

Achieving Excellence and Equity

2023 National Improvement Framework and Improvement Plan

December 2022

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“The ICEA feels that Scottish education exhibits many strengths. It values equity as well as excellence. It has an excellent standing internationally. It is investing effort and resources to narrow attainment gaps, working with and strengthening the teaching profession.”

International Council of Education Advisers, December 2020

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Foreword



Improving the education and life chances of our children and young people is an ambition which is shared across the education system, and it remains central to our improvement agenda.

At the education debate in Parliament earlier this year, I took the opportunity to emphasise the fact that there is much to be proud of, and to celebrate, in our early learning and childcare settings, our schools, community learning and development, colleges and universities. This is demonstrated by all the young people who achieved qualifications and awards recognising their knowledge and skills this summer, and all

those who have moved onto employment, started new apprenticeships or courses in our colleges and universities. They are a credit to themselves and to those who have supported them through an extremely challenging period, and their resilience is an inspiration to us all.

I also want to pay tribute to the dedication, commitment and hard work of our early years practitioners; our teachers, our community learning and development practitioners, our college and university lecturers, and all those who work alongside them. It has been another challenging year, with the continued impact of COVID and the need to support and nurture children and young people through this ongoing period of recovery.

Despite all of these challenges, Scotland remains a highly educated country, a fact that is often overlooked in much of the commentary about our education system. We have the highest proportion of adults with tertiary level education, and the latest figures show that more school leavers in Scotland are in education, employment or training nine months after the end of the school year – 93.2% in 2020/21 compared to 92.2% in 2019/20. We recognise that COVID has had an impact on attainment and, in particular, on the poverty related attainment gap, but it is reassuring that the Achievement of CfE Level data is showing real recovery from the pandemic, with the largest single year increase in primary school literacy and numeracy since the data collection began. This demonstrates our commitment to the ambition of achieving equity and excellence for all of Scotland's children and young people.

Tackling inequity is at the heart of the Scottish Government's education reform agenda, and there is a collective responsibility to ensure continuous improvement for children and young people. The national discussion on Scottish education should lead to a consensual vision on the purpose of education, and will help to inform Professor Hayward's independent review on Qualifications and Assessments. Professor Hayward's report in March 2023 will pave the way for future reform to the qualification and assessment system in Scotland to ensure our qualifications and assessment approach meets the needs of learners and society in the 21st century.

It is crucial that we listen to children and young people, and respond to their expectations and their lived experience. We know already that they want to see more concerted action on how our education system addresses racism, climate change, children's rights, gender inequality, and LGBT rights, and we are working with them on these priorities.

Shirley-Anne Somerville MSP
Cabinet Secretary for Education and Skills
December 2022

Introduction, vision, and key priorities

Introduction

Background

The 2023 National Improvement Framework (NIF) and Improvement Plan replaces last year's NIF and Improvement Plan. Together with the [National Improvement Framework Interactive Evidence Report](#), the NIF has improved the availability, quality and consistency of national data, and extended understanding of what works to drive improvements for children and young people across all parts of the Scottish education system.

It sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities. That information can then be used to support and inform improvement planning at regional, local authority and establishment level. The improvement planning has been informed by the fact that the whole education system is continuing to recover from the health, social, and educational impacts of COVID-19.

Third International Council of Education Advisers (ICEA)

At its ninth meeting in June 2022, the ICEA recognised that Scotland's education system had continued to make improvements during and following the pandemic, particularly in areas such as outdoor and digital learning.

The Council felt that the national discussion on Scottish education would help to build on that improvement, while bringing the focus back to the overall picture of Scottish education. Both the national discussion and the Hayward review of assessment provided the opportunity for fresh, innovative ideas to help drive improvement. There should be an emphasis on building the capacity of teachers and ensuring they are supported properly throughout this period of change and improvement, and there was a clear need to prioritise activity to ensure the system did not become overwhelmed.

As a result, the ICEA felt it would not be appropriate to add to the number of reports and recommendations already underway by producing an ICEA report at this stage. Instead, the Council members decided it would be better to wait until the National Discussion is complete before producing the next ICEA report, which would focus on ensuring that the work to take forward the outcomes of the National Discussion is informed by international best practice.

Statutory review

Scottish Ministers have a statutory duty, introduced by the Education (Scotland) Act 2016, to review the NIF and publish a plan on an annual basis. As part of the review, we provide education authorities, teachers, young people, and parents with the opportunity to express their views, and these have been taken into account in the drafting of this year's NIF and Improvement Plan.

As a result of last year's review, we made changes to the NIF vision, priorities, and drivers of improvement, retaining six drivers of improvement but increasing the number of priorities to five with the inclusion of the rights and needs of children and young people. As a result of the changes last year, there was less appetite for significant change this year in order to ensure that the refreshed focus has the chance to become fully embedded.

However, stakeholders did suggest increasing the profile and visibility of Learning for Sustainability in the NIF, in line with the findings in Professor Ken Muir's Report, [Putting learners at the centre: towards a future vision for Scottish education](#). In that report, young people emphasised the need for the development of values, attitudes, knowledge and skills to be strengthened in the context of Learning for Sustainability, particularly given the increased profile and relevance of climate change to the current and future generations of children and young people.

We have, therefore, amended the vision statement to recognize the need for sustainability to be a core aspect of the learning experience.

Our vision for education in Scotland

- **Excellence through raising attainment and improving outcomes:** ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors.
- **Achieving equity:** ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

We need Scottish education to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person thrives and has the best opportunity to succeed, regardless of their social circumstances or additional needs. We will respect, protect, and fulfil the rights of every child and young person in order to ensure they are incorporated fully across the Scottish education system.

In order to achieve this, we are working with our partners to develop an empowered and collaborative system, where young people have an equal voice and everyone's contribution is heard and valued, and improving children and young people's outcomes is at the heart of everything we do.

Key priorities of the National Improvement Framework

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

The drivers of improvement in the outcomes achieved by children and young people through education are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment

- School and ELC improvement
- Performance information

Education reform

Following the 2021 OECD report [“Scotland’s Curriculum for Excellence: Into the Future”](#) we have embarked upon an ambitious programme of educational reform to ensure our system remains world leading.

A national debate on the future of education 20 years ago led to the creation of the Curriculum for Excellence (CfE). CfE is recognised – both here and around the world – as the right foundation for Scottish education. It is here to stay.

But a lot has changed in the last 20 years, and the COVID-19 pandemic shone a spotlight on many of the strengths and weaknesses in the education system.

Professor Ken Muir’s report recommended holding a national discussion to establish a compelling and consensual vision for the future of Scottish education.

The national discussion was launched at the Scottish Learning Festival on 21 September, and closed on 5 December 2022. It was co-convened by the Scottish Government and the Convention of Scottish Local Authorities (COSLA). Professor Alma Harris and Professor Carol Campbell from the ICEA were appointed as independent facilitators. Professors Harris and Campbell were clear that children and young people should be at the centre of the national discussion. In a [blog published by the independent facilitators](#) they said:

“If solutions to the upcoming global and local challenges are to be found, and children’s rights in this world are to be respected, we need to talk about education. We need to listen to children and young people, who will ultimately be responsible for shaping the future in Scotland and further afield.”

The initial findings from the national discussion will be published in spring 2023 and will help to deliver change and drive improvement going forward.

Qualifications and assessment

[A review of qualifications and assessment](#) is being carried out by Professor Emeritus Louise Hayward. The aim is to ensure all senior phase learners have an enhanced and equal opportunity to demonstrate the breadth, depth and relevance of their learning.

Education bodies

Professor Muir’s review also recommended the creation of three new national education bodies to replace the SQA and Education Scotland. These include a qualifications body, a national agency for Scottish education, and an independent inspectorate body.

These bodies will reflect the culture and values that we want to be embedded throughout our education and skills system. Work is underway with partners, including a wide range of stakeholders, to ensure these are in place during 2024.

Throughout the reform process, both the SQA and Education Scotland will continue to deliver crucial work supporting learners, teachers and professionals.

Next steps

By carrying out these extensive reforms, we will ensure that every person in Scotland is equipped with the education they need to reach their full potential. We will listen carefully to learners, teachers, parents, carers and practitioners and will work closely with our partners across Scotland to achieve this.

Delivering improvement

The primary purpose of the National Improvement Framework since January 2016 has been to bring together an enhanced range of information and data at all levels of the system, to drive improvement for children and young people in early learning and childcare settings, schools, and colleges across the whole of Scotland. The Scottish Attainment Challenge has also become a rich source of information about good practice in schools, and how high-quality teaching and learning delivers equitable outcomes for children and young people most impacted by poverty.

The disruption to schools caused by the COVID-19 pandemic has had less impact this year on the collection of the data that informs the NIF than it had in previous years. However, the routine programme of early learning and childcare (ELC) and school inspections remained paused, in order to enable schools and establishments to focus on recovery. During 2021-22, HM Inspectors engaged with over 400 schools and settings. This engagement took three main forms:

1. A programme of progress visits to 107 schools and ELC settings across 28 local authorities which had been identified prior to the pandemic as requiring further time and support to make improvements. HM Inspectors explored the impact of the pandemic on the work of the school and the progress of learners. HM Inspectors also evaluated the progress made in addressing the recommendations for improvement from the original inspection. Evidence was gathered through virtual meetings and in-school visits. HM Inspectors invited local authority representatives to work collaboratively with them in each school and ELC setting to carry out these visits.
2. Four national thematic inspections were undertaken by HM Inspectors, focused on COVID-19 recovery, as part of Scottish Government's [Education Recovery: Key Actions and Next Steps](#). These national thematic inspections explored the approaches taken to support health and wellbeing, local approaches taken to support improvement and recovery,; features of effective practice in outdoor learning, and responsive, supportive and resilient communities. HM Inspectors gathered evidence through visits to a selection of 148 schools, settings and services.
3. HM Inspectors undertook a programme of 148 recovery visits between March and July 2022. Schools and ELC settings self-nominated to take part in this programme of visits. The aim of the recovery visits was to learn from schools about their own current priorities as they responded to the impact of the current pandemic, what was working well, and the challenges education practitioners faced. The visits were tailored to the needs of each school or setting and included both online meetings and face-to-face activities. HM Inspectors also explored arrangements in place to promote safeguarding and child protection.

Local improvement planning

At national level, the NIF and Improvement Plan summarises the key evidence and identifies new improvement activity that the Scottish Government and Education Scotland will be taking forward or supporting. While it is a national plan, the activity it contains has been informed by local and school level priorities drawn from the regional improvement plans produced by the Regional Improvement Collaboratives (RICs) as well as the local authority 2022/23 improvement plans.

Prior to the disruption caused by COVID-19, the Scottish Government had initiated a review of the role and functions of the RICs. This was paused as a result of the pandemic, and resumed in summer 2021. Schools had been through significant periods of change, stress and restrictions, and the COVID-19 pandemic continued to have a major impact on schools at the time of fieldwork.

The overall aim of the review was to secure an independent analysis of the development and early impact of the RICs, focusing on themes around governance, collaboration, engagement with schools, planning, evaluation, use of data and support for RICs. The [final report on the RIC review](#) was published on 16 December 2021.

The review found that there has been real progress since RICs were established. There is evidence that the RICs are having an impact on developing the skills of school staff, delivery of lessons, skills and consistency around assessment and moderation, leadership and improvement planning skills, collaboration between local authorities, and online learning opportunities for pupils. There is now a high level of confidence in RICs, in terms of their governance, structures and plans, and they have become established within the education system. The review also found that, while the pandemic had placed intense pressure on schools, most found that they were able to collaborate, share, learn and develop skills through their RICs. The RICs helped many schools to look outwards and learn from what others were doing, with a focus on outcomes for children and young people.

The latest RIC improvement plans continue to take account of the ongoing challenges resulting from COVID-19 and have a strong focus on health and wellbeing, equity, curriculum development, early years, and on closing the poverty related attainment gap. Current RIC plans also focus on areas such as supporting learning leadership, research, and collaborative networks in addition to improving attainment literacy and numeracy, and on the digital and virtual learning skills that came into their own while school buildings were closed.

There continues to be a high uptake on professional learning to improve practice leading to better outcomes for children and young people. RICs have taken cognisance of the recommendations in the national reports, including the OECD Report and Muir Report, to ensure alignment for future priorities. Almost all RICs have carried out consultations to ensure the priorities remain focused and relevant to meet the needs of stakeholders.

In reviewing progress across all six RICs, it is still evident that the model of regional collaboration continues to mature and to be consolidated. The latest plans demonstrate the increased participation from practitioners on career-long professional learning (CLPL). Such approaches have brought a consistency in approach and methodology across local authorities within RICs. Smaller local authorities within RICs report that this access to CLPL has been invaluable given the very small size of their central teams. Across the six RICs there has been stronger emphasis on the use of benchmarking as well as evidence of impact and improved collaboration. The partnerships between the RICs and Education Scotland have also been strengthened, through the consolidation of established joint working arrangements, increased consultation on areas of priority and joint delivery of workstreams.

In line with [statutory guidance on improvement planning](#), local authority and school improvement plans should inform and reflect the NIF priorities and ensure a clear line of sight between local and national expectations, with further improvement priorities at school level based on local needs and self-evaluation.

The regional and local authority plans, informed by the school improvement plans, identified a number of common themes, which are picked up below under the relevant NIF priority. The targeting and implementation of local improvement activity is key to the delivery of the NIF vision and priorities. Unfortunately, not all local authorities produced and submitted their improvement plans on time to Scottish Government in 2022. The Scottish Government will be working with Education Scotland and our partners in local government to ensure that the improvement planning process adds value at all levels in order to support positive outcomes for children and young people. The summary below is based on the 27 local authority plans which had been submitted at the time of writing.

Summary of local improvement plans

Placing the human rights and needs of every child and young person at the centre of education

All local authorities highlighted areas in their plans which demonstrated a commitment to placing the human rights and needs of every child and young person at the centre of education. The majority made specific reference to developing youth voice and engagement strategies, policy development, partnership working and providing professional learning in order to raise awareness and support staff development in this area. A few local authorities also reported that quality improvement processes were being revised in order to evaluate progress towards implementation of UNCRC. These reflect that the underlying principles of Learning for Sustainability are being embedded in local authority improvement plans.

Local authority examples relating to the NIF drivers of improvement include:

- Undertaking a review of service wide policies to ensure UNCRC principles are considered. (School and ELC leadership)
- Ensuring all staff have access to appropriate resources and professional learning associated with UNCRC. (Teacher and practitioner professionalism)

Improvement in children and young people's health and wellbeing

Almost all local authorities highlighted that their work in relation to health and wellbeing would continue to be a key priority. Most local authorities made specific reference to embedding policy frameworks and providing improvement support in areas such as mental health, counselling services, nurture, attendance, inclusion, and curriculum development. The majority referenced work with partners to provide targeted health and wellbeing activities that meet the individual needs of children and young people. The majority of local authorities also indicated that the Health and Wellbeing Census and other data will be used to inform improvement planning priorities.

Local authority examples relating to the NIF drivers of improvement include:

- Developing a parental engagement strategy in partnership with CLD, including a nurture / support group for parents of very young children. (Parent and carer involvement and engagement)
- Supporting Early Years establishments to identify and implement evidence-based emotional literacy programmes. (Curriculum and assessment)

Closing the attainment gap between the most and least disadvantaged children and young people

Closing the attainment gap between the most and least disadvantaged children was indicated as a priority for all local authorities. All local authorities indicated a range

of planned interventions, some of which included the use of Scottish Attainment Challenge (PEF, SEF, CECYP) funding to support improvement through evidence-based interventions to improve attainment and achievement of all learners, and reduce the attainment gap between the most and least deprived. Almost all local authorities highlighted areas for development at a local authority level, for example: the creation of local authority strategy/policy, development of stretch aims, PEF support for schools and partnership work to evaluate impact of interventions aimed at closing the attainment gap. The majority of local authorities highlighted ways in which they will use data to provide a strategic overview of attainment allowing for effective, targeted interventions.

Local authority examples relating to the NIF drivers of improvement include:

- Working closely across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty. (School and ELC improvement)
- Improving arrangements for tracking and monitoring attainment and achievement of targeted groups to be able to demonstrate impact of targeted interventions. (Performance information)

Improvement in skills and sustained, positive school-leaver destinations for all young people

All local authorities have planned to support improvement in skills and sustained, positive school-leaver destinations for all young people. Almost all local authorities indicated that they would continue to develop their approach to partnership working to ensure that learners have access to an extended range of learning pathways. Making links with Skills Development Scotland, business and further education providers as well as an increased focus on skills and vocational based learning were included in plans. The majority of local authorities included reference to building digital capacity in order to maximise the number and range of opportunities available to young people. All local authorities plan to support improvement in employability skills and sustained positive destinations for all young people through curriculum design and development. In addition, almost all local authorities specified further targeted support and transition planning for vulnerable groups including care experienced children and young people and those with ASN. A few local authorities also identified further development of the DYW agenda in ELC and primary sectors.

Local authority examples relating to the NIF drivers of improvement include:

- Working collaboratively with partner agencies to ensure that all Care Experienced Children and Young People are supported into positive destinations through the effective delivery of key targets outlined in the Corporate Parenting Plan. (School and ELC leadership)
- Improving vocational educational provision in schools and developing strong partnerships with employers and agencies who can contribute to the development of young people's skills and prospects. (Curriculum and assessment)

Improvement in attainment, particularly in literacy and numeracy

All local authorities have planned to support improvements in attainment, particularly in relation to literacy and numeracy. Most local authorities described approaches for working with practitioners to further develop actions within this priority, such as to support the delivery of targeted interventions or implementation of raising attainment strategies. The majority of local authorities included reference to supporting the development of Teacher Professional Judgement through local authority moderation networks and activities and

systems for tracking and monitoring. Some local authorities also outlined approaches to engage with parents or to develop opportunities for family learning in order to support improvements in literacy and numeracy. In a few local authorities specific focus was mentioned in relation to the use of digital technology, outdoor learning, interdisciplinary learning, learning for sustainability and effective use of support staff.

Local authority examples relating to the NIF drivers of improvement include:

- Implement reading strategy to promote the importance of reading with families. (Parent and carer involvement and engagement)
- Promoting progressive interdisciplinary outdoor learning experiences with a focus on sustainable development goals. (Curriculum and assessment)

Understanding and addressing variation in performance across the system

The 2016/17 Programme for Government said *'It is the defining mission of this Government to close the poverty-related attainment gap. We intend to make significant progress within the lifetime of this Parliament and substantially eliminate the gap over the course of the next decade.'* Despite the positive progress made in the first five years of the Scottish Attainment Challenge, COVID-19 has had a negative impact on the attainment gap, not just in Scotland but all over the world. The cost of living crisis is also likely to have a more severe impact in communities which are already disadvantaged, so it remains crucial to have a continued focus on closing that gap.

Central to achieving this aim will be a rigorous and systematic approach to addressing, but also understanding, variation in performance across the system. The Audit Scotland report [Improving outcomes for young people through school education](#) found a large variation in trends in outcomes across a range of indicators across local authority areas, with evidence of decreasing performance on some indicators in certain local authorities.

However, it is important to recognise that not all variation is bad – indeed flexibility is embedded within the ethos of CfE. The Scottish Government, along with our local government partners and Education Scotland also published a joint agreement in 2018 which set out a shared ambition of empowerment and collaboration to improve outcomes for our children and young people. In a genuinely empowered, school and practitioner-led system, it is important that decisions that shape the education of children and young people are made in classrooms, schools, and establishments, by those working with learners, their parents, and communities. This flexible approach will inevitably result in variation in how education (and other) services are delivered, in order to meet the diverse needs of each local community.

Since the Audit Scotland report was published, the Scottish Government has been working with Education Scotland, COSLA and ADES to develop a joint approach to improving educational outcomes and experiences for children and young people. As part of a collaborative response, our organisations have been working in partnership with schools and local authorities, to gain a better understanding of the different approaches to educational improvement in each local authority, and the impact these can have on the outcomes young people achieve.

These discussions have clearly demonstrated the importance of taking full account of the context of individual schools and local authorities when making comparisons between them. In order to make meaningful comparisons and support improvement at the local level, the

Scottish Government provides two key tools that allow schools and local authorities to compare the performance of a local authority or school to that of a comparator made up of other pupils who have similar key demographic (and other) characteristics to the pupils in the local authority or school of interest:

- Insight, senior phase benchmarking tool (uses a virtual comparator)
- Broad General Education (BGE) Tool (uses a comparator score)

Neither of these tools is publicly available. They were developed for teachers, schools and local authorities to use in order to help them interrogate their own data, and to use the data to inform improvements and ultimately improve outcomes for their learners. Individual local authorities have also developed their own tools for tracking and monitoring learner progress and reporting local performance.

However, some comparator information included from these tools is made publicly available through the [School Information Dashboards](#), which also provide background and demographic information about individual settings and local authorities to help put their data in context.

We recognise that there needs to be a more consistent and coherent approach to tackling any unwanted variation in performance. These tools help us to take into account the fact that there are a number of societal and socio-economic factors which influence attainment, many of which begin outside the school gates and can impact significantly on learning and achievement. That is why we need to take a whole-system approach, and work across government and beyond to tackle child poverty, supporting more parents into work, expanding free early learning and childcare to 1 and 2-year-olds, building a system of school-age childcare which will be provided free to those on lowest incomes, as well as the ongoing work in response to the [Morgan Report on Additional Support for Learning](#), and the commitments within [the Promise](#) that relate to education.

We also need to take a wider perspective and better account of the varied learner journeys, and how and where our schools and local authorities provide added value for learners over their educational journey from 2 to 18. The outcome of the national discussion on Scottish education, and the Hayward review of qualifications and assessment will help inform the way we evidence the achievements of all learners across the four capacities within CfE which, in turn, will enable a more rounded and comprehensive focus on learner progress.

There will be a focus on what more can be done to provide challenge where improvement activity is not having the desired impact on outcomes for learners, and to support meaningful improvement at all levels. In addition to the existing Collaborative Improvement work (delivered in partnership with ADES), Education Scotland will support improvement, working with local authorities, through a programme of intensive, targeted and universal support to schools and local authorities depending on what works best for each local context:

- Universal support will be available to all local authorities and schools.
- Targeted support will be provided to local authorities and schools with the most need. This may be those with the highest levels of poverty or others depending on the data and contextual analysis.
- Intensive support will be provided to local authorities and schools where, after taking into account the local context, little or no progress is being made to improving outcomes for children and young people affected by poverty.

Over the course of 2022-23 Education Scotland will work in partnership with ADES and COSLA to further develop and embed this approach. This will include developing an agreed methodology for determining how improvement will be measured, taking into account local demographics as utilised by the Insight benchmarking tool, as well as national and local data, evidence and intelligence. This will enable the improvement support provided by Education Scotland to be truly collaborative and focused on accelerating progress and achieving agreed outcomes. This work will be taken forward in accordance with the Scottish Attainment Challenge: Framework for Recovery and Accelerating Progress.

In addition, all local authorities are developing ambitious stretch aims for progress, taking account of their local circumstances and the challenges we've faced as a result of the pandemic and the ongoing cost of living crisis. These local stretch aims are a key element of the ambitious new approach for the Scottish Attainment Challenge programme, which includes record investment of £1bn over this Parliament.

Local stretch aims will help drive a focus on outcomes for children and young people and tell us each local authority's ambitions for progress - supported and challenged by Education Scotland - and inform a national picture of those aims.

Inclusion, wellbeing, and equality

Scotland's 'needs-led' and rights-based educational system is designed to be an inclusive one for all children and young people in Scottish schools and ELC settings. Children's rights and entitlements are fundamental to Scotland's approach to inclusive education, supported by the legislative framework and key policy drivers. These include Curriculum for Excellence, the Getting it right for every child (GIRFEC) approach, the Equality Act and Additional Support for Learning legislation, and the Professional Standards for Scotland's Teachers. These are underpinned by a set of values aligned to social justice and commitment to inclusive education.

We are committed to improving the health and well-being of our children and young people. Wellbeing, alongside literacy and numeracy, is the responsibility of all within CfE and is one of the eight curricular areas. Its substantial importance is reflected in its position at the centre of the curriculum and at the heart of children's learning.

Learning in health and wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing. Health and wellbeing is organised into six areas: mental, emotional, social and physical wellbeing; planning for choices and changes; physical education, physical activity and sport; food and health; substance misuse; and relationships, sexual health and parenthood. This broad approach to health and wellbeing ensures that children and young people have the opportunity to gain a better understanding of matters which will affect them, and their lives, now and in the future.

We have a range of actions in place to support children and young people's mental and physical health and wellbeing. These include continued support for anti-bullying approaches, support for schools in embedding approaches to mental health and wellbeing, the provision of counselling through schools, and work ongoing to enhance Personal and Social Education and Relationships, Sexual Health and Parenthood Education. We have continued our support for the provision of free school meals and clothing grant and maintained support for nutritional standards which ensure that children and young people access healthy and nutritious food whilst at school or within ELC, helping them to build

healthy eating habits. We will continue to focus on health and wellbeing through the National Improvement Framework and Scottish Attainment Challenge, as is reflected in the development and publication of local stretch aims.

Scotland is set to become the first country in the UK to directly incorporate the United Nations Convention on the Rights of the Child (UNCRC) into domestic law. We already use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help provide every child with a good start in life and a safe, healthy and happy childhood.

Learning for sustainability

All learners have an entitlement to Learning for Sustainability (LfS), a cross-curricular approach that weaves together distinct but closely related themes of sustainable development education, climate education, global citizenship, children's rights and outdoor learning. Providing every learner with their entitlement to LfS is key to ensure they gain the knowledge, skills, values and attributes needed for life in the 21st Century, an understanding of their environment, culture and heritage, their role in the local, national and global community, the importance of connection and care to the natural world and the significance of their choices, now and in the future, to live in a sustainable way.

Children and young people have repeatedly asked us to put LfS at the centre of their learning experiences, calling for a greater emphasis on climate education, biodiversity and youth participation. This is clearly articulated in Professor Ken Muir's Report, Putting Learners at the Centre: Towards a Future Vision for Scottish Education, where Professor Muir highlighted that the current generation of learners sees climate change and social justice as key drivers influencing the future of our education system.

