

# **OECD Independent Review Of Curriculum For Excellence 2020-2021**

**Initial Evidence Pack**

**March 2021**

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## Contents

<b>1. Introduction and Background to the review .....</b>	<b>4</b>
<b>Section 1: Key Facts About The Context Around Scotland’s Education .....</b>	<b>5</b>
<b>1.1 Demographic Trends .....</b>	<b>5</b>
<b>1.2 Economy And Labour Market .....</b>	<b>5</b>
<b>1.3 Socioeconomic Indicators .....</b>	<b>5</b>
<b>Section 2: Key Facts About The Scottish Education System.....</b>	<b>7</b>
<b>2.1 Latest Data And Reports About The Scottish Education System .....</b>	<b>7</b>
<b>2.1.1 Descriptive Statistics On The System .....</b>	<b>8</b>
<b>2.1.2 Statistics And Information On Performance Indicators .....</b>	<b>11</b>
<b>2.2 Main Stakeholders’ Responsibilities In The Scottish Education System</b>	<b>22</b>
<b>2.2.1 Responsibilities At A National Level .....</b>	<b>22</b>
<b>2.2.2 Responsibilities At A Local Level .....</b>	<b>28</b>
<b>2.2.3 Individual School Level Responsibilities and Education Reform         Agenda .....</b>	<b>30</b>
<b>Section 3: Key Facts About Curriculum For Excellence Policy And Implementation.....</b>	<b>34</b>
<b>3.1 Information About The Vision Of Curriculum For Excellence (CfE) .....</b>	<b>34</b>
<b>3.2 Key Components Of Curriculum Policy .....</b>	<b>36</b>
<b>3.2.1 The Curriculum Framework In Scotland.....</b>	<b>36</b>
<b>3.2.2 Curriculum Areas And Subject Specific Advice .....</b>	<b>41</b>
<b>3.2.3 Complementary Education Policies.....</b>	<b>45</b>
<b>3.2.4 Assessment Arrangements .....</b>	<b>50</b>
<b>3.2.5 Review And Evaluation .....</b>	<b>55</b>
<b>3.2.6 Teacher Professional Learning And Leadership .....</b>	<b>57</b>
<b>3.3 Key Issues On The Curriculum .....</b>	<b>61</b>
<b>3.3.1 Curriculum &amp; Assessment Board Priorities For Action .....</b>	<b>62</b>
<b>3.3.2 Scottish Parliament Education &amp; Skills Committee Inquiries .....</b>	<b>63</b>
<b>3.3.3 Key Issues To Be Explored By The OECD Review .....</b>	<b>63</b>
<b>Curriculum and Assessment Board – Key Papers on CfE Implementation</b>	<b>72</b>
<b>3.4 Policy Development, Implementation And Monitoring .....</b>	<b>73</b>
<b>3.4.1 Policy Development .....</b>	<b>73</b>
<b>3.4.2 Support For Implementation .....</b>	<b>75</b>
<b>3.4.3. Monitoring.....</b>	<b>78</b>

<b>3.5 Policy Communication .....</b>	<b>81</b>
<b>3.5.1 Strategic Approach To Communications .....</b>	<b>81</b>
<b>3.5.2 Main Communications Channels .....</b>	<b>83</b>
<b>3.6 Engagement Of Stakeholders .....</b>	<b>84</b>
<b>3.6.1 Governance/ Working Groups .....</b>	<b>84</b>
<b>3.6.2 Parents .....</b>	<b>85</b>
<b>3.6.3 Learners .....</b>	<b>87</b>
<b>3.6.4 National And Local Networks .....</b>	<b>88</b>
<b>3.6.5 Local Engagement Activities .....</b>	<b>89</b>
<b>3.7 Key Stakeholders Involved In Supporting And Monitoring Curriculum Policy .....</b>	<b>89</b>
<b>3.8 Financial Resources For Curriculum Implementation.....</b>	<b>90</b>
<b>Annex A: Timeline For The Development Of Curriculum For Excellence .....</b>	<b>93</b>
<b>Annex B: Inspection Findings: 2016-2019, HM Inspectors, June 2020.....</b>	<b>97</b>
<b>Annex C: Examples Of Curriculum Development In Schools Across Scotland</b>	<b>98</b>
<b>Annex D: Work with school leaders on learner pathways and inter-disciplinary learning, 2020 .....</b>	<b>140</b>
<b>Annex E: Examples of practice at a local authority level .....</b>	<b>141</b>
<b>Annex F: Education Scotland Support For Implementation of CFE .....</b>	<b>186</b>
<b>Annex G: Academic Research On Curriculum For Excellence Since 2010....</b>	<b>212</b>

## **1. Introduction and Background to the review**

In 2019, the Scottish Government commissioned an Independent Review of Scotland's Curriculum for Excellence, to be led by the Organisation for Economic Co-operation and Development (OECD).

The purpose of the Review is to help the Scottish Government better understand how the curriculum is being designed and implemented in schools and to identify areas for improvement across the country. [A Remit for the Review](#) was published on 26<sup>th</sup> February 2020.

### **Purpose of this document**

This document is the initial evidence base for the OECD Independent Review of Curriculum for Excellence, developed by the Scottish Government, in collaboration with Education Scotland, SQA and ADES and submitted to the OECD on 8 July 2020.

The purpose of this document is to provide the OECD with up to date contextual information on the education system in Scotland, including relevant data and factual evidence, in order to provide a starting point for their engagement work with stakeholders, practitioners and learners.

The document has been developed in line with the guidelines provided by the OECD and provides a range of evidence from sources including: national attainment statistics; the National Improvement Framework; HMIE Inspection Evidence; feedback from research and engagement work with practitioners; Curriculum & Assessment Board papers; evidence emerging from the Education & Skills Committee Inquiry; and key policy documents. It also includes a range of examples of emerging practice at school and local authority level.

Whilst this document was originally submitted to the OECD in July 2020, prioritisation of COVID related publications and a focus on supporting the delivery of the Review has led to a delay in publication. As such, several updates have been made prior to publication to reflect any updates to key statistics and publication of relevant evidence.

**Scottish Government, Learning Directorate, March 2021**

## Section 1: Key Facts About The Context Around Scotland's Education

### 1.1 Demographic Trends

Scotland has a population of around 5.46 million including 0.92 million (17%) children aged under 16 and 1.03 million (19%) aged under 18. Scotland's population is at a record high and has been growing steadily since the turn of the century. This has been driven mainly by net inward migration as opposed to births and the population of children has declined slightly over this period.

➤ **Additional evidence can be found at:**

- [Annual Review of Demographic Trends](#)

### 1.2 Economy And Labour Market

Labour market statistics for Scotland are published on a monthly basis and relate to a 3-month period. At the time of writing the latest statistics cover October to December 2020 and show an employment rate of 73.7% (a decrease of 1.3 percentage points over the year), an unemployment rate of 4.5% (an increase of 1.0 percentage points over the year) and an inactivity rate of 22.8% (an increase of 0.6 percentage points over the year). These statistics follow COVID-19 related policies implemented from the end of March 2020 whereas those for the previous year do not.

In October 2019 - September 2020, 291,000 young people aged 16-24 years were in employment in Scotland. The employment rate for young people (16-24 year olds) in Scotland in October 2019 - September 2020 was 52.1 per cent, 7.0 percentage points lower than a year ago (59.0 per cent). The employment rate had increased from a low of 52.5% in October 2011 – September 2012 but has now decreased to a rate lower than that seen in October 2011 – September 2012.

➤ **Additional evidence can be found at:**

- [State of the Economy Reports](#)
- [Labour Market Statistics](#)
- [Labour Market Trends February 2021](#)
- [Annual Population Survey](#)

### 1.3 Socioeconomic Indicators

Around 19% (1,020,000) of the population of Scotland were in relative poverty after housing costs in 2016-19. Over half (53%, 540,000) of these were in poverty despite having at least one working adult in the household.

Around a quarter of children in Scotland (24%, around 230,000) were in relative poverty (after housing costs) in 2016-19. This has been fairly stable over the last few years although is up from 21% in 2010-13 and 2011-14. Over two-thirds (65%, 150,000) of these were in poverty despite there being at least working adult in the household.

The Scottish Index of Multiple Deprivation ranks small areas from most to least deprived and is used to monitor the poverty-related attainment gap (see section 2.1 below).

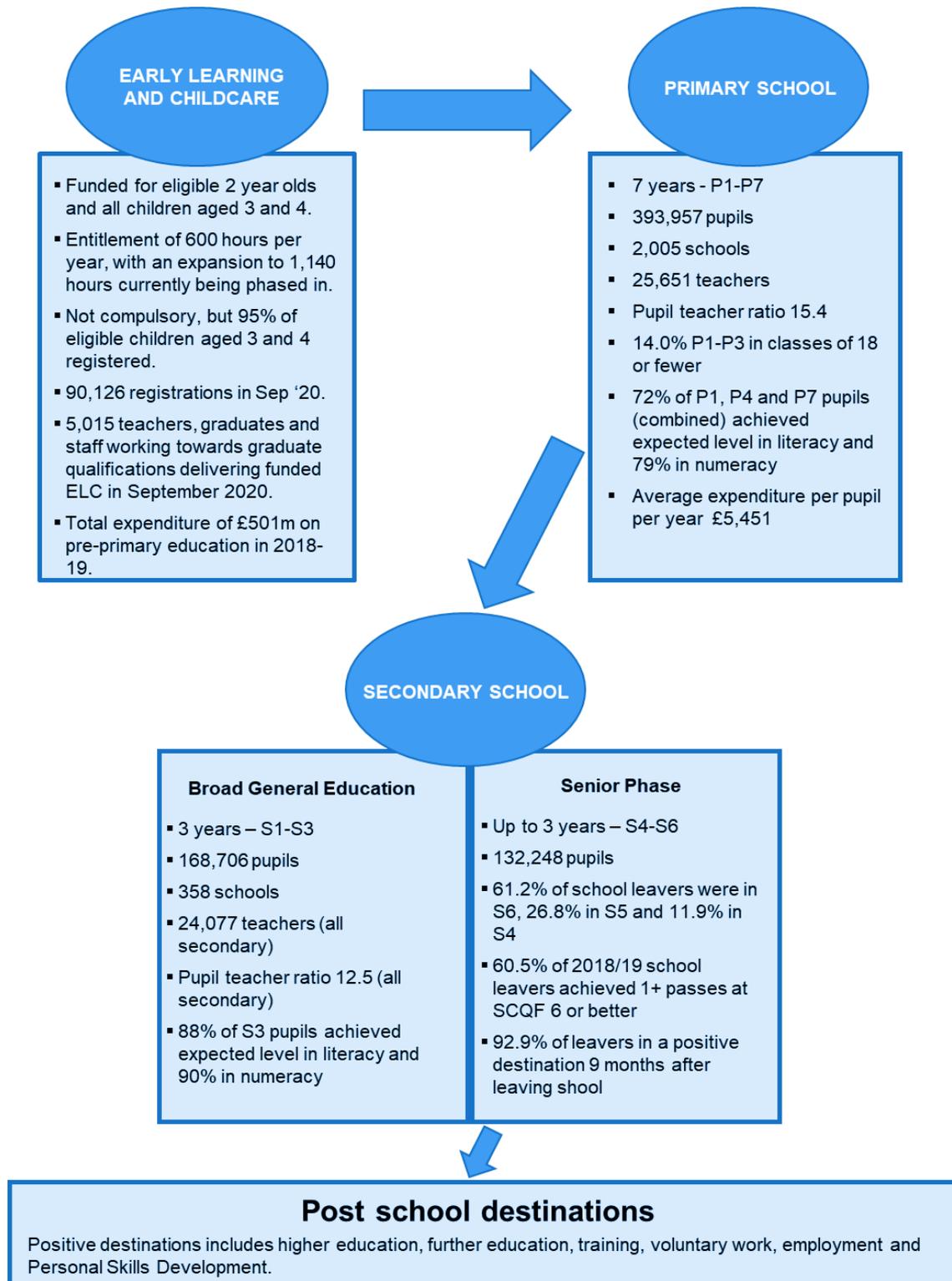
➤ **Additional evidence can be found at:**

- [Poverty & Income Inequality 2016-2019](#)
- [Scottish Index of Multiple Deprivation 2020](#)
- [Scottish Household Survey](#)

## Section 2: Key Facts About The Scottish Education System

### 2.1 Latest Data And Reports About The Scottish Education System

#### The Scottish Education System



All data based on latest published data as at January 2021

## **2.1.1 Descriptive Statistics On The System**

### **Early Learning and Childcare**

Three and four year olds and eligible two year olds are entitled to 600 hours of funded early learning and childcare (ELC). An expansion to 1,140 hours is currently being phased in. As of September 2020, 2,587 centres were providing funded ELC to 90,126 children with 729 teachers. Note that these figures cover only children receiving funded ELC. There will be others who also attend ELC centres.

### **Primary School**

Primary schools in Scotland cover 7 years of education with pupils typically starting Primary 1 aged 4 or 5 and completing Primary 7 aged 11 or 12. As of September 2020, 2,005 publicly funded primary schools were operating in Scotland, educating 393,957 pupils and employing 25,651 teachers. The average pupil teacher ratio in primary schools was 15.4 and the average primary school class size was 23.1, ranging from 20.8 in primary 1 to 25.6 in primary 7.

### **Secondary School**

Secondary schools provide up to 6 years of education. Pupils typically start secondary aged 11 or 12. The first 3 years (S1 - S3) continue their Broad General Education. The Senior Phase, typically the phase during which qualification and exams are sat, runs from S4 to S6 with S4 being the last compulsory year of education. As of September 2020, 357 publicly funded secondary schools were operating in Scotland, educating 300,954 pupils and employing 24,077 teachers. The average pupil teacher ratio in secondary schools was 12.5.

### **Education for young people with Additional Support Needs (ASN)**

Most children with additional support needs are educated in mainstream schools (or in a special unit attached to a mainstream school) but some with complex or specific needs are educated in special schools. These schools cover primary and secondary education and pupils attending special schools are generally between the ages of two and 18 years old. As of September 2020, 114 publicly funded special schools were operating in Scotland, educating 7,286 pupils and employing 1,934 teachers. The average pupil teacher ratio in special schools was 3.8.

The additional support for learning legislation provides the flexibility for children to attend the most appropriate provision for them. It is for education authorities to determine the most appropriate provision for children and young people with additional support needs, taking account of their legislative responsibilities and the individual circumstances and wishes of children, young people and their families. Guidance for education authorities is provided through the statutory supporting learners' code of practice. Authorities are further supported in these decisions by the refreshed guidance on the presumption of mainstreaming which was published in March 2019.

➤ **Additional evidence can be found at:**

- [Presumption to Provide Education in a Mainstream Setting: Code of Practice](#)
- [Additional Support for Learning Statutory Guidance](#)

Most children and young people with additional support needs in Scotland are educated in mainstream schools, but some with complex or specific needs are educated in local authority or grant-aided special schools. ***The 2020 Summary statistics for schools in Scotland, confirms that of a total of 702,197 pupils, 226,838 (or 32.3% of all pupils) had an additional support need (ASN) recorded.*** Figures for 2020 on the proportion of pupils with an additional support need who were in mainstream settings for some or all of the time are not yet available. In 2019, 95.5% of pupils with an Additional Support Need learned in mainstream settings for some or all of their time.

➤ **Additional evidence can be found at:**

- [Summary Statistics for Schools In Scotland 2019](#)
- [Pupil Census Supplementary Statistics](#)

### **Urban/Rural Classification of Schools**

Amongst pupils at publicly funded schools in 2019 (all stages) 31% attend a school in a *large urban area* and 42% attend one in *another urban area*. The remaining 27% attend schools split between *accessible small towns* (9%), *remote small towns* (5%), *accessible rural areas* (8%) and *remote rural areas* (4%).

### **Independent Schools**

In addition to the publicly funded schools referred to above there are around 100 independent schools in Scotland educating in excess of 30,000 pupils.

An independent school is defined in the Education (Scotland) Act 1980 (known as “the 1980 Act” in this guidance) as: “a school at which full-time education is provided for pupils of school age (whether or not such education is also provided for pupils under or over that age), not being a public school or a grant-aided school”. This means, effectively, an independent school is one that is not operated by a local authority and is not a grant-aided school providing education for children aged between 5 and 16 on a full-time basis.

All registered independent schools are listed in the public register of independent schools online. The register also lists proposed schools (i.e. schools where an application has been made, but not yet approved).

➤ **Additional evidence can be found at**

- [Pupil Census \(2020\), \(publication and main tables\)](#)
- [Number of schools, pupils and teachers in table 2.1](#)
- [Pupil Census, \(supplementary tables\)](#)

- [Teacher Census, \(supplementary tables\)](#)
- [Teacher vacancies](#)

## University Data

- [University applicant data - Universities and Colleges Admissions Service \(UCAS\)](#)
- [UCAS Data & explorer](#)
- [University entrant and enrolment data - Higher Education Statistics Agency \(HESA\)](#)
- [Key tables - https://www.hesa.ac.uk/news/16-01-2020/sb255-higher-education-student-statistics/numbers](https://www.hesa.ac.uk/news/16-01-2020/sb255-higher-education-student-statistics/numbers)

## College & University data - Scottish Funding Council (SFC)

- [College Statistics – the proportion of 18-19 year olds in Scotland who attended college full-time](#)
- [HE Students and Qualifiers – Number of 16-18 year old students in Higher Education at Scottish universities and colleges \(Table 8\) with sector breakdowns; 16-18 year old qualifiers from HE at Scottish universities and colleges \(Table 26\)](#)
- [Report on Widening Access – Report on Scottish-domiciled entrants to higher and further education at colleges and universities in Scotland by socio-economic deprivation, gender, ethnicity, disability, care experience and age](#)
- [Infact database – open data in query database including age breakdowns of college enrolments and student category variable which includes school cohorts \(note: the infact database can be easily misinterpreted, please let us or SFC know if you require support on using it\)](#)

## Apprenticeships - Skills Development Scotland (SDS)

- [Foundation Apprenticeships Progress report March 2020](#)
- [Modern Apprenticeship Statistics 2019/20](#)
- [Modern Apprenticeship Statistics 2020/21 - Quarter 2](#)
- [Independent Schools Register](#)

## Colleges

In Scotland, colleges have undergone a period of significant change. Regionalisation, completed in 2015, created a streamlined sector, with colleges of scale and influence, working effectively to deliver for learners.

They promote a shared understanding of 'place', and the importance of taking a joined-up, collaborative approach to services and assets to achieve better outcomes for people and communities.

In our Regional Skills Assessments (RSAs), colleges work with agencies to hone a better understanding of local employer needs. This provides a coherent evidence base on which future investment in skills are based. These are invaluable in highlighting skills gaps regionally and nationally

For young people in the Senior Phase, colleges are focused on increasing the number of vocational opportunities available to young people and supporting them to sustain and complete these courses alongside their broader curriculum offer. We see further evidence of positive progress in this area – with a slight increase in the number of young people completing these courses during this reporting year. Figures for 2017/18 show that 66.9% of Senior Phase pupils studying vocational qualifications delivered by college successfully completed. This is an increase of 3.6 percentage points since 2016/17 and an increase of 0.9 percentage points since 2013/14, the baseline year.

### **2.1.2 Statistics And Information On Performance Indicators**

The National Improvement Framework (NIF), developed in response to recommendations from the 2015 OECD review, along with the associated national improvement framework and improvement plan for Scottish education, is designed to help deliver the twin aims of excellence and equity in education. 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. The key priorities of the NIF are:

- 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

The primary purpose of the National Improvement Framework 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. A key part of this is the Interactive Evidence Report which brings together information on the key priorities (outlined above) and drivers in the NIF. Some of this evidence is provided below. Most of this relates to the 11 key measures that have been chosen to assess progress toward closing the attainment gap (the second key priority above). These same measures also relate to the key data on education performance overall. As a result, information associated with the second key priority is provided throughout and there is no separate entry for this.

- **Key Priority: Improvement in attainment, particularly in literacy and numeracy**

The **Achievement of Curriculum for Excellence Levels (ACEL)** publication provides information on whether pupils in P1, P4, P7 and S3 are achieving the

expected Curriculum for Excellence Levels in the literacy and numeracy organisers (reading, writing, listening & talking and numeracy).

Curriculum for Excellence is designed to provide a coherent, more flexible and enriched curriculum for children and young people aged from 3 to 18. The curriculum includes the totality of experiences, which are planned for children and young people through their education, wherever they are being educated. Curriculum for Excellence defines five levels of learning. The first four levels in the Broad General Education phase are described in the Experiences and Outcomes, with progression to qualifications described under a fifth level, the Senior Phase. P1 pupils are expected to have achieved early level, P4 pupils to have achieved first level, P7 pupils to have achieved second level and S3 pupils to have achieved Third Level or better.

The data is based on teachers professional judgements which are informed by a wide range of evidence including observing learners at work, assessing their work in class, standardised assessments and assessing children and young people's knowledge and understanding by talking to them about their learning.

The collection of ACEL data was suspended in 2019/20 due to the impact of Covid-19 and the closure of schools.

For 2018/19 these statistics showed that 85 per cent of pupils in P1 achieved the expected CfE Level for numeracy. This compares to 77 per cent in P4 and 76 per cent in P7. For literacy, 76 per cent of pupils in P1, 70 per cent in P4 and 71 per cent in P7 achieved the expected level. Amongst S3 pupils, 90 per cent achieved the expected level or better in numeracy and 88 per cent achieved the expected level or better in literacy.<sup>1</sup>

Table One and Table Two show the attainment gaps in literacy and numeracy for primary and secondary pupils over time. These form 4 of the 11 key NIF measures (P1, P4 and P7 combined literacy; P1, P4 and P7 combined numeracy; S3 literacy, S3 numeracy).

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<sup>1</sup> These figures cover publicly funded mainstream schools and exclude those in special schools or standalone special units.

**Table One: Percentage of P1, P4 and P7 pupils combined achieving expected Level in Literacy and Numeracy by deprivation, 2016/17 to 2018/19**

	Year	All children %	Most disadvantaged	Least disadvantaged	Gap (pp)
Literacy	2016/17	69.2	59.8	81.6	21.8
	2017/18	71.4	61.6	83.3	21.6
	2018/19	72.3	63.1	83.7	20.7
Numeracy	2016/17	76.4	69.2	86.5	17.3
	2017/18	78.4	70.9	87.7	16.8
	2018/19	79.1	71.7	88.5	16.8

**Table Two: Percentage of S3 pupils achieving Third Level or better in Literacy and Numeracy by deprivation, 2016/17 to 2018/19**

	Year	All children %	Most disadvantaged	Least disadvantaged	Gap (pp)
Literacy	2016/17	87.1	80.8	94.4	13.6
	2017/18	87.3	81.2	94.5	13.3
	2018/19	87.9	81.0	94.7	13.8
Numeracy	2016/17	88.2	80.7	95.5	14.8
	2017/18	89.0	81.6	95.7	14.0
	2018/19	90.2	82.9	96.3	13.5

**School leaver attainment** statistics provide information on the range and level of National Qualifications which a young person has accumulated by the time they leave school.

The **Scottish Credit and Qualifications Framework (SCQF)** is used as the basis for reporting attainment. The SCQF is Scotland's national qualifications framework. The SCQF has 12 levels, which, in ascending order (SCQF Level 1-12), indicate the level of difficulty of a particular qualification. With reference to a set of 'level descriptors', the SCQF allows for broad comparisons to be made between qualifications. It also allows learners, employers and the public in general, to understand the range of skills and learning that should be achieved at each level.

The coronavirus (COVID-19) pandemic led to the cancellation of 2020 National 5 (SCQF Level 5), Higher (SCQF Level 6) and Advanced Higher (SCQF Level 7) exams and the decision for SQA to not collect coursework or mark coursework that had already been collected. Grades in these qualifications in 2020 were instead based on teacher estimates. This will have affected the attainment of many 2019/20 school leavers. Interpretation of school leaver attainment figures, especially when

comparing 2019/20 to other years, must take account of the different certification methods.

The school leaver attainment statistics show, for example, that 95.8% of 2019/20 school leavers had attained 1 pass or more at SCQF level 4 (e.g. National 4) or better, 85.7% had 1 pass or more at SCQF level 5 (e.g. National 5) or better and that 63.9% had attained 1 pass or more at SCQF level 6 (e.g. Higher) or better.

Attainment levels vary based on various factors such as pupil characteristics and deprivation. Three indicators from this data are used to measure the attainment gap for the National Improvement Framework. They show the gap between the proportion of school pupils from the most and least deprived areas of Scotland who attained 1 pass or more at SCQF levels 4 or better, 5 or better and 6 or better. Again, care should be taken when making comparisons between 2019/20 and earlier years.

- At **SCQF Level 4** or better, 98.8 per cent of pupils from the least deprived areas attained 1 pass or more in 2019/20. This compared to 91.7 per cent amongst those from the most deprived areas. The attainment gap was therefore 7.1 percentage points, up from 6.7 percentage points in 2018/19 and down from 11.3 percentage points in 2009/10 (the first year for which comparable statistics are available).
- At **SCQF Level 5** or better, 95.3 per cent of pupils from the least deprived areas attained 1 pass or more in 2019/20. This compared to 74.5 per cent amongst those from the most deprived areas. The attainment gap was therefore 20.8 percentage points, up from 20.2 percentage points in 2018/19 with attainment having increased amongst pupils from both the most deprived and least deprived areas. The attainment gap in 2009/10 was 33.3 percentage points.
- At **SCQF Level 6** or better, 82.7 per cent of pupils from the least deprived areas attained 1 pass or more in 2019/20. This compared to 46.6 per cent amongst those from the most deprived areas. The attainment gap was therefore 36.1 percentage points, up from 35.8 percentage points in 2018/19 with attainment having increased amongst pupils from both the most deprived and least deprived areas. The attainment gap in 2009/10 was 45.6 percentage points.
- **Key priority: Improvement in children and young people's health and wellbeing**

In 2018-19, 58.2 per cent of children showed no concerns across all domains at the **27-30 month review**. This ranged from 45.6 per cent amongst children from the most deprived areas to 61.6 per cent amongst children in the least deprived areas – a gap of 16.0 percentage points.

In 2016-19, 16 per cent of children aged **4-12** had a **borderline or abnormal total difficulties score**. This ranged from 9 per cent in the least deprived areas to 25 per cent in the most deprived areas – a gap of 16 percentage points. This was up slightly from 15 percentage points for 2015-18.

In 2018, 37 per cent of children aged **13 and 15** had a **borderline or abnormal total difficulties score**. This ranged from 34 per cent in the least deprived areas to 42 per cent in the most deprived areas – a gap of 8 percentage points.

- **Key priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

Information on the economic and employment activity of the wider 16-19 year old cohort, including those at school is published in the **Annual Participation Measure (APM)**. This takes account of all statuses for individuals over the course of the year. The latest information for 2019/20 shows that 92.1% of 16-19 year olds were participating meaning they were in some form of education, employment or training and other personal development for most of the year. This ranged from 86.6 per cent of young people in the most deprived areas to 96.5 per cent in the least deprived areas. This is a gap of 9.9 percentage points. This gap has been narrowing over time as the proportion of young people from the most deprived areas who are participating has increased faster than has the proportion of young people from the least deprived areas.

Although not amongst the 11 key NIF measures, **School leaver destination** statistics provide information on the destination of school leavers approximately 3 months (initial destinations) and 9 months (follow-up destinations) after the end of the school year. The headline figure shows the proportion of school leavers who were in a 'positive destination' at that point in time. Positive destinations include Higher Education, Further Education, Employment, Training, Voluntary Work and Personal Skills Development (whilst other destinations include unemployed and seeking work, unemployed and not seeking work and unknown). 93.3 per cent of 2019/20 school leavers were in a positive initial destination (95.0 per cent for 2018/19). 44.2% of school leavers were in Higher Education, 28.1% were in further education and 16.2% were in employment.

### **Other useful information**

**International Comparisons:** Scotland's scores in the **2018 PISA assessments** were above the OECD average in reading and similar to the OECD average in maths and science. In reading, Scotland's performance was higher in 2018 than it was in 2015. It is now similar to 2012, 2009, 2006, and 2003 but still lower than 2000. In maths, Scotland's performance was similar to 2015, 2012 and 2009 but lower than 2006 and 2003. Scores in 2000 were not comparable. In science, Scotland's performance was similar to 2015 and lower than 2012, 2009 and 2006. Scores for previous rounds (2000 and 2003) were not comparable.

**Annual attainment in SQA qualifications:** The Scottish Qualifications Authority (SQA) is the statutory awarding body for qualifications in Scotland. In this role they produce and publish annual information on the attainment of SQA qualifications. This covers all candidates including those studying at school, in further education and in other settings. This annual attainment does not feature directly in the NIF (although SQA attainment does feed in to the school leaver attainment measures outlined above). Nevertheless it is useful to consider the annual attainment data.

For the majority of qualifications at SCQF level 2-6 it is complex to compare attainment rates across a larger time period (e.g. 5+ years) given the level of change in the qualifications, the different cohorts sitting them, the variable progression routes taken through pre-CfE and CfE qualifications, combined with the variable curricular models that are available within centres. Table Three outlines an overall reduction in levels of attainment in National Courses since the first assessment of the courses to support Curriculum for Excellence. In contrast, Table Four outlines the growth in more vocationally oriented provision over this time.

➤ **Additional evidence can be found at:**

- [Scotland's PISA Results 2018](#)

<b>Table One: National Qualification Attainment<sup>2</sup> (2012 – 2019)</b>								
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>SCQF level 2</b>								
Access 2	1,223	1,128	262	48	19	-	-	-
National 2	-	-	896	1,488	1,849	1,547	1,655	1,596
Skills for Work and Personal Development	101	172	58	-	-	-	-	-
<b>Total SCQF level 2</b>	<b>1,324</b>	<b>1,300</b>	<b>1,216</b>	<b>1,536</b>	<b>1,868</b>	<b>1,547</b>	<b>1,655</b>	<b>1,596</b>
<b>SCQF level 3</b>								
Access 3	32,986	30,908	10,391	3,184	3	-	-	-
National 3	-	-	14,898	15,756	16,659	15,543	16,138	16,958
Skills for Work and Personal Development	256	351	450	35	24	15	7	0
Standard Grade Foundation	34,643	30,550	-	-	-	-	-	-
<b>Total SCQF level 3</b>	<b>67,885</b>	<b>61,809</b>	<b>25,739</b>	<b>18,975</b>	<b>16,686</b>	<b>15,558</b>	<b>16,145</b>	<b>16,958</b>
<b>SCQF level 4</b>								
Intermediate 1	51,784	49,220	13,666	1,170	-	-	-	-
National 4	-	-	114,173	122,071	114,635	107,631	96,613	92,845
Skills for Work and Personal Development	4,877	4,920	4,266	4,374	3,510	2,982	2,855	2,869
Standard Grade General	127,921	122,085	-	-	-	-	-	-
<b>Total SCQF level 4</b>	<b>184,582</b>	<b>176,225</b>	<b>132,105</b>	<b>127,615</b>	<b>118,145</b>	<b>110,613</b>	<b>99,468</b>	<b>95,714</b>
<b>SCQF level 5</b>								
Intermediate 2	110,175	114,934	75,689	7,828	-	-	-	-

National 5	-	-	173,13 1	229,87 0	234,16 0	233,00 5	218,20 1	225,59 4
Skills for Work and Personal Development	2,179	3,139	3,603	4,406	4,673	5,311	5,702	6,633
Standard Grade Credit	153,76 8	152,34 6	-	-	-	-	-	-
<b>Total SCQF level 5</b>	<b>266,12 2</b>	<b>270,41 9</b>	<b>252,42 3</b>	<b>242,10 4</b>	<b>238,83 3</b>	<b>238,31 6</b>	<b>223,90 3</b>	<b>232,22 7</b>
<b>SCQF level 6</b>								
Previous Higher	139,12 5	141,25 7	147,89 9	70,981	-	-	-	-
Higher	-	-	-	85,019	152,70 1	150,01 0	147,41 9	138,97 2
Skills for Work and Personal Development	573	616	1,088	1,165	306	357	215	160
<b>Total SCQF level 6</b>	<b>139,69 8</b>	<b>141,87 3</b>	<b>148,98 7</b>	<b>157,16 5</b>	<b>153,00 7</b>	<b>150,36 7</b>	<b>147,63 4</b>	<b>139,13 2</b>
<b>SCQF level 7</b>								
Previous Advanced Higher	17,299	18,162	18,171	18,899	-	-	-	-
Advanced Higher	-	-	-	-	19,443	19,283	19,585	18,627
<b>Total SCQF level 7</b>	<b>17,299</b>	<b>18,162</b>	<b>18,171</b>	<b>18,899</b>	<b>19,443</b>	<b>19,283</b>	<b>19,585</b>	<b>18,627</b>
<b>TOTAL</b>	<b>676,91 0</b>	<b>669,78 8</b>	<b>578,64 1</b>	<b>566,29 4</b>	<b>547,98 2</b>	<b>535,68 4</b>	<b>508,39 0</b>	<b>504,25 4</b>
Scottish Baccalaureate (SCQF level 7)	144	164	144	98	103	138	120	109

**Table Two: Awards, National Certificate and National Progression Awards Attainment (2012 – 2019)**

	2012	2013	2014	2015	2016	2017	2018	2019
<b>SCQF level 1</b>								
Awards	-	152	178	207	283	290	386	439
<b>SCQF level 2</b>								
Awards	22	130	301	493	750	1,167	664	1,004
National Progression Awards	87	121	101	64	77	88	121	69
<b>SCQF level 3</b>								
Awards	563	1,216	2,263	3,205	3,863	4,303	3,937	4,428
National Certificates	4	6	17	7	18	1	0	7
National Progression Awards	141	129	161	119	135	177	142	100
<b>SCQF level 4</b>								
Awards	2,177	4,542	7,887	9,673	11,391	10,834	9,851	10,292
National Certificates	167	130	89	273	371	345	213	223
National Progression Awards	3,788	4,153	4,111	4,336	4,958	4,803	4,759	4,371
<b>SCQF level 5</b>								
Awards	199	578	1,514	1,952	2,907	3,662	3,755	5,184
National Certificates	2,360	2,454	2,582	3,219	4,103	2,691	2,450	1,809
National Progression Awards	3,448	3,685	4,206	4,120	4,958	4,395	4,604	5,252
<b>SCQF level 6</b>								
Awards	419	588	801	1,305	2,710	3,523	4,258	5,388
National Certificates	3,025	2,664	2,729	3,989	4,920	3,585	3,538	2,834
National Progression Awards	463	554	701	969	1,611	1,619	2,848	3,344
<b>TOTAL</b>	16,863	21,102	27,641	33,931	43,055	41,483	41,526	44,744

**Statistics and information on performance indicators e.g. Scottish student test results, well-being, equity, youth outcomes, labour market outcomes, etc.**

➤ **Additional evidence can be found at:**

- [National Improvement Framework Interactive Report](#)
- [Achievement of Curriculum for Excellence Levels \(teacher judgements of pupil performance in literacy and numeracy in Broad General Education phase\), \(2018/19\)](#)
- [Scottish Qualification Authority post review attainment statistics \(2019, first link\)](#)
- [School leaver attainment and destination statistics \(2019/20\)](#)

School leaver initial destinations, 3 months after end of school year in table 1, further breakdowns available including table 2 (by deprivation), table 3 (by sex, ethnicity, urban/rural classification and Additional Support Needs)

School leaver attainment in tables 4 (highest Scottish Credit and Qualification Framework level achieved by time of leaving school), 5 and 6 (SCQF level or better, number of passes). Further breakdowns available in School leaver attainment and destination statistics 2019/20, including table 6 (by sex, ethnicity, urban/rural classification and Additional Support Needs), tables A1.1 and A1.1.b (by deprivation). Literacy and numeracy attainment in table 7.

- [Annual Participation Measure \(reports on the economic and employment activity of the 16-19 year old cohort, including those at school\), 2020](#)
- [DYW Annual Progress Report, 2019](#)

**Statistics and information on the quality of schools, leadership, teaching, e.g. inspection reports, teaching and leadership standards and framework, description of the structure and offer of initial teacher education (ITE) and continuous professional development (CPD)**

➤ **Additional evidence can be found at:**

- [School Healthy Living Survey \(Information on registration for free school meals, uptake of school meals \(both free and paid for\) and Physical Education\)](#)
- [Report on young people's experience of their learner journey from the age of 15-24 years \(SQW and Young Scotland – on behalf of Scottish Government\)](#)
- [Additional support for learning: experiences of pupils and those that support them](#)
- [Students' transition to Senior Phase – student voices about curriculum and school in the transition stage](#)
- [Secondary Science Teachers as Curriculum Makers: Mapping and Designing Scotland's New Curriculum for Excellence](#)
- [School-Based Curriculum Development in Scotland: Curriculum Policy and Enactment](#)

- [Curriculum choices and school-to-work transitions among upper-secondary school leavers in Scotland and Ireland](#)
- [Pupils as Citizens: participation, responsibility and voice in the transition from primary to secondary school](#)
- [Review of the Professional Standards: The Experiences of Children and Young People](#)
- [Interim Evaluation of Alternative Routes into Teaching](#)
- [Measuring Quality in Initial Teacher Education](#)

## **2.2 Main Stakeholders' Responsibilities In The Scottish Education System**

The governance of and accountability for the curriculum in Scottish schools is a shared responsibility across the Scottish Government, national bodies including Scottish Qualifications Authority (SQA) and Education Scotland, local government and schools.

The Scottish Government sets the national policy context and is accountable for the performance of the system. Education Scotland and SQA are responsible for supporting successful implementation and ensuring quality of the curriculum and qualifications, respectively. Local authorities have a statutory responsibility for the delivery of education and its quality at local level and are accountable to local elected members for the nature and quality of delivery and outcomes at a local level. Headteachers are responsible for ensuring a curriculum that meets the needs of children and young people in their schools.

### **2.2.1 Responsibilities At A National Level**

So whilst the Scottish Government develops national policy and sets the overall direction of education policy, successful implementation of the Curriculum for Excellence framework depends on collaboration, co-design and partnership delivery across practitioners, schools, local authorities and a range of local and national bodies.

Curriculum for Excellence has always been developed and delivered as a collective partnership. At a national level there are a number of key groups that have been set up to support this collaborative approach, with broad membership across the education system, ensuring that national policy is informed by local practice:

#### **Roles and remits of current key governance groups**

**The Scottish Education Council (SEC)**, established in 2017 is the key forum for oversight of improvement in education in Scotland, as defined by the National Improvement Framework. It brings together the main decision makers and key influencers with a strong focus on excellence and equity for all and provides leadership and advice to Ministers in developing the strategic approach and vision for improvement across Scottish education. Its role is to work collaboratively to ensure that there is a system-wide focus on improvement and to agree priorities for improvement activity and delivery.

The Council has strong links to both the Curriculum and Assessment Board and the Strategic Board for Teacher Education. The Council's work is informed by input from both the International Council of Education Advisers and the Education Leaders Forum.

**The Curriculum and Assessment Board (CAB)**, established in 2017 is the key forum for oversight of curriculum and assessment activity in Scotland. The Board considers the actions which are needed to ensure Curriculum for Excellence fully delivers for all children and young people and supports the work of the Scottish

Education Council. It is directly accountable to Scottish Ministers. The Board is chaired jointly by the Director of Learning, Scottish Government and the Chief Inspector of Education and Chief Executive of Education Scotland and membership includes teachers' professional associations, Community Learning and Development, headteachers' associations, colleges, universities, Skills Development Scotland, academics and parents.

**The International Council of Education Advisers (ICEA)** was established in 2016 to advise Ministers on how best to achieve excellence and equity in the Scottish education system. Its role is to advise on the Scottish Government's priorities for education and ensure the actions set out in the Delivery Plan published in June 2016 are influenced by international best practice as well as advising on the reporting and planning cycle of the national improvement framework and improvement plan. The membership of the ICEA draws upon world-leading education and business experts with a range of knowledge and extensive experience of advising educators and governments on education leadership, school improvement and reform.

**The Teacher Panel** was established in 2016 with a key focus of providing views on de-cluttering, workload and bureaucracy in order to protect, and maximise the effectiveness of the interaction between pupil and teacher.

**The Education Leaders Forum** was established in 2018 to capture the views of a wide stakeholder group on the development of the education system. It is chaired by the Deputy First Minister and Cabinet Secretary for Education and Skills and has input from young people, teachers' professional associations, CLD, headteachers' associations, Skills Development Scotland, academics and parents.

**The Scottish Learner Panel** comprised of approximately 30 children and young people from nine school settings, including nursery, primary and secondary schools from across Scotland. The panel deliver their views on education policy to the Scottish Government and provides opportunities for children and young people to share their expertise. The panel met on five occasions between October 2018 and March 2019 and published a final report bringing together the recommendations of the panel based on the research they have engaged in throughout the project. Plans for a refreshed panel are being brought together to ensure learner input to the education recovery work in relation to Covid-19.

Following the Scottish Government's year of young people 2018 we have also made concerted effort to ensure that young people are included in our decision and policy making processes and forums. As such we regularly engage young people in the work of our education governance groups to ensure learner voice is captured at the highest level. This includes learner engagement with the Scottish Education council, Curriculum and Assessment Board and Education Leaders Forum.

During the course of the Covid-19 pandemic, the Scottish Government has continued to take steps to gather and take account of learner perspectives. Key developments as follows:

- The Deputy First Minister engaged directly with small groups of young people during the course of 2020. This included online sessions in June, October and

December 2020, looking at the impact of remote learning, the disruption to education during the pandemic and specific issues and challenges in the senior phase.

- Education Scotland surveyed over 3,000 learners in January 2021, helping to inform the ongoing provision of remote learning during the Coronavirus pandemic.
- Scottish Government and Education Scotland officials have sought to engage with young person organisations in relation to their ongoing survey work with young people, much of which has covered education and learning issues, in particular survey work by the Children’s Parliament, Young Scot and Scottish Youth Parliament.
- In October 2020, a representative from the Scottish Youth Parliament joined as a formal member of the Scottish Government’s Covid Education Recovery Group.
- In November 2020, a Covid Education Recovery Youth Panel was formed, with a remit to ensure that learners influence the strategic priorities for education recovery across a range of issues including the curriculum. The Panel - essentially the successor to the earlier Scottish Learner Panel - met in December 2020 and January 2021, and met directly with the Deputy First Minister for the first time on 04 February 2021. The Panel includes 25 young people aged 9-18. Young Scot will publish a series of reports on key themes, informing and guiding education recovery.
- The views of the panel will be brought to the Covid Education Recovery Group for consideration.

➤ **Additional evidence can be found at:**

- [Key legislation in relation to Scottish Education](#)
- [International Council of Education Advisers Report 2016-2018](#)
- [Scottish Education Council Role and Remit](#)
- [Curriculum & Assessment Board Remit.](#)
- [Scottish Learner Panel Report](#)
- [Education Recovery Youth Panel](#)

## **National organisations**

### **Education Scotland - *For Scotland’s learners with Scotland’s educators***

Education Scotland was established on 1 July 2011 as an Executive Agency of the Scottish Government with responsibility for supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners.

Since then, the launch of ‘Education Governance: Next Steps - Empowering Our Teachers, Parents and Communities to Delivery Excellence and Equity for Our Children’ in June 2017 set out a significantly enhanced role and purpose for

Education Scotland, including a move to regional working and support for the development of the six Regional Improvement Collaboratives (RICs) to ensure more direct capacity building with practitioners, schools, local authorities. This also resulted in the Scottish College for Educational Leadership becoming an incorporated element of the Executive Agency from April 2018. Overall, these measures give the Agency a strengthened scrutiny and inspection function and a renewed focus on professional learning and leadership, providing clarity and coherence to the regional and national landscape.

Education Scotland's vision is to achieve excellence and equity for Scotland's learners with Scotland's educators. It works in partnership with all stakeholders involved in Scottish education to secure sustained improvement in achievement and attainment for all learners, closing the poverty related attainment gap and securing positive and sustained destinations for all learners regardless of their age and where the learning takes place.

Strategic priorities:

A strong focus on learning, teaching and leadership  
National collaborative professional learning networks  
Getting It Right For Every Child  
Best use of high quality evidence  
Effective partnerships.

In delivering its strategic priorities, it:

puts all learners, regardless of age or where the learning takes place, at the heart of everything it does;  
works in partnership with all its stakeholders to deliver the best possible outcomes for all learners;  
engages with staff and stakeholders to constantly improve the support that it provides to partners across Scottish education;  
encourages innovative ways of working to ensure that continual improvement is delivered for Scotland's education system;  
adapts to ensure the continued delivery of sustained improvement in learning, teaching and assessment.

Education Scotland's role means that, in addition to gathering evidence on the performance of the education system through its various functions, it also provide professional analysis and interpretation of data relating to Scottish education. In essence, it adds value to Scottish education by making sense of the system in its totality.

As the Executive Agency supporting quality and improvement in Scottish education, Education Scotland's role ultimately aims to secure the delivery of better learning experiences and outcomes for Scottish learners of all ages. In partnership with Scottish Government, education authorities, community partners, colleges, Skills

Development Scotland and a very wide range of partners it seeks to deliver innovation to the development of the curriculum.

Education Scotland operates independently and impartially for scrutiny activities, whilst remaining directly accountable to Scottish Ministers for the standards of our work. This status safeguards the independence of inspection, review and reporting within the overall context of the National Performance Framework.

➤ **Additional evidence can be found at:**

- [Education Scotland Corporate Plan 2019-2022](#)

The **Scottish Qualifications Authority (SQA)** is the national accreditation and awarding body in Scotland.

SQA is an executive Non-Departmental Public Body (NDPB) established by statute to carry out administrative, commercial, executive and accreditation functions on behalf of Government. As an NDPB, SQA is responsible for making its own operational decisions.

The Education (Scotland) Act 1996 - as amended by the Scottish Qualifications Authority Act (2002) -sets out SQA's functions and the governance arrangements to oversee SQA's distinct accreditation, regulatory and awarding functions. SQA is sponsored by the Scottish Government's Learning Directorate. SQA is the statutory awarding body for qualifications in Scotland. Its duties are to develop, validate, quality assure and award a national framework of qualifications for Scotland. In addition, SQA has a statutory duty as the regulator for National Qualifications in Scotland as defined by the Equality Act (2010).

As an awarding body, SQA works with schools, colleges, universities, industry and government, to ensure that qualifications are inclusive and accessible to all, recognise the achievements of learners, and provide clear pathways to further learning or employment. SQA maintains a broad portfolio of qualifications including National Courses across a range of subject areas and a more vocationally oriented range of Awards, National Progression Awards, National Certificates and Professional Development Awards. The organisation also develops Higher National Certificates and Diplomas which are equivalent to the first and second year of Scottish university degree programmes.

In its accreditation role, SQA accredits vocational qualifications that are offered across Scotland, including Scottish Vocational Qualifications, and approves bodies that wish to award them.

➤ **Additional evidence can be found at:**

- [SQA Corporate Plan 2019-2022](#)
- [SQA National Qualifications 2020/21](#)

**The General Teaching Council for Scotland, (GTCS)** is an independent professional body which promotes and regulates the teaching profession in Scotland. It is funded by an annual registration fee from teachers and other education professionals. It aims to maintain and enhance the standards of teaching and teaching professionalism in Scotland.

The main functions of the GTCS:

- Sets the requirements for teacher training and advises Ministers on teacher training
- Supports new teachers during their induction year
- Assesses teacher qualifications and experience in order to ensure public confidence in ability of teachers to teach. It maintains a register of teachers who have current eligibility to teach
- It has disciplinary powers to remove teachers from the register as a result of misconduct and seeks to enhance teacher professionalism. For example, the GTCS manages professional update, which aims to foster learning and continued professionalism throughout a teacher's career.

**Skills Development Scotland (SDS)** support individuals to build their career management, work-based and employability skills, throughout their career journey, from school, into further learning opportunities and employment. SDS use skills intelligence to help inform the decisions of people across Scotland, at all stages of their careers, so that they are well placed to take up the opportunities arising within the economy. SDS work with employers on a national, sectoral, regional, local and individual basis; supporting them to recognise and articulate their current and future skills needs, and to engage with the skills system to help ensure it better meets those needs in the short, medium and longer term. At the start of each business year Scottish Ministers issue a Letter of guidance to SDS setting out key targets, objectives and priorities for the year ahead.

**The Scottish Credit and Qualifications Framework Partnership** manages the Scottish Credit and Qualifications Framework (SCQF). This sets out the level and type of qualifications that are available, integrating qualifications from a variety of sources into a single framework. In summary, the SCQF is a way of comparing the wide range of Scottish qualifications. It covers achievements such as those from school, college, university, and many work-based qualifications. It does this by giving each qualification a level and a number of credit points. Awarding bodies, such as the SQA, use this information to develop course content and assessment working closely with the SCQF.

There are four **national youth work agencies in Scotland**: YouthLink Scotland; Young Scot; Youth Scotland and the Scottish Youth Parliament. Each organisation has a specific purpose within the youth sector.

- YouthLink Scotland is the national agency for youth work.

- Young Scot is the national youth information and citizenship charity.
- Youth Scotland is Scotland's network for community based youth work.
- The Scottish Youth Parliament is the democratically elected voice of Scotland's young people. This gives young people a collective voice at the heart of the democratic process. Elections for young people to stand as a Member of the Scottish Youth Parliament (MSYP) take place every two years. It has a number of Committee's including one on Education and Skills.

Together, these organisations work to ensure young people's rights are at the centre of policy decisions; youth work services are of a high quality, and organisations across Scotland have access to support when tackling issues faced by young people.

### **2.2.2 Responsibilities At A Local Level**

In Scotland, 32 **Local Authorities** (acting as the Education Authority under the 1980 Education Act) are responsible for providing school education for every child of school age. Under the terms of the Standard in Scotland Schools etc. Act 2000 they are also responsible for a duty of improvement as an Education Authority and on behalf of their schools.

The provision of education in Scotland is the responsibility of local authorities who are under a statutory duty to ensure that there is adequate and efficient provision of school education in their area.

In that context, local authorities may review their school stock and how the location and condition of their schools meet with population patterns and educational needs. When local authorities are proposing a change in education provision, there is a statutory requirement on them to engage in a formal consultation process, in line with the requirements of the Schools (Consultation) (Scotland) Act 2010.

In Scotland, 32 Education Authorities are responsible for ensuring that statutory requirements are met and that they are diligent in taking forward nationally agreed policies and guidelines. They are also responsible for the spending and accountability for educational funding. They have responsibility for the continuous improvement of services to meet the needs of their local communities.

Across Scotland, local authorities adopt different service structures. Increasingly, education is part of a wider department, which can also include services such as leisure, culture, sports, the arts, community learning and social work services.

The Standards in Scotland's Schools etc. Act 2002 states the duty of an education authority in providing school education:

- Where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by, an education authority, it shall be done to secure that the education is directed to the development of the

personality, talents and mental and physical abilities of the child or young person to their fullest potential.

- In carrying out their duty under this section, an education authority shall have due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity.

In 2017, to enable more collaborative working amongst local authorities, **Regional Improvement Collaboratives (RICS) were established**. These are 'virtual' bodies, formed with the purpose of improving education and closing the poverty-related attainment gap in the schools in their areas. The intention is that they will do this by working together to give advice and support to schools, and to share examples of good work across local authority borders. Each Collaborative has published a Regional Improvement Plan, setting out the vision and aims of the Collaborative. Comparing all six plans, improving literacy and numeracy is a popular aim for RICs, along with closing the attainment gap, improving the health and wellbeing of children, and making sure more school leavers go on to positive destinations. Each collaborative has formed different working groups to work on these issues. Each group includes representatives from local authority, Education Scotland, schools, and other groups such as Connect.

There are six **RICS** across the 32 local authority areas.

Forth Valley and West Lothian Collaborative	Clackmannanshire Council, Falkirk Council, Stirling Council West Lothian Council
Northern Alliance	Aberdeen City Council, Aberdeenshire Council, Argyll and Bute Council, Comhairle nan Eilean Siar (Western Isles Council), Highland Council, Moray Council, Orkney Islands Council, Shetland Islands Council
South East Improvement Collaborative	Edinburgh City Council, East Lothian Council, Fife Council Midlothian Council, Scottish Borders Council.
South West Collaborative	Dumfries and Galloway Council, East Ayrshire Council, North Ayrshire Council, South Ayrshire Council.
Tayside Regional Improvement Collaborative	Angus Council, Dundee City Council, Perth and Kinross Council.
West Partnership (also known as Glasgow City Region Education Improvement Collaborative)	East Dunbartonshire Council, East Renfrewshire Council Glasgow City Council, Inverclyde Council North Lanarkshire Council, Renfrewshire Council South Lanarkshire Council, West Dunbartonshire Council.

