walsh on Twitter

Hi [redacted] and [redacted]

I am aware that there was an example of a Glasgow school using an ACEs tracker on the Hub which was put up very early in the discussions about the ACEs research before there had been much consideration about how to take it forward. I believe it was put up by the SAC Team – I wasn't involved at the time. The content team should have the name of the Content owner for this example.

We did discuss this recently and felt that it probably wasn't appropriate to have information about a school using a tracker in this way – I know that [redacted] also raised these concerns. However, I am not sure if it has been taken forward yet. I am copying in [redacted] in case she knows more.

In my opinion, given the subsequent knowledge and discussion about ACEs and how they can be best used to support young people, I think it would probably be appropriate to remove this. I have recently been involved in drafting a paper with NHS colleagues which clearly states that it is not recommended for schools to use ACEs scores in this way.

Happy to discuss further.

[redacted]

[redacted] | Education Officer, Inclusion
Education Scotland | Foghlam Alba

Telephone: [redacted]
Mobile: [redacted]

Address: **Optima Building 58 Robertson Street Glasgow
G2 8DQ**

Web: www.educationscotland.gov.uk

From: [redacted]
Sent: 18 October 2018 08:53
To: [redacted]; [redacted]
Cc: [redacted]; [redacted]
Subject: RE: Tweet by Gary Walsh on Twitter

Dear [redacted],

Thanks for confirming my view. When I looked at it, I was very concerned. I think using scores in this way is totally inappropriate and raises questions about confidentiality for me. I will ask for it to be removed asap. We also probably need to get a message out to our own staff.

Kind regards
[redacted]

Sent with BlackBerry Work (www.blackberry.com)

From: [redacted]
Sent: 18 Oct 2018 08:55
To: [redacted]; [redacted]; [redacted]
Subject: FW: Tweet by Gary Walsh on Twitter

Hi [redacted],

Please see email trail. Please arrange for this to be removed asap and confirm who the content owner is?

Thank you
[redacted]

From: [redacted]
Sent: 18 Oct 2018 09:02
To: [redacted]; [redacted]
Cc: [redacted]; [redacted]
Subject: RE: Tweet by Gary Walsh on Twitter

Hi [redacted]

I am happy to draft something for our staff around advice on ACEs if that is appropriate. There has been a lot of discussion about it on Twitter recently following a number of articles in TES. I will also find out about timing for NHS publication on scoring.

Regards.

[redacted]

From: [redacted]

Sent: 18 Oct 2018 09:05

To: [redacted] [redacted] [redacted]; [redacted]; [redacted]

Subject: RE: Tweet by Gary Walsh on Twitter

Morning [redacted]

[redacted] is on leave this week – this is not something which came through our SAC online review group, so must have been before that was established.

I have clicked on various links in the tweets below and none of these seem to lead to the actual resource so searched on the Hub.

I am assuming it is this resource: <https://education.gov.scot/improvement/practice-exemplars/Using%20an%20Adverse%20Childhood%20Experiences%20tracker%20to%20inform%20targeted%20support%20in%20Glasgow>

[redacted].

– can you unpublish this immediately please and check the template for the content owner. Can you let me know who the content owner is.

Thanks.

From: [redacted]
Sent: 18 October 2018 09:06
To: [redacted]; [redacted]
Cc: [redacted]>; [redacted]
Subject: FW: Tweet by Gary Walsh on Twitter

Hi [redacted],
In [redacted] absence can one of you arrange for the page linked to in the bottom of the email trail below to be removed and confirm who the content owner is ASAP please.

Cheers

[redacted]

[redacted], Education Scotland
[redacted]

From: [redacted]
Sent: 18 October 2018 09:07
To: [redacted]; [redacted]
Cc: [redacted] [redacted]
Subject: RE: Tweet by Gary Walsh on Twitter

No problem. I will get one done. We have one for nurture but can see that it would be helpful to submit one for ACEs also – I will make the links with other areas in that one but will also address some of the key issues that have emerged recently.