The Scottish Government has been working with children, young people and their educators to strengthen the LfS Action Plan, ensuring their views are taken forward and that LfS is better embedded across the curriculum. Scottish Government is also working with Education Scotland to develop the LfS Professional Learning Directory, where educators will be able to access training and resources that will support them to embed LfS better in their practice.

Measuring the attainment gap

It is important to be able to measure the impact of the system as a whole on progress towards closing the poverty-related attainment gap. That is why we use a range of measures that reflect the breadth of issues that can impact on attainment. This avoids, as far as possible, a situation where a single measure generates perverse behaviours by becoming the single focus of activity in schools.

Consultation on enhanced data for improvement

In 2021, both the OECD and Audit Scotland published reports which made recommendations relating to data collection and the need to ensure it reflects the ambitions of Curriculum for Excellence.

Audit Scotland recommended that the Scottish Government:

- “work with stakeholders to develop and publish consistent and robust national data that reflects the ambitions of the national curriculum, national policy priorities such as health and wellbeing and confidence, and key priorities for Covid-19 recovery and improvement
- “update the National Improvement Framework (NIF) to reflect data on these agreed outcomes and consider how to ensure that there is greater prominence on these broader outcome measures in public reporting and messaging, for example by inclusion in the NIF key indicators.”

The OECD report said:

- “It is also important to recognise that the broad aims of CfE and the four purposes require considering the influence of the wider context in their accomplishment. Scotland should define indicators or a “matrix of success” aligned to the vision and four capacities to help understand students’ progress across all four capacities.
- “In addition to the National Improvement Framework’s measures of literacy and numeracy, other metrics informing progress on the four capacities are necessary, especially around health and well-being, enjoyment of learning and other key competencies.”

As a result, the Scottish Government issued a consultation on:

- how to ensure that the basket of key measures to assess progress towards closing the poverty related attainment gap reflects the wider ambitions of the curriculum, and
- the value of wider data for improvement purposes, both qualitative and quantitative, and the range of data needed by schools, education authorities and at the national level in order to fulfil their different requirements.

The consultation closed on 18 July 2022, and the Scottish Government received 75 responses from a range of interests. Most respondents were supportive of the key principles and felt they were clear in their ambition to reflect the capacities of CfE and the need to reflect a progressive shift in what is valued in education. Respondents also felt that there should be a greater focus on wider achievement and on the whole learner journey from early years onwards (3-18).

The consultation asked whether there should be additional key measures relating to

- attendance and exclusion
- positive destinations
- health and wellbeing
- wider achievement

Overall, the majority of respondents agreed that most of these should be added to the list of key measures. However, many of the respondents raised concerns about adding exclusion to the basket of key measures because of a perceived risk of creating perverse incentives.

Given the concern raised around the implications for including exclusions as a key measure, we decided to leave it as a sub-measure. There was more support for looking at attendance as a key measure, given the importance of attendance for attainment, so it has been included as a new key measure for 2023.

The majority of respondents felt that positive destinations should be included as a key measure alongside the participation measure. There are two measures of positive destinations – initial (3 months after leaving school) and follow-up (9 months after leaving school). We have decided to use 3 months after leaving school, as this provides a closer link between school accountability and school leaver destination. We recognise that this provides only a snapshot of the activity being undertaken by school leavers on a given day. This is why it will sit alongside the existing participation measure, which reports on the wider activity of the 16-19 cohort, including those still at school, in order to provide a more rounded indication of sustained activity.

The majority of respondents agreed that confidence, resilience and engagement needed to be included in some way in the key measures, but many felt that that more consideration needed to be given to how these things are measured.

The findings from the HWB census are not due for publication until February 2023, so they were not included in the 2023 NIF. However, given the support for including measures to reflect health and wellbeing, we intend to include the data in the NIF in future years, when there should be a greater degree of confidence and consistency in the data.

Most respondents agreed that the key measures should reflect a broad range of achievement and not be limited to school attainment. One clear view which came out of the consultation was that there should be a single data set used for improvement purposes going forward. Schools and local authorities tend to use Insight for improvement and benchmarking purposes, whereas progress against the key measures in the NIF uses data from the publication [Scottish Statistics on Attainment and Initial Leaver Destinations](#) (SSAILD). This difference has also been raised as part of the joint SG and local government work on reducing variability in performance outcomes, which is being taken forward in response to a recommendation from Audit Scotland.

Scottish Government statisticians are considering the feasibility of aligning the National Statistics SSAILD report and the Insight tool, including the addition of a wider range of providers and courses to SSAILD (on top of National Qualifications). This will require a programme of comprehensive user engagement and development work, as well as technical aspects which will need worked through to ensure the methodology is sufficiently robust for a National Statistics publication.

In order to create a consistent series of measures, we have decided to wait until the work on aligning the National Statistics with Insight is complete, and then adding it as the new measure of attainment. This should be complete ahead of the next NIF in December 2023.

Stretch aims

The Scottish Attainment Challenge [Framework for Recovery and Accelerating Progress](#) introduced a requirement for local authorities to set ambitious, achievable stretch aims for progress in overall attainment and towards closing the poverty related attainment gap in the 2022/23 academic year. Stretch aims are to be embedded in local authority education service improvement plans.

Pre-pandemic, the poverty related attainment gap was closing, but the negative impact of the pandemic cannot be ignored, as was demonstrated by much of the data in last year's National Improvement Framework. Therefore, the consultation on using data for improvement also set out the need to recalibrate the original national stretch aims (set out in the [2018 National Improvement Framework](#)) in order to recognise the impact the pandemic had, not only on children and young people's attainment, but also on their health and wellbeing, and understand the scale of the challenge to recover and improve from there. We also need to take into account the [new stretch aims set locally in line with the Framework for Recovery and Accelerating Progress](#).

The core local stretch aims are a subset of the 13 key measures in the National Improvement Framework, plus a locally identified health and wellbeing aim:

- Achievement of Curriculum for Excellence Levels (ACEL) literacy for P1, P4 and P7 combined
- ACEL numeracy for P1, P4 and P7 combined)
- school leavers, 1 or more pass at SCQF 5 or better
- school leavers, 1 or more pass at SCQF 6 or better
- the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland
- a locally identified aim for health and wellbeing, to be measured using local datasets.

In addition to these core aims, local authorities have set additional aims which recognise that progress is identified in a broader range of ways at local level than those set out nationally. These aims are of equal importance to the core aims.

In order to ensure a consistent approach across all the key measures, we have decided to use the aggregated local stretch aims for the 5 key measures set out above, and set national stretch aims for the remaining 8 key measures until 2022/23. This reflects the move to a bottom-up approach to setting stretch aims, which is a result of effective partnership working between national and local government, and reflects the shared ambition to get back to, or exceed, pre-pandemic performance. These stretch aims will be published on [the National Improvement Framework webpage](#).

11 original key measures

Of the 11 key measures which have been tracked in previous iterations of the NIF, data is not available to update for one of the measures (HWB: SDQ of 13 and 15 year olds). Of the remaining 10 measures, there has broadly been a narrowing of the gap in four of the

measures, a widening of the gap in four of the measures and little/no change in two of the measures.

27-30 month review (children showing no concerns across all domains)

The COVID-19 pandemic has affected delivery of child health reviews. In April 2020, it was advised that child health reviews should be adapted to be undertaken over the telephone, or using 'NHS Near Me' video conferencing where possible, with in-person reviews only undertaken where it was felt necessary by the Health Visitor, or as resources allowed. From June 2020 it was advised that in-person reviews should re-commence in a phased manner linked with the relevant overall Scottish Government COVID strategic frameworks. The data on coverage and data quality in this report represents reviews for the full year of eligible children from April 2020 to March 2021.

The information indicates that there is likely to have been substantial variation in how reviews were provided across this period. Provisional data on the proportion of eligible children reviewed by month, and on the completeness of development data recorded, show there were differences within the year, with children who became eligible in April 2020 particularly affected by lower timely and overall coverage. There is also survey evidence from Scotland that the families of young children experienced a range of challenges over this period, many of which may influence children's development. Children with additional support needs and their families have been particularly affected by the pandemic period. The information presented here is unlikely to fully reflect any impact of the pandemic period on children's development. This is because it covers reviews for children who became eligible from April 2020, at which point only a short period of 'lockdown' restrictions would have been experienced. Full data on children who became eligible for review in 2021/22 will be available from Public Health Scotland in 2023.

In 2020/21, these latest statistics do appear to show that there has been little change in the percentage of children aged 27-30 months who had no concerns identified across all eight domains, from 68.5% in 2019/20 to 68.4% in 2020/21. The gap between children living in the most and least deprived areas of Scotland decreased from 13.8 percentage points in 2019/20 to 12.2 percentage points in 2020/21. Speech, language and communication remains the most frequent developmental domain in which concerns are noted at this review.

HWB: Children total difficulties score (age 4-12)

The percentage of children with borderline or abnormal total difficulties has remained broadly constant since 2015-18, and the gap between children in the most deprived and least deprived areas has remained largely unchanged since 2012-15, at 16 percentage points.

HWB: Children total difficulties score (age 13&15)

This measure was sourced from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). SALSUS has not been recommissioned since 2018, so there is no update. There is the intention that this measure will be updated in future by the new Health and Wellbeing Census introduced in 2021/22. Therefore, currently, the latest information available shows that the gap between children in the most deprived and least deprived areas has remained the same between 2015 and 2018, at 8 percentage points.

Primary - Literacy (P1, P4, P7 combined)

Primary - Numeracy (P1, P4, P7 combined)

In 2021/22, the data shows that pupils from the least deprived areas performed better than pupils from the most deprived areas. However, the gap between the proportion of primary

pupils from the most and least deprived areas who achieved their expected level in literacy narrowed compared with 2020/21 and is now similar to those seen before the Covid pandemic. Similarly for numeracy the gap between the proportion of primary pupils from the most and least deprived areas who achieved their expected level has narrowed since 2020/21, and similar to those seen in 2016/17.

Secondary - Literacy (S3, 3rd level or better)

Secondary - Numeracy (S3, 3rd level or better)

In 2019/20, the data were not collected for any pupils due to difficulties in collecting data whilst secondary schools were closed due to the COVID-19 pandemic. Furthermore, data for secondary school pupils were not collected in 2020/21 due to other pressures on these schools including implementation of the SQA National Qualifications Alternative Certification Model which was used to award National 5s, Highers and Advanced Highers in 2021.

In 2021/22 the gap between the proportion of S3 pupils from the most and least deprived areas who achieved their expected level in literacy widened (to 16.3 percentage points). While the percentage of S3 pupils achieving the expected level in literacy fell for pupils from both the most and least deprived areas, the decrease was larger for those from the most deprived areas.

The gap between the proportion of S3 pupils from the most and least deprived areas who achieved their expected level in numeracy widened (to 15 percentage points), similar to that seen in 2016/17.

SCQF Levels 4, 5 and 6 (1 or more on leaving school)

The leavers' attainment data may include attainment gained throughout all stages of a pupil's education at school. The cancellation of exams and external assessment of coursework in 2020, and the use of the Alternative Certification Model in 2021, will have affected the attainment of many 2020/21 school leavers. It is also likely that the pandemic will have continued to affect the destination choices made by, and opportunities available to, some school leavers in 2020/21. The impacts of these different approaches to certification upon school leaver attainment means that care should be taken when making comparisons over time. The attainment data provides an accurate reflection of the attainment with which school leavers in Scotland left school; for this reason attainment data for 2020/21, 2019/20 and previous years are presented together.

The data based on school leaver attainment between 2015/16 and 2020/21 shows a small increase in the gap for pupils leaving school with 1 or more qualifications at SCQF Level 4 from 6.1 percentage points in 2015/16 to 6.3 percentage points in 2020/21. This is due to a small decrease in the percentage of pupils leaving school from the most deprived areas with at least one qualification at this level and a small increase for those from the least deprived areas.

Over the same time period, the gap for pupils leaving school with 1 or more qualifications at SCQF Level 5 has decreased. Whilst there has been an increase in the percentage of pupils from both the most and least deprived areas leaving school with 1 or more qualification at SCQF Level 5, the increase has been greater for those from the most deprived areas.

For pupils who left school with 1 or more qualification at SCQF Level 6, the gap narrowed between 2015/16 and 2020/21, from 38.5 percentage points to 34.4 percentage points. The increase in the percentage of pupils from the most deprived areas achieving 1 or more

qualifications at SCQF Level 6 increased at a faster rate than those from the least deprived areas.

Participation measure

The effects of Coronavirus (COVID-19) pandemic and associated lockdown measures and re-opening of the economy may have influenced the choices made by young adults across the period covered by the 2022 statistics. In addition, for most of the period covered by the 2022 statistics data from DWP about Universal Credit claimants was received. This enabled identification of claimants who were both out of work (unemployed seeking and unemployed not seeking) and in work (employed and self-employed). However, for previous years, this data was not received from DWP. The impacts of the pandemic and the absence of Universal Credit data in prior years should be kept in mind when making comparisons between 2022 and 2021, and when comparing 2022 data with earlier years.

The participation measure shows the gap between the proportion of 16-19 year olds in the most and least deprived areas participating in education, training, and employment has decreased from 12.9 percentage points in 2016 to 9.3 percentage points in 2022. This is driven by an increase in the proportion of 16-19 year olds from the most deprived areas participating in education, training and employment from 83.3% in 2016/16 to 87.4% in 2022. Over the same period the percentage of 16-19 year olds from the least deprived areas participating in education, training or employment has largely remained the same, ranging from 96.2% in 2016 to 96.7% in 2022.

Two new key measures

Of the two new key measures added as a result of the consultation on additional data for improvement (as set out above), there has been a widening of the gap in one, and a narrowing of the gap in the other.

School Attendance

The COVID-19 pandemic has affected children's ability to attend school. As such, school attendance rates have fallen slightly compared with 2018/19. While the attendance rates decreased for pupils from both the most and least deprived areas, the decrease was larger for those from the most deprived areas. In 2020/21, the gap in attendance rates between children living in the most and least deprived areas of Scotland was 6.3 percentage points. This compares with 4.9 percentage points in 2018/19.

Initial Positive destination

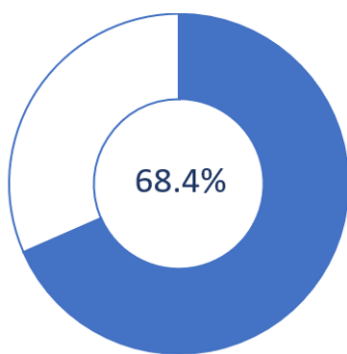
This measure provides information on the outcomes for young people approximately three months after the end of the academic year (the 1st Monday in October). Positive destination includes higher education, further education, training, employment, voluntary work, Personal Skills Development and Activity Agreements (up to 2017/18).

The 2019/20 and 2020/21 figures on school leavers' initial destinations will reflect the impact of the coronavirus pandemic (COVID-19) on choices made by, and opportunities available to, leavers in these years. Particular care should therefore be taken when interpreting changes between 2019/20, 2020/21, and other years. The pandemic will have been at least partly responsible for the relatively low proportion of 2019/20 school leavers in a positive destination compared to surrounding years and the size of the latest increase in 2020/21 should be interpreted with this in mind.

The gap in the proportion of school leavers in a positive destination has mainly been narrowing each year since 2015/16 and is now at 4.8 percentage points compared with 7.9 percentage points in 2015/16. While the percentage of school leavers in an initial positive destination has generally been increasing for those from both the most and least deprived areas, the increase has been greater for those from the most deprived areas.

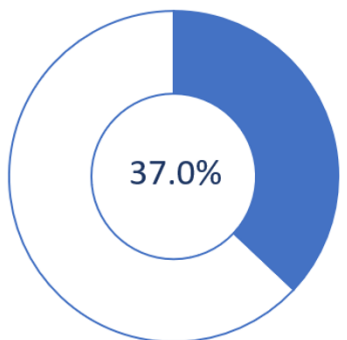
Summary tables of the key measures are set out below, while the remaining sub-measures can be seen in the [NIF Interactive Evidence Report](#).

27-30 month review: Children showing no concerns across all domains – 2020/21



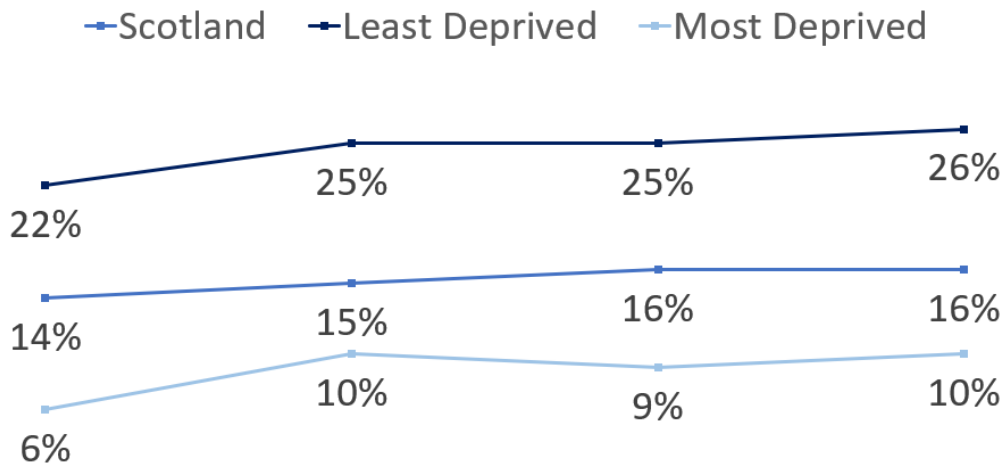
12.2 percentage points between SIMD Quintile 1 and SIMD Quintile 5

HWB: Percentage of children with borderline or abnormal total difficulties (age 13 and 15) – 2018



8 percentage points between SIMD Quintile 1 and SIMD Quintile 5

HWB: Percentage of children with borderline or abnormal total difficulties (age 4-12)



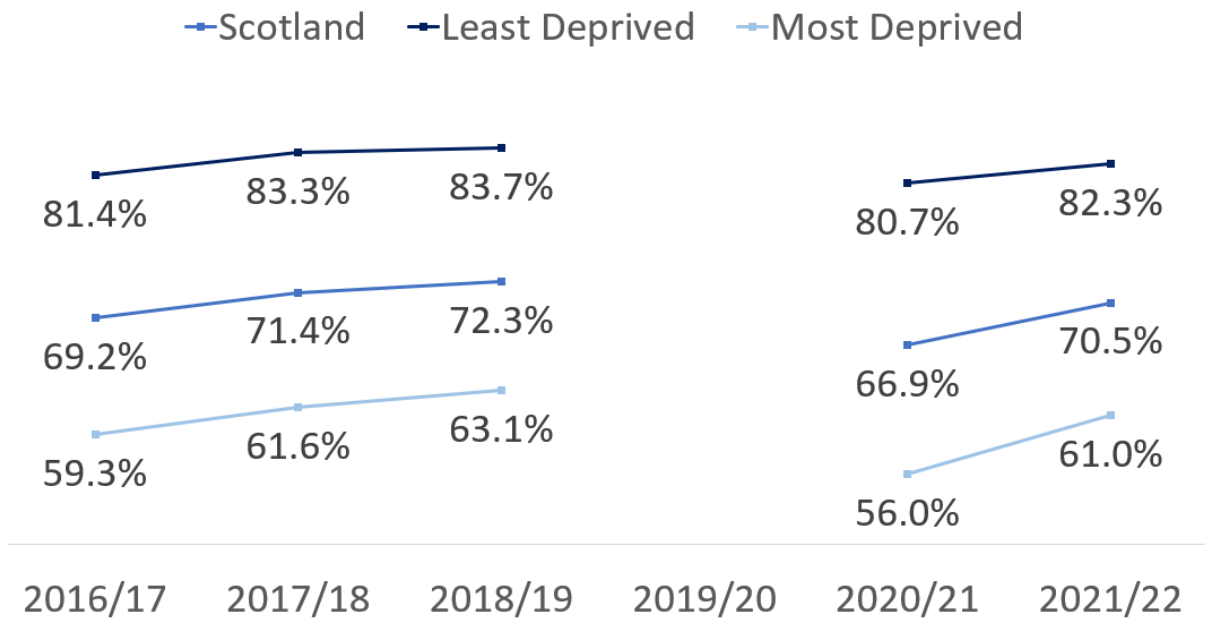
2012-2015 combined 2015-2018 combined 2016-2019 combined 2017-2021 combined

Gap between most deprived and least deprived

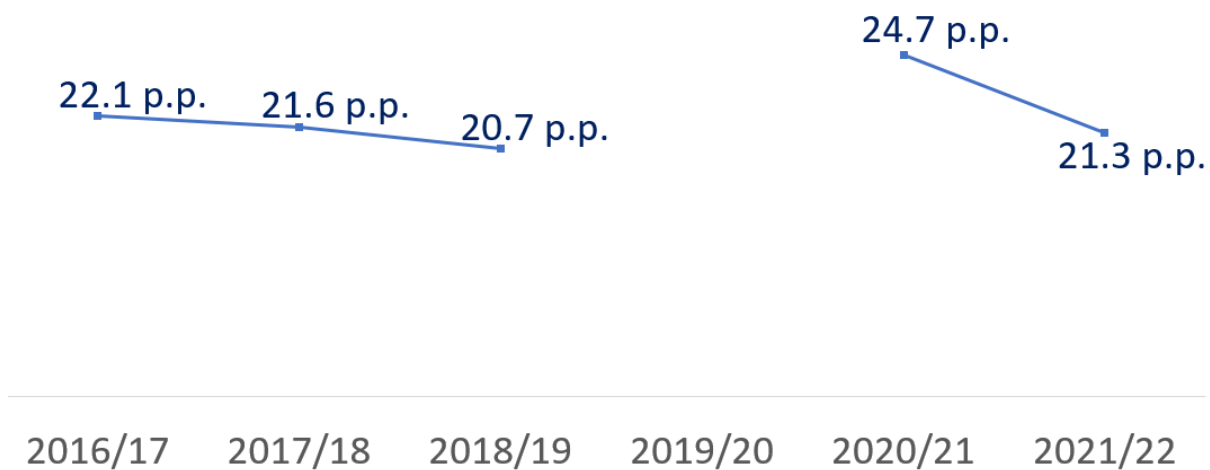


2012-2015 combined 2015-2018 combined 2016-2019 combined 2017-2021 combined

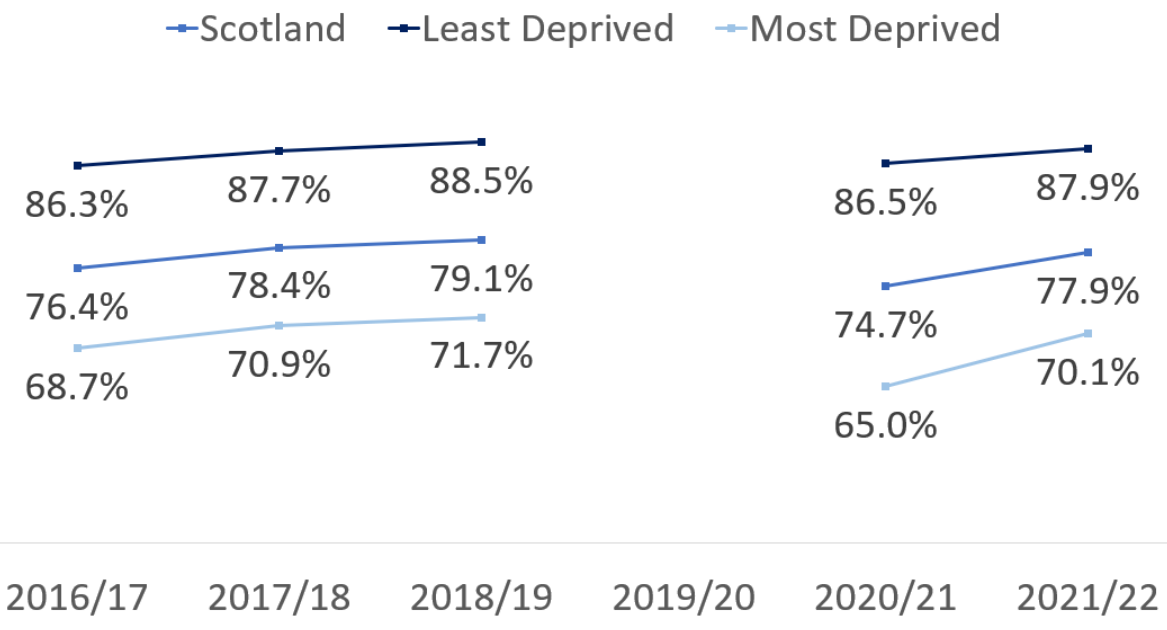
Percentage of pupils achieving the expected CfE level in literacy (P1, P4, P7 combined)



Gap between most deprived and least deprived



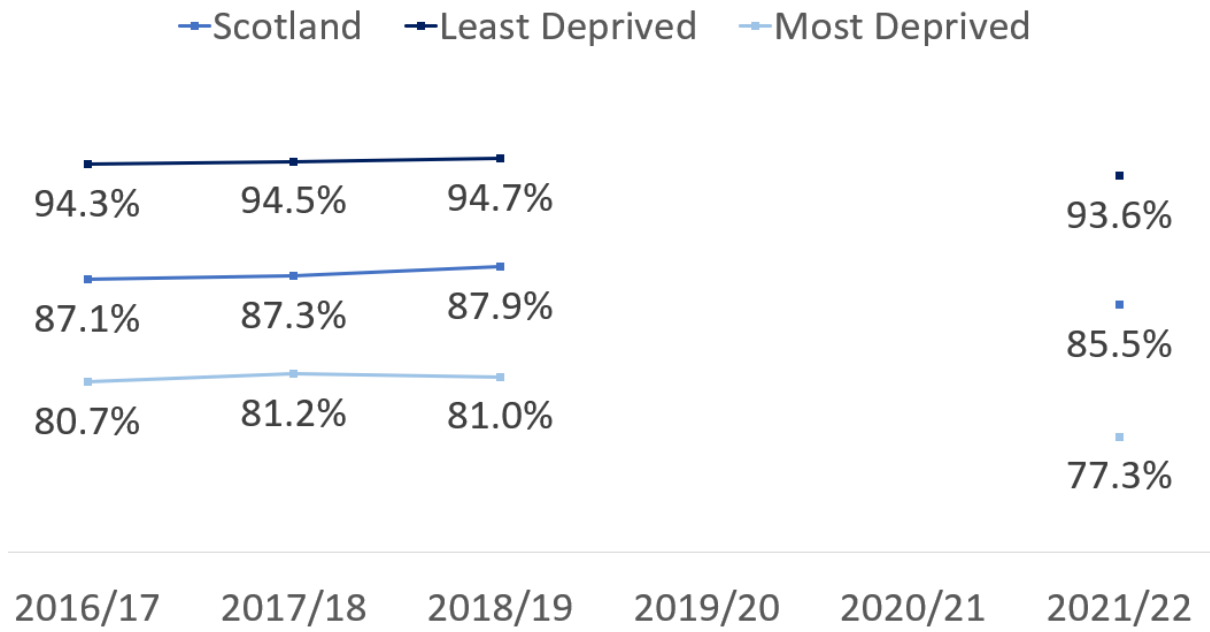
Percentage of pupils achieving the expected CfE level in numeracy (P1, P4, P7 combined)