### 2.2.3 Individual School Level Responsibilities and Education Reform Agenda

The quality of learning and teaching is the most important in-school factor in determining a child's educational outcomes. Schools in Scotland have always had a level of ability to determine the curriculum offer for their learners, however this has been strengthened in recent years by the Education Reform Agenda, which led to the publication of the Headteacher Charter and a strong agenda of empowerment.

The primary focus of Education Reform developments has been to develop a school and teacher-led education system, ensuring that the decisions that shape the education of young people are made in classrooms, schools and establishments by people working directly with young people.

#### Empowerment Agenda

The [Next Steps](#) publication set out a vision of a school and teacher-led system with decision making taking place at school level. It led to the preparation of an Education Bill, the main focus of which was to provide the legal underpinning for the shift in

decision making to school level. Following intensive negotiations with Local Government, a [Joint Agreement](#) was published in June 2018, which provided a means of achieving the cultural shift to a more empowered system without introducing legislation. Together the Next Steps and the Joint Agreement have provided the basis for a substantial suite of work aimed at reforming elements of the school education system in Scotland. Next Steps recommendations focused on the following areas: career pathways; parental engagement; school improvement; regional collaboration; fair funding; school leadership; and teacher professionalism.

The Joint Agreement committed Scottish Government and Local Government to deliver the following actions through a number of shared pieces of work overseen by the HM Chief Inspector of Education. Importantly, the Joint Agreement with Local Government supported the Scottish Government's decision to work in partnership to make progress towards the empowered system, rather than introduce legislation. The Joint Agreement proposed that collective efforts should focus on:

- meaningful school empowerment through the establishment of a Headteachers' Charter and associated guidance;
- the creation of a local authority self-evaluation framework to test school empowerment; and
- the development of an overarching evaluation strategy.

Discussions resulted in the establishment of the Joint Agreement Steering Group, to oversee the delivery, in partnership with Local Government and the education sector, of the empowerment reforms. Key work streams involving a range of partners were also established to lead on the co-production of the Headteachers' Charter and associated guidance on school empowerment; on developing a Local Government self-evaluation framework for measuring and promoting school empowerment; and on formulating a strategy to measure the extent and impact of school empowerment across the system.

In the period since June 2018 clear progress has been made. The commitment and actions taken forward by the Joint Agreement Steering Group and its work streams are building the conditions through which genuine school empowerment will flourish. This work demonstrates collaboration at all levels of Scottish education and is an example of partners working effectively and collaboratively.

Our shared achievements include the publication of a draft Headteachers' Charter further development of Regional Improvement Collaboratives (RICs) and the development of revised Devolved School Management Guidelines. Equally important, has been the completion of work on behalf of the Scottish Negotiating Committee for Teachers, in respect of proposed new career pathways for teachers.

The Joint Agreement has helped to provide the stability needed for meaningful partnership working. This sense of shared commitment to empowerment is further

demonstrated in the recent pay deal agreed with Local Government and the teacher unions. Improving teachers' pay is an important element in enhancing the attractiveness of the profession, as part of a wider strategy to address recruitment and retention challenges. This includes the package of additional measures, agreed as part of the pay deal, which sets a shared agenda on addressing workload, additional support for learning and empowering schools. This landmark partnership agreement will provide the stability we need to drive empowerment and deliver the best possible outcomes for our young people.

The progress with the Joint Agreement and with wider measures accompanying the pay deal provide the context for meaningful collaboration, but we recognise that this does not in itself result in the improved outcomes for children and young people that everyone in the education system is committed to. As we take this agenda forward, it is therefore important we evaluate the impact of change.

Over the past year and a half Education Scotland have published the following thematic inspections as initially outlined in the Joint Agreement:

- [Readiness for empowerment – published in December 2018;](#)
- [Empowerment for curriculum leadership – published in March 2019; and](#)
- [Empowerment of parent and pupil participation - published in June 2019](#)

These inspections have identified progress in empowerment and the support which exists in the system. However, HM Inspectors of Education found that, as expected, there is still more to be done to realise our collective ambition for an empowered, collaborative system. The Chief Inspector, as independent Chair of the School Empowerment Steering Group, highlighted that there has to be a careful balance between providing the right amount of governance and accountability while at the same time allowing leaders and practitioners the flexibility and autonomy to meet their pupils' needs.

In her role as independent Chair of the group, in June 2019 the Chief Inspector provided an update on the work of the School Empowerment Steering Group to the Deputy First Minister and Cabinet Secretary for Skills and the Convention of Scottish Local Authorities (COSLA) Children and Young People Spokesperson. She outlined the significant progress that has been made and confirmed the Steering Group's continued commitment to develop further resources to support the delivery of an empowered system. The Chief Inspector also highlighted the clear commitment and collegiate approach of all partners involved and gave her recommendation for the continued delivery of these reforms through a non-legislative partnership approach.

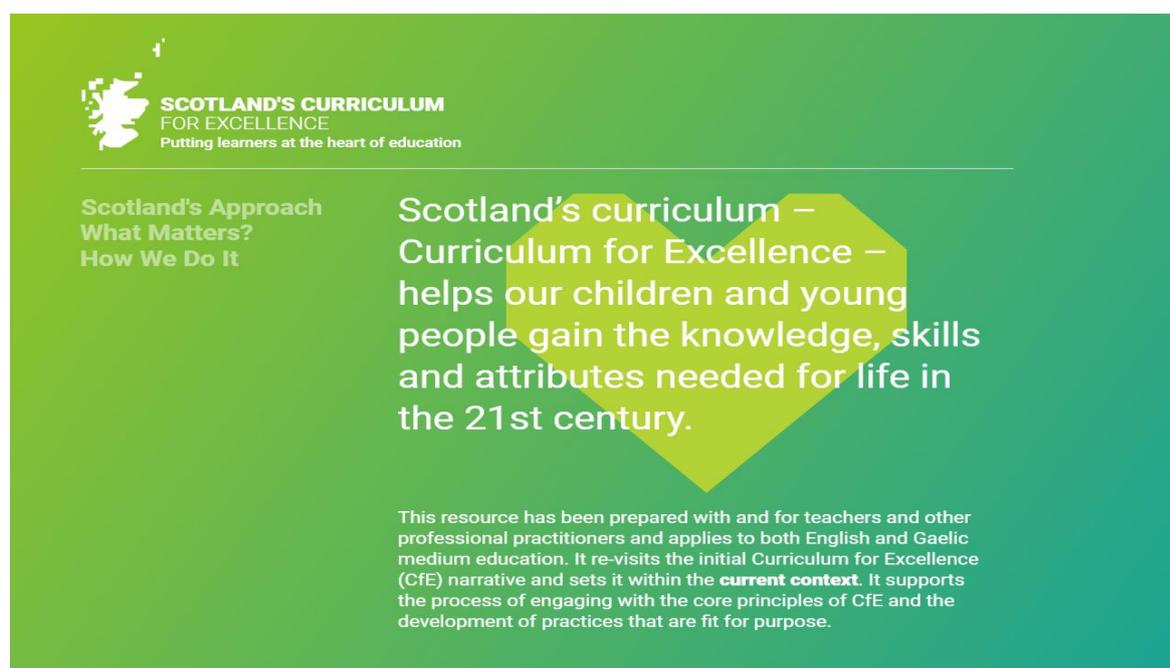
➤ **Additional evidence can be found at:**

- [The Draft Education Scotland Bill](#)
- [Governance Review: Next Steps](#)
- [Deputy First Ministers statement to Scottish Parliament on Education Reform June 2019](#)
- [Joint Agreement Approach](#)
- [Publication supporting Deputy First Minister's statement](#)
- [Regional Improvement Collaboratives Review 2019](#)
- [Revised Devolved School Management Guidance](#)
- [Headteachers Charter](#)
- [Education Scotland Guidance to Schools on School Empowerment Reforms](#)
- [Education Scotland Guidance to Schools on School Empowerment Reforms](#)
- [Teacher Career Pathways](#)

## Section 3: Key Facts About Curriculum For Excellence Policy And Implementation

### 3.1 Information About The Vision Of Curriculum For Excellence (CfE)

This image shows the *Refreshed Narrative for Scotland's Curriculum*, published in September 2019



The initial statement setting out the vision and intentions of Curriculum for Excellence was published in 2004. A timeline of the development of subsequent advice is included at Annex A for reference.

Following the OECD 2015 review recommendation to 'Create a new narrative for CfE' in September 2019 a refreshed narrative for Scotland's curriculum, which set CfE in the current context, was published in both English and Gaelic.

Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21<sup>st</sup> century. At its centre are four fundamental capacities – enabling all young people to become: successful learners; confident individuals; effective contributors; and responsible citizens. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world

- enable children and young people to be democratic citizens and active shapers of that world.

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts: the ethos and life of the school as a community; opportunities for personal achievement; interdisciplinary learning; and curriculum areas and subjects. Individual settings and practitioners are empowered to make the decisions needed to provide a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities.

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- **a broad general education**, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- a **Senior Phase** after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities.
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school

➤ **Additional evidence can be found at:**

- [Building the Curriculum 3: A Framework for Learning and Teaching, Scottish Government, 2008](#)
- [Clear and definitive statement from Education Scotland on the focus of CfE , 2016](#)
- [Refreshed Curriculum Narrative, 2019](#)

## 3.2 Key Components Of Curriculum Policy

### 3.2.1 The Curriculum Framework In Scotland

Commentary on the following components of curriculum policy with relevant links are set out under the following headings:

1. Curriculum for Excellence (CfE)
2. Developing the Young Workforce (DYW)
3. Getting it right for every child (GIRFEC)
4. Early learning and childcare (ELC)
5. Youthwork

#### 1. Curriculum for Excellence (CfE)

Curriculum for Excellence was developed following a National Debate. The first statement of intent was published in 2004 followed by the 'Building the Curriculum' series until 2010. These documents, developed in collaboration with national and local partners, set out the broad parameters of CfE, with schools and Local Authorities encouraged to innovate and find local approaches to planning and delivering the curriculum.

**Building the Curriculum 3: A Framework for Learning and Teaching (BTC3), 2008** was seen as a key document in the series. It set out the curriculum levels, the 8 curriculum areas and principles for curriculum design. **Experiences and outcomes** (often called Es and Os) followed setting out clear and concise statements about children's learning and progression in each curriculum area set across 5 curriculum levels (early level to fourth level).

**Benchmarks** were developed over 2016/17 and complement the experiences and outcomes and make clear what learners need to know and be able to do to progress through the levels. They also provide support for consistency in teachers' and other practitioners' professional judgements when it comes to assessing the achievement of a level.

As the curriculum was being implemented a range of guidance and support materials was generated at both national and local level. This led, over time, to a perception of overload and in August 2016 a definitive **Statement for Practitioners** from HM Chief Inspector of Education was published. The statement **acknowledged** that there was too much support material and guidance for practitioners at both national and local level which was contributing to the growth of over-bureaucratic approaches to planning and assessment in many schools and classrooms across the country. The statement was intended to provide clear, practical advice for teachers and practitioners on planning learning, teaching and assessment across the curriculum. It provided key messages about what teachers and practitioners were expected to do to effectively plan learning, teaching and assessment for all learners, and also suggested what should be avoided. It summarised the key components of the curriculum framework within which teachers and practitioners were expected to

teach. Action was taken at national level to significantly streamline all support and guidance materials for the curriculum.

➤ **Additional evidence can be found at:**

- [A Curriculum for Excellence, The Curriculum Review Group \(2004\) produced utilising the views collected during the National Debate on Education](#)
- [A Curriculum for Excellence: Progress and Proposals, The Curriculum Review Programme Board, 2006](#)
- [Building the Curriculum 1: The Contribution of the Curriculum Areas, Scottish Executive 2006](#)
- [Building the Curriculum 2: Active Learning in the Early Years, The Scottish Executive 2007](#)
- [Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work, Scottish Government, 2009](#)
- [Updated guidance on Progression from the Broad General Education \(BGE\) to the Senior Phase](#)
- [Experiences and Outcomes for all curricular areas](#)
- [Benchmarks for all curricular areas](#)

**CfE Briefing Series which provided succinct advice on key areas of change**

- [CfE Briefing 1: The BGE in secondary \(2012\)](#)
- [CfE Briefing 2: Assessing progress and achievement in the BGE \(2012\)](#)
- [CfE Briefing 3: Profiling and the S3 profile \(2012\)](#)
- [CfE Briefing 4: Interdisciplinary Learning \(2012\)](#)
- [CfE Briefing 5: Personalised Learning \(2012\)](#)
- [CfE Briefing 6: Progression from the BGE to the Senior Phase \(2012-13\)](#)
- [CfE Briefing 7: Progression from the BGE to the Senior Phase \(2012-13\)](#)
- [CfE Briefing 8: Progression from the BGE to the Senior Phase \(2012-13\)](#)
- [CfE Briefing 10: CLD and partnership working \(2013\)](#)
- [CfE Briefing 11: Planning for learning \(2013\)](#)
- [CfE Briefing 12: Planning for learning \(2013\)](#)
- [CfE Briefing 13: Planning for learning \(2013\)](#)

## 2. Developing the Young Workforce (DYW)

Developing the Young Workforce: Scotland's Youth Employment Strategy (2014) set out to reduce youth unemployment levels by 40% by 2021. The strategy aims to create a work relevant school based curriculum offer for young people in Scotland, informed by the needs of the current and anticipated jobs market. This includes embedding career education from 3 to 18, offering formal careers advice at an earlier point in school, embedding employer engagement in education and creating new work based learning offers and widening learner pathway options for young people in their Senior Phase of school. New learner pathway options include a wider Apprenticeship offer for young people with Foundation Apprenticeships (SCQF Level 6) and Graduate Level Apprenticeships in place and Levels 4 and 5 in development. DYW has had a direct impact on the renewed interest in curriculum innovation and design.

➤ **Additional evidence can be found at:**

- [Career Education Standard](#)
- [Work Placement Standard](#)
- [School Employer Partnership and Engagement – key documents](#)
- [DYW annual report, 2019](#)
- [Developing the Young Workforce: General Information](#)
- [Developing the Young Workforce: Formative Evaluation of Regional Employer groups](#)
  
- **Senior Phase Pathways:**
  - [Senior Phase – background information](#)
  - [Senior Phase Pathways](#)
  
- **Foundation Apprenticeships:**
  - [Foundation Apprenticeship Progress report - March 2020](#)
  - [Foundation Apprenticeships – ES information](#)

## 3. Getting it right for every child (GIRFEC)

Getting it right for every child (GIRFEC) is Scotland's approach to promoting, supporting and safeguarding the wellbeing of children and young people and, along with CfE and DYW, underpinning the approach to Scotland's commitment to inclusive education. Introduced in 2006, it is now internationally recognised, locally embedded and positively embraced by practitioners across children's services, changing culture, systems and practice for the benefit of children, young people and their parents.

GIRFEC provides a shared framework for all those working with children and young people, to provide initial advice and support, to consider wellbeing holistically, and to

plan and co-ordinate support across services. Supporting the wellbeing of children and young people is essential to their learning and GIRFEC supports Health and Wellbeing as a responsibility for in Curriculum for Excellence.

GIRFEC puts the rights of the child at the heart of good practice. These rights are set out in the UN Convention on the Rights of the Child (UNCRC) which covers all aspects of a child or young person's life. Children's rights sit alongside children, young people and parents' rights under the European Convention on Human Rights (ECHR).

The Scottish Government decided in 2019 that the best way to promote and embed GIRFEC further was in partnership with local delivery partners, through practical help, guidance and support, and not on a statutory basis. The Scottish Government is therefore refreshing GIRFEC policy with those partners and developing new practice guidance on the key components of GIRFEC.

➤ **Additional evidence can be found at:**

- [GIRFEC National Practice Model](#)

#### **4. Early learning and childcare**

[Realising the Ambition: Being Me](#) was published in February 2020 and is a refresh and update of the national practice guidance (Building the Ambition, Scottish Government, 2014 and Pre-birth to Three: Positive Outcomes for Scotland's Children and Families, Learning and Teaching Scotland, 2010) for the early learning and childcare sector. The guidance is fully aligned with the current policy direction of Early Learning and Childcare (ELC). It has been developed by Education Scotland in collaboration with Scottish Government to support all those who work with and for babies, young children and families, in particular Early Learning and Childcare professionals across all parts of the sector and teachers in the early years of primary school.

*Realising the Ambition: Being Me* is based on recent national and international research on early childhood taking account of best practice as well as Education Scotland's inspection evidence. It reflects current curriculum guidance for ELC and early primary schools (specifically Curriculum for Excellence early level) and contains key information about developmental stages and how practitioners can best support the development of all babies, toddlers and young children. It reflects the key messages contained within existing legislation and other government policies, for example, GIRFEC.

*Realising the Ambition: Being Me* focuses on pedagogy and practice and extending connections across the whole of the early level of Curriculum for Excellence. It aims to expand understanding of the learning environment in terms of interactions, experiences and spaces and to raise expectations of what high quality may look like in different settings. The guidance supports the sector to be confident in providing

the kind of rich culture, including high quality experiences and sensitive interactions in a variety of outdoor and indoor spaces, which will develop in babies, toddlers and young children, the emotional resilience they need to form a secure wellbeing base.

➤ **Additional evidence can be found at:**

- [Realising the Ambition: Being Me, Education Scotland, 2020](#)
- [Early Level Play Pedagogy Toolkit, Education Scotland 2019](#)
- [A summary of Early Learning and Childcare \(ELC\) resources](#)

## 5. Youth Work

**The National Youth Work Strategy** coordinates Scotland's youth work. The current strategy (2014-19), expires this year and work was underway to co-produce a new youth work strategy for 2021-25 to be published in late 2020. This was delayed due to the Covid-19 pandemic but work is ongoing to publish in 2021. This is the [final progress report on the previous strategy](#)

**Youth work** makes an important contribution to closing the poverty-related attainment gap by supporting disadvantaged or vulnerable young people to engage in learning and is an essential part of our education and skills system. Strengthening partnerships between schools and youth work practitioners remains a priority for the Scottish Government as set out in the National Improvement Framework to help make Scotland ["The Best Place to Grow Up and Learn"](#).

There are several youth awards which allow young people to take part in developing personal and social skills. These awards are promoted and delivered by: community organisations; local Authorities; colleges; uniformed organisations; work places; and training providers. Many youth awards recognise the need for young people to make their own decisions and the desired outcomes are decided by the participant. The following are some examples of youth awards:

- The Duke of Edinburgh's Award is for young people between the ages of 14 and 25 and can be achieved at three levels; bronze, silver and gold. Desired outcomes are set by the young person. Completion of a Duke of Edinburgh's Award requires achievement of four individual sections (five at gold level). The awards are accredited through the Duke of Edinburgh's Award.
- Youth Achievement Awards can be achieved by any young person over the age of 14 years and can be achieved at four levels - bronze, silver, gold and platinum. The awards can be delivered in any setting that engages young people and activities are set by the individual.
- Saltire Awards are for young people between the ages of 12 and 25 and who are volunteering for the benefit of the community or a good cause that provides benefit for someone other than the volunteer. Saltire awards are achieved on completion of a set challenge or a volunteering time commitment between 10 and 500 hours.
- Community Achievement Awards, set up and are run by Kelvin College's CLD team, are for young people over the age of 12 and can be achieved at SCQF

levels 4-7. Time commitment to achieve this award increases with the level of the award being achieved. These awards recognise personal achievement and encourage volunteers to reflect on personal learning experiences.

- The KGV Leadership Award is an award created and run by the Boy's Brigade. The award is for young people between the ages of 17 and 22 years who want to become leaders within the Boy's Brigade. The award is part of the Scottish Credit Qualifications Framework (SCQF) and is credited at level 7 which is the equivalent of a Higher National Certificate or an Advanced Higher. The award takes two years to complete.

➤ **Additional evidence can be found at:**

- [A full list of youth awards in Scotland](#)

### 3.2.2 Curriculum Areas And Subject Specific Advice

There are 8 curriculum areas under Curriculum for Excellence. This section focuses on a number of subjects/ curricular areas that are receiving specific Scottish Government Funding.

- **Literacy and numeracy**

Scotland's National Improvement Framework and Improvement Plan make clear the priority that literacy and numeracy must have within the education system. That reflects their importance as the 'Responsibility of all' practitioners within the CfE framework. It is set out within the NIF vision - *Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy* and within the key priorities *Improvement in attainment, particularly in literacy and numeracy*.

The Attainment Challenge approach and funding focus on literacy and numeracy (along with health and wellbeing). Measures of assessment both nationally (SNSA and ACEL) and internationally (PISA) focus significantly on numeracy and literacy. Education Scotland have developed benchmarks and experiences and outcomes that detail expectations of learning at stages in numeracy and literacy. It is expected that Initial Teacher Education and Professional Learning will prepare and develop excellent skills in the teaching of numeracy and literacy.

The [Making Maths Count](#) report, prepared by the independent National Profile-Raising Group for Mathematics outlines the priorities for numeracy and maths education and contains recommendations which the Scottish Government and Education Scotland are implementing. A [one-year review](#) assesses progress.

Our approach in supporting literacy is built on the [Literacy Action Plan](#) which has informed the development of a range of Scottish Government funded support programmes including [Play, Talk, Read](#); [Bookbug](#); [Read, Write, Count](#); and [The First Minister's Reading Challenge](#).

- **Science, Technology, Engineering and Mathematics (STEM)**

The [STEM Education and Training Strategy](#) for Scotland was published on 26 October 2017. It provides an ambitious but informed and targeted five-year programme of actions to be taken between 2017 and 2022, to encourage and support everyone to develop their STEM capability and skills under the themes of Excellence, Equity, Inspiration and Connection. It covers action in early years and school education, community learning, colleges, universities, apprenticeships and science centres and festivals, and sets out Scottish Minister's vision of a Scotland where everyone is encouraged and supported to develop their STEM skills throughout their lives to:

- Improve opportunities for all;
- Meet employer skills requirements;
- Drive inclusive economic growth; and
- Allow Scotland to flourish and compete on a global platform.

The Strategy aims to pull together and enhance the wealth of existing activity across Scottish education as well as deliver new initiatives to achieve these aims. In schools, this includes supporting professional learning to increase teacher confidence in delivering STEM, implementation of the Young STEM Leaders programme, development of a STEM Nation Award to recognise excellence in schools delivering STEM, collation of an online directory of inspirational resources for schools, and expansion of the Improving Gender Balance Programme to tackle unconscious bias and gender stereotyping. [Progress against this activity is being reported on an annual basis](#), including data on key performance indicators.

- **Health & wellbeing**

The health and wellbeing of children and young people is an absolute priority for the Scottish Government. In schools, health and wellbeing is a curricular area in its own right, with a distinct set of experiences and outcomes. Curriculum for Excellence (CfE) has an important role to play in promoting the health and wellbeing of children and young people and all of those in the educational communities to which they belong. This approach to Health and Wellbeing is designed to help children and young people develop the knowledge and understanding, skills and capabilities to build emotional and physical wellbeing, creating resilience to manage life's challenges.

Health and wellbeing is also about the whole approach of the early learning and childcare setting, school, college or other setting. Children and young people should feel nurtured, safe, respected and included in the learning environment and all staff should be proactive in promoting positive relationships and behaviour in the classroom, playground, and wider learning community. Everyone within each early learning setting/school and its wider community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust; one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

- **Social Studies**

Social studies has a crucial role in helping children and young people understand their own country, the history and heritage of Scotland and the challenges it faces.

Actions to support the learning involves grant funding a range of external partners to provide curriculum enrichment through external speakers and schools trips and visits as follows. These complement the broader support for this area of the curriculum provided by Education Scotland:

- Holocaust education: The Government has supported the Holocaust Educational Trust to deliver it's Lessons from Auschwitz programme in Scotland since 2009. To date around 5000 teachers and young people have taken part in the programme which involved a visit to Auschwitz-Birkenau. Young participants become Holocaust Ambassadors to keep Holocaust remembrance alive in schools and communities.
  - The STUC's Unions into Schools and the Scottish Enterprise Academy' social enterprise in schools programmes bring external speakers and input to help young people develop awareness of fair work and social enterprise which support the Government's Developing the Young Workforce agenda.
  - Heritage Education – Historic Environment Scotland administer a travel subsidy for schools trips and visits including extra support for schools and pupils in areas of high socio-economic deprivation.
- **Languages**

The Scottish Government recognises and values the importance of language skills. Actions to support the development of languages in Scotland include:

- protecting and promoting the use of Gaelic language and Scots;
- supporting British Sign Language; and
- improving the learning of all languages in schools so that it becomes a normal, expected part of school education from Primary 1 onwards.

Through our 1+2 languages policy, we are committed to that every school in Scotland will offer children the opportunity to learn two additional languages by the time they reach their third year of secondary education.

In 2013, we set up the Strategic Implementation Group (SIG). The group oversees the delivery of the 1+2 policy commitment and the agreed Implementation Plan which sets out overarching objectives for 2017-2021.

To assist with the implementation of the policy, the Scottish Government provided £3 million to local authorities (bringing the total provided since 2013 to £30.2 million). SG also supported:

- the Scotland's National Centre for Languages and the Confucius Institute for Scotland's Schools to support teacher professional learning for primary and secondary teachers, and to support learning about Chinese language and culture;
- the British Council to enable them to administer the Modern Language Assistant Programme; and
- the Scottish European Educational Trust (SEET) to support the development of 1+2 language learning through their Euroquiz and Our World projects.

In 2013-14, the Association of Directors of Education Scotland, the Convention of Scottish Local Authorities, Education Scotland and the Scottish Government agreed that Local Authorities would provide information on language learning in their schools under the [1+2 languages policy](#).

- **Gaelic Medium Education in Scotland**

Gaelic Medium Education (GME) is an established sector in Scottish education. The aim is for young people to be able to operate confidently and fluently in two languages as they progress from early years, through primary education and into secondary education. In the best Gaelic medium and immersion practice, the purpose is to ensure that children achieve equal fluency and literacy in both Gaelic and English, whilst reaching expected attainment levels in all other areas of the curriculum through the medium of Gaelic. GME is delivered to children and young people who come from families where Gaelic is spoken as well as those from families with little or no background in Gaelic.

Educational agencies and public bodies in Scotland also have a vital role to play in supporting and developing Gaelic education in Scotland. Education Scotland, the Scottish Qualifications Authority (SQA), the General Teaching Council for Scotland (GTCS), the Scottish Funding Council (SFC) and teacher education institutions make an essential contribution to the promotion, support and growth of Gaelic education in Scotland. Along with these bodies, Stòrlann Nàiseanta na Gàidhlig supports pupils, teachers and parents through its role in providing resources for Gaelic education.

### **Gaelic Early Learning and Childcare**

Gaelic Early Learning and Childcare (Gaelic ELC) is an important initial stage of GME. Its importance is that it encourages language learning from an early age and puts young children on a path towards Gaelic fluency. There are no duties on education authorities to provide Gaelic ELC but they may do so and Guidance recommends that authorities consider putting in place Gaelic ELC as a step towards Gaelic Medium Primary Education (GMPE). There are also a number of Gaelic medium cròileagain (playgroups) operating across Scotland.

### **Gaelic Medium Primary Education**

Gaelic Medium Primary Education (GMPE) is currently available in a number of education authority areas across Scotland. There are also a growing number of Gaelic medium schools in Scotland and dual stream (Gaelic and English) primary

schools where GME is in the majority. GME from nursery to the end of primary school is a form of immersion education. With this form of education, Gaelic is the sole language of learning, teaching and assessment in the first three years of primary school, referred to as the immersion phase.

From P4 to P7, immersion education will continue but, English language experiences and outcomes will be introduced with the four contexts of learning under Curriculum for Excellence continuing to be delivered through the medium of Gaelic. From P4 onwards Gaelic should remain the predominant language of the classroom.

### **Gaelic Medium Secondary Education**

Gaelic Medium Secondary Education (GMSE) is available in a number of secondary schools in Scotland. In these schools, Gaelic is typically offered as a subject, with some schools delivering a further proportion of the curriculum through the medium of Gaelic. Gaelic Learner Education (GLE) is distinct from GME in that it is delivered to those who are in English Medium Education (EME) as an additional language. GLE provides young people with an introduction to Gaelic language and culture.

Where GME is available at primary level, it is considered essential that children and young people are given the opportunity to continue their language skills into secondary education. This will mostly be within the education authority that provided GMPE or it could be through a joint provision arrangement between education authorities. The GME curriculum from S1 to S3 and into the Senior Phase (S4-S6) remains one based on the principle of immersion. Schools should aim to deliver a sufficient proportion of the secondary curriculum through the medium of Gaelic to enable young people to continue to develop their fluency in Gaelic. National Courses in Gàidhlig (for native speakers of Gaelic) and Gaelic (Learners) are available from National 2 to Advanced Higher. SQA offers learners the opportunity to undertake a range of National Course assessments through the medium of Gaelic including Geography, History, Mathematics and Modern Languages.

The Education Committee of the Scottish Parliament noted recently that there had been a sharp drop in young people taking Gaelic qualifications in secondary school and that this will have a direct impact on the number of young people who go on to become teachers of Gaelic and in Gaelic Medium Education. The Committee recommended that the Scottish Government considers as a matter of urgency how Gaelic uptake can be supported to prevent this situation becoming worse.

➤ **Additional evidence can be found at:**

- [Statutory Guidance on Gaelic Education](#)

### **3.2.3 Complementary Education Policies**

The Scottish Attainment Challenge, the Commission for Widening Access and the work of the Independent Advisor on Poverty and Inequality, have all supported

delivery of our key priorities of excellence and equity and closing the poverty related attainment gap set out in the Education Delivery Plan and the National Improvement Framework in 2016.

### **The Scottish Attainment Challenge**

Nicola Sturgeon, Scotland's First Minister, outlined at the start of her programme for government in May 2016, that the "defining mission" for her government would be closing the attainment gap between how well those living in poor areas do academically compared to those in middle-class areas.

This was the purpose behind the establishment in 2015 of the Scottish Attainment Challenge (SAC), backed by the £750 million Attainment Scotland Fund, supporting schools and Local Authorities to drive forward improvements in literacy, numeracy and health and wellbeing to help close the attainment gap.

This requires a long-term commitment which is why the Scottish Government extended funding for the Scottish Attainment Challenge at current levels beyond the lifetime of this parliament and into 2021/22.

Since its launch in 2015 the Scottish Attainment Challenge has been developed and extended. There are now 5 funding streams within the Attainment Scotland Fund:

- Challenge Authorities Programme – targeted support to 9 Local Authorities with the highest levels of deprivation
- Schools' Programme – targeted support to an additional 73 schools out with these 9 Challenge authority areas
- Pupil Equity Funding – funding support to all schools with P1-S3 pupils from low income families (97% of schools)
- Care Experienced Children and Young People Fund – targeted support to improve the educational outcomes of this group of young people
- National Programmes – a small number of nationally funded programmes which support the Scottish Attainment Challenge

Schools and Local Authorities are using this funding in a variety of different ways to support improvements in literacy, numeracy and health and wellbeing. This includes investment in additional staff such as teachers, speech and language therapists, home link worker and counsellors as well as investment in continuing professional development for staff, family engagement support and classroom resources.

In order to maximise impact, there are now 32 full time Attainment Advisors in place, employed by Education Scotland, one for each local authority. They bring support and challenge to schools and authorities across the country to help them close the poverty related attainment gap.

### **Evidence of progress towards closing the poverty-related attainment gap**

- In December 2019 we published our most comprehensive set of data and evidence on performance in Scottish education, through the National Improvement Framework Interactive Evidence Report. That data (ACEL (Achievement of CfE Level)) shows that:
  - Attainment among the most disadvantaged children and young people rose in numeracy at all stages, and in reading and writing at P1, P4 and P7.
  - The attainment gap between the most and least disadvantaged has narrowed on most indicators.
- The 'Attainment Scotland Fund (ASF) evaluation: interim report, published on 21 June 2019, shows that our approach is working and head teachers also believe it is making an impact. (ASF year 4 report will be published in July 2020)
  - 88% of headteachers reported improvements in closing the poverty-related attainment gap as a result of interventions supported by the Attainment Scotland Fund and 95% expect to see improvements over the next 5 years.
  - They also clearly value the autonomy provided to them
  - 89% of headteachers felt they had the autonomy to develop a plan for PEF.
  - 71% of headteachers felt there had been an increase in collaboration as a result of the Attainment funding.
- Professor Sahlberg, member and international expert of the ICEA, noted in September 2019 that "*Overall we have been impressed by the serious efforts of the Government in many areas, especially the Scottish Attainment Challenge really targeting the inequity and inequality in the system.*"
- **Additional evidence can be found at:**
  - [Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland \(2016\)](#)
  - [Closing the Poverty Related Attainment Gap/ Scottish Attainment Challenge](#)
  - [Attainment Scotland Fund Evaluation](#)

### **Additional Support for Learning**

Long-term work is underway to implement the recommendations of the **2012 Doran Review** of learning provision for children and young people with complex additional support needs. As part of this work, we expect to move to services which are strategically commissioned to meet the needs of children and young people across Scotland.

In 2019, Scottish Ministers commissioned an **independent review of the implementation of the additional support for learning legislation**. The report outlines the approach taken, the evidence heard and draws out a number of interconnected themes in making recommendations for improvement.

We are committed to working in partnership with COSLA and ADES to fully and carefully consider the conclusions of the ASL Review and agree actions to address the findings and recommendations. These will be published in the autumn 2020.

➤ **Additional evidence can be found at:**

- [Angela Morgan's report: 'Support for learning: All our children and all their potential'](#)
- [Executive summary](#)
- [The National Strategic Commissioning Group \(NSCG\)](#)

### **The Commission for Widening Access to University, 2016**

'A Blueprint for Fairness', the final report of the Commission on Widening Access, was published in June 2016 advising the Scottish Government on how to ensure fair and equal access to Higher Education for all young people, in particular those in least deprived communities. It aligns with a whole series of educational and social justice reforms aimed at improving equity, including the plans to enhance the volume and quality of early years provision; and the work to close the school attainment gap.

This report set out a number of recommendations relating to the school curriculum offer, including:

- The Scottish Government, working with key stakeholders, should ensure the key transition phases around SCQF levels 6-8 are better used to provide students from disadvantaged backgrounds with the qualifications and experiences required to support fair access.
- Universities, colleges and local authorities should work together to provide access to a range of Higher and Advanced Higher subjects, which ensures that those from disadvantaged backgrounds or living in rural areas are not restricted in their ability to access higher education by the subject choices available to them.

➤ **Additional evidence can be found at:**

- [Commission for Widening Access to University – A Blueprint for Fairness Report, June 2016](#)
- [Commission for Widening Access to University – Second Annual Report, June 2019](#)

### **Schools for the Future programme**

The ways in which pupils learn are ever-changing, so it's vital the environments where they're taught in can adapt to meet the needs of the curriculum. Innovative and inspirational learning facilities can make a real difference to educational outcomes. In Scotland we want all of our learners to have access to state of the art facilities that young people want to learn in and parents and staff can be proud of.

The £1.8 billion Schools for the Future Programme, launched in 2009, will see the construction or refurbishment of 117 schools and will benefit over 60,000 pupils by the end of 2020 (due to the COVID-19 pandemic). To date, 111 schools have been completed and are operational, the remaining 6 schools are currently in construction with at least one new school project being delivered in every local authority area in Scotland.

### **School empowerment**

It is important that all these developments are seen within the context of increasing school empowerment and Headteacher autonomy, supported through the education reform agenda set out in section 2.

### **GLOW**

Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services.

Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for educators, learners and parents to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, G Suite and Glow RM Unify Launch Pad.

These services can be accessed by Glow account holders at anytime, anywhere, and on any device.

Glow is used by learners and educators across Scotland in lots of different ways. For example, to:

- share ideas and learning resources – across classes, schools and local authorities;
- create digital content such as blogs and OneNote digital notebooks;
- join communities to discuss specific topics or get help with difficult concepts;
- create personalised programmes of work;
- find teaching resources and explore new learning approaches and practices;
- manage deadlines and projects using tools in Microsoft Office 365;
- communicate, collaborate and co-create with other Glow users.

Glow accounts are available to all schools and education establishments across Scotland, including independent schools and teacher education colleges/universities. Scottish education partners who are involved in the delivery of the 3–18 curriculum can also gain access to Glow

➤ **Additional evidence can be found at:**

- <https://glowconnect.org.uk/about-glow/>
- [Analysis of the use of GLOW](#)

### **3.2.4 Assessment Arrangements**

#### **Assessing the Curriculum**

*Building the Curriculum 5: A Framework for Assessment* is the main piece of guidance in relation to assessment advice both in the BGE and across the entire 3-18 learner journey. It is supported by supplementary guidance covering:

- reporting;
- understanding and applying shared standards;
- recognising achievement, profiling and reporting; and
- quality assurance and moderation.

A CfE briefing covering assessing progress and achievement in the BGE has also been developed this is complemented by more recently published benchmarks which set out what learners need to know and be able to do upon the achievement of a curriculum level.

A wide-ranging programme of support for assessment and moderation has been developed through collaboration amongst Education Scotland, local authorities and practitioners. This has provided practitioners with opportunities to share, engage and reflect on the assessment and moderation of Curriculum for Excellence levels across the broad general education. See Annex F on Education Scotland support for implementation for some examples of this.

➤ **Additional evidence can be found at:**

- [Building the Curriculum 5, A Framework for Assessment \(and supplementary publications\), Scottish Government 2011](#)
- <https://www.education.gov.scot/Documents/btc5-framework.pdf>
- <https://www.education.gov.scot/Documents/btc5-reporting.pdf>
- <https://www.education.gov.scot/Documents/btc5-sharing-standards.pdf>
- <https://www.education.gov.scot/Documents/btc5-achievement.pdf>
- <https://www.education.gov.scot/Documents/btc5-qa-moderation.pdf>
- [Achievement of a level poster](#)

#### **Achievement of CfE levels**

As part of the development of the National Improvement Framework, the Scottish Government introduced the national Achievement of CfE Levels data collection. This move addressed the need for census level attainment data, which could be used to inform and target improvement activity at school, local authority and national level. The introduction of the annual data collection also reflects the primacy of teacher professional judgement in assessing children's progress during the Broad General Education.

Teachers of learners in P1, P4, P7 and S3 in publicly funded schools are asked to indicate whether each child in their class has achieved the CfE level associated with that stage, basing their evaluation on the full range of assessment information available to them and their knowledge and understanding of the children and young people they teach. First gathered in 2016, from 2019 onwards the "ACEL" Curriculum for Excellence achievement of a level data have been designated as Official Statistics.

### **Scottish National Standardised Assessments**

Introduced in academic year 2017/18, the Scottish National Standardised Assessments (SNSA) provide teachers with an additional source of objective, comparable information about learner progress in literacy and numeracy, which can be used to inform next steps in learning and contribute to teachers' professional judgements of achievement of CfE levels. National Standardised Assessments are a key element of the National Improvement Framework, and our response to OECD 2015 recommendations to improve the availability of consistent assessment data across the system.

In response to strong representation from the Gaelic Medium Education sector, a Gaelic equivalent to the SNSA – the Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG) – was introduced in December 2018. The MCNG assesses the literacy and numeracy progress of children and young people in Gaelic Medium Education in P1, P4, P7 and S3.

From October 2017, a suite of training courses and materials in the use of the Scottish National Standardised Assessment system has been made available to teachers to support the development of the data literacy skills required to realise the benefit and value of the diagnostic information generated by each assessment, and to identify areas for improvement, alongside wider assessment evidence.

Similar training courses and support materials have been developed for use by practitioners in the Gaelic medium Education sector since January 2019.

An [SG improvement activity plan](#) was agreed with stakeholders (incorporating actions arising from the Independent Review, the P1 Practitioner Forum's recommendations and the Education and Skills Committee SNSA Inquiry Report), and though some elements of that plan have been delayed due to the Covid-19 outbreak and associated school closures, improvements are ongoing and good progress has been made.

A key output from the improvement plan was the publication, in August 2019, of a [Purpose and Use of National Standardised Assessment](#) document, which provided clarifying guidance on how national standardised assessments in Scotland are intended to be used by practitioners, headteachers and local authorities.

A P1 practitioner forum on SNSA was established, led by Professor Sue Ellis. The forum was a place for engagement and discussion on the issues facing standardised assessments in a play-based early years curriculum. The P1 Practitioner Forum on SNSA published a report in April 2019, which set out best practice advice and guidance on the use of standardised assessments in a P1 setting, including associated recommendations for future improvements.

**Additional evidence can be found at:**

- <https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/>

**Introduction of New National Courses to Support Curriculum for Excellence**

Working with a range of partners SQA progressively introduced a suite of National Courses to support the Curriculum for Excellence for delivery from session 2013-14. This new suite of National 3, National 4, National 5, Higher and Advanced Higher replaced the legacy Access 3, Standard Grade, Intermediate 1, Intermediate 2, Higher and Advanced Higher. National 1 units and National 2 courses were also developed to replace the legacy Access 1 and Access 2 provision.

The Curriculum for Excellence values, purposes and principles underpin all National Courses. Learners have opportunities to acquire and develop the four capacities, as well as skills for learning, skills for life and skills for work. National Courses provide a statement of a learner's achievement against a defined standard providing learners with the opportunity to demonstrate their acquisition of skills, knowledge and understanding in a formal way. The broad objectives of National Courses are to provide high standards, and breadth and depth of learning which will help learners to progress to further study, training and employment.

The new National Courses were designed to form a qualifications system which:

- supports the values, purposes and principles of Curriculum for Excellence and support the learning of the new curriculum, including its breadth
- provides a seamless transition from outcomes and experiences, with increased emphasis on skills
- is inclusive, coherent and easy to understand for pupils, parents, staff, employers and other users
- meets the needs of all learners in progressing from prior levels of achievement and provides opportunities for learners to develop at different rates, at different times, in different areas across the curriculum
- provide clear and smooth progression and articulation between different levels of qualifications, from Access (note: Access 1 to 3 was subsequently

replaced with National 1 to 3) to National 4 and 5, to Higher and Advanced Higher, and onto post-school learning and employment

- involves an overall approach to assessment which reduces the time learners spend on assessment for certification and allows more time for learning, and more focus on skills and integration with other aspects of learning
- results in assessment that supports, motivates and challenges learners, with more scope for personalisation and choice
- maintains high standards, credibility and relevance.

### **Design of new National Courses**

The new National Courses were largely the same volume and size, in terms of SCQF level and credit points, as the legacy qualifications they replaced. Apart from Standard Grade Foundation which attracted 24 SCQF credit points whereas the replacement National Course at this SCQF level – National 3 – only attracts 18 SCQF credit points. The new suite of National Courses was wholly unit-based for the first time. Standard Grade, where the majority of historical uptake at SCQF levels 3, 4 and 5 resided, did not have a unit-based structure and associated internal assessment requirements.

### **Content and Assessment**

While, course content was built on the relevant Experiences and Outcomes learners would experience in their Broad General Education, there is generally no simple one-to-one relationship between qualifications at SCQF level 4 and beyond as these are more specific to allow for more specialist study of subjects. It is only at CfE curriculum level 4 that there is a broad match with SCQF level 4, and this is in terms of level of demand. All new National Courses regardless of SCQF level featured a new form of internally assessed unit developed specifically for the new National Courses. Additionally, the 'Added Value' concepts of breadth, depth and challenge were assessed from National 4 upwards. At National 4 – this is assessed through an internally assessed Added Value Unit and at National 5, Higher and Advanced Higher through an externally assessed Question Paper and in most subjects, a Coursework assessment.

Added value is what makes the National Course more than the sum of its parts. It does this by addressing one or more of the following:

- breadth: demonstration of breadth of learning across the Units of the Course, drawing on knowledge and skills from across the Units, requiring retention and/or integration as appropriate
- challenge: requiring greater depth or extension of knowledge and/or skills assessed in other Units of the Course (note that this must be within the SCQF level of the Course)
- application: requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate.

### **Supporting the Implementation of New National Courses**

The new National Courses were supported through a range of measures including launch events. SQA introduced a dedicated Curriculum for Excellence Support team to work with schools and colleges throughout implementation. Unit Assessment Support Packs and Specimen Question Papers were introduced to support internal and external assessment, respectively. SQA worked with local authorities to train teachers as 'Nominees' to work within their authorities to support understanding and verification of internal assessment. Additionally, prior verification of assessments was available for schools and colleges who wished to develop their own assessments. A programme of Understanding Standards events was introduced, and a dedicated website developed to allow teacher to strengthen their understanding of the assessment standards applied in SQA qualifications.

### **Initial Evaluation of New National Courses**

The Curriculum for Excellence (CfE) Management Board established a short life working group to reflect on the experiences of the first session (2013 -14) of the new National Courses. This was repeated the following year. SQA also carried out a range of evaluation activity including: NQ Research Fieldwork Reports 2015-16 and 2016-17; and Research and Evidence Report: Internal Unit Assessment in National Courses (2016).

[The above reports may be downloaded from [www.sqa.org.uk](http://www.sqa.org.uk)].

Approaches to managing or reducing assessment load in the new National Courses was a common theme in the findings of the above activity, particularly teacher workload associated with internal assessment and its associated quality assurance. In 2016, SQA introduced measures to reduce the volume of assessment in internal unit assessments.

### **Revised National Qualifications (RNQ)**

In September 2016, Scottish Government requested that SQA remove the requirement for mandatory unit assessment in National 5, Higher and Advanced Higher on a phased basis and the addition of an extended Grade D band. As a result of the changes to internal assessment SQA progressively reviewed and the Course Assessment (Question Papers and/or Coursework) strengthened in all National 5, Higher and Advanced Higher courses.

This Revised National Qualifications (RNQ) development was first assessed in 2017-18 with National 5 and other levels rolled out in subsequent years. Support continued to be provided through updated Course Specifications, Specimen Question Papers and continuation of the Understanding Standards programme. Additionally, Subject Implementation Managers were recruited. These were experienced practitioners and often held Senior Appointee roles with SQA in their subject area. They provide subject specific support to schools and colleges throughout Scotland.

The introduction of qualifications from session 2013-14 and subsequent revision over 2016-17 for assessment in 2017-18 impacted on the time secondary school leaders and practitioners had to develop wider aspects of curriculum design at the Senior Phase and broad general education.

The phasing in of the removal of unit assessments from National 5, Higher and Advanced Higher, brought into focus a debate around the place and validity of National 4 within the Senior Phase offer. Stakeholder views were mixed on the perceived value of this award, which is internally assessed, as opposed to through a mandatory exam.

➤ **Additional evidence can be found at:**

- [NQ Research Fieldwork Reports 2015-16 and 2016-17](#)
- [Research and Evidence Report: Internal Unit Assessment in National Courses \(2016\)](#)
- [Curriculum & Assessment Board Paper - National 4 Way Forward - December 2017](#)
- [Curriculum & Assessment Board Paper - National 4 - way forward update – June 2018](#)

### **3.2.5 Review And Evaluation**

#### **The national evaluation framework**

##### **HM Inspectors - inspection process (Education Scotland function)**

Evidence from engagement, support and HM Inspectors' inspection activities provides a holistic view of successes and areas for improvement within the Scottish education system and its impact on the lives of learners and their preparations for future careers. Independent evaluations of the quality of provision, together with feedback from engagement and capacity building across education sectors brings together a unique evidence base, including observations of learning at first hand. Education Scotland uses this to promote improvement and provide assurance to service users, Scottish Ministers, and the public about standards, quality and improvement in education.

Further information on the approach to inspection is set out in section 3.3 with reports on recent curriculum findings attached at Annex B.

➤ **Additional evidence can be found at:**

- [Education Scotland Inspection Framework](#)
- [Education Scotland new inspection models, 2016](#)

#### **Development of the National Improvement Framework, 2016**

The National Improvement Framework (NIF) set 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. The overarching ambition was to help make Scotland “The Best Place to Grow Up and Learn”. The NIF complements the ongoing implementation of Curriculum for

Excellence (CfE), Getting It Right for Every Child, and Developing the Young Workforce, which are the three supporting pillars of the Scottish education system. It aimed to develop an empowered and collaborative system, with the improvement of children and young people's outcomes at the heart of everything..

It set out the following 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.

And the following key priorities for achieving this:

- 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

➤ **Additional evidence can be found at:**

- [National Improvement Framework and Improvement Plan](#)
- [National Improvement Framework Summary Document](#)

## **Local evaluation processes**

In Scotland, each of the thirty-two Local Authorities takes responsibility for the quality of education which they provide for children and young people. Evaluation of quality operates at various levels. Local authorities are accountable to Local Elected Members (politicians) for the nature and quality of education provided. They also have a responsibility to parents and carers through, for example, accountability to Parent Councils. Education Scotland undertakes regular scrutiny activity, principally in schools and early years centres. Inspection of schools and early years centres is a regular part of accountability and evaluation at a local level. Local authorities report to the relevant Council group or forum on the outcomes of these inspections, both on an individual basis and in the form of an overall, summative report, often done annually.

## **Insight**

Insight is the professional benchmarking tool used in Scotland for analysing attainment data in the Senior Phase, accessible by secondary schools and local authorities. It is designed to support self-evaluation and provide schools with their

attainment information in a format that makes it straightforward to identify possible areas for improvement for young people in S4 to S6.

The system is updated twice annually, around September for attainment results, and February for school leavers' data. It is particularly valuable to inform improvement planning, particularly following the February release, when key data for schools are updated.

### **Wider progress reports/ publications**

Specific evaluation activities are also undertaken on individual programmes, such as the Scottish Attainment Challenge, the STEM strategy and the Developing the Young Workforce Programme with regular reports published on these.

## **3.2.6 Teacher Professional Learning And Leadership**

### **Professional Standards for Teaching**

The General Teaching Council Scotland (GTCS) maintains a suite of four Professional Standards which are underpinned by the themes of values, sustainability and leadership.

- [The Standard for Provisional Registration \(SPR\) and The Standard for Full Registration \(SFR\)](#)

The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher following completion of their Initial Teacher Education programme. It also acts as one of the set of subject benchmark statements for professional qualifications in Scotland developed by the Quality Assurance Agency for Higher Education. Having gained the SPR, all provisionally registered teachers continue their professional learning journey through the Teacher Induction Scheme or Flexible Route towards attainment of the Standard for Full Registration. The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. It must therefore constitute standards of capability in relation to teaching (with such reasonable adjustments as may be required under Equalities Legislation) in which learners, parents, the profession itself and the wider community can have confidence.

The requirements of The Standard for Full Registration are in addition to, and follow the successful achievement of, The Standard for Provisional Registration. The purposes of The Standard for Full Registration are:

- a clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain;
- a professional standard against which reliable and consistent recommendations and decisions can be made on the fitness of new teachers for full registration with GTC Scotland;

- a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers;
- a baseline standard of professional competence which applies to teachers throughout their careers.
- [The Standard for Career-Long Professional Learning](#)

Having attained the Standard for Full Registration, teachers will continue to develop their expertise and experience across all areas of their professional practice through appropriate and sustained career-long professional learning. The Standard for Career-Long Professional Learning is based on sound national and international research. and has been developed to support teachers through their careers to identify, plan and develop their own professional learning needs and to ensure continuing development of professional practice.

- [The Standards for Leadership and Management.](#)

The Standards for Leadership and Management has been developed to support the self-evaluation and professional learning of those in, or aspiring to, formal leadership roles in schools. Embedded within these standards is “Learning for Sustainability”, which is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. GTC Scotland recognises that effective leadership depends on the principles of collegiality. All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with, and support the development of, colleagues and other partners. The Standards for Leadership and Management include a focus on leadership for learning, teacher leadership, and working collegiately to build leadership capacity in others.

- [Professional Standards for Lecturers in Scotland’s Colleges](#)

Lecturers work within a diverse, complex and dynamic environment. The Standards are designed to support and encourage lecturers to develop a clear understanding of their role and how they contribute to wider student outcomes. Underpinning the Standards is the expectation that individual lecturers are expected to commit to and be responsible for their own continuous professional development, ensuring the quality of the student experience. developments. Promotes and supports a culture of quality improvement.

Lecturers create supportive environments by working collaboratively with stakeholders, including employers, across all learning communities.