[redacted]

From: [redacted]

Sent: 18 Oct 2018 09:34

To: [redacted] [redacted] [redacted] [redacted]

Subject: RE: Tweet by Gary Walsh on Twitter

This page is now unpublished

Not sure who sent it in in the first place. Looks like some exemplification that came in via [redacted] In the first wave of 'Interventions for Equity'?

Let us know if needs to be amended/deleted?

Regards

[redacted].

From: [redacted]

Sent: 18 October 2018 10:36

To: [redacted]

Subject: FW: Tweet by Gary Walsh on Twitter

Hi

I think it needs deleted, agreed?

[redacted]

Sent with BlackBerry Work (www.blackberry.com)

From: [redacted]
Sent: 19 October 2018 10:05
To: [redacted]; [redacted] [redacted]
Cc: [redacted]; [redacted]
Subject: RE: Tweet by Gary Walsh on Twitter

Good morning colleagues,

Thank you for raising this issue. [redacted] rightly acknowledged that I raised concerns a while back, and could not track down who was responsible for posting the case study on the NIH. It was brought to my attention by a NHS colleague who questioned why ES would support this practice. This raised further concerns re - tagging and the quality assurance of the NIH. I am still unclear and will be delighted if this case study is removed at last.

Best wishes

[redacted]

From: [redacted]

Sent: 19 Oct 2018 10:09 am

To[redacted][redacted][redacted]; [redacted]

Cc[redacted]

Subject: RE: Tweet by Gary Walsh on Twitter

Thanks [redacted] & [redacted]

I suggest there is no need to find out who the content owner is – just ask the web team to take it down right now. Can one of you action this?

[redacted]

From: [redacted]
Sent: 19 Oct 2018 10:12 am
To: [redacted]; [redacted]; [redacted]; [redacted]
Cc: [redacted]
Subject: RE: Tweet by Gary Walsh on Twitter

Hi

[redacted] has already contacted the content team yesterday to ask for it to be removed so no further action at this time.

I am planning to write a core brief about ACEs on [redacted] suggestion to ensure all ES staff are aware of recent developments, uses, etc. [redacted] I would welcome your thoughts on this so will pass on when I have written something.

Regards.

[redacted]

From: "Gorman G (Gayle)" <Gayle.Gorman@educationscotland.gsi.gov.uk>
Sent: 20 Oct 2018 08:55
To: "Armstrong A (Alan)" <Alan.Armstrong@educationscotland.gsi.gov.uk>; [redacted]
Subject: Twitter comments 're ACES checklist

Hi

Today in twitter we are being accused of having an ACES checklist which has now been removed and it is gaining traction. Comments about it being a disgrace and that I am tagged in-Alan I know nothing about this do you?

[redacted] should you get any calls / press pick up let me know

Gayle

Gayle Gorman
Chief Inspector / Chief Executive
Education Scotland

(sent from mobile device please accept apologies for brevity/ structure)

From: "Armstrong A (Alan)" <Alan.Armstrong@educationscotland.gsi.gov.uk>
Sent: 20 Oct 2018 12:16
To: [redacted]
Subject: FW: Twitter comments 're ACES checklist

Hi [redacted]

To see what is rumbling round Twitter. Is this connected to SAC? Do you know about it? I'm trying to contact [redacted] too.

Can you get back to [redacted] / [redacted] as we may need press lines.

A

Sent with BlackBerry Work (www.blackberry.com)

From: [redacted]
Sent: 20 October 2018 15:57
To: [redacted]; [redacted]; [redacted]; [redacted]
Cc: [redacted] [redacted]
Subject: RE: Twitter comments 're ACES checklist
Importance: High

Dear colleagues,

I spotted the first tweet about this early last week. It was gaining a lot of traction then. I highlighted to [redacted] who passed to [redacted]. In my view the ACEs tracker was entirely inappropriate, [redacted] and [redacted] agreed. (As part of my investigations i discovered thst it had previously been flagged to us by the NHS). We tried to track down the origin of the HUB post and were unable to do so. It was published before the current procedures for SAC items quality assurance were put in place. I asked for it to be removed. I also asked that we carry out a lessons learned exercise.