Gap between most deprived and least deprived



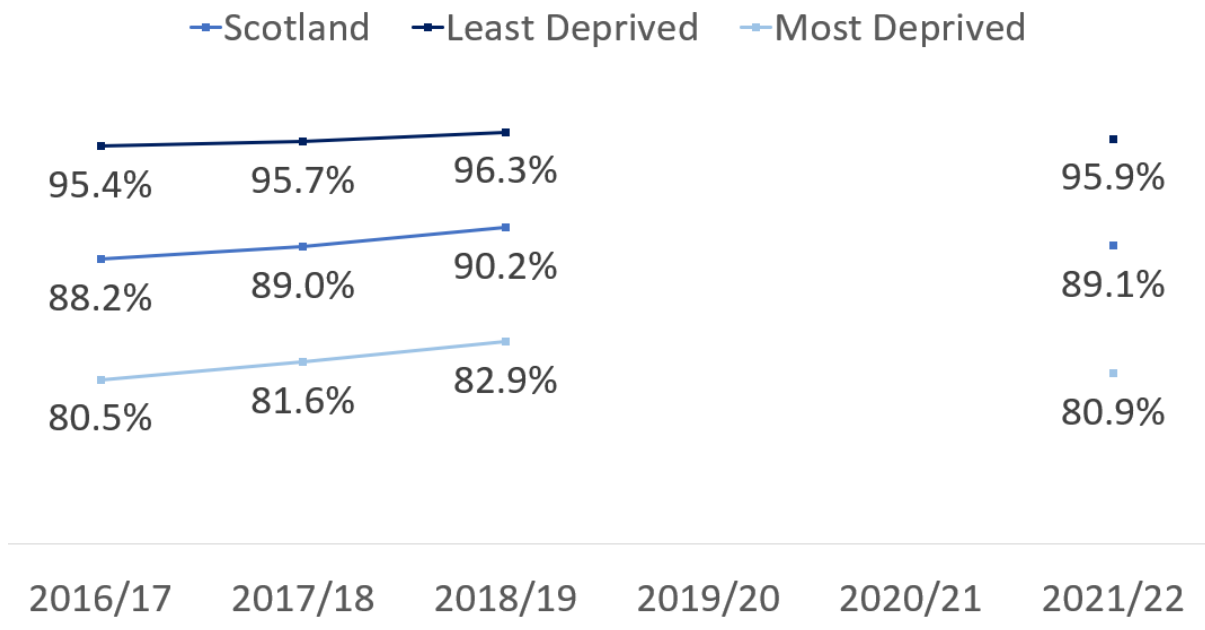
Percentage of pupils in S3 achieving the expected CfE level in literacy



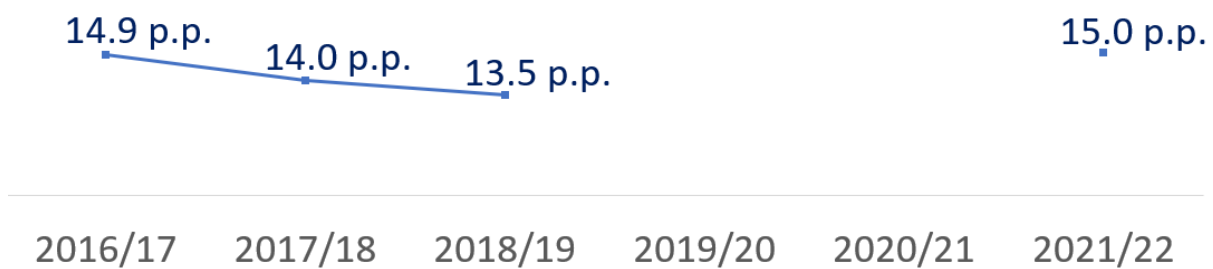
Gap between most deprived and least deprived



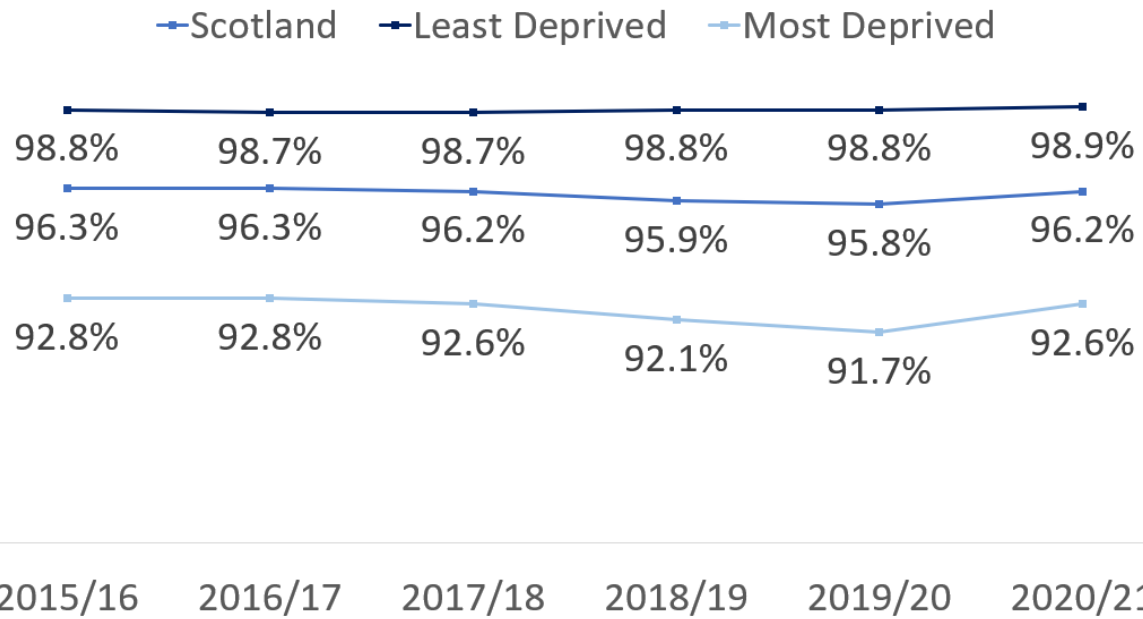
Percentage of pupils in S3 achieving the expected CfE level in numeracy



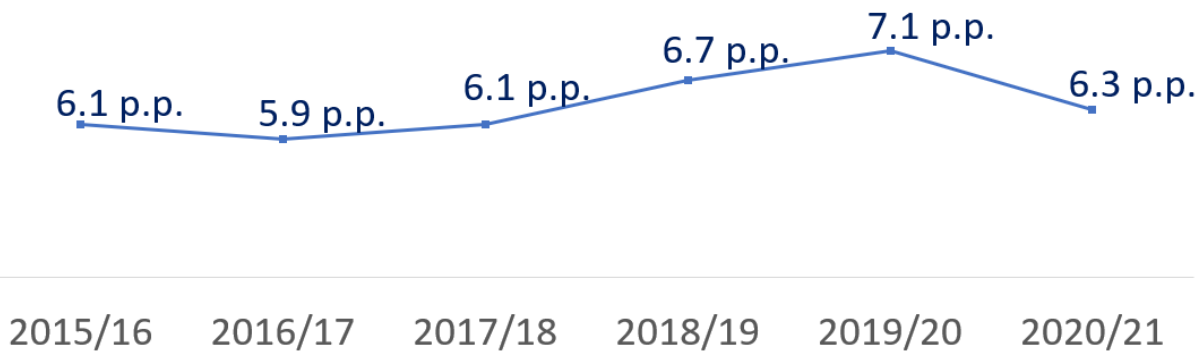
Gap between most deprived and least deprived



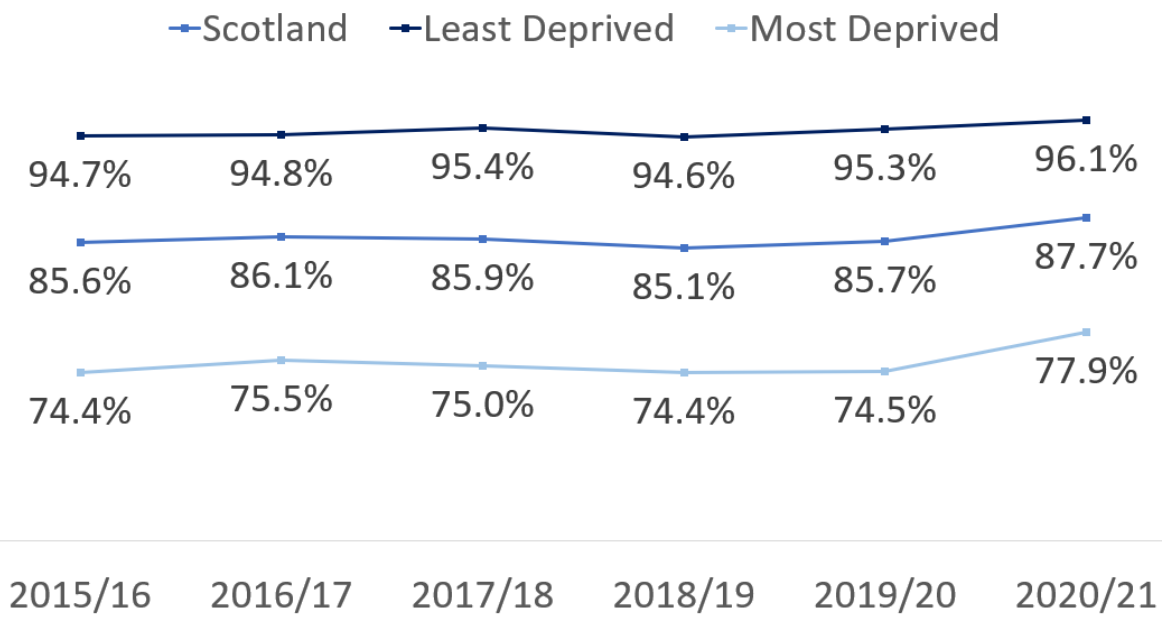
Percentage of school leavers achieving 1+ qualifications at SCQF Level 4 or better



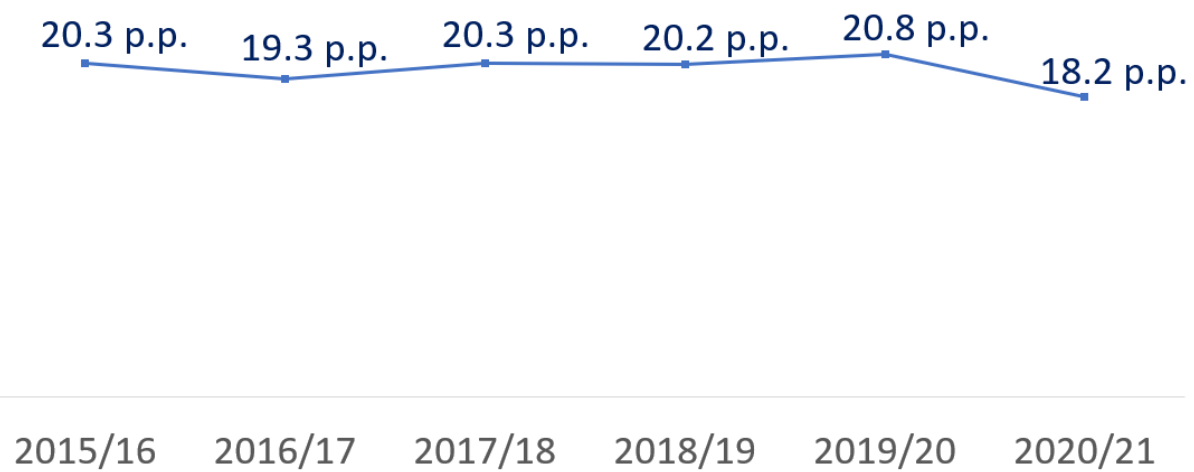
Gap between most deprived and least deprived



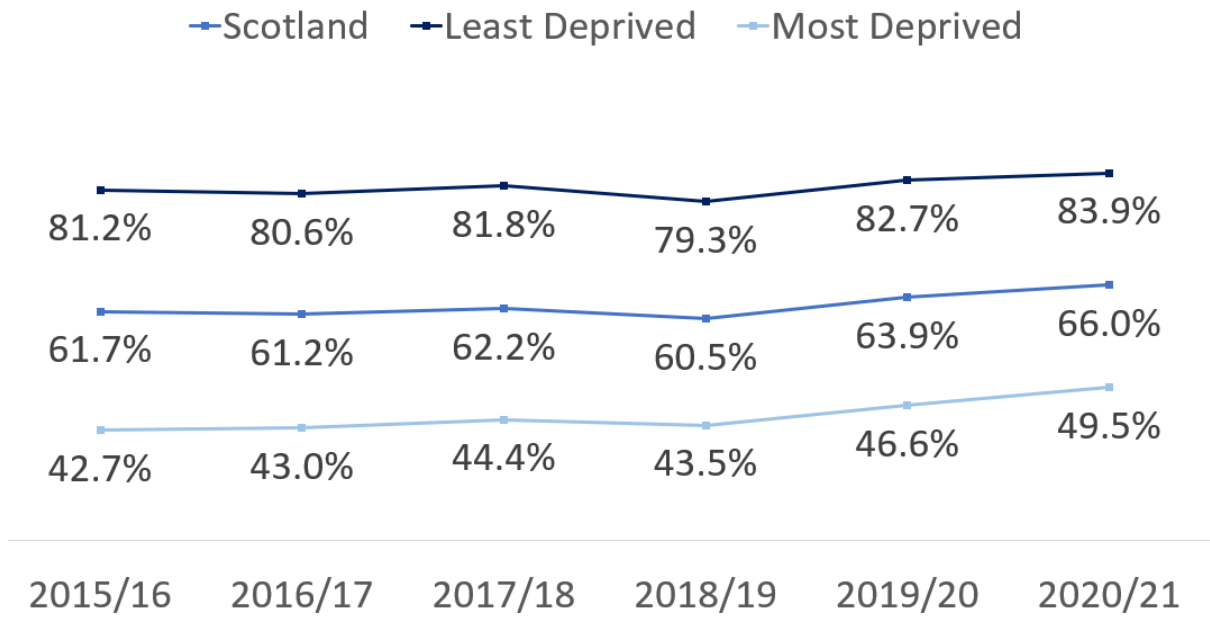
Percentage of school leavers achieving 1+ qualifications at SCQF Level 5 or better



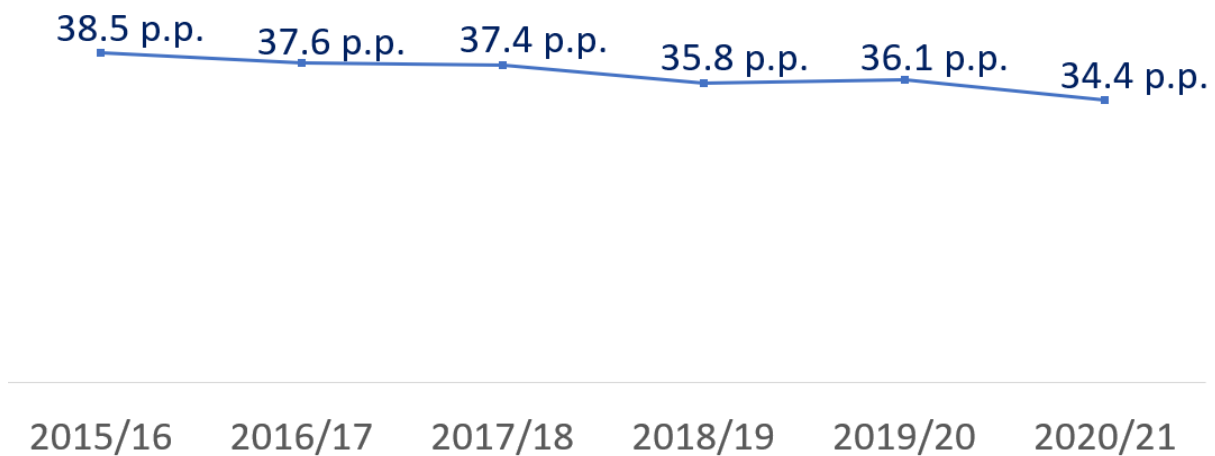
Gap between most deprived and least deprived



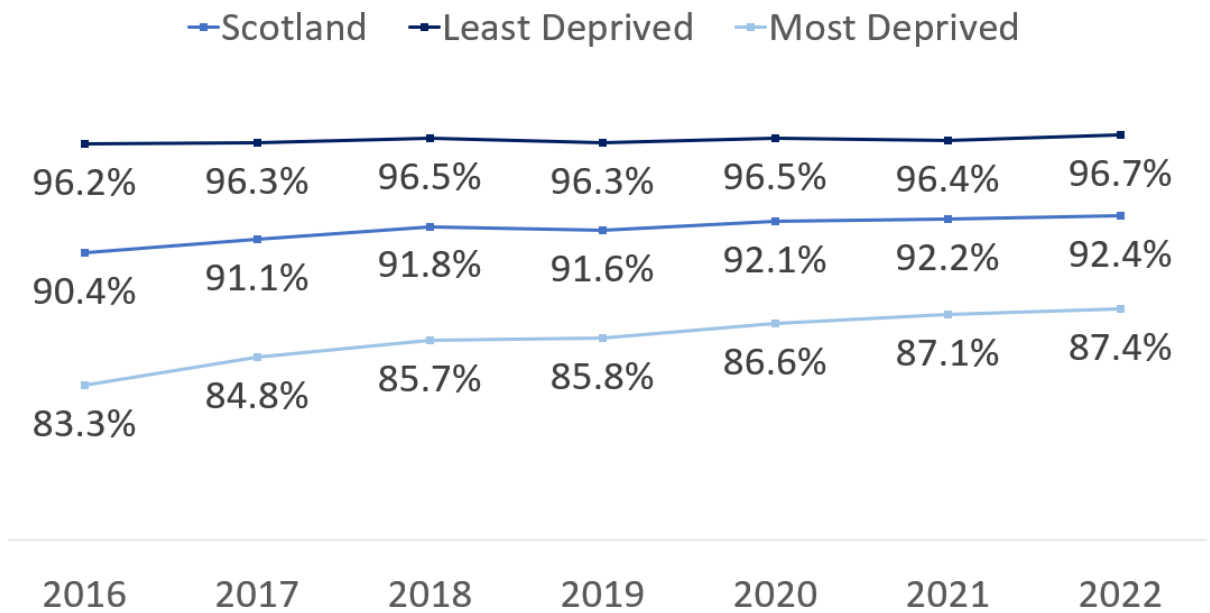
Percentage of school leavers achieving 1+ qualifications at SCQF Level 6 or better



Gap between most deprived and least deprived



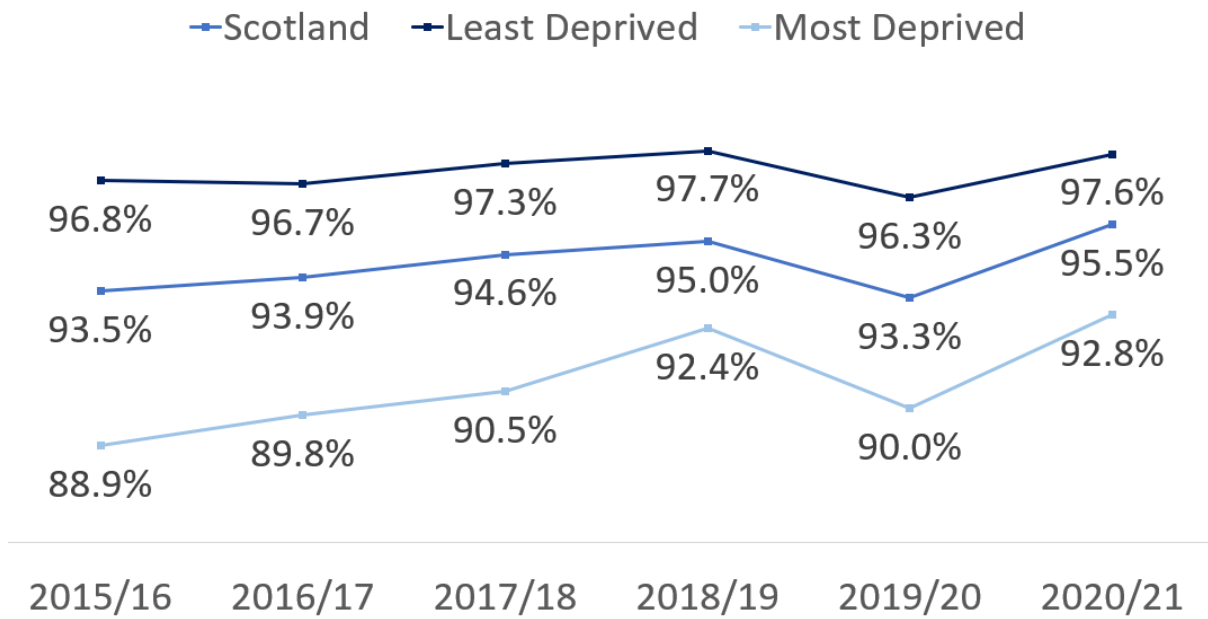
Percentage of 16-19 year olds participating in education, employment or training



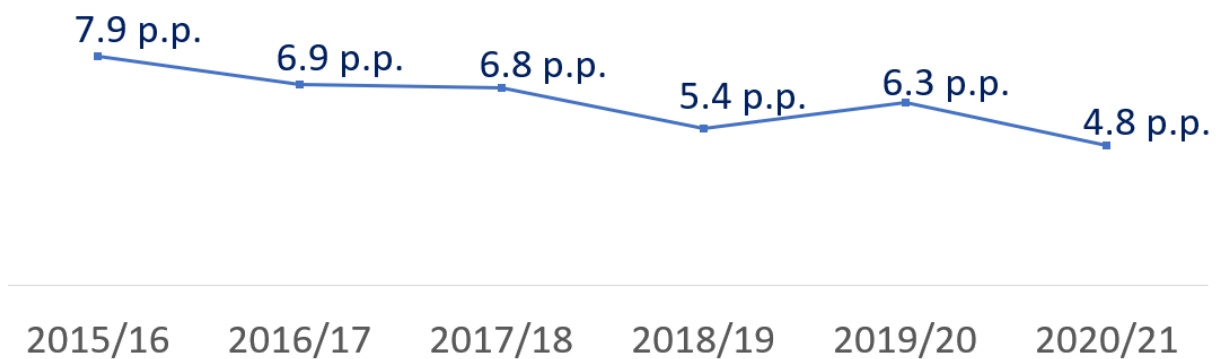
Gap between most deprived and least deprived



Percentage of school leavers initially entering a positive destination



Gap between most deprived and least deprived



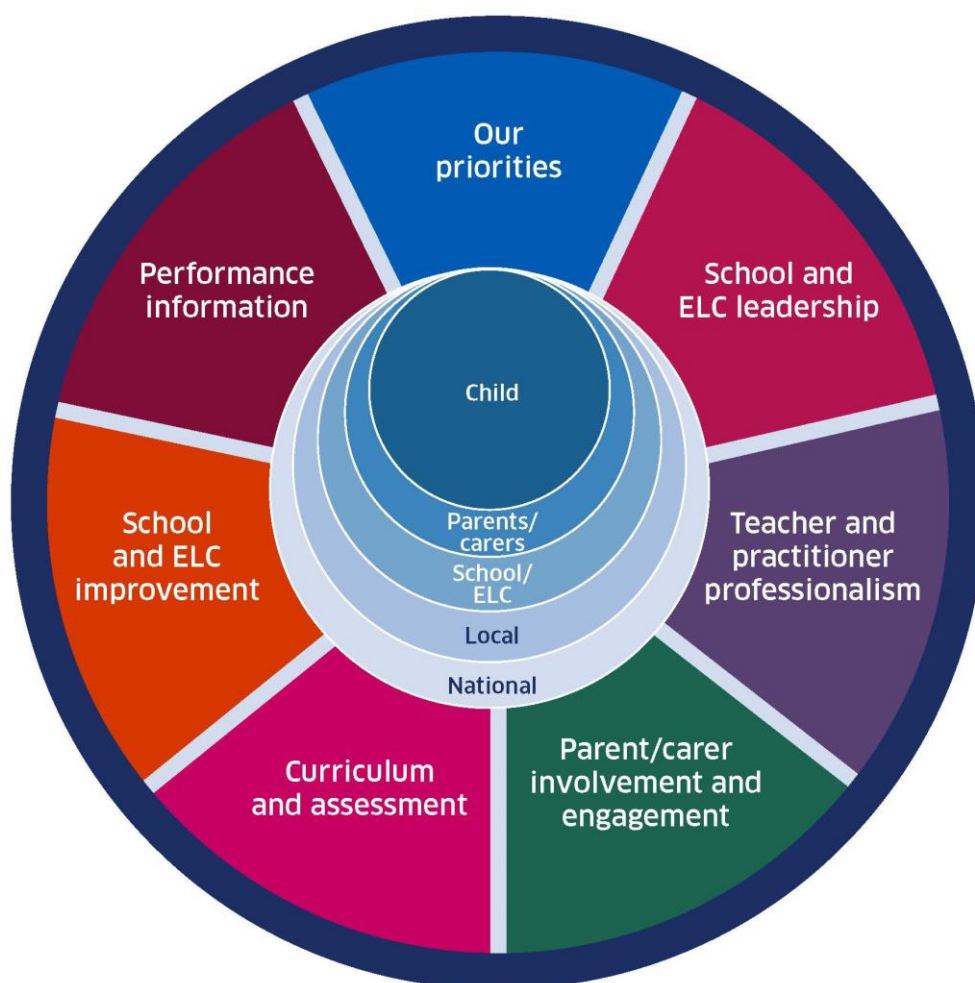
Improvement Plan

What the evidence is telling us and the action we will take

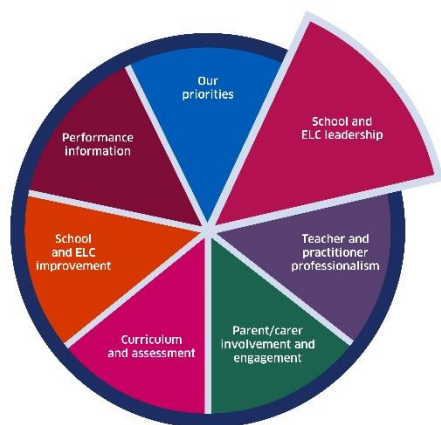
The key drivers of improvement will continue to provide a focus and structure for gathering evidence to identify where further improvements can be made, for ensuring we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. They all remain equally important and the links and connections across these key areas are essential to enable continuous improvement.