The Professional Standards support the achievement of this vision by providing a clear description of the professional practice, knowledge, behaviours, qualities and capabilities that lecturers in colleges are expected to develop, maintain and enhance throughout their careers. These Standards will be used for a range of purposes

including: Underpinning professional teaching qualifications for lecturers in Scotland's colleges. Developing critically reflective and evaluative practitioners. Supporting professional dialogue and collegiate working. Supporting professional development. Contributing to ongoing developments across the sector.

## **Teaching Scotland's Future**

Over the last decade in Scotland, education policy has given significant priority to strengthening the quality of teachers and educational leadership.

In 2010, Professor Graham Donaldson undertook a review of teacher education on behalf of the Scottish Government. The resulting report 'Teaching Scotland's Future - Report of a review of teacher education in Scotland', published early in 2011, concluded that the two most important and achievable ways in which school education can realise the high aspirations Scotland has for its young people are through supporting and strengthening, firstly, the quality of teaching, and secondly, the quality of leadership.

The publication of Teaching Scotland's Future highlighted the importance of sustained teacher professional learning and development in improving outcomes for young people. It also emphasised the importance of career pathways in supporting teacher recruitment and retention. TSF led to a wider recognition as to the importance of quality professional learning and good educational leadership, while providing a basis for Professional Update. It also reinforced the place of masters learning for teacher which is increasingly common at all levels of the profession. A wide range of new forms of [Initial Teacher Education programmes](#) also appeared in Scotland towards the end of the decade, aimed at helping to address recruitment challenges for teachers in priority subjects as well as in the remote and rural areas of Scotland.

In 2015 the Scottish Government commissioned an independent review of how well key concepts of TSF had been embedded in the teaching profession. This is available at: <https://www.gov.scot/publications/evaluation-impact-implementation-teaching-scotlands-future/>

## **Leadership**

There has been a major focus on teacher leadership in recent years, with considerable effort put into developing a quality offer in terms of professional learning in leadership. Moreover from Aug 2020 all newly appointed headteachers in Scotland will be required to hold the Standard for Headship, awarded on completion of the *Into Headship* qualification

## **Role of Scottish College for Education Leadership (SCEL)**

In June 2017 the Scottish Government published *Education Governance: Next Steps Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for Our Children*. It outlined a significantly enhanced role and purpose for

Education Scotland with a strengthened inspection and improvement function and a renewed focus on professional learning and leadership.

As a result the functions of SCEL were transferred to Education Scotland on 1 April 2018. All previous SCEL activity has been embedded within the Professional Learning and Leadership (PLL) Directorate. The merger of Education Scotland and SCEL has led to enhanced provision and support for professional learning and leadership. The funding previously made available to SCEL has been maintained to date and now supports the enhanced remit of Education Scotland.

SCEL's mission was to bring clarity and coherence to educational leadership in Scotland, ensuring that all teachers and early years practitioners engage with the most relevant, meaningful and inspiring professional learning and development. The organisational vision was to work in partnership with the profession and other national organisations to deliver an education system in Scotland where every teacher and early years practitioner benefits from excellent leadership learning and development so as to make a direct difference to young people and society.

The PLL team have established an outcome and evaluation process to more effectively gather evidence of impact to share with colleagues and to inform decisions on future professional learning and leadership developments. The team also recognise the importance of collaborations, partnerships and relationships in this work and continue to work closely with colleagues in Regional Improvement Collaboratives, local authorities, Learning Directorate and regional improvement teams to ensure coherence of offer and equity of opportunity across the system with a core focus on building capacity.

### **Teacher Career Pathways**

The Extended Joint Chairs of the Scottish Negotiating Committee for Teachers (SNCT) agreed that an independent panel should be established to consider the design and development of teacher career pathway models.

This was part of the [Education governance: next steps](#) paper, published in June 2017.

An Independent Panel on Career Pathways for Teachers was established on SNCT's behalf in June 2018. The Panel engaged broadly with the teaching profession in Scotland in order to develop a range of models of career pathways to enable the development of different and exciting careers in teaching.

New pathways should provide opportunities for teachers to diversify their career, act to support high quality teaching and learning while helping to deliver excellent education outcomes for pupils.

The Panel was tasked with identifying exciting, flexible pathways and opportunities for teachers, including head teachers.

The Panel engaged widely with the teaching profession in considering the different options for teacher career pathways. This included considering international

evidence and previous Scottish policy interventions. Ten recommendations were drafted and presented in a [report](#) to the SNCT in May 2019 and the Panel concluded.

Since the publication of the report the SNCT has commissioned three sub-groups to discuss key themes. These are:

- Lead teacher
- Headship and Beyond
- Sabbaticals

This work was to be completed by December 2020. Implementation was agreed for August 2021. However due to COVID -19 this work has been delayed and the SNCT will take a decision on the implementation date by the end of this calendar year.

➤ **Additional evidence can be found at:**

- [Teaching Scotland's Future](#)
- [Entry requirements for Initial Teacher Education](#)
- [General Teaching Council of Scotland Professional Standards](#)
- [NB the GTCS revised version of the Standards may not publish until August 2021. See <https://www.gtcs.org.uk/about-gtcs/our-consultations.aspx> for more info.](#)
- [Professional learning in leadership offer](#)
- [Standard for Headship](#)
- [Teacher Career Pathways Final Report](#)
- [Initial Teacher Education Self Evaluation Framework](#)

### **3.3 Key Issues On The Curriculum**

#### **Introduction**

This section sets out key relevant points on what we know about curriculum implementation. It draws on: direct evidence from capacity building and engagement activities with practitioners and partners; the independent views of HM Inspectors from inspections and other scrutiny activities; considerations by key stakeholders through the Curriculum & Assessment Board; and the findings from Scottish Parliament Education & Skills Committee Inquiries.

These sources highlight key issues on progress in implementing curriculum change from these different perspectives.

### **3.3.1 Curriculum & Assessment Board Priorities For Action**

In March 2018, in light of 15-24 Learner Journey Review research, evidence emerging from school inspection reports, the 2015 OECD Education Review, SQA Fieldwork, PISA and SSLN Results and academic research, immediately after its establishment the Curriculum & Assessment Board took the decision to revisit the fundamentals of Curriculum for Excellence (CfE) , in order to determine where its focus should be.

The Board considered how the benefits of CfE were being realised in practice: looking at the educational outcomes that CfE was intended to achieve for children and young people; using available evidence to provide an analysis of how effectively CfE had achieved those outcomes to date; and identifying where the benefits, as originally intended, may not yet have been realised in full. See paper below.

As a result of these discussions the Board agreed to prioritise the following areas:

- The CfE narrative - ensuring clarity of understanding
- The 'responsibilities for all' areas of literacy, numeracy and health and well-being
- Curriculum design - P7 to S3 transitions and preparing for the transition to Senior Phase

At the same time the Board also took a deeper look at the Senior Phase and considered how it was delivering on the aspirations that had been set for it under CfE in terms of: flexibility; parity of esteem; personalisation and choice; a focus on positive and sustained destinations; and equity and excellence for all our young people.

After considering current practice and emerging issues in relation to the Senior Phase curriculum the Curriculum & Assessment Board agreed the need to:

- Provide clarity at a national level on expectations for the Senior Phase curriculum; to ensure that it meets the needs of individual learners regardless of their ability, whatever their exit points or intended destinations; and the importance of ensuring equity of access and parity of esteem.
- Directly support innovation in curriculum planning and design across partners and services, with a focus on supporting transition into and out of the Senior Phase curriculum.
- Undertake work at a national, local and school level to support full understanding, promotion and signposting of the full range of options available to young people in the Senior Phase curriculum.

These priorities guided subsequent work by Scottish Government, Education Scotland and other national and local partners on Senior Phase curriculum design, taken forward through the Developing the Young Workforce, the 15-24 Learner Journey Programme and work with education leaders on curriculum pathways.

### **3.3.2 Scottish Parliament Education & Skills Committee Inquiries**

The Scottish Parliament's Education & Skills committee launched two inquiries looking at young peoples' subject choices and pathways through the Senior Phase Curriculum: *Young Peoples' Pathways* (June –October 2018) which looked at implementation of Developing the Young Workforce; and *Subject Choice in the Senior Phase Curriculum* (March-September 2019), with a focus the number of subjects (primarily National Qualifications) young people were studying in the Senior Phase under CfE.

A link to all formal evidence submissions, notes of discussions and Scottish Government response can be found in the evidence section below.

On Senior Phase subject choice, the Committee's final report in September 2019 provided their views on a range of issues to be considered further in relation to the Senior Phase curriculum. In particular:

- The ability of young people to choose subjects (being clear about the distinction of the number of choices that can be taken and the number of subjects an individual may choose from)
- Factors affecting schools ability to expand choice (e.g. rurality, size of school, socio-economic factors and location)
- The relationship between subject choice availability and deprivation
- The extent to which multi-level classes are being used and their impact
- The structure of the Senior Phase and its impact on the availability of subject choices, as well as the perceived disconnect between the BGE and the Senior Phase.
- The impact of curricular models on the number of different subjects taken by young people in the Senior Phase
- The impact of size of qualifications on numbers of subjects (the 160 hour qualification size)
- The impact on specific subjects and which disciplines should continue to be central features of the Senior Phase.
- Impact on language learning, modern languages and Gaelic
- Differing roles and responsibilities of Scottish Government, Education Scotland and the SQA in relation to education policy.
- The suite of metrics and analyses needed to evaluate how the education system is performing in the Senior Phase.

### **3.3.3 Key Issues To Be Explored By The OECD Review**

As set out in the remit published on 26 February 2020, the purpose of this review is to help us better understand how the curriculum is being designed and implemented in schools and to explore key issues that have been raised by stakeholders in recent years. It was agreed this would focus on:

- curriculum design
- depth and breadth of learning in the Senior Phase
- local flexibility versus increased prescription

- the transition from the BGE into Senior Phase
- vocational and academic learning and awards
- roles and responsibilities in relation to the curriculum

While these are presented below as six separate issues they are inextricably linked at a school level, where actual design and implementation happens, and they are uniquely experienced by individual learners.

## Curriculum Design

Support for curriculum design, since implementation of CfE, began formally in 2009-10 and has moved through different stages, varying the capacity building approaches in response to the needs of practitioners across the system at different times and dependent on resourcing. There has been an increased demand for support over the last four years, reflecting the national stage of CfE implementation more broadly, especially from secondary leaders as they seek to design a curriculum which meets the needs of all their young people.

An overview of support for curriculum design is included at section 3.4.2

In June 2019, an independent survey of secondary headteachers in Scotland was undertaken on behalf of the Scottish Government. The purpose of the survey was to gather information and insights on the provision of Senior Phase curriculum across Scotland, and the factors that were driving curriculum design in Scottish secondary schools. 45% of all headteachers (159 out of 357 Secondary Schools in Scotland) responded to the survey telling us:

- Almost all (97%) are flexible in their approach and offer individualised timetables where possible.
- Almost all (95%) say that young people can shape their Senior Phase and that a wider range of course and options are available for young people than ever before.
- Most (85%) feel they are achieving an “*integrated, progressive and coherent experience for young people in the Senior Phase*”.
- Most (77%) are very confident or confident that their school provides a sufficient variety of learning pathways to meet the needs of all their young people across the Senior Phase.
- Most (88%) also felt they had sufficient autonomy to determine the pathways that their school offers in the Senior Phase.
- Schools offered a wide range of courses and qualifications, including college provision (93% of schools at S5), Duke of Edinburgh Award (91% of schools at S4), Foundation Apprenticeship (94% at S5), and Saltire Awards (69% at S6).
- Over half started planning for the Senior Phase when young people are in S2.
- Overall, 90% felt they were able to mostly or completely ensure continuity of learning between the BGE and the Senior Phase.

## Curriculum design work: Learner Pathways and Interdisciplinary Learning

From January to March 2020, Education Scotland worked with a design agency and a group of 40 school leaders from across Scotland on two specific curriculum design projects: one on interdisciplinary learning and the other on learner pathways. Both had been identified by practitioners from ongoing curriculum development work and confirmed by inspection findings as areas which would benefit from a specific focus.

The purpose of the projects was twofold: to develop capacity for design thinking within the groups; and to develop a shared vision for each of these curriculum challenges drawing on the collective learning and experience of the participants.

The thinking from both projects is appended at Annex D.

The thinking from the culmination of the Learner Pathways work focused around three areas: **perceptions of success** in Scottish Schools and how it is measured and recognised; recognition and support for **innovative curriculum design**, and the need for **collaboration** to design learner pathways. A selection of their suggestions is set out below:

- Promote and celebrate what is already working well in schools' pathway design.
- Realise the opportunities already being trialled by many in our co-design team, and beyond, over the past three years, and take this to the next level: be prepared to change the structure of school, traditional timetabling, curriculum and allocation of staff and resource, and expect all local authorities and school leaders to respond.
- Invest in the capability of school teams to lead curriculum innovation and curriculum making. This will require attention to the development of design skills.
- Colleges, universities and employers need to be involved in co-designing the thinking curriculum, so that admissions officers and recruiters begin to understand the quality of thinker that comes from a Scottish school.
- Schools need to find ways to turn curriculum design from something they do for students and parents, to a co-design activity with them.
- Ensure the learner remains at the heart and involve them in their journey and provide them with more opportunities for personal reflection.
- Employers need to understand the learner journeys of their future employees - there's no better way than being involved in their design so that they know how to realise the ambition of young people coming to them.
- Work collaboratively with cross party politicians and the media to support looking beyond results data and league tables as the measure of young people's achievements and the capabilities of their teachers.

In its final report on its *Subject Choice in the Senior Phase Inquiry*, the Scottish Parliament's Education and Skills Committee was of the view that the implementation of the Senior Phase curriculum had led to many schools attempting to implement a new curriculum within the structure of the previous curriculum, which had resulted in unintended consequences. They recommended research to better understand the impact of different curricular models in different settings.

### **Depth and breadth of learning in the Senior Phase**

Curriculum for Excellence has always been about the totality of learning, with every young person entitled to experience a Senior Phase where he or she can continue to develop the four capacities and also obtain qualifications. This entitlement is clear that "the curriculum in the Senior Phase comprises more than programmes which lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing appropriate to this phase, including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work".

However, there has been much debate recently about the number of subjects and courses secondary schools provide within their Senior Phase curriculum models, particularly in S4.

In its *Senior Phase Subject Choice Inquiry Report* the Education and Skills Committee acknowledged that there was a wider range of subjects and alternative pathways for pupils to choose from than existed before, but that inevitably there would continue to be instances where pupils were unable to choose every subject they wish to study.

And while the Committee also acknowledged the need to put the issue of subject choices in the wider context of curriculum design, the remit of its inquiry specifically sought to examine whether there was a narrowing of choices in S4. When considering this precise question, they felt that there had been a reduction in the number of subjects available to pupils in S4 in most schools since the introduction of the Senior Phase, which they believed was at least in part a result of the change to the curricular structure. The Committee's view was that the reduction in the number of subjects pupils can take in S4, combined with an often increased number of subjects for pupils to select from, has had a detrimental effect on participation rates in some subjects in S4.

The Committee acknowledged that a Broad General Education with eight curricular areas now exists until S3, rather than S2, and that the intention was to provide pupils with the opportunity to return to subjects later in the Senior Phase. However, it suggested that where the curriculum narrows to five or six subjects in S4, there can be challenges for learners who wish to undertake a broad suite of qualifications in traditional subject areas, such as mathematics, English, sciences, social sciences, arts and languages. It was the view of the Committee that through the flexibility of CfE in meeting the needs of all learners the opportunity to retain a breadth of learning throughout secondary school and to gain a broad set of qualifications at S4 are cornerstones of Scottish education which were in danger of being lost.

At the same time, in their recent (June 2020) report on *Secondary Inspection findings: Secondary Curriculum 2016-2019*, appended at Annex B, Education Scotland Inspectors note that “increasingly, secondary staff indicate that the focus of professional debate needs to be less about the number of subjects/course and more about how to deliver the Senior Phase entitlement in creative ways. These need to meet the range of young people’s needs and develop their skills, attributes and capabilities as well as opportunities to attain qualifications that support positive destinations taking account of the school’s unique context”.

Inspectors also note that “the extent to which the curriculum offered leads to positive outcomes for young people depends on a number of factors; it is not just about the number of subjects offered in any one year in the Senior Phase. Some of these factors which contribute to ensuring young people attain and achieve the best they possible can, are:

- the quality of leadership of change
- the curriculum as experienced by young people in their day-to-day learning, ‘the enacted curriculum’, which can be linked to the quality of learning and teaching
- the effectiveness of the BGE in supporting progression to the Senior Phase
- the range and quality of learning pathways provided which best meets the needs of learners within the school.”

### **Local flexibility v increased prescription**

From the outset Curriculum for Excellence has been based on local flexibility and the professional judgement of teachers. *Building the Curriculum 3* stated that “Curriculum for Excellence allows for both professional autonomy and responsibility when planning and delivering the curriculum. There are no longer specific input requirements in terms of time allocations. The framework provides flexibility to organise, schedule and deliver the experiences and outcomes in ways that meet the needs of all learners, but also provides reassurance about consistency where necessary. Such flexibility will result in a more varied pattern of curriculum structures to reflect local needs and circumstances.”

This has been reinforced in recent years by the school reform agenda which has increased autonomy for headteachers, acknowledging the role that they have in determining what works for young people in their own schools.

Education Scotland’s (HM Inspectors) recent report *Secondary Inspection findings: Secondary Curriculum 2016-2019*, appended at Annex B, notes that “secondary headteachers and schools are embracing empowerment to design and deliver a curriculum which meets their own school’s local context afforded by Curriculum for Excellence (CfE).

*The Thematic Inspection of Readiness for Empowerment, 2018* and the *Thematic Inspection of Empowerment for Curriculum Leadership, 2019* both reported that almost all headteachers and schools feel empowered to make decisions about their curriculum to best meet the needs of their children and young people within the local community. They develop distributive leadership and staff feel empowered to work

with pupils, parents/carers and partners with the aim of improving outcomes for learners, reducing inequalities and closing the poverty-related attainment gap. This represents significant progress in the sector.

However, in the course of the Education & Skills Committee Inquiry, and in recent parliamentary debates on Curriculum for Excellence, we heard from a number of people expressing the view that learners in all schools should follow a similar number of courses each year, particularly in S4 and that there should be greater prescription on a core set of subjects in the curriculum. In their final report, the Committee recommended that research be undertaken which considers how many subjects are offered in each year of the Senior Phase, what the core minimum offer is in each school, and the outcomes for pupils in order to provide schools and local authorities across Scotland with information on the challenges and opportunities created by different models to help inform their chosen approach.

Policy on any increased prescription in the curriculum would need to be fully considered within the context of the school empowerment agenda.

### **The Transition from the BGE to the Senior Phase**

The Broad General Education (BGE) is designed to provide learners from early years to the end of S3 (ages 3-15) with a breadth and depth of skills and knowledge across 8 curriculum areas (expressive arts, health and wellbeing, languages, mathematics, religious and moral education, sciences, social studies and technologies): This includes literacy, numeracy and health and wellbeing across learning which are the responsibility of all staff. The last three years of the BGE sit within the S1 to S3 structure in secondary where curriculum areas are usually planned for in discrete subjects. During the Broad General Education learners work through experiences and outcomes organised within 5 curriculum levels (early level to 4th level).

A CfE level will take approximately 2-3 academic years to complete meaning that most learners will enter S1 having achieved at second level. Most learners will complete 3rd level across all curriculum areas by the end of S3, and many will be undertaking aspects of 4<sup>th</sup> level learning by the end of S3. Some will have completed the 4th level in some or all curriculum areas. That broad base of learning at the end of S3 is intended to provide learners with a strong platform of learning from which to select personal pathways through their Senior Phase from S4 (ages 3-18).

The BGE was designed to take 3 years in secondary (ending S3) – extending the previous structure by a year. This was with a view to ensuring that learners had enough time to explore a range of curriculum areas and subjects, discover their passions and interests and make sound choices in relation to study in the Senior Phase. The extra year of the BGE also allowed more time for learners to develop secure levels of achievement and attainment which could be used as a solid foundation for more advanced and specialised study in the Senior Phase. Some commentators (Reform Scotland and Jim Scott, University of Dundee) have argued that the extra year of BGE has meant less time for study in the Senior Phase and

ultimately a narrowing of Senior Phase choice and learners gaining fewer qualifications compared to the previous structure.

The Scottish Government and Education Scotland have been clear that learning for courses leading to qualifications in the Senior Phase does not need to begin from a 'standing start'. Practitioners should use the skills and knowledge learners have gained in the BGE as a basis for delivery of Senior Phase learning. This means learners should not have to cover learning that they may have already encountered in the BGE. To illustrate, in many cases, key aspects of learning at the third and fourth curriculum levels will be directly relevant to learning which needs to be demonstrated to gain national qualifications and other awards. (Note the fourth curriculum level broadly equates to SCQF level 4.)

In their report *Quality & Improvement in Scottish Education, 2016*, Education Scotland Inspectors found that many schools needed to develop the "quality of the broad general education they offer in the first three years of secondary school, to ensure it provides sufficient depth and challenge to enable all learners to achieve their potential". This analysis was supported by the SQA's field work studies with learners in both 2016 and 2017.

As such, in March 2018, the Curriculum and Assessment Board focus on the Senior Phase noted that future priorities included ensuring S1–3 consistently provides sufficient depth and breadth of skills and knowledge to fully enable young people to get the most out of their Senior Phase.

This has also been flagged in Education Scotland's (HM Inspectors) recent report *Secondary Inspection findings: Secondary Curriculum 2016-2019*, which noted that "although most schools offer such opportunities for specialisation at fourth level in S3 to support the transition to the Senior Phase, pathways through the BGE do not always support young people in progressing from their prior levels of attainment". This report goes on to note however that "staff welcomed the updated national guidance published in 2016 which provided clarification on expectations of S3 in relation to the transition from the BGE to the Senior Phase and that most schools are beginning to improve their arrangements in S3 in the BGE because too often progression routes in the BGE are not providing learning which allow young people to make a smooth transition to the Senior Phase. They are aiming to ensure the offer of specialisation effectively supports additional depth and challenge, while ensuring that learners continue to receive the entitlements of the BGE". It goes on to provide examples of practice in improving the BGE in S3.

Transition between the BGE and the Senior Phase was also a key issue flagged in the Education & Skills Committee Inquiry, with its final report flagging the need to ensure greater progression and coherence between learning in the BGE and the Senior Phase. The Committee was of the view that this was the result of problems during the implementation of the Curriculum for Excellence, and that issues still remain in some schools in ensuring a better transition from S3 to S4. They had found, however, that teachers and schools had worked hard to reduce the lack of coherence between the broad general education and the Senior Phase.

## **Vocational and academic learning and awards**

*Developing the Young Workforce (DYW) 2014* states an ambition for collaboration between colleges and schools and our ambition for a world-class system of vocational education, in which colleges work with schools and employers to deliver learning that is directly relevant to getting a job and building a career through further and higher education.

As these partnerships have strengthened, we have seen an expansion in curriculum provision in secondary schools that includes an increasingly diverse range of courses delivered primarily by colleges; the development of a new qualification – the Foundation Apprenticeship; the introduction of a national standard for careers education and work placements in school; and new networks to facilitate cross system working, including the development of the national DYW leads network where leads in support of DYW come together from local authorities, colleges and the DYW Regional Groups.

There has been a year on year increase of these opportunities taken up by learners since DYW was introduced. 5,page young people were enrolled on these courses as of 2017/18, an increase of 692 in 2016/17 (when the figure was 4,510) and an increase of 3,101 since the baseline in 2013/14 (when the figure was 2,101).

DYW has set the agenda for establishing and embedding a range of learning options, offering more choice to all learners. However, more work needs to be done to reduce regional variances in the curriculum offer to ensure that all young people have access to a relevant breadth of choice to meet their needs.

From engagement with practitioners and stakeholders in recent years we are seeing examples of creative and innovative curriculum approaches across Scotland. We are seeing good examples of collaboration between schools and their partners, including colleges and youth work, and increased use of digital learning approaches, through approaches such as E-Sgoil. As a result, increasing numbers of young people are able to access more flexible learning pathways into Further Education, Higher Education, training and employment, which better reflect their learning styles and abilities. And young people themselves have greater learner agency, becoming more and more involved in designing and shaping their own learning pathways.

### **15-24 Learner Journey Review**

In 2016 the 15-24 Learner Journey Review was undertaken with the aim of “reviewing the learning journey for all 15-24 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.” It specifically focused on the 15-24 stage of learning, recognising that this was a critical point for young people in their learning journey, being the point of greatest choice and, potentially, overlap in provision.

The publication of the *15-24 Learner Journey Review Report* on 10 May 2018 followed extensive engagement with stakeholders and young people from across the education and skills system throughout 2017. Engagement throughout the Review highlighted that:

- Scotland is rightly proud of its education and skills system, which continues to deliver excellence and equity for so many of our young people. However, we need all of our young people to get as much as possible from that system.
- Many young people feel there is a disconnect between the personal support, advice and guidance they receive on subject choices and on longer term learning and career options.
- Additional focus is needed to secure genuine parity of esteem across the vocational and academic offer available to young people to ensure that all learners have access to a more balanced range of options that are valued equally.
- We need to improve the alignment of courses so that our learners are able to progress through the post-15 education system as smoothly and efficiently as possible.

As part of the review, research was undertaken with young people themselves on their experiences of the education and skills system. Amongst other things, this told us:

- At a national level we had a job to do in explaining how each component part of our educational structure is part of a single system, geared at presenting a coherent vision for post-15 education in Scotland.
- Some young people felt the focus on attainment and qualifications within schools was not giving them the skills required to succeed in life, learning and work. As a result, some felt ill-prepared for life after school and this had a negative impact on their learner journeys.
- Young people felt there was a lack of parity of esteem between vocational and academic career pathways. A number of young people felt schools viewed university as the top destination for leavers, with college being the preferred second choice.
- In terms of subject choices, many young people reported a tension between choosing subjects that they enjoyed or were good at versus those that were perceived to offer better career opportunities. They also requested more guidance and support to be made available to inform subject choices, including information on the implications of these on future opportunities.

Education Scotland's (HM Inspectors ) *Secondary Inspection findings: Secondary Curriculum 2016-2019* noted that "secondary schools have been successful in increasing the range of learning pathways to better meet the needs of young people at risk of leaving school without a positive destination. The broadening range of learning pathways needs to be further developed especially for those 'middle attaining' young people".

However, they also recognised that "young people do not always have a good understanding of the range of pathways and courses available to them, particularly vocational courses. Relatively small numbers of young people are participating in Foundation Apprenticeships in most schools. Staff need to improve young people's understanding of the pathways through and beyond school from an earlier stage"

## **Roles and responsibilities in relation to the curriculum**

Accountability for the curriculum in schools is a shared responsibility across Scottish Government, National Bodies including SQA and Education Scotland, local government and schools.

As set out on page 16, the Scottish Government sets the national policy context and is accountable for the performance of the system. Education Scotland and SQA are responsible for supporting successful implementation and ensuring quality of the curriculum and qualifications, respectively. Local authorities have a statutory responsibility for the delivery of education and its quality at local level. Headteachers in schools are responsible for ensuring a curriculum that meets the needs of young people in their school.

In their final report on the Subject Choice Inquiry, the Education & Skills Committee were of the view that the decision-making system in Scottish education confuses the implementation of policy. While ultimate accountability for the performance of Scottish education rests with the Cabinet Secretary, the Scottish Government should clarify the respective roles of Education Scotland, the SQA, Regional Improvement Collaboratives and local authorities in supporting schools in delivering the Curriculum for Excellence, and how the contributions of each of these levels of the system are assessed and improved. In particular, the Committee recommended that the purpose and role of Regional Improvement Collaboratives be made clear.

➤ **Further evidence can be found at:**

### **Curriculum and Assessment Board – Key Papers on CfE Implementation**

- [Curriculum for Excellence - Realising the Benefits in Full - March 2018](#)
- [Senior Phase Curriculum - Design & Delivery - March 2018](#)
- [Curriculum for Excellence - Transitions & Progression - June 2018](#)
- [Curriculum for Excellence - Secondary Curriculum Design - June 2019](#)

### **Other key papers**

- [Headteacher Survey on the Senior Phase Curriculum, September 2019](#)
- [Quality and Improvement in Scottish Education 2012-2016, Education Scotland, January 2017](#)
- [Progression from the Broad General Education \(BGE\) to the Senior Phase – updated guidance](#)
- [SQA Fieldwork Reports](#)
- [15-24 Learner Journey Review – Young Peoples’ Experiences of Education & Skills System, 2017](#)
- [15-24 Learner Journey Review Final report– May 2018](#)
- [Extracts from Education Scotland Fieldwork Visits Summary Report November 2015 – March 2016 , Education Scotland, May 2016](#)

### **Education & Skills Committee Inquiries**

- [Scottish Parliament Subject Choice Inquiry – March – September 2019](#)
- [Scottish Parliament Education & Skills Committee Inquiry on Young Peoples' Pathways, June – October 2018](#)

## **Parliamentary Debates on Curriculum for Excellence**

- [23 May 2018: Conservative Party Debate on subject choices](#)
- [1 May 2019: Conservative Party Debate on subject choice](#)
- [6th November 2019, Conservative Party Debate on Curriculum for Excellence](#)
- [15 January 2020: Conservative Party Debate on Secondary Education](#)
- [17 March 2020: Government Parliamentary Debate on the OECD Review of Curriculum for Excellence](#)

## **3.4 Policy Development, Implementation And Monitoring**

### **3.4.1 Policy Development**

A timeline setting out the key milestones in the development of Curriculum for Excellence is set out in Annex A.

Real and active partnerships are the hallmark of the Scottish education system, with CfE being one of the key examples of how partners across the system come together to develop and deliver the curriculum.

While a range of national resources has been developed, a considered decision was taken not to produce a set of national teaching and assessment documents for all aspects of the curriculum, thereby encouraging local innovation. Our emphasis has been on developing a range of important professional development opportunities.

### **Role of Curriculum and Assessment Board (CAB) in supporting policy development and implementation of CfE**

The Curriculum and Assessment Board (CAB) is the key forum for oversight of curriculum and assessment activity in Scotland. The role of the Board is to provide leadership and oversight of the curriculum and assessment policy framework in Scottish education. Its remit is as follows:

- To consider the existing curriculum and assessment policy framework and make recommendations to Ministers on the best means of supporting improvement of the policy framework, including improvements relating to the nature of teaching, learning, building curricula, qualifications and assessment at all levels of the system.
- To identify issues which need to be addressed nationally and regionally to fulfil the intention that Curriculum for Excellence be a truly school, practitioner and teacher-led curriculum, in partnership with other

education providers, and recommend action to address such issues to Ministers.

- To maintain an overview of both research on curriculum and assessment policy and practice, and international developments in relation to curriculum and assessment policy.

➤ **Additional evidence can be found at:**

- [Curriculum for Excellence - Realising the Benefits in Full - March 2018](#)
- [Senior Phase Curriculum - Design & Delivery - March 2018](#)
- [Curriculum for Excellence - Transitions & Progression - June 2018](#)
- [Curriculum for Excellence - Secondary Curriculum Design - June 2019](#)
- [The Scottish Approach to Assessment - June 2019](#)

### **Policy development at a local level**

The nature of education in Scotland means that individual local authorities play a significant part in policy development. Principally through the Association of Directors of Education (ADES) local authority personnel make a significant contribution to the Curriculum and Assessment Board, for example. One of Scotland's Directors of Education recently chaired the preparatory work that led to the Refreshed Curriculum Narrative.

Policy development also takes place at a local level. Indeed, under the Empowerment agenda and the drive for a self-improving schools' approach, each individual school has an obligation to ensure that the nature and quality of education offered to its children and young people is designed to meet their identified learning needs. In order to achieve this, each school will identify and address the learning needs of the children and young people in its own community. Across Scotland, individual schools develop and work to a unique 'curriculum rationale', which becomes the basis of the school's approaches to addressing identified needs. This rationale should be developed and agreed with a range of key stakeholders, including staff, parents and carers, local partners and, vitally, the children and young people of the school community.

### **3.4.2 Support For Implementation**

#### **Role of Education Scotland in supporting implementation**

Education Scotland works very closely with partners across all aspects of the education system to build capacity and secure improvement. Its priorities are focused on supporting effective delivery of all key areas of Scottish Government' education policy. Close involvement with Ministers, policymakers, stakeholders and national Governance Boards ensures Education Scotland is central to policy development, implementation and monitoring in Scotland.

Following publication of *Education Governance: Next Steps* (June 2017), which set out a significantly enhanced role and purpose for Education Scotland, its focus involved a move to greater regional working and support for the development of the six Regional Improvement Collaboratives (RICs). Education Scotland restructured over 2018-19 to ensure more direct capacity building with practitioners, schools, local authorities and RICs through 6 Regional Teams led by Senior regional Advisers. Education Scotland works directly and collaboratively with all key partners to help deliver excellence and equity within Scottish education, to improve attainment and to achieve sustained and positive destinations. Through engaging with stakeholders and working in close partnership it provides support, advice, resources and professional learning and leadership to continuously add value to Scottish education.

Education Scotland's work aims to create synergies across education by supporting, challenging and advising all educational professionals and stakeholders, including those within RICs; education authorities, schools, early learning and childcare providers, colleges and the community learning and development. Through closer working at national, regional and local authority level, and with practitioners, Education Scotland creates more sustainable professional networks which facilitate the sharing of best practice, promoting improvements in learning, teaching and assessment, whilst ensuring focus remains on delivering the best educational experience and outcomes for learners.

Annex F sets out further evidence of Education Scotland's capacity building, advice and resources, engagement and professional learning to provide support and challenge for practitioners.

#### **Education Scotland support for curriculum design: 2009/10 – present.**

As the Curriculum framework began to be implemented from 2009-10, at a focus and pace in ways that were appropriate locally, Education Scotland (and predecessors) networked early thinkers in 'curriculum architecture'. The emphasis on that work was on the aspiration of *Building the Curriculum 3* (BtC3) and structuring the Broad General Education and Senior Phase. That early stage aimed to illustrate hypothetically how a curriculum offer would be set out and timetabled, particularly in a secondary school context. Engagement through a few events and web-based exemplars attracted interest and comment, raising questions that indicated key aspects of BtC3 had yet to be fully understood by practitioners and development work remained on practical use of the curriculum Experiences and Outcomes in

learning and teaching. The system was not yet ready for the 'curriculum architecture' aspect of transformation.

Progress in developments slowed over 2012-14 as secondary schools focused on preparing courses for the new qualifications (an aspect that has been ongoing since due to continued changes to qualifications) and staffing changes and reductions within Education Scotland reduced national capacity.

2014 /15 marked a second stage of support for curriculum design with the publication of the *Commission for Developing Scotland's Young Workforce*. The Developing the Young workforce (DYW) programme was set up from start of session 2014/15 as a 7 year programme. It was clear that it was a curriculum development and design ask and that it had the potential to be the vehicle for the 'full realisation' of CfE. (i.e. full application of BtC 3 and BtC 4).

The major share of funding for DYW was allocated to the setting up of regional employer led groups (now 21 in total across Scotland) - funding for these groups is committed until 2025. For the first two years of the programme (until end financial year March 2016) some funding was allocated to directly support schools and to Education Scotland. During this limited time Education Scotland, working with key partners including SDS, colleges and employers generating substantial energy and interest in our curriculum and how we shaped it.

Three documents were developed at pace in the first full year of DYW to help define the 'what' as it related to schools. Education Scotland worked in close partnership with Scottish Government and led on two of the three. All were presented as a package in September 2015. The work on both the *Career Education Standard 3-18* and the *Work Placements Standard* was carried out in co-design and co-production with practitioners, specialist groups and national partners. Design thinking approaches were developed and used. At the same time as this work was developing, the partners required to make the identified changes were being brought together in action-focussed learning events. For many school leaders this was the first time they had discussed the curriculum – the 'school offer' - with partners such as employers in a way that allowed partners to challenge, add value or offer expertise. Education Scotland continues to facilitate cross-partnership networking to share learning about the curriculum.

During the first year of DYW implementation (2014/15), it became clear that there was a need to build further support and develop capacity in curriculum design. In particular, to meet the challenges of transformation through curriculum design at scale across Scotland, there was a need to explore and understand how new groups of partners could work together with schools to co-design and co-deliver a wider range of pathways and courses for young people in the Senior Phase.

In 2016 Education Scotland procured the services of SNOOK – a service design agency - to plan and run a one-day design workshop with a clear focus on the creative process and tools/approaches being developed and used and their direct transfer for use in local settings. The intention was to use day one as a prototype/small test of change and then use the learning in the emerging regions. Up

to 40 participants were invited to the workshop. Participants were representative of the wider system and included colleagues from local authorities, colleges, schools, employer groups, parents, the residential and secure sector, training and third sector groups, and relevant national partners. This was the first time many of them had come together. All were known to have had recent and relevant experience of curriculum design or thinking in relation to DYW and/or the Senior Phase.

From the ending of DYW funding in April 2016 Education Scotland looked to consolidate, sustain and build on the small tests of change. For example, we tapped into emerging capabilities from other areas of funded work, e.g. in leadership development (SCEL), the use of data (NIF, Insight), evaluation (inspection), interventions (SAC). ES mainstreamed DYW into other areas of Education Scotland work: Creativity, STEM, Inspection, other curriculum areas. ES focussed energies on support for the *Career Education Standard 3-18*, the Senior Phase and on sustaining partnerships to maintain momentum. ES also began to promote a focus on the S1 to S3 stage of the BGE to ensure more creative curriculum design and smoother pathways for learners.

Over 2018/19 Education Scotland worked with partners on developing the *Refreshed Narrative for Scotland's Curriculum* and 'mainstreamed' the DYW learning. The Refreshed Narrative, published in September 2019, has generated significant interest that we are currently building on by focussing on how it can be used to support curriculum change. This includes, for example, developing tools that enable stories to be told (e.g. examples through Covid-19 schools' lockdown). In our work with school leaders we had noted how challenging it was for them to articulate their own stories of innovation and curriculum design and have sought to understand with them what works best. The next phase of development work will take account of this issue to ensure opportunities for schools / leaders to learn from others are maximised.

In 2019/20 Education Scotland has used small amounts of funding to:

- invest in ES staff capability by building capacity in service design skills
- using small grants to stimulate curriculum innovation in schools
- work in co-design with school leaders to clarify thinking on Learner Pathways and IDL- see papers in Annex D.

➤ **Additional evidence can be found at:**

- [SNOOK Curriculum Design Work 2016](#)
- [Career Education Standard](#)
- [Work Placement Standard](#)
- [School Employer Partnership and Engagement – key documents](#)

### **Local authority/ RICS support for implementation**

Local authorities play a crucial part in support for implementation of Curriculum for Excellence. As well as contributing to national-level developments, through

participation of local authority staff, local authorities also play a very important role at a school and community level. Again, this takes place in thirty two authorities across Scotland. The nature of this support varies and takes different forms. This includes support for individual schools; support at Cluster or neighbourhood level; authority-wide support and guidance and, finally, local authority participation in, and contribution to, the work of Regional Improvement Collaboratives (RICs). Some examples of emerging practice at a local authority level are provided at Annex E.

### **3.4.3. Monitoring** (see also section 3.2.5 on evaluation and review)

- **Role of ES (HM Inspectors of Education) on inspection/ monitoring**

The approach to scrutiny in Scotland, including inspection undertaken by Her Majesty's Inspectors of Education supports improvement as well as providing assurance on quality and improvement in Scottish education in order to promote the highest standards of learning leading to better outcomes for all learners.

Learners and users are at the heart of inspection and we give priority to evaluating the experiences of all learners and users.

HM Inspectors observe learning first hand across the country and make professional judgements about the quality of children's and young people's learning, and the outcomes which they achieve. In making professional judgements HM Inspectors gather a range of evidence. This evidence comes from quantitative data and information, the views of people involved with the organisation such as staff, learners, parents, partners, documentation and from what HM Inspectors observe.

During school inspections HM Inspectors use the Quality Indicators contained within the sector-specific quality frameworks to evaluate and report on the quality of education being provided. HM Inspectors take into account the context and nature of the establishment, its learners and their needs. HM Inspectors focus on how an establishment or service is performing, the impact it is having on improving outcomes for children and young people and the capacity for continuous improvement.

The quality frameworks used by HM Inspectors are designed to enable providers to undertake self-evaluation using the same framework which inspectors use to evaluate the quality of education provision as part of inspection. These quality frameworks are developed in partnership with stakeholders. Using the same frameworks enables HM Inspectors to help build capacity in the education system through have a shared understanding of expected standards of what high quality education looks like and a standard of high quality provision for all children and young people that should be achievable by all schools.

School inspections places an importance on exploring the extent to which an establishment has the ability to self-evaluate and drive its own improvement. HM Inspectors start an inspection by understanding the school's self-evaluation. HM Inspectors work with staff to identify key themes from self-evaluation which will help to focus inspection activity. Where a provider has identified a priority for

improvement and has taken action to make improvements, HM INSPECTORS recognise this thus verifying the school's own evaluation and supporting their journey of continuous improvement. At the end of the inspection, HM Inspectors report on the provider's capacity for continuous improvement.

As well as publishing the inspection report for individual schools on Education Scotland's website, HM Inspectors also share with the school and publish a Summarised Inspection Findings document which outlines in more detail evidence gathered by HM Inspectors. By doing this schools have a strong evidence base which they can use to build on successes and plan further improvements.

At the end of the inspection HM Inspectors provide a report to the school outlining strengths and areas for improvement. Where HM Inspectors identify that the quality of education is not good enough for children and young people and the approach to improvement at a local level is not working HM Inspectors continue to engage with the school and undertake further inspection activity to support schools to address areas for improvement and help secure better outcomes for learners. HM Inspectors report on the progress a service / establishment has made to address areas for improvement.

During school inspections HM Inspectors give priority to supporting improvement through constructive professional dialogue. This is one of HM Inspectors' most valuable tools for supporting improvement when engaging with staff during inspections. Schools value the dialogue with HM Inspectors because the discussions can be strongly contextualised to particular local concerns. They also value the knowledge HM Inspectors have of quality frameworks, practice observed across the country and national policy. Through professional dialogue, HM Inspectors signpost effective practice from which others can learn and offer advice and guidance about improved ways of working. This promotes improvement and innovation.

In Scotland we use the evidence gathered through inspection to promote improvement at a local and national level. At a local level inspection teams gather evidence and evaluate what is working well and areas for improvement in order to promote improvement within a service / establishment.

The scope of our HM Inspectors' activities at a local level gives a unique evidence base drawn from observing practice at first hand across the country. This evidence base enables HM Inspectors to draw conclusions and provide a national overview of the quality of education. HM Inspectors use this evidence to offer independent advice to the Scottish Government on the education system as a whole highlighting what is going well; where there are key challenges and where there is a need for further support.

Across all of its scrutiny and inspection work HM Inspectors encourage schools to share learning and build on each other's successes. HM Inspectors achieve this by identifying and sharing outstanding and highly effective practice more widely so that others can learn from it. This supports a culture of collaboration within and across schools to drive innovation and collective improvement.

HM Inspectors' approaches to scrutiny and inspection make use of the collective expertise within Scottish education to promote improvement. HM Inspectors do not always carry out inspections on their own. They value the knowledge, skills and expertise of current practitioners from across sectors, so in almost all inspection teams HM Inspectors are joined by practitioners from the relevant sector. These practitioners are known as Associate Assessors.

Associate Assessors also benefit from being part of inspection teams. They develop skills, knowledge and understanding from undertaking training with and working alongside HM Inspectors. They gather valuable experience of evaluating practice using quality frameworks and observing practice in other parts of Scotland. This helps to build their capacity in evaluating quality and improvement in education and making improvements in their own school. HM Inspectors' expectation is that Associate Assessors sharing their experience of with others across their local authority. In doing so, HM Inspectors build capacity in the education system through the network of Associate Assessors using their experience to maximum impact to support their journey of continuous improvement in their own school and locality.

A report setting out key inspection findings from Secondary School Inspections between 2016-19 is attached at Annex B to this document. This briefing draws on a range of evidence including:

- a sample of 56 secondary school inspections where inspectors evaluated the learning pathways theme for QI 2.2 Curriculum from the three-year period 2016/17 to 2018/19
- the views of young people, parents/ carers and teachers from pre-inspection questionnaires for all the inspections carried out in secondary schools 2018/19. In 2018-19, 18,885 young people, 4542 parents and 1976 teachers completed the pre-inspection questionnaires for the 27 Local Authority secondary and all through schools which were inspected between August 2018 and June 2019.
- the Thematic Inspection of personal and social education/health and wellbeing in Scotland's schools and early learning and childcare settings, 2018, Thematic Inspection of Readiness for Empowerment, 2018, Thematic Inspection of Empowerment for Curriculum Leadership, 2019, and National thematic inspection: numeracy and mathematics, 2019.
- focus groups of HM Inspectors from the Secondary School Inspection Team.
- **Additional evidence can be found at:**
  - [Education Scotland: National Thematic Inspection: Readiness for Empowerment](#)
  - [Education Scotland: National Thematic Inspection: Empowerment for Curriculum Leadership](#)
  - [Education Scotland: National Thematic Inspection: Numeracy & Mathematics](#)

## 3.5 Policy Communication

### 3.5.1 Strategic Approach To Communications

Throughout the development and implementation of Curriculum for Excellence, there has been a focus on communications, with a number of stakeholder groups set up over the years to support this.

**A CfE Communications Group** existed from 2010 to 2015, which comprised Scottish Government, SQA and Education Scotland. It shared and co-ordinated communications activities across the organisations involved on the group and reported to the Implementation Group on events and raised priorities for communications activities with the Group.

**In 2014 an overarching Communications Strategy** was developed, which was co-ordinated by the CfE Implementation Board over subsequent years. The communications leads from each organisation met regularly and a comms update was provided at each CfE management Board. This plan had a focus on providing direct information to practitioners, sharing good practice and pro-active communications with parents.

In 2018/2019 a **Curriculum Narrative Strategic Engagement Group** was established alongside the development of the refreshed curriculum narrative. It is notionally chaired by Education Scotland and includes representation from:

- The Scottish Government
- The Scottish Qualifications Authority
- Skills Development Scotland
- The EIS
- NASUWT
- Community Learning and Development Managers Scotland
- The Scottish Credit and Qualifications Partnership
- Early Years Scotland; and
- Colleges Scotland.

The group's progress has stalled because of the Covid-19 pandemic but an updated communications strategy from the group was in the early stages of development

#### **#MyLearnerJourney**

In 2019, the Scottish Government brought together a wide range of partners to consider how we use the period leading up to **SQA Exam Results Day in August 2019** to reflect the diversity of the Senior Phase of young people's education and celebrate all learners' achievements, whatever they might be.

Partners worked jointly to highlight and celebrate the range of learner pathways available, under the banner of the #MyLearnerJourney social media campaign on Twitter. The campaign was very successful in drawing the attention of practitioners, learners, parents, employers and other stakeholders to the need for achievement to

be viewed as more than just results in one year, and to wide range of pathways available towards successful careers.

The objectives of the campaign were to:

- Creatively highlight our collective efforts to ensure young people secure positive destinations which are right for them.
- Showcase and celebrate young people's achievements across a range of awards, qualifications and pathways, and not just those certificated on Results Day.
- Showcase examples where educational settings are offering young people a varied Senior Phase offering, tailored to their needs and aspirations, and/or local needs.
- Emphasise the purpose of the Senior Phase curriculum is to provide young people with the skills, knowledge and experiences that will prepare them for their life beyond school and provide them with the best possible opportunity to fulfil their potential.

The key messages promoted were:

- There is no wrong pathway for our young people; everyone's learner journey is different.
- School is about ensuring every young people is able to fulfil their potential by attaining the highest level of qualifications possible and by receiving the best possible experience.
- Our curriculum is designed to ensure our young people become successful learners, confident individuals, responsible citizens and effective contributors.
- It is a moment of equal celebration if a young person gets a modern apprenticeship, enters the world of work or gets to college or university.
- Increased collaboration between industry and education means the routes into employment available are the most diverse they have ever been and the uptake in vocational qualifications has increased substantially year on year.

A toolkit was also developed in conjunction with partners, to enable these messages to be jointly promoted alongside individually planned activity.

The intention had been to continue this work for this year's exams results, however that was not possible in light of COVID 19.

Most recently a **Curriculum Narrative Strategic Engagement Group** was established alongside the development of the refreshed curriculum narrative. It is notionally chaired by Education Scotland and also includes representation from:

- The Scottish Government
- The Scottish Qualifications Authority
- Skills Development Scotland
- The EIS
- NASUWT
- Community Learning and Development Managers Scotland

- The Scottish Credit and Qualifications Partnership
- Early Years Scotland; and
- Colleges Scotland.

The group's progress has stalled as a result of the Covid-19 pandemic but an updated communications strategy was in the early stages of development.

### **Local communications and support**

It is important to note, that communications around Curriculum for Excellence are not always 'top down' in nature, as much of this is driven by teachers in classrooms, schools and local authorities. Regional Improvement Collaboratives also have a strong focus on curriculum improvement support and clarity in curriculum making.

Curriculum for Excellence 'comes alive', essentially, in classrooms across Scotland. The structure of education in Scotland means that local authorities have responsibility for the nature and quality of what happens in classrooms across Scotland.

In this system, communication, necessarily, will take various forms, depending on the nature and purpose of the communication. As well as nationally-driven communication, local authorities take responsibility for communicating with staff about Curriculum for Excellence. This will happen in different ways, including at regular head teacher meetings; via Glow and local authority digital platforms; through development of local authority policy and guidance (based on national advice) and, of course at a Cluster and school level. Other examples of important communication on curriculum and pedagogy would include induction sessions for new head teachers.

#### **3.5.2 Main Communications Channels**

Much of the communications and engagement work on Curriculum for Excellence is taken forward at a local level, by national bodies working closely with local authorities, schools and practitioner networks to support and engage with them on the development of their curriculum approaches, for example through the National DYW Leads Network .

There are a number of key national websites that are the main vehicles for national communications such as <https://scotlandscurriculum.scot/>.

These are listed in the evidence section below and are just a sample of main sources of information for practitioners and parents. There are many others, including those on specific subject areas.

Often key developments are communicated directly to schools, local authorities and their partners through direct communications such as letter and emails, for example Graeme Logan, Director of Learning, wrote directly to all Headteachers and College Principals in September 2019 setting out early plans for the review of the curriculum.

➤ **Additional evidence can be found at:**

- [Curriculum Narrative](#)
- [My Learner Journey Campaign](#)
- [Scottish Government](#)
- [Education Scotland](#)
- [SQA](#)
- [SCQF](#)
- [SDS](#)
- [Young Scot](#)
- [GLOW](#)
- [Curriculum for Excellence – Management Board Minutes](#)

### **3.6 Engagement Of Stakeholders**

Education in Scotland is delivered collaboratively, with local and national partners working together to jointly plan, implement and monitor progress. As such CfE is delivered largely by consensus and without statutory underpinning, although clearly there are legal requirements that govern certain aspects of education.

#### **3.6.1 Governance/ Working Groups**

Throughout the development of CfE this co-design approach has been facilitated by a number of different governance and working groups, as well as through ongoing engagement and collaboration across the country.

The following groups played a key role in the development of CfE and the development of the National Qualifications:

**CfE Management Board:** The Curriculum for Excellence Management Board existed from 2007 to 2017 and had overall responsibility for ensuring that the programme of curriculum change is delivered.

Members were: Association of Directors of Education in Scotland (ADES); Association of Headteachers and Deputies in Scotland (AHDS); College Development Network (CDN); Community Learning and Development Manager Group (CLDMG); Convention of Scottish Local Authorities (COSLA); Education Scotland; Educational Institute of Scotland (EIS); General Teaching Council for Scotland (GTCS); National Association of Schoolmasters Union of Women Teachers Scotland (NASUWT); National Parent Forum of Scotland (NPF); School Leaders Scotland (SLS); Scottish Council of Independent Schools (SCIS); Scottish Government; Scottish Qualifications Authority (SQA); Scottish Teacher Education Committee (STEC); Skills Development Scotland (SDS); and Universities Scotland.

Its function was absorbed into CAB in December 2017.