Please let me know if you need further information.

Regards
[redacted]

From: Gorman G (Gayle)
Sent: 20 October 2018 16:00
To: [redacted]; [redacted]; [redacted]>; [redacted]
Cc: [redacted]; [redacted]
Subject: RE: Twitter comments 're ACES checklist
Importance: High

Thanks [redacted] - it is helpful to know the background. Was it a school submission then?
They posted and we republished?
Gayle

Gayle Gorman
Chief Inspector / Chief Executive
Education Scotland

(sent from mobile device please accept apologies for brevity/ structure)

From: [redacted]**Sent:** 20 October 2018 16:22
To: [redacted]; [redacted]; [redacted]; [redacted]
Cc: [redacted] [redacted]
Subject: RE: Twitter comments 're ACES checklist
Importance: High

Sorry I don't know. There was very little information that we could find about it.

[redacted]

STAGE	NAME	MATHS NOT ON	SIMD	STAGED INTERVENTION	ADVERSE FACTORS	SUPPORT STRATEGIES	IMPACT	NEXT STEPS
P4		MATHS NOT ON TRACK -6m	1	2	EAL, EH, DV/A, P, D/S, B	EAL strategies employed in class. Work differentiated appropriately. Behaviour strategies employed.		
P4		MATHS NOT ON TRACK +6m	?	2	EH	Developmental P. E. .		
P4		MATHS NOT ON TRACK +1y3m	1	2	EH, ?dv/a? previous nurture	Attendance officer contacted on first day of absence. Developmental P. E. . Individual work programme for numeracy. Use of SEAL approach to maths. SfLW help.		
P4		MATHS NOT ON TRACK NEW TO SCHOOL	1	2	EAL, EH, D/S	New to English EAL talking and listening group. EAL strategies employed in class. Individual work programme. Support from Miss M with survival language and		
P4		MATHS NOT ON TRACK +1y2m	1	-	EH, D/S	Differentiated work programme. Use of SEAL approach to maths.		
P4		MATHS NOT ON TRACK +1y11m	1	-	D/S, P, N	Differentiated work programme. Soft start. Regular meetings with mum about timekeeping and attendance.		
P4		MATHS NOT ON TRACK +1y	1	2	EH, D/S previous nurture	Developmental P. E. . Individual work programme for numeracy. SfLW help.		
P4		MATHS NOT ON TRACK +2y	1	2	EH, D/S, N previous nurture	Individual work plan; 2 terms of play therapy; maths support. Tearful about death of grandparent. Play therapist working with mum. SfLW help.		
P4		MATHS NOT ON TRACK +6m	1	-	zero	A.S.D. Previous developmental PE. SfLW help.		
P4		MATHS NOT ON TRACK +4m	1	-	EH	Work differentiated.		

STAGE	NAME	WRITING NOT ON TRACK	SIMD	STAGED INTERVENTION	ADVERSE FACTORS	SUPPORT STRATEGIES	IMPACT	NEXT STEPS
P4		WRITING NOT ON TRACK	1	2	EAL, EH, DV/A, P, D/S, B	EAL strategies employed in class.		
P4		WRITING NOT ON TRACK F2 F3	1	2	EAL, EH, D/S ?DV/A?,	Teacher has previously highlighted concerns of abuse at home.		
P4		WRITING NOT ON TRACK F3 F3	1	-	EH	Developmental P.E..		
P4		WRITING NOT ON TRACK	?	2	EH	Developmental P. E.. GDSS Getting Started programme with Miss D. Campbell. Paired reading. Individual work programme. Support from Miss Melvin. Sounds Champions.		
P4		WRITING NOT ON TRACK	1	-	D/S	Mr Urquhart's phonics group.		
P4		WRITING NOT ON TRACK F2 F3	1	-	EH, D/S, N, PI	Developmental P. E.. GDSS Getting Started programme with Miss D. Campbell. Paired reading. Individual work programme. Mr Urquhart's phonics group. Sounds Champions.		
P4		WRITING NOT ON TRACK	1	ED PSYCH	EH, DV/A, D/S	Mr Urquhart's phonics group. Developmental P.E.. Investigate possible ASD. Referral to CAMHS?		
P4		WRITING NOT ON TRACK E3 E2	1	2	EH, ?dv/a? previous nurture	Mr Urquhart's phonics group. Attendance monitored. Developmental P. E. . GDSS Getting Started programme with Miss D. Campbell. Individual work programme Paired reading. Forward Together programme.		
P4		WRITING NOT ON TRACK F3 F3	1	-	ZERO	Differentiated work programme.		
P4		WRITING NOT ON TRACK	2	-	EH	Mr Urquhart's phonics group. Sounds Champions.		