The following sections set out the new improvement and recovery activity which is being undertaken under each of these drivers, and a case study to provide an example of what is working well.

A summary of ongoing and completed activity from last year's improvement plan is set out at **Annex A**.



School and ELC leadership



What is this?

The quality and impact of leadership within schools and ELC settings – at all levels and roles.

Why is this important?

Leadership is recognised as a key driver of the success of any school or ELC setting. Leaders at all levels who are empowered and collaborative, and who empower others to take ownership of their own learning and teaching in a collaborative way, have a strong track record of ensuring the highest quality of learning and teaching.

What is the evidence telling us?

HM Inspectors carry out independent scrutiny across sectors ranging from early learning and childcare to adult learning. Scrutiny activity, including inspection, is designed to promote improvement, provide assurance on the quality of education; and provide evidence to inform national policy development.

HM Inspectors found that senior leaders and staff demonstrated flexibility and responsiveness when taking forward new and emerging priorities to support improvement and ongoing recovery during the COVID-19 pandemic. Staff across schools and ELC settings have shown great resolve in managing the challenges of the pandemic, while also implementing improvement to support children's and young people's learning. This has led to staff in schools and ELC settings developing approaches to support recovery that reflect their local context.

Almost all senior leaders described an increase in operational workload when managing mitigations during the pandemic and into recovery. Senior leaders reported that these challenges impacted on the time they had to lead learning, and implement actions to ensure continuous improvement. Senior leaders need to continue to ensure that leadership focuses on ensuring the highest quality of learning and teaching.

During the pandemic and into recovery, senior leaders prioritised supporting the wellbeing of staff and learners. In most ELC settings and schools, staff and practitioners felt well supported by one another. Where local authorities focused on the wellbeing of senior leaders, it supported senior leaders to continue to lead schools and ELC settings effectively. Effective leadership includes ensuring a strong commitment to supporting positive mental health and wellbeing across schools and ELC settings. As a result, children and young people reported having a wide range of opportunities to talk about their wellbeing with trusted adults.

Since January 2022, 145 new headteachers have joined the Excellence in Headship (EIH) programme going through the 2-day induction. The ongoing professional learning sessions for headteachers continue to be shaped by the participants. New sessions included input from past participants of the Teacher Leadership Programme detailing how their work on enquiry in the programme shaped their practice. Popular sessions from previous years continued into 2022, including Socially Just Leadership: Anti-Racism, Allyship and Action.

The second cohort of Excellence in Headship Stretch was launched in September 2022, with 56 experienced headteachers engaging in collaborative enquiry to explore, analyse and suggest improvements to aspects of the education system in Scotland.

New improvement actions for the year ahead.

As well as the actions set out below, ongoing improvement actions are set out in Annex A.

Education Scotland will undertake a national thematic inspection in the early learning and childcare sector on progress with implementation of the expansion of funded ELC.

HM Inspectors will undertake a national thematic inspection in 2023 on the subject of inclusion: promoting positive behaviour.

Education Scotland will provide further professional dialogue and support at every level of the system. This will include professional learning for elected members and a continuation of the 'train the trainers' approach for those local authorities and Regional Improvement Collaboratives (RICs) who have not yet participated, or who have requested further input. Education Scotland will focus its professional dialogue and support with the South West and Tayside RICs, and Moray and Highland councils.

By July 2023, Education Scotland and partners will co-create a prototype of a Making Sense of System Leadership professional learning offer. The prototype will be evaluated by Education Scotland in terms of process, content and initial impact of learning on leaders across the education system by August 2023.

During 2023, Education Scotland will build on its existing professional learning and leadership suite of programmes supporting empowerment and agency, including designing, delivering and evaluating professional learning or working with partners to do this. Where appropriate, offers will be co-constructed with school and system leaders.

Education Scotland will work with excellence and equity leads (EEL), local authority officers and the Scottish Government to increase and diversify the use of the recently created online professional learning community by EELs, for example through increased practice sharing and use of the online networking facilities to support the development and scaling of improvement activity. Future engagement will address the priority areas and other feedback identified through the consultation process. It will continue to include support for collaboration and effective practice sharing between EELs working in the early learning and childcare sector.

Education Scotland will work with local authority Assessment Co-ordinators to support the delivery of the Quality Assessment and Moderation Officer (QAMSO) programme and to build capacity in existing networks, increasing practitioner confidence in exercising their professional judgement.

School and ELC leadership - case study

Luisa Daye completed the Into Headship programme in 2020, was subsequently awarded the Standard for Headship by the General Teaching Council, and went on to take her first headship post later that year. She completed In Headship in 2022 and is currently headteacher of St Columba's Primary School in Bathgate.

Into and In Headship gave me the opportunity to centre my practice in my journey to headship. So often, the myriad of day-to-day school happenings can threaten to overwhelm practice, but each programme allowed me the space and time to develop professionally. And their structures comprehensively supported me in building identity, skills and practice as the courses unfolded.

My biggest motivator for joining the programmes had been to develop my abilities to think and act strategically in the continuing process of being a school leader – and this is exactly what I gained from participation in both courses.

It's fair to say that Into Headship and In Headship were the most challenging, the most rewarding and the most useful learning I have undertaken in my career so far. Everything involved was and continues to be highly relevant. In particular, I return time and again to the comprehensive reading and research that I had to undertake and the 'light bulb' moments, all of which developed my ability to think critically about education globally, nationally, locally, and in relation to my own context.

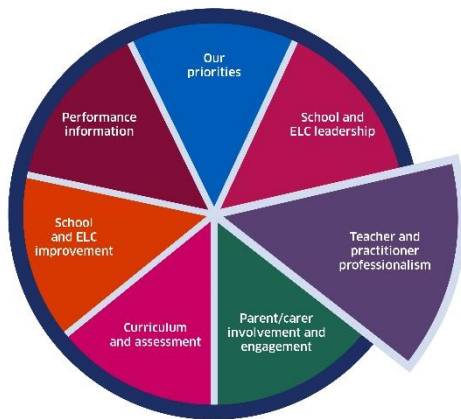
Additionally, both programmes provided that necessary protected time for CLPL and research, allowing me to cultivate my identity as a lifelong learner and model this authentically within my community. This is a continued focus and foundation for both my own leadership practice and one which I continue to build into my setting's culture and ethos.

As a result, I am able to challenge myself, my team and my community to dig deep into our perceptions of education, to find our 'why' and improve and adapt our practices to impact positively on setting, our wider community and ourselves. My leadership and headteacher identity continues to evolve and is firmly grounded in the knowledge of the unique role and capacity of headteachers to effect positive change for our pupils in Scotland.

Most recently, the learning gained from In Headship and Into Headship has supported me to confidently approach curriculum development in my setting, and to involve, support and guide others in this endeavour too. As a result, we are now on a journey towards creating a curriculum for our children which values their own interests, allowing them a greater level of personalisation, as well as a greater balance between knowledge and skills in a learning environment which encourages each one to thrive. This is calling in to play many of the tenets of educational leadership raised and explored through Into and In Headship, in particular developing and driving a shared vision through robust collaboration within the school community.

Most importantly, the journey has not stopped with my graduation from Into and In Headship. Rather, a foundation and habit has been set which I build on each and every day to improve outcomes for all.

Teacher and practitioner professionalism



What is this?

Teacher and practitioner professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children and young people's progress and achievement.

Why is this important

The quality of teaching is a key factor in improving children and young people's learning and the outcomes they achieve. Access to high quality early learning and childcare can make a huge difference to children's lives, particularly when they are growing up in more disadvantaged circumstances. Evidence shows that universally-accessible and high quality

ELC helps to provide children with skills and confidence to carry into school education, and is a cornerstone for closing the poverty related attainment gap between children from the most and least deprived communities. The single most important driver of high quality in a child's ELC experience is a dedicated, highly-skilled and well-qualified workforce.

What is the evidence telling us?

HM Inspectors found that the development of consistent, high-quality learning and teaching remains an area of priority in most schools and ELC settings. This includes improving the use of assessment to understand progress and providing timely, effective feedback to children and young people about their learning. In schools and ELC settings where the quality of learning and teaching is improving, staff provide an enriched range of learning experiences for children and young people. They use a range of effective approaches including digital technology, play-based learning, outdoor learning, interdisciplinary learning and links beyond the school.

In most schools and ELC settings that demonstrated improvement following an original inspection, staff had engaged in effective teacher learning communities and professional enquiries focusing on improving learning and teaching. Senior leaders facilitated programmes of professional learning and supported staff to deliver appropriately paced and challenging activities to support children's progress in learning. In most of these schools and ELC settings staff are improving the consistency and quality of learning and teaching as a key priority. Schools and ELC settings demonstrated improved outcomes for learners where staff have developed a shared understanding of effective learning and teaching.

In almost all establishments and ELC settings with which HM Inspectors engaged, senior leaders provided staff with professional learning in direct response to the emerging wellbeing needs that children and young people faced. Where teachers and practitioners work effectively with partners to undertake specialist training, this helped to build their confidence to support children and young people. Professional learning is helping staff develop a shared understanding and vocabulary that supports a whole-school approach, and promotes children's and young people's mental health and resilience. Digital platforms also continue to be used well to support staff access to professional learning. Senior leaders recognise that recently appointed staff face additional challenges by starting a new position during the pandemic. Many pair new staff with more experienced colleagues to provide support. Teachers and practitioners engaged with and used digital technology to support children's

and young people's learning during the pandemic. They reported a significant increase in their own confidence and skills. Digital technology provides opportunities for increased parental involvement, and now needs to be used more effectively to enhance learning, progress and achievement.

In many schools and ELC settings, the pandemic accelerated staff participation in professional learning related to outdoor learning. This is helping to build the confidence, skills and motivation of teachers and practitioners to deliver outdoor learning effectively. A few ELC settings and schools undertake professional learning with external partners. This is particularly evident where staff deliver national programmes, such as the John Muir Award and the Duke of Edinburgh's Award

The data from the pilot programme, Dyslexia Scotland the GTC Scotland Professional Recognition Programme for Dyslexia and Inclusive Practice in 2021/2, including feedback and evaluations from the 10 successful teachers, demonstrated the programme's value to their increased confidence, knowledge and understanding of dyslexia and inclusive practice in supporting their own practice and career progression, learners, colleagues and the wider school community.

Both the Additional Support for Learning (ASL) Review, and The Promise 2020 produced a vast range of evidence in the form of 'lived experience' that suggests a refocus is required to prioritise and protect positive relationships across educational settings. The recommendations from both these reports have resulted in a number of actions for Education Scotland, Scottish Government and local authorities. The range of inter-linked measures in the ASL Action Plan seek to enhance professional learning and development, to support practitioners' confidence, knowledge and understanding of additional support needs and inclusive practice. We have recently published an updated progress report, which confirms the progress which has been made against the recommendations of the ASL Review. The progress report confirms that 24 out of the 76 actions have been delivered, with many others well underway. Whilst this is a significant achievement, we know there is still a lot more to do and we will continue our work together to do so. There is an [updated action plan](#) and a [summary progress report](#).

In addition, the Scottish Government have also published [Keeping the Promise implementation plan](#). The implementation plan includes the proposed actions which will be undertaken in relation to education, in conjunction with our partners.

Evidence shared from [Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers – 3 years on : Progress and Final Report \(www.gov.scot\)](#) and data from the Scottish Government's Race Equality and Anti-Racism in Education Programme (REREAP) board has identified racial literacy and confidence as a key area of development for the teaching and education workforce. Work has begun to address this with the development and delivery of Education Scotland's Building Racial Literacy (BRL) Programme. The BRL was co-designed by Education Scotland officials, representatives from the education sector and anti-racist experts with lived experience. The programme is open to anyone in the education sector, including leaders in local authorities and early years staff. Its aim is to ensure that educators are racially literate as opposed to race evasive, and are able to approach a range of situations with confidence, including dealing with racism and racist incidents. The initial cohort engaged with the programme at the beginning of 2022 and by January 2023, 250 individuals will have participated. Sustainability is embedded in that some of the first cohort are now engaged in facilitating current sessions and producing anti-racist material to use in them.

The 2022 edition of Summary Statistics for Schools in Scotland shows that over the year to 2022 teacher numbers decreased by 92 full-time equivalents (FTE) to 54,193 FTE. Pupil numbers during this time increased by 1,151. However, these changes were relatively small so the pupil teacher ratio (PTR), which gives a measure of the size of the teaching workforce relative to the pupil population, remained at 13.2 after rounding.

The number of teachers, graduate staff and staff working towards graduate level qualifications in funded ELC reached 5,676 FTE in 2022 – the highest figure since the Scottish Government started collecting graduate data in the ELC census in 2017 – and an increase of 289 FTE from 2021.

New improvement actions for the year ahead.

As well as the actions set out below, ongoing improvement actions are set out in Annex A.

As part of the Future of Gaelic and Scots consultation, we have identified the need to enable teachers to improve their confidence in Scots and Gaelic for Learners skills by expanding the Continued Professional Development (CPD) opportunities available. The Scottish Government will work in partnership with local authorities, Gaelic training institutes and other partners to identify what CPD training is already available and to establish what work is required to expand CPD opportunities.

As part of the refresh of the LfS Action Plan we have engaged with educators to gather their views on LfS. A better offer for Career Long Professional Learning (CLPL) has been identified as one of the key themes on our engagement exercises. SG is working with ES to develop an LfS Professional Learning Directory, from which all the training and resources that are already available can be accessed centrally. This will provide practitioners with readily available CLPL resources on LfS which will ensure they are better able to embed LfS in their practice and ensure that children and young people receive their entitlement to LfS.

Education Scotland will build capacity through the development and refresh of the suite of inclusion, wellbeing and equality professional learning information, resources and opportunities through the lens of:

- Relationships
- Wellbeing and care
- Inclusion and targeted support
- Rights and Participation

Education Scotland will participate in education reform work streams, working in collaboration with Scottish Government officials to progress the ASL Action Plan, facilitating national networks and local authorities to 'Keep the Promise'.

Education Scotland will continue broadening its work with ELC and Community Learning and Development (CLD) practitioners. Taking a service design approach to designing and delivering professional learning. Throughout 2023, Education Scotland will continue to offer bespoke professional learning and leadership opportunities for Scotland's teachers, ELC practitioners and CLD practitioners including support around educational reform, curriculum design, and work to build racial literacy amongst the workforce. This action will include the design, delivery and evaluation of Education Scotland's professional learning offer, or

working with partners to do this. Where appropriate, offers will be co-constructed with teachers/practitioners.

Education Scotland will work with partners, including local authority, RIC and private and third sector ELC leads and practitioners, to design and deliver improvement support to the early learning and childcare sector at national, regional, local and setting level during academic session 2022-23.

Education Scotland will work with stakeholders to design and deliver targeted professional learning to support recently appointed ELC practitioners and leaders.

Teacher and practitioner professionalism - case study

Angela Kerr is acting headteacher at Cart Mill Family Centre in East Renfrewshire Council. Angela completed the Building Racial Literacy programme in March 2022 and has since been involved in learning also delivered by the Professional Learning and Leadership team at Education Scotland around leading, designing and delivering effective professional learning with others.

I was fortunate to have the opportunity to be nominated as the Early Learning and Childcare representative for East Renfrewshire Council to join the first cohort of Building Racial Literacy (BRL). When I read the pre-course information I honestly wondered what I would get from the course as a white, middle class leader other than information.

How wrong I was! As part of the Building Racial Literacy course it was really important to start with ourselves and locate where our beliefs, views and attitudes had formed before we could begin to go on the journey of influencing change.

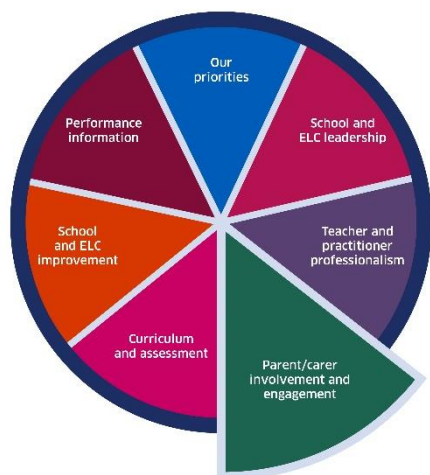
I kept a reflective journal where I jotted down my innermost private reactions to readings, videos, group activities and professional dialogue during the many networking opportunities. I hadn't understood that journaling would be such an emotional task as I put down on paper what was in my head and heart. At times I felt uncomfortable as I honestly hadn't fully appreciated some of the challenges we would address, the impact of re-examining the environment and times I grew up in and how my values and beliefs had developed. I now realise that this discomfort is part of the process and a sign that I am becoming a truly reflective, anti-racist, inclusive leader.

The course material that resonated with me the most was [Beverly Daniel Tatum's talk](#) as I realised at times I have been colour silent or suffered from selective inattention. I just didn't know how to manage a conversation about racism due to lack of knowledge or fear of rocking the boat. Having completed BRL I am more confident when challenging others as I have growing knowledge and answers to difficult questions. With this increased awareness around terminology, I can help others to develop as well. I've learned so much about race evasiveness and about acknowledging race to change perceptions. I've learned that difficult discussions about racial bias or inequities are necessary as I work with others to examine perceptions and beliefs.

I feel that I am very much at the early stages of developing racial literacy and will have many questions needing answered over the next months and years as I probe and dig deeper into my journey. BRL has helped me connect with other practitioners throughout Scotland, sharing this journey. Having a network of BRL professionals to continue to bounce ideas, question, share resources and advice with is invaluable as we work through our [action plans](#) to lead anti-racist change.

I am proud that as BRL alumna the impact can be seen in our School Improvement Plan for 2022/23. In our Early Learning and Childcare Centre, we are working to gather more data on our families to be more inclusive, to tap into the diverse knowledge and cultures that might exist, in order to be more reflective and culturally-responsive in our practice. No longer race evasive, I now lead anti-racist change from a position where courageous conversations about equality are welcomed.

Parent/carer involvement and engagement



What is this?

This covers parental and family engagement in the learning of children and young people, as well as parental involvement in the life and work of school. Parental engagement focuses on ways in which parents, carers and families can best be supported to develop the skills and confidence to engage in, and encourage, their children's learning in school and in everyday life. Schools and partners can play a vital role in supporting families to do this effectively and with confidence.

Why is this important?

Research shows that when parents and carers engage in their children's learning, and when children

and young people live in a supportive home learning environment, it improves their attainment and achievement. Where high quality personalised communication between schools and ELC settings and parents/carers takes place, relationships are strengthened. This supports parents and carers to engage more with their child's learning

What is the evidence telling us?

HM Inspectors reported that staff across schools and ELC settings said that relationships and connections with families were strengthened during the pandemic. Many parents benefited from improved communication through the sharing of information using digital platforms during the period of remote learning. This includes online parents' evenings and family learning opportunities. Many schools and ELC settings continue to offer digital opportunities for parents and families to engage with their children's learning. In ELC settings, practitioners regularly share videos and upload examples of children's learning online. As a result, parents feel more able to engage with and support their children's learning

Schools and ELC settings are working increasingly in partnership with parents to support children and young people's wellbeing. Where schools do this well, senior leaders consult with parents and use the feedback received as part of their ongoing self-evaluation to identify individual and whole school wellbeing needs. Teachers and practitioners are providing increased levels of support to improve the mental and emotional wellbeing of children, young people and their families. A continued focus is needed to maximise the contribution of partnerships, parents and the wider community to enhance the wellbeing of staff, children and young people. Schools and ELC settings should continue to build on the positive relationships with their partners by working together to take forward and evaluate approaches to supporting wellbeing.

In a number of schools and ELC settings that demonstrated improvement following an original inspection, senior leaders had increased parental engagement in policy making and school improvement. This supports a greater understanding of experiences of children, families and the local community. By using this knowledge to identify and prioritise areas for development, the work of these schools and ELC settings reflects better the needs of their local community. As COVID-19 restrictions eased, parents were welcomed back to visit schools and ELC settings in person. This encouraged further engagement with children's learning. Across sectors, staff recognised that there had been a significant increase in the

number of families requiring support due to financial challenges - the pandemic has increased levels of job insecurity, debt and poverty in many local communities. Many staff now have a greater awareness of poverty beyond that indicated by free school meals, clothing grants or the Scottish Index of Multiple Deprivation (SIMD). Staff take a sensitive approach to signposting families to advice centres and support agencies. Many ELC settings and schools support families to access food and clothing banks. There is an increased focus across sectors on minimizing the cost of the school day.

New improvement actions for the year ahead.

As well as the actions set out below, ongoing improvement actions are set out in Annex A.

Education Scotland will review and refresh the [Parent Council resource](#) as and when updates emerge. Education Scotland will continue to raise awareness of the Parent Council resource across local authorities, Regional Improvement Collaboratives and relevant internal/external audiences as appropriate.

Education Scotland will disseminate the findings of the various equalities and equities projects internally to colleagues and externally to practitioners across Scotland - through webinars, networks, case studies and links in key documents as appropriate.

Education Scotland will hold a series of awareness raising activities to highlight the British Sign Language toolkit to practitioners across Scotland who work with, or have the potential to work with, deaf children, young people and their families and/or parents and carers who use British Sign Language (BSL) and Tactile BSL in education.

Education Scotland will work with the Campaign for Learning, a UK wide Lifelong Learning charity, to develop a data sharing agreement ahead of planning for the 2023 Scottish Family Learning Festival. This will highlight the breadth of where family learning is being delivered across Scotland, by who. It will also identify emerging trends and gaps in provision. This will inform Education Scotland's planning in relation to support and development at a national, regional and local level. A strategic working group has been established which will act in an advisory capacity to influence the direction of the Festival.

Education Scotland will raise awareness and promote the new Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home across all sectors involved in delivering career long professional learning/continuous professional learning (CLPL/CPL) in this area. Education Scotland will work with practitioners delivering professional learning to support them in reviewing their existing offer and work collaboratively with partner and stakeholder groups to embed consistency in the CLPL/CPL offer.

Education Scotland will continue to work with local authorities and Regional Improvement Collaboratives to deliver a bespoke Parental Involvement, Parental Engagement, Family Learning and Learning at Home offer based on their identified needs and national priorities. Work is already underway with several local authorities and Regional Improvement Collaboratives.

In 2023 the Scottish Government will consider the recommendations from the co-design phase of the Learner Participation Project, with a commitment to launch a new co-created learner participation mechanism that protects and promotes children's rights by embedding

the voice of children and young people into education policy development and decision making.

Parent and carer involvement and engagement - case study

Elphinstone Primary School and Nursery Class, East Lothian Council Increasing engagement with families during the pandemic

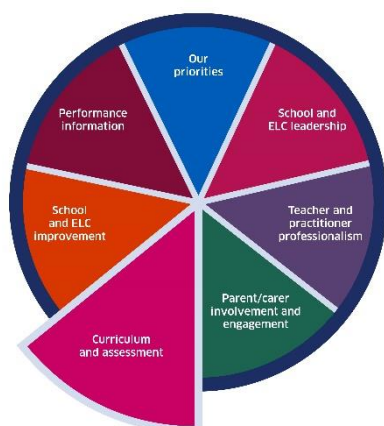
Senior leaders and staff at Elphinstone Primary School identify effective engagement and positive relationships with parents as central priorities. Staff recognise that sustaining connections and relationships with children and families is key to supporting children's learning and wellbeing. There is a strong belief that reconnecting children and families with the school environment through positive experiences is essential to recovery.

Collaboration and consultation with key stakeholders takes place using a range of methods, including the recently introduced use of online platforms. Online polls, staff meetings, pupil council meetings, informal sessions and Parent Council meetings all form part of a comprehensive approach to communication. Parents welcome this level of support and the variety of opportunities afforded to them to take an active part in the life and work of the school. Children say that they feel respected and parents talk about the school feeling like a family. They report positively on how this improves their involvement in the school community. They appreciate having support from staff to answer any questions/concerns and address anxieties they may have.

Stronger links with families during periods of school closures have largely been due to effective communication strategies and have allowed senior leaders and staff to understand the variety of needs of children and families better.

As a direct response to increased community engagement through periods of lockdown, a green space is being developed as a wider community space that is accessible to all. This will provide an opportunity for parents and wider community members to come together. Informal networking and the opportunities for support are greatly valued by parents and are strengthening relationships with the school.

Curriculum and assessment



What is this?

This includes a range of evidence on what children and young people learn and achieve throughout their education and how well this prepares them for life beyond school, for example Achievement of Curriculum for Excellence levels, skills, qualifications and other awards. It also includes curricular improvement to reflect the key links between curriculum and assessment and so this driver includes many of the actions in response to the OECD recommendations.

Why is this important?

We need to ensure the curriculum remains coherent, appropriate and effective. We also need to know the size of the attainment gap at different ages and stages, across Scotland, in order to take the right action to close it.

What is the evidence telling us?

The OECD's 2021 review of CfE recommended that Scotland should:

- Balance CfE so students can fully benefit from a coherent learning experience from 3 to 18 years.
- Combine effective collaboration with clear roles and responsibilities
- Consolidate institutional policy processes for effective change
- Combine effective collaboration with clear roles and responsibilities

HMIE reports that staff in schools and ELC settings employ a wide range of strategies and interventions aimed at closing gaps in learning appropriate to their own context. Where schools, ELC settings and local authorities ensure that data is robust and used effectively, staff can identify gaps reliably. In all sectors, the use of quantitative and qualitative data to identify children's and young people's gaps in learning continues to be an ongoing area of focus. Assessment data should be used more effectively to plan well-timed interventions, monitor progress and track progression at an appropriate rate for each learner.