**CfE Implementation Group existed from 2012 to 2017** and brought together those who were directly responsible for major aspects of delivery of Curriculum for Excellence. CfE Implementation Group. . Its function was absorbed into CAB along with the CfE Management Board in December 2017.

Membership comprised senior representatives of the key bodies which were accountable for major aspects of the implementation of Curriculum for Excellence:

- Education Scotland
- Scottish Government
- Scottish Qualifications Authority (SQA)
- Association of Directors of Education in Scotland (ADES)
- Scotland's Colleges

**Curriculum and Assessment Board**, established in 2017, is currently the key forum for oversight of curriculum and assessment activity in Scotland. The role of the Board is to provide leadership and oversight of the curriculum and assessment policy framework in Scottish education. The Board considers the actions which are needed to ensure Curriculum for Excellence fully delivers for all children and young people and supports the work of the Scottish Education Council however it is directly accountable to Scottish Ministers. The Board is chaired jointly by the Director of Learning, Scottish Government and the Chief Inspector of Education and Chief Executive of Education Scotland

### **3.6.2 Parents**

Scottish education has a long history of involving parents in decision making. The modern framework which underpins the rights of parents to be involved and engaged in their children's learning comes from the Scottish Schools (Parental Involvement) Act 2006 and more recently through the Scottish Government's 'Learning Together' National Action Plan on parental involvement, parental engagement, family learning and learning at home.

The Scottish approach to parental engagement and involvement is based on ensuring parents are actively involved in the life and work of their children's school and engaged in their children's learning. To achieve this the Scottish Government's focus has been to improve the rights and opportunities for parents to be actively involved in decision making processes at a local and national level.

Schools and local authorities have a duty to produce local plans which set out how they will continue to promote the involvement and engagement of parents in their schools, how they will include parents in school improvement planning and how they will continue to ensure parents are kept informed as to their children's educational progress. This ensures that parents can continue to support their children's learning and contribute to planning and prioritisation of education delivery at a local level.

For many years, at a national level, the Scottish Government and Education Scotland have both continued to develop and support the policy and development of

best practice in the fields of parental involvement, parental engagement, family learning and learning at home and facilitated the direct engagement of parents in national decision making processes.

Since 2009 the Scottish Government has supported and funded the Nation Parent Forum of Scotland (NPFs) to represent the independent voice of parents in Scottish education. Since their foundation the NPFs, who are a group of volunteer representatives from across Scotland's 32 local authorities have held a place on the main educational decision making groups and boards. The forum has also contributed to the development and review of many of the past and current education policy and approaches in Scottish education over the last decade. The NPFs also provide a range of 'in a nutshell' series guides for parents which break down aspects of the Scottish education system in to a parent friendly format. This includes nutshell guides on: Empowering Parents and Carers, The National Improvement Framework, Curriculum for Excellence, Developing the Young Workforce, Achievement, Assessment and Qualifications and "Nationals in a Nutshell" – a series of individual Nutshell guide for every National subject area.

The Scottish Government's also supports and engages with a range of other national bodies and organisations who represent or support parents and the engagement of schools with parents and Parent Council's including; Connect – a national charity providing training and advice to schools and Parent Councils and the Scottish Parental Involvement officers network who represent local authority staff who are responsible for improving and supporting school engagement with parents in each of Scotland's 32 local authorities.

The Scottish Government and Education Scotland also support the 'learning together' national network on parental involvement, parental engagement, family learning and learning at home which brings together a broad range of stakeholders including academics, third sector bodies, parents and practitioners. The aim of the network is to promote the sharing of information, learning and good practice across Scotland and to provide an opportunity for members to become 'champions of parental engagement and involvement' who commit to improving practice in their fields and localities.

➤ **Additional evidence can be found at:**

- [Education Scotland thematic inspection review of parent and pupil participation in education](#)
- [Learning Together national action plan](#)
- [Scotland's national parent census data](#)
- [Empowered system guidance – Empowering Parents and Carers](#)
- [Education Scotland Engaging parents and families - A toolkit for practitioners](#)

### 3.6.3 Learners

Scotland's curriculum takes a rights based approach as well providing learner with a number of core entitlements. This is most notably expressed through GIRFEC which underpins the delivery of education in Scotland but it is also expressed through Scotland commitment to the United Nations Convention on The Rights Of The Child. In particular Article 12 of the UNCRC which states that 'Every child has a right to be heard and listened to in matters that affect them' is acted upon by ensuring that children and young people have the opportunity to express their views in the classroom and impact upon decisions made about local and national education delivery and planning.

Learners are engaged at a national level in the development of education policy to ensure that decisions made reflect the views and opinions of those who will be directly affected by them. Learners are also regularly involved in the top governance meetings and discussions regarding education policy, practice and direction to ensure this. Examples of bespoke learner engagement in substantive reviews of elements of the education system include SQA engagement with learners in reviewing the future of assessment in Scotland, GTCS learner review of professional teaching standards in Scotland and the 'excit.ed report' which gathered learner input in to governance, excellence and equity in Scottish education as part of the ongoing governance review on Scottish Education.

Following the 2018 Scottish Year of Young People, which celebrated the contribution that young people in Scotland make nationally and locally, the Scottish Government reviewed the role of children and young people in education policy making and our structures for facilitating this. In order to formalise this role and ensure greater learner input in to national education decision making a 'Scottish Learner Panel' pilot project was established comprising of approximately 30 children and young people from nine school settings, including nursery, primary and secondary schools from across Scotland. During the first year of the learner panel project members explored a range of topics which were identified as being a priority for policy makers and learners. In September 2019 the panel delivered their first report setting out the views of learners on education policy, practice and delivery to the Scottish Government. The report set out a number of areas for officials and decision makers to consider when reviewing and creating education policy and guidance. Plans for a refreshed panel are being brought together to ensure learner input to the education recovery work in relation to Covid-19.

At a school level, for a number of years, practitioners and school leaders have been encouraged to think about how they can include learners in the design and the delivery of the curriculum locally. This includes involving learners in the planning of lessons, in school evaluation and improvement planning and empowering learners to take an active role in shaping their school communities. This is reflected in the How Good is Our School self-evaluation framework and the Scottish Government's published guidance on empowering learners.

➤ **Additional evidence can be found at:**

- [Education Scotland self-evaluation and guidance on Learner Participation in Educational Settings \(3-18\)](#)
- [Scottish Learner Panel progress report 2019](#)
- [Scottish commissioner for children and young people - How young people's participation in schools supports achievement and attainment](#)
- [SQA report - engagement with learners in examining the future of assessment](#)
- [Excit.ed report gathering learner input in to governance, excellence and equity in Scottish education](#)
- [GTCS learner input in to review of professional standards](#)

### **3.6.4 National And Local Networks**

Many other networks exist across the country, such as subject or sectors specific ones. More information on these can be found in the evidence on support for implementation at Annex F. Two examples of these are:

**The National DYW Leads Network** connects the local authority, college, employer group and national partner leads. It is facilitated by Education Scotland, meets quarterly and is hosted by the partners in the network. The Network provides a platform for regular dialogue, information sharing, identification of key issues and solution focus collaboration. The Network has developed the 'Measuring impact tool' from a School Data Gathering exercise and the School Employer Partnership Framework.

**The Learner Journey (Senior Phase) Working Group** was established in September 2018 to facilitate collaboration across national and local partners and practitioners in driving forward improvements on the Senior Phase curriculum, stemming from the 15-25 Learner Journey Review. Amongst other things it aimed to:

- Ensure all Senior Phase related actions emerging from the 15-24 Learner Journey Review, Developing the Young Workforce (DYW), the Curriculum and Assessment Board (CAB), the Commission on Widening Access (COWA) and are taken forward in a coherent and systematic way, enabling a holistic focus on the full range of learner journeys that young people make.
- Provide an ongoing focus on transition and progression into and out of the Senior Phase, connecting with work in the Broad General Education and post-15 education and skills landscape.
- Tell the story of how practice is changing in Scottish education by identifying, sharing and building on examples of innovative practice across Scotland.

- Build capacity and provide support for curriculum design at a national and local level so that the aforementioned innovative practice becomes more widespread.

### **3.6.5 Local Engagement Activities**

Local authorities take very seriously their approaches to engaging stakeholders in curriculum development. Even before the term ‘Empowerment’ was being used widely in Scottish education, the prevalent approach in local authorities across the country was one of the centrality of engaging staff in the development of advice, guidance and practice. To support this engagement, local authorities make effective use of a range of networks to ensure that staff are engaged in developing practice and that the views of staff, as professionals, are welcomed. This includes:

- Subject networks (Secondary schools)
- Networks of Principal Teachers
- Networks of Depute Head teachers
- Early Years networks
- Curriculum networks (e.g. Literacy and numeracy networks)
- Engagement of staff in key local authority groups to address issues of policy development (e.g. evaluation of effectiveness of an authority in closing the attainment gap)

The introduction and development of Regional Improvement Collaboratives (RICs) has led to even more direct engagement of staff in a wide range of ways.

### **3.7 Key Stakeholders Involved In Supporting And Monitoring Curriculum Policy**

**The Scottish Government** develops national policy and sets the overall direction of education policy.

The main bodies directly responsible for supporting and monitoring the implementation of the curriculum are:

- **Local authorities**
- **Education Scotland**

In order to avoid duplication, the detail on their roles has been set out in section 2.2, alongside those of other key national and local bodies.

### **3.8 Financial Resources For Curriculum Implementation**

#### **Description of how education is funded in Scotland**

Unlike other parts of the United Kingdom, schools are not financed separately but receive their funding from their Local Authority. An exception to this is Pupil Equity Funding, which is additional funding of over £120million per year, as part of the Scottish Attainment Challenge, which goes direct to Headteachers for them to invest to help close the poverty related attainment gap. This means that there is scope for local flexibility and determination of priorities, other than where national staffing conditions of service or national agreements pertain.

The funding climate remains challenging, even more so in the wake of COVID19. The Scottish Government has provided a degree of protection for local government, due to the vital services they provide, including real terms revenue increases which included additional funding for new responsibilities, meaning that the percentage of revenue that Local Authorities spend on education has been increasing in the last few years.

The Scottish Government has also provided direct funding to ensure the support and development of CfE. This funding is targeted to support a range of outcomes across curriculum design and development, specific curriculum areas and pupil and parental participation. Levels of funding vary year on year. However in 2019/20 approximately £12.3 million was allocated to curriculum related spending. Education Scotland also provides support for learning and teaching in schools in Scotland and the development of CfE.

Local Authorities make decisions on the allocation of resources for education and schools in their area. Funding is derived from the Scottish Government as part of the local government settlement. In addition to this, as closing the poverty-related attainment gap is the defining mission of this Government, over this Parliamentary term an additional £750 million Attainment Scotland Funding is being provided to Local Authorities, schools and national programmes, for them to help raise the attainment levels of our most disadvantaged children. This includes Pupil Equity Funding, with over 97% of schools in every Local Authority in Scotland, receiving funding totalling over £250 million over the next two years. The vast majority of the funding for education is not ring-fenced. Local Authorities in turn devolve at least 80 per cent of school-based funding to head teachers (normally this percentage is greater). There are differing approaches to the financing of school buildings, but generally the Local Authority is responsible for large capital costs, and the head teachers' smaller revenue costs.

The Scottish Government provides around 70 per cent of all local government revenue funding. The remainder comes from business rates and Council Tax levied on local residents. Although local authorities collect the business rates in their own area, the Scottish Government guarantees the combined total of the revenue grants plus the business rates. This guarantees funding for around 77 per cent of local government net revenue expenditure, including education. It is for Local Authorities to prioritise funding to meet local needs and allocate budgets accordingly, including

to schools. However, some additional targeted funding is provided by the Scottish Government for specific purposes, such as the implementation CfE, or more recently, for raising attainment. The total gross expenditure on education by the 32 Local Authorities in 2013-14 was £4.8 billion. As a share of total Local Authority expenditure, education has been broadly stable (just under 44 per cent of net revenue expenditure in 2013-14).

Local Authorities devolve the management of certain elements of the expenditure on education down to school level. Devolved School Management (DSM) was introduced in 1993 with the twin aims of improving local decision making and providing more flexibility to head teachers in responding to the needs of individual schools. The revised DSM guidelines 2012 empower head teachers to meet local needs and deliver the best possible outcomes for young learners, in line with the objectives of Curriculum for Excellence, GIRFEC and the Early Years Framework. A theme running across the guidance is that head teachers should have decision-making power around budgets that allow decisions to be made for the benefit of schools and learners, and does not overburden them with bureaucracy. There will be constraints on head teachers (for example salary costs and scales) which limit some of their flexibility.

The Scottish Government publishes *Scottish Local Government Financial Statistics* in February each year which provides detail on the amount Local Authorities have spent on education in the previous financial year.

## School Education

The table below shows six years of data on gross revenue expenditure by school sector (in cash terms). Expenditure in 2018-19 for primary, secondary and special school education totalled £4.9 billion, which is an increase of 4.9 per cent (real terms) from 2013-14, and 3.5% over 2017-18.

(in £ thousands)	Pre-Primary	Primary	Secondary	Special	Non-School Funding'	Total education
2013-14*	£319,148	£1,839,320	£1,937,479	£521,466	£165,863	£4,783,276
2014-15*	£346,086	£1,854,188	£1,930,960	£533,053	£156,401	£4,820,688
2015-16*	£384,833	£1,905,471	£1,946,888	£549,727	£158,725	£4,945,644
2016-17	£421,238	£1,973,068	£1,975,665	£551,770	£148,382	£5,070,123
2017-18*	£440,342	£2,066,848	£2,005,589	£565,215	£146,176	£5,224,170
2018-19	£501,072	£2,179,277	£2,125,759	£596,061	£148,677	£5,550,846
1 year % change	13.8%	5.4%	6.0%	5.5%	1.7%	6.3%
% change since 2013-14	57.0%	18.5%	9.7%	14.3%	-10.4%	16.0%

	<b>Real terms changes</b>					
<i>1 year % change</i>	11.5%	3.3%	3.8%	3.3%	-0.3%	4.1%
<i>% change since 2013-14</i>	44.4%	9.0%	0.9%	5.2%	-17.5%	6.8%

\*Figures have been recently revised so may differ to those of previous years.

## Annex A: Timeline For The Development Of Curriculum For Excellence

	<b>KEY MILESTONES/ PUBLICATIONS</b>
<b>2002</b>	<b>National Debate on Education</b> A consultation to determine what was working well and what needed to change in school education. Teachers and educationalists recognised that there was a need to offer more engaging and relevant experiences to ensure that Scotland's children and young people were equipped for life and work in a globalised society.
<b>2003</b>	<b>Curriculum Review Group established</b> The Curriculum Review Group was established by Scottish Executive Ministers to identify the key principles to be applied in the curriculum redesign for ages 3-18. It looked at evidence of practice, research, international comparisons and global, local, economic and social changes.
<b>2004</b>	<b>A Curriculum for Excellence published</b> - The first A Curriculum for Excellence document was published in November 2004 as a result of the work of the Curriculum Review Group, together with the Ministerial response. This provided explicit aims for education in Scotland and principles for curriculum redesign.
<b>2005</b>	<b>Research and review process</b> Research was commissioned and practitioners drawn from different sectors of education and from around the country were seconded to Learning and Teaching Scotland (LTS) to review existing guidelines and research findings, hold focus groups with practitioners and begin the process of developing simpler, prioritised curriculum guidelines.
<b>2006</b>	<p><b>Progress and Proposals published and Building the Curriculum series begun</b> The Progress and Proposals document set out key features of the new curriculum. The Building the Curriculum publications provided guidance on how different aspects of the curriculum contribute to the aims of Curriculum for Excellence.</p> <p><b>The Scottish School's (Parental Involvement) Act was enshrined in law</b> placing duties on education authorities and schools to ensure parents are involved in the life and work of their children's learning and school communities. The Act also placed a requirements on education authorities and schools to ensure parents are included in school improvement planning and receive high quality information regarding their children's educational progress.</p>
<b>2007/2008</b>	<b>Draft experiences and outcomes published</b> The draft experiences and outcomes (the new curriculum materials) were published in stages. Teachers and all those with an interest in children and young people's learning were encouraged to reflect on the draft experiences and outcomes and feed their comments back through an extensive engagement process. Findings were also fed back from trialling activities and from focus groups.

	<p><b>Analysis of feedback and responses on experiences and outcomes</b> All feedback was analysed by the University of Glasgow and actions were identified to respond to the issues raised. There was then a process of refinement, further development, consultation and quality assurance.</p>
2008	<p><b>Building the Curriculum 3: A framework for learning and teaching published</b> This was a key document setting the new curriculum framework, setting out key principles and entitlements for all young people.</p>
2009	<p><b>Publication of the new curriculum guidelines</b> Following further quality assurance processes, the new curriculum guidelines were published for implementation. The new qualifications framework was announced in June 2009.</p> <p><b>The National Parent Forum of Scotland were formed</b> with support from the Scottish Government. For the first time the forum provided Scottish education with a national independent body which would represent the collective voice of parents across all 32 local authorities. The forum would also contribute to many of the developments and reviews of the curriculum from a parental perspective.</p>
2010	<p><b>Planning and implementation</b> All schools began to deliver Curriculum for Excellence in August 2010.</p>
2011/12	<p><b>Developing new qualifications</b> Draft documents for the new qualifications are published for feedback with final unit and course specifications published for many qualifications during 2012.</p>
2013	<p><b>Final Year of Standard grade</b> Specimen papers published for National 5. Final certification of qualifications at Standard Grade.</p>
2014	<p><b>Developing the Young Workforce: Scotland's Youth Employment Strategy</b> This was a key document setting out clear expectations around engaging employers in education and better aligning the school curriculum with the needs of the economy. Focus on skills development and ensuring a broad curriculum, beyond academic qualifications.</p> <p><b>First Certification of New Nationals</b> First certification of new/revised qualifications at National 1 to National 5 (SCQF levels 1 to 5) (August)</p>

<p><b>2015</b></p>	<p><b>The Scottish Attainment Challenge</b> Backed by the £750 million Attainment Scotland Fund, this supports schools and Local Authorities to drive forward improvements in literacy, numeracy and health and wellbeing to help close the attainment gap.</p> <p><b>Publication of Career Education Standard 3-18 (CES), the Work Placements Standard and the Guidance for School/Employer Partnerships</b> These outlined the entitlements for learners and the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work.</p> <p><b>First Certification of New Higher</b> Final certification of qualifications at Access 1 to 3 (SCQF levels 1-3), Intermediate 1 and 2 ((SCQF levels 4 and 5) and existing Higher (SCQF level 6) and Advanced Higher (SCQF level 7). (August) First certification of new Higher qualifications (SCQF level 6) (August)</p>
<p><b>2016</b></p>	<p><b>Delivering Excellence &amp; Equity in Scottish Education: A Delivery Plan for Scotland</b> published, which set out clear plans for raising attainment and closing the attainment gap.</p> <p><b>First Certification of Advanced Higher</b> First certification of new Advanced Higher qualifications (SCQF level 7) (August).</p> <p><b>Established International Council of Education Advisors</b> to advise Ministers on how best to achieve excellence and equity in the Scottish <b>education</b> system.</p> <p><b>National Improvement Framework</b> developed to set the vision and priorities for Scottish education and the national improvement activity that needs to be undertaken to help deliver those key priorities.</p> <p><b>New inspection models</b>, aligned with the National Improvement Framework, introduced to give more flexibility to respond to different circumstances and contexts.</p>
<p><b>2017</b></p>	<p><b>Scottish Education Council established</b> - to provide oversight of improvement in education in Scotland.</p>

	<p><b>Curriculum &amp; Assessment Board established</b> to improve curriculum and assessment policy in education and provide advice and guidance to Scottish Ministers. This replaced the Curriculum for Excellence Management Board and its supporting structures</p>
2018	<p><b>15-24 Learner Journey Review report published</b> which looked at the guidance, advice and support and learning choices available to young people in the post-15 education and skills system, as well as parity of esteem between vocational and academic learning.</p> <p><b>The Scottish Learner Panel was developed</b> to provide a forum for young people to directly influence education policy in Scotland.</p>
2019	<p><b>A Headteachers Charter</b> was published alongside guidance for school leaders, ensuring headteachers have clear decision making powers in respect of staffing, budgets, improvement and curriculum as envisaged in the draft Education Bill.</p> <p><b>Refreshed Curriculum Narrative Published</b> to re-visit the initial Curriculum for Excellence (CfE) narrative and set it within the current context. It supports the process of engaging with the core principles of CfE and the development of practices that are fit for purpose.</p>

## **Annex B: Inspection Findings: 2016-2019, HM Inspectors, June 2020**

### **Primary**

[Primary inspection findings: Primary curriculum 2018-19 | School inspection findings | HM Chief Inspector Report | Inspection and review | What we do | Education Scotland](#)

This briefing draws on a range of evidence on Primary School Inspections in the academic year 2018/19, including a sample of 96 primary school inspections where HMI evaluated the learning pathways theme for QI 2.2 Curriculum.

### **National thematic inspection reports and key inspection findings, which cover BGE .**

- <https://education.gov.scot/media/plwh4m3d/assessment-within-bge.pdf>
- <https://education.gov.scot/media/2ljhvxs/multiplying-skills-adding-value-full-report.pdf>
- <https://education.gov.scot/media/it1fksuk/briefing1-school-inspection-findings.pdf>

### **Secondary**

[Secondary inspection findings: Secondary curriculum 2016-19 | School inspection findings | HM Chief Inspector Report | Inspection and review | What we do | Education Scotland](#)

This Report sets out key inspection findings from Secondary School Inspections between 2016-19. It draws on a range of evidence including:

- a sample of 56 secondary school inspections where inspectors evaluated the learning pathways theme for QI 2.2 Curriculum from the three-year period 2016/17 to 2018/19
- the views of young people, parents/ carers and teachers from pre-inspection questionnaires for all the inspections carried out in secondary schools 2018/19. In 2018-19, 18,885 young people, 4542 parents and 1976 teachers completed the pre-inspection questionnaires for the 27 Local Authority secondary and all through schools which were inspected between August 2018 and June 2019.
- the Thematic Inspection of personal and social education/health and wellbeing in Scotland's schools and early learning and childcare settings, 2018, Thematic Inspection of Readiness for Empowerment, 2018, Thematic Inspection of Empowerment for Curriculum Leadership, 2019, and National thematic inspection: numeracy and mathematics, 2019.
- focus groups of HM Inspectors from the Secondary School Inspection Team.

### **Developing the Young Workforce**

[Inspection findings: Developing the Young Workforce 2018-19 | School inspection findings | HM Chief Inspector Report | Inspection and review | What we do | Education Scotland](#)

## Annex C: Examples Of Curriculum Development In Schools Across Scotland

### Examples of curriculum practice in Primary Schools

- Netherthird Early Childhood Centre – Motivating learning experiences and contexts – March 2020
- Glenlivet Primary School - Partnerships – February 2020
- Mid Calder Primary School Nursery Class –supporting children’s creativity – January 2020
- Crossgates Primary School – increasing children’s participation - October 2019
- New Deer Primary School - Digital learning - June 2019
- East Fulton Primary School - Numeracy - May 2019
- Lochaline Primary School - Outstanding Learning and Teaching - March 2019

### Examples of curriculum practice in Secondary Schools

The following exemplars were developed with the relevant schools leaders. All are drawn from exemplars of practice being shared in full or in part with the system as part of the ongoing curriculum developments initiated by Developing the Young Workforce (DYW) and the renewed focus on the Broad General Education in Secondary (S1 to S3).

Each exemplar gives a commentary on curriculum **rationale, design and impact**. Section 2 gives further detail on aspects of the design in each of the Broad General Education and the Senior Phase. Section 3 gives a selection of the ‘impact stories’ of individual young people. Links to other sources of information are referenced in almost all exemplars but not all will be active.

1. Calderglen High School is in South Lanarkshire and part of the West Partnership. It has a roll of 1403 and serves an urban area.
2. ESgoil is located in Comhairle nan Eilean Siar and part of the Northern Alliance. It was established in 2016 to provide wider and more equitable access to choices for all young people in the Western Isles. It now offers this service across Scotland.
3. Grove Academy is in Dundee and part of the Tayside Collaborative. It has a roll of 1259 and serves a large urban area.
4. Kingussie High School is a Highland Council school and part of the Northern Alliance. It has a roll of and serves a remote rural area.
5. Newbattle High School is in Midlothian and part of the South East Collaborative. It has a roll of 900 and serves an urban area.
6. Portlethen Academy is in Aberdeenshire and part of the Northern Alliance. It has a roll of and serves an accessible small town.
7. West Lothian Inclusion and Wellbeing Service is part of the Forth Valley and West Lothian Collaborative. It serves a wide urban area and works in total with 615 children and young people at the primary and secondary stages across West Lothian .

**The following were common themes with all leaders:**

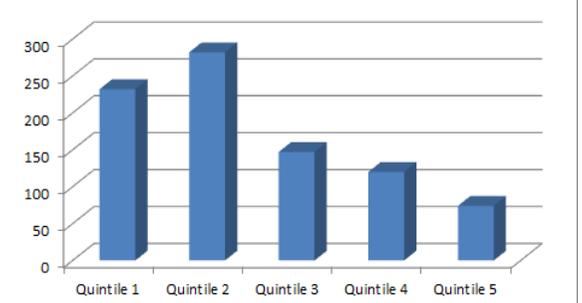
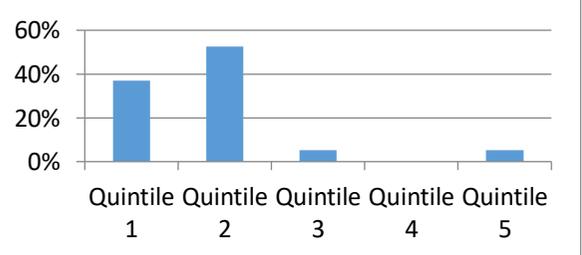
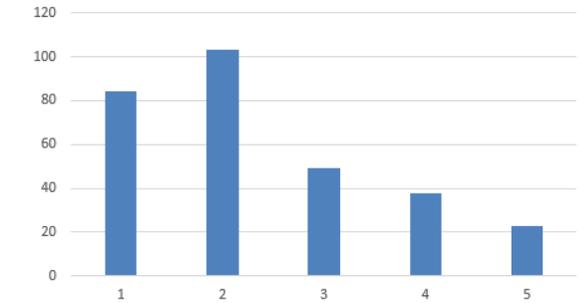
- Offering a curriculum that has meaning for all young people in the school's community is seen as an equity issue for the leaders.
- Developments have included an expansion of the subject offer – initially at the Senior Phase stage - allowing more choice beyond the traditional menu of qualification courses. In Kingussie, for example, they doubled their menu over 4 years. This then allows for the design of more varied pathways.
- All see a need to re-focus effort in S1 to S3 and particularly S3.
- Communication with parents is seen as an ongoing and worthwhile challenge. The schools here have developed some interesting approaches.
- The measures currently being used, the gathering of data, when and where data is made available and the value placed on different groups of data were issues for all leaders.

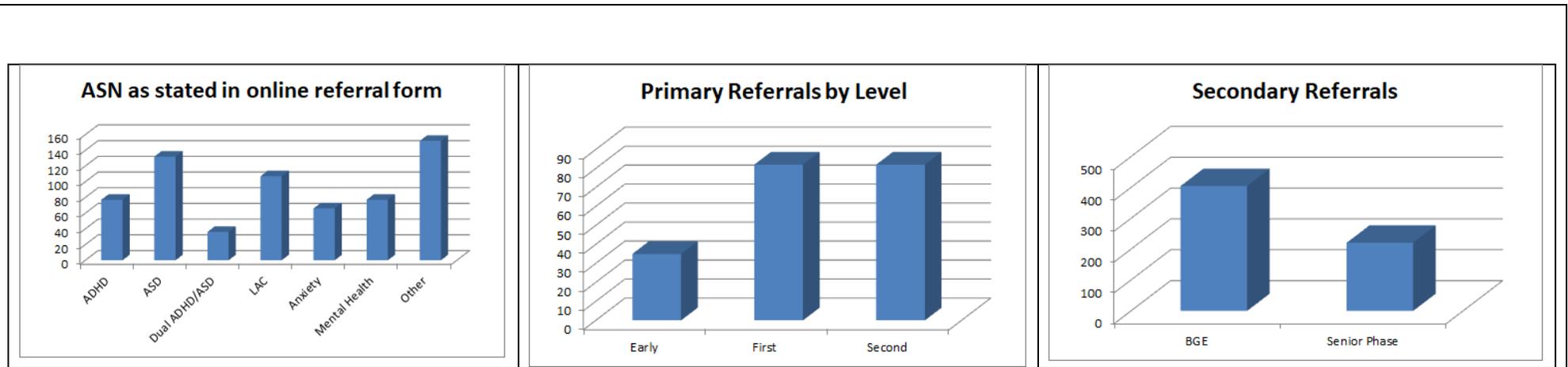
The following images shows an example of curriculum practice in West Lothian Council’s Inclusion and Wellbeing Service and gives details on roll, socioeconomic factors/SIMD data and a commentary on curriculum rationale, design and impact.

**Inclusion & Wellbeing Service**  
West Lothian Council  
**Section 1**

**Roll as at April 2020:** Connolly School Campus (primary)– 20 learners; Burnhouse Skills Centre (secondary) – 20 plus 250 in-reach outreach learners; Early Intervention Team – 325 learners.  
Our service is comprised of three parts with two SEBN schools and a wider ASN outreach support service covering children from birth. 100% of the young people we have on our school rolls or on our in-reach outreach programmes have an identified additional support need.

**Socioeconomic factors / SIMD data**

<b>Early Intervention Team (325 learners) Deprivation</b>	<b>Connolly School Campus (20 learners) Deprivation</b>	<b>Burnhouse Skills Centre (20 +250 learners) Deprivation</b>																																				
<p style="text-align: center;"><b>EIT SIMD Quintiles</b></p>  <table border="1"> <caption>EIT SIMD Quintiles Data</caption> <thead> <tr> <th>Quintile</th> <th>Number of Learners</th> </tr> </thead> <tbody> <tr> <td>Quintile 1</td> <td>~250</td> </tr> <tr> <td>Quintile 2</td> <td>~300</td> </tr> <tr> <td>Quintile 3</td> <td>~170</td> </tr> <tr> <td>Quintile 4</td> <td>~140</td> </tr> <tr> <td>Quintile 5</td> <td>~90</td> </tr> </tbody> </table>	Quintile	Number of Learners	Quintile 1	~250	Quintile 2	~300	Quintile 3	~170	Quintile 4	~140	Quintile 5	~90	<p style="text-align: center;"><b>School Deprivation Profile - 2019/20</b></p>  <table border="1"> <caption>School Deprivation Profile - 2019/20 Data</caption> <thead> <tr> <th>Quintile</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Quintile 1</td> <td>~38%</td> </tr> <tr> <td>Quintile 2</td> <td>~52%</td> </tr> <tr> <td>Quintile 3</td> <td>~8%</td> </tr> <tr> <td>Quintile 4</td> <td>~0%</td> </tr> <tr> <td>Quintile 5</td> <td>~8%</td> </tr> </tbody> </table>	Quintile	Percentage	Quintile 1	~38%	Quintile 2	~52%	Quintile 3	~8%	Quintile 4	~0%	Quintile 5	~8%	<p style="text-align: center;"><b>Secondary Deprivation Profile 2019/20</b></p>  <table border="1"> <caption>Secondary Deprivation Profile 2019/20 Data</caption> <thead> <tr> <th>Quintile</th> <th>Number of Learners</th> </tr> </thead> <tbody> <tr> <td>Quintile 1</td> <td>~85</td> </tr> <tr> <td>Quintile 2</td> <td>~105</td> </tr> <tr> <td>Quintile 3</td> <td>~50</td> </tr> <tr> <td>Quintile 4</td> <td>~38</td> </tr> <tr> <td>Quintile 5</td> <td>~22</td> </tr> </tbody> </table>	Quintile	Number of Learners	Quintile 1	~85	Quintile 2	~105	Quintile 3	~50	Quintile 4	~38	Quintile 5	~22
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Further details about the West Lothian Inclusion & Wellbeing Service can be found on our website: <http://inclusionandwellbeing.westlothian.org.uk/> Our homepage features an overview video of our provision.

## Rationale

Our curriculum rationale was developed from evidence and output from Partnership Planning Events, Case Study moderation, Pupil Passport meetings, Learner Life Grid completions and partnerships with other agencies it is shaped by our vision and values to ensure learner entitlement to a broad general education and a Senior Phase experience. Staff have a detailed understanding of the social, economic and cultural context of our school and this knowledge has been used to shape our ambitious vision for the school. Our curriculum model has been designed around the needs of our learners as they present with significant negative barriers to learning. Learners have a wide range of additional support need (ASN) including learning difficulties, social and emotional challenges, ASD, ADHD, high levels of exclusion, interrupted learning, looked after status and hearing impairment. Many are very disengaged from learning in a traditional sense and we use our GIRFEC Lifegrids and Pupil Passports approach to build our model around their needs and interests. The data collated helps us identify themes and patterns of challenges which we then use to make dynamic changes to our curriculum within a timetabled and flexible framework. The approach combines with the high levels of creativity and the interests of teachers and support staff who design and introduce new curricular offers which form part of a bank of learning offers that can be utilised by any staff

member depending on the needs the young person presents with. Staff have high expectations of all learners and work to remove any barriers children face within the vision of improving outcomes for all. Pupils, parents, partners and staff are actively involved in the ongoing development and review of the service vision, values and aims which underpin our continuous improvement agenda. Learners are supported to understand the vision, aims and values through the four contexts of learning. Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through their daily actions.

Key milestones in co-producing our rationale have been:

- Co-creation of our Relationships Policy with learners, parents and staff - Includes Pupil Passports/IEP/GIRFEC Life Grids for all pupils – strong pupil voice influencing positive change across the school. Pupil voice behind the need to change practice from restraint and seclusion to a new rationale and approach to a stronger focus on learner pathways, hope and opportunity for tomorrow. The GIRFEC Life Grids (derived from educational research and masters level studies) show the positive changes over time in children’s views on the school and their learning.
- Development of a clear Curriculum rationale and the Presumption of Mainstream Learner Journey – leading to almost all children accessing learning in their own communities and increasing number of children successfully transitioning to mainstream schools.
- Coherent curriculum map developed in line with our vision, values and aims and curriculum rationale and we can see an increase in learner engagement and increase in positive feedback on our curriculum from parents.
- Four contexts aligned to achievement recognised in regular assemblies.
- Vision, values and aims developed 18/19 for Connolly School Campus and for Inclusion and Wellbeing Service 19/20. Survey issued to all parents, pupils, staff and partners. Alignment has opened up greater learning opportunities for children and young people and clarity of purpose across the staff team.
- Staff are trauma informed and have undertaken Adverse Childhood Experiences (ACE) training. A member of staff is an active member of the West Lothian ACEs HUB.
- Improvement agenda underpinned by practitioner enquiry approach – Into Headship, Trauma, Middle Leadership pathway (Leadership and Management) and West Lothian Leadership programme. Outputs led to new curricular model the Inclusion and Wellbeing Service.
- Partnership work with the Improvement Service to develop the SIP and to engage all staff in the process.
- Effective use of Huddle daily meeting – daily protected time where all staff discuss the individual needs for pupils, barriers to learning, engagement, achievements and practical arrangements holistically aligned to our vision and values. All staff empowered to experience the chairperson role. Evidenced by a reduction in negative incidents.

- Support Staff meetings held regularly to seek feedback, share creative approaches and strategies for children.
- Teacher meetings held regularly to focus on pedagogy.
- Development of Pedagogy Group with teachers from across the Inclusion and Wellbeing Service.
- Local authority wide systems leadership to support mainstream schools to establish and sustain small group settings, de-escalation training for staff groups and ongoing support.
- Strategies and approaches utilised across IWS shared regularly by SLT at local authority Assessment & Transition Group to build capacity and sustain children in mainstream education.
- Staff talents and expertise harnessed within the curriculum and remits to enhance the learner journey and curricular offer. Almost all parents reporting significant positive changes in attitudes towards school as a result of the curricular adaptations.
- Implementation of an Extended Leadership Team with clear cross-service responsibilities to lead strategic change aligned to a Senior Leadership Team with cross-service and systems leadership roles to support the improvement agenda.
- Almost all staff have a very strong commitment to social justice and a presumption of mainstream ethos – almost all children gaining mainstream experience and included in their own communities. Achievement of Bronze Rights Respecting Schools Award and action plan developed for Silver level.
- Action Plan for improvement in staff and pupil safety and wellbeing Sept 2018 – significant reduction in RIVO (health and safety) recorded incidents, procedural change from use of restraint and seclusion. Significant reduction in fixed-term exclusions over a two-year period in Connolly School Campus with the revised curriculum core to this incredibly positive policy change.
- Whole service collegiate time protected in the service calendar to support moderation activities. Almost all staff engaged in case study moderation activities and sharing professional expertise with focus on wellbeing indicators to influence change.

### **Design**

- Use service design tools and approaches to shape the curriculum offer.
- Curriculum offers a wide range of experiences and provides flexible learning pathways based on Experiences and Outcomes, pupils' support needs, pupil's voice.
- Curriculum takes account of the four contexts and incorporates the 7 design principles
- GIRFEC Lifegrids and Pupil Passports sitting at the heart of our design
- Project based learning approaches in development
- Partnership Planning Events held annually as part of the improvement /design cycle (140 in March 2019)
- Strong focus on developing the skills our young people need in the work of work through project-based learning
- Strong focus on developing awareness of a range of careers and the skills required for them through our teaching and support.
- Shared responsibility for developing Literacy, Numeracy and Health and Wellbeing across the curriculum.

- Wide variety of outdoor learning opportunities.
- Regular engagement with digital technologies.
- Outcomes for young people (students) measured across four contexts and capacities re achievements, attainment, pathways

➤ [See also Section 2 details](#)

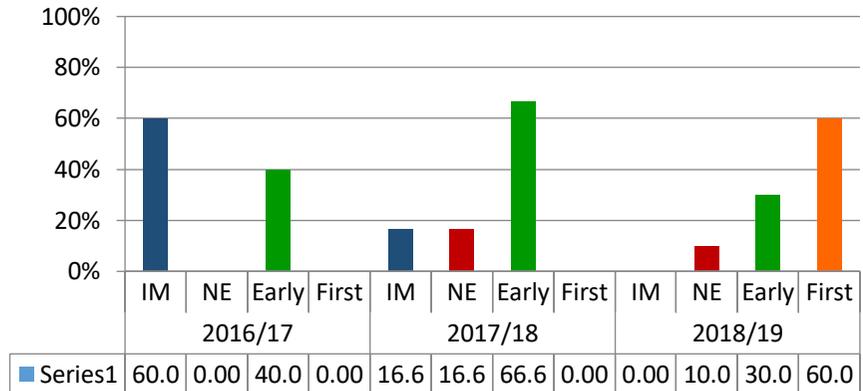
**Impact** – see also section 3

### **Connolly School Campus: Attainment**

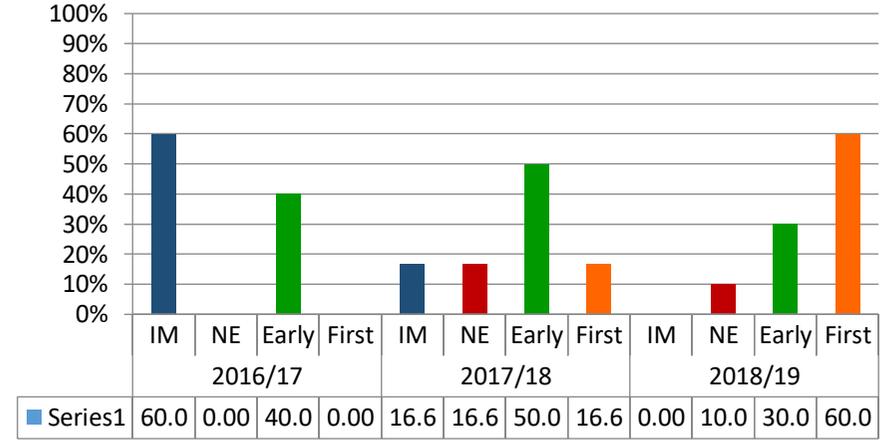
- Our learners have been achieving at a higher level over time with the new ethos and curricular offer at the heart of this improvement.
- The CfE levels of our learners over time has increased with significantly more learners achieving at First level in reading, writing, listening and talking and numeracy by the end of P7. Historically learners had been working on individual milestones and now learners are achieving at higher levels.

**The following table shows achievement levels in numeracy and literacy at Connolly School Campus for 2016/17, 2017/18 & 2018/19.**

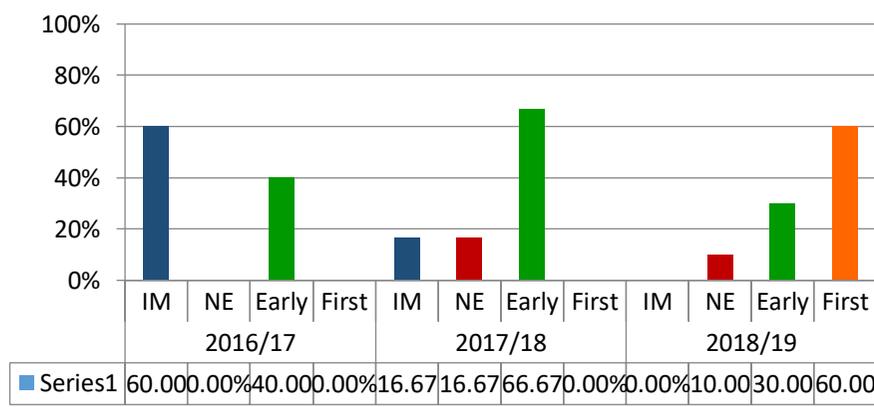
### Listening & Talking - Level Achieved (TJS)



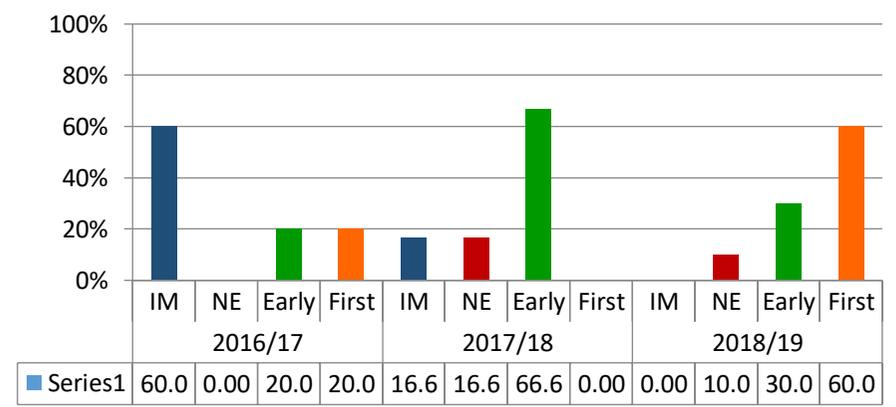
### Numeracy - Level Achieved (TJS)



### Writing - Level Achieved (TJS)



### Reading - Level Achieved (TJS)



*“Great school for [pupil]. Great for learning life skills that he wouldn't get anywhere else”*

*“The school is doing a great job with [pupil}. I am very pleased.”*

*“I can see a huge difference in [pupil] now. He is building confidence in the short time he has been at CSC. I am very proud of him. He is keen to get back to school.”*

*“See a big difference in CSC with the extra support and more settled”*

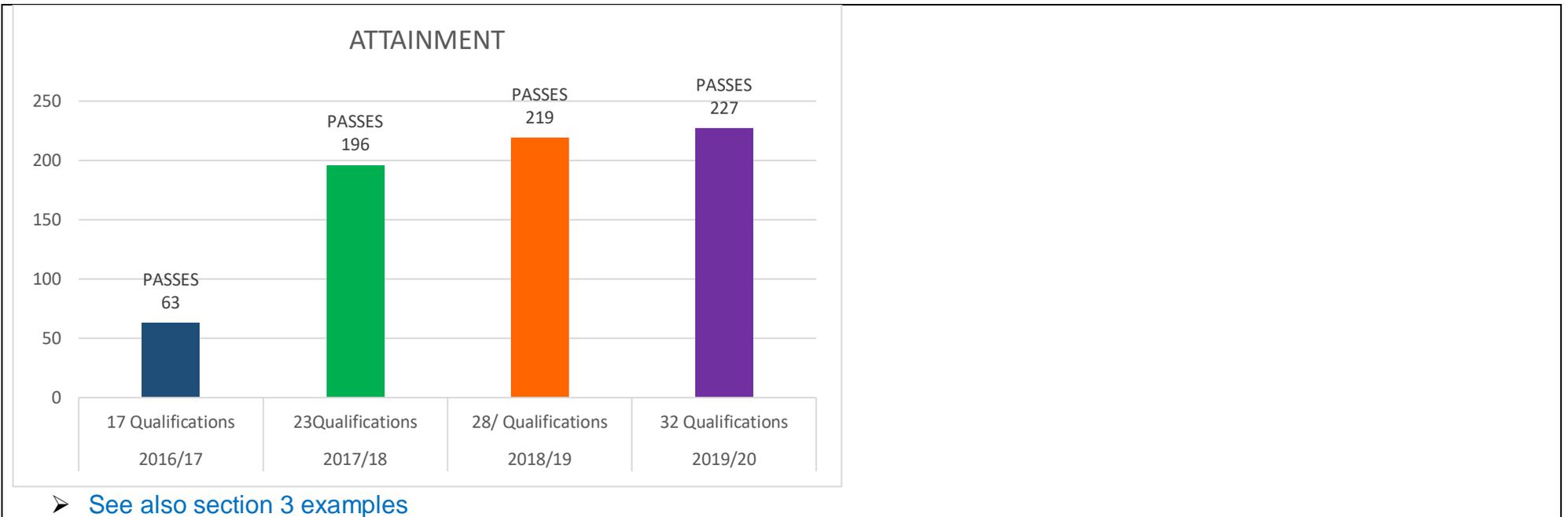
*“CSC are doing a great job doing at what you do. [Pupil] is happy and that's the main thing”*

*“CSC have done a fantastic job settling [pupil] and preparing him for his transition to mainstream”*

### **Burnhouse Skills Centre**

- Year on year increase in the number and variety of SCQF programmes on offer for our own learners and those on in-reach and outreach programmes.
- Flexible pathways have improved learner engagement and as such have impacted positively on attainment.
- There has been a consistent steady trend of increased in passes over time:

**The following table shows number of pupils achieving passes in qualifications in at Burnhouse Skills Centre for years 2016/17, 2017/18, 2018/19 and 2019/20.**



**Portlethen Academy  
Aberdeenshire**

**Section 1**

**Current roll:** 818

**Socioeconomic context:** Nearly 75% of pupils are within SIMD Deciles 8-10. Due to low numbers in Deciles 1-5 it is rare that a poverty related attainment gap is recorded. SIMD profile fairly consistent year on year.

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
0%	1.0%	1.0%	0.6%	0.6%	7.1%	15.6%	12.2%	42.1%	20.2%
<b>2.0%</b>							<b>74.5%</b>		

**Vision:** To be the very best we can be.

**Values:** 'Learn and Improve. Get Involved. Think of the Consequences. Respect All'.

**Rationale**

Attainment for all and Developing the Young Workforce (DYW) have been central planks of our thinking and we have worked to establish a flexible and broad curriculum which is responsive to pupils' needs, interests and aspirations. The offer aims to provide pathways that have strong links to the workplace and to Skills for Life, Learning and Work for all young people. We aim to be flexible and provide experiences that allow young people to focus on interests but are not so narrow as to be limiting. The offer also provides experiences and certification for young people who do not fit the "traditional" profile of the N5s and Highers offer.