STAGE	NAME	READING NOT ON TRACK	SIMD	STAGED INTER-VENTION	ADVERSE FACTORS	SUPPORT STRATEGIES	IMPACT	NEXT STEPS
P4		READING NOT ON TRACK - 2y7m CA	1	2	EAL, EH, DV/A, P, D/S, B	EAL strategies employed in class.	-1Y4M CA NGRT OCT '15 Able to blend and knows many phonemes.	
P4		READING NOT ON TRACK - 1y2m CA	1	-	EH	Developmental P.E..	-10M CA NGRT OCT '15	
P4		READING NOT ON TRACK - 2y CA	?	2	EH	Developmental P. E.. GDSS Getting Started programme with Miss D. Campbell. Paired reading. Individual work programme. Support from Miss Melvin. Sounds Champions.	-1Y7M CA NGRT OCT '15 Blending now.	
P4		READING NOT ON TRACK - 1y3m CA	1	-	D/S Significant issues with sister at home	Mr Urquhart's phonics group. Significant issues with sister at home	-1Y5M CA NGRT OCT '15 Able to blend and knows a wider range of phonemes.	
P4		READING NOT ON TRACK NO SCORE	1	ED PSYCH	EH, DV/A, D/S	Mr Urquhart's phonics group. Developmental P.E.. Investigate possible ASD. Referral to CAMHS?	-1Y CA NGRT OCT '15	
P4		READING NOT ON TRACK - 2y1m CA	1	2	EH, ?dv/a? previous nurture	Mr Urquhart's phonics group. Attendance monitored. Developmental P. E. . GDSS Getting Started programme with Miss D. Campbell. Individual work programme Paired reading. Forward Together programme.	-1Y4M CA NGRT OCT '15 He can now blend CVC words.	
P4		READING NOT ON TRACK - 2y1m CA	2	-	EH	Mr Urquhart's phonics group. Sounds Champions.	-11M CA NGRT OCT '15 Able to blend and knows a wider range of phonemes.	
P4		READING NOT ON TRACK - 11m CA	1	2	EAL	EAL strategies used in class.	-1Y4M CA NGRT OCT '15	
P4		READING NOT ON TRACK NEW TO SCHOOL	1	2	EAL, EH, D/S	New to English EAL talking and listening group. EAL strategies employed in class. GDSS Getting Started programme with Miss D. Campbell. Paired reading. Individual work programme. Support from Miss Melvin with survival language and initial sounds.		
P4		READING NOT ON TRACK - 1y6m CA	1	4	D/S, N P	Supported by Soft Start. Differentiated work in class.	-11M CA NGRT OCT '15	