Schools and ELC settings continue to prioritise children's and young people's wellbeing. Across all sectors, staff report an increased number of children and young people requiring significant support to manage change. Improving further aspects of the health and wellbeing curriculum across the broad general education (BGE) would equip children and young people with the skills and knowledge to respond to change and uncertainty. Across all sectors, there is a need to develop processes for tracking and monitoring of children's and young people's wellbeing to inform universal support and further inform targeted support.

There are significant gaps in younger children's social skills as a result of missed opportunities to socialise with their peers during the pandemic. In many primary schools, teachers are beginning to develop play pedagogy to address this at the early stages. This is most successful when practitioners and primary school staff work closely together across the early level to support a shared understanding of play pedagogy.

Secondary and special schools are renewing curricular partnerships to support young people in reaching a positive destination. Staff in secondary schools continue to maintain close links with Skills Development Scotland. Due to COVID-19 restrictions, it was very challenging to

support young people to attend college and work experience placements, as well as in their post-school transitions. Young people in the senior phase now have improved access to a broader range of vocational opportunities.

In a few schools and ELC settings, the curriculum is supported well by businesses to enhance the learning offer. Where schools have strong partnerships with local businesses and employers, this offers a valuable opportunity for rebuilding children's and young people's ambition and capacity. In secondary schools, this supports more informed choices about pathways from school into a relevant positive destination.

Most ELC settings continue to make good use of the outdoors to provide a wide range of experiences which support and extend children's learning across the curriculum. Increasingly, school staff provide children and young people with opportunities to learn outdoors. A few schools have developed a progressive whole-school approach to outdoor learning to ensure both quality and purpose. Where the curriculum is effectively supported by use of the outdoor environment, leaders provide clear strategic guidance and support. They share the benefits with staff, children and families which helps everyone to recognise the value of outdoor learning. The greatest impact is realised when outdoor learning experiences are embedded in and contribute to all areas of the curriculum.

There has never been a stronger focus on ensuring that the early learning and childcare experience is of high quality and meets the developmental needs of our youngest learners. The national practice guidance "[Realising the Ambition: Being Me](#)" and the Curriculum for Excellence support and encourage learning through play across the early level. "Realising the Ambition: Being Me" is underpinned by theory, research and evidence with a key focus on developmentally-appropriate child-centred play pedagogy. Feedback from practitioners across the early level indicates that the guidance has been exceptionally well-received by the sector. In order to continue to support increased continuity, coherence and progression and to assist practitioners and teachers working across the early years, Education Scotland will continue to work with partners to design and deliver universal, intensive and targeted improvement support for the early years at regional, local and setting level during academic session 2022-23.

The ASL Review made recommendations that the successes and achievements of children and young people with additional support needs should be further recognised, celebrated, and promoted. The development of a national measurement framework will allow the diverse range of achievements of children and young people with additional support needs to be captured and celebrated, within a context of learning for life.

The recently published updated progress report, confirms the progress which has been made against the recommendations of the ASL Review. The progress report confirms that 24 out of the 76 actions have been delivered, with many others well underway. Whilst this is a significant achievement, we know there is still a lot more to do and we will continue our work together to do so. The [updated ASL action plan](#) and the [summary progress report on the ASL review](#) provide further information.

New improvement actions for the year ahead.

As well as the actions set out below, ongoing improvement actions are set out in Annex A.

Professor Muir's Report highlighted that the current generation of learners sees climate change as one of the most significant issues facing their futures. At the COP26 young

people called for a greater emphasis on climate education, Learning for Sustainability (LfS), biodiversity and youth participation. Despite the very strong policy framework of LfS, there is still variation in the quality of learning that children and young people receive. A new refreshed LfS Action Plan will be published in March 2023. This is being developed in collaboration with children, young people and their educators, and the LfS Leadership Group. The LfS Leadership Group will work on the development and delivery of the refreshed Action Plan and will monitor its implementation through the development of a new Key Performance Indicators system.

SQA manages the National Qualifications Group, which facilitates discussions with stakeholders about the approach to exams post-pandemic. In recognition of the ongoing impact on learning as a result of the pandemic, SQA will engage with partners to monitor the position and agree any adjustments to approach and additional support needed for learners - to ensure fairness for learners and credibility with the system, whilst ensuring delivery of robust, valid, evidence-based attainment in academic year 2022/23.

Education Scotland will undertake a national thematic inspection on the subject of curriculum design.

The 'National Discussion' on the future of Scottish Education took place from September to December 2022. Between December 2022 and March 2023, independent analysis will be carried out to evidence the key themes emerging from the extensive range of views received. This will inform early drafts of a vision, which will be discussed and tested with children and young people, parents and carers and teachers and practitioners.

A consensual vision, which provides Scottish Education with the right platform to set the direction for the future, will be delivered in Spring 2023. This vision will help to shape the other strands of education reform.

Alongside the vision, the independent co-facilitators of the National Discussion will set out a 'Call to Action' with short, medium and long term goals for the next 20-years.

Curriculum and assessment - case study

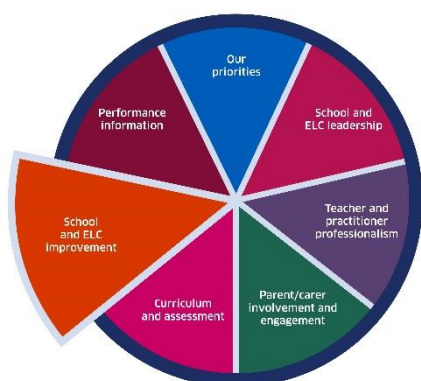
Menstrie Early Learning and Childcare Centre, Clackmannanshire

The leadership team in Menstrie ELC setting have used assessment information to identify clearly the impact of the pandemic on their learning community and the needs of individuals in their ELC setting. Leaders undertook a careful analysis of data and practitioner professional judgements to form a comprehensive overview of children's progress. The staff team used this information well to understand learning and progress of individual children. As a result, staff are clear about children's next steps and they tailor their plans and practice accordingly. The leadership team work effectively together to support practitioners in offering a high-quality early learning and childcare curriculum which meets individual need.

Practitioners know children well as learners. They use high-quality observations and interactions to identify where children are in their learning. Staff are thoughtful, consistent and curious as they support children to make progress in their learning. They use professional judgement well to tailor rich, relevant play and learning opportunities to the needs of children. For example, following lengthy periods of remote learning, staff increased the curricular focus on outdoor play in the extensive garden area. Children enjoy a range of physical activities and fresh air to support their wellbeing. They have opportunities to explore, investigate, take risks, and engage independently in a range of activities. Children work well together in learning groups to investigate and build upon their own interests and skills. Learning groups motivate and support children to extend and deepen knowledge in a natural and organic way. Learning is often sparked by a favourite story or interesting event in the children's lives. Children research, solve problems and explore their own theories and questions, developing their skills as learners.

The team engage very well with a visiting improvement adviser to use a range of data as part of an approach using recognised improvement strategies. Practitioners have improved their knowledge, skills and confidence in using different ways to look closely at the impact of small, targeted changes to practice. As a result of this approach, children have made accelerated progress in meeting developmental milestones. The leadership team also use data well to challenge and support practitioners when monitoring children's progress. They agree and revisit next steps during moderation and quality assurance activities. Senior leaders work effectively with the team, children, parents and visiting professionals to ensure the pace, focus and breadth of learning is right for individual children. All staff are focused on ensuring equity is a key driver for their work.

School and ELC improvement



What is this?

The overall quality of education provided by each school and ELC setting in Scotland and its effectiveness in driving further improvement.

Why is this important?

School and ELC improvement focuses on the quality of education, including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs. These are the essential elements to raise attainment for all children and young people, and close the poverty related attainment gap.

What is the evidence telling us?

Due to COVID-19, HMIE paused routine inspections of school and ELC settings for 2019/2020 on 13 March 2020. HMIE restarted ELC inspections in September 2022.

The Care Inspectorate continued to inspect ELC settings against Key Question 5 ('operating an ELC service during COVID-19') between September 2020 and September 2021, returning to full thematic quality inspections in September 2021. In June 2022 the Care Inspectorate launched its Quality Framework for daycare of children, childminders and school aged childcare. This framework is now used for all inspections carried out by the Care Inspectorate. Latest Care Inspectorate ELC data for 2021 (published on 20 September 2022) show that the quality of services remains high overall, with 92.8% of childminders and 87.7% of daycare of children services found to be good or better for all quality themes. The proportion of services with all themes found to be weak or unsatisfactory remains very low. Prior to August 2022, the Care Inspectorate and HMIE set out plans for work in the immediate term to improve joint working and planning for settings providing funded ELC, and to reduce potential duplication of inspections.

Cases of exclusion have fallen from high of 44,794 (63.9 cases per 1,000 pupils) in 2006/07 to 8,323 (11.9 cases per 1,000 pupils) in 2020/21. There was a particularly notable decrease in exclusion between 2018/19 and 2020/21, with cases falling by 44%.

Attendance in the 2020/21 school year was impacted substantially by the COVID-19 pandemic. The 'attendance – schools open' rate, which excludes periods of COVID-19 related school closures, was 92.0%. This is a decrease from 93.0% in 2018/19 and the lowest rate since comparable figures began in 2003/04.

There was an increase in the number of funded registrations for early learning and childcare (ELC) from 91,603 in 2021 to 92,615 in 2022. An estimated 14% of two year-olds were registered for funded ELC, an increase from 13% in 2021.

HMIE reports that, across all sectors, senior leaders and staff have continued to respond to the demands placed upon them by COVID-19. In most schools and ELC settings, the pandemic has impacted on the capacity to take forward improvement priorities. However, establishments with a robust culture of improvement continue to focus on improving outcomes and empowering staff to bring about positive change. Staff across sectors have a strong focus on establishing nurturing environments and re-establishing routines for learning.

This supports consistently positive relationships and sustains children's and young people's interest in learning.

In almost all establishments, supporting the mental and emotional wellbeing of children, young people and their families is a key feature of improvement planning. There is a strong recognition that supporting wellbeing, including reducing anxiety, and promoting positive relationships and behaviour, is integral to improving outcomes for children and young people. In a majority of schools and ELC settings, staff make links between improving children's and young people's wellbeing and making greater use of the outdoor environment for learning. Where possible, staff in many schools and ELC settings work with a wide range of partners and professional agencies to support and develop the wellbeing of children and young people. In a few schools, partners work with school staff to provide targeted support.

Senior leaders report an increase in the number of children and young people who require additional support in most schools. Learners adversely affected by interrupted learning, absence and struggling with in-person learning are working below expected levels. For some children and young people, the impact of the pandemic has widened gaps in their learning.

Senior leaders use Pupil Equity Funding to improve targeted support, including for children and young people experiencing socio-economic disadvantage. Examples include appointing additional staff such as home school link workers, recovery teachers, and support staff to support learners. Senior leaders and staff across sectors need to have a clearer focus on evaluating the impact of these strategies on accelerating progress in closing the poverty related attainment gap.

The Scottish Government has funded an improvement programme delivered by the Care Inspectorate to support early learning and childcare settings across Scotland to improve the quality of ELC provision and meet the National Standard for funded childcare. The programme focuses on providing targeted support for those settings currently or at risk of, not meeting the National Standard. In addition to this, the programme provides a range of universal resources to support all settings with improving quality.

In order to address the issues of race inequality in schools and develop a systemic anti-racist approach, Scottish Government in partnership with Education Scotland and Equality Unit colleagues have recently established a race equality and anti-racism in education programme to tackle a number of areas which contribute to the barriers which perpetuate race inequality in education. The Race Equality and Anti-Racism in Education Programme (REAREP) was established in February 2021 after 3 months of official and Ministerial consultation with race and education stakeholders. The aim of engaging with stakeholders in this way was to enable Ministers and officials to:

- gain a clearer understanding of the barriers which perpetuate race inequality and racism in schools and the impact they have on learners and staff;
- begin to develop, with stakeholders, new and innovative ways in which these barriers can be addressed, in order to deliver improved outcomes for children, young people and practitioners.

As a result of the programme of stakeholder engagement and subsequent distillation of the discussions which took place during that period, four key themes emerged, which stakeholders agreed were interlinked and of fundamental importance in order to tackle race inequality in schools:

- Education leadership and Professional Learning
- Diversity in the Teaching Profession and Education Workforce
- Curriculum Reform
- Racism and racist incidents in Schools

A set of 20 actions to embed anti-racism in schools ,were developed and signed off by the Cabinet Secretary in April 2022. In September, COSLA and ADES committed to supporting the actions, some of which are already underway. An evaluation framework is currently being developed by an external consultant, in order that the impact of the actions can be measures. The framework will be completed in early 2023.

You can find out more about the work of the REAREP on the [Race Equality and Anti-Racism Education Programme information page](#).

New improvement actions for the year ahead.

As well as the actions set out below, ongoing improvement actions are set out in Annex A.

Education Scotland will support and work in collaboration with local authorities and schools to deliver an agreed plan which provides intensive, targeted and universal support as required to ensure recovery, progress and achievement of stretch aims. Consideration for support will be based on levels of deprivation, progress, data and contextual analysis. The Accelerating Progress Forum will review action plans and consider how Education Scotland resources are allocated and deployed.

Education Scotland will collaborate with system leaders on the effective use of context specific data to support self-evaluation for improvement, and inform setting and monitoring the progress of local authority stretch aims. The Accelerating Progress Forum will review action plans and consider how Education Scotland resources are allocated and deployed. Action plans will be focused on improving performance and outcomes for children and young people.

Before the end of 2022, we will announce the successful projects which will be included within Phase 3 of the Learning Estate Investment Programme.

As part of earlier phases of our £2bn Learning Estate Investment Programme, which is being delivered in partnership with local authorities, 17 school projects will have started construction by autumn 2023.

School and ELC improvement - case study

Obsdale Primary Nursery, Highland

Obsdale Primary Nursery is based in Alness in the Highlands, and had moved to a new building which had only one room and a garden. As a result, there was nowhere separate for the children to have lunch, which was causing challenges at mealtimes. At the same time, the head of the nursery was on extended sick leave and there was no acting headteacher in place. This all took place not long after COVID-19 restrictions had been lifted, and the nursery had had a poor inspection visit, which had identified a range of weaknesses in relation to the indoor environment. As a result, the local authority referred Obsdale Primary Nursery to the Care Inspectorate's ELC Improvement Programme for support.

The nursery manager took part in targeted support in April 2022. Together with the Improvement Team they decided to focus on improving the lunchtime experience for the children in their care. Both the nursery manager and the newly appointed acting head of the nursery participated in the programme sessions. They welcomed the structured approach to quality improvement and the opportunities to engage with other nurseries facing similar challenges.

“The stepped approach to Quality Improvement was so helpful. It made it more strategic and sustainable.”

Staff will continue to use the quality improvement structure in future to inform other changes they wish to make. They also highlighted the value of having dedicated time to reflect on changes needed

“It was a real bonus that the programme gave us time together to reflect on improvements, without any interruptions. We will now make sure we carve out that time in future too.”

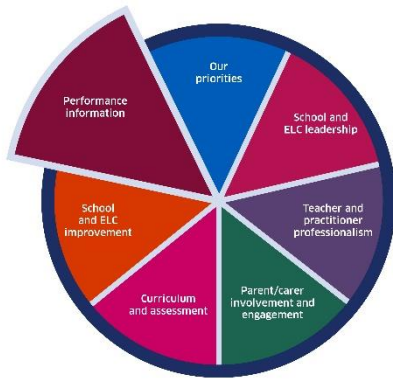
The nursery now has an entirely new approach to serving and eating lunch which is working much more effectively. Staff, including kitchen staff, were involved throughout the process which helped to build the team – it also enabled them to engage staff who had been more reluctant and give them a voice. They also involved children in the process. An inspection conducted in May 2022 showed significant improvements to the quality of care, and outcomes for children in the nursery.

“It was like a different service. There are still things to embed, but learning is being rolled out across the nursery.” (Inspector)

The attitude and mindset of the team has changed completely in relation to change. In addition, children are now being given more choice and are leading their play and learning.

Obsdale is continuing to apply the learning from the Improvement Programme to tackle other changes the staff and children would like to make in the nursery.

Performance information



What is this?

All of the information and data we need to get a full picture of how well Scottish education is improving. We will gather together and analyse the data collected from each of the other key drivers of improvement.

Why is this important?

Evidence suggests that we must build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms that there is no single measure that will provide a full picture of performance. We want to use a balanced range of measures to evaluate

Scottish education and take action to improve.

What is the evidence telling us?

The PISA 2018 assessment indicated that Scotland's performance among 15 year olds had increased in reading compared to 2015 and was similar in maths and science. Compared to the OECD average, Scotland is above the average for reading, and similar for maths and Science. The background of students had less of an influence on attainment in Scotland than the OECD average.

The PISA 2018 Global Competence assessment showed that only two out of 26 countries had a higher average score than pupils in Scotland.

A PISA report entitled *Are Students Ready for Environment Challenges?* was published on 8 December 2022. The report examines 15-year-old students' readiness to address environmental challenges.

The report uses PISA data to show that:

- Performance on Environmental Science questions was higher in the UK than across the OECD, and performance increased between 2006 and 2015.
- Almost half of 15-year-olds in Scotland were assessed as being environmentally enthusiastic in the PISA 2018 Global Competence assessment, slightly higher than the OECD average. This was positively linked with having a growth mindset.
- Students who are environmentally enthusiastic had a higher PISA Science score than those who are not.
- The majority of 15-year-olds in Scotland reported that they know something or are very familiar with climate change (nearly 80%), while over 60% reported that they could explain how carbon dioxide emissions affect climate change.

Data on the delivery of 1,140 including how many children are accessing the entitlement in September 2022 – as at the first week of September 2022, local authorities reported that:

- c. 93,900 children were accessing funded ELC as of the first week of September 2022.

- Of these, c. 91,500 children (97%) were accessing more than 600 hours (same proportion as in April 2022) and c. 83,200 children (89%) were accessing the full 1,140 hours funded ELC (a rise of 2 percentage points on April 2022 figures).
- There has been a year-on-year increase in the number of eligible 2-year-olds accessing funded ELC, rising from 5,954 children in August 2021 to 6,188 in September 2022 (a 4% increase).

New improvement actions for the year ahead.

As well as the actions set out below, ongoing improvement actions are set out in Annex A.

In 2023 Scottish Government will look at the feasibility of aligning the National Statistics SSAILD report and the Insight tool, including the addition of a wider range of providers and courses to SSAILD (on top of National Qualifications). This will include a programme of comprehensive user engagement and development work, as well as technical aspects which will need worked through to ensure the methodology is sufficiently robust for a National Statistics publication.

Working with partners, Scottish Government will develop options for the enhancement of the Insight benchmarking tool in line with the recommendation in the Muir report. Initial proposals will be developed by spring 2023.

Scottish Government will work with Education Scotland and authorities to support progress towards local authority stretch aims. This will include: .

- Develop an enhanced guiding coalition to support an acceleration of progress towards achieving the mission of the Scottish Attainment Challenge.
- Develop partnership working across services and the third sector to improve outcomes for children and young people impacted by poverty, with a focus on engaging children and young people for their views on this work.
- Develop and publish an updated Framework for Recovery and Accelerating Progress for 2023/24, reflecting learning from 2022/23 and the 2022 NIF.
- Develop and undertake refreshed evaluation strategy for 2022/23 through to end of parliamentary term.

We will continue to work with HRMC to gain access to employment data for 16-24 year olds for statistical purposes to support the Annual Participation Measure.

Linked to the work to support the Annual Participation Measure (above), we will support service delivery and reform by sharing individual level employment data with partners for operational purposes.

Performance information - case studies

Buckie High School – Using the Insight tool for improvement

The Buckie High School community has worked together to develop and improve our curriculum to meet the needs of all learners and raise attainment and achievement for all - driven by our increased confidence in dealing with a wider range of data and our ability to analyse and use the data to bring about positive change. Working alongside our Insight Advisor we interrogated our senior phase data which allowed us to clearly identify our areas of strength and next steps. This data was triangulated with staff and pupil feedback to redesign a new aspirational approach to our curriculum rationale.

Planning for long term sustainable change meant we initially focussed on the broad general education. Middle leaders worked collaboratively to re-shape the S3 experience to maximise success and achievements for learners by giving learners more time in subject areas. A strategic framework was provided to allow middle leaders to collaborate with each other to share best practice. Moreover, a series of visits from the Insight Advisor began to build and develop middle leaders' confidence in data literacy. The developing confidence of middle leaders empowered them to begin to work in departments to build flexible learning pathways.

Subject areas used the school's curriculum framework to design pathways which maximised attainment and interest. For example, our Art department have in place a range of pathways in which learners can personalise their unit choice, but which still allow a course award at Level 5. Moreover, layering qualifications together such as National 5 Art and the Level 5 NPA in Painting and Decorating or National 4 Practical Cookery with Level 5 Hospitality has allowed a richer learner experience which captures the appropriate attainment.

Another crucial aim for the school's improvement journey has been the approach to the coursing and subject choice process. Working with guidance staff, our Insight Advisor looked at the factors which influence pupil choice and how these can be attenuated or accentuated. Sharing the understanding of the school's strengths and areas for improvement has allowed guidance staff to be more informed when working with families and young people. To visualise and improve the course choice process, learners use the department pathways to build their own learning pathway through the senior phase. The learner's pathway is used to inform the approach to curriculum design and influences subject choice - making our curriculum fit our young people and not vice versa.

Working with the Insight data set has revolutionised how our support staff reflect on attainment. For example, improved data handling has enabled staff to drill down and focus on young people and tell the story behind the data. As well as allowing short term remedial actions to be put in place, this has allowed collaborative working to ensure that interventions are put in place earlier. The use of the Insight Advisor is crucial in our continuing self-improvement cycle and improved data literacy plan. The engagement through Insight sessions has been instrumental in changing the culture and ethos of staff approach to curriculum planning and design. Moreover, using Insight to demonstrate the impact of improvement arising from the changes made has enabled the school community to have a shared ownership of the data and use it to plan continuous improvement.

Bun-sgoil Chondobhrait/Condorrat Primary School, North Lanarkshire Council
Using total immersion to raise children's attainment and promote their confidence in Gaelic

The depute headteacher and staff prioritise supporting children to regain their fluency in Gaelic to improve continuity in learning.

At the beginning of the session, teachers adjusted the curriculum to deliver total immersion to children in P4 to P7 for a six-week block. Children engaged in learning where Gaelic was spoken and used in a range of situations and curriculum contexts. They responded using their Gaelic language skills. Teachers' monitoring noted children regaining confidence in speaking Gaelic and using it as a medium of learning.

Staff have planned a programme of support to address identified gaps in writing Gaelic. All classes have a 'publication station' to provide daily opportunities for writing. Children write across a range of genres and about topics of their choice. Teachers' monitoring evidences children regaining confidence in writing through Gaelic. Teachers have identified individual children who benefit from small group sessions to target gaps in learning. Children speak positively about this support and are involved in monitoring the impact it has on their progress.

Children's progress is showing early signs of improving. Children talk confidently and proudly of the progress they are making.

The Gaelic-speaking classroom assistant works across all classes to provide planned support to individuals and groups of children. Teachers have translated resources to support children improve their vocabulary. The Gaelic-speaking support for learning teacher and classroom assistant are now using these materials to work with individuals across the school.

Senior leaders continue to make effective use of data to monitor the impact of their approaches to support recovery. They have identified 'checkpoints' throughout the year when they look closely at the progress of groups and individual learners. Children's views are gathered and used alongside the attainment data. This use of qualitative and quantitative data provides a robust and accurate picture of progress. Senior leaders use the information with staff to review and adapt the support for children ensuring interventions are leading to improved outcomes for all children.

(Principal teacher of Gaelic Medium Primary Education)

Conclusion

This year's National Improvement Framework demonstrates our long term commitment to a collaborative approach to improving Scotland's education system. New initiatives build on earlier ones, learning from what works and what teachers, schools and young people tell us they need.

Our vision of excellence and equity is a shared endeavour, with partners including local authorities, early years practitioners, parents/carers, teachers, lecturers and care services playing a pivotal role in improving outcomes for children and young people.

This collaborative approach will help to ensure that Scottish education remains a world class system which places the needs and voices of children and young people at the very heart of education.