**Design**

- Curriculum based on the four capacities of Curriculum for Excellence
- Skills framework promoted and built into curricular content
- Personalisation process for pupils as they move from S2 into S3
- All of the Senior Phase (S4-S6) are timetabled together

- A wide curricular offer in the Senior Phase - young people can choose and achieve qualifications in subjects which allow for progression into employment, further education and higher education
- Strong focus on Developing the Young Workforce throughout all stages of the curricular offer including numerous qualifications / courses (Foundation Apprenticeships, NPA Enterprise and Employability)
- Link with North East Scotland College (NESCoI) widens the Senior Phase curricular offer
- Involvement in Excelerate programme in conjunction with the Wood Foundation with a developing focus on project-based learning.
- Development of key partnerships to enhance learning eg Community Learning and Development (CLD) (Gear Up To Go), Mackie Academy and Mearns Academy (Moving Forward) Aberdeen Football Club Community Trust (Portydeen project session 2020/21)

➤ [See also Section 2 details](#)

**Impact** – see also Section 3

- Widened curricular offer leading to improved engagement and better learner pathways
- Good pupil, parent and staff understanding of the enhanced range of courses and qualifications
- Increased attainment profile of young people
- Improved whole school attainment
- Sustained high positive destination figures
- Pupils more aware of the transferable skills they are developing in school and how they relate to life, learning and work
- Positive working relationships with business partners / external agencies to support delivery of courses in Senior Phase

➤ [See also Section 3 examples](#)

**Section 2**

**BGE**

- Pupils follow a curriculum in S1 and S2 designed to give experiences in all subjects they can select from in S3 / Senior Phase

**Senior Phase**

- Progression from the BGE
- Senior Phase timetabled as a whole (S4-S6 together)
- S4 - Six subjects including English and Mathematics

<ul style="list-style-type: none"> <li>• Personalisation process as pupils progress from S2 into S3</li> <li>• High level of support offered when personalising the curriculum at the end of S2</li> <li>• Moving Forward curricular input offered in conjunction with two neighbouring schools for targeted pupils in S3</li> <li>• Curricular offer developed in conjunction with Aberdeen Football Club Community Trust to offer a tailored pathway linked to health and wellbeing and sport which leads into an offer in the Senior Phase.</li> <li>• S3 pupils complete awards during core subjects (Religious Beliefs and values award in RMPS, Employability award in PSE).</li> </ul>	<ul style="list-style-type: none"> <li>• Maths and Applications of Mathematics both offered and completed by pupils in S4 to enhance attainment</li> <li>• S4 complete awards during core subjects (Social Anthropology RMPS, Mental Health Award PSE)</li> <li>• S5 - Five subjects plus an enrichment option</li> <li>• S6 - Four or five subjects plus an enrichment option</li> <li>• Enrichment column allows pupils to pick up additional subjects / qualifications</li> <li>• Pupils choosing a National 4 or National 5 course also complete Personal Finance qualification</li> <li>• Wide offer of qualifications (NQ, NPA, SQA Awards, Foundation Apprenticeships).</li> <li>• S5 pupils complete Personal Development award at SCQF L6 from session 2020/2021</li> <li>• S6 pupils complete Leadership Award at SCQF L6 from session 2020/2021</li> <li>• Wide offer of qualifications (NQ, NPA, SQA Awards, Foundation Apprenticeships)</li> <li>• Foundation Apprenticeships offered in three frameworks in session 2019 / 2020 (Accountancy, Children and Young People and Health and Social Care)</li> <li>• Involvement in pilot fast tracked Foundation Apprenticeship programme in Creative and Digital Media during session 2019/2020</li> <li>• Foundation Apprenticeships offered in school in seven frameworks in session 2020 / 2021 (Accountancy, Business Skills, Children and Young People, Engineering, Health and Social Care, IT Software, Scientific Technologies)</li> <li>• Exploring and hoping to offer, with the support of the local authority, pilot SCQF Level 4 and Level 5 Foundation</li> </ul>
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	<p>Apprenticeship courses in Automotive, Construction, Digital Skills, Hospitality</p> <ul style="list-style-type: none"> <li>• Senior Phase community project with associated qualification (NPA Enterprise and Employability SCQF Level 5) to be offered in session 2020/2021 with the support of Aberdeen FC Community Trust</li> </ul>
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**Section 3**

<p><b>Student A</b> (Current S6)</p> <ul style="list-style-type: none"> <li>• MidYIS of 84</li> <li>• Significant SQA Additional Assessment Arrangements in place for exams as she experiences visual stress (Irlen Syndrome). (Extra time, separate room as needed, use of coloured overlays, blue paper for extended writing). <b>A</b> finds formal exams very difficult.</li> <li>• Enjoyed and was good at Food Technology. Developed an interest in baking and then cooking -liked to experiment. Through BGE thought she would like to work in the Food/hospitality industry, possibly in a commercial kitchen.</li> <li>• S4 results were Hospitality (B), PE (B) and English (C) @N5 and 2 passes @ N4 Health and Food Technology and Biology - emphasis on her potential career path. Exams a</li> </ul>	<p><b>Student B</b></p> <ul style="list-style-type: none"> <li>- Midyis of 115</li> <li>- Very disappointed S4 N5 results - CCD and three No Awards.</li> <li>- Resat a number of Nat 5s as well as picking up a few others linked to her career aspiration. S5 results slightly better with some success at nationals with an A (Apps of Maths), C (Biology), C (Business Studies), two D's &amp; a No Award in H Geography. The more practical aspects of Applications in Maths helped her.</li> <li>- At the end of her S4 during a 1-2-1 with her PTG <b>B</b> said she felt she would never be great at exams and felt she would be suited to learning on the job type work. She had also decided she wanted to mix her creative skills with her high levels of confidence and was interested in creative/digital marketing. With this in mind we applied together for B to do</li> </ul>	<p><b>Student C</b></p> <ul style="list-style-type: none"> <li>• Gained 3 National 5s in S4, Drama (B), English (C), Health and Food Technology (A).</li> <li>• Lacks confidence and is a reserved and quiet pupil but very focussed.</li> <li>• Really poor handwriting and exams are a struggle for her.</li> <li>• She has always wanted to be a Nursery Manager. Work experience at the start of S4 in Chapelton Nursery confirmed that this was where she would want to work.</li> <li>• After discussion with her PTG C and her parents agreed that a more practical and less exam based pathway would better suit her. The initial thought of college was daunting for such a reserved pupil but open events and visits plus discussions with others in person</li> </ul>
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<p>struggle however and confidence low re her abilities and interactions with others outside her immediate group.</p> <ul style="list-style-type: none"> <li>• During S5 took a school links course- Level 5 Skills for Work Hospitality course at NESCOL -adapted her timetable, reduced in school commitment. Opportunity to experience a commercial kitchen working with others from different schools. Built her confidence working with others and leading events. School staff saw a confident and competent pupil excelling in the environment. <b>A</b> secured a Pass at Level 5 in SfW Hospitality.</li> <li>• Disappointed with Highers in S5 (PE and English) but secured an A in N5 Health and Food Technology.</li> <li>• Part time work in a local café out of school - gained practical experience.</li> <li>• As a result of her college course - nominated for apprenticeship with Maryculter House Hotel (school partner), met with manager and secured part time employment with them. (Couldn't take up apprenticeship as she wanted to complete her S6 in school).</li> </ul>	<p>the FA in Creative and Digital Media at North East Scotland College where she was accepted after a short interview process.</p> <ul style="list-style-type: none"> <li>- The PTGuidance also suggested that B sign up for the Career Ready Programme which she did and she has had a really successful year working with the Press &amp; Journal newspaper and her Mentor from that company. She completed a 4 week summer internship with them and has impressed so much the P&amp;J have offered her a weekly work experience slot which she will use to complete year 2 of her FA.</li> <li>- B loved the FA and college style learning and felt it was far more suited to her aptitudes so she applied for a full time course in Digital Marketing at NESCOL. She was successful in securing a place and they are happy for her to complete year 2 of her FA whilst she is doing this.</li> <li>- B has therefore left school with 7@ N5s. She is completing her FA. She is working towards a HNC/HND and she has a fantastic industry link with definite possibilities of full time employment secured through</li> </ul>	<p>and via Snapchat helped build confidence.</p> <ul style="list-style-type: none"> <li>• Presently studying the FA in childcare 2 yr course and has presented to parents of prospective pupils at NESCOL about the benefits of the course at a Foundation Apprenticeship open evening.</li> <li>• Gained 2 Highers Drama(C) and English (C) and 3 National 5s: Spanish, Applications of Maths and Maths this year all at C.</li> <li>• Also became Prefect through her confidence increasing in the FA course.</li> <li>• C likes the social side of the FA where she is meeting people with the same interests and it's a different type of qualification that suits her learning style better.</li> </ul>
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<ul style="list-style-type: none"> <li>This year she is studying Higher Health and Food Technology, is attempting a resit of H English and is picking up French N5. She is also undertaking work experience in a Hair and Beauty Salon two afternoons a week and may be able to complete a National Progression Award. Developing a second option –benefit in developing her knowledge, experience and skills for the Spa and Beauty side of the Hospitality industry.</li> </ul>	<p>successful participation in the Career Ready Programme.</p>	
<p><b>Student D</b></p> <ul style="list-style-type: none"> <li>D was scouted by Aberdeen Football Club (AFC) in S1 and joined their youth programme.</li> <li>S2 – S3 arrangements put in place for D to attend training and matches as and when required.</li> <li>S4 – an afternoon per week out of school to attend training. He gained 6 N5s. Biology C, Design and manufacture B, English B, Geography C, Maths C and Physics A. Both D and his parents were in a dilemma regarding his potential future and were keen to maintain his academic path in case he did not have success in football.</li> </ul>	<p><b>Student E (S6 – 19/20)</b></p> <ul style="list-style-type: none"> <li>- MidYIS of 101</li> <li>- During S4 undertook a level 5 SfW Childcare alongside a full complement of school subjects</li> <li>- Attained in S4 6 National 4s and her Level 5 in Childcare</li> <li>- In S5 has chosen the Foundation Apprenticeship Children and Young People and is undertaking work experience as part of this experience</li> <li>- Also in S5 she is undertaking 4 National 5s</li> <li>- E aspires to become a Primary Teacher and will probably undertake the 2 +2 model. Will have S6 to take Highers for a possible straight entry to university- despite this being possible</li> </ul>	<p><b>Student F</b></p> <ul style="list-style-type: none"> <li>- MidYIS of 126</li> <li>- S4 Attainment: 3 As 1B and 2 Cs at National 5</li> <li>- S5 completed extended flexible work placement at OEM every Wednesday afternoon</li> <li>- After a taste of employment F lost a taste for the classroom experience</li> <li>- After impressing in his work placement he was offered a full-time apprenticeship instead of S6</li> <li>- S5 attainment- Higher B C &amp; D and a National 5 B &amp; D</li> <li>- F is currently continuing his Modern Apprenticeship with OEM Group, an oilfield services company, at Badentoy Park in Portlethen</li> </ul>

<ul style="list-style-type: none"> <li>• S5 – out of school on Tuesdays and Fridays to attend training and matches. A flexible timetable arranged to allow D to study 3 Highers which he successfully gained.</li> <li>• These arrangements kept D's options open if he was not signed for AFC. He wanted 3 Highers to either attend college or take up an apprenticeship and was successful in Design and Manufacture C, English C and PE A.</li> </ul>	<p>she says she would prefer to go to college first.</p>																												
<p><b>Student G</b></p> <ul style="list-style-type: none"> <li>• G was a pupil who showed great potential in S1 – S3 and involved himself in the life of the school by playing for the school football team and taking up opportunities to go on school trips offered during Get Out Of School Experience weeks.</li> <li>• Towards the end of S3, G struggled to find a work experience placement but ultimately secured a placement with Aberdeen FC's Community Trust. This opportunity fundamentally changed his career aspirations and shaped the remainder of his school days at Portlethen Academy.</li> <li>• G enjoyed the experience so much that upon completion of the week he</li> </ul>	<p><b>Student H</b></p> <p>S4:</p> <table border="1" data-bbox="824 738 1413 1129"> <thead> <tr> <th>Subject</th> <th>Level</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>National 5</td> <td>A</td> </tr> <tr> <td>French</td> <td>National 5</td> <td>A</td> </tr> <tr> <td>Health &amp; Food Technology</td> <td>National 5</td> <td>A</td> </tr> <tr> <td>English</td> <td>National 5</td> <td>B</td> </tr> <tr> <td>Maths</td> <td>National 5</td> <td>B</td> </tr> <tr> <td>Modern Studies</td> <td>National 5</td> <td>A</td> </tr> </tbody> </table> <p>S5:</p> <table border="1" data-bbox="824 1204 1413 1326"> <thead> <tr> <th>Subject</th> <th>Level</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Health &amp; Food Technology</td> <td>Higher</td> <td>A</td> </tr> </tbody> </table>	Subject	Level	Result	Biology	National 5	A	French	National 5	A	Health & Food Technology	National 5	A	English	National 5	B	Maths	National 5	B	Modern Studies	National 5	A	Subject	Level	Result	Health & Food Technology	Higher	A	<p><b>S4 Leavers – 2 students (A and J)</b></p> <p><b>A</b> joined Portlethen Academy in S1 and presented sometimes challenging behaviours and had relationship difficulties with other pupils and staff. Her Midyis score (86) and transition information on attainment suggested she would struggle academically.</p> <ul style="list-style-type: none"> <li>• S1 Career Presentation using My World of Work for research A identified hair and beauty as the area she wanted to work in.</li> <li>• Various DYW inputs to year group included one during S2 focused on Maths in the Workplace. Amongst other presenters a Hairdresser</li> </ul>
Subject	Level	Result																											
Biology	National 5	A																											
French	National 5	A																											
Health & Food Technology	National 5	A																											
English	National 5	B																											
Maths	National 5	B																											
Modern Studies	National 5	A																											
Subject	Level	Result																											
Health & Food Technology	Higher	A																											

had agreed that he would continue to work with the Trust on a voluntary basis. throughout his S4 in which he followed a traditional curricular offer, securing five National 5 qualifications at Grade A (Biology, Drama, English, Mathematics and PE) and one at Grade B (Modern Studies).

- Whilst doing so G completed hours of volunteering with Aberdeen FC Community Trust which was marked with a Saltire Award, eventually completing 500 hours of volunteering, turning down paid employment along the way in order to achieve this.
- In S5 G continued in the same vein, securing 5 Higher qualifications at Grade A (Biology, English, Media Studies, Modern studies and PE), while continuing to volunteer during his spare time.
- By S6, G had decided that he wanted to follow his new found passion in Sports Science and aim to study Sport and Exercise Science at University.
- Due to the fantastic leadership qualities G had demonstrated, he was appointed as a School Captain and agreed as part of his curriculum to spend one day a week working on a

English	Higher	B
Physical Education	National 5	A
Biology	Higher	C
Enterprise & Employability	NPA level 5	Pass

S6:

Subject	Level	Result
French	Higher	
Physical Education	Higher	
Children & Young People	Foundation Apprenticeship level 6	
Health & Food	Advanced Higher	

- 8 @ level 5, 6 @ level 6, 1 @ level 7
- Midyis Baseline 105 (Skills 143)
- Quiet, conscientious pupils throughout school years, although lacked confidence in early stages.
- S4 pleased with results and planned to work towards career in Speech & Language Therapy.
- S5 Maths – didn't pursue as struggled with this subject and had a tutor since S3. Realised H Maths needed for S&L Therapy so automatically thought it

outlined this to A's class and spoke directly with her.

- S3 curriculum tailored to practical and hands on options where feasible and those that would feed into college and subject choices in S4.
- Visit to NESCOL in S3 to build confidence.
- Work Experience at start of S4 in Tiffany Hair and Beauty in Aberdeen.
- S4 course included Hair and Beauty course at NESCOL 1 day a week and N4 courses linked to career aspirations
  - English
  - Applications of Maths (practical emphasis)
  - Art and Design
  - Biology and Chemistry for the scientific aspects of the job
  - A also had time in our Support Centre to support her subjects
- Leaving school as planned to undertake full time course in Beauty Therapy at NESCOL

<p>project with the Community Trust. G studied and passed two Advanced Highers in Modern Studies (A) and Biology (B) as well as adding a further Higher qualification in Drama (C) to compliment his work experience.</p> <ul style="list-style-type: none"> <li>• G is now in his Second Year studying Sports Science at Stirling University. He recently returned to Portlethen Academy to speak at our Senior Phase Achievement Ceremonies where he shared that whilst at University he has continued to add to his experience by working as the Head of Performance Analysis at both Falkirk Football Club and latterly Stenhousemuir Football Club as well as finding the time to write blogs / articles about the Music scene for LFM Magazine.</li> <li>• Further to this G continues to use his spare time during the summer holidays working with Aberdeen Football Club Community Trust to enhance the opportunities available to young people in the North East of Scotland.</li> </ul>	<p>would no longer be an option. Still keen to work with children in some way, considered Teaching.</p> <ul style="list-style-type: none"> <li>• S5 placement at Hillside Primary every Monday afternoon for NPA brought about a fuller awareness of Teaching (which doesn't require H Maths). Considered leaving school at end of S5 as wasn't sure what the purpose or what would be gained in S6. However, after spending all the time at school on placement, started to wonder if it was definitely what she wanted to do and didn't want to commit to that alone.</li> <li>• In discussions with PTGs and Subject Choice Sheet, realised the FA sounded an ideal option which would support an application to teaching but gave breadth to other options such as S&amp;L Therapy again through the work place experience.</li> <li>• Liked the more practical almost relaxed way of learning – enjoyed having different teacher and working with people in the workplace. <i>“It doesn't feel like a class as you are treated like an adult and it almost doesn't feel like learning as you're just doing it naturally as you work.”</i></li> </ul>	<ul style="list-style-type: none"> <li>• Significant reduction in behaviour referrals and a more confident and happier young person</li> </ul> <p><b>S4 Leaver Case Study J</b></p> <ul style="list-style-type: none"> <li>• <b>J 's</b> Midyis score (88) and transition information on attainment suggested he would struggle academically. He was shy and lacked confidence. During S1 Career Presentation using My World of Work for research J identified that he was interested in a trade but did not have a specific area in mind.</li> <li>• Various DYW inputs to year group included one during S2 focused on Maths in the Workplace. Amongst other presenters were a group from the construction industry who spoke about the use of maths in their trades.</li> <li>• S3 curriculum tailored to practical and hands on options where feasible and those that would feed into college and subject choices in S4.</li> <li>• Visit to NESCOL in S3 to build confidence</li> </ul>
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	<ul style="list-style-type: none"> <li>• Doesn't want to go straight to Uni but keen to do 2+2 – college course locally here along with other commitments (Cheerleading &amp; HipHop Dance Classes).</li> <li>• Mum &amp; Dad split last year so wants more time to spend with them too.</li> </ul>	<ul style="list-style-type: none"> <li>• Work Experience at start of S4 with an Electrician in Aberdeen</li> <li>• S4 course covered <ul style="list-style-type: none"> <li>○ Construction Crafts level 4 at NESCOL</li> <li>○ N4 Maths</li> <li>○ N5 Drama</li> <li>○ N5 English</li> <li>○ N5 History</li> <li>○ N5 Practical Metalwork</li> </ul> </li> <li>• He picked up 2 PC passport units as well, through RMPS in Web Apps: Presentations and Word Processing</li> <li>• <b>J</b> left school as planned at the end of S4 and is now an apprentice plumber. He has significantly developed his confidence and has returned to school to update us on his progress.</li> </ul>
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<b>Kingussie High School</b> <b>The Highland Council</b>
<b>Section 1</b>
<b>Roll:</b> 401 <b>Socioeconomic context/SIMD:</b> Rural secondary with ASN specialist provision covering large geographical area – 350+ young people (87%) bussed in every day. Majority of pupils in SIMD 6 in a range from 4 to 9.

## **“We are an ambitious school in the heart of the Cairngorm National Park”**

### **Rationale**

Significant work has been done on the curriculum at Kingussie High School over the last six years to ensure that we have a curriculum that is relevant to the skills and needs of our pupils, the local community and globally to allow our pupils to transition into a range of positive destinations. We believe that Curriculum Drives Attainment [\[link\]](#) and the subjects and delivery of subjects has changed greatly in this time. (possible option form). We offer traditional values but a modern approach. We have a strong focus on support for young people. We support learners through the use of our local environment and appropriate technology. We have strong partnership delivery with local and international links. We aim to maximise the range and progression of educational opportunities offered in the curriculum, given the constraints in staffing and resources for a school of this size. Evolving our curriculum offer from knowing our learners and their interests and skill set. Skills focus throughout BGE and Senior Phase shaped by desirable global skills and importantly transferable skills to work locally.

### **Design**

- Curriculum is designed to promote the four capacities.
- A broad general education with some personalisation and choice in the first three years (S1-3)
- A Senior Phase (S4-6) which leads all students to achieve success in appropriate national exams and qualifications.
- Strong focus and investment in ensuring each pupil takes the correct pathway for them from the wider offer so time and resource given to individual Senior Phase planning.
- School of Shinty and School of Rugby both built into the curriculum.
- Assembly and pupil support time is an integrated part of the curriculum.
- We offer electives in the Broad General Education (some of these are stage-not-age electives).
- Thursday afternoon is a flexible provision to support the Broad General Education (BGE).
- We timetable S4 - S6 together.
- S4 students take Higher awards if they are appropriate (again stage-not-age).
- We run three different types of interlocking Senior Phase timetables.
- Some of our courses run on a Saturday (for example, Drama through Eden Court).
- We have made a considerable and long term investment in digital technologies.
- Partners work with us to deliver many of our courses.

- We provide a comprehensive extra-curricular and community programme to extend the curriculum.

➤ See also Section 2 details.

### Impact

- More engaged young people.
- Increased attainment
- Double number of pupils accessing higher education post KHS in five years
- High positive destination figures
- More links with local businesses and employers
- KHS skills equip pupils to work locally, nationally and globally
- First School of Shinty in Scotland fostering positive links with local shinty clubs and local community

➤ See also Section 3 examples.

## Section 2

### BGE

- S1: all pupils have common core curriculum
- S2: addition of elective column to allow short course (8 weeks) choice eg Geography – Outdoor Learning; Technology (Sustainability);
- S3: meeting between pupil and either a member of guidance or SMT. Parents invited -during school hours - to plan S4 – S6 progression. SDS involved in this process.
- S3: two elective columns – allows exploration of subject in depth. Taster sessions for possible SP choice.
- S1 – S3: Flexible afternoon: allows for IDL (eg Outdoor Learning);
  - interviews in S3 in preparation for SP choices.

### Senior Phase

- Moved from an offer of 20 options to 2013 to 46 by 2018.
- Delivery from partners to allow more options on choice form: Childcare, Rural Skills, Business
- S4 – S6 timetabled as one (so, for example, S4 pupil can take Higher award if appropriate)
- 6 column structure
- Expectation of 6 choices in both S4 and S5 ( and minimum of 5 in S6)
- College learning
- Work based learning
- Foundation Apprenticeships
- Saturday course options eg N5 and H Drama, H Dance at Eden Court.

	<ul style="list-style-type: none"> <li>• Use of open and distance learning with UHI, OU</li> <li>• S6 options: access to 2 HNC (level 7) eg Architectural Technology; and to 10 degree modules eg Intro to Business Law.</li> </ul>
<b>Section 3</b>	
<p><b>Pupil A</b> has always been extremely keen on sport from the day he arrived at KHS. His ideal career would have been a P.E teacher but his academic ability in the BGE highlighted concerns that he might not achieve the requirements to access the course. This proved to be the case but with careful planning at the S3 Pathway Meeting we looked at courses that would allow him to have a chance of gaining the Highers that he would need for P.E teaching at the same time gaining additional courses that could allow him to pursue another career in sport.</p> <p>Pupil A is now doing a tennis apprenticeship locally where he intends to qualify and then set up his own tennis academy.</p> <p>His learner journey was as follows:</p> <p><b><u>S4 subject choices :</u></b></p> <ul style="list-style-type: none"> <li>• N5 English - A</li> <li>• N5 Maths - D</li> <li>• N5 Physical Education - A</li> <li>• N5 Biology - C</li> <li>• N5 French - C</li> <li>• N5 Geography - D</li> </ul> <p><b><u>S5 subject choices</u></b></p> <ul style="list-style-type: none"> <li>• Higher English - B</li> <li>• Higher Human Biology – Units only</li> <li>• Higher Physical Education - A</li> </ul>	<p><b>Pupil B</b> was identified as one of our PEF pupils. Her passion is working with young children and she was always keen to go on to do this as a career post school. One of our issues at KHS is the number of pupils who struggle to access the college courses on offer due to the distance from Kingussie to Inverness and the problem with bus times. Pupils would have to leave at 7am to access the college and return at 6pm. To alleviate this issue we formed a partnership with UHI where one of their lecturers would come to Kingussie High School for a day and deliver Early Year in Childcare to our pupils. We did this on a biannual basis to make it sustainable.</p> <p>Pupil B passed the Early Years in Childcare course and is now working in a local nursery. A huge part of her development at school was a meaningful work experience over S5 and S6 where she would go to a local primary school to work with young children developing her skills and giving her a taste of what the job is like.</p> <p><b><u>S4 Subject Choices</u></b></p> <ul style="list-style-type: none"> <li>• N5 Biology – C</li> <li>• N5 English – C</li> <li>• N5 French – B</li> <li>• N5 Maths – B</li> <li>• N5 Modern Studies – C</li> <li>• N4 Music – Pass</li> </ul> <p><b><u>S5 Subject Choices</u></b></p>

<ul style="list-style-type: none"> <li>• N5 Geography – B (repeat)</li> <li>• N5 Maths - C (Repeat)</li> <li>• N5 Modern Studies - B</li> </ul> <p><b><u>S6 Subject Choices</u></b></p> <ul style="list-style-type: none"> <li>• N5 Maths - B (repeat again)</li> <li>• Coaching &amp; Developing Sport HNC - Pass (co delivered with UHI)</li> <li>• N5 Sport &amp; Recreation - Pass</li> <li>• NCL6 Activity Tourism – Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Higher English – B</li> <li>• Higher French – C</li> <li>• Higher Human Biology – No award</li> <li>• Higher Maths – No award</li> <li>• N5 Psychology – A</li> </ul> <p><b><u>S6 Subject Choices</u></b></p> <ul style="list-style-type: none"> <li>• N5 Creative Industries – Pass</li> <li>• N5 Hospitality – B</li> <li>• Early Years in Childcare – Pass</li> </ul>
<p><b>Pupil C</b> is still currently at KHS (Nov 2019) and is in her final year. She identified in S3 that she wants to be a social worker when she finishes school. Midway through her S4 she took ill and her schooling was interrupted. Her guidance teacher worked closely with her and her family to best support her with school work and her subjects were changed because of this. She was encouraged to do a Foundation Apprenticeship in Social Care &amp; Young People which is a two year course. She is really enjoying this and with consultation with universities they are happy to accept this as part of her entry requirements. She is on course to fulfil her wish of becoming a social worker. Due to her illness in S4 we looked to gain her National 4 Maths and a Level 5 Numeracy award as her interrupted learning meant she had missed too much in Maths to sit the final N5 exam.</p> <p><b><u>S4 Subject Choices</u></b></p> <ul style="list-style-type: none"> <li>• N5 English – C</li> <li>• N5 History – B</li> <li>• N5 Numeracy – Pass</li> </ul>	

<ul style="list-style-type: none"> <li>• N5 Travel &amp; Tourism – Pass (this also gains L5 Literacy award)</li> <li>• Higher Health &amp; Food Technology – No Award</li> <li>• L5 Numeracy – Pass</li> <li>• L5 Literacy – Pass</li> </ul> <p><b>S5 Subjects</b></p> <ul style="list-style-type: none"> <li>• Higher English – B</li> <li>• Higher Modern Studies – B</li> <li>• N5 Applications of Maths – C</li> <li>• N5 Psychology – B</li> <li>• Foundation Apprenticeship Social Care &amp; Young People – over two years</li> </ul> <p><b>S6 Subjects</b></p> <ul style="list-style-type: none"> <li>• Higher History – Currently studying</li> <li>• N5 Spanish – Currently studying</li> <li>• Higher Health &amp; Food Technology – Currently studying</li> <li>• Higher Modern Studies – Currently studying</li> <li>• Foundation Apprenticeship Social Care &amp; Young People – Into second year</li> </ul>	
<p><b>Newbattle High School</b> <b>Midlothian</b></p>	
<p><b>Section 1</b></p>	
<p><b>New building</b> - opened Nov 2018</p> <p><b>Current roll</b> 900. Projected 1031 2020-21</p> <p><b>Socioeconomic/SIMD:</b> Over three quarters of our young people come from Scottish Index of Multiple Deprivation one to four (2018-19, SSR2 data), but we firmly believe that this will not impact on their education experience, opportunities and the</p>	

attainment gap will be closed. Our SIMD profile is changing as more students enrol with us as their local school where previously they enrolled out of catchment.

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
0.45	27.34	38.87	11.86	0.23	8.36	9.04	0.23	3.39	0.23
<b>66.6%</b>							<b>3.85%</b>		
<b>78.52%</b>									

Over 40% of learners have an additional support need (41.6%) and we have a free school meal entitlement above National average at 22%. Included in our school profile is a large number of young people in kinship care, care experienced (at 5.9% current and 7% including previous), residential unit pupils and a number of significant child protection cases (live and historic). A large proportion of our senior pupils also work whilst at school.

### **“Career ready, college ready, university ready and digitally ready”**

#### **Rationale:**

Strong school vision developed with school community and partners. A full school community consultation took place in June 2017. For the month of June, HT was protected and transitioned with the previous Head Teacher. This allowed a review of the school through self-evaluative processes to create a forward leadership plan in consultation with staff, pupils, parent/carers and the wider community. For example, information was gathered from:

- Data on the school (patterns, trends, context of area, INSIGHT, attendance, exclusions...)
  - 76% SIMD 1-4
  - Over one third Additional Support Needs
  - Above average Free School Meal entitlement at 21%
  - High levels of disengagement and exclusion e.g. 152 exclusions in 2014 (54 pupils)
  - 85% attendance
  - Trends emerged that over a third of pupils (41%) entered directly into employment, yet the curriculum was set up for students aspiring to University only (15%). Around three quarters of young people, only, stayed on in either S5 or S6

- Meeting all staff one-to-one and then in faculties
- Meeting parent/carer groups
- Meeting pupil focus groups
- Meeting community partners
- Observing school practices and systems in action
- Consulting with partners e.g. Scottish Government, Education Scotland, Edinburgh University, Edinburgh College and businesses among others

Consultation also involved specific events involving pupils (Primary through to S6 with Edinburgh University Professor Holly Linklater leading), parents/carers, partners and staff. Results backed up initial evidence, need for:

- More appropriate courses for S4 to attain and achieve
- Merge S4 as senior pupils in stage of learning and not confined to their age
- Too many subjects having a detrimental effect on the motivation of pupils (large numbers re-coursed or changed presentation levels)
- Remove column structures which were a barrier to young people's pathways
- Work-based learning opportunities
- Strong underpinning for the rationale of a Digital Centre for Excellence
- Digital literacy to be core in the curriculum

### **Design**

- All pupils encouraged to stay on until the end of S6 to experience a full Senior Phase. S4 being part of a three year journey
- Curriculum will ensure that pupils are "career ready, college ready, university ready and digitally ready"
- Design took into account pathways for successful learner journeys, the school day and partner delivery
- Created more courses to run that traditionally did not have the uptake
- Barriers to accessing courses removed – poverty proofing the school (eg. removing fees for Craft, Design and Technology and Food Technology classes, Music tuition). It is a free school day
- Unique aspects include Digital Literacy, pre-apprenticeship course as a subject choice, S2 and S3 together in employability electives
  - Change to BGE – employability electives, digital literacy

- Changes to Senior Phase – vocationally recognised qualifications (Mountain Bike Mechanics), work-based learning, more partnership working: pre-apprenticeships, Edinburgh College

➤ [See also Section 2 details](#)

### Impact

The impact of a correct curricular design and strong rationale can be demonstrated through attainment and achievement and has been notable also in the following for 2019:

- Exclusions have significantly dropped to 6 (no LAAC) [Cf 70 in 2015/16]
- Attendance increased by close to 5% since 2017
- Better level of learner engagement in lessons as demonstrated by any guests
- Best stay on rate ever (91% S4 to S5 and 82% S5 to S6) [Cf. 72% and 69% respectively in 2015/16]
- Positive destinations above all of our comparators (VC, Midlothian, SEIC and National). Employment a better quality using modern apprenticeships in our curriculum. Also improved University entry by 9% (widening participation) and college entry by another 3%.
- Increased effective partnership working e.g. Edinburgh University shared resources, businesses, College delivery onsite, etc
- [See also Section 3 examples](#)

## Section 2

### BGE

- Clear pathways mapped out from S1 breadth and S2/S3 options to post -school e.g. Hospitality; FinTech Digital.
- S2 and S3 come together in classes in employability electives for 2 periods per week: choice of over 24.
- Examples include: Digital Design and App Development; Construction; Mountain Bike, Drone Academy, Horse Care, Sound Production; Language Ambassadors.
- Choice element at S3. Continued access to all curricular areas but choosing e.g. 1 social studies subject.

### Senior Phase

- Joint S4 to S6 model.
- S4: 6 subjects (Maths and English +4 from 'your S3 timetable' where possible).
- Guided free choice using tracking system and career aspiration.
- Opening up courses at level 4/5/6 instead of only National 4/5
- Senior Phase course booklet (S2-S6)
- Staff encouraged to deliver appropriate course from the full SCQF Framework, e.g. Level 5 Laboratory Skills

<ul style="list-style-type: none"> <li>• Masterclass option in S3 to study subject areas in more depth e.g. Science with Scientists</li> <li>• Digital literacy taught as a core subject across BGE.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 6 NPAs</li> <li>• Specialist IT/digital teaching</li> <li>• Foundation Apprenticeships (S5)</li> <li>• Work-Based Learning (leading to Apprenticeships) (S5/6)</li> <li>• Guided free choice using tracking system and career aspiration.</li> <li>• Opening up courses at level 4/5/6 instead of only National 4/5</li> <li>• Over 70 subjects</li> <li>• In-school delivery of qualifications in partnership with Edinburgh College.</li> <li>• Progression in subjects for the three year Senior Phase linked from BGE</li> </ul>
<b>Section 3</b>	
<p><b>Pupil A</b>  Head girl released 1 day per week to work with Standard Life. Also received level 5 preparation for employment qualification with this  Offered a MA  Less Highers, but a job with career prospects</p>	<p><b>Pupil B</b>  Interested in dental nursing. Found a place for work experience where she has undergone qualifications and training in workplace as well as completing a L5 preparation for employment award in school (insight data!) and has been offered an apprenticeship by same dentists</p>
<p><b>Pupil C</b>  Present S6  School/college partnership in S5 1 day per week in events planning</p>	<p><b>Pupil D</b>  Present S6  School/college partnership in S5 1 day per week in events planning</p>

Now 1 day per week release to Hilton with in-house training accepted worldwide and a range of job prospects in event management	Now 1 day per week release to Hilton with in-house training accepted worldwide and a range of job prospects in event management
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**Grove Academy  
Dundee**

**Section 1**

**Current roll:** 2019/20 – 1259. Projected 2020/21-1265  
**Socio-economic context:** SIMD 1-3 16%, SIMD 8-10 66% FME 9.5% Pupils with ASN 31.4%  
**Destination of leavers 2018/19:** Higher Education 56%, Further Education 21%, Employment 16%

**“Honesty, Responsibility, Respect, Fairness, Determination”**

**Rationale**  
The curriculum has undergone significant changes since 2016/17. The has been influenced by staff involved in the Developing Young Workforce working group and more recently the Curriculum Working group. The developments have also been shaped by labour market information and engagement with employers and representatives from Further and Higher Education. In addition, the school has examined a range of approaches taken both nationally and internationally and this has shaped the growing focus on interdisciplinary (IDL) and project based learning (PBL) approaches to promoting employability. This is being further promoted by the introduction of an Employability Portfolio to capture and record the development of key employability skills. This is based on a Grove Academy Employability Skills Sets which has been developed following engagement and consultation with stakeholders. The developments in the curriculum have aimed to provide a wider and more relevant range of pathways linked to the aspirations of pupils and opportunities in the local labour market. The main focus initially has been on pathways in 4 core sectors: Engineering and Construction, Creative Industries, Hospitality and Tourism and Sports and Recreation. This has now expanded to a fifth pathway in Health and Social Care. This has resulted in the introduction of a wider range of vocational qualifications, industry standard certification and project based learning approaches. These aim to ensure the school addresses the full range of aspirations of pupils whilst also ensuring pupils are prepared with the skills and attributes, and can also access the greater variety of routes into Higher Education. Allied to these developments has been the introduction of opportunities for work-based learning.

### **Design and ongoing development**

The initial focus of development has been in the Senior Phase. This has resulted in a significant expansion of courses on offer. In addition, we have engaged with partners to co-design bespoke courses in Construction, Engineering, Hospitality and Sports and Leisure. To support this timetable structures and course choice processes have been adapted to promote collaboration with partners such as D&A College, NCR, SFA and Apex Hotels. In particular school timetables and structures have been adapted to articulate with the delivery of vocational programs in the FE sector and also to ensure a degree of parity of esteem. Pupils have a wide range of options beyond traditional National Qualifications such as HNCs, NPAs, Skills for Work, National Certificate and PDAs. Pupils also have the gain Fitness Instructor, Life Guard and Sport Coaching certification. Foundation Apprenticeships (FA) options have expanded – some, such as Civil Engineering, are hosted in the school. A notable success has been the impact of a skills focused project-based Engineering Program, developed in conjunction with HE and local employers. All pupils in S5/6 have additional opportunities for personalisation and choice through a program of electives that focus on work-based learning, employability, Wider Personal Achievement and Health and Wellbeing. The longer-term aspiration is to provide all pupil with an employability focused and interdisciplinary project-based learning experience in their final year in school.

More recent developments have concentrated on the BGE (S1 to S3). We have increased the opportunities for specialisation in S3 to provide greater coherence for the transition into Senior Phase and also introduced options via Masterclass and IDL to support learner journeys and pathways as well as the ongoing development of employability skills. The information provided to pupils and parents has been revamped to support a focus on coherent pathways and progression through the Senior Phase and beyond with further development aiming to focus on longer term career planning. The structure of the school day for pupils in S1 and S2 was to be adapted for next session to promote greater collaboration across subjects but this may have to be postponed due to the ongoing pandemic. The initial plans for this involved the creation of a 4 semester model where pupils had the opportunity for more concentrated learning experiences centred on STEM, Creative Industries, Humanities and Business and also Health and Wellbeing. All pupils in S2 and 3 participate in timetabled IDL (currently linked to Media, Computer games, Architecture and Design and Sport and Leisure)

➤ [See also Section 2 details](#)

### **Impact**

- Increased uptake of pupils choosing vocational or other options: 18 pupils participated in the city wide Senior Phase program with D&A college 2015/16 rising to 158 pupils in 2020/21.
- Increasing numbers of pupils are opting for FAs and also other courses delivered within the school. Almost all pupils who participated in the S4 plumbing/electrical program had progressed onto related programs in FE or directly into apprenticeships. This has included the first female pupils in plumbing and also the FA in Civil Engineering.
- Increased engagement from pupils on programs such as the plumbing/electrical program in S4 - similar cohorts previously would have had greater absence and behaviour issues.
- Modern Languages has seen significant improvement in uptake in S4 following introduction of the Modern languages for life and work Award, doubling uptake in French and tripling in German.
- Number of Notable successes for individuals and groups accessing the full range of options- S6 pupil participating on the Commonwealth War Graves Program secured internship with the Commonwealth War Graves Commission in Belgium.
- Advance Engineering Program won the UK heats of the international Marine Advanced Technological Education competition in 2018 and 2019 and represented the UK in the world finals in the USA on both occasions. Following the victory in 2018, in 2019 we were allowed to submit two teams and these teams came first and second
- Some of the girls participating in the FA in Civil Engineering were chosen for the Skills Development Scotland campaign to boost FA uptake.
- Increased bespoke programs have resulted in increased qualifications and destinations for those pupils
- Wider engagement of staff in planning and delivery of IDL
- Positive destinations improved from 93% to 97% between 2017/18 and 2018/19.
- Exclusion rates fell from 39 incidents per 1000 in 2017 to 3 incidents per 1000 in 2019.
- Increase in attainment: 2017- 5+ at level 6 – 41% (S6 based on S4 roll) moving to 49% gaining 5+ at level 6 – 49% in 2019.
- Percentage of leavers attaining SCQF level 5 in Literacy and Numeracy improved year on year from 2017 and overtook its virtual comparator and local and national averages in 2019.
- Between 2016/7 and 2018/19 the attainment of pupils in lower SIMD categories improved significantly. Eg, S6 pupils in SIMD 3,4,5 moved to above the national trend and were also on par with attainment of those in SIMD 6-10.
- Over 50 pupils attained industry standard certification such as National Pool Lifeguard Qualification, Fitness Instructor Level 2 Qualification or SFA Coaching Qualification.
- Over the past 3 years nearly 50 pupils have participated in skills focused project based programs such as our Advance Engineering Program. Feedback from employers (NCR) indicates participants have greater skills than many graduates.

Pupils who participated in session 19/20 received unconditional offers of places to universities despite not having the minimum entry grade requirements.

➤ [See also Section 3 examples.](#)

**E-Sgoil**  
**Comhairle nan Eilean Siar**  
**Established August 2016**

**Section 1**

**Socioeconomic context/SIMD:** e-Sgoil operates across Scotland and is committed to addressing inequalities wherever they exist and in whatever form they present e.g. poverty, rurality, access to services etc.

**“Cosnadh, Canan, Cultar, Coimhearsnachd, Curraicealam”**  
(Employment, Language, Culture, Community, Curriculum)

**Rationale**

Since its inception, e-Sgoil's main driver has been to enhance equity in terms of subject choice for all pupils, irrespective of geographic location. It was also envisaged as a means of addressing teacher recruitment issues by allowing for flexible work opportunities in key subject areas. On receipt of funding from the Scottish Government and Bòrd na Gàidhlig, e-Sgoil's remit took on a national dimension and it is now tasked with supporting all local authorities experiencing staffing and timetabling challenges.

e-Sgoil's geographic footprint has grown year on year as it seeks to develop and adapt so as to address the poverty of opportunity which can often be part of the pupil experience – especially in the more remote and rural parts of Scotland. Utilising digital tools & platforms, e-Sgoil has sought to both enhance and enrich the pupil experience by looking to remove the barriers which restrict choice for young people.

➤ For more information please see an [overview of the e-sgoil concept.](#)

**Design**

- Engagement protocols, policies and procedures are being updated regularly to ensure that provision is as flexible and responsive as possible to the needs of pupils and staff.
- The Head Teacher is now the lead for e-learning across the Northern Alliance and a management structure consisting of Digital Deputies staff from across the Northern Alliance is in place and working effectively.
- The e-Sgoil Management Board structure currently consists of Director of Education (Western Isles Islands Council), Head of Education (The Highland Council), Director of Children’s Services (Shetland Islands Council), Head of Education (Argyll & Bute) and Director of Education (Orkney Islands Council). Highland Council & Shetland Islands Council have both appointed an Operational Lead to join e-Sgoil’s Management Team. A local delivery plan along with a plan for e-Sgoil expansion across the Northern Alliance has been agreed. Details can be found in [The Northern Alliance Digital Learning Development Plan 2019-20 and the e-Sgoil Development Plan 2019-20](#).  
 ➤ See also section 2 details

## Impact

- e-Sgoil currently has capacity to deliver a wide range of subjects.
- e-Sgoil has to date supported 37 different schools across 9 local authorities.
- e-Sgoil has to date had direct engagement from 22 out of 32 Scottish Local Authorities.
- Over the last two years we have supported the Welsh Government in setting up their own version of e-Sgoil in order to enhance the range of subjects available in remote and rural areas and the number of subjects available through the medium of Welsh. There has also been dialogue with educationalists from Japan, USA, Ireland, Rafiq Mahdood and the Philippines.
  - Increase in Instrumental Tuition Service has resulted in: an increased number of pupils being taught; a reduction in tutor time spent travelling; enhanced opportunities for pupils performing at the same level to play together across schools, and an increase of 10% in staff salaries within context of static budgets.

- A recent trial of a programme for Interrupted Learners accessing lessons from home from across Scotland gave very positive outcomes for the young people involved.
- Through partnership working, e-Sgoil has increased the number of pupils engaged in live lessons through collaboration with key partners such as Keep Scotland Beautiful, SCILT and SCHOLAR.
- e-Sgoil has developed online pedagogy from the experience they now have in identifying best practice for staff delivering live online teaching.
- In order to share best practice and information on e-Sgoil a suite of leaflets have been developed. There have been invaluable in sharing information and clarifying what e-sgoil has to offer.

➤ See also section 3 examples.

## Section 2

### BGE

e-Sgoil has developed a number of innovative curricular inputs for BGE.

**The Instrumental Music Service** now provides a more varied offer to schools by using a blend of face-to-face and Vscene lessons.

**‘Dileab’** is an ambitious, inter-generational, project which celebrates the language, culture and history of the Western Isles. The first phase consisted of a series of concerts involving artists from across all of our communities and culminated with a performance at Celtic Connections in Glasgow. Over 90 pupils and adults performed to an

### Senior Phase

e-Sgoil currently has capacity to support and deliver a range of Senior Phase courses. These include work based learning qualifications such as Foundation Apprenticeships, a range of Gaelic medium courses and Music Instrumental Tuition.

Subjects include: Art, Biology, Bith-Eolas (GM Biology), Business Studies, Chemistry, Computing Science, Eachdraidh (GM History), English, French, Gaelic, Gàidhlig (Fluent), German, Graphic Communication, History, Home Economics, Modern Studies, , Nuadh-Eòlas (GM Modern Studies), Physics, Primary Education, Psychology, Religious, Moral and Philosophical Studies, Science, Spanish and Tech. Studies.

<p>audience in Glasgow at Celtic Connections. The performance was also livestreamed.</p> <p>The next phase of the Dileab programme has consisted of on-line ceilidhs in which pupils, Instrumental Music Teachers and members of the community have performed to in excess of 16,000 viewers.</p> <p>Using technology, e-Sgoil was able to deploy a <b>Modern Language Assistant</b> to provide equitable access to live, interactive L2 French lessons for P6 /7 pupils across the authority. The initiative proved so successful that it features on the British Council website as an example of best practice.</p> <p>Through e-Sgoil schools in the Western Isles and Shetland were able to join up for an 'Uphelly Aa' project which linked the islands together allowing pupils in both locations to learn about and share their respective history and culture.</p>	
<p><b>Section 3</b></p>	
<p><b>Higher Psychology Pupil, Sgoil Lionacleit</b></p> <p>'e-Sgoil is a great new way for making classes easier to access and a more advanced way of learning through the internet.'</p>	<p><b>Higher Gaelic Pupil, Banchory Academy</b></p> <p>'e-Sgoil's been brilliant for me, I've wanted to learn Gaelic for years and now I can! I really enjoy the lessons especially as it's video calling and not talking over the phone where I wouldn't be as comfortable.'</p>
<p><b>Nat 5 Gaelic Adult Learner</b></p>	<p><b>Higher Biology Pupil, Tiree High School</b></p>

<p>I'm loving the whole course as far as content / structure is concerned. Highly recommended! Good fun. Super instructions by my tutor. She is making everything "make sense". FAB!!!! :)</p>	<p>'I feel that it is an amazing resource and I would not be able to do my Higher Biology has it not been for e-Sgoil. I am also lucky enough to have an amazing teacher'</p>
<p><b>S3 History Pupil, Sandwick Junior High School</b></p> <p>'It is good to use different methods of learning as it broadens your learning so that you are not just writing notes in a class and being bored. But with this it, in my opinion, works better than the older learning techniques.'</p>	<p><b>Pupil testimonials in relation to the Interrupted Learners Programme.</b>  <a href="https://youtu.be/sou5-7LWwGI">https://youtu.be/sou5-7LWwGI</a> <b>Charlotte's story</b>  <a href="https://youtu.be/BJk9zwwW1jM">https://youtu.be/BJk9zwwW1jM</a> <b>Aimee's story</b>  <a href="https://youtu.be/eBA6huTsmc">https://youtu.be/eBA6huTsmc</a> <b>Teachers Perspective</b></p>
	<p><b>Teacher of the Interrupted Learners Programme.</b></p> <p>I'm enjoying teaching the girls. They have very high anxiety and it's been good to just take it very slowly with just the two of them. I hope that when we have new people joining us it won't upset the apple cart. The technology is a bit of a challenge but we are getting there. I'm getting a better sense of how best to work with the pupils as we go on so if you are hoping to roll this project out a bit more I think I have some ideas of what we need to do to make it an effective learning experience.</p>

**Calderglen High School  
South Lanarkshire**

## Section 1

**Current roll:** 1403

**Socioeconomic context:** 36% SIMD 1-4, concentration of pupils in SIMD 3-6. G74 postcode masks considerable poverty due to sub-letting in higher deciles; over 25% Additional Support Needs; Free School Meal entitlement at 17.2%; 27% over 16 year olds access Educational Maintenance Allowance; Attendance Figures 91.1%

**“Working Together to Inspire Learning and Shape the Future”**

### **Rationale:**

Vision developed by the Curriculum Architecture Group (CAG) at the inception of the school in 2007. Vision is the foundation upon which curriculum is built. Team of teachers across a range of promotion levels, experience and age made up CAG. Worked in consultation with the wider staff, parent council and the wider parent body to arrive at a model which suited the needs of the pupils the school serves.

Business and other sector partners informed discussions and were an asset in consultations and in ongoing curriculum development.

Current curriculum model informed by considerable amount of research which included discussions and visits with schools in UK and internationally. A 3 year project with 2 schools in Italy and 1 in Poland with the focus on Raising the Achievement of all learners in an inclusive setting highlighted our curriculum as the key driver in meeting the needs of all and our case study has shaped policy and practice in this area across Europe. Curriculum is centred around ensuring the holistic development of every child and designed to enable young people develop the [four capacities](#). All pupils are supported and challenged to reach their full potential. At all stages a very clear strategy in place to allow the development of skills for life learning and work. Facilitated by fully using the [4 contexts](#) for learning. The interdisciplinary (IDL) experience of pupils is varied and progressive across the BGE and allows development of a range of skills including creativity and critical thinking. Literacy, numeracy and health and wellbeing firmly embedded as responsibility of all staff. The extensive use of a range of partners local, national and global including local business, parents and former pupils to support learning enhances the experience of pupils and provides a real life context to their learning. Strong focus on wellbeing, growth mindset approaches and attention to tackling gender relevant issues eg such as impact on subject choice. Great success in extending partnerships through Calderglen Alumni where former pupils are not only contributing to information on new and emerging courses and apprenticeships but are also co-delivering projects and interdisciplinary learning activities. This is inspiring younger pupils and engaging them well in becoming better-informed to make good subject choices.

### **Design and ongoing development**

At all stages the curriculum has a strong focus on the development of the child and their learner pathways and offers bespoke provision for individuals and groups of learners. Pupil voice has a clear role in shaping the curriculum. Vocational, skills based courses offered as Masterclass in BGE have been developed into Qualifications in the Senior Phase. There is a strong emphasis on the continued development of new courses within the Senior Phase. Our suite of qualifications is continually being updated and refreshed in line with relevant pathways for pupils and takes account of current labour market trends. Introduced 11+ new courses over last few years from BGE into Senior Phase. This allows all pupils to access a range of relevant qualifications to including National Qualifications as well as the range of qualifications within the [SCQF framework](#), which ensure that by the point of exit pupils have gained the skills and qualifications they need to ensure a positive sustained destination. Attention paid to ensuring relevance of subjects eg linking Modern Languages to DYW work.

Over the last 2 years our work with the 2 schools in Italy and one in Poland, as part of a [European Agency Project](#), informed changes in our curriculum, such as early embrace of [Foundation Apprenticeships](#) which is now part of our core provision , continuous increased delivery of N2/3 courses and literacy and numeracy programmes with [Sanderson High](#), increased use of collegiate time and professional learning opportunities as a joint campus. It also reinforced for us that any curriculum offer has to ensure the outcome of raising achievement of all learners in an inclusive setting. The project work confirmed that our promotion of learning in real life contexts supported learner pathways well. Our expectation is for learning to be set in real-life contexts from S1-S6 and through the 4 contexts for learning. Our curricular model is constantly being evaluated and updated to ensure it continues to be effective in meeting the needs of changing groups of learners.

➤ [See also Section 2 detail.](#)

### **Impact**

- Insight data shows an increase in the % of pupils achieving a higher level of literacy and numeracy at the point of exit from school
- Increased bespoke programmes for pupils leading to increased qualifications and destinations for those pupils.
- Pupils leaving with more total tariff points than virtual comparators. This is particularly evident in the lower achieving cohorts in S4, S4 & S6 (Closing the gap)
- Leavers destinations are in the top 10 in Scotland

- Increasingly effective partnerships are shaping our thinking around a curriculum fit for purpose as well as an awareness of skills deficit and what we can do to address it.
- All Faculties now engage with partners to support skills development and shape curriculum offer
- Summer placements, social mobility funding and Introduction to Workplace Skills courses are helping to close the gap for our most vulnerable. In the current session 6 of our S5 students, including a learner with additional support needs have been offered Placements with the Nuffield Research Centre.
- The number of girls opting for PE has increased by 25% by introducing aesthetics PE, in which the activity has a different focus.
- GRADU 8 school College Programme has an increased uptake
- IDL had increased the engagement of young people with additional support needs
- Increase in number of girls choosing STEM subjects in S3. 2017/18 40% UCAS applications for STEM – 55% of these were girls.
- Increase on uptake of Modern Languages – ahead of comparator trends.
- Influencing wider curriculum policy as part of the European Agency Project.
- In August 2019 **17.86% of S5** (45 pupils) **achieved 5 Highers** up from 13.71% in 2018. 22.7% of the year group achieved 5 Highers. The South Lanarkshire Council average was **16.82%** Calderglen have bucked the trend on Higher achievement this year and it is thought that this is due to a number of factors:
  - Clear progression from S4 and extensive tracking of where young people's achievement linked to projected grades
  - Whole school value on not 'dropping' young people when things seem insurmountable
  - Bespoke pathways for all, but most especially for young people at risk
  - Personalised support
  - Recognising the natural exit point for a child – some young people exiting at end of S4 to go into FE or training/employment because it suits the young person. It does have an impact on numbers in S5 and beyond though
  - A very adaptive, fluid curriculum – changing year to year to meet learners' needs
  - A feeling that S6 data lowers the data as they do not come back interested in attainment
- Eight S5 pupils completed 1<sup>st</sup> year of a foundation apprenticeship but will not complete fully until 2020. Result goes through college and SLC working on dual credit between college and school.
- 27 young people undertaking 2 year FA this year, to be resulted in 2021

➤ See also Section 3 examples

## Section 2

### BGE

- Planned as a three year model.
- Using BGE to shape the Senior Phase offer.
- S1 and S2 : covering curriculum areas as follows; English, Maths. Mod Languages, Social subjects, Science, Art, Drama, Technical, IT, Music, HE.
- Development of design thinking skills at S1.
- IDL projects – eg STEM, entrepreneurship, global citizenship.
- S3 – English , Maths, ModLang, Social Subjects, Science, + 3 additional electives (from the other curriculum areas) + 2 Masterclasses per year
- Masterclass choices: eg Sports Journalism, Leadership Academy, Sound Design, Patisserie, Cosmetology, Child Care. Some Masterclasses carry accreditation. Used also to provide learning base for further study and accreditation in Senior Phase.
- Bespoke Courses for targeted groups: (Prince's Trust Achieve, Barista, Introduction to Workplace Skills

### Senior Phase

- 3 year model with 7 column choices in S4 and 6 columns over S5 and S6
- S4: 7 subjects. Compulsory Maths and English +5 other subjects from S3 (+core PE, RMPS and PSE
- An average of 12% of the S4 cohort leave at end S4.
- S4 leavers go on to positive destinations with 7 qualifications, additionality from college and Intro to Workplace Skills.
- ASN S4 pupils studying Intro to workplace skills, delivered in partnership with an employer and involving 150 hours work experience element. Resulted in post school positive employment destination for some
- Growing qualification options: eg Cybersecurity, Laboratory sciences, Photography, Cosmetology, Scottish studies, Media studies, Lifeskills Maths, Practical Electronics.
- Apprenticeship programmes:
- Foundation Apprenticeships (S5/6):
- PSE continues across Senior Phase with opportunities for awards at S5/6
- Entrepreneurial workshops.
- Around 20 young people studying employability and enterprise NPA in S5/6 via routes in cosmetology or electronics.