Stage <i>P7</i>	PROGRESS			ADVERSE CHILDHOOD EXPERIENCES							OTHER FACTORS					
NAME	READING PROGRESS	MATHS PROGRESS	D.O.B.	ECONOMIC HARSHIP	ADDICTION	MENTAL HEALTH	DOMESTIC VIOLENCE/ ABUSE	PRISON	DIVORCE/ SEPARATION	BEREAVEMENT	S.I.M.D.	ATTENDANCE %	LATENESS @10.11.15	NEGLECT	PARENTAL INVOLVE- MENT	STAGED INTERVENTION
	New to English <i>1st level</i> Bug Club	<i>1st level</i> CA -2y4m		X					X		1	96.43	0			2 EAL
	<i>on track</i> R. +1y3m CA -2y5m Sp. +1y4m CA -1y11m	<i>2nd doubtful</i> +6m CA - 1y4m		X					X		1	94.64	1			
	<i>1st level</i> R. +2m CA -3y Sp. +1y3m CA -2y5m	<i>Starting 2nd level</i> +11m CA -10m		X					X		1	87.5	1			
	<i>1st level</i> R. CA -3y Sp. +1y5m CA -1y9m	<i>On track</i> <i>+1y 4m</i> CA -2m		X		X?	X		X		1	98.21	11			2 dyslexic GDSS, previous nurture,
	<i>not on track</i> R. +9m CA -1y10m Sp. +2y5m CA -6m	<i>On track</i> <i>+1y</i> CA - 2m		X	X						1	87.5	11			dyslexic
	<i>on track</i> R. +2y11m CA -1m Sp. +1y4m CA -8m	2nd level possible +1y4m CA -3m		X					X	X	2	94.64	0			1 Previous: CAMHS, Ed. Psych.
	<i>on track</i> R. +1y5m CA +3m Sp. +1y6m CA -1y5m	<i>Starting 2nd level</i> +5m CA -1y3m		X							1	94.64	1			
	possible on track R. +1y10m CA -1y1m Sp. +10m CA -1y2m	+5m CA-2m		X		?					1	98.21	5			1 ADHD
	<i>not on track</i> R. +7m CA -2y7m Sp. +10m CA -1y	Working on 2nd level +1y2m CA -1y		X							1	97.32	0			
	<i>on track</i> R. +2y3m CA -4m Sp. +10m CA +6m	2nd level possible +10m CA -1y8m		X							1	96.43	0			
	<i>not on track</i> R. +6m CA -4y Sp. +4m CA -3y	Working on 2nd level +2m CA -3m		X		X			X		1	87.5	0	X		

NAME	PROVISION IN PLACE	NEXT STEPS
	EAL support in classroom.	
	Attended Forest School.	
	Co-writer support for writing. GDSS Getting Started programme with a SflW. Toe-byToe. Enhanced transition for high school. ASL Technology laptop in term 3. Attended Forest School.	
	Attendance officer contacted on first day of absence.	
	Enhanced transition for high school. Attended Forest School.	
	Attendance officer contacted on first day of absence. Attended Forest School. With Kids music group.	

Stage <i>P7</i>	PROGRESS			ADVERSE CHILDHOOD EXPERIENCES							OTHER FACTORS					
NAME	READING PROGRESS	MATHS PROGRESS	D.O.B.	ECONOMIC HARDSHIP	ADDICTION	MENTAL HEALTH	DOMESTIC VIOLENCE/ ABUSE	PRISON	DIVORCE/ SEPARATION	BEREAVEMENT	S.I.M.D.	ATTENDANCE %	LATENESS @10.11.15	NEGLECT	PARENTAL INVOLVEMENT	STAGED INTERVENTION
	on track R. +1y5m CA +3m Sp. +1y6m CA -1y5m	Starting 2nd level +5m CA -1y3m		X		X	X				2	98.21	0			
	possible on track R. +1y10m CA -1y1m Sp. +10m CA -1y2m	+5m CA-2m		X				X			1	87.5	5			
				X					X		1	92.86	0			1
						X	X		X		1	98.21	1			
	not on track R. +7m CA -2y7m Sp. +10m CA -1y	Working on 2nd level +1y2m CA -1y		X					X		1	94.64	2	X		
	on track R. +2y3m CA -4m Sp. +10m CA +6m	2nd level possible +10m CA -1y8m		X					X		1	96.43	0			2 EAL
				X	X?	X	X		X		1	92.86	16	X		EX-NURTURE
	not on track R. +6m CA -4y Sp. +4m CA -3y	Working on 2nd level +2m CA -3m		X		X			X		1	100	11	X		
	on track R. +1y10m CA +1y9m Sp. +1y4m CA -8m	2nd level possible +6m CA -3m				X					2	92.86	21		X	Needs the toilet frequently
	New to English new pupil	new pupil		X					X		1	100	0			2 EAL
				X					X		1	96.43	0			