Ongoing/completed activity from the 2022 National Improvement Plan

Action	Current position
<p>School and ELC Leadership</p>	
<p>SL79 Support for Into Headship will form part of our ongoing commitment to fund professional learning for teachers, including at school leadership level.</p>	<p>Ongoing Funding for the Into Headship programme is now in its seventh year, with Cohort 7 recently starting the 21/22 session. It continues to be developed through a partnership approach between Education Scotland, seven universities and local authorities and was recently positively evaluated and re-accredited by GTC Scotland. Into Headship awards the GTCS Standard for Headship, which became a mandatory requirement for new substantive head teachers on 1st August 2020. Funding has been confirmed for 22/23 and recruitment to the next programme cohort is due to commence shortly.</p> <p>Anticipated outcomes and next steps The principal route to achieving the Standard for Headship is the completion of the Into Headship programme which is managed by Education Scotland, accredited by the General Teaching Council for Scotland and is offered by seven universities. Programme evaluations remain positive with participants indicating that while quite time consuming, Into Headship, is preparing individuals well for the role of headteacher. In total 859 have now completed Into Headship.</p> <p>The Into Headship programme was successfully re-accredited by the GTCS in March 2021. Education Scotland are now beginning a process of reviewing and refreshing the programme in line with the revised professional standards which the GTCS enacted in August 2021. An external evaluation of Into Headship, led by Professor Alma Harris, was published in September 2022. An Into Headship Strategic Oversight Group has recently been re-established to provide collaborative governance for this work.</p> <p>Recruitment to the 2022/23 cohort of Into Headship is complete and the programme has launched with a series of welcome webinars for 230 participants.</p>
<p>SL83 During 2020 the Headteachers' Charter and new national guidance on an empowered system will be finalised to support local areas in ensuring that decisions are made as close to the child or young person as possible.</p>	<p>Resumed All sections of the empowerment guidance were published as agreed drafts by October 2019, with a focused period of engagement in place from January to March 2020. COVID-19 resulted in a pause to this work. In February 2022, the School Empowerment Steering Group recommenced work with a view to a relaunch of school empowerment for the 22/23 school year. This included reviewing national guidance and wider resources with key groups and targeted engagement. Following their meeting in February, the School Empowerment Steering Group set out to the Cabinet Secretary and to Councillor McCabe of COSLA their plans to recommence work on school empowerment, and this has continued throughout the year. This included allocating responsibility to Group members for reviewing the empowerment materials with key stakeholder groups over the spring and early summer, for refreshing awareness of empowerment through a session at the Scottish Learning Festival and for reviewing key policy and linkages to ensure that empowerment activities and messaging are fit to the current, post-Covid reform, planning and improvement context. The Steering group has met regularly to review progress and maintain momentum.</p>

	<p>Anticipated outcomes and next steps Activity across autumn and winter 2022-23 is focused on targeted engagement with school staff to further raise awareness and support school empowerment, initially through a series of headteacher-led engagements. Further engagements and actions will be considered in light of feedback from those events.</p>
<p>SL84 During 2020 we will continue to work with partners to raise awareness of the guidance, helping embed it in daily school/LA practices, and continuing to measure impact/progress so we can work together to address challenges where they arise.</p>	<p>Closed – superseded by SL83 As per the update to SL83, this was paused in Spring 2020 due to COVID-19. At its meeting in February 2022, the School Empowerment Steering Group decided to recommence focussed engagement on the practical resources and approaches required to further progress and embed school empowerment, with a view to a refresh/relaunch for the 2022/23 school year. This is including work with stakeholders through the Steering Group, focus groups and wider engagement, in: reviewing and refining the support and resources for empowerment within the developing education reform context; further raising awareness of and embedding empowerment across the system; and in capturing, assessing and articulating progress. The Steering Group is meeting regularly to review progress. Please refer to action SL83 for further updates.</p>
<p>SL86 We are in the process of establishing a Gender Equality Task Force in Education and Learning, as recommended by the First Minister’s National Advisory Committee for Women & Girls. Throughout 2020, the Task Force, chaired by the Deputy First Minister, will consider where gaps exist in the provision of a gender neutral experience of education and learning in Scotland, and publish a set of recommendations which will address those gaps.</p>	<p>Ongoing The Gender Equality Taskforce, met for the first time in February 2020. Progress slowed during 2020 as a result of COVID-19, however, the Taskforce reconvened in December that year. In 2021, contracts were awarded to: the Collective, the Children's Parliament and the Scottish Youth Parliament to jointly take forward engagement with girls and young women as well as Taskforce members to develop a Theory of Change model, which will set the way forward for achieving the Taskforce's ambitions. As part of this work, The Collective held a series of workshops in November and December 2021 with Taskforce members. The concluding reports and theory of change model from The Collective, the Children's Parliament and the Scottish Youth Parliament were shared with Taskforce members in May. The Taskforce agreed its position in September 2022 on the reports and they were published in October 2022. The Taskforce has already implemented one of the recommendations in The Collective's report in that it has appointed the Cabinet Secretary for Education & Skills to chair the group going forward.</p> <p>Anticipated outcomes and next steps The ultimate outcome from the Taskforce will be a strategy which embeds gender equality in education and learning, resulting in girls and young women having a gender equal experience in early years, school and community learning settings. It will tie in to the ambitions already set out in Equally Safe and the Gender Pay Gap Action Plan and will dovetail with strategic ambitions being taken forward by colleagues in Education Reform.</p> <p>In terms of next steps, the Taskforce has identified 3 strategic themes under which the 20 recommendations made by The Collective will be taken forward. 3 working groups are in the process of being formed to drive progress, reporting to the core Taskforce and the Cabinet Secretary.</p>
<p>SL89 Teaching in a Diverse Scotland identified that more needed to be done to encourage and support leadership opportunities for Black and Minority Ethnic educators and to provide current and future school leaders with professional</p>	<p>Complete Education Scotland completed Parts b)-f) in 2021.</p> <p>With reference to Part a) Two case studies have now been developed. One was published in the 2022 NIF and the other was published on the Building Racial Literacy group on Slack (an online platform). This is a closed programme area for participants.</p> <p>Outcomes and Next Steps</p>

<p>learning focused on anti-racist practice. As a result, Education Scotland will: a) Include case studies on BME teachers who have participated in the professional learning and leadership programmes, in evaluation activity and promotional materials. b) Revise online modules for Into Headship: Education Law and Employment Law. c) Deliver EiH Learn sessions for headteachers focused on diversity in the teaching profession and the role of headteacher offered across the country. d) Work with partners to offer a range of opportunities to explore anti-racist practice and education across a range of programmes. e) Maintain an ongoing revision of programme materials (PPTS, handouts) to ensure that visuals/examples are more representative of the teaching profession. f) Engage with BME educator networks to share messages about recruitment to programmes and the wider professional learning offer.</p>	<p>Next steps for this action: Education Scotland are now linking with the National Lead for Diversity at GTCS to consider how we utilise our networks to support their priorities. We will continue with equalities, diversity and inclusion (EDI) monitoring of engagement of our programmes. Sessions on culturally-responsive pedagogy are now a standard aspect of Excellence in Headship (EiH). [Part a) was an outstanding part to this action last year; this action is now complete.]</p>
<p>SL90 Throughout 2022, Education Scotland will continue to offer bespoke professional learning and leadership opportunities for Scotland's school and system leaders to explore system issues such as curriculum design. This will include design, delivery and evaluation of our offer, or working with partners to do this.</p>	<p>Complete- business as usual 237 participants completed the Into Headship programme in 2022 as part of Cohort 7, with a further 240 joining Cohort 8 for the new academic session.</p> <p>Since January 2022, 91 new Headteachers have joined the Excellence in Headship (EiH) programme, including the 2-day induction. The ongoing professional learning sessions for Headteachers continues to be shaped by the participants. New additional Learn sessions included Developing a Curriculum Rational and a focus on teacher leadership with an input from past participants of the Teacher Leadership Programme detailing how their work on enquiry in the programme shaped their practice. Popular sessions from previous years continued into this year, including Socially Just Leadership: Anti-Racism, Allyship and Action. The Professional Learning and Leadership (PLL) team delivered or worked with partners to deliver 43 EiH Learn sessions with Headteachers on topics including Leadership and Critical Self-awareness, Values-Based Learning and Organisational Effectiveness. Some of these learning opportunities were repeated throughout the year.</p>

	<p>The second cohort of Excellence in Headship Stretch was launched in September 2022. 56 experienced Headteachers are engaging in collaborative enquiry to explore, analyse and suggest improvements to aspects of the education system in Scotland. The PLL team have provided some dedicated learning sessions around what collaborative enquiry is and how it might be enacted with Headteachers subsequently identifying areas of interest to explore together to improve.</p> <p>The Agile School Leadership program is an intensive, 12-week online workshop designed by Dr Simon Breakspear for school leadership teams who want to level up and lead meaningful change. The professional learning centres around support to Headteachers and system level leaders in the process of school improvement planning and complements existing improvement methodologies by providing overarching tools and process. 50 Headteachers took part in the Agile School Leadership pilot as part of Excellence in Headship and Excellence in Headship Stretch. Since the pilot, 173 school and system leaders have engaged in this targeted professional learning offer, with a further 154 participants from school leadership teams engaging in the current cohort as part of the Excellence in Headship programme.</p> <p>Outcomes and next steps Professor Alma Harris’s recent external evaluation of Into Headship highlighted it is a well-established and highly effective programme equipping participants to further develop as a strategic leader and meet the requirements of the GTCS Standard for Headship.</p> <p>The intended impact of EIH work is to support and challenge school leaders towards improvements in their setting that impact on children and young people’s experiences and outcomes. Three participants evaluations from 2022 reveal the impact on their curriculum planning and implementation after learning on the programme.</p> <p>“I am motivated to start refreshing and revising our curriculum. I feel equipped to begin with the changes needed.”</p> <p>“After reflecting, I intend to create a school maths strategy in conjunction with pupils/staff/parents/community”</p> <p>“This will definitely help me look at my practice and how I can work to develop our 3-18 Gaelic Plan. I felt very supported and motivated by our discussions.”</p> <p>The intended outcomes of Agile School Leadership were to build support for school and system leaders in their school improvement planning, complementing existing school improvement methodologies. The Agile School Leadership pilot is coming to an end. Forth Valley West Lothian regional improvement collaborative are going to implement tools, techniques and approaches from Agile School Leadership across the region.</p> <p>The next steps are to co-construct, deliver, evaluate and update a pilot system leadership offer.</p>
<p>SL91 Education Scotland will deliver professional learning to support learning, teaching and assessment, and moderation, to practitioners nationally and</p>	<p>Ongoing The Quality Assessment and Moderation Support Officer (QAMSO) programme was delivered across all Regional Improvement Collaboratives in 2021/22. The programme was delivered as a train-the-trainer approach to help build further capacity within the system. Almost all local authorities were involved with 1048 practitioners participating. An evaluation was carried out by practitioners before and after the QAMSO programme.</p>

<p>regionally, and across local authorities during the academic session 2021-22.</p>	<p>Anticipated outcomes and next steps</p> <p>The evaluation demonstrated that participating practitioners noted improvements in their levels of understanding of the learning, teaching and assessment cycle and, additionally, achievement of and progress through a level. Confidence levels also increased across the survey measures. Post evaluations showed that practitioners felt:</p> <ul style="list-style-type: none"> • more confident in their ability to create high quality assessments • more confident in moderating evidence of progress towards a level • more confident in using digital approaches to support moderation • more confident in being able to support and facilitate learning, teaching and assessment approaches in their role as a QAMSO <p>Education Scotland will support online re-connector and drop-in sessions with existing local and regional QAMSO networks. Education Scotland will revert back to a National QAMSO Programme with spaces allocated to local authorities for practitioners to attend in order to supplement local and regional networks.</p>
<p>SL92</p> <p>The Scottish Government will work with partners from across the ELC sector to develop a new Childcare Workforce Strategy, which will explore key issues and challenges on workforce, including professional learning and leadership support for all those working across ELC and the wider childcare sector.</p>	<p>Ongoing</p> <p>Scottish Government officials met with leading stakeholders through preliminary one to one meetings throughout Spring 2022 to identify current and emerging priorities and issues surrounding ELC professionals, including the new Programme for Government commitments relating to school age childcare, and provision for 1 & 2 year olds. These stakeholders were invited to form a Workforce Strategy Steering Group, and a Framework document and supporting action plan was drafted for their consideration. This was then shared with wider policy officials and COSLA officials for initial comments during Summer 2022. The Steering group met together for the first time on 31 August 2022 to discuss and review the groups Terms of Reference, vision and the draft Framework document in more detail. Feedback from this discussion was captured to enable modifications to the documents, and we continue to work with the Improvement Service to finalise the drafts.</p> <p>The draft Framework and action plan focuses on 5 key themes, all categorised as short, medium, or long-term priorities:</p> <ul style="list-style-type: none"> - Planning for the future - Supporting effective recruitment of a diverse workforce - Enhancing the attractiveness and fulfilment of careers in childcare - Ensuring registerable qualifications meet the needs of all parts of the sector - Ensuring professional learning resources are accessible and support career development. <p>Anticipated outcomes and next steps</p> <p>We will engage with ELC professionals to seek the views of the workforce in the coming weeks, before seeking clearance of the Steering group for the final Framework and supporting Action Plan. It is the intention to publish in Spring 2023.</p>
<p>SL93</p> <p>Education Scotland will develop an online professional learning community and support increased collaboration and the sharing of effective practice between Equity</p>	<p>Complete</p> <p>Education Scotland established an online professional learning community to support increased collaboration and the sharing of effective practice between Equity and Excellence Leads working in the early learning and childcare sector during the academic session 2021-22. This is facilitated through an online chat facility, a file sharing space, and virtual meetings of members. One hundred and twenty colleagues from across Scotland have already participated in the community. A working party of members has</p>

<p>and Excellence Leads working in the early learning and childcare sector during the academic session 2021-22.</p>	<p>been established ensuring representation from across all 6 Regional Improvement Collaboratives, as well as a local authority officer and a representative from the Children and Young People's Improvement Collaborative team. The working party will take a leading role facilitating support, based on the membership consultation.</p> <p>Outcomes: Increased practice sharing between Excellence and Equity Leads (EELs) and scaling up of successful improvement activity, to support the narrowing of the gap in children's outcomes between those living in the most and least disadvantaged communities. Excellence and Equity Leads will feel more supported in their roles and have increased confidence in implementing approaches which will improve children's outcomes and reduce inequity.</p> <p>Next steps: A working group of EELs has been established to lead the further development of the professional learning community. This includes establishing regular sessions for the group to come together to share practice and engage in professional dialogue to support improvements in learning and teaching, with a particular focus on approaches to close the gap in children's outcomes.</p>
<p>Teacher and practitioner professionalism</p>	
<p>TP01 The intention remains to fund professional learning for teachers in this area (Masters level Professional Learning) including at school leadership level</p>	<p>Ongoing The Scottish Government continues to support Masters-level learning for teachers through the Teacher Education Partnerships with £750,000 funded in 21/22. Funding for Masters-level learning for teachers has been confirmed for the 2022/23 session. Teacher Education Partnerships were notified of their allocation of the £750,000 in June 2022. This builds on earlier investment of around £8 million which has enabled over 7,400 teachers to engage with high quality professional learning opportunities.</p> <p>Anticipated outcomes and next steps The Scottish Government will review this funding as part of the 2023/24 process.</p>
<p>TP32 Additional collaborative professional learning opportunities in STEM will become available through the activities of the college-led STEM Hubs, now known as STEM Partnerships.</p>	<p>Ongoing Colleges have continued to build up their work with schools and capacity to support STEM and to provide professional learning and increased engagement activity.</p> <p>Anticipated outcomes and next steps The STEM partnerships bring together key regional stake-holders to drive progress around STEM and actions are co-ordinated through a national steering group. Cover across Scotland has been variable and efforts will now be made to support those college partnerships that are most active in school-college links.</p>
<p>TP34 A Young STEM Leaders awards programme. The programme aims to grow mentoring opportunities and encourage inspiration for STEM by young people. Following a successful pilot in 2019, the programme is now</p>	<p>Ongoing The programme is offered at Curriculum for Excellence Second, Third and Fourth Levels, underpinned by a framework that identifies the skills, knowledge and behaviours expected of a young STEM leader. The Scottish Schools Education Research Centre – SSERC – who operate the programme, have made the SCQF accredited awards available as a Scotland-wide initiative.</p> <p>Anticipated outcomes and next steps</p>

<p>available to all schools in Scotland.</p>	<p>The Young STEM Leader Programme (YSLP) aims to inspire more young people to develop an interest in STEM and pursue the study of STEM subjects and relevant future pathways.</p> <p>The aim is for at least 7,000 young people to be involved in the academic year 2022/23.</p>
<p>TP95 We will continue to encourage more people into teaching, particularly those groups under-represented in the profession (men and minority ethnic communities) as well as in particular subjects (STEM) and geographical areas.</p>	<p>Ongoing We will continue to deliver the recruitment campaign “That’s What Teaching Taught Me” for entrants into Initial Teacher Education.</p> <p>We continue to offer STEM bursaries of £20,000, for career changers wishing to undertake a one year Postgraduate Diploma in Education into the hardest to fill STEM subjects.</p>
<p>TP106 To promote the recruitment of Gaelic teachers, the Scottish Government is funding a Gaelic Teacher Recruitment Officer at Bòrd na Gàidhlig (BnG) to attract Gaelic speakers into the profession. A range of promotional materials have been prepared for this purpose and BnG and Skills Development Scotland (SDS) are promoting Gaelic teaching at school events. In addition courses are available at Glasgow University and Sabhal Mor Ostaig to assist teachers who would like to transfer from English to Gaelic teaching and also local authorities are providing support within their area for those who would like to teach through the medium of Gaelic.</p>	<p>Ongoing The GTC Scotland’s survey of registered staff showed that around 700 individuals are interested in Gaelic Continued Professional Development. The Gaelic Division are now working with GTCS to establish messaging for local authorities around the benefits of expanding teachers’ access to Gaelic Continued Professional Development.</p> <p>The Scottish Government has set up a working group to examine support available specifically for Language Assistants, and a course around this is in development at the Gaelic College, Sabhal Mòr Ostaig. The Scottish Government has established a group to develop Gaelic Headship and Leadership content and courses.</p> <p>The Scottish Government continues to support SpeakGaelic, which widens access through a free multi-platform resource for anyone interested in learning the language.</p> <p>Anticipated outcomes and next steps A new ATQ to allow teachers who have Gaelic but do not currently teach in Gaelic to transfer has been set up as a pilot at Strathclyde University, supported by Bord na Gàidhlig, and this will be evaluated. We have also funded the development of a course at SMO for language assistants and Comhairle nan Eilean Siar (Western Isles Council) has advertised for language assistant candidates to form a pilot which will run in 2022-23.</p> <p>The aim of the GTCS survey is open up dialogue with their employers on CPD and career opportunities in Gaelic teaching. We will be reminding LAs of the survey and the opportunities that exist to support staff in any journey they wish to undertake in to Gaelic medium or Gaelic Learner education.</p> <p>SG, Education Scotland, and Bord na Gàidhlig are meeting with local authority representatives on a quarterly basis to ensure that Gaelic is included in courses and CPD developments for Headship and Leadership courses. This work will continue going forward.</p>
<p>TP108 Education Scotland will deliver three professional learning sessions to support childminders delivering the early learning and childcare funded</p>	<p>Complete Education Scotland and the Scottish Childminding Associations (SCMA) have collaborated to deliver three bespoke professional learning sessions for childminders who provide early learning and childcare (ELC), including but not limited to those providing funded ELC on behalf of local authorities. The sessions, informed by childminder feedback were as follows: Session 1 - Curriculum and Planning for Childminders Session 2 - Pedagogical Leadership for Childminders</p>

entitlement by October 2022	<p>Session 3 - Transitions Matter in Childminding Settings. Each session attracted 200 - 300 participants and received very positive evaluations.</p> <p>Outcomes and next steps</p> <p>Overall childminders report increased levels of confidence and knowledge of areas covered in the session. It is anticipated that as this learning becomes embedded in practice it will lead to improvements in the quality of provision offered by attendees.</p> <p>Next steps:</p> <p>Evaluative evidence will be used to inform further professional learning sessions for this group of ELC practitioners. Key messages will also be shared with the wider group of partners working on the delivery of the national childminding action plan. Partner organisations include the Scottish Government, which leads on the plan, the Scottish Childminding Agency, the Care Inspectorate and Education Scotland.</p>
<p>TP109</p> <p>The Scottish Government will continue to work with key partners to deliver the ASL Action Plan to enhance professional learning and development for additional support for learning. The Scottish Government will also work with partners to ensure that there is appropriate career progression and pathways for teachers looking to specialise in additional support for learning.</p>	<p>Ongoing</p> <p>We published our updated Additional Support for Learning Action and a summary progress report in November 2022. This highlighted that we have successfully delivered 24 out of the 76 total actions.</p> <p>We have engaged widely with stakeholders throughout 2022 to take stock of current provision and agree priorities. These are reflected in our updated action plan which is intended to help ensure that meaningful change is realised.</p> <p>The Additional Support for Learning Project Board, jointly Chaired by the Scottish Government and COSLA, was established in June 2022 and has a key role to ensure that we deliver our action plan. The Project Board will produce a work plan in response to this report outlining how to ensure we deliver meaningful change through this work.</p> <p>Delivery of the measures set out in our joint action plan, will require continuous review to ensure that we achieve the broad and deep change necessary to achieve our ambitions that all children and young people are valued, respected, included and supported to achieve and succeed.</p> <p>Anticipated outcomes and next steps</p> <p>As part of their ongoing work, the Additional Support for Learning Project Board will agree and develop a work plan in early 2023, working closely with the Additional Support for Learning Network, to identify priority areas of work and how they can best support delivery of this work. In particular they will consider:</p> <ul style="list-style-type: none"> • How actions can be implemented to achieve the greatest positive impact on ASL delivery • How this impact can be identified and measured across the range of work within the action plan • The capacity of the education workforce and how best to enhance their capabilities to support delivery of this work
<p>TP110</p> <p>By December 2022, Education Scotland will build on its existing professional learning and leadership suite of programmes supporting empowerment and agency</p>	<p>Complete- business as usual</p> <p>Since January 2022, Education Scotland has built on its existing suite of professional learning and leadership programmes and engaged with over 10,000 practitioners during this period.</p> <p>The extension of our PLL work continued and saw the introduction of the Building Racial Literacy (BRL) programme which was co-constructed with a wide range of partners, including education practitioners and stakeholders</p>

including designing, delivering and evaluating professional learning or working with partners to do this. This will support capacity building across the system locally, regionally, and nationally with a particular focus on the key areas of education reform and curriculum.

on the Scottish Government Race Equality and Anti-Racism in Education Programme (REAREP).

The broadening of access to the work of the Directorate continued with programmes and activities made available to Early Learning and Childcare (ELC) practitioners and those working in Community Learning and Development (CLD), including the launch of a new Educator Leadership Programme in September 2022. This programme has practitioners from Early Learning and Childcare, teachers in schools and practitioners from Community Learning and Development (CLD) settings learning from and with each other, taking an enquiry approach to improve their practice and impacting positively on the learners they directly support. Participants on the Building Racial Literacy programme came from a wide range of education settings including Early Learning and Childcare settings, schools, local authorities CLD settings and Initial Teacher Education.

All these new additions to the suite of programmes has allowed us to broaden our reach and impact of learning across education.

This year 101 participants completed the Teacher Leadership Programme. Their practitioner enquiries ranged in focus from pedagogical approaches to curriculum, and from wellbeing to equality and inclusion. The programme was supported by subject specialists within Education Scotland including those from numeracy and mathematics and digital teams, who acted as critical friends to the teachers.

Growing from the success of the Teacher Leadership programme; the new Educator Leadership programme (ELP) launched in September 2022 and is designed to offer participants more flexibility and opportunities to collaborate and share practice across sectors, while keeping the learner experience at the centre through its focus on practitioner enquiry. ELP is open to Early Learning and Childcare practitioners, Community Learning and Development practitioners and classroom teachers. 174 participants joined this new offer in September 2022.

In September 2022, 658 practitioners signed up for the third cohort of Aspiring to Middle Leadership programme.

434 participants completed the Middle Leaders Leading Change programme in June 2022 and 406 new practitioners joined the new cohort in September 2022.

Leading CLD was a new professional learning programme launched in 2022. 20 participants completed the pilot programme and shared very positive experiences with evaluation data suggesting increased confidence of 15% on average with all measures combined, as a result of participating in the programme.

In 2022, the Professional Learning and Leadership team worked with 8 settings to deliver bespoke sessions on Collaborative Middle Leadership in 3 different local authorities.

Outcomes and next steps

Anticipated outcomes and next steps for the Educator Leadership Programme are the building of cross-sectoral networks and a large number of practitioners engaging in reflection and making improvement to their practice that improve outcomes for the children and young people with whom they work. Next steps are to deliver and evaluate the new Educator Leadership Programme.