## Section 3

**Pupil A – S6**

Looked After Children/ foster cared for  
Struggled with maths and physics, but keen on engineering  
Additional Physics support been put in place and now  
undertaking second year of an FA to be resulted in 2020 – feels  
this is more accessible for him as learning is being gained in an  
applied way

**Pupil B – S6**

S5: Higher Design & Manufacture D:  
Nat 5 English B: Physics N5 units only: Nat 4 Maths; FA over  
2 – to be resulted on in 2020  
Now studying: Nat 5 Maths; H Eng; N5 Physics full course:  
Foundation Apprenticeship year 2

## **Annex D: Work with school leaders on learner pathways and inter-disciplinary learning, 2020**

In 2020 Education Scotland published two thought papers on curriculum design:

- [Learner Pathways: A key to successful curriculum design \(education.gov.scot\)](https://www.education.gov.scot/publications/learner-pathways-a-key-to-successful-curriculum-design/)
- [Interdisciplinary Learning: ambitious learning for an increasingly complex world \(education.gov.scot\)](https://www.education.gov.scot/publications/interdisciplinary-learning-ambitious-learning-for-an-increasingly-complex-world/)

These papers are the outcome of co-design work led by Education Scotland, No Tosh and 40 partners from local authorities between January and March 2020. They capture the shared thinking and consensus of the group and mark the end of the first stage of curriculum design work in each area, to be followed over session 2020/21 with further practical work.

The purpose of these co-design days was to share and clarify thinking about each area (the 'what' and 'why' of curriculum design), drawing on the practical experiences of the groups and developing capacity in design skills (the 'how'). The strength of the papers lies in the fact that they have been, in effect, written by the practitioners who are actually leading on Learner Pathways and/or Interdisciplinary Learning (IDL) developments in their own schools.

## Annex E: Examples of practice at a local authority level

### 1. Aberdeenshire

This paper was written by the local authority as part of an Education Scotland-led review of how ready the system was for 'empowerment'.

#### **Aberdeenshire Council, National thematic inspection: readiness for empowerment, Extracts from their self-evaluation form November 2018**

#### **1. Improvement : How well do local authorities empower headteachers and schools to lead improvement in order to close the poverty related attainment gap through school improvement planning in collaboration with their school community?**

**Relevant QIs:** QI 1.3 Leadership of change Theme 2 - Strategic Planning for continuous improvement; QI 1.1 Self-evaluation for self-improvement Theme 1 Collaborative approaches to self-evaluation. [Driving excellence and equity: Advice on School Improvement Planning 2018/19](#) will also be relevant.

**Prompts:** headteachers and schools empowerment in relation to : improvement planning; collaboration; using evidence to inform priorities; balancing local and NIF priorities, involvement in Children's Services planning, allowed to take responsibility for school priorities, manageability of processes, qualitative and quantitative measures of success, evidence of impact on reducing inequalities and closing attainment gap

#### **Context: Towards a Self-Improving School System in Aberdeenshire**

Aberdeenshire Council, within the context of the empowering schools agenda, is on a journey in promoting the development of a sustainable and self-improving Aberdeenshire school system at 3 'local' levels of collaborative: within schools (establishment level); between schools (cluster level); and across schools (area level: north; central; and south).

Working towards a self-improving school system is focused on the following:

- Raising attainment and achievement and improve outcomes for all children and young people.
- Building skills in self-evaluation for self-improvement.
- Encouraging collaborative working within, between and across establishments
- Building leadership capacity and provide opportunities for system leadership.
- Developing a shared moral purpose and collective responsibility for all children and young people in all our communities across Aberdeenshire.

#### **Within schools**

Aberdeenshire Council are developing and delivering a universal offer to all head teachers and schools to empower them in raising attainment and closing the poverty gap across 3 key areas:

- Data analysis for self-evaluation and self-improvement
- Evolving career-long professional development (CLPL) offer to promote empowerment and ownership of professional learning at the school level
- School leadership development framework for within schools

#### **Between schools**

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The authority has been developing approaches to build on an existing foundation of cluster collaboration. The challenges and opportunities of the Scottish Government governance review and empowering schools agenda are recognised and ECS have identified a transition phase of intensive support to schools and clusters to strengthen their capacity to lead their own improvement through collaborative professionalism and collective responsibility for improving outcomes at a local level.

The cluster capacity building programme is promoting collaboration to strengthen the capacity and confidence of all school leaders to engage in collaborative professionalism and empower them within a school-led system going forward.

The planned outcomes of the cluster capacity building programme include:

- Shared understanding of standards and expectations for robust professional dialogue, reliable and consistent data and intelligence
- Support and challenge for improved outcomes at school and cluster level
- Collective responsibility for each other's improvement and results

The capacity building programme focuses on 4 areas of activity:

1. Facilitation of cluster level reflective activity on level and nature of cluster collaboration
2. Facilitation of cluster level BGE attainment reviews: review of professional judgment data (ACL); review of standardised assessment information; alignment and triangulation of data; and identification of strengths and areas of improvement
3. Facilitation of cluster-level unpacking of core QIs and national priorities: sharing of QI expectations around core QIs; localisation of national key priority messages and alignment to SQUIP; and peer support for self-evaluation processes
4. Facilitation of cluster reviews of Pupil Equity Fund (PEF) funded interventions: clarification of expectations of accountability; review of outcomes and impact at school and cluster level; identification of priorities going forward at school and cluster level

### **Area level (across schools)**

The system strengthening activity at establishment and cluster levels need to be consolidated through the development of a mediating layer in the Aberdeenshire school system. Activity at the area level will extend and enhance the establishment and cluster levels of collaborative working to include a specific focus on self-evaluation for self-improvement.

The area-level structure and process of the self-improving school system is being developed through the establishment of School Improvement Partnerships within each or across areas (North, Central and South). These trios of schools within the primary and secondary sectors will work collaboratively to drive forward improvement in their schools and establishments through a cycle of self-evaluation for self-improvement activity, moving towards a 3 year cycle of VSE with a linked authority offer of CLPL. The school improvement partnerships provide opportunities to:

- Develop leadership skills and provide opportunities for CLPL
  - Provide peer to peer support and challenge for head teachers
  - Improve self-evaluation processes by providing head teachers opportunities for moderation of judgements against QIs
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- Re-focus attention onto the core business of schools
- Encourage collaboration and collegiate working
- Build a sense of collective responsibility for improvement
- Enable a self-improving system
- Provide means for officers to identify how schools are performing
- Provide identified buddies or mentors especially for newly appointed head teachers

The SIPs will facilitate a planned move from authority-led and owned Quality Improvement Visits (QIVs) which will be unsustainable over the medium-to-long term to a Validated Self-Evaluation model which promotes wider ownership & participation of head teachers and school-based teams. Officer participation in the VSE model and activity will provide overall local authority moderation of process and information on school provision, and ongoing quality assurance processes at the authority using the newly developed schools/BGE dashboard will allow for identification and targeting of schools requiring an intensive authority offer of support.

Through a process of co-production, an induction year has been developed for school session 2018/19. Key activity over the induction phase will involve facilitation of a regular forum for professional dialogue between school leaders within the SIP, with a view to establishing relationships and communication, develop familiarisation of context and capacity building around self-evaluation for self-improvement.

### **1.1 How well are you able to take account of both local and the NIF priorities through improvement planning that works for your children and young people? How well is this allowing headteachers to take responsibility for deciding on their school's improvement priorities?**

Head teachers have full autonomy in determining their improvement priorities within the context of the NIF national and local priorities. All head teachers have an authority offer of support in this from their cluster lead QIO.

The Aberdeenshire NIF plan draws together national priorities and local priorities. Driver diagrams were issued to all schools to support self-evaluation and identification of potential interventions in the areas of: social and emotional wellbeing; raising attainment in literacy and numeracy; high quality learning and teaching; and employability and skills development. A *Delivering Excellence and Equity* website provides an overview of the NIF and the relevant national and local plans and support for improvement planning:

<https://blogs.glowscotland.org.uk/as/deliveringexcellenceandequityinaberdeenshire/>

The Aberdeenshire SQUIP is structured to ensure that all improvement priorities are linked to the NIF national and local priorities and drivers.

Through the cluster capacity building programme, the facilitation of cluster-level unpacking of core QIs and national priorities is promoted: sharing of QI expectations around core QIs; localisation of national key priority messages and alignment to SQUIP; and peer support for self-evaluation processes. This put the focus on self-evaluation and supported dialogue between schools, sharing of practice and a shared and improved understanding of standards within the selected QIs – 1.3, 2.3, 3.1 and 3.2.

Discussion focused on individual school priorities as identified from self-evaluation, whether there were cluster themes and how these sat within the priorities of the National Improvement Framework. Officers maintained the focus on Excellence and Equity and the importance of identifying individual school 'gaps'. Feedback was positive, with HTs reporting increased confidence and understanding.

The authority will continue to work with clusters around identified themes and how these support raising attainment and ensuring equity, including development of a programme for cluster HT

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engagement around key themes eg Curriculum (QI2.2), Partnerships (QI2.7) and Creativity and Employability (QI3.3), and cluster level PEF reviews.

## **1.2 How well is an evidence-based approach used to determine key priorities for improvement that meet the needs of learners and focus on reducing inequalities of outcome?**

The authority is working to strengthen evidence-based planning for improvement, both through an authority offer and the facilitation of collaborative activity at different levels of the system.

The cluster capacity building programme involves biannual facilitation of cluster level attainment reviews.

The authority provides head teachers and schools with guidance on the Pupil Equity Fund and planning for improvement to support the development of evidence-based interventions and the use of qualitative and quantitative measures of improvement. Further, head teachers were provided with the PEF reflective decision-making tool. This tool is intended as a framework to support reflective, evidence-informed decision-making in regard to Pupil Equity Fund expenditure.

The authority has developed a schools BGE dashboard drawing together SIMD data, QI gradings, BGE ACL data, SNSA data, pupil information (attendance, exclusions, part-time timetables, and flexible learning pathways) and Early Years information. Cluster QIOs will use this tool to support and challenge schools at both individual and cluster levels and to develop head teacher capacity and confidence to use the data as an evidence base to inform priorities at both individual school and cluster levels.

The Educational Psychology Service (EPS) offers a Practitioner Enquiry Approach to school leaders as a framework for improvement. The approach aims to:

- Encourage reflection on aspects of learning and teaching practice in their own context,
- Implement practices which have an established evidence-base in relation to raising attainment and / or closing the poverty related attainment gap (e.g. Hattie's Visible Learning research (2008; 2011; 2015; 2018); Joseph Rowntree Foundation (2014)),
- Use qualitative and quantitative data to evaluate the impact on their learners and to inform next steps for their school.

## **1.3 How well and in what ways do you collaborate across members of the school community to plan for continuous improvement?**

**[Collaboration within and across schools, local community including learners, parents, services and partners across public services and third sector]**

### **Regional level**

The Northern Alliance is a well established Regional Improvement Collaborative comprising of eight local authority areas. Aberdeenshire has played a significant role in the Collaborative and colleagues from across the local authority have been involved in various work streams.

### **Aberdeenshire level**

The authority has established and strengthened mechanisms to promote pupil and parental participation in collaborative improvement planning and activity, for example through

- The Aberdeenshire Youth forum participation in the Aberdeenshire GIRFEC Children and Young People's Mental Health and Wellbeing Strategy
  - The Parental Engagement Support Hub Aberdeenshire (PESHA) is a small team of three officers consisting of a Service Manager, Quality Improvement Officer and an Education
-

Support Officer within Education and Children's Services whose role and remit focuses on four key areas: policy and guidance; engagement; capacity building; and family learning

Bennachie Campus is an authority mechanism for supporting classroom practitioners, school leadership teams, school communities and clusters in their school improvement journey and aims to play an important role in creating the conditions for school empowerment with the core principles of collaboration, an empowered culture and a focus on improvement.

### **Area-level collaboration**

The school improvement partnerships pilot project has delivered key outputs and outcomes over the development phase (2017/18) and induction phase (2018/19 ongoing) which promote collaboration in self-evaluation for self-improvement across schools;

*Development phase (March-June 2018)*

- General awareness across wider Aberdeenshire Head Teacher cohort of the rationale for change and the opportunities and challenges around collaborative self-evaluation for self-improvement
- Specific knowledge and understanding of other models of collaborative self-evaluation for self-improvement for participant, including the school improvement partnership and VSE model
- Co-identification of opportunities and challenges in developing an Aberdeenshire model for school improvement partnerships and VSE
- Co-production of solutions for addressing challenges and maximising opportunities in an Aberdeenshire model for school improvement partnerships and VSE
- Co-production of a school improvement partnerships (pilot) project rationale and (pilot) project charter
- Co-production of proposed structure for an induction year before formal school improvement partnership and VSE 3 year cycle of activity
- Establishment of 18 school improvement partnerships involving 58 schools / Head Teachers
- Scheduling of school improvement partnership meetings for Terms 2 and 3 in school session 2018/19
- Provision of proformas to support school-based school improvement partnership activity
- Development of communication approaches including quarterly newsletter

*Induction phase: authority "offer" (August – October 2018)*

Strengthened professional knowledge, understanding and skills around self-evaluation for self-improvement, including:

- Increased knowledge and understanding of effective self-evaluation using HGIOS?4 and QI 1.1 Self-evaluation for self-improvement.
- Professional reflection on using the quality indicators to evaluate work and improve outcomes for learners.
- Promoting on-going professional dialogue and the journey towards a self-improving school system.
- Increased knowledge and understanding of How Good is OUR school or "wee HGIOS" and the importance of pupil participation in self-evaluation
- Strengthened skills for self-evaluation across 3 key areas: using data in self-evaluation; evaluative writing; interventions and impact

### **Cluster collaboration**

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Through the cluster capacity building programme, the authority has facilitated cluster level reflective activity on the level and nature of cluster collaboration through the mechanism of the authority led area days. All Head Teachers had the opportunity to contribute to a review of existing cluster collaboration practice and consider potential ways of collaborating beyond individual clusters as part of the *Towards a Self-Improving Schools System* school improvement partnerships.

The cluster capacity building programme (including unpacking HGIOS4 and cluster attainment reviews) provides opportunities for cluster improvement planning across schools based on shared priorities.

### **Community level**

Locality GIRFEC partnership arrangements progress collaborative improvement activity between head teachers and partner agencies across services in line with the Children's Services Plan and the GIRFEC thematic group priorities and local priorities.

## **1.4 How manageable is the improvement planning process? How do approaches reduce unnecessary bureaucracy and take account of working time agreements?**

The authority has provided a template, exemplars and guidance notes for the Aberdeenshire Standards and Quality Report and Improvement Plan (SQUIP) for use across all establishments as a 'live' document with a cycle of continuous improvement.

The cluster-level capacity building programme and school improvement partnerships (SIP) pilot project supports peer review and moderation of SQUIP through the 'unpacking' of core QIs and models a streamlined process for self-evaluation and school improvement planning.

The area-level school improvement partnerships will provide opportunities for head teachers and schools to meaningfully review and revise SQUIPs as 'live' documents within a cycle of continuous improvement.

The EPS has streamlined its CLPL offer to schools with more explicit links to local and national priorities. The service has used feedback from Head Teachers to begin to align its CLPL offers more closely with the School Improvement Planning cycle to allow more effective longer-term planning

The authority provides support to head teachers to monitor working time agreements and try to ensure that unnecessary bureaucracy is reduced.

## **1.5 How well does improvement planning build in qualitative and quantitative measures of success to support monitoring and evaluation and ensure a focus on gathering evidence of impact?**

The Aberdeenshire Council SQUIP template emphasises the use of qualitative and quantitative measures to evidence impact of improvement priority and PEF actions through ongoing monitoring and evaluation.

To empower head teachers and schools in data gathering and analysis for self-evaluation and self-improvement for the purposes of raising attainment and closing the poverty gap, an authority offer is provided, including:

- Senior Phase (school-level) attainment reviews
  - BGE (cluster-level) attainment reviews
  - Quality Assurance and Moderation Support Officer (QAMSO) – What is Moderation? & Good Quality Holistic Assessment – delivered by QAMSOs and 2 officers with the strategic lead to all head teachers through cluster meetings.
  - Session delivered to all head teachers at an event on 'Using and analysing data to improve outcomes for all pupils and take forward school improvement.'
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- Training offered at authority level on SNSA – ‘champions’ identified per cluster to support roll out. Area level training for school senior leadership teams on analysis of data provided by Scholar and followed up by Authority Assessment Coordinator.
- Local Moderation Hub, linking to the National Moderation Hub
- Training delivered on data - tracking and monitoring in the BGE, interrogation and triangulation to support improvement.
- Individual and targeted support offered as required in terms of data analysis, tracking and monitoring, assessment and moderation.
- BGE Toolkit –training at Area Level and Cluster Level provided to school senior leadership teams to support dialogue about improvement.

## 2. Curriculum : How well do local authorities empower headteachers and schools to design their local curriculum in line with CfE and in collaboration with their school community?

**Relevant QIs:** QI 2.2 Curriculum

**Prompts:** enabled to structure and deliver local curriculum, local and national needs, stakeholder involvement in development and evaluation of curriculum, curriculum design to provide flexible learning pathways, to meet learners needs, to raise attainment

### 2.1 How effectively do policies and practice promote empowerment of schools and local communities to design their curriculum in line with Curriculum for Excellence?

1. A range of policies, frameworks and support materials have, for many years, encouraged schools to engage with their school community to design a curriculum that meets the needs of their learners in a local context. The following timeline provides an overview of relevant guidance and support materials:
  - *A Curriculum Framework 3-18 for Aberdeenshire (2008)*. This is used by many schools as the foundation for their curriculum design. [Appendix 2.1.1](#)
  - *3-18 Curriculum Policy (2015)* A revision of the above framework to take account of raised expectations. [Appendix 2.1.2](#)
  - *Aberdeenshire Curriculum Progression Frameworks*.
  - *Curriculum Rationale Guidance and workshops for HTs (2015-16)*. Non-prescriptive – advice and exemplification of good practice i.e. involvement of staff, learners, parents and local community. [Appendix 2.1.3](#)
  - *Stepping Up Your Curriculum Rationale and Design (2015/16.)* A self-evaluation toolkit and workshop. Subsequently updated to reflect increased expectations. [Appendix 2.1.4](#)
  - DYW suite of policy and guidance materials, support sessions and CLPL programme (2016 onwards). See case studies below and [Appendix 2.1.B](#)
  - Curriculum Rationale workshop for new Head Teachers as part of the Head Teacher Induction Programme. [Appendix 2.1.6](#)
  - *Aberdeenshire Curriculum Progression Framework Review (2018/19)* Collaborative approach with CTs, HTs and secondary subject specialists (and Northern Alliance colleagues for Numeracy and Literacy progressions).
  - Head Teachers and staff in Early Learning and Childcare (ELC) have access to a range of guidance documentation. A revised ELC Handbook will be launched in November 18.
  - A revised induction scheme for ELC staff has been created and provides in depth support in relation to ELC curriculum and learning play based approaches.

Curriculum collaboratives have been established to facilitate curriculum development at a local, mainly cluster-based, level. This model is based on evidence of effective CLPL approaches and a

desire to encourage sustainability of training and support that encourages the development of leadership of learning. Refer to [Case Study 2.1 A](#), below.

### **Case Study 2.1 A - Curriculum Collaboratives**

Strategy and working groups that include school-based practitioners who are using experiences and evidence-based practice to inform and develop support materials and projects for colleagues. This includes the use of a Train the Trainer model for the delivery of CLPL at a department, school, cluster or area level and the establishment of professional learning communities.

Examples include:

- Science Mentor Programme. Seven existing SSERC trained mentors training 20+ colleagues to become Science Mentors.
- Numeracy Steering Group. Approximately 10 class teachers working with Bennachie Campus, the Numeracy Hub Champion and NA Numeracy Project Lead Officer to support over 40 Numeracy Ambassadors (school-based colleagues) and organise the Teaching for Mastery in Maths Project.
- Teaching for Mastery in Maths Programme. Approximately 12 Numeracy Ambassadors creating programme content and facilitating professional learning communities in 9 locations across Aberdeenshire. Building capacity for this to be further expanded at a local level through the Numeracy Ambassador programme.
- Restorative Approaches Training
- Literacy Action Group. School-based colleagues, librarians and speech and language therapist collaborative to plan and develop support materials, including CLPL activities. Literacy Lead practitioners are part of the Northern Alliance's emerging literacy project and are being trained by the project's lead officer in order to develop a more sustainable training model.

### **Case Study 2.1 B – Empowering Schools through support for DYW**

- A revised structure of an Aberdeenshire Council DYW Project Board and Project Group was introduced in August 2016 to provide strategic vision and operational leadership to deliver DYW outcomes.
  - Strategic lead given. Strategic Plan, Operation Plan and Communication Strategy in place.
  - PT DYW, or equivalent, allocated to each secondary school to facilitate development of DYW.
  - DYW support and Guidance materials have been produced to support school empowerment, DYW Careers Education toolkits and DYW baseline audit, Pupil Career education Survey and calendars, etc.
  - DYW template for DYW school improvement plan supplied.
  - Staff CLPL opportunities – PTs DYW, DHTs and HTs (primary and secondary), cluster days and sector led days. All very well received
  - Partnership development to support school curriculum offer - Enhanced strategic partnership planning and delivery through the North East Regional Collaborative Group. (DYW North East, Nescol, SDS, RGU, Aberdeen Uni)
  - Revised strategy for primary school DYW delivery in partnership with curriculum team.
  - Primary DYW bids for funding to help support primary DYW delivery.
  - DYW and Early Years strategic and operational planning to help deliver better and more sustainable workforce development EY outcomes
  - Use of labour market information to design the curriculum.
  - Capacity building for example DYW in the Inverurie cluster - they have put together a working group, created a plan, CLPL, resources, etc.
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Evidence of positive feedback and curriculum progress eg <https://education.gov.scot/other-sectors/careers-service/1200009>.

## **2.2 How well do schools engage with their local communities to design and evaluate their curriculum?**

**[Staff, parents, pupils, wider partners, local authority]**

1. A range of policies, frameworks and support materials encourage schools to engage with the school community, and wider partners, to design a curriculum that meets the needs of their learners in a local context. (Refer to section 2.1)
2. Along with appropriate analyse of data and the local context all schools consult with their stakeholders to establish how best to provide the relevant support within PEF guidelines.
3. The processes undertaken by an establishment to design and evaluate their curriculum is a focus for discussion as part of QIVs. Attainment reviews in secondary schools include a focus on reviewing the broad general education and transitions.
4. The Parental Engagement Support Hub in Aberdeenshire (PESHA) provides a positive partnership approach to delivering the best possible learning outcomes for children and young people. PESHA has drawn together previous parental engagement work and is supporting the development of initiatives to strengthen and grow positive and productive relationships between schools and parents in Aberdeenshire. 4 elements for the work of PESHA: Policy & Guidance; Capacity Building; Engagement; Family Learning
5. Next steps include a planned project, led by Bennachie Campus, to engage with schools to revisit curriculum rationale and design. The curriculum map project aims to explore in detail the process of designing a curriculum map that meets the needs of learners at a local level. It has two main strands:
  - 1) Establishing case studies where schools have redesigned their curriculum map by involving staff, learners, parents, businesses and the local community.
  - 2) Working in collaboration with colleagues from all sectors to explore the process in their own setting, in particular by considering the use of the Sustainable Development Goals and our local economies, historical, cultural, and natural environments as contexts to embed Learning for Sustainability, DYW, Skills for learning, life and work and IDL approaches.
6. ELC partnerships with Early Years Scotland focus on working with local communities to support and widen community participation in ELC

### **Case Study 2.2 A – PEF Project**

National operational guidance makes clear that Pupil Equity Funding must enable schools to deliver new or enhanced activities, interventions or resources which are in addition to core service delivery.

In order to assist Head Teachers preparing PEF Plans, Aberdeenshire has produced Guidance (which complements National Guidance).

Key Features of Aberdeenshire Guidance include:

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- It is recommended that schools work in partnership with other schools in their cluster to share good practice and build capacity. Other partnerships should also be considered, such as with local third sector partners to support family learning or health and well-being. Some examples were also provided.
- The template provided should be used to set out details of the proposed plan using, where appropriate, the Interventions for Equity Framework published by Scottish Government.
- Targeted outcomes should be specified, for example attainment levels, attendance, exclusions, positive destinations.
- The plans will be collated and reviewed across the service.
- Schools must have plans in place at the outset to evaluate the impact of the funding. If the plans are not achieving the results intended these plans should be amended.
- It is also expected that a summary report will be submitted to the QIO at the end of each academic year evaluating progress towards targeted outcomes. This could be part of the annual up-date in the School Improvement Plan (SIP) and would also be included in the annual Standards and Quality Report for parents.

### Case Study 2.2 B – Peterdeen

PeterDeen is an innovative and aspirational education programme being delivered to S3 pupils in Peterhead Academy.

It is a unique and bespoke partnership, between Peterhead Academy, the Community Learning & Development Service, Aberdeen Football Club through its Community Trust, Peterhead Football Club and sponsorship from Score International Limited, a local employer.

Participants were identified as being expected to benefit from an alternative curriculum to ensure they develop the skills for learning, life and work which they might not otherwise have achieved.

Priorities include:

- Improving attainment at significant stages of the curriculum
- Delivering motivating, innovative, inspirational learning experiences
- Enabling professional and wider stakeholders to work together effectively

### Case Study 2.2 C – Learning for Sustainability Calendar (Fishermoss Primary School)

The school has worked with the school community to establish a *Learning for Sustainability Calendar*, developing children's skills with awareness of their use in the world of work/staff referencing the relevance of the children's learning in the world of work

## 2.3 In what ways is the local curriculum designed to provide flexible learning pathways which support different needs of learners and lead to raising attainment?

Head Teachers are encouraged, where a clear curriculum rationale is identified, to explore and provide flexible learning pathways.

Examples of this flexibility include the number of National 5 subjects undertaken in S4, creative approaches to increasing qualifications attained by pupils (**Case Study 2.3 A**), work-related learning (**Case Study 2.3 B**) and opportunities for collaborative curriculum delivery working across establishments (**Case Study 2.3 C**).

Flexibility enables clusters to develop transition models to meet local circumstances (**Case Study 2.3 C**).

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### **Case Study 2.3 A – SQA Citizenship Qualification (Mearns Academy)**

Pupils in S3 RMPS at Mearns Academy undertake activities, including planning and delivering an equalities fair for pupils, staff, parents and the local community and are awarded an SQA Citizenship qualification in S4.

### **Case Study 2.3 B – Work-related Learning Programme (Ellon Academy)**

Ellon Academy has developed its curriculum offer to meet the challenge of preparing pupils for the world of work. The school has set up and organised its own work related learning programme. There have been clear benefits to pupils, parents and businesses. The aim of Work Related Learning is to enhance and support future career choices for our young people, whether it be employment or Further/Higher Education. This is the rationale behind the inclusive nature of the course.

#### **What is the 'Work Related Learning' Offer**

Leaners are given the opportunity to participate in internship-style work placements one day a week from August to Easter and are able to select from a wide range of sectors including journalism, education, hospitality, performing arts, event management child care. Supplementary lessons in school allowed participants to reflect on their learning experience, enhance newly developed skills and at the same time gain a National Progression Award in Enterprise and Employability at level 4 or 5.

#### **Benefits to the young people:**

- Provides experience of recruitment and selection procedures
- Provides a valuable insight into work practices and cultures with a view to supporting future career choices
- Experience - not just of their chosen career area but everything else that goes along with a working life – travel, deadlines, working as a team, the impact of having a day off etc
- Opportunity to develop key knowledge, skills and behaviours required in learning, life and work
- Increased awareness about the variety of professions that exist across the organisation.
- NPA Level 4/5 in 'Enterprise and Employability'
- Preparing young people for transition into successful employment
- Young people get their face/name 'known'.

#### **Evaluation**

The majority of the pupils have completed approximately twenty two weeks of their internship and the feedback from the employers, the pupils and parents has been extremely positive. The pupils have been given a real insight into the world of work. They are participating in meaningful projects and are being given responsibility to complete tasks and meet deadlines. The extended placement approach has allowed relationships to form and the pupils to feel valued and see themselves as part of a team. Businesses have also welcomed the input from the 'younger generation' and have found the pupils to be useful resources especially in terms of how to approach and stay up to date with areas such as social media and to gain access to fresh ideas/perspectives through the thinking of young people.

### **Case Study 2.3 C – Kincardine and Mearns Curriculum Collaboration (Portlethen, Mackie and Mearns Academies)**

#### **DYW Moving Forward Programme**

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This involves 4 x S3 pupils each from Mackie, Mearns and Portlethen Academies. They have been identified as having challenges/barriers to learning/vulnerabilities and working regularly with ASL staff.

The programme is delivered through a morning session each Friday. These run termly at one of the three academies.

Aug-Nov they are at Mearns working on horticulture/agriculture skills;  
Nov-Jan at Portlethen working on Health & Well-being, fitness and resilience  
Jan-Mar at Mackie doing lifeskills/HE (cooking crops planted at Mearns).

All projects to be certified as part of Achieve Programme levels 2-4.

The Moving Forward Programme also involves visits to workplaces relevant to each of the sectors they are exploring. This is set up by Aberdeenshire Council's Work Placement Unit.

### **Joint Senior Phase Curriculum Project**

Mackie, Mearns and Portlethen Academies have developed their curriculum offer for identified pupils to enhance their skills development and employability skills. 8 pupils selected from each school. The selection criteria involved the pupils being at risk of missing a positive destination. The Joint-Programme involves 6 sector visits to employers and input from CLD. First sector was rural skills. CLD delivering PX2 programme which builds positive thinking and resilience skills.

### **Case Study 2.3 D – Transition Projects (Alford Academy and Banff Academy)**

Transition programmes - pupils transfer to secondary school full-time 2, or 3, weeks prior to the summer holidays

Update on the Development of Foundation Apprenticeships in Aberdeenshire Schools

[Peterdeen National Awards Press Release 23 May 2019](#)

[Peterdeen National Awards Press Release](#)

[Peterdeen National Awards Press Release 3 July 2019](#)

## **2. Dumfries & Galloway**

This paper is an example of how a local authority has developed a clear vision and strategy for its Senior Phase curriculum offer.

### **Dumfries and Galloway: Curriculum for Excellence: Senior Phase Vision and Strategy**

**Our vision** is for a **Senior Phase** which enables **all** young people across Dumfries and Galloway to **progress** in **learning** and **equip** them with the **skills, knowledge and positive attitudes** they need to **participate and progress** to their **next stage of learning** whether that be **further or higher education or to training and employment**.

In this way, we look to improve the life chances of all of our young people, including our most vulnerable, through the provision of learning and training opportunities and the personal support they need to help them achieve and progress.

Dumfries and Galloway has a population of just under 150,000 and is the third largest council area by land mass in Scotland. The area is largely rural with Dumfries, Stranraer and Annan being the only big towns. The rest of the region is characterised by small settlements of 4,000 people or less which are spread across a large area. There are 16 secondary schools in Dumfries and Galloway with school rolls ranging in size from 41 to 955. All schools are committed to ensuring positive destinations for our young people despite the challenges of ensuring equity in a large rural area.

### **Our challenges**

- Rurality / depopulation
- Size of school / class size viability
- Transport links
- Digital skills and infrastructure
- Low wage economy

A Dumfries and Galloway Council priority is to “Provide the best start in life for all our children” with a commitment to secure “improvement in employability skills and sustained positive destinations for all our young people”.

This commitment aligns entirely with our aspiration to deliver *‘excellence and equity for all’* as determined in a variety of reports and succinctly summarised in the 15-24 Learner Journey Review, published May 2018, *“The Scottish Government’s ambition is for a world class education and skills system. A system that delivers the best value to the learner, wider society and the economy where all learners are on the right route to the right job, through the right course via the right information.”*

### **The Senior Phase**

The Senior Phase, which takes place from S4 to S6 in schools and includes ages 16 -18, is the phase which builds on the learning and experiences of the Broad General Education when the young person will build up a portfolio of qualifications, skills and work-based learning experiences and inspirations. All young people in Scotland have an entitlement to a Senior Phase of education which:

- provides specialisation, depth and rigour;
- prepares them well for achieving qualifications to the highest level of which they are capable;
- continues to develop skills for learning, skills for life, and skills for work;
- continues to provide a range of activities which develop the four capacities; and
- supports them to achieve a sustained, positive destination.

**The vision for the Senior Phase across Dumfries and Galloway** is therefore framed around the key documentation which drives and influences developments at this stage and 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.

### **The need for a partnership approach...**

The Learner Journey Review clearly emphasises the need for Education Services to work closely with partners to make sure that all our young people get as much as possible from our education and skills system. Importantly, as well as education partners, this also means continued, active involvement from employers, who have a key role to play in developing our workforce for the

future and ensuring that our education system develops in tandem with our economy. It is therefore important that across all schools the Senior Phase curriculum provides a balance of work-based learning and academic skills informed by employer engagement; and is driven by a focus on the destinations of young people and the needs of the Scottish economy.

**Our key partners ...**

- All schools in Dumfries and Galloway
  - Dumfries and Galloway College
  - SRUC – Barony
  - HE institutions
  - Skills Development Scotland
  - DYW-DG Regional Team
  - Economic Development including SOSEP and Borderlands
  - Parent/Carer Council Forum
  - Care Experienced Education Team
  - Young people
  - Community, Learning and Development
  - Lifelong Learning
  - South West Educational Improvement Collaborative
  - Education Scotland
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## What our stakeholders tell us

Our young people tell us they want **“more flexible pathways, a greater range of options and opportunities to undertake relevant work experience to help prepare them for their next stage”**.

Parents want to see a Senior Phase that is **“as flexible as possible to allow young people to follow a pathway that best suits them...”** and **“a wide variety of subjects that are relevant for the jobs and sectors they will be working in when they leave”**.

Our Business Partners and Local Employers tell us that **“building bridges between employers and young people is vital for a skilled, sustainable workforce for the region.”**

The Regional Skills Investment Plan (SOSEP) in June 2019 highlighted **“The region needs to provide more opportunities for progression in to higher skilled roles, and to embed “cross cutting” skills across all jobs. There is a need to build on existing work to provide clear careers information to raise awareness of regional opportunities...”**

These views echo the 15-24 Learner Journey Review - **“Scotland cannot afford to be one dimensional in approach to education and we cannot afford to waste the talents of our young people. This is an issue which is central to our inclusive economic growth and social justice ambitions. ... we have the opportunity to ensure that all of our young people can follow pathways that are tailored to their strengths and interests.”**

### Strategic Aim

Dumfries and Galloway Council Education and Learning Directorate along with key partners will work together to design, deliver and support an aspirational, innovative, broad and relevant Senior Phase curriculum that addresses our local challenges and ensures equity of provision and opportunity for all our young people.

### Together we will therefore:

- extend and enrich the curriculum offer across all our schools to reflect pupil aspiration and a range of career pathways taking account of labour market intelligence provided by the regional skills assessment
  - ensure that all our young people have access to the right information, advice and support so they can realise their potential through making the best curricular choices to prepare them for career pathways;
  - develop leadership at all levels to build proactive and effective partnerships between agencies to realise our vision for all our young people;
  - devise bold, innovative and creative delivery approaches fit for the 21<sup>st</sup> century - both in terms of addressing geographic challenges and through the expansion of digital opportunities and open learning;
  - ensure that targeted support for particular groups or individual young people is coherent and effective and enables all our young people to benefit from the opportunities available to them.
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## Intended Outcomes

- Young people will be better informed about the range of opportunities on offer and will feel supported to make appropriate choices about their destinations and the various pathways to help them get there
- School staff, employers, partners and parents will be better informed about the range of opportunities and pathways on offer and will be equipped to support young people in planning their future and promote parity of esteem of different pathways
- Raised levels of attainment and wider achievement will be secured through the provision of a comprehensive suite of appropriate qualifications and awards and a continuing focus on raising attainment through robust tracking and monitoring
- All young people will have equitable access to a wide range of opportunity regardless of their school, geographical location or ability level
- Data relating to sustained positive destinations for all young people will be strong and systems to ensure rigorous interrogation of the data by all partners will ensure ongoing, robust evaluation of the success of the Senior Phase strategy
- Outcomes and life chances for our most vulnerable young people will improve.

## Key Delivery Priorities

Priorities	We will achieve this by .....
<b>Curriculum Offer</b>	<ul style="list-style-type: none"> <li>• Promoting flexible pathways for all - based on pupil voice / labour market intelligence as defined within the Regional Skills Assessment</li> <li>• Providing a range of pathways which builds on learning and experiences through the Broad General Education</li> <li>• Achieving SCQF Ambassador status for all secondary schools</li> <li>• Increasing Apprenticeships – expanding the number of frameworks on offer (including Foundation / Modern / Graduate Apprenticeships) and increasing the number of young people successfully completing these courses</li> <li>• Ensuring equitable access to a wide range of subjects and levels including Advanced Highers</li> <li>• Increasing the opportunity for STEM related learning, engagement, study and training across our learning estate</li> <li>• Increasing vocational qualifications on offer e.g. National Progression Awards / Skills for Work courses / achievement awards/ employability awards in tandem with National Qualifications</li> <li>• Developing a relevant suite of College Academy courses to complement school offers</li> </ul>

	<ul style="list-style-type: none"> <li>• Developing and supporting opportunities / systems to ensure appropriate work-based learning experiences and inspiration activities, supported by the DYW DG Regional Team</li> <li>• Embedding recommendations relating to the Career Education Standard and the development of Career Management Skills</li> <li>• Promoting the development of skills through embedding opportunities to undertake a range of wider achievement /awards</li> </ul>
<p><b>Information, Advice and Support</b></p>	<ul style="list-style-type: none"> <li>• Supporting schools to ensure all young people have access to an online account on My World of Work (My WOW) and are accessing and using it to assist in career planning and profiling</li> <li>• Ensuring all young people have access to an informed and joined up approach to careers information, guidance and support through planned activities, especially at key transition points</li> <li>• Working towards a one stop shop approach to support practitioners, parents, carers and young people to access information about learning choices available across Dumfries and Galloway.</li> <li>• Ensuring that the Skills Development Scotland CIAG (Careers Information, Advice and Guidance) service offer is fully utilised by young people, parents and partners</li> <li>• Ensuring targeted support is provided for those who need it, for example, care experienced young people</li> </ul>
<p><b>Leadership and Partnership Working</b></p>	<ul style="list-style-type: none"> <li>• Building the capacity, knowledge and expertise of all staff and partners to ensure a relentless focus on improving the life chances of young people.</li> <li>• Developing a robust performance framework to ensure effective evaluation of our progress and our partnership working</li> <li>• Developing stronger links with partners, in particular, Dumfries and Galloway College and SRUC through agreed delivery strategies for the future</li> <li>• Developing greater links with local employers through DYW DG Regional Team strategy</li> <li>• Developing links with our partners in the South West Educational Improvement Collaborative and the Scottish Borders (SOSEP/ Borderlands)</li> <li>• Developing with partners opportunities to ensure appropriate work-based learning for all</li> <li>• Promoting Widening Access programmes with universities / colleges</li> <li>• Ensuring relevant Skills Development Scotland engagement and support</li> <li>• Improving liaison with young people and parent groups to involve them in key decisions regarding curriculum design and transformation</li> </ul>

	<ul style="list-style-type: none"> <li>• Creating service level agreements with partners to ensure clarity re contribution / impact</li> </ul>
<b>Delivery approaches for 21<sup>st</sup> Century</b>	<ul style="list-style-type: none"> <li>• Developing and extending opportunities for open and distance learning opportunities across all schools</li> <li>• Piloting and extending Digital Hub and Spoke models as a method of delivery (SOSEP)</li> <li>• Upskilling staff and young people with appropriate skills to deliver and receive learning digitally</li> <li>• Creating, strengthening and supporting area consortia arrangements e.g. Dumfries Learning Town, Stewartry Link, Network East</li> <li>• Considering ways of aligning approaches to timetabling and structure of the school day / week to support the Senior Phase strategy and the expansion of digital learning</li> <li>• Agreeing timelines for completion of option choices to facilitate joint planning</li> <li>• Developing opportunities to enhance Senior Phase experiences e.g. via The Bridge and other outreach facilities</li> <li>• Working with partners to support the national development around reducing the unnecessary duplication at SCQF level 7 to support the progression to Higher Education</li> </ul>
<b>Performance and data</b>	<ul style="list-style-type: none"> <li>• Ensuring greater alignment across educational and learning and our partners to help support effective transitions and ensure positive outcomes</li> <li>• Building capacity of staff in our schools to make better use of data to support learners make the right choices for them</li> <li>• Developing a performance framework to drive improvement in this key area</li> </ul>

Dumfries & Galloway, Education Services August 2019

### **3. A Local Authority Wide Approach For The SCQF School Ambassador Programme**

The SCQF Partnership (SCQFP) introduced its SCQF School Ambassador programme in 2016, with an initial six schools involved in the pilot. The programme has now been rolled out to around 78 schools across Scotland.

The newest SCQF School Ambassadors are all based in Dumfries and Galloway Council area and, in a departure from the usual training sessions which have been delivered to each school individually, all secondary schools teamed up to receive their Ambassador training at four different venues in Dumfries and Galloway over two days. A further day is planned for August 2019.

The schools involved have benefited by bringing together staff in similar roles across different schools to share good practice and discuss opportunities for joint projects. Lesley Watson, Education Officer with responsibility for the Senior Phase in Dumfries and Galloway said, *“Our vision is for a Senior Phase which enables all*

*young people across Dumfries and Galloway to progress in learning and equip them with the skills, knowledge and positive attitudes they need to participate and progress to their next stage of learning whether that be further or higher education or to training and employment. A sound understanding of the SCQF and how it can help schools and partners offer a wide range of pathways is at the heart of our work to develop a dynamic offer for all our young people.”*

Julie Cavanagh, Head of Partnerships and Communication at the SCQFP, said: “*We were really pleased that Dumfries and Galloway Council were so keen to adopt an authority-wide approach to the School Ambassador programme. It shows how important the team see the SCQF as a tool for developing individual learning pathways for young people in Senior Phase and helping learners and parents understand the equality of different qualifications.*”

The SCQF School Ambassador programme offers schools the opportunity to learn more about the benefits of the SCQF and the wider ways in which it supports learners such as recognising wider achievement, developing Senior Phase learning pathways in line with the Developing the Young Workforce strategy and giving equality between vocational and academic qualifications.

The SCQFP wants to support schools so that the Framework becomes second nature to learners and school staff and the benefits of using the SCQF are cascaded throughout the school and to parents and carers. Benefits include supporting flexible learning pathways for learners as they plan their learning journey and understanding the many different learning programmes that are on the Framework and how these can be compared against standard academic qualifications.

Due to the success of the School Ambassador programme, the SCQFP has recently launched a College Ambassador programme for colleges across Scotland.

For more information on the School Ambassador programme, visit <https://scqf.org.uk/support/support-for-educators-and-advisers/school-ambassador-programme/> and for the College Ambassador programme see <https://scqf.org.uk/support/support-for-educators-and-advisers/college-ambassador-programme/>.

#### **4. North Ayrshire**

This is an example of how local authorities are organising and delivering on professional learning/career long professional development.

##### **Professional Learning Academy**

As part of the Scottish Attainment Challenge, North Ayrshire has developed a Professional Learning Academy (PLA) to support staff in closing the poverty related attainment gap. The prime purpose of the PLA is practitioner Career Long Professional Learning: supporting class teachers, early years practitioners and support staff to close the attainment gap by ensuring their practice is of the highest quality.

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North Ayrshire Council's Professional Learning Academy(PLA):

- is a centre of excellence in supporting all those who influence, support, educate, and care for children in North Ayrshire
- invests in our future by developing the skills and talents of our workforce ensuring a positive and sustainable future for children's services .
- enhances pupil outcomes by promoting and leading professional learning to ensure a high performing workforce
- provides effective, inspirational and responsive support for professional learning
- creates an environment where people are able to learn, develop, share, create, adapt and change
- aims to ensure the legacy of the Scottish Attainment Challenge within North Ayrshire
- has a clear focus on researching high-impact approaches to pedagogy, and developing these into accessible and supportive training events for a broad range of staff
- uses research and data to inform decision making at all stages of the selection, development & implementation of training packages

The above rationale is based on two components:

1. Validation of our needs and a review of international evidence.
2. High quality, sustainable, accessible and consistent training and support for all those working with young people.

The Professional Learning Academy was established in November 2016 and consisted of a team of 6 class teachers and 2 senior early years practitioners, all of whom were seconded from North Ayrshire establishments. The recruitment process included an observation of practice: this was seen as a crucial element as the team would be involved modelling classroom and playroom practice. Since then, the team has evolved and currently consists of 18 practitioners, a research assistant and an administrative support officer. Within their remit, individual team members are responsible for planning, delivering and evaluating whole school CLPL sessions, in-school interventions and opt-in CLPL sessions for practitioners across North Ayrshire. The team has a broad range of experience ranging from early years and primary through to secondary education, as well as speech and language therapy and educational psychology.

Since 2016 the team at the PLA has engaged with all North Ayrshire Primary Schools and since 2017 worked with nearly 4,000 staff and impacted the learning experiences of 6086 children and young people. The programme in place for the current academic session offers establishments a menu of 23 different targeted interventions covering literacy, numeracy and pedagogy, along with 25 different modular twilight courses. The PLA team work closely with head teachers and leadership teams to discuss the needs of establishments based on data gathered from a broad range of sources and, together, select the most appropriate interventions.

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Our Quality Assurance Strategy contains clear and straightforward guidance as to how we will ensure our programmes are high quality. We have continued to revise it throughout the years in response to self-evaluation and professional dialogue with colleagues. Every twilight course and intervention is reviewed by a multi-disciplinary quality assurance group who provide support and challenge to those presenting. Self-evaluation shows that practitioners gained confidence from presenting their work to a team of critical friends and were able to use the groups as a source of support and guidance. Those presenting are provided with written and verbal feedback focused on positive solutions to any concerns. Agreed formats ensure consistency across the team. Given the size of the PLA staff group, and the number of events which undergo this process, we are proud of our commitment in this area. All team members were also visited by the Operational Lead this session who observed their practice and spoke to practitioners and learners about their experiences with the PLA team. This provided a rich source of feedback about the service offered and was a positive indicator of the quality of team members working within the PLA.

Building a culture of positive partnership, relationships and professional inquiry has been critical to the success of the PLA. The team has worked hard to consistently model best practice in quality assurance, self-evaluation and data literacy. The team also works in partnership with colleagues from other authorities on a range of initiatives including Reading Recovery and approaches to Primary 1 literacy pedagogy.

Demand for training now outweighs PLA capacity.

The interventions that have made the greatest impact on learners include our work on Strathclyde Higher Order Reading Skills (SHORS), Reading Recovery, Number Sense and the speech and language based approaches.

The links between particular areas of work has also been powerful and the PLA team now ensures that these links are made clear to practitioners. This builds confidence in colleagues' confidence and motivation to embrace new approaches to learning and teaching. As a result of the investment in training a dedicated Reading Recovery Teacher Leader, the PLA has demonstrated a focus on ensuring sustainability beyond the life of the Attainment Challenge. Currently 15 schools have part-funded the training of a Reading Recovery teacher using school Pupil Equity Funding.

As described above, each of the interventions and training opportunities is clearly focused on supporting practitioners to improve their pedagogical approaches in literacy, numeracy, mathematics and STEM. Feedback from Head Teachers demonstrates that training is being cascaded to the wider staff team. Of the 3,767 evaluations received for twilight training events, 93% - 100% stated that the courses were extremely professionally relevant and increased their subject knowledge of the pedagogical approaches demonstrated. The coaching and modelling approaches used by PLA practitioners has also been evaluated as being powerful and motivating for staff. 100% of the staff involved stated that this approach to their professional learning was beneficial and impactful.

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## **A testimonial from Education Scotland**

A key plank of the authority approach to planning for further improvement and raising attainment has been the setting up of the Professional Learning Academy based at Auchenhavie Academy. This has helped staff across the authority access a wide range of high-quality professional learning activities which are helping to raise attainment, particularly for those from the most deprived backgrounds. The work of the PLA has reached staff in every school in North Ayrshire Council. Staff are very positive about the training and its impact on the work of schools, improving both pedagogy and outcomes for children and young people. Improving approaches to quality learning and teaching are at the core of this work. Clear evidence exists of how the work of the PLA is supporting staff in taking forward meaningful interventions for teaching and learning which are having a measurable impact on children's progress. The nature of the intervention and the associated measures of success are negotiated between the schools and the PLA through a Service Level Agreement. This ensures that the PLA is building capacity amongst staff. Interventions are identified and informed by the data gathered at whole authority level, for example, interventions for writing in the middle stages.

## **Education Scotland Inspection Report July 2018 Awards:**

One of the first winners of GTCS Excellence in Professional Learning September 2017 Scottish Public Service Award winner in the category of 'Employee Skills and Development' December 2018

## **5. Glasgow**

This paper provides a summary of how Scotland's largest authority set out a clear vision and strategy for tackling some deep-seated issues such as closing the attainment gap. It has achieved considerable success in delivering on its intentions. In some ways, this encapsulates the 'excellence and equity' agenda which is crucial to us all.

## **The Glasgow Perspective: Improving Educational Outcomes Through Getting It Right For Every Child In Glasgow**

<https://www.cambridge.org/core/journals/european-review/article/glasgow-perspective-improving-educational-outcomes-through-getting-it-right-for-every-child-in-glasgow/0EFA191B005D1DF66866DB651744BAE8>

## **Glasgow City Council: Report On Attendance And Exclusions**

This paper demonstrates how CfE and the structure of educational provision in Scotland can be deployed to make a concrete difference to outcomes for young people.

[Glasgow City Council Report on Attendance and Exclusions Comparison of Data - August 2018 to June 2019](#)

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## 6. East Renfrewshire.

### East Renfrewshire Council: Progress Report By Director Of Education To Education Committee On Developing The Curriculum In The Senior Phase, March 2020

#### 1.1. Purpose Of Report

1. The purpose of the report is to update elected members on the progress made with developing the curriculum in the Senior Phase in East Renfrewshire.

#### 1.2. Recommendations

2. Elected members are asked to note and comment on the Education Department's progress in developing the curriculum in the Senior Phase.

#### Background

3. In East Renfrewshire the education department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences* clearly demonstrates an ambition for all children and young people and sets out the responsibility placed on everyone who works in education to meet the needs of all and develop their skills and capabilities. Head Teachers are empowered to deliver this vision and deliver a curriculum in the Broad General Education (BGE) and Senior Phase (SP) based on the needs of their individual communities taking account of national and local guidance e.g. Curriculum for Excellence (CfE) and Developing the Young Workforce (DYW).

4. From the outset, East Renfrewshire Education Department adopted a very strategic approach in taking forward thinking and planning within the context of CfE. This included the introduction of the 33 period-week from August 2006, which was undertaken with the long term aim of supporting the design principles of CfE, and the introduction of new qualifications and vocational courses. There was also an annually updated Curriculum for Excellence action plan which set out key activities and outcomes at a school level alongside the national developments.

5. East Renfrewshire Council guidance reflects the principles of CfE and the rationale set out in the national documentation *Building the Curriculum 3*; it is clear that schools must provide a coherent, flexible and enriched curriculum for all pupils from 3-18. The curriculum should also lead to improvement in the quality of the learning experiences of children and young people and increased attainment and achievement for all learners.

6. Within the authority there is evidence from East Renfrewshire Council reviews and Education Scotland inspections of many strong features in both the leadership of CfE and in the impact of the curriculum on learners' experiences, attainment and achievement. Elected members have been provided with regular updates on the progress East Renfrewshire schools have made, for example, through the presentations on CfE and SQA performance; inspection reports; the annual Standards and Quality Report; National Improvement Framework Reports (August

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2018 and 2019); the Report on Curriculum for Excellence (June 2016) and the DYW Progress Report (June 2017).

7. Members will be aware of the recent focus nationally on the Senior Phase curriculum, this is as a result of the Scottish Parliament's Education and Skills Committee inquiry into subject choices in schools. East Renfrewshire provided evidence to the committee, responding to the initial request for information and providing evidence orally. Following the inquiry an independent review of the Senior Phase has been commissioned.

8. The independent review will examine what is happening in practice, identifying what is working well and areas for further improvement. The review will seek to understand the progress that has been in developing the curriculum in the Senior Phase, with particular emphasis on the range of pathways and different types of qualifications available to young people. This report provides elected members with a summary of the progress within East Renfrewshire Council and the impact for young people.