NAME	PROVISION IN PLACE	NEXT STEPS
	Attendance officer contacted on first day of absence.	
	Counselling services have been arranged for Holly.	
	Attended Forest School.	Put mum in touch with outside agencies to support her with parental control issues.
	EAL supported within class planning. Attended Forest School.	
	Attended Forest School.	
	Allowed to the toilet immediately when she asks. Attended Forest School.	
	EAL supported within class planning. Survival language with Miss Melvin. Part of Mrs Whitmore's talking and listening group. GDSS Getting Started.	

Stage <i>P7</i>	PROGRESS			ADVERSE CHILDHOOD EXPERIENCES							OTHER FACTORS					
NAME	READING PROGRESS	MATHS PROGRESS	<i>D.O.B.</i>	ECONOMIC HARSHIP	ADDICTION	MENTAL HEALTH	DOMESTIC VIOLENCE/ ABUSE	PRISON	DIVORCE/ SEPARATION	BEREAVEMENT	<i>S.I.M.D.</i>	ATTENDANCE %	LATENESS @10.11.15	NEGLECT	PARENTAL INVOLVEMENT	STAGED INTERVENTION
	on track R. +2y1m CA +9m Sp. +1y11m CA +2y11m	2nd level possible +8m CA -2m									1	91.07	10			
	on track R. +2y3m CA -8m Sp. +1y5m CA +5m	Not on track +4m CA -2y2m		X		X	X		X	X	1	89.29	3	X		Barnardos SW
	not on track R. +2y9m CA -2y6m Sp. +1y2m CA -3y9m	Not on track +2y7m CA -1y2m		X			X		X		1	90.18	2			3 dyslexic. ASL Ed. Tech., JST, kitbag, GDSS
									X		1	98.21	4			
											1	98.21	0			
				X							1	87.5	0			12
				X		X			X		1	100	5			
	on track R. +1y2m CA -6m Sp. +10m CA -8m	Not on track +4m CA -1y5m		X					X		1	96.43	4	X		8
				X							1	94.64	5			1
	not on track R. +1y4m CA -3y1m Sp. +1y7m CA -1y9m	Working on 2nd level +1y11m CA -10m		X							1	98.21	2		X	2 EAL
	not on track R. +1y CA -3y10m	On track +1y1m		X							1	82.14	6	X	X	

NAME	PROVISION IN PLACE	NEXT STEPS
	Attendance officer contacted on first day of absence.	
	Enhanced transition for high school. Attendance officer contacted on first day of absence. Liaise with Barnardo's for home/school link. Attended Forest School.	
	Previous nurture. Co-writer support for writing. GDSS Getting Started programme with a SflW. Toe-byToe. Behaviour strategies in place too. He has glasses to wear to reduce visual stress.	
	Behaviour strategies in place.	
	EAL supported within class planning.	
	Attendance officer contacted on first day of absence. Attended Forest School.	

STAGE P7	GIRFEC								ACTION
NAME	SAFE	HEALTHY	ACHIEVING	NURTURED	ACTIVE	RESPECTED	RESPONSIBLE	INCLUDED	NEXT STEPS
			ASL Tech. Co-writer	Forest School		committee			ASL Tech. to provide a laptop in term 3. S1 enhanced transition.
			choir			committee	book sales		
			choir	Forest School		committee		EAL strate- gies. Attend- ance support	

NAME	PROVISION IN PLACE	NEXT STEPS
	Co-writer support for writing. GDSS Getting Started programme with a SflW. Toe-byToe. Enhanced transition for high school. ASL Technology laptop in term 3. Attended Forest School.	
	EAL supported within class planning. Attendance officer notified upon the first day of absence. Attended Forest School.	