	<p>The expected outcomes of the Building Racial Literacy programme are to make anti-racism a baseline value for participants and make educators less 'race evasive.' From the 2022 end of programme evaluations, 100% of programme participants now feel confident in dealing with a racist incident in their workplace (compared to 67%, <i>n</i>=45 pre-programme), along with 100% able to identify with confidence aspects of their anti-racist practice that need to improve (compared to 82%, <i>n</i>=55). Next steps are to deliver cohorts 2 and 3 in 2023 and continue to evaluate impact.</p> <p>Expected outcomes and impact of the Aspiring to Middle Leadership programme are to see changes in practice and support teachers toward building their leadership capacity. In post programme evaluation, the majority of respondents indicated that they planned on implementing their learning in practice (96%, <i>n</i>=241), and 89% (<i>n</i>=224) stated that they would be likely or very likely to share their learning with colleagues. Participant testimony: "I will definitely use some of the tools I've learned and it's given me more ideas on how to get parents more engaged and the importance of this."</p> <p>Next steps are for Education Scotland to continue to deliver and evolve the offer, including more online self-directed learning that participants can access anytime/anywhere.</p> <p>Expected outcomes and impact of the Middle Leaders Leading Change programme are improved confidence, knowledge and skills of middle leaders to invoke change, across a range of area including curriculum. Following the success of the Leading Community Learning and Development (CLD) pilot a further offer will be facilitated in early 2023 with the support of a design group made up of key CLD stakeholders across local authorities.</p> <p>The Collaborative Middle Leadership offer is currently paused whilst programme material is being updated.</p>
<p>TP111 Education Scotland will work with practitioners to update the Early Level Play Pedagogy Toolkit, extending and strengthening support for early level practitioners by July 2022.</p>	<p>Complete Version 2 of the Early Level Play Pedagogy Toolkit was published on 27/07/2022 with a soft launch during the school holiday period. The updated resource has a new more accessible format and contains new practice examples from across Scotland, links to local authority support and additional international information and evidence. In its first three months the toolkit has been viewed over 21,000 times.</p> <p>A 'play pedagogy blether' to introduce the toolkit was held in August 2022 and was oversubscribed with over 300 registering to attend.</p> <p>Outcomes and next steps Early level practitioners who use the resource will have a deeper understanding of play pedagogy and have increased confidence in using it effectively to support children's learning and development. Practitioners will observe increased levels of engagement by children in their learning and greater motivation to learn.</p> <p>Next steps: Education Scotland will continue to provide professional learning on play pedagogy in collaboration with Regional Improvement Collaboratives, local authorities and other stakeholders. The toolkit will be enhanced and refreshed with additional examples of practice in an ongoing basis and practitioners will be invited to evaluate its effectiveness to inform future development.</p>

<p>TP112 Scottish Government will work with the Scottish Negotiating Committee for Teachers (SNCT) to agree how the commitment to reduce class contact time for teachers by 90 minutes per week will be delivered.</p>	<p>Ongoing Discussions are ongoing within the SNCT.</p>
<p>TP113 Scottish Government will work with local government to deliver the Scottish Government and Scottish Green Party's shared policy programme commitment to recruit 3,500 additional teachers and 500 classroom assistants over this parliamentary term.</p>	<p>Ongoing Work continues on the recruitment to ITE programmes, as we continue to work towards delivering this commitment.</p>
<p>TP114 Following a successful pilot in 2018- 2020, Education Scotland in collaboration with Dyslexia Scotland will, by November 2022, develop, present and evaluate the GTCS Professional Recognition Programme for Dyslexia and Inclusive Practice in 2021/22.</p>	<p>Ongoing The pilot received very positive feedback from participants and also their Headteachers, with comments noted about the benefits gained from achieving the GTCS Professional Recognition in dyslexia and inclusive practice and the added value the programme brought to the wider school community. Seventeen participants have successfully gained the award for GTCS Professional Recognition in Dyslexia and Inclusive Practice. During the programme members of the programme board participated in three moderation and training sessions to further improve the submission and marking process.</p> <p>Anticipated outcomes and next steps Planning is in progress for an award ceremony for the successful 2021/22 programme participants in January 2023. Information and invites have been shared with Ministers and Senior leadership colleagues within Education Scotland, General Teaching Council for Scotland and Dyslexia Scotland. The 2022/23 programme has begun with 30 participants. This programme will be delivered in-person and through virtual sessions. There is continued development of submissions and the marking process. The programme panel will invite new members from the 2021/22 alumni to join and the panel continues to participate in training and moderation sessions to support on-going improvements and to build capacity within the panel. Programme participants will be invited to share their experience and practitioner enquiry on the Scottish Government funded Addressing Dyslexia Toolkit and at Dyslexia Scotland annual Education Conference in 2023.</p>
<p>TP115 Aligning with national policy, legislation and demand, the Pupil Support Staff Professional Learning Framework aims to support staff to make an even greater contribution to the learning, wellbeing and future opportunities of children and young people. Education Scotland will lead on the continued</p>	<p>Ongoing Since the launch in Sep 21, the Pupil Support Staff Professional Learning Framework has had 31,239 views. This framework is part of the national Pupil Support Staff Engagement Programme (PSSEP). Views and suggestions from the workforce through the PSSEP will support future development of the professional learning framework.</p> <p>Participant feedback from the engagement programme events held in October 2022 about the framework was positive.</p> <p>Anticipated outcomes and next steps Education Scotland will refresh the framework when the new Education Scotland website is updated in Spring 2023 and the refresh will be informed</p>

<p>development of and dissemination of the Pupil Support Staff Professional Learning Framework in 2022.</p>	<p>by suggestions from those accessing the framework to make improvements and any changes. Some feedback received includes:</p> <p>'More practical information and training for support staff that are not used to using technology.'</p> <p>'I would like to see how to deal with non-educational items, if a pupil is struggling mentally, or at home.'</p> <p>'Infographic to provide brief overview and on one page.'</p> <p>The Pupil Support Staff Professional Learning Framework is part of the Pupil Support Staff Engagement Programme which is within the Scottish Government Empowerment agenda, the Bute House agreement 2021 and the Scottish Government Additional Support for Learning Action Plan (Morgan Review 2020). Working in collaboration with stakeholders the framework will continue to be maintained and updated. The Information HUB page has had 1,413 views since the soft launch in September 2022.</p>
<p>TP116 Education Scotland leads on the national Harmful Sexual Behaviours subgroup and will set up a national safeguarding in education network to determine professional learning requirements. Education Scotland will then plan, deliver and evaluate professional learning to support education staff in recognising and responding to safeguarding concerns by November 2022.</p>	<p>Ongoing The new national guidance for Child Protection was published in September 2021. National guidance for child protection in Scotland 2021 - gov.scot (www.gov.scot). This led to the development of a national safeguarding in education network, bringing together child protection / safeguarding in education strategic leads from across the 32 local authorities and the independent sector.</p> <p>Terms of reference were agreed, dates set for quarterly meetings during 2022 and a questionnaire established the key themes / issues / priorities arising relating to this area. This included;</p> <ul style="list-style-type: none"> • consistent approaches to professional learning; • chronologies; • upskilling of staff & supervision of staff responding to child protection or safeguarding concerns. <p>The first national network was hosted in January 2022, and attendees provided feedback about the opportunities provided by the network to speak to and share experiences with colleagues, and to develop confidence in using the revised guidance for child protection.</p> <p>The safeguarding in education national network meeting in November had a focus on supervision for education staff responding to child protection & safeguarding issues as these can often be complex, difficult and emotionally draining.</p> <p>Anticipated outcomes and next steps Currently police, social work and health all have supervision for staff as a mandatory part of their work. This is not the case for education. The new Child Protection guidance outlines the importance of supervision for all staff responding to / dealing with CP concerns.</p> <p>A short life working group has been established to gather intelligence of current offer across Scotland. This will then be synthesised into a report outlining the current picture of supervision across Scotland, with an overview of the offers for other organisations and recommendations for Education Scotland / SG to consider.</p>
<p>TP117 Education staff require further support on forming a culture and ethos that prioritises relationships and</p>	<p>Ongoing Education Scotland continues to provide professional learning designed to be delivered at whole school level but can also be used with partners such as Police, Social Work, Advocacy workers etc. to promote consistency of language and approach across all children's services. This professional</p>

<p>support with upskilling and professional learning to understand, recognise and respond to dysregulated and distressed behaviour through a relationship-based, nurturing and trauma sensitive lens. Education Scotland will lead on developing publishable guidance and the online professional learning resource on Promoting Positive Relationships and Behaviour and Restorative Approaches in collaboration with SAGRABIS and local authorities by June 2022. Education Scotland will introduce the professional learning resource through engagement events in partnership with colleagues from SG/SAGRABIS for local authorities to further explore the resources themselves</p>	<p>learning has been piloted in a range of settings to approximately 570 participants in 4 local authorities across early learning and childcare settings, primary, secondary, and special school sectors and to campus Police Officers as a bespoke group. The resource has also been delivered to Restorative Approaches trainers in one local authority. The feedback from the pilot sessions has been very positive.</p> <p>Participants comments: 'I think across the board the restorative approach should be looked at and considered outside of school as well as at school, more people need to be aware of it and how useful it is and the benefit it has to giving kids a chance in life' Campus Police Officer.</p> <p>Pilot support is being provided for a local authority around guidance for schools on creating their relationships policy and how the developed guidance articulates with other policies such as anti-bullying, maximising attendance and minimising exclusions, equalities strategy.</p> <p>Anticipated outcomes and next steps Education Scotland will re-focus on school relationships policies and their implementation to include on-going staff professional learning activities. ES are supporting one local authority to work collaboratively with Head teachers to write central guidance to support schools write or refresh their own Relationships Policies in line with national guidance which prioritises relational practice before punitive processes.</p> <p>Based on feedback from the pilot exercise and full publication of the resources. Education Scotland will run a series of engagement events in spring/summer terms next year.to properly launch the resources and professional learning.</p>
<p>TP118 By July 2022, Education Scotland will co-create with partners a prototype of a Building Racial Literacy professional learning offer, reporting into the Race Equality and Anti-Racism in Education Programme board. The prototype will be evaluated by Education Scotland in terms of process, content and initial impact of anti-racist practice and understanding.</p>	<p>Complete - business as usual The Building Racial Literacy programme is open to all educators in Scotland. The programme is for those interested in becoming anti-racist educators and leaders, those seeking to build their confidence in discussing and challenging racism and those who need help identifying and implementing anti-racist behaviours and processes in their everyday practice. Co-constructed with a wide range of partners, including education practitioners and stakeholders on the Scottish Government Race Equality and Anti-Racism in Education Programme (REAREP), the Building Racial Literacy programme was co-created with a first cohort of 73 participants across 27 Scottish local authorities completing in March 2022. The end-of-programme evaluation shared the impact of the professional learning on participants and the early emerging impact on the learners they support. Three participants have written blog posts about their experiences of the programme:</p> <ul style="list-style-type: none"> - My experience of Building Racial Literacy: power, motivation, hope and positivity - Building Racial Literacy - Decolonising the Curriculum: Exploring Positive Narratives that Challenge Assumptions, Empower Learners and Inspire Unity <p>Following the interim evaluation by Education Scotland and ongoing collaboration with partners and past participants, delivery of the programme is planned for another two cohorts. The second cohort started in August and the third will start in December 2022, with a range of educators and system leaders. 248 applications for the two cohorts have been received and sifting is underway. This video tells the story of the programme so far is available: Story of the Building Racial Literacy Programme</p> <p>Outcomes and next steps</p>

	<p>73 participants across 27 Scottish local authorities completed the Building Racial Literacy.(BRL) The end-of-programme evaluation shared the impact of the professional learning on participants and the early emerging impact on the learners they support.</p> <p>As part of BRL participants were asked to develop an Anti-Racist Action Plan, which was then shared with others at Sharing the Learning session held at the end of the programme. The Anti-Racist Action Plans supported participants to identify actions, intended impact on their practice and the intended impact on learners. Some examples include developing an anti-racism support group for learners, which will allow for deeper understanding of racism taking place within the school, encouraging learners to develop their confidence regarding discourse around anti-racism.</p> <p>Prior to beginning BRL participants were asked to complete a pre-programme evaluation regarding their levels of understanding and awareness of anti-racism and their role (78%, <i>n</i>=67). Participants were then asked to complete the same evaluation post-programme, to identify any impact or areas of change (<i>n</i>=50). 100% of programme participants now feel confident in dealing with a racist incident in their workplace (compared to 67%, <i>n</i>=45), along with 100% able to identify with confidence aspects of their anti-racist practice that need to improve (compared to 82%, <i>n</i>=55).</p> <p>Next steps are the delivery of Cohorts 2 and 3 and the ongoing evaluation of the work which will be covered under TP110.</p>
<p>TP119 Education Scotland will set up a National Response to Improving Literacy group to sit alongside the National Response to Improving Mathematics Partnership Board. Both groups will examine the existing landscape in Scotland and internationally and seek out the best opportunities to enhance the professional learning for teachers and the classroom experiences for young people.</p>	<p>Ongoing The work of both the National Response to Improving Mathematics (NRIM) and the National Response to Improving Literacy (NRIL) groups is ongoing, with the NRIM work at a more advanced stage.</p> <p>NRIM: National Response to Improving Mathematics board members have worked together to discuss and examine existing numeracy and mathematics data and intelligence. Recently, NRIM working groups collaborated and produced interim improvement recommendations which will be shared with the wider education system. Feedback from these national partners will be used to determine which priority recommendations will drive the direction of travel.</p> <p>NRIL: In preparation for the first meeting of the National Response to Improving Literacy partnership board, a draft Terms of Reference paper has been produced and invitations sent to stakeholder organisations, such as the Regional Improvement Collaboratives, requesting representatives with appropriate experience and expertise to join the partnership board. Co-chairs from Education Scotland, the Scottish Government and the Association of Directors of Education (ADES) have been identified.</p> <p>Anticipated outcomes and next steps</p> <p>NRIM: The six NRIM working groups have together produced 32 interim recommendations for improving Numeracy and Mathematics, detailed in a draft summary report. The report will be shared with local authorities in early 2023 and details 6 key themes, taken from the main recommendations. Local authorities will be asked to provide feedback on these key themes. In addition an NRIM sub-group was recently formed to</p>

	<p>help with next steps and prioritise the next steps for the NRIM Partnership Board.</p> <p>NRIL: Through the sharing of knowledge, data and research, the various stakeholders on the NRIL partnership board will work together to define the scope of the group's overall review of literacy across the 3-18 system. Mirroring the approach taken by NRIM, short-life working groups will investigate key areas of literacy, as identified by the board, in order to contribute to the formulation of recommendations aimed at enhancing practitioners' professional learning in literacy and improving further the learning experiences of children and young people.</p>
<p>TP120 In the light of the ACEL data, both groups will develop evidence based recommendations in spring 2022, with a view to implementing changes as soon as possible.</p>	<p>Ongoing National Response to Improving Literacy (NRIL). In preparation for the first meeting of the NRIL partnership board, a draft Terms of Reference paper has been produced and invitations sent to stakeholder organisations such as Regional Improvement Collaboratives requesting representatives with appropriate experience and expertise to join the partnership board. Education Scotland and Scottish Government co-chairs have been identified and it is anticipated that a third chair will be nominated by the Association of Directors of Education (ADES).</p> <p>Anticipated outcomes and next steps NRIM Interim Recommendation Report and widening consultations with the system will provide evidence based recommendations moving forward. The draft report was completed in spring 2022, and work is still ongoing to complete the final report.</p> <p>Anticipated outcomes: to examine the existing literacy landscape across Scotland and internationally to support the identification of areas of particular focus for improvement; emphasise and promote the importance of literacy skills development in underpinning learning across the entirety of the curriculum, allowing children and young people to access learning and, ultimately, to the range of opportunities for learning, life and work beyond school; oversee the improvement of literacy levels for all learners (3-18) with a particular focus on closing the poverty related attainment gap; support an inclusive and 'needs led' approach to improving the literacy skills of vulnerable learners; ensure the consistent provision of evidence-based high quality professional learning across the education system in identified aspects of literacy; to improve attainment across all literacy organisers and at all stages.</p> <p>Next steps: To hold an initial meeting of the NRIL partnership board early in 2023 and begin the process of coordinating the formation of short-life working groups comprised of representatives from across the education system to focus on identified and agreed priorities in literacy.</p>
<p>Parent and Carer Involvement and Engagement</p>	
<p>PE04 Early Learning and Childcare Quality Action Plan includes a commitment to increase support for evidence-based family learning to embed</p>	<p>Complete Between 2019 and 2021 we funded Peep to deliver the Family Learning Scotland Programme, offering training and support to 432 childcare professionals across all 32 local authorities. Childcare professionals were trained to deliver the Peep Learning Together Programme and the Peep Progression Pathway to help parents learn about early childhood development, how to support children's learning, and also to support</p>

<p>this in the early learning offer for families facing disadvantage.</p>	<p>parents' or carers' own capacity for learning to enable them to take up training and employment opportunities.</p> <p>Many of those trained were Equity and Excellence leads, embedding capacity across Scotland for skilled professionals to develop close relationships with children and families together.</p> <p>Outcomes and next steps Building on evaluation of these programmes, feedback from the sector and the wider evidence base from the work of The Promise and on holistic whole family wellbeing, we are seeking to develop a programme of work to support local areas and services to embed family wellbeing within ELC services.</p>
<p>PE36 The joint Scottish Government/COSLA "Learning Together" Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: review and strengthen statutory guidance in time for academic year 2019/20</p>	<p>Ongoing A working group was set up to develop fresh statutory guidance. The group met four times over the course of 2019, and developed draft amended guidance by the end of August 2019. This guidance was consulted on from January - June 2020 and responses to the consultation on the Parental Involvement Act statutory guidance were published, where permission was given, on 5th August 2020.</p> <p>A sub group of the national steering group on parental engagement met in May 2022 to discuss and examine options with regards to whether there is stakeholder interest in finalising new statutory guidance on parental involvement. Some of the parental stakeholders have argued that it would in fact be more impactful to reform/update primary legislation, which would be a much larger exercise and would require Ministerial consideration. This discussion informed options set out to Ministers for decision in September 2022.</p> <p>Anticipated outcomes and next steps The Cabinet Secretary has agreed that work to update the statutory guidance, following the consultation in 2020, should now resume after being paused due to COVID-19. Officials will liaise with the working group to decide how best to progress this work.</p> <p>By updating the guidance we aim to ensure that parental involvement and engagement – and the legal duties that underpin this important aspect in education – is given due prominence and recognition.</p>
<p>PE38 The joint Scottish Government/COSLA "Learning Together" Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: raise awareness of participatory budgeting amongst parents</p>	<p>Complete – business as usual The Education Reform Directorate's Parental Involvement Team continue to liaise with SG colleagues who lead on Participatory Budgeting (PB) to ensure that steps are taken to further raise awareness amongst parent organisations and across local authorities and Parent Councils of the potential to use PB to deliver on their aims. The National Parent Forum of Scotland have highlighted the potential for participatory budgeting to Parent Councils via social media. A group of practitioners interested in participatory budgeting in schools was established and brought together by Education Scotland, with invites to the Parental Involvement Team. Resource pages to identify and share practice and learning have been developed and are available online and on the National Improvement Hub. In 2020 a National PB Strategic Group was established and developed a framework for PB, including ambitions, intentions and strategic areas to focus energy. The Framework for the future of Participatory Budgeting in Scotland was completed in Summer 2021 and education is one of five themes in the new Framework. The three key education priorities are:</p> <ul style="list-style-type: none"> • Supporting high quality PB processes in education;

	<ul style="list-style-type: none"> • Encouraging a focus on developing PB further in secondary schools, and; • Advocating for the ongoing development of PB as a tool to address challenges of poverty and inequality experienced by children by supporting the Pupil Equity Fund and Scottish Attainment Challenge. <p>The role of parent organisations and Parent Councils will be important to help support and drive the delivery of these priorities in collaboration with key stakeholders nationally and locally.</p> <p>Information on participatory budgeting (PB) was updated in the Pupil Equity Fund (PEF) earlier in March 2022, which continues to support PB as an innovative and effective mechanism to engage with parents, carers, children and young people, in particular those who face barriers to participation within their learning community.</p> <p>Education Reform colleagues have most recently supported Education Scotland in delivering one of their Attainment Advisors Sessions, providing awareness raising and information about SG's national drive and support for PB in Education.</p>
<p>PE79 Scottish Government will work with partners to develop accompanying advice and support materials during the course of 2020. These will be provided alongside the final statutory guidance.</p>	<p>Closed – taken forward as part of PE36 Officials are working with the Learning Together Steering group and the Statutory Guidance working group on the future progress of the refreshed statutory guidance. Officials will work with partners to look at what accompanying advice and support materials will be appropriate in relation to this. This work will be undertaken in the margins of PE36 and this action will be closed.</p>
<p>PE89 Scottish Government will engage with the Learning Together National Steering Group in order to reflect on parental involvement and engagement during the COVID-19 pandemic. This will include a reflection on the experience of virtual parent consultations and Parent Council meetings with a view to informing any future guidance and advice to schools. Practice examples will be shared with the national parental engagement network and via Education Scotland's regional improvement support.</p>	<p>Closed – superseded by PE98</p> <p>A workshop held with the Learning Together National Steering group provided outputs that will be used to inform a refreshed vision/plan on parental engagement for the post-pandemic period. Further sessions with a wider stakeholder group also took place in the first half of 2022. The outcomes of these sessions have been considered and work is ongoing to finalise a refreshed vision/plan on parental engagement and involvement , in collaboration with the steering group and the broader network on parental engagement. Practice examples will continue to be shared with the Learning Together National Network and via existing networks.</p> <p>Outcomes and next steps We are currently considering the future of the Learning Together plan and continue to work with Education Scotland and wider stakeholders to draft this. As part of this drafting we continue to consider and reflect on parental involvement and engagement during the COVID-19 Pandemic and aim to reflect this throughout any new document. We will therefore cover future updates on this work under action PE98, which covers wider work around the refreshed vision/plan on parental engagement for the post-pandemic period. We continue to share information with the Learning Together National Network on a regular basis.</p>
<p>PE90 The 2021/22 Parental Involvement and Engagement (PIE) Census data collection by LAs is complete. LAs are sharing their data with SG, to be complete in August 2022.</p>	<p>Ongoing The Parental Involvement and Engagement (PIE) Census was undertaken by 22 local authorities in 2021/22 academic year, gathering data on their parent/carer community. Data collection completed in end June 2022, for local authority use. 20 local authorities have shared their data with SG for analysis at national level. SG have pre-announced publication of the headline findings in mid-December 2022.</p>

<p>SG will publish the statistics in December 2022.</p>	<p>Anticipated outcomes and next steps Local authorities who undertook their own PIE census 2022 have their data for their use in developing their Parental Engagement Strategy. This involves each school identifying and responding to aspects of non-engagement within their own school communities, consideration of potential barriers, and exploration of new and creative ideas and solutions. The PIE census 2022 provides schools and local authorities evidence of the impact of their approach. The data is being shared with SG for publication in December 2022. The data will provide evidence for monitoring the Learning together: national action plan on parental involvement, engagement, family learning and learning at home.</p>
<p>PE91 Scottish Government will monitor and share with partners, the quantitative and qualitative evidence from COVID-19 survey work by parental organisations during the course of 2020/21. This will include but may not be limited to:</p> <ul style="list-style-type: none"> - Survey work by National Parent Forum of Scotland in relation to learning at home during Covid-19, parent views on national qualifications during 2020/21 and other education themes. - Survey work by Connect – example: Parent/Carer Back at School Survey Report (Nov 2020) The work to share this information will help to inform the ongoing development of policy and practice on parental engagement and decisions and considerations of the COVID-19 Education Recovery Group and wider forums. 	<p>Complete– business as usual Throughout the COVID-19 pandemic regular surveys of parents and carers were undertaken by organisations including NPFS and Connect which helped to amplify the voice of parents and carers throughout this time. The Scottish Government policy team regularly monitored these surveys and shared with other internal teams and wider stakeholders where appropriate.</p> <p>Parents continue to be engaged on the topics that matter most to Scottish Education. For example, most recently, the Scottish Government has worked with key partners to actively seek out and engage parents and carers in the National Discussion on Scottish Education. A key focus of this work was to encourage the participation of communities who face the greatest barriers to taking part in government consultations.</p> <p>The Scottish Government will continue to conduct regular reviews and sharing of surveys and data from Connect, NPFS and other parents organisations – including Fathers Network Scotland and we will use these will help inform our approach to parental engagement.</p>
<p>PE92 Scottish Government and Education Scotland will publicise relevant guidance and advice on parental involvement during COVID-19 to schools via key communication channels and via the national parental engagement network.</p>	<p>Complete – business as usual Guidance setting out principles and expectations around reporting to parents, parents' evenings and the operation of Parent Councils during COVID-19 was published in November 2020. This included further practical examples in Education Scotland COVID-19 Education Recovery Group guidance</p> <p>All restrictions that have been in place in terms of access to schools for parents and carers have been lifted and the expectation is that “in person” parent evenings and schools events can now take place.</p> <p>Outcomes and next steps A discussion was held on the need for any further guidance to schools and local authorities on access to schools for parents and carers now that restrictions on this have been lifted. This took place at the Learning Together Steering Group in April 2022 and this has since been discussed</p>

	<p>further with ADES and COSLA. Following on from these discussions, we are considering options to ensure that parents and carers are involved and engaged in their child's school as we move in to a further period of education recovery.</p>
<p>PE93 The Scottish Government will continue to collaborate with partners, including parents and carers to deliver the actions from the ASL Action Plan to enhance parental empowerment and engagement. We will continue to ensure that the key role of parents, as partners in their children's learning, is realised. We will identify additional avenues for engagement to develop and deliver ways of working together that support and promote positive relationships, communication and co-operation.</p>	<p>Ongoing The Scottish Government and COSLA recognise that parents and carers are key partners in policy development. To ensure their voice is heard, parents and carers are represented in all of our stakeholder groups, including the Additional Support for Learning Project Board and Network, the Code of Practice Working Group, the Physical Intervention Working Group and the Doran National Strategic Commissioning Group. COSLA engages with parent and carer organisations at a national level.</p> <p>We have continued with our commitment to increase the funding to Enquire, which offers confidential advice and support to parents and carers on Additional Support for Learning. Since November 2021 Enquire have responded to over 1,000 enquiries and distributed over 2,000 parents' guides. They have also launched their updated website providing parents, carers and professionals with accessible information on children's rights to additional support for learning as well as practical advice to help schools and families work together. Between April and July 2022 the website had over 60,000 views.</p> <p>Anticipated outcomes and impacts We will continue to monitor the impact and effectiveness of the increased funding for the ASL statutory services alongside continued delivery of wider (local government led) actions to improve the relationships between families, schools, education psychology and wider local authority ASL services.</p> <p>We will continue to engage with partners, including close engagement with local government colleagues as part of ongoing work to support delivery of the Additional Support for Learning Action Plan.</p>
<p>PE94 By December 2022, Education Scotland and Scottish Government will work with the Initial Teacher Education Knowledge Exchange Group which includes representatives from Universities across Scotland to share knowledge and expertise in order to improve how parental involvement / engagement, family learning and learning at home are reflected in relevant courses and Career Long Professional Learning (CLPL) opportunities.</p>	<p>Complete Education Scotland undertook two comprehensive mapping exercises with local authorities and Initial Teacher Education (ITE) providers. This provided a robust data set which was used to inform next steps culminating in publication of a Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home.</p> <p>Outcomes and next steps: Education Scotland will work with local authorities and ITE providers to raise awareness and support implementation of the framework. This Framework is for anyone who supports the qualification and professional learning of early years practitioners, childminders and teachers on: parental involvement, parental engagement, family learning and learning at home. It is aimed to inform those who work with parents and families in settings and schools across Scotland and provide the foundation upon which everything else is built. The framework also aims to provide a common language and understanding of all the component parts of parental involvement, parental engagement, family learning and learning at home. The Strategic Framework can be used in a number of ways including the development, review and delivery of local and national strategies and policies as well as with approaches to and content of professional learning opportunities.</p>
<p>PE95 Education Scotland will publish parent information on 'Realising the Ambition:</p>	<p>Ongoing Education Scotland's 'Parentzone Scotland - Learning in the Early Years' webpage has been substantially updated in line with Realising the Ambition: Being Me. Following consultation with parents, new content is aligned with</p>