9. In January 2020 the Scottish Government agreed to widen the scope of the review to include the Broad General Education and the articulation between it and the Senior Phase. The Organisation for Economic Cooperation and Development (OECD) will lead this review and will report in early 2021. A further report will be brought to committee following the conclusion and publication of the OECD's review and any recommendations therein.

### **1.3 Report**

10. Schools in East Renfrewshire are clear that their curricular framework and structure must deliver the six national entitlements. Specifically:

- a curriculum that is coherent from 3 to 18
- a broad general education (from early years to S3)
- a Senior Phase (S4-S6) where learners can obtain qualifications;
- opportunities to develop skills for learning, skills for life and skills for work, focusing on literacy, numeracy and health and wellbeing;
- personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide; and,
- support in moving into positive and sustained destinations beyond school.

11. Each educational establishment regularly reviews their curriculum to ensure it takes account of the entitlements and their local context. This is done in collaboration with its community and takes account of all the relevant data.

12. Elected members will be aware that schools in East Renfrewshire collaborate within clusters (associated early years, primary and secondary schools), planning together to design a curriculum which is cohesive across sectors, hence ensuring continuity and progression for children and young people at key points of transition. Clusters have been supported to map out curricular progression from 3-18, taking account of the most appropriate pace of learning for pupils. Clusters plan joint in-

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service and professional learning opportunities to address areas for improvement identified from analysis of data across the Cluster. The collaborative approach supports transition across sectors and ensures attainment, achievement and experiences are progressive and continuous.

13. Very effective transition arrangements are in place for all children moving from early learning and childcare establishments to primary school and from primary to secondary school. Evidence based on questionnaires completed across a sample of East Renfrewshire Council schools shows that in 2018-19, 89% of pupils felt they were well supported in moving to a new school in the last year. 93% of parents and carers agreed with this; 95% stated that their child was well supported if they started at the setting or moved to a new room or group in the last year at their ELC setting.

14. More generally, evidence in relation to whether the Senior Phase curricular framework has resulted in better learning, improved attainment and achievement and delivered the national entitlements is set out in more detail below; this focuses on the most relevant entitlements, namely the third, fourth and sixth.

#### **Entitlement: A Senior Phase (S4-S6) where learners can obtain qualifications**

15. In East Renfrewshire, during the Senior Phase young people build up a portfolio of qualifications. The curriculum frameworks developed by our schools provide a range of learning pathways designed to meet the needs of all learners, whether aspiring to achievements at SCQF level 1 or SCQF level 7. There is also a continuing emphasis, for example, on health and wellbeing appropriate to this phase, including physical activity, service to others and work placements. Schools also continue to support young people to participate and achieve in a wide range of areas.

16. In East Renfrewshire almost all pupils will study a minimum of 8 subjects in S4; most will study 5 in S5 and 3 in S6. However, schools adapt the curricular model to suit individual young people.

17. Schools utilise an open course choice structure in S5 and S6 to provide maximum flexibility for learners. Pupil choices are facilitated through the provision of a timetabled class in their base school or by gaining places in neighbouring schools through consortia arrangements. The compact geographical nature of the authority along with the very strong links to Colleges in Glasgow City and the West Regions have helped ERC schools maximise choices for learners in the Senior Phase. However, schools do require sufficient resources in cover transport costs.

18. East Renfrewshire schools have increased the range of subject choices available for young people in the Senior Phase. Specifically:

**S4** - The number of SQA curricular subjects presented at SCQF level 4 and 5 in S4 has increased by 8% and 11% respectively between 2010 and 2019.

**S5** - The number of SQA curricular subjects presented at SCQF level 5 has remained relatively static over the eight year period to 2019. Notably, in ERC there has been a 15% increase in the number of curricular subjects presented at SCQF level 6 in S5.

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**S6** - The number of SQA curricular subjects presented at SCQF level 6 in S6 has remained relatively static between 2010 and 2019. Notably, in ERC there was a 28% increase in the number of curricular subjects presented at SCQF level 7 in S6 over the same period.

19. Elected members will be aware that concerns were expressed during the Scottish Parliament's Education and Skills Committee inquiry that subject choice was being narrowed in some schools across Scotland. The table below, shows subjects that have experienced significant changes in presentation levels over the last 5 years. It is clear that in East Renfrewshire schools there is no evidence of the curriculum narrowing. In fact when taken with the details provided in relation to the next section, subject choice for Senior Phase pupils has increased.

<b>Stage</b>	<b>Curricular areas where presentation increased significantly</b>	<b>Curricular areas where presentation decreased significantly</b>
S4 (SCQF L5)	English 10.5% Bus Man 7.8% Drama 6.8% Modern Studies 6.6% Physical Education 6.3% History 5.2% Biology 4.6%	Geography 9.4% Graphic Comm 5.4%
S5 (SCQF L6)	English 12.1% Bus Man 8.8% Phy Ed 5.2% Chemistry 2.9% Mathematics 1.8%	Music 5.7%
S6 (SCQF L7)	English 4.2% Bus Man 3.6% Mathematics 3.6% Physical Education 2.1% Music 1.6% Drama 1.4%	History 1.8% Graphic Comm 1.7% Physics 1.5% Geography 1.4%

20. Along with increasing the range of courses available, elected members will be aware through the 2018-19 Standards and Quality Report, Local Government Benchmarking Framework (LGBF) and the presentations on SQA performance of the very high levels of attainment across East Renfrewshire schools. In 2019, 78% of young people in S4 achieved 5 or more qualifications at National 5, this was the highest performance to date. At Advanced Higher in S6, the authority also achieved its second best ever performance with 40% of the original S4 cohort achieving 1 or more Advanced Higher awards.

21. More broadly over the last 5 years, the performance of East Renfrewshire schools in S4-S6 has continued to improve. The following key points are noted:

#### **S4**

- The proportion of young people achieving 1+ to 10+ awards at SCQF level 5 has increased; ERC consistently outperforms its virtual comparator (VC) and is well above the national average.

#### **S5**

- The proportion of young people achieving awards at SCQF level 5 has increased for 1+ to 10+ awards.
- The proportion of young people achieving 1+ to 6+ SCQF Level 6 also increased over the same period.
- At both SCQF levels 5 and 6 ERC consistently outperforms its VC and is well above the national average.

#### **S6**

- The proportion of young people achieving 1+ to 8+ awards at SCQF level 6 has increased.
- The proportion of young people achieving 1+ to 3+ awards at SCQF level 7 has also increased.
- At SCQF levels 6 and 7 ERC consistently outperforms its VC and is well above the national average.

### **Entitlement: Opportunities to develop skills for learning, skills for life and skills for work, focusing on literacy, numeracy and health and wellbeing**

22. The East Renfrewshire Council vocational programme was introduced in 2004 with 3 courses and 34 participants. Its principal aim was to develop skills for learning, life and work by broadening the range of educational experiences, including work-related and college-based learning, for pupils in the Senior Phase. The use of an agreed timetable schematic in the Senior Phase supports the vocational programme and enables schools to provide a greater range of courses for learners in an efficient way.

23. In 2014, the Education Department carried out a comprehensive review of the vocational programme. Key strengths included the very effective partnerships with a wide range of providers which supported the delivery of a broad range of courses at all levels of study. The review also found the programme was very responsive, both in terms of labour market information and meeting pupils' needs.

24. Since the review, the education department and schools have continued to develop the programme in line with East Renfrewshire Council Developing the Young Workforce Implementation Plan. This has included holding a wide range of events to engage with pupils, parents, teachers and practitioners, partners and employers to increase understanding of employability, work related learning and vocational pathways. In addition extensive use of the national data-hub in schools and with partners has supported the further development of appropriate pathways for all young people; this includes an emphasis on STEM. During the Education Scotland inspection of the Career Information Advice and Guidance services delivered by Skills Development Scotland in, East Renfrewshire the use of the data-hub to target and support young people was identified as an area of excellent practice.

25. The East Renfrewshire Council vocational programme currently delivers over 70 courses, ranging from level 1 to level 8 to around 600 students, this is up from just over 400 in 2014-15. The courses are delivered in partnership with colleges, universities and employers, allowing pupils to develop skills in their chosen subject as well as valuable experience to help them in the world beyond school. Most recently East Renfrewshire Council has developed a partnership with South Lanarkshire College. Every secondary school has a Senior Phase prospectus which provides information on all the courses available to S5 and S6 pupils in school and through the vocational programme. This prospectus has supported schools in ensuring that there is parity of esteem between vocational and school based courses.

26. Since 2016 the vocational programme has also included Foundation Apprenticeships which allow young people to gain valuable, real-world work experience and access work-based learning while they're still at school. The vocational programme currently includes over 60 young people undertaking Foundation Apprenticeships across a range of frameworks.

27. As a result of these developments, the number of out of school academic and vocational courses offered to S5 and S6 learners in East Renfrewshire schools has increased by 161% over the period 2010 to 2018. In 2018-19 79% of young people completed their course or progressed onto Year 2 of a Foundation Apprenticeship, up from 73%

28. The latest data provided by the Scottish Government in relation to the percentage of school leavers attaining vocational qualifications shows a very strong and improving picture. At both SCQF Level 5 and Level 6, in 2017-18 ERC performed significantly better than the national average. At Level 6, East Renfrewshire Council was the highest local authority in relation to the proportion of school leavers attaining vocational qualifications.

	ERC			National		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
1 or more at SCQF Level 5 or better	15.3%	16.5%	20.2%	10.7%	12.8%	14.8%
1 or more at SCQF Level 6 or better	5.8%	7.9%	11.4%	1.9%	2.5%	3.8%

29. East Renfrewshire schools continue to focus on providing young people with high quality experiences to develop their skills in literacy and numeracy. Elected members will be aware that the literacy and numeracy attainment in the Senior Phase builds on high levels of achievement throughout early years, primary and the early stages of secondary school. S3 CfE attainment at the third and fourth levels in reading, writing, talking and listening has increased over the last four years, with the 2018-19 performance the highest to date in all four curricular areas at fourth level.

30. In the Senior Phase, Insight data for East Renfrewshire school leavers indicates the following outcomes:

- Over the last 5 years, the performance of East Renfrewshire school leavers in literacy and numeracy at SCQF level 5 and 6 has increased. The performance was consistently greater than our virtual comparator and well above the national average.
- Over the last 5 years, the performance of East Renfrewshire Council school leavers in literacy and numeracy at SCQF level 4 has increased; almost all leavers achieved this measure over this time period.

31. In all East Renfrewshire settings there is a clear and shared understanding of Health and Wellbeing (HWB) as the Responsibility of All. There is strong leadership of HWB and a commitment to its development through consultation, planning, discussion and professional learning. HWB is a driver for increasing achievement and reducing inequality; in all settings there are effective strategies in place to address issues of equity, leading to improved outcomes for pupils. Currently, as part of a wider consultation being conducted by East Renfrewshire Youth Voice in partnership with the education department, the views of our secondary school pupils on their experiences in Personal Social and Health Education is being sought. Findings from this survey will be fed back by the group to our secondary school head teachers.

32. Partnership with parents and carers in HWB is strong. Their active involvement as volunteers, participants or leaders is highly valued and enhances pupil attainment and achievement. Parents and carers value the inclusive, child centred and welcoming ethos they experience in settings, and the principles of GIRFEC and use of wellbeing indicators are very well embedded within the ethos and practices of all the schools and ELC settings.

33. Work to support and develop emotional literacy takes place across all settings with a wide range of activities and programmes in place. Whole school, class, targeted small group and individual activities build and support nurture, resilience, attachment and positive relationships. In promoting positive approaches to mental health and wellbeing schools and the Education Department have encouraged capacity building and sustainability both in support of staff but also in upskilling pupils and parents through a range of universal and targeted activities. The Educational Psychology Service recently launched a new HealthiER Minds framework which will be a valuable resource for staff, pupils and parents and carers in promoting and supporting good mental health.

34. Physical activity and sport are recognised as being a major contributor to HWB. All our schools meet the national entitlement of a minimum of two hours per week of Physical Education. Twenty schools currently hold the prestigious Sport Scotland Gold Award which recognises engagement in and celebration of physical activity and sport.

35. All settings provide a range of opportunities for pupils to participate in a variety of clubs, groups and committees. All establishments recognise and celebrate

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children and young people's achievements, and progress in HWB is acknowledged and accredited through relevant awards e.g. The Duke of Edinburgh Award Scheme, John Muir Trust, Rights Respecting School and Eco Schools Scotland.

### **Entitlement: Support in moving into positive and sustained destinations beyond school**

36. The proportion of leavers from East Renfrewshire schools transitioning to positive destinations continues to increase. 97.5% of school leavers in 2018-19 entered a positive destination, such as higher education, further education, employment, training and voluntary work; this is an increase of 1.4% from 2014-15 and is the highest ever recorded for East Renfrewshire. The 2018-19 performance was above the national average of 95.1% and our virtual comparator.

37. The school leavers follow-up survey, which is undertaken 9 months after school leaving date, indicated that 96.4% of leavers were in a positive destination. This was the second highest result East Renfrewshire Council has ever achieved and well above the national average.

38. In addition the latest participation data (2019) indicated that 96.9% of East Renfrewshire Council 16-19 year olds were participating; this was well above the national figure of 91.6% and the highest result for mainland Local Authorities.

### **Consultation**

39. Secondary Head Teachers in East Renfrewshire continually evaluate the efficient curricular structures which were agreed some 12-13 years ago (to reflect curriculum design principles of CfE) and regularly consider opportunities to enhance learning opportunities and experiences which will meet the needs of groups and individual learners. Schools make use of a range of approaches to gather views from key stakeholders including focus groups and questionnaires.

40. In addition, secondary Head Teachers and the Education Department continue to review and develop the Senior Phase curriculum through the regular CfE meetings. This included the agreement of the submission to the Scottish Parliament's Education and Skills Committee inquiry into subject choices in schools.

### **Financial And Efficiency Implications**

41. In line with devolved school management principles, most of the education department budget is devolved to Heads of Establishments to support delivery of the curriculum from early years through to the Senior Phase. Within the overall budget a number of funding streams are available to specifically support the curriculum in the Senior Phase. These include:-

- SQA budget which supports the presentation of young people for national examinations, £802,000.
  - Funding for the vocational programme of approximately £190,000 per annum (net of savings approved as part of the 2018-2021 savings package; £75,000).
-

- Additional Scottish Government grant funding was made available to support the implementation of Developing the Young Workforce over the period 2014-2016. East Renfrewshire's share of this national funding was approximately £170,000. The funding was used to support the appointment of a (seconded) Development Officer and school based DYW activity. Since then and going forward the resourcing for DYW priorities has been met from existing departmental and devolved school budgets.
- The Opportunities for All element of the wider No-One Left Behind employability grant is targeted at young people aged 16-19 who are at risk of not making a successful transition from school. This amounts to approximately £80,000.

42. In addition there are a number of minor budgets devolved to schools to support the Senior Phase in areas such as transport costs between schools/colleges and work experience placements.

### **Recommendation**

43. Elected members are asked to note and comment on the Education Department's progress in developing the curriculum in the Senior Phase.

East Renfrewshire Council, March 2020

### Background papers

1. Report on Curriculum for Excellence in East Renfrewshire Schools  
<https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=16954&p=0>
2. Progress Report On Developing The Young Workforce In East Renfrewshire  
<https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=20405&p=0>
3. Progress Report on Priorities Associated with National Improvement Framework  
<https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=24979&p=0>
4. Local Government Benchmarking Framework: 2018-19 Performance  
<https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=26055&p=0>

## **7. Renfrewshire**

This paper focuses on transition between P7 and S1 and from Nursery into P1. It serves to demonstrate the bridges we have between sectors: nursery-primary and primary-secondary

### **BGE Curricular Transitions: A Local Authority Perspective Extracts**

Renfrewshire's Attainment Challenge Curricular Transitions workstream was enacted in August 2017 as part of a wider strategy to reduce the poverty related attainment gap. Central to the approach are 11 primary practitioners employed as transition teachers tasked with improving the learning and curricular transition (literacy and numeracy) of children between primary and secondary. The model is designed to enable the practitioners to work in both a targeted and universal way over the last few months of primary 7, getting to know children; their cognitive ability, learner identity and culture capital, before moving with children into secondary. In secondary, the team's pedagogical expertise and knowledge of children as

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individuals enables them to offer high quality, bespoke targeted support, while at the same time, sharing their knowledge of children's prior learning experiences with secondary practitioners to support decisions around curricular design and pedagogical approaches.

In October 2018, the workstream was expanded to include early years. A total of 5 nursery officers joined the team to improve learning and curricular transition between early years and primary 1. They follow a similar model but work more regularly on a week to week basis between early years and primary 1.

### **Curricular Transitions: the vision**

*'The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.'* (Ausubel, 1968)

This quote signifies the importance of cross sector working to ensure a continuity of curriculum and learning which enables children and young people (CYP) to build successfully on their prior learning, rather than risk a learning plateau or regression by taking a 'fresh start' approach at transition. 'Several studies over the years have identified a 'dip' in attainment at the time of primary – secondary transitions with a lack of expected progress and sometimes regression, especially in literacy and numeracy. Various reasons have been given for this dip in academic attainment such as a lack of curricular continuity between schools, differences in pedagogical approaches...and...differences in expectations of teachers.' (Dundee University, 2019; Riglin, Frederickson, Shelton & Rice, 2013). As such, key transition points can be challenging for many CYP, especially those from the most disadvantaged backgrounds. Without support to make connections between past and next learning, moving sectors can negatively impact learning engagement and confidence, especially for those CYP who already experience a poverty related attainment gap. The transitions workstream in Renfrewshire, brings a specific focus to **ensuring continuity of curriculum and learning at transition**, which enables CYP to connect with and build on prior learning. Our vision is to improve the learning (literacy and numeracy) progression, attainment and long- term outcomes of targeted CYP (where a poverty related attainment gap has been identified) through a support offer which is designed to build engagement, confidence and skills for learning across transition. By learning from evidence gathered through this targeted support offer, our ultimate vision is to drive improvement to transitions culture, practice and systems across the authority, in order to bring about continuity of curriculum and learning across transition and improve outcomes for all CYP.

### **Curricular Transitions: aims and activities**

The overall aim of the transitions workstream is to:  
achieve continuity of curriculum and learning progression at key transition points to improve outcomes for all children and young people (including targeted groups), through targeted intervention and a universal offer to support establishments to implement improvements to transitions culture, practice and systems.

There are three focus areas where activities have been developed to meet this aim (i) culture, (ii) practice and (iii) systems which are set out below:

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### 1.3.1 Culture change

The first focus area is culture change. We aim to encourage a refreshed transitions narrative which guides (i) a clear, consistent rationale (ii) a mindset where transition is a responsibility of all (iii) a move away from old fashioned attitudes and cultures which can negatively impact the progress of CYP e.g. the fresh start narrative and (iv) improved cross sectoral trusting relationships to underpin future work. Key activities within this area include:

- Changing mindset around the learning barriers at transition - through soft conversations
- Enhancing cross sector practitioner relationships to improve future cross sector working – coffee, cake sessions
- Alleviating cross sector disconnects around parental engagement at points of transition – through activities to pass on the home – school partnership
- Supporting a refreshed transitions narrative which encourages seamless curriculum and learning – facilitation of ‘A Rationale for Curricular Transitions’ professional learning input (transitions v induction, progression v fresh start, joint planning v school readiness)

### 1.3.2 Practice change

The second area of focus is practice change. The aim is to model and support new transition practices which are based on collaborative cross sector working, including; cross sector planning of learning and environments; cross sector moderation; quality information sharing; sharing practice in areas such as pedagogy, language, learning styles, learning expectations and family learning. Key areas of activity include:

- Offering and modelling targeted support across transition for CYP with poverty indicators
- Supporting collaborative planning between cross sector practitioners – through cross sector projects e.g. McGunnigle Literacy Project
- Aligning pedagogy between sectors – through collaborative teaching and modelling practice and pedagogy with cross sector practitioners
- Supporting the development of seamless learning environments – taking play pedagogy from early years into P1

### 1.3.3 Systems change

The third and final area of focus is systems change. Within the remit of transition, the aim is to facilitate cross sector professional learning, enquiry and opportunities for professional dialogue to empower practitioners and establishments to design and embed cross sector collaborative systems, thus creating more consistency in curriculum and learning. As noted by Dundee University (2019) *‘Teachers should have opportunities to work in each other’s classes so that they can better understand each other’s pedagogical approaches and introduce more consistency.’*

Key activities include:

- Supporting effective use of data across transition to improve learning continuity – development of ‘cluster’ transfer of information systems
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- Enhancing cross sector improvement planning and efficient use of cross sector collegiate time to improve curricular continuity – through facilitation of ‘Planning for Change’ sessions
- Encouraging cross sector learning - through facilitation of cross sector peer observations, team teaching and professional learning inputs such as ‘Beyond Primary’
- Advising on how to alleviate cross sectoral differences

#### 1.4 Curricular Transitions: Building an evidence base

Over a 3 year period, the transition workstream in Renfrewshire has gathered a significant amount of evidence to inform ‘what works’ to reach our key aim. Evidence is gathered using a range of data collection tools, including a tracking tool for targeted CYP, post transition pupil, staff and family questionnaires and focus groups. The following sections highlight some of the evidence we have collected to meet our aims with the primary focus being on **practice change**.

##### 1.4.1 Practice change

Practice change has been measured mainly through analysis of the progress of CYP through a tracking tool. The table sets out the criteria for targeting CYP. The tracking indicators used ensure there is a strong focus on providing equity. The age groups ensure activities are aimed at key transition points. Targeted support is offered over a 1 year period and so is short term.

<b>Tracking indicators</b>	poverty, attainment and readiness
<b>Age group</b>	P7-S1/Early level
<b>Support type</b>	Targeted short term

A total 829 CYP across P7 – S1 and 96 early level children have been targeted over 3 years. Progress is measured by way of the tracking tool which collects data on:

- levels of involvement and wellbeing in learning across transition (Leuven scale)
- levels of progression in literacy and numeracy across transition (key skills and concepts)

Data is collected for both measures through deep level observations and then collated onto the tracking tool and analysed using excel. All CYP are tracked over a number of months (review periods across 1 transition year). Tracking continues for 6 months after support is withdrawn to evaluate the longer term impact. Since the workstream has started, the progress of four cohorts of CYP have been tracked. Data presented is for the most recent fully completed in the 2018/19 academic year.<sup>3</sup> In total the number of CYP tracked in cohort 3 was 214 P7 – S1 (60 early level children cohort 2)

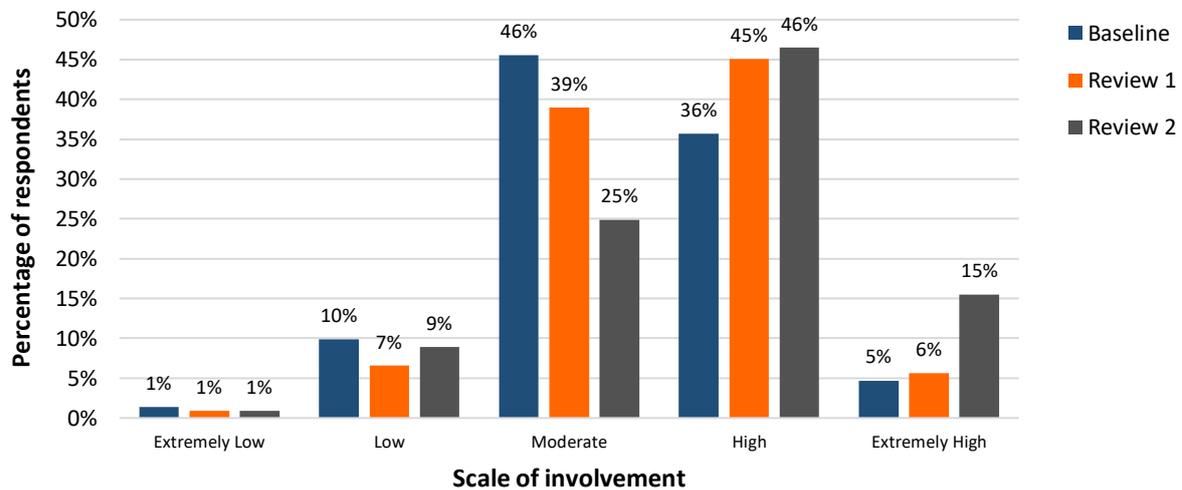
#### P7 – S1 Cohort 3 Tracking data: involvement and wellbeing

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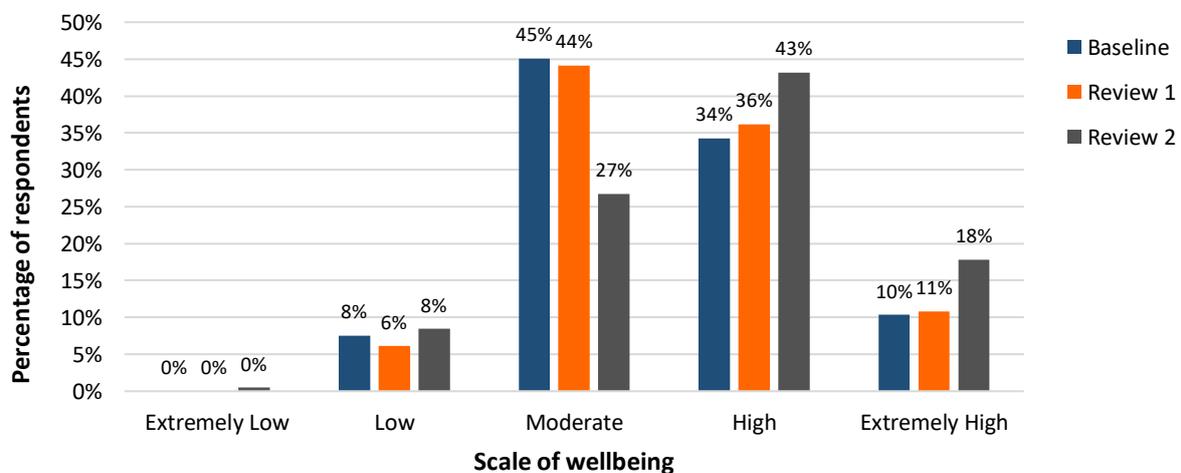
<sup>3</sup> Cohort 4 could not be used as the data set was not finalised due to the unprecedented COVID19.

Involvement and wellbeing are seen to play an important role in learning progression across transition. Figures 1 and 2 evidence the extent to which targeted P7 – S1 CYP’s levels of involvement and wellbeing have progressed.

**Figure 1 Leven Scale of involvement for cohort 3**



**Figure 2 Leven Scale of wellbeing for cohort 3**



Figures 1 and 2 illustrate two key points for P7 – S1 cohort 3 concerning their levels of involvement and wellbeing across the tracking period. First, there was an increase in the number of targeted CYP with ‘high’ or ‘extremely high’ scores for involvement between review periods. Similarly, there were increases across the ‘high’ and ‘extremely high’ scores for wellbeing. Figure 3 illustrates the progress of CYP with low baselines for both involvement and wellbeing.

**Figure 3 Progress of pupils with low baseline**

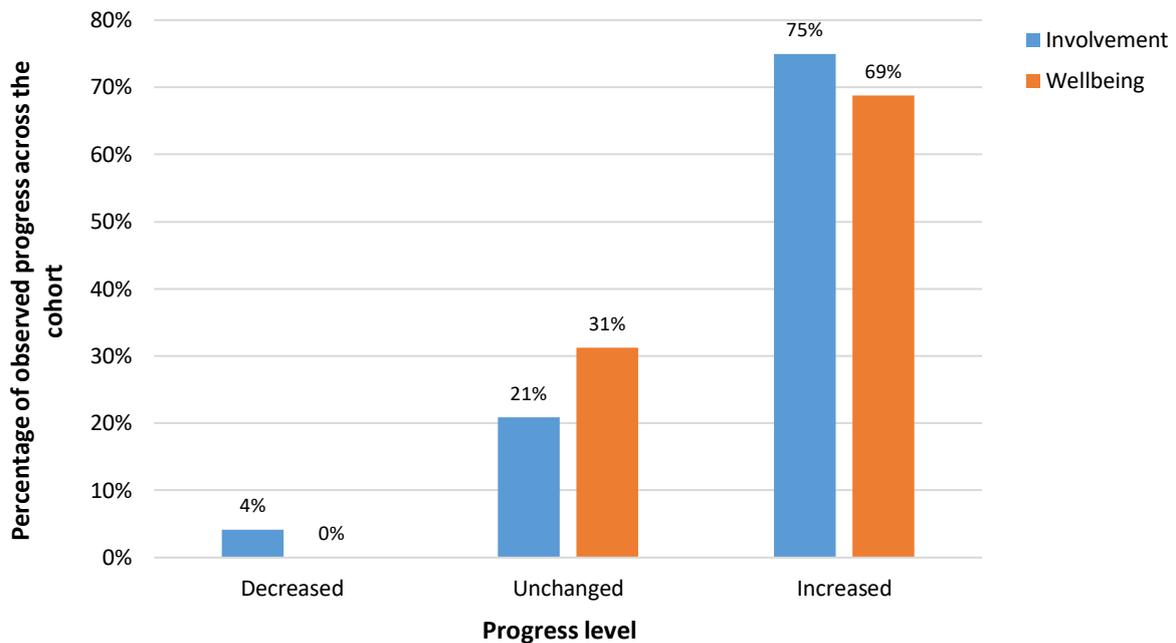
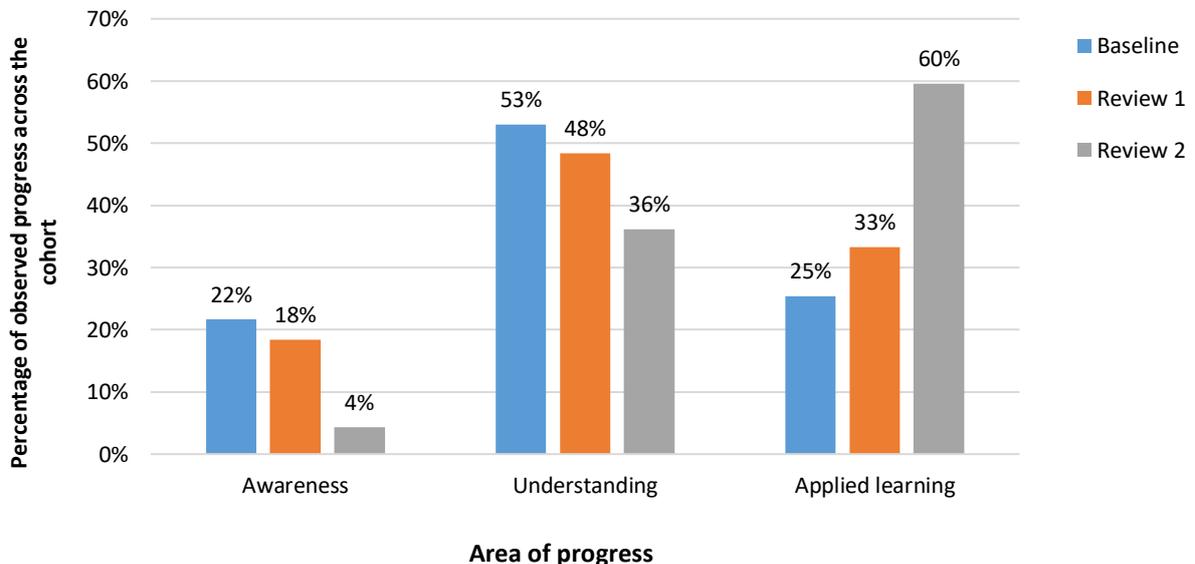


Figure 3 highlights that the majority of targeted CYP who had 'low' or 'extremely low scores' at baseline have improved with three quarters (75%) reporting an increase in involvement and just over two thirds (69%) reporting an increase in wellbeing. Overall, it is evident that the targeted support offered by the P7 – S1 transitions workstream has had a positive impact on the involvement and wellbeing of targeted CYP across transition.

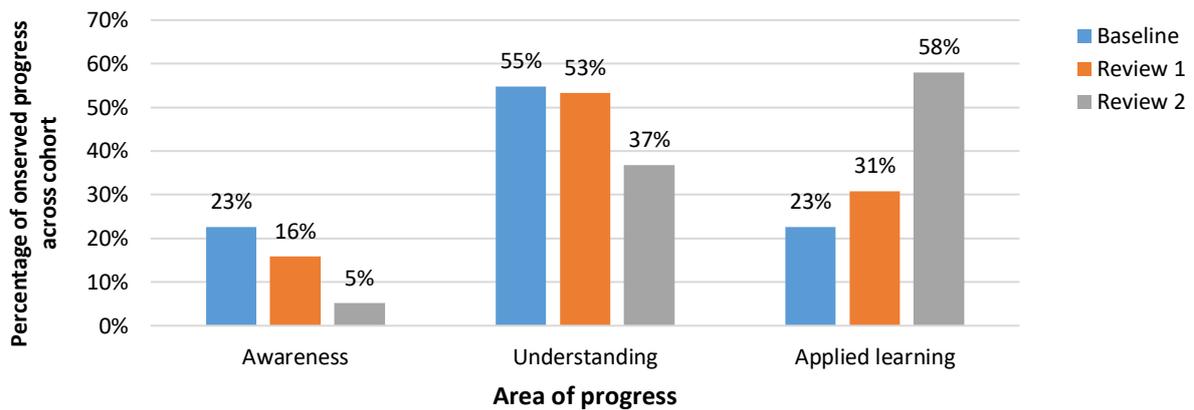
P7 – S1 Cohort 3 Tracking data: progression in literacy and numeracy

The findings presented in this section focus on P7 – S1 CYP's levels of progression in literacy and numeracy, particularly on the shift from awareness to understanding and then to applied learning.

**Figure 4 Progress in literacy measures (cohort 3)**



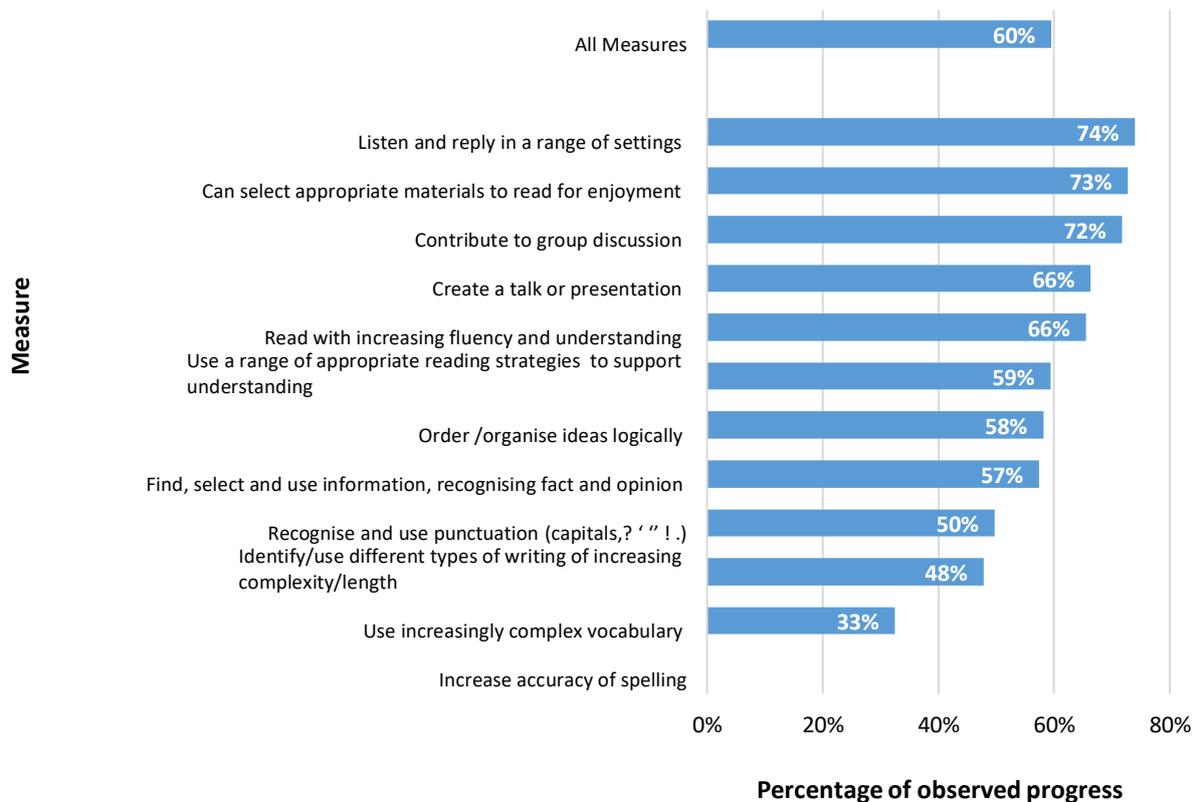
**Figure 5 Progress in numeracy measures (cohort 3)**



Figures 4 and 5 illustrate the observed progress in the shift from awareness to understanding and then applied learning. As shown in Figure 4, there was a large increase in the proportion of CYP with applied learning between review 1 and review 2. The decreases across awareness and understanding demonstrates the positive shift as the cohort increases in applied learning. Figure 5 again illustrates that the most striking observation is the large increase in the proportion of CYP with applied learning between review 1 and review 2 (increase of 27 percentage points). Across the numeracy observations (Figure 5), the trend was similar to literacy. There was a decrease across the areas of 'awareness' and 'understanding' and a demonstrated increase in 'applied learning'.

The following charts illustrate the extent to which progress was observed across all literacy (Figure 6) and numeracy (Figure 7) measures with regards to applied learning.

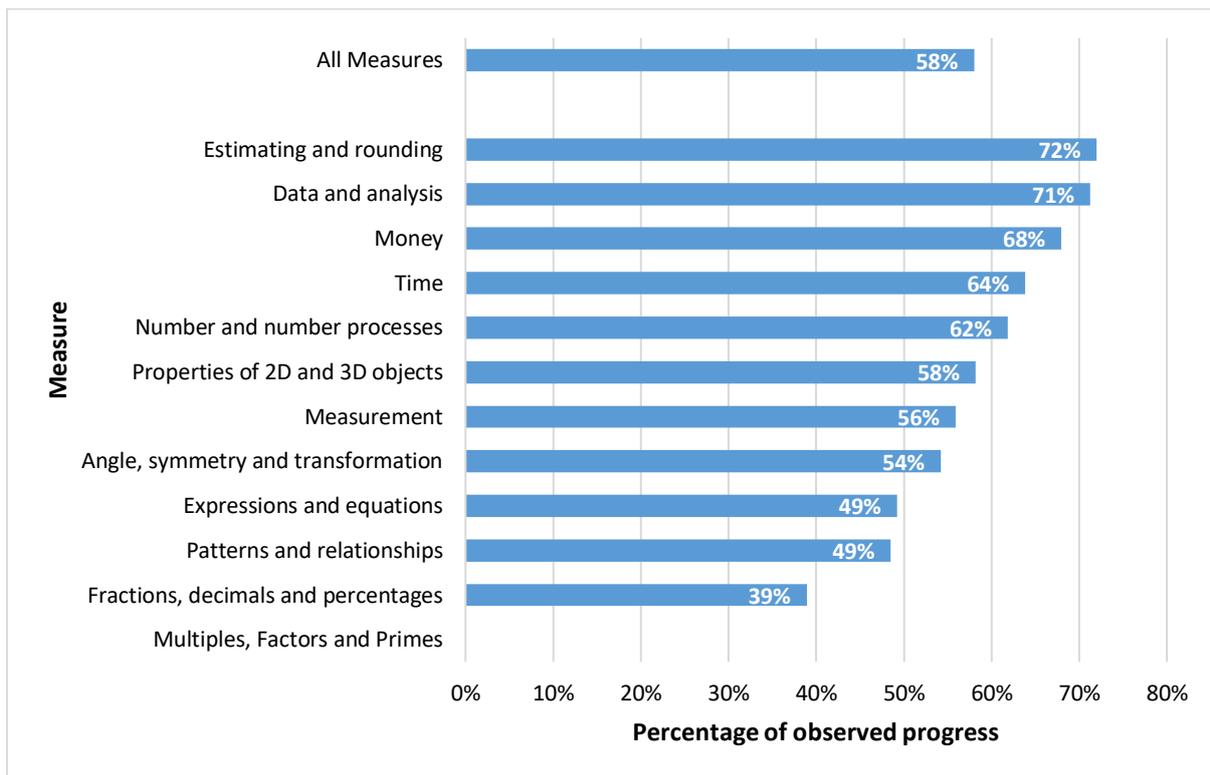
**Figure 6 Literacy measures applied at review 2 for applied learning**



Notes: Use of range of appropriate reading strategies include: (predicting, clarifying, summarising, skimming and scanning)

As can be seen from Figure 6, progress was observed across all literacy measures with the exception of 'increase accuracy of spelling' for applied learning. While this demonstrates that targeted support goes some way to ensuring positive progress in literacy for P7 – S1 CYP, the data has also highlighted areas where improvement in targeted support is required.

**Figure 7 Numeracy measures applied at review 2 for applied learning**



As shown in Figure 7, there is a clear indication of progress across nearly all numeracy measures. The data indicates a similar trend to literacy and again highlights areas where improved targeted intervention is required (i.e. multiples, factors and primes).

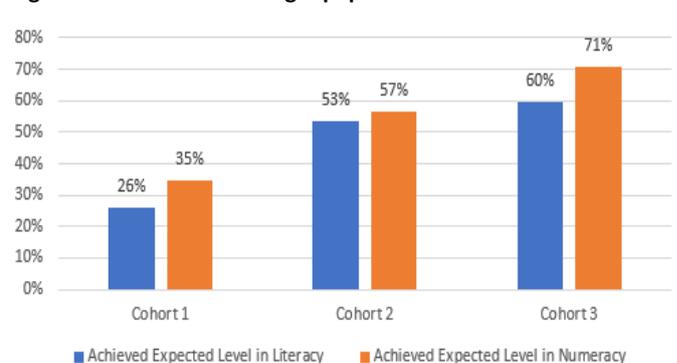
### P7 – S1 Long Term Impact

This tracking data is now being used to identify evidence of the long term impact of short term targeted support across P7 – S1 transition. The data is in its infancy but the table and chart below show that the P7 – S1 transition team appears to be improving in their ability to offer bespoke targeted support in literacy and numeracy. The graphs show end of P7 achievement of a level results with targeted CYP improving their performance year on year:

**Table 1 P7 attainment of target pupils**

	Achieved Expected Level in Literacy	Achieved Expected Level in Numeracy
Cohort 1	26%	35%
Cohort 2	53%	57%
Cohort 3	60%	71%

**Figure 12 Attainment of target pupils – ACEL P7**

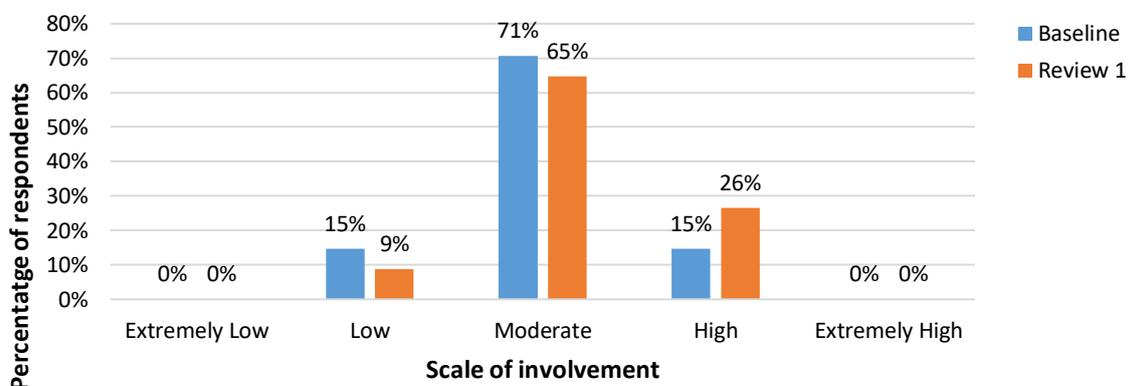


In summary, it is evident that P7 – S1 targeted CYP are progressing in their learning across transition. These data confirm that so far, the targeted interventions in wellbeing, involvement, numeracy and literacy have resulted in a positive impact with regards to learning progression across transition.

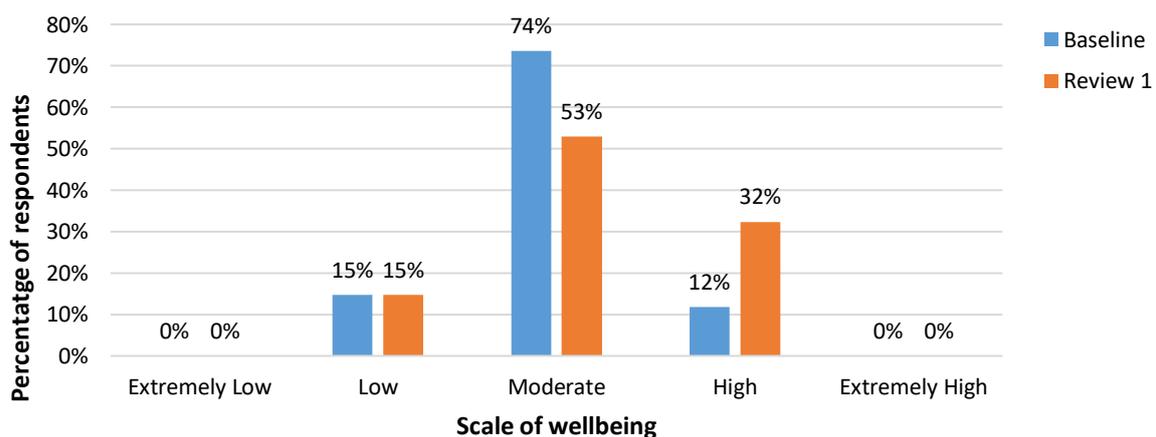
Early Level Cohorts 1 and 2 Tracking data: involvement and wellbeing

As with the general P7-S1 cohort, deep level observations are used and tracked using the Leuven Scale of Involvement and Wellbeing as well as literacy and numeracy measures. In total, 60 children were targeted for cohorts 1 and 2<sup>4</sup> (This workstream is a small pilot and so the data is in its infancy). Figures 8 and 9 evidence the change in children’s involvement and wellbeing across the review period.

**Figure 8 Leuven Scale of involvement for EY cohorts 2 and 3**



**Figure 8 Leuven Scale of wellbeing for EY cohorts 2 and 3**



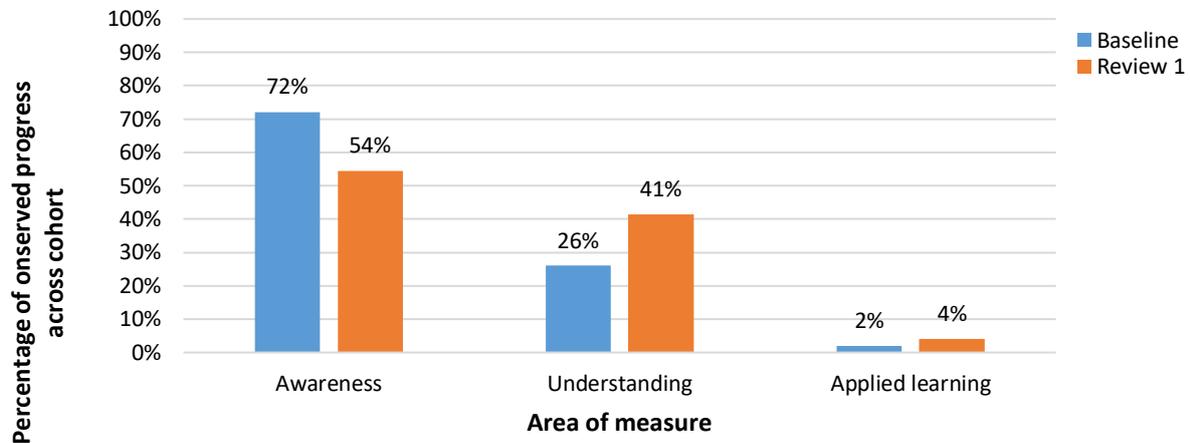
In both charts, there has been movement up the scale with an increased percentage of children in the high category. This increase was largest within the wellbeing scale (involvement: increase of 11%, wellbeing: 20%).

<sup>4</sup> cohort 3 data are incomplete due to Covid crisis.

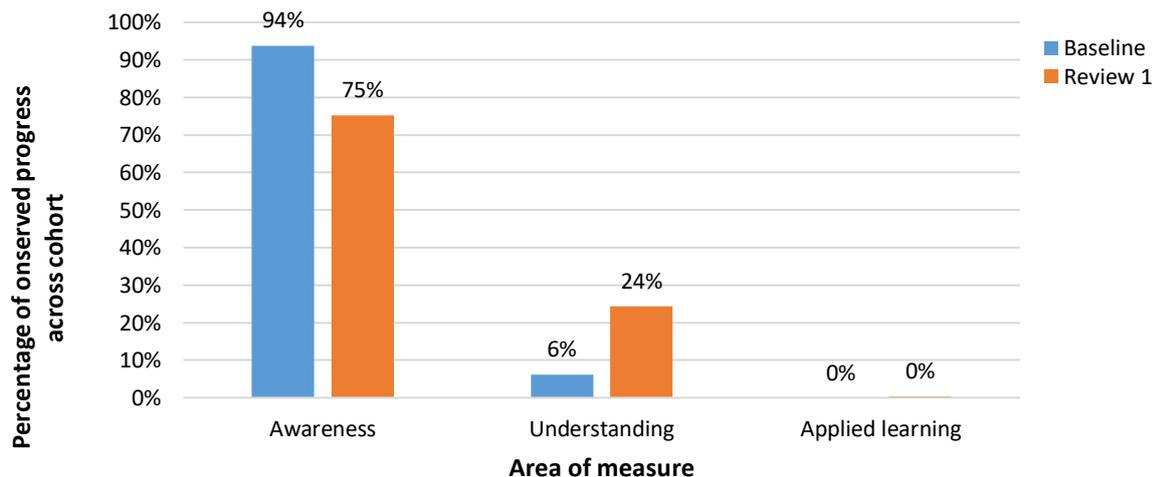
### Early Level Cohorts 1 and 2 Tracking data: progression in literacy and numeracy

Levels of progression in literacy and numeracy illustrate the observed progress in the shift from awareness to understanding and then applied learning (see Figures 10 and 11).

**Figure 10 Progress in literacy measures (EY cohorts 2&3)**



**Figure 11 Progress in literacy measures (EY cohorts 2&3)**



Figures 10 and 11 illustrate that attainment is higher in literacy at both review points. However, there has been movement in both literacy and numeracy from 'awareness' to 'understanding'.

Preliminary data for early level target children suggests that progress is being made across a range of measures. These findings will be used to improve targeted interventions across early level transition.

### Practitioner and family perceptions of impact of targeted support across all transition points

In addition to tracking data, evidence was also collected for the most recent cohorts of CYP in the form of practitioner and family perceptions around targeted work. Data is summarised as follows:

- 84% of primary and 85% of secondary respondents agreed that targeted (P7 – S1) support increased children’s confidence and engagement in learning 90% of primary respondents agreed that targeted (P7 – S1) support helped children to move forward with their learning before secondary and 95% of secondary respondents agreed that targeted support helped children to move forward in their learning during the first few months of secondary
- All early years and primary respondents agreed that targeted (early level) support helped both target and non-target children to engage more confidently in learning, settle more quickly into learning in P1 and attain in literacy and numeracy
- 99% of P7 – S1 family and 100% of early level family respondents agreed that the transition role was positive in helping children with their learning as they moved between sectors

On the whole, these preliminary findings suggest that the transition workstream has contributed towards improving practice and thus learning progression across transition.

