

## **SQA results 2019: Education Scotland proposed follow-up action**

### 1. Identification of key priorities for support for learning, teaching and assessment

- Following an initial commentary on trends in results and attainment in their respective areas (see paper entitled *SQA results 2019: Education Scotland commentary*), ES Senior Education Officers (SEOs) are scrutinising SQA Course reports for N5, H and AH in 2019 and will identify key issues that require further support for practitioners in ensuring effective learning and teaching within the senior phase and for progression across the BGE.
- ES SEOs and SQA Examination Officers to consider possible approaches to providing support for practitioners, for example joint GlowMeets, sharing standards events, possible national support materials.

### 2. Senior regional advisors (SRAs) to discuss NQ results with local authority directors and identify:

- which schools need further support or challenge;
- the subjects and levels; and
- how best this need should be met in a collaborative and empowered system.

SRAs to meet Directors and discuss and how best the support and engagement offered by Education Scotland can complement the existing local support.

### 3. Learning and teaching support (guidance, course materials, or face-to-face support) to be provided in subjects/courses where there are specific issues identified through the analysis.

Following Senior Regional Advisor discussions with LA Directors. Curriculum area SEOs (in partnership with SQA if required) to engage as appropriate with practitioners in schools, local and RIC networks to provide the required targeted support.

Support for subjects may include:

- increased attention to supporting subject networks and events across all subjects
- helping to establish subject networks where none currently exists;
- providing and/or managing more hands-on support for subject areas drawing upon ES expertise and using the expertise of others;
- brokering and managing links between 'SQA high performing' subject departments and those where performance is weaker.

### 4. Agree how to share performance across RICS.

ES Strategic Director for Regional Improvement and SRAs to discuss with LAs/ADES and RIC leads current arrangements for sharing and analysing performance across LAs and amongst RICS, identify good practice and potential areas for improvement.

5. Working with SG, SQA, ADES, CAB, agree how to help move narrative on from over-focus on NQs towards the broader continuum (tie-in with work underway on 15-24 Learner Journey review).

Consider :

- a main national achievement day in February 2020 to tie in with final Insight data and Positive Destination figures, celebrating the impact of a wider range of pathways and indicating the broad performance of the education system;
- August SQA results day as a step within the growing availability of data over the year from February, with the emphasis on results helping young people to the next stage of their learner journey, rather than 'performance of the education system);
- further development of 'no wrong path' over a wider range of social media platforms; and
- greater involvement of employers in recognising the importance of the broader range of achievement, with specific learner examples.