### **Curricular transitions: preliminary findings on improvements to transition culture and systems (universal impact)**

Over a 3 year period, data has been gathered to show the universal impact of the transitions workstream, in particular how it has influenced sustainable change and improvements to transition culture and systems across the authority. This data has been gathered mainly through post transition practitioner questionnaires and anecdotal evidence. The preliminary evidence indicates that the transition workstream and the development activities deployed, has indeed had a positive impact on culture and systems improvements. Findings from the most recent post transition practitioner questionnaire are highlighted below:

#### Culture change:

- 67% of P7 – S1 respondents agreed that the transition workstream supported changes to transition mindset
- 75% of early level respondents who attended the planning for change sessions agreed that the sessions improved their knowledge and 71% their understanding, of curricular transitions

Within the questionnaire, colleagues also commented on how they felt the workstream activities had impacted on their approach to changing their cultural approach towards transitions. For example, the quotes below highlight that the transition practitioner’s role was instrumental in improving relationships and collaborative working between sectors:

‘They offered new and exciting ideas which helped our classroom environment. They also helped us establish a better relationship with the early years establishment and this has extended our classroom practice.’ (primary leader)

‘The opportunity to engage in cooperative teaching has improved my pedagogy... I also think it has been beneficial for my primary colleagues to witness the learning and teaching in a secondary school, so that we can all

negotiate the expectations and pace set for our pupils during transition.’  
(secondary colleague)

It is evident that the transitions workstream has supported practitioners to develop cross sector relationships. Furthermore, the workstream has provided the space for practitioners to start soft conversations around mindset and barriers to transition.

#### Systems change:

- 99% of respondents agreed the transition workstream shared pedagogy from primary to support better curricular alignment
- 90% of respondents agreed that the McGunnigle literacy transition project supported children to connect with and build on prior learning
- 100% of attendees at the ‘planning for change’ sessions indicated that they would be very likely to use something that they learned in the sessions to develop policy

In sum, the practitioner comments within the questionnaire illustrate that there is a shift towards a systems change, including more sharing of pedagogy and joint shaping of curriculum to bring more consistency to learning for CYP across some establishments:

‘The coffee, cake sessions have supported a tremendous engagement with improving maths pedagogy across the cluster.’ (secondary colleague)

‘The experience and knowledge of the transition teacher was able to bridge the gap between the learning in primary and that in secondary.’ (primary colleague)

‘The transition teacher provides a sense of continuity from primary.’  
(secondary colleague)

‘It’s the difference between having a (primary) teacher working side by side with other teachers, sharing ideas in real time, day to day and helping shape the curriculum’ (secondary Head Teacher)

The comments from practitioners highlight that the transitions workstream is seen to be an invaluable resource and has begun to improve cross sector working across Renfrewshire.

#### **Curricular transitions: Areas for improvement**

The evidence shows that our targeted approach works for almost all target CYP and that transition teams work successfully across sectors to support curricular transitions for targeted CYP. This initiative has had a significant impact, building increasingly strong relationships between sectors and with parents. However, we still have some work to do to in terms of universal change to culture, practice and policy, especially policy, to improve transitions outcomes for all. For example, only 14% of P7 – S1 staff agreed in the recent practitioner questionnaire that the transition workstream supports changes to policy. Significant universal changes to culture, practice and policy has been hindered somewhat by:

- Lack of wider research around curricular transition
  - Lack of ‘buy in’ due other commitments and to it being an under researched area
  - The need for greater priority for cross sector working (time and resource)
-

- A long - standing culture whereby induction, not transition has been the focus
- Barriers around implementing change (fear of change etc)

### 1.5 Curricular Transitions: Conclusion

Early evidence indicates that the transition workstream in Renfrewshire is successful in supporting targeted CYP in their learning progression across transition and beyond. Although, there is still some work to do to build a picture of the longer term impact on targeted CYP of this short term intervention.

Evidence also suggests that the workstream is having some universal impact in supporting changes to transition culture, practice and policy to improve curricular and learning transition for all. However, there is still some way to go before we see sustained, systemic change in this area.

Authors:

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Laurie Anne Campbell, Research assistant, Renfrewshire council

### 1.6 References

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Dundee University, Educational and Life Transitions Research Centre (2019), *Primary – Secondary Transitions: A Systematic Literacy Review.* Web and Print publication, [www.gov.scot/socialresearch](http://www.gov.scot/socialresearch)

Riglin, Frederickson, Shelton & Rice (2013), *A longitudinal study of psychological functioning and academic attainment at the transition to secondary school.* *Journal of Adolescence*

## 8. Western Isles Council

### National E-Learning Digital Strategy Proposal And Curriculum Offer For Scotland

<http://www.e-sgoil.com/>

## 9. South Lanarkshire Council

This Standards and Quality Report is an example of evaluation process and outcome at a local authority level.

[South Lanarkshire Council Standards and Quality Report](#)

## 10. Fife Council

Partly as a result of the launch of the empowerment agenda (but also for other reasons) Fife Council undertook a redesign of its Directorate structures. This paper provides an overview of that work.

[A Better Connected Directorate: report to Fife Council Education Committee, August 2019](#)

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## **11. Regional Improvement Collaborative Work On Evaluation**

The following links provide different examples of how two Regional Improvement Collaboratives are evaluating progress in their areas.

[RICS West Partnership Evaluation of Regional Improvement Plan 2018/19](#)

[High Level Critical Indicators for South West Educational Improvement Collaborative \(page 75\)](#)

[South West Educational Improvement Collaborative Summary Data 2019 \(Page 45\)](#)

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## Annex F: Education Scotland Support For Implementation of CFE

This Annex gives an overview of some of the support that has been provided nationally by Education Scotland for priority curriculum areas. Further information is available on other subject areas if required.

### Curriculum, learning, teaching and assessment

<b>Name and Curriculum Area / Sector</b>	<b>Title of key publication or advice, capacity building, development initiative etc.</b>	<b><u>Brief</u> description of the support</b>	<b>Links to publications, (attach files if more appropriate) / additional comments</b>
Numeracy & Mathematics	National Numeracy and Mathematics Hub	Education Scotland's National Numeracy and Mathematics Hub provides access to a secure online area which hosts a wealth of professional learning activities. This resource showcases examples of interesting practice from establishments and local authorities and delivers a national virtual network for collaboration. Education Officers review and populate material on the hub to support consideration and effective planning for improvement within the area of	<a href="http://bit.ly/numeracyhub">http://bit.ly/numeracyhub</a>

		numeracy and mathematics.	
Numeracy & Mathematics	Maths Week Scotland	<p>As outlined within recommendation 2 of the 'Making Maths Count Group- Transforming Scotland into a Maths Positive Nation report' (2016), Education Scotland's Numeracy &amp; Mathematics Officers continue to be active partners in the planning, support, facilitation and engagement with 'Maths Week Scotland' in conjunction with educational partners. A significant part of Education Scotland's work is to support local authorities and regional leads to plan and engage in this annual event to support improvement. (Many aspects of improvement showcasing can be accessed via the following ES associated Twitter feeds)</p>	<p><a href="https://www.mathsweek.scot/">https://www.mathsweek.scot/</a>  <a href="https://blogs.gov.scot/making-maths-count/">https://blogs.gov.scot/making-maths-count/</a>  <a href="https://www.gov.scot/publications/transforming-scotland-maths-positive-nation-final-report-making-maths-count/">https://www.gov.scot/publications/transforming-scotland-maths-positive-nation-final-report-making-maths-count/</a>  <a href="https://twitter.com/edscot_maths?lang=en">https://twitter.com/edscot_maths?lang=en</a>  <a href="https://twitter.com/MathsScot?lang=en">https://twitter.com/MathsScot?lang=en</a>  <a href="https://twitter.com/MathsWest?lang=en">https://twitter.com/MathsWest?lang=en</a></p>

<p>Literacy and English</p>	<p>Working with national partners</p>	<p>Education Scotland literacy and English specialists work closely with a number of national partners, such as:</p> <p><a href="#">Scottish Book Trust</a> (SBT) - contributing to and promoting the work of Read Write Count, The First Minister’s Reading Challenge and the Reading Schools pilot programme.</p> <p><a href="#">Scottish Library and Information Council</a> (SLiC) – the creation of <a href="#">How good is our school library?</a> (a companion guide to the main <a href="#">How good is our school? 4<sup>th</sup> edition</a>) aims to support school library staff and their senior managers to evaluate the contribution the library makes to school improvement.</p>	<p><a href="https://scottishlibraries.org/media/2808/hgiosls-pdf.pdf">https://scottishlibraries.org/media/2808/hgiosls-pdf.pdf</a></p>
<p>Modern Languages</p>	<p>1+2 languages survey – report.</p>	<p>ES /Scottish Government report on progress made on the implementation of the 1+2 language policy.</p>	<p><a href="https://www.gov.scot/publications/12-languages-implementation-findings-2019-local-authority-survey/">https://www.gov.scot/publications/12-languages-implementation-findings-2019-local-authority-survey/</a></p>

Primary and Secondary sectors			
STEM	Enhancing Professional Learning in STEM Grants Programme	£1.9 million of funding has been provided to support STEM Professional Learning in 2019/20. Target sectors include early learning and childcare, primary, ASN, secondary and community learning and development.	Guidance documents for funding  <a href="#">Enhancing Professional Learning in STEM Grants Programme Round Two (2019 – 2020) Leadership and Collegiate Professional Learning Fund Guidance document</a>  <a href="#">Enhancing Professional Learning in STEM Grants Programme Round Two (2019 – 2020). Regional and National Partner Fund Guidance document</a>
STEM	Enhancing Professional Learning in STEM Grants Programme	List of professional learning programmes being supported by STEM grants between 2018-20 and also results from the Annual STEM Practitioner and Provider Surveys.	See Enhancing Professional Learning in STEM Grants Programme and National Data headers on the following page: <a href="https://education.gov.scot/improvement/learning-resources/a-summary-of-stem-resources/">https://education.gov.scot/improvement/learning-resources/a-summary-of-stem-resources/</a>
STEM	Evaluation of Round 1 of the Enhancing Professional Learning in STEM Grants Programme	Evaluation of Round 1 of Education Scotland's STEM grants programme (2018/20) – external review conducted by ekosgen including Technical Appendices.	<a href="#">Evaluating the Impact of Professional Learning in STEM (education.gov.scot)</a>
STEM	Activity of Education	Analysis report showing the engagement (page 1)	<a href="https://education.gov.scot/media/sbqkcvio/stem-grants-programme-round-1-case-studies.pdf">https://education.gov.scot/media/sbqkcvio/stem-grants-programme-round-1-case-studies.pdf</a>

	Scotland's regional STEM Education Officer Team	and professional learning (page 2) provided by Education Scotland's eight Regional STEM Education Officers between Aug and Dec 2019. This new team arrived in post in January 2019 to support and coordinate activity with Scotland's six Regional Improvement Collaboratives. They also play a vital role in supporting regional delivery of Scotland's STEM Education and Training Strategy,	
Learning for Sustainability	Vision 2030+ Report (2016) and Learning for Sustainability Action Plan (2020)	Supporting national action plan to embed LfS across the curriculum, practice, qualifications and pathways	<a href="https://education.gov.scot/improvement/self-evaluation/vision-2030-report-concluding-report-of-the-learning-for-sustainability-national-implementation-group/">https://education.gov.scot/improvement/self-evaluation/vision-2030-report-concluding-report-of-the-learning-for-sustainability-national-implementation-group/</a>
Learning for Sustainability	Learning for Sustainability Summary Page	Learning for Sustainability main summary page on Education Scotland's National Improvement Hub containing resources, policy, guidance, research and case studies.	<a href="https://education.gov.scot/improvement/learning-resources/a-summary-of-learning-for-sustainability-resources/">https://education.gov.scot/improvement/learning-resources/a-summary-of-learning-for-sustainability-resources/</a>

Improving Gender Balance	Review of Improving Gender Balance Scotland (March 2018)	Review of the pilot programme to improve gender balance in STEM subjects. Education Scotland was a key partner in this work with Skills Development Scotland and the Institute of Physics.	<a href="https://www.skillsdevelopmentScotland.co.uk/media/44705/review-of-improving-gender-balance-2018.pdf">https://www.skillsdevelopmentScotland.co.uk/media/44705/review-of-improving-gender-balance-2018.pdf</a>
Improving Gender Balance	Improving Gender Balance and Equalities Summary Page	Improving gender balance resource bank on Education Scotland's National Improvement Hub including action guides, case studies, videos, research and key guidance.	<a href="https://education.gov.scot/improvement/learning-resources/improving-gender-balance-3-18/">https://education.gov.scot/improvement/learning-resources/improving-gender-balance-3-18/</a>
Improving Gender Balance	Improving Gender Balanced Briefing	This document provides an overview of the Improving Gender Balance and Equalities Programme and how the new team of IGBE Officers are tackling stereotypes and addressing unconscious bias through a regional delivery model.	<a href="https://www.gov.scot/publications/stem-strategy-education-training-scotland-second-annual-report/">https://www.gov.scot/publications/stem-strategy-education-training-scotland-second-annual-report/</a>
Technologies area of the curriculum	Technologies Experiences and Outcomes Technologies Benchmarks	In March 2017 a refresh to the technologies curriculum guidance was published alongside the publication of benchmarks	Technologies Experiences and Outcomes <a href="https://education.gov.scot/Documents/Technologies-es-os.pdf">https://education.gov.scot/Documents/Technologies-es-os.pdf</a> Technologies Benchmarks

		<p>in the technologies and all other areas of the curriculum. The refresh to the technologies guidance and development of the benchmarks was a collaborative process involving teachers, academics and business and industry partners who were consulted and in some cases part of the writing groups. Education Scotland continue to work with LAs to support implementation of the new guidance, through curriculum</p>	<p><a href="https://education.gov.scot/nih/Documents/TechnologiesBenchmarksPDF.pdf">https://education.gov.scot/nih/Documents/TechnologiesBenchmarksPDF.pdf</a></p>
<p>Digital learning and teaching (part of Technologies)</p>	<p>Scotland's Digital Learning and Teaching strategy</p>	<p>In 2017 as part of the Education Scotland Digital learning and teaching programme the digital skills team was established. 2 Education Officers and 6 development officers ( 1 per regional improvement collaborative) work at national and regional levels,</p>	<p>Digital Learning and Teaching strategy  <a href="https://www.gov.scot/publications/enhancing-learning-teaching-through-use-digital-technology/">https://www.gov.scot/publications/enhancing-learning-teaching-through-use-digital-technology/</a>             Digilearn.scot blog   <a href="https://blogs.glowscotland.org.uk/glowblogs/digilearn/">https://blogs.glowscotland.org.uk/glowblogs/digilearn/</a></p>

Social studies	You Decide Resource for political literacy	This resource is aimed at enabling practitioners to improve both their skills and confidence level in teaching political literacy through controversial issues in the curriculum. It provides guidance on methodology teachers can use to engage learners in a safe and non-controversial way.	<a href="https://education.gov.scot/improvement/learning-resources/you-decide-a-political-literacy-resource/">https://education.gov.scot/improvement/learning-resources/you-decide-a-political-literacy-resource/</a>
Social studies	Humanities partnership with Glasgow University	An extensive suite of learning resources for teachers on a wide variety of humanities topics offering lesson plans which are developed in partnership with cutting edge academics at the University.	<a href="https://education.gov.scot/improvement/learning-resources/broad-general-education-glasgow-university/">https://education.gov.scot/improvement/learning-resources/broad-general-education-glasgow-university/</a>
Social studies	Geography for non- geographers video resource	The resource is designed to help primary teachers and those social studies teachers who are engaged in single teacher delivery with a concept that many find hard to teach. There are two videos, power point presentations and other support materials to	<a href="https://education.gov.scot/improvement/practice-exemplars/4-and-6-figure-grid-references/">https://education.gov.scot/improvement/practice-exemplars/4-and-6-figure-grid-references/</a>

		support practitioner skills and confidence.	
Creativity	Impact Report on the Strategic Partnership between Education Scotland and Creative Scotland (2015-19)	A report evidencing the impact of this key partnership against a set of intended outcomes to promote and embed creativity across education in Scotland.	<a href="https://creativityportal.org.uk/?q=2015-19">https://creativityportal.org.uk/?q=2015-19</a>
Creativity	Creativity Matters: Creating Systems Report (2020) – The Lego Foundation	This report presents Scotland’s story of education system reform to enhance learners’ creativity skills.	<a href="https://www.legofoundation.com/en/why-play/skills-for-holistic-development/creativity-matters/creativity-matters-report-series/creating-systems/">https://www.legofoundation.com/en/why-play/skills-for-holistic-development/creativity-matters/creativity-matters-report-series/creating-systems/</a>
Health and wellbeing/3-18 all sectors, including children and young people with mild to moderate learning needs	3-18 National Relationships, Sexual Health and Parenthood Resource  Key messages for young people on healthy relationships and consent	Comprehensive set of learning activities for use in educational establishments. The resource is structured in line with Curriculum for Excellence Levels.  Key messages on healthy relationships and consent have been developed as part of the Scottish Government’s work on supporting positive	<a href="https://rshp.scot/">https://rshp.scot/</a>  <a href="https://www.gov.scot/publications/key-messages-young-people-healthy-relationships-consent-resource-professionals-working-young-people/pages/1/">https://www.gov.scot/publications/key-messages-young-people-healthy-relationships-consent-resource-professionals-working-young-people/pages/1/</a>

		relationships and sexual wellbeing in young people.	
Health and wellbeing/3-18 all sectors, including children and young people with mild to moderate learning needs	Thematic Review of Personal and Social Education (PSE)	<p>The review is part of the <a href="#">Mental Health Strategy 2017 to 2027</a>.</p> <p>It focused on personal and social education (PSE) in schools and include consideration of pastoral care and guidance, as well as school counselling services</p>	<p><a href="#">Mental Health Strategy 2017 to 2027</a></p> <p><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></p> <p><a href="https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/thematic-reports/thematic-inspection-of-personal-and-social-education">https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/thematic-reports/thematic-inspection-of-personal-and-social-education</a></p>
Health and wellbeing/secondary sector, including children and young people with mild to moderate learning needs	Scottish Mental Health First Aid Training (SMHFAT) – train the trainers approach	<p>Roll out improved mental health training for those who support young people in educational settings.</p> <p>Training in first aid approaches for mental health should become as common as physical first aid.</p>	<a href="#">Mental Health Strategy 2017 to 2027</a> .
HWB	National Improvement Hub exemplars	There are over 300 exemplars across all aspects of HWB hosted on Education Scotland's National Improvement	<a href="https://education.gov.scot/improvement/">https://education.gov.scot/improvement/</a>

		<p>Hub. Links below provide a selection:</p> <p><b>Health and wellbeing; Responsibility of all - Making the links...making it work</b>  This resource package is intended to help practitioners and establishments develop a shared understanding of health and wellbeing responsibility of all and to make the process more manageable.</p> <p><b>Better Movers and Thinkers</b>  Better Movers and Thinkers (BMT) is an approach in physical education to develop the ability of all children and young people to move and think with a specific focus on <a href="#">Executive Function (EF) skills</a></p> <p><b>A summary of Food Education resources</b></p>	<p><a href="https://education.gov.scot/improvement/self-evaluation/health-and-wellbeing-responsibility-of-all-making-the-links-making-it-work/">https://education.gov.scot/improvement/self-evaluation/health-and-wellbeing-responsibility-of-all-making-the-links-making-it-work/</a></p> <p><a href="https://education.gov.scot/improvement/learning-resources/better-movers-and-thinkers/">https://education.gov.scot/improvement/learning-resources/better-movers-and-thinkers/</a></p> <p><a href="https://education.gov.scot/improvement/learning-resources/hwb42-food-education-summary/">https://education.gov.scot/improvement/learning-resources/hwb42-food-education-summary/</a></p>
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		Find key information, resources, exemplification and links to resources on the National Improvement Hub linked to using food as a context for learning.	
HWB	Consortium of Institutions for Development and Research in Education in Europe (CIDREE) Year book 2017; theme Health and wellbeing	The Yearbook 2017 presents a range of articles from 12 countries within the CIDREE network who are developing their approaches to improving the wellbeing of children and young people in their schools.	<a href="http://www.cidree.org/fileadmin/files/pdf/publications/CIDREE_Yearbook_2017_Wellbeing.pdf">http://www.cidree.org/fileadmin/files/pdf/publications/CIDREE_Yearbook_2017_Wellbeing.pdf</a>
HWB – physical education	OECD EDUCATION 2030 – International Curriculum Analysis of PE/Health Education	National Case Study – Scotland OECD Education 2030 Physical/Health Education – completed Annex 1; input to draft report to ensure accurate data on PE in Scotland is included	<a href="http://www.oecd.org/education/2030-project/contact/OECD_FUTURE_OF_EDUCATION_2030_MAKING_PHYSICAL_DYNAMIC_AND_INCLUSIVE_FOR_2030.pdf">http://www.oecd.org/education/2030-project/contact/OECD_FUTURE_OF_EDUCATION_2030_MAKING_PHYSICAL_DYNAMIC_AND_INCLUSIVE_FOR_2030.pdf</a>
RME/RERC	Professional Advice & Guidance for national stakeholder groups	Regular advice and guidance/ information sharing with: Church of Scotland, Interfaith Scotland and Humanist Society Scotland, SQA	<ul style="list-style-type: none"> <li>• Support for RERC initiatives such as <a href="#">Caritas Awards</a></li> <li>• Support for Scottish Council of Jewish Communities' <a href="#">Joe's Boxes Project</a></li> </ul>

		<p>National Qualifications Support Team, Scottish Catholic Education Service, Scottish Council of Jewish Communities, Edinburgh University, European Forum for the Teaching of Religious Education</p> <p>Support and advice around relevant matters for RME/RERC, including Religious Observance.</p>	<ul style="list-style-type: none"> <li>Support for Edinburgh University <a href="#">Stories from World Religions Project</a> Supported seminars at EFTRE Conference, Dublin 2019</li> </ul>
RME/RERC	Professional Advice & Guidance for practitioners: Online Publications	A range of professional learning papers around RME/RERC matters to support CLPL for practitioners	<a href="http://education.gov.scot/RME">education.gov.scot/RME</a>
empowerment(0-5) and (CfE) Early Level (3-6)	Realising the Ambition: Being Me	National practice guidance for early years practitioners 0-6 (including teachers)	<a href="http://bit.ly/RtABeingMe">http://bit.ly/RtABeingMe</a>
CfE Early Level	Play Pedagogy Toolkit	Continuous professional learning resource	<a href="https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/">https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/</a>

## Assessment

<b>Title of key publication or advice, capacity building, development initiative etc.</b>	<b><u>Brief description of the support</u></b>	<b>Links to publications, (attach files if more appropriate) / additional comments</b>
Chief Inspector's CfE Statement for Practitioners 2016	This statement provided clear, practical advice for teachers and practitioners on planning learning, teaching and assessment within CfE. May 2016	<a href="#">Curriculum for Excellence (CfE) Statement for Practitioners</a>
Curriculum for Excellence Benchmarks	The two key resources which support practitioners to plan learning, teaching and assessment are: Experiences and outcomes, and Benchmarks. Education Scotland worked with practitioners to develop Benchmarks to provide clarity on the national standards	<a href="#">Curriculum for Excellence Benchmarks</a>

	expected within each curriculum area at each level. March 2017	
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## Glow

Title of key publication or advice, capacity building, development initiative etc.	<u>Brief</u> description of the support	Links to publications, (attach files if more appropriate) / additional comments
Glow	<p>Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services.</p> <p>Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for educators, learners and parents to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, G Suite and Glow RM Unify Launch Pad.</p>	<p><a href="https://glowconnect.org.uk/about-glow/">https://glowconnect.org.uk/about-glow/</a></p>

## Gaelic

<b>Name and Curriculum Area / Sector</b>	<b>Title of key publication or advice, capacity building, development initiative etc.</b>	<b><u>Brief</u> description of the support</b>	<b>Links to publications, (attach files if more appropriate) / additional comments</b>
	Translation of key documents and curricular resources	We have been increasing the number of key documents and resources being translated and published to assist in meeting our duty of equal respect to Gaelic and English as an official language of Scotland. Translated resources support practitioners to deliver a curriculum for GME. We provide practitioners with a summary of key terminology to ensure there is a consistent approach across Scotland with the use of new and unfamiliar vocabulary in Gaelic. Resources are available through our online services including GLOW	<a href="https://education.gov.scot/education-scotland/search/?OriginSubsite=0&amp;query=Gaelic">https://education.gov.scot/education-scotland/search/?OriginSubsite=0&amp;query=Gaelic</a>

		and Parentzone Scotland.	
	1+2 Approach to Language Learning	We have produced national guidance to assist local authorities with the implementation of a 1+2 Approach to Language Learning. This helped define learning pathways for both GLE and GME. It also confirmed for many local authorities that Gaelic is part of the 1+2 Approach to Language Learning. From a national perspective it protected Gaelic's role in the curriculum.	<a href="https://education.gov.scot/improvement/practice-exemplars/aite-foghlam-gaidhlig-3-18-ann-an-ionnsachadh-canain-ann-an-alba-modh-obrach-1-2-the-role-of-gaelic-education-3-18/">https://education.gov.scot/improvement/practice-exemplars/aite-foghlam-gaidhlig-3-18-ann-an-ionnsachadh-canain-ann-an-alba-modh-obrach-1-2-the-role-of-gaelic-education-3-18/</a>
	CLPL Audit  Professional Learning	As part of the National Gaelic Education Strategy, we published the results of an audit in June 2016 to help ascertain priorities for professional learning for Gaelic Education. The results were shared with partners and used at meetings to help identify key priorities in Gaelic	<a href="https://education.gov.scot/improvement/learning-resources/briefings-on-gaelic-education-fiosrachadh-mun-ghaidhlig/">https://education.gov.scot/improvement/learning-resources/briefings-on-gaelic-education-fiosrachadh-mun-ghaidhlig/</a>

		<p>education and the needs of practitioners. It has informed planning for improvement.</p> <p>We have increased our professional learning through Glow learning blogs - GME and GLE. We have worked with partners such as Comhairle nan Leabharaichean and SCILT to support the development of literacy skills. We have used our blogs and Professional Learning Community to promote information from a range of partners which supports schools with delivering a curriculum through Gaelic.</p> <p>Through our newsletters and Briefings we facilitate partners' support for the curriculum, which stems from the CLPL audit which partners still work to.</p>	
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	Scottish National Standardised Assessments for GME, known as MCNG	We have supported the Scottish Government at all stages of the creation and implementation of the Scottish National Standardised Assessments for Gaelic Medium Education known as 'Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig' (MCNG).	
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### Community Learning and Development

<b>Name and Curriculum Area / Sector</b>	<b>Title of key publication or advice, capacity building, development initiative etc.</b>	<b><u>Brief</u> description of the support</b>	<b>Links to publications, (attach files if more appropriate) / additional comments</b>
Community Learning and Development	Improving life chances and empowering communities Community	HM Inspectors published an analysis of inspections of CLD in all 32 of Scotland's	<a href="https://education.gov.scot/media/ryklpn1i/improving-life-chances-and-empowering-communities.pdf">https://education.gov.scot/media/ryklpn1i/improving-life-chances-and-empowering-communities.pdf</a>

	learning and development in Scotland: Findings from inspection evidence 2016-19	local authorities over a 3 year period.	
Community Learning and Development	Planning for Change, A Review of Community Learning and Development Plans in Scotland 2018 – 21	A review carried out by Education Scotland and partners in 2019 of the statutory CLD plans developed in all 32 local authority areas.	<a href="https://education.gov.scot/improvement/self-evaluation/planning-for-change-a-review-of-cld-plans-in-scotland-2018-21">https://education.gov.scot/improvement/self-evaluation/planning-for-change-a-review-of-cld-plans-in-scotland-2018-21</a>
Community Learning and Development	An aspect review of progress made in implementing the CLD Regulations	HMI aspect review of CLD planning 2015-2017.	<a href="https://education.gov.scot/Documents/Aspect-Review-Report-of-CLD-Planning110417.pdf">https://education.gov.scot/Documents/Aspect-Review-Report-of-CLD-Planning110417.pdf</a>
Community Learning and Development	National Youth Work Strategy 2014-19:	The national youth work strategy is a partnership	The strategy and subsequent reports all available from: <a href="https://www.youthlinkscotland.org/policy/national-youth-work-strategy">https://www.youthlinkscotland.org/policy/national-youth-work-strategy</a>

t (Youth work)	<ul style="list-style-type: none"> <li>• Interim progress report (2017)</li> <li>• Strategy priority and action plan 2017-19</li> <li>• Priorities 2017-19</li> <li>• Logic Model</li> <li>• Youth Work research</li> </ul>	between Scottish Government, Education Scotland, YouthLink Scotland and the youth work sector. The 2014-19 strategy was reviewed in 2017 and a revised action plan for 2017-19 agreed.	
Community Learning and Development (Youth work)	National Youth Work Strategy 2014-19 progress report	Progress report on implementation of the national youth work strategy 2014-2019.	<a href="https://www.youthlinkscotland.org/news/june-2020/national-youth-work-strategy-2014-19-progress-report-published/">https://www.youthlinkscotland.org/news/june-2020/national-youth-work-strategy-2014-19-progress-report-published/</a>
Community Learning and Development (Youth work)	National Youth Work Outcomes	Seven national outcomes that articulate the difference that youth works makes with, and for, young	<a href="https://www.youthlinkscotland.org/policy/youth-work-outcomes">https://www.youthlinkscotland.org/policy/youth-work-outcomes</a>

		people in Scotland. The outcomes were an output from the national youth work strategy 2014-19.	
Community Learning and Development (Youth work)	YouthLink Scotland's Youth Work & Schools Partnership Programme 2018-21 – key evidence and guidance documents:	Education Scotland played a key role with Scottish Government and YouthLink Scotland in developing the Youth Work & Schools Partnership programme 2018-21, which is funded under the Scottish Attainment Challenge to promote and expand the role of youth work in	<a href="https://www.youthlinkscotland.org/programmes/closing-the-attainment-gap">https://www.youthlinkscotland.org/programmes/closing-the-attainment-gap</a> <a href="https://www.youthlinkscotland.org/media/3914/youth-work-a-guide-for-schools.pdf">https://www.youthlinkscotland.org/media/3914/youth-work-a-guide-for-schools.pdf</a>

		closing the poverty-related attainment gap.	
Community Learning and Development (Youth work)	Amazing Things: A Guide to Youth Awards in Scotland, 4 <sup>th</sup> edition, Awards Network, 2017	<p>The Awards Network is the national forum of providers of non-formal learning opportunities for young people, recognised by youth work awards. It is hosted by Youth Scotland. Education Scotland supported this work by:</p> <ul style="list-style-type: none"> <li>• Managing the strategic grant relationship with the Network, 2014-19</li> </ul>	<a href="http://www.awardsnetwork.org/assets/uploads/documents/Amazing_Things_4th_2.pdf">http://www.awardsnetwork.org/assets/uploads/documents/Amazing_Things_4th_2.pdf</a>

		<ul style="list-style-type: none"> <li>• Advising the Network's strategy group</li> </ul>	
Community Learning and Development (Youth work)	Awards Network case studies	<p>Examples of recognising young people's personal achievement through youth awards. Education Scotland supported this work by:</p> <ul style="list-style-type: none"> <li>• Managing the strategic grant relationship with the Network, 2014-19</li> <li>• Advising the Network's strategy group</li> </ul>	<a href="http://www.awardsnetwork.org">http://www.awardsnetwork.org</a>
Community Learning	The Link: Quarterly	Education Scotland as	<a href="https://www.youthlinkscotland.org/media/3893/the-link-autumn-2019-aw-lr.pdf">https://www.youthlinkscotland.org/media/3893/the-link-autumn-2019-aw-lr.pdf</a>

<p>and Development (Youth work practice)</p>	<p>publication by YouthLink (National Youth work organisation in Scotland) focussing on Youth Work and School Partnerships – improving attainment and achievement for our young people.</p>	<p>part of the managed the strategic grant relationship with YouthLink Scotland from 2014 – 2019; and, co-chaired the National Youth Work Strategy with YouthLink during this time.</p>	
	<p>Family Learning Framework</p>	<p>This document supports practitioners to effectively design, delivery and evaluate family learning programmes which will support family and community needs.</p>	<p>Family Learning Framework:  <a href="https://education.gov.scot/improvement/practice-exemplars/family-learning-framework/">https://education.gov.scot/improvement/practice-exemplars/family-learning-framework/</a></p>

	Engaging parents and families: A toolkit for practitioners	This toolkit has been developed to provide practitioners with a practical resource to help support partnerships with parents and families in all aspects of their children's learning. The toolkit is a comprehensive online resource.	Engaging parents and families - A toolkit for practitioners: <a href="https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners/">https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners/</a>
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## Annex G: Academic Research On Curriculum For Excellence Since 2010

In June 2020 Professor Mark Priestley, Stirling University, worked with the Deans of Education from all Scottish Universities to compile a list of all academic research on Curriculum for Excellence Scotland since 2010. The outcome of that exercise is attached below.

Name	Output	Type	Notes
Will Barlow	Jindal-Snape, D, Hannah, EFS, Cantali, D, Barlow, W & McGillivray, S (2020), 'Context and Implications Document for: Systematic Literature Review of Primary–Secondary Transitions: International Research', <i>Review of Education</i> , vol. 8, no. 2, pp. 567-569.	Article	DOI: <a href="https://doi.org/10.1002/REV3.3198">HTTPS://DOI.ORG/10.1002/REV3.3198</a>
Will Barlow	Barlow, WD (2019), 'We ur al aff tae th' big schuil': Pupils' and teachers' views and experiences on using Drama Conventions to support primary-secondary transition', <i>Education 3-13: International Journal of Primary, Elementary and Early Years Education</i> .	Article	DOI: <a href="https://doi.org/10.1080/03004279.2019.1668819">HTTPS://DOI.ORG/10.1080/03004279.2019.1668819</a>
Will Barlow	Barlow, W 2018, Drama. in TGK Bryce, WM Humes, D Gillies & A Kennedy (eds), <i>Scottish Education</i> . 5th edn, Edinburgh University Press.	Book Chapter	
Will Barlow	Barlow, W (2014), 'Learning drama from age 3 to 18', <i>DRAMA - Nordisk dramapedagogisk tidsskrift</i> , vol. 3, pp. 32-33.	Article	
Will Barlow	Barlow, W (2011), 'Using Educational Drama to improve outcomes for looked-after children.', <i>Scottish Journal of Residential Child Care</i> , pp. 24 - 35.	Article	

Sarah Cornelius & Rachel Shanks	Cornelius, S & Shanks, R 2017, 'Expectations and challenges: the implementation of mobile devices in a Scottish primary school' Technology, Pedagogy and Education, vol. 26, no. 1, pp. 19-31.	Article	DOI: <a href="https://doi.org/10.1080/1475939X.2016.1153513">HTTPS://DOI.ORG/10.1080/1475939X.2016.1153513</a>
Liz Curtis	Curtis, EMB, Shepherd, C & Murison, J 2019, 'Co-productive research in a primary school environment: un-earthing the past of Keig'. in H Graham & J Vergunst (eds), Heritage as Community Research. Policy Press, Bristol.	Chapter	
Liz Curtis	Curtis, EMB 2008, Walking out of the Classroom: learning on the streets of Aberdeen. T Ingold & J Vergunst (eds), Ways of Walking: Ethnography and Practice on Foot. Anthropological Studies of Creativity and Perception, Ashgate , Aldershot, United Kingdom, pp. 143-154.	Article	
Liz Curtis	Curtis, EMB 2007, 'Finding the Curriculum in the Environment: Fieldwork approaches to student learning in Initial Teacher Education', International Journal of Learning, vol. 14, no. 5, pp. 179-189.	Article	
Kirstan Darling-McQuistan	Darling-McQuistan, K 2017, 'Beyond Representation: Exploring Drawing as Part of Children's Meaning-Making', International Journal of Art & Design Education, vol. 36, no. 3, pp. 281-291.	Article	DOI: <a href="https://doi.org/10.1111/JADE.12158">HTTPS://DOI.ORG/10.1111/JADE.12158</a>
Kirstan Darling-McQuistan	Darling-McQuistan, KA 2017, 'The Posthuman Child: Educational Transformation through Philosophy with Picture books', Education in the North, vol. 24, no. 2, 24, pp. 74-75.	Article	<a href="https://www.abdn.ac.uk/eitn/journal/538/">HTTPS://WWW.ABDN.AC.UK/EITN/JOURNAL/538/</a>

Kirstan Darling-McQuistan	Darling, K 2014, 'Learning as knowledge creation: learning for, and from, all.', Education in the North, vol. 21, no. Special Edition, 2, pp. 21-37.	Article	<a href="https://www.abdn.ac.uk/eitn/journal/13/">HTTPS://WWW.ABDN.AC.UK/EITN/JOURNAL/13/</a>
Graeme Nixon	Schreiner, P, von Bromson, K, Fischer, M, Ivkovits, H, Kliemann, P, Leganger-Krogstad, H, Miedema, S, Niemi, K, Nixon, G, Olschewski, J, Panjwani, F, Pearce, J, Savill, J, Schreiner, P, Schilling, C, Smith, DR & Stones, A 2018, Are you READY? Diversity and Religious Education across Europe. vol. 1, 1 edn, Waxmann, Munster/New York.	Book	
Graeme Nixon	von Brömssen, K, Ivkovits, H & Nixon, G 2020, 'Religious literacy in the curriculum in compulsory education in Austria, Scotland and Sweden - a three-country policy comparison', Journal of Beliefs and Values, vol. 41, no. 2, pp. 132-149.	Article	DOI: <a href="https://doi.org/10.1080/13617672.2020.1737909">HTTPS://DOI.ORG/10.1080/13617672.2020.1737909</a>
David Smith & Graeme Nixon	Smith, DR, Nixon, G & Pearce, J 2018, 'Bad Religion as False Religion: An Empirical Study of UK Religious Education Teachers' Essentialist Religious Discourse', Religions, vol. 9, no. 11, 361.	Article	<a href="https://doi.org/10.3390/rel9110361">HTTPS://DOI.ORG/10.3390/REL9110361</a>
Graeme Nixon	Nixon, G 2018, 'Conscientious withdrawal from religious education in Scotland: anachronism or necessary right?', British Journal of Religious Education, vol. 40, no. 1, pp. 6-19.	Article	<a href="https://doi.org/10.1080/01416200.2016.1161597">HTTPS://DOI.ORG/10.1080/01416200.2016.1161597</a>
David Smith & Graeme Nixon	Smith, DR, Nixon, G & Pearce, J 2018, 'How RE teachers see religion - and why it can be bad for pupils', The Conversation.	Article	<a href="https://theconversation.com/how-re-teachers-see-religion-and-why-it-can-be-bad-for-pupils-107859">HTTPS://THECONVERSATION.COM/HOW-RE-TEACHERS-SEE-RELIGION-AND-WHY-IT-CAN-BE-BAD-FOR-PUPILS-107859</a>

Graeme Nixon	Nixon, G 2012, 'The emergence of philosophy in Scottish secondary school Religious Education', Koers- Bulletin for Christian Scholarship, vol. 77, no. 1, 26, pp. 1-13.	Article	
Graeme Nixon	Anderson, C & Nixon, G 2010, 'The move to faculty middle management structures in Scottish secondary schools: a case study', School Leadership & Management, vol. 30, no. 3, pp. 249-263.	Article	<a href="https://doi.org/10.1080/13632434.2010.486134">HTTPS://DOI.ORG/10.1080/13632434.2010.486134</a>
Graeme Nixon	Nixon, G 2009, 'Postmodernity, Secularism and Democratic approaches to Education: the impact on Religious Education in Scotland. An Analysis of the 'philosophication' of Scottish Religious Education in Light of Social and Educational Change', Journal of Empirical Theology, vol. 22, no. 2, pp. 162-194.	Article	<a href="https://doi.org/10.1163/092229309X12512584571661">HTTPS://DOI.ORG/10.1163/092229309X12512584571661</a>
Graeme Nixon	Nixon, G 2008, 'From RE to RMPS: The case for the Philosophication of Religious Education in Scotland', Education in the North, vol. 16, no. 1, pp. 1-17.	Article	<a href="https://doi.org/10.26203/EHRY-FM50">HTTPS://DOI.ORG/10.26203/EHRY-FM50</a>
Graeme Nixon	Smith, DR, Pearce, J & Nixon, G 2019, 'The Demographics of RE teachers in England and Scotland in 2017: An Empirical Study', Paper presented at Association of University Lecturers in Religion and Education Annual Conference 2019, Birmingham, United Kingdom, 9/05/19 - 10/05/19.	Paper	
David Smith & Graeme Nixon	Nixon, G, Smith, DR & Pearce, J 2019, 'Who is teaching RE in England and Scotland? An Empirical Study of English and Scottish Religious Education Teachers', Paper presented at European Academy of Religion Annual Conference 2019 - Bologna, Bologna, ITALY, 3/03/19 - 7/03/19.	Paper	

David Smith & Graeme Nixon	Nixon, G, Smith, DR & Pearce, J 2018, 'Good and bad religion: resisting essentialist discourse', Paper presented at European Academy of Religion - First Annual Conference 2018 - Bologna, Bologna, Italy, 5/03/18 - 8/03/18.	Paper	
Graeme Nixon	Nixon, G 2017, 'Religious Education and Diversity (the READY project)', Paper presented at Ireland International Conference on Education, Dublin, Ireland, 24/04/17 - 27/04/17.	Paper	
David Smith & Graeme Nixon	Smith, DR, Nixon, G & Pearce, J 2017, 'Schools and the Sanitising of Religion: Bad Religion as False Religion', Paper presented at BERA Annual Conference 2017, Brighton, United Kingdom, 5/09/17 - 7/09/17.	Paper	
Graeme Nixon	Nixon, G 2011, 'The Emergence of Philosophy in Scottish Secondary School Religious Education', Paper presented at KOERS conference - World Views and Education, Potchesfroom, South Africa, 30/05/11 - 4/06/11.	Paper	
Graeme Nixon	Nixon, G & Anderson, C 2008, 'The Move to Faculties in Scottish Secondary Schools; the Experience of Student and Probationer Religious Education Teachers.', Paper presented at Scottish Educational Research Association, Perth, United Kingdom, 27/11/08 - 28/11/08.	Paper	
Graeme Nixon	Nixon, G 2008, 'The impact of Postmodernity on teaching within the context of Religious Education.', Paper presented at The European Association for Research on Learning and Instruction (EARLI) Religious Education Special Interest Group, Canterbury, United Kingdom, 28/08/08 - 29/08/08.	Paper	
Graeme Nixon	Nixon, G 2013, Religious and Moral Education (Primary). in T Bryce, W Humes, D Gillies & A Kennedy (eds), Scottish Education: Fourth Edition: Referendum. Fourth edn, Edinburgh University Press, Edinburgh, pp. 492-496.	Book Chapter	

Graeme Nixon	Nixon, G 2013, Religious and Moral Education (Secondary). in T Bryce, W Humes, D Gillies & A Kennedy (eds), Scottish Education: Fourth Edition: Referendum. Fourth edn, Edinburgh University Press, Edinburgh, pp. 640-645.	Book Chapter	
Graeme Nixon	Nixon, G 2008, Religious and Moral Education. in T Bryce & W Humes (eds), Scottish Education : Beyond Devolution. 3rd edn, Edinburgh University Press, Edinburgh, United Kingdom, pp. 557-561.	Book Chapter	
Graeme Nixon	Nixon, G 2015, 'Scottish Religious and Moral Education: A Response to: Mismatches Between Legislative Policy and School Practice in Religious Education: The Scottish Case Yonah H. Matemba a University of the West of Scotland, Ayr, Scotland, UK Published online: 17 Feb 2015', Religious Education, vol. 110, no. 1, pp. 1-17.	Debate contribution	DOI: <a href="http://www.religiouseducation.net/wp-content/uploads/2015/02/Response-to-Matemba.pdf">HTTP://WWW.RELIGIOUS EDUCATION.NET/WP-CONTENT/UPLOADS/2015/02/RESPONSE-TO-MATEMBA.PDF</a>
Peter Mtika	Mtika P (2019) High School Students' Perspectives of Participating in a STEM-Related Extracurricular Programme. Front. Educ. 4:100.	Article	doi: 10.3389/feduc.2019.00100
Peter Mtika	Peter Mtika & Frances Payne (2014) Student–adult mentoring relationships: experiences from a Scottish school-based programme, Educational Research, 56:4, 436-452,	Article	DOI: 10.1080/00131881.2014.965571
Donald Gray	Colucci-Gray, L., Burnard, P., Gray, D, Cooke, C. (2019) A Critical Review of STEAM (Science, Technology, Engineering, Arts and Mathematics): Re-visioning Education? Oxford Research Encyclopedia of Education.	Book Chapter	DOI: <a href="https://doi.org/10.1093/acrefore/9780190264093.013.398">HTTPS://DOI.ORG/10.1093/ACREFORE/9780190264093.013.398</a>

Donald Gray	Gray, D. and Sosu, E. (2018) Renaturing Science: The Role of Childhood Nature in Science for the Anthropocene. Chapter in Springer International Handbooks of Education. Research Handbook on Childhood Nature: Assemblages of Childhood and Nature Research.	Book Chapter	
Donald Gray	Furman, M., Gray, D., Podesta, M.E., and Colucci-Gray, L. (2016) Fostering creative pedagogies in science teaching: experiences from Argentine and Scottish teachers. In the proceedings of the Conference of the European Science Education Research Association, 2015.	Book Chapter	
Donald Gray	Gray, D., Colucci-Gray, L. and Camino, E. (Editors) (2009) Science, Society and Sustainability: Education and Empowerment for an Uncertain World. Routledge Research, June 2009. Paperback edition released September 2011.	Book Chapter	
Donald Gray	Gray, D., Colucci-Gray, L., Donald, R., Kyriakou, A. & Wodah, D., (2019). From oil to soil. Learning for Sustainability and Transitions Within the School Garden: a project of cultural and social re-learning. Scottish Educational Review. May 2019..	Article	
Donald Gray	Gray, D. (2018) Science Education Futures. Science Education as if the Whole Earth Mattered. Visions for Sustainability, Vol. 9.	Article	<a href="http://dx.doi.org/10.13135/2384-8677/2774">http://dx.doi.org/10.13135/2384-8677/2774</a>
Donald Gray	Gray, D.S. & Colucci-Gray, L. (2014). 'Globalisation and the Anthropocene: The Reconfiguration of Science Education for a Sustainable Future'. Sisyphus - Journal of Education. vol 2, no. 3, pp. 14-31.	Article	

Donald Gray	Gray, D. (2017) From Fragmented Nature to Holistic Science at the Interface of Knowledges. Roundtable Presentation at XVII ENEC 2017   I SIEC 2017: Science Education in multiple contexts. Friday 15th September 2017. Instituto Politécnico de Viana do Castelo, Portugal.	Paper presentation	
Donald Gray	Gray, D. Colucci-Gray, L., Furman, M. and Podesta, M.E. (2016) Crossing the divide: From STEM to STEAM North-South investigations. Keynote symposium. Conference of the British Educational Research Association, Leeds University, 13-15th September 2016	Paper presentation	
Donald Gray	Colucci-Gray, L. and Gray, D. (2015) ATLAC / Creativity in Science Education. BERA Innovation Session. Getting STEAMed up? What should educational researchers in the arts and sciences focus upon in order to develop valued and connected creative pedagogies which promote learning in and across the arts and sciences?. Conference of the British Educational Research Association, Belfast, 15-17 Sept. 2015.	Paper presentation	
Donald Gray	Furman, M., Gray, D., Podesta, M.E., and Colucci-Gray, L. (2015) Fostering creative pedagogies in science teaching: experiences from Argentine and Scottish teachers. Biennial Conference of the European Science Education Research Association, Helsinki, 31st August-4th Sept. 2015.	Paper presentation	

Donald Gray	Colucci-Gray, L. & Gray, DS. (2014). 'Creativity in Science Education: producing new narratives for a sustainable future?'. Paper presented at British Educational Research Association Annual Conference, London, United Kingdom, 17/09/14 - 20/12/14	Paper presentation	
Donald Gray	Gray, D. and Colucci-Gray, L. (2014) Creativity in Education: Perspectives and Challenges in Arts and Science Educational Collaborations. Conference of the Scottish Educational Research Association, University of Edinburgh, 19th - 21st Nov 2014	Paper presentation	
Sheila Nutkins, Catriona McDonald & Mary Stephen	Nutkins, S., McDonald, C, and Stephen, M. (2013) Early Childhood Education and Care: an Introduction, Sage, UK Chapter 4 pp58-74: Creative approaches to teaching and learning Chapter 9 pp136-148: The place of the school in the 21st Century Chapter 11 pp 171-187: Practice and provision for children aged 0-8 in Sweden Chapter 15 pp233-249 : An approach to Experiential Education - Ferre Laevers Chapter 16 pp255-271: Concepts and status of EY professionalism Chapter 20 pp320-332: The issue of professional autonomy	Book Chapters	
Catriona McDonald	Dunn, B., McDonald, C. and Johnson, d. (2017) Evidence of quality professional development: a study in childhood practice; Professional Development in Education, Routledge.	Article	DOI: 10.1080/19415357.2017.1331933

Catrina McDonald	McDonald, C. (2017) Supporting the development and learning of children through personal and professional development of staff; Education in the north, volume 24, Issue 2, Research and Children in the North, December 2017	Article	
Yvonne Dewhurst	Dewhurst, YAN & Pendergast, D 2012, 'Home Economics and food literacy: An international investigation', International Journal of Home Economics, vol. 5, no. 2, pp. 245-263.	Article	
Yvonne Dewhurst	Dewhurst, YAN & Pendergast, D 2011, 'Teacher perceptions of the contribution of Home Economics to sustainable development education: a cross-cultural view', International Journal of Consumer Studies, vol. 35, no. 5, pp. 569-577.	Article	<a href="https://doi.org/10.1111/j.1470-6431.2011.01029.x">HTTPS://DOI.ORG/10.1111/J.1470-6431.2011.01029.X</a>
David Johnston	Johnston, DH 2008, 'Johnston, D.H & McAdam, J (2008) Threshold Concepts, Liminality and Beginning Teachers' Troublesome Knowledge of Literacy Concepts. Paper presented at BERA conference, Heriot Watt, September 2008.', BERA Annual Conference 2008., Edinburgh, United Kingdom, 3/09/08 - 5/09/08.	Paper presentation	
Helen Martin	Martin, H 2019, Multiplicative reasoning task design with student teachers in Scottish schools: valuing diversity, developing flexibility and making connections. in UT Jankvist, M van den Heuvel-Panhuizen & M Veldhuis (eds), Proceedings of the Eleventh Congress of the European Society for Research in Mathematics Education. Freudenthal Group & Freudenthal Institute, Utrecht University and ERME, Utrecht, the Netherlands, pp. 4264-4265, Eleventh Congress of the European Society for Research in Mathematics Education, Utrecht, Netherlands, 6/02/19.	Paper presentation	<a href="https://www.mathematik.uni-dortmund.de/~erme/index.php?slab=proceedings">HTTPS://WWW.MATHEMATIK.UNI-DORTMUND.DE/~ERME/INDEX.PHP?SLAB=PROCEEDINGS</a>

David Smith	Smith, DR 2017, 'Religious Education (RE) in Scotland: A New Empirical Perspective (2017)', Paper presented at Religious Education between 'Neutrality' and 'Confessional RE', Tuebingen, Germany, 6/10/17 - 6/10/17.		
Black, PA	Jump in and run with it: Taking a creative risk, partnership working to enhance music and arts education. in M-L Bowe & B Merrick (eds), Proceedings of the 22nd International Seminar of the ISME Commission on the Music in Schools and Teacher Education Commission (MISTEC) : NYU Prague, Czech Republic 8th-12th July 2018 . International Society for Music Education, pp. 109-119, 22nd International Seminar of the ISME Commission on the Music in Schools and Teacher Education Commission , Prague, Czech Republic, 8/07/18	Paper presentation	<a href="https://www.isme.org/sites/default/files/documents/proceedings/REVISED%20MISTEC%20PROCEEDINGS%20WITH%20ISBN%20020819.PDF">HTTPS://WWW.ISME.ORG/SITES/DEFAULT/FILES/DOCUMENTS/PROCEEDINGS/REVISED%20MISTEC%20PROCEEDINGS%20WITH%20ISBN%20020819.PDF</a>
Black, PA	Black, P 2017, 'On being and becoming a jazz musician: Perceptions of young Scottish musicians', <i>London Review of Education</i> , vol. 15, no. 3, pp. 339 - 357.	Article	<a href="https://doi.org/10.18546/LRE.15.3.02">HTTPS://DOI.ORG/10.18546/LRE.15.3.02</a>
Black, PA	Ansdell, G, Bröske, BA, Black, P & Lee, S 2020, 'Showing the way, or getting in the way? Discussing power, influence and intervention in contemporary musical social practices', <i>International Journal of Community Music</i> .	Article	<a href="https://doi.org/10.1386/IJCM_00016_1">HTTPS://DOI.ORG/10.1386/IJCM_00016_1</a>



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