<p>Being Me, National Practice Guidance for the Early Years' to support parental engagement in children's learning from birth to the end of the early level by October 2022.</p>	<p>key sections of the national guidance. This provides parents with information about how learning in the early years is effectively supported through child-centred play pedagogy and the reasons which this approach is taken.</p> <p>Anticipated outcomes and next steps Parents will feel better informed, and have increased confidence about the pedagogical approaches being used in early childhood education, and in particular about the role of play in the early years of primary school. Early years practitioners, including primary school teachers will be able to use the new information to support their communication with parents at local level.</p> <p>Education Scotland will implement a communication plan to increase awareness of the newly updated content with parents and practitioners.</p>
<p>PE96 By 31 December 2022, Education Scotland will work across and within local authorities, Regional Improvement Teams and Collaboratives to share advice and guidance on ways to engage with families to support COVID-19 recovery.</p>	<p>Complete – Business as usual Education Scotland has engaged and worked with all local authorities and Regional Improvement Collaboratives. Specific support has been provided to lead and deliver bespoke sessions, based on identified need, to practitioners on Parental Involvement, Parental Engagement, Family Learning, Learning at Home, Partnerships and Self-Evaluation.</p> <p>Outcomes and next steps Education Scotland will continue to work with local authorities and Regional Improvement Collaboratives to support parental involvement, parental engagement, family learning and learning at home through providing professional dialogue, professional learning, sharing the latest research and signposting to good practice. Work will be determined by future policy direction and be based on local and regional needs to ensure a bespoke approach.</p> <p>Next Steps Work is underway to plan a series of themed webinars during 2022-23 that will be disseminated across and within local authorities, Regional Improvement Teams and Collaboratives to build the capacity of practitioners and share good practice.</p> <p>Bespoke sessions are already planned and will be delivered from December 2022 onwards based on the needs of individual local authorities and Regional Improvement Collaboratives.</p>
<p>PE97 By 31 December 2022, Education Scotland will create a briefing on how the national occupational standards (NOS) have been used since 2013 and will work with Skills Development Scotland (SDS) on updating the NOS for future use.</p>	<p>Complete Briefing on how the national occupational standards (NOS) have been used since 2013 has been created and shared with Skills Development Scotland (SDS).</p> <p>Outcomes and next steps CLD Standards Council will take forward this work after successfully bidding for the tender. Education Scotland will work in partnership with CLD Standards Council and the other three nations as lead representatives for Scotland. Education Scotland will work in partnership with CLD Standards Council and the other three nations as lead representatives for Scotland.</p> <p>It is anticipated that a refreshed Family Learning NOS will provide an up to date set of National Occupational Standards for the workforce. This will provide guidance to those employing family learning workers and a consistency of skills, knowledge and experiences.</p>
<p>PE98 The "Learning Together" action plan on parental engagement will come to a</p>	<p>Ongoing A workshop held with the Learning Together National Steering group provided outputs that will be used to inform a refreshed vision/plan on parental engagement for the post-pandemic period. Further sessions with a</p>

<p>close at the end of 2021. In early 2022, the Scottish Government will work in partnership with parent organisations national education agencies to review that plan, and to publish a refreshed policy framework on parent and carer involvement and engagement.</p>	<p>wider stakeholder group took place in the first half of 2022 and the outcomes of these sessions have been considered and a refreshed vision/plan on parental engagement has been drafted. This was considered by the Learning Together Steering Group in April 2022.</p> <p>Anticipated outcomes and next steps</p> <p>The refreshed Learning Together National Action plan as drafted received feedback from both stakeholders and colleagues in Education Scotland. Given the range of feedback and different views on the content and use of the document, Scottish Government officials had been working to revise and re-draft this</p> <p>The National Discussion paused this project as we worked to deliver an opportunity for everyone, but particularly children, young people and those who support them, including parents and carers, to shape a vision for Scottish Education.</p> <p>A meeting of the Learning Together Steering group took place on 30th November 2022 where the future progress of this plan was discussed and we will work in partnership with our Learning Together Steering group to draft and launch a succinct and focused strategic action plan.</p> <p>We are also keen to ensure that this document is fully reflective of the changing education landscape and education reform agenda so anticipate that this will not be ready to be published until early 2023.</p> <p>When finalised, it is anticipated that this will further strengthen parental involvement, engagement, family learning and learning at home.</p>
<p>Curriculum and Assessment</p>	
<p>CA02 From 2020, we will also draw upon two additional health visitor assessments at 13 months and at around 54 months.</p>	<p>Ongoing The third annual release from the 13-15 month and 4-5 year review was published in April 2022. Coverage of these reviews has increased again over the last year, with the implementation of the Universal Health Visiting Pathway across Scotland. In 2020/21, coverage of the 13-15 month and 4-5 year review was 90% and 81% respectively. These additional data sets have provided a more holistic picture of child development among the under 5s.</p> <p>Anticipated outcomes and next steps We will continue to monitor the national coverage of these reviews as health boards continue their roll-out and delivery. The next national coverage statistics will be released in February 2023.</p> <p>The earlier review point at 13-15 months will provide information to enable early intervention to support parents where this is required. The inclusion of a measure of developmental concerns captured at 13-15 month and 4-5 year review in the NIF is currently under consideration, alongside the existing key measure at 27-30 months.</p>
<p>CA03 From 2021, we anticipate a revised ELC census that will provide additional data on some of the drivers of children's outcomes.</p>	<p>Ongoing Work to enable data on the number of hours spent in funded ELC to be available as part of the ELC Census was delayed due to a delay in the roll-out of the SEEMiS Early Years management information system. The new census process is dependent on an extract of data from this SEEMiS system. It will now be 2024 before we have individual level data on children accessing funded ELC.</p> <p>Anticipated outcomes and next steps</p>

	<p>There is strong evidence that attending high quality ELC has important benefits for children. The individual level ELC Census data will enable us to better understand take up of the expanded entitlement to 1140 hours of funded ELC, and will allow us to analyse number of hours spent in funded ELC as a driver of child outcomes by child characteristics (e.g. sex, deprivation).</p>
<p>CA11 Two significant areas of development of data on school leaver destinations are under way . The first is to improve the data set by including employment data. Scottish Government and SDS are working with HMRC to develop solutions that will allow individual level employment data to be shared to support service delivery and service reform. The aim is to have these arrangements in place by Autumn 2018.</p>	<p>Closed Since the successful Proof of Concept test data transfer between HMRC and SDS in 2019, Scottish Government has sought to agree sharing of employment data from HMRC to SDS. The Scottish Government resubmitted a data sharing application to HMRC in order to progress accessing this individual level tax information on a regular basis as the previous application was rejected. The application for the data for statistical purposes has been reviewed by an HMRC delivery team and the Scottish Government are now discussing details of the data share with HMRC IT and Analyst Teams. The Scottish Government has been unable to commit to a deadline due to long standing discussions with HMRC, therefore work in this area will superseded by two new actions under the Performance Information driver.</p>
<p>CA22 We will implement the Getting it Right for Looked After Children Strategy in full. We will take a tailored approach to young people who most need support, increasing positive destinations from school for looked after children by 4 percentage points per annum, resulting in parity by 2021.</p>	<p>Closed - superseded by CA116 The support we provide to looked after children and young people in education settings continues to be viewed through the lens of the Independent Care Review’s findings as set out in “The Promise” which published in February 2020 and supersedes the Getting It Right For Looked After Children Strategy. The Promise has set the challenge to us all to determine how we will work together in partnership, across national and local Government and beyond, to ensure we deliver for care experienced children and young people – and in a way which minimises the need for children, young people and families to require the support of a formal care system. The Promise Scotland was set up in 2021 to oversee and ensure The Promise is kept by 2030. The Plan 21-24 was published by The Promise Scotland in March 2021 and sets out a number of actions necessary to deliver The Promise and those related to education settings will continue to be monitored and reported on through the NIF in action CA116.</p> <p>In 2020/21, 86% of looked after leavers went on to a positive initial destination, up from 80% in 19/20 and compared to 95% of all leavers. A lower proportion of looked after children enter positive destinations than all school leavers, but this gap has narrowed considerably since 2009/10 and we will continue to work collaboratively to build on this progress.</p>
<p>CA33 We will continue to provide, through the Developing the Young Workforce (DYW) programme, more opportunities for young people to experience high quality, work-related learning, and to gain vocational qualifications. We will increase the percentage of school leavers attaining vocational qualifications at SCQF level</p>	<p>Complete Developing the Young Workforce (DYW) is now an integral part of the curriculum. In terms of the senior phase the OECD report “Scotland’s Curriculum for Excellence into the Future” recognised DYW as one of the three pillars of the Scottish education system alongside Curriculum for Excellence and Getting it Right for Every Child.</p> <p>Outcomes and next steps We delivered on our DYW performance indicator to increase the percentage of school leavers attaining professional and technical qualifications at SCQF level 5 and above by 2021. Data published in February 2022 showed 26.1% of 2020/21 school leavers attained 1+ award at SCQF 5 or better, this is an increase of 18.8 percentage points since the baseline of 7.3% in 2013/14.</p>

5 and above year-on-year to 2020/21.	We will continue to track the success of senior phase pupils attaining professional and technical qualifications.
<p>CA43 We will ensure that by 2030, students from the 20 per cent most deprived areas make up 20 per cent of higher education entrants</p>	<p>Ongoing Implementation of the recommendations of the Commission on Widening Access is overseen by the Access Delivery Group, which is chaired by the Minister for Higher Education and Further Education, Youth Employment and Training. The Group last met on 7 September 2022. The latest HESA stats show 16.7% of Scottish domiciled full time first degree entrants to Scottish HEIs are from the 20% most deprived areas in Scotland in 2020/21. The statistics show we have achieved the key CoWA target to have 16% of students from the most deprived areas of Scotland by 2021 ahead of time.</p> <p>Anticipated outcomes and next steps We will promote widening access by continuing to work with colleges, universities, and others to implement the recommendations of the Independent Commission on Widening Access, ensuring that, by 2030, admissions to university reflects our population with at least 20 per cent of university entrants coming from our 20 per cent most deprived communities. We will build on successful work to scale up outreach activities and reforming admissions to reflect the potential a young person may have, not just their prior attainment. We are nearing the end of a recruitment process for a new Commissioner and we hope to have someone in post by early 2023. We will work with the new Commissioner to ensure they have a good induction. We will also be undertaking work on the issues related to data and widening access plus consideration of the impact widening access policies are having by developing an evaluation plan by end March 2023.</p>
<p>CA48 We will be working collaboratively with partners across the education sector to actively explore what more we can do to encourage uptake of ELC /Further Education/Higher Education for the Gypsy/Traveller community</p>	<p>Ongoing ELC: As part of our action outlined in the Improving the Lives of Scotland's Gypsy/Travellers 2019-2021 (which is now running until October 2022) to explore barriers to Gypsy/Traveller uptake of early learning and childcare, with a view to increasing uptake of the enhanced funded entitlement of 1140 hours, grant funding was issued to support a programme of work STEP undertook, to develop and distribute Home Starter Kits to Gypsy/Traveller families in Scotland with a child under 8. The kits contain the kinds of materials used in ELC settings to support creative and child-centred play. Content included culturally-relevant books and images, puppets and masks for role play, a range of art and craft materials and loose parts. A central aim is that children will supplement the contents with objects of interest from the natural world. Each kit also contains Starter Cards with QR codes linking to a section of the STEP website offering dedicated activity starter suggestions. Through a range of visual and video formats parents and carers can find ideas for setting up, organising and supporting their children's play. A key aim of the programme is to increase Gypsy/Traveller engagement with ELC by raising awareness of the benefits of play as well as making connections between families and practitioners.</p> <p>Further Education/Higher Education: The Scottish Government, through the Scottish Funding Council, continues to ensure that the university and college sectors meet their public sector equalities duties as evidenced in Outcome Agreements with individual institutions. Further, the SFC is engaged with the EHRC on where individual institutions need to focus on persistent inequalities and act to address them.</p>
<p>CA53 We have also committed to recruiting an additional 250 school nurses by 2022</p>	<p>Ongoing The Scottish Government has been working with Scotland's Health Boards to ensure progress towards our target of 250 additional school nurses in training or in post by year end 2022. We anticipate that 216 additional whole time equivalent (wte) school nurses will have been recruited between 2018 and 2022 as a result of extra Scottish Government investment.</p>

	<p>Anticipated outcomes and next steps</p> <p>This increased workforce will help school aged children across Scotland by focusing on areas which can influence poor health in later life. This includes supporting emotional health and wellbeing needs and tackling risk taking behaviours.</p>
<p>CA57</p> <p>Following the publication of the national strategy for school libraries in September 2018, an implementation group was established to oversee implementation and progress in relation to the 20 action points in the strategy which are designed to support the improvement in literacy and numeracy, boost attainment across the curriculum, support health and wellbeing, foster inclusion, and enable opportunities for family learning.</p>	<p>Ongoing</p> <p>Progress continues against the objectives of the school library strategy. As in 21/22, the School Library Improvement Fund for 2022/23 will focus on race equality and anti-racism, aligning with wider Learning Directorate and SG priorities. Training on race equality for school librarians was carried out in June 21 with a view to increasing engagement with the 21/22 application process, a similar session was carried out in 22/23 following discussion with SLIC. The school library strategy stakeholder group reconvened mid-2022 to take forward remaining actions relating to the strategy and following a meeting in November, discussions are ongoing regarding next steps.</p> <p>Anticipated outcomes and next steps</p> <p>The group anticipates producing a piece of work to recognise the developments since the commencement of the strategy. A further action plan may be required to take account of the pause which occurred as a result of the COVID-19 pandemic.</p>
<p>CA71</p> <p>The latest BISSR project is currently out to tender. It is anticipated that it will report towards the end of 2020 / early 2021.</p>	<p>Ongoing</p> <p>Behaviour in Scottish Schools Research (BISSR) fieldwork could not take place as planned in March 2021 due to COVID restrictions in place in schools and their impact on survey reference periods. The Scottish Government has recently awarded the contract for the Behaviour in Scottish Schools Research and it is intended that the fieldwork will be completed in Spring 2023 with the first phase of the research completed by Autumn 2023.</p> <p>Anticipated outcomes and next steps</p> <p>This will inform the future policy development and actions taken by the Scottish Government and partners to continue to support positive relationships and behaviour policy in schools.</p>
<p>CA72</p> <p>Improve communications and engagement on national standardised assessment in Scotland and clarify key messages.</p>	<p>Ongoing</p> <p>Published in August 2019, and widely shared with local authorities and key stakeholders, the <i>National standardised assessments: purpose and use document</i> provides clear guidance on the intended use by local authorities, headteachers and practitioners of national standardised assessments. Work with stakeholders on the development of a communications strategy on national standardised assessments was put on hold in March 2020 as a result of COVID-19 and has largely been superseded by the launch of the phase two NSA system, comprising the SNSA and its Gaelic equivalent, the MCNG. Two user assurance groups - one for educational content and the other for additional support needs and accessibility issues - were established in January 2022, and we have recommenced regular NIF meetings with the professional associations.</p> <p>Anticipated outcomes and next steps</p> <p>We will continue our communications approach for 2023 and work with key stakeholders to:</p> <ul style="list-style-type: none"> - Establish a wide and shared understanding of the approach to assessment through the broad general education in Scotland.

	<ul style="list-style-type: none"> - Clarify the key messages relating to national standardised assessment, and its place within the wider approach to assessment, and establish whether a phase two communications strategy requires to be developed in consultation with stakeholders. - Increase awareness of key policy documents, guidance and support materials available relating to national standardised assessment, including: <ul style="list-style-type: none"> - Purpose and Use document - Case studies exemplifying good practice – available on Education Scotland National Improvement Hub - Identify opportunities for tailoring of key documents and messages to particular audiences. - Widen knowledge of availability and means of accessing training and support materials for SNSA and MCNG - Provide clear channels for inward communication/gathering of views and feedback from practitioners, parents and other stakeholders to ensure a shared understanding of communication priorities and inform the continuous improvement cycle for the systems of national standardised assessment.
<p>CA77 Continue to work with partners to enhance the Gaelic medium standardised assessments.</p>	<p>Ongoing Phase two of the Gaelic medium education standardised assessments, the MCNG, was launched under a public beta banner in May 2022. The outcomes data derived from the public beta phase was then used to calibrate assessment items and standardise the assessments, for the first time in the history of the MCNG. The National Standardised Assessments for Scotland (NSA) - comprising both the MCNG and the SNSA - were formally launched on 10th October 2022. By housing the two assessment sets within the one system - while retaining distinct assessment content - the phase two NSA secures a shared approach to assessment adaptation, standardisation, reporting and training - as well as providing just one system with which GME learners and practitioners must become familiar. The SG has also brought the creation of MCNG content in house for phase two; recruiting a panel of GME practitioners to produce content which is relevant to and cognisant of Curriculum for Excellence and the approach to GME and immersion learning.</p> <p>Anticipated outcomes and next steps Reports, training, and content will continue to be developed in the medium of Gaelic, and our user research and ongoing stakeholder consultation will seek to obtain feedback to inform proposals for continuous improvement.</p>
<p>CA78 Revisit the 2014 review of the SSLN to assess the comparative burden and costs of conducting the SSLN and the Achievement of Curriculum for Excellence Levels data collection.</p>	<p>Ongoing This work was delayed in 2020 and 2021 as a result of the COVID-19 pandemic. Consideration of the most effective way to gather data (e.g. via census or sample based approaches, or both) is being taken forward as part of our work in response to the 2022 consultation on enhanced data collection for improvement and wider work related to the National Discussion on Scottish Education and the implementation of the recommendations from the OECD report.</p> <p>Anticipated outcomes and next steps We will consider the most effective approach to collecting data following the conclusions of the work streams outlined above.</p>
<p>CA79 Work with key partners to assess and enhance the value of the national standardised assessments.</p>	<p>Ongoing Our regular plans for user consultation on the assessments were necessarily curtailed by COVID-19 and associated pressures placed on schools and practitioners. Two user assurance groups – one for educational matters and the other for accessibility matters – have now been re-established.</p> <p>Anticipated outcomes and next steps</p>

	<p>These groups will support the continuous improvement of the phase two national standardised assessments platform, comprising a combined online platform for the SNSA and the MCNG, which launched in October 2022. Schools and practitioners have also participated in wider user trialling and consultation on aspects of the developing phase two services in March 2022 with further user research to be conducted in late 2022 and early 2023. Learner feedback continues to be gathered at the point of assessment whilst practitioners provided feedback in the 2021/22 staff survey.</p>
<p>CA80 The government has commissioned an independent review of our Senior Phase. The purpose of the review will be to explore further how Curriculum for Excellence is being implemented for young people in S4-S6 across the country, and to identify any improvements that might be made.</p>	<p>Complete The OECD Independent Review of Curriculum for Excellence looked at the Senior Phase curriculum and the Broad General Education (BGE) and the articulation between the two. In August 2020 the Deputy First Minister asked the OECD to extend the remit of the Review to have a deeper focus on the future of student assessment and qualifications approaches in the Senior Phase curriculum in Scotland, based on best practice globally. The OECD published their review of CfE on 21 June 2021 and the Cabinet Secretary announced that the SG accepted all of its recommendations and published its response. An initial action outlined by the Cabinet Secretary on the 21 June 2021 was the reform of national agencies (led by Professor Ken Muir) .</p> <p>The OECD's comparative working paper on qualifications and assessment was published at the end of August 2021. The Scottish Government published an implementation framework on 27 October 2021 setting out how the OECD recommendations will be taken forward.</p> <p>Recommendations in relation to qualifications and assessment are being taken forward by the Independent Review of Qualifications and Assessment being led by Professor Hayward which will report in Spring 2023. Recommendations in relation to curriculum improvement are being taken forward by Education Scotland in partnership with Scottish Government in some areas. Following the Muir report, the establishment of three new national bodies is being overseen by the Education Reform Programme Board.</p>
<p>CA85 Developing resources and support for schools to address gender based violence and sexual harassment.</p>	<p>Ongoing Linked to action CA89. The Gender Based Violence in Schools Working Group has resumed during this year. There has been significant progress in the development of the national framework to address gender based violence and sexual harassment in schools.</p> <p>Anticipated outcomes and next steps It is anticipated that the framework document will be published in the new academic term 2023.</p>
<p>CA88 The Learning for Sustainability (LfS) self-assessment tool provided by the SCQF supports credit rating bodies (CRBs) to identify their awards and qualifications as LfS-relevant. The Scottish Government will work with the SCQF to monitor the number of LfS relevant awards as more credit</p>	<p>Ongoing Scottish Credit and Qualifications Framework (SCQF) completed the Scottish Government-funded Work Package 1 in early 2020. This centred around further development of the SCQF database to highlight Learning for Sustainability (LfS) programmes and ensure that learners and providers understood the full range of LfS programmes that are recognised on the SCQF. It allows Credit Rating Bodies (CRBs) and Programme Owners to identify, through tagging, where qualifications/programmes on the SCQF have a focus on, or include, sustainability content/themes and for the SCQF Partnership to produce reports from the SCQF database for interested parties. Work Package 2, which sought to identify other learning programmes delivered to young people that fall under the sustainability</p>

<p>rating bodies periodically review their offerings. This information will allow the Scottish Government to monitor associated enrolment and attainment and ultimately the prevalence of LfS in the senior phase of the curriculum.</p>	<p>theme but that are not currently recognised on the SCQF was completed in spring 2022.</p> <p>Anticipated outcomes and next steps Work Package 3 is currently underway to develop awards and qualifications on LfS. The SCQF Partnership is administering a pot of funding on behalf of Scottish Government to support a number of Programme Providers that have been doing work in the area of Learning for Sustainability to develop new LfS qualifications, link existing programmes to LfS, and develop LfS themed resources. This will ensure that all learning programmes that have an LfS related theme will be now recognised and credited onto the SCQF.</p>
<p>CA89 The Scottish Government has formed a Gender Based Violence in Schools working group to take forward specific actions to support children and young people in light of the reports. The working group will produce guidance for schools by January 2022.</p>	<p>Ongoing Linked to Action CA85. The work of the Gender Based Violence in Schools Group was paused as a result of COVID-19. However, work has been undertaken to consider the workplan of the group in light of the Everyone's Invited publication. It has been agreed that the work of the group should continue as planned, and that links to wider work being undertaken to address Harmful Sexual Behaviour and the Gender Equality Taskforce in Education and Learning will be made in order to ensure a comprehensive approach to tackling this issue.</p> <p>Anticipated outcomes and next steps The group has made significant progress in the development of the national framework to address gender based violence and sexual harassment in schools. It is anticipated that the framework document will be published in the new academic term 2023.</p>
<p>CA93 The review of the implementation of additional support for learning (ASL) made recommendations about how to enhance the educational experiences of children and young people with additional support needs. This includes ensuring that the achievements and successes of children and young people are fully recognised and celebrated. A national measurement framework for additional support for learning (ASL) will be developed by 31 October 2021.</p>	<p>Ongoing Linked to CA102 and P124. Following delays to this work due to COVID-19, significant progress has been made by the working group to develop the framework. A draft framework has been developed and considered by the newly established Additional Support for Learning Project Board. The draft National Measurement Framework has been informed by the Young Ambassadors' for Inclusion vision statement for success which set out their vision of what is required in order to achieve success.</p> <p>This progress has also been reflected within the updated ASL Action Plan and the associated updated report on progress.</p> <p>Anticipated outcomes and next steps Implementation of this work will continue to be considered and monitored through the Additional Support for Learning Project Board, during 2022 and 2023 and next steps will include will include engagement with local authorities and consideration of options to test this new approach within a sample of authorities.</p>
<p>CA94 The Scottish Government will monitor progress made against the actions from the ASL Review by 31 October 2021. The Scottish Government continue to monitor this progress. An updated action plan will be published by Spring 2022.</p>	<p>Ongoing The Scottish Government published the updated Additional Support for Learning Action Plan and a summary progress report in November 2022. This highlighted that we have successfully delivered 24 out of the 76 total actions.</p> <p>We have engaged widely with stakeholders throughout 2022 to take stock of current provision and agree priorities. These are reflected in our updated action plan which is intended to help ensure that meaningful change is realised.</p>

	<p>The Additional Support for Learning Project Board, jointly Chaired by the Scottish Government and COSLA, was established in June 2022 and has a key role to ensure that we deliver our action plan. The Project Board will produce a work plan in response to this report outlining how to ensure we deliver meaningful change through this work.</p> <p>Delivery of the measures set out in our joint action plan, will require continuous review to ensure that we achieve the broad and deep change necessary to achieve our ambitions that all children and young people are valued, respected, included and supported to achieve and succeed.</p> <p>Anticipated outcomes and next steps As part of their ongoing work, the Additional Support for Learning Project Board will agree and develop a work plan in early 2023, working closely with the Additional Support for Learning Network, to identify priority areas of work and how they can best support delivery of this work. In particular they will consider:</p> <ul style="list-style-type: none"> • How actions can be implemented to achieve the greatest positive impact on ASL delivery • How this impact can be identified and measured across the range of work within the action plan • The capacity of the education workforce and how best to enhance their capabilities to support delivery of this work
<p>CA95 The Children and Young People’s Commissioner Scotland’s 2018 No Safe Place report, and evidence gathered during the Scottish Government’s engagement with local authorities in 2019, highlighted inconsistencies in the definitions of restraint and seclusion used in local policy and practice and the lack of a standard dataset for recording incidents. In 2020, a Physical Intervention Working Group was established to take forward improvements in this area by:</p> <p>a) Developing new national human-rights based guidance on physical intervention, which includes national definitions, by 2021.</p> <p>b) Developing and implementing a new national dataset for the recording and monitoring of incidents.</p> <p>c) Reviewing the restraint and seclusion data</p>	<p>Ongoing A public consultation on draft guidance ran between June and October 2022. Responses are being carefully considered and an analysis will be published early in 2023. We will work closely with partners on the Physical Intervention Working Group to update the draft guidance in response to feedback ahead of publication of the final guidance.</p> <p>The draft national dataset was also subject to consultation and will be updated in response to feedback.</p> <p>The Recording and Monitoring sub group will provide advice on appropriate measures to support a review of the guidance one year after publication.</p> <p>Anticipated outcomes and next steps Our next steps with this work are:</p> <ul style="list-style-type: none"> • Publish an analysis report of consultation responses. • Complete publication of final guidance and national dataset. • Update physical intervention guidance within included, engaged and involved part 2. • Work with partners on implementation. • The Recording and Monitoring sub group will provide advice on appropriate measures to support a review of the guidance one year after publication. • Exploring options to strengthen the legal framework in this area, including placing the guidance on a statutory basis. <p>The aims of this work are to support the reduction of restraint in all schools, the upholding of children and young people’s rights and help ensure children and young people are supported to reach their full potential.</p>

<p>collected by local authorities as part of a one year review following publication of the guidance, to assess the guidance's success.</p>	
<p>CA98 SQA is developing a Learner Engagement Strategy with a focus on strengthening existing links with young people and organisations representing their interests, including the Scottish Youth Parliament and Young Scot.</p>	<p>Complete – business as usual SQA continues to provide support and resources on their dedicated learner web pages. They are engaging with national bodies, such as Young Scot, the Scottish Youth Parliament, and the Children and Young People's Commissioner Scotland to share information on what is happening and when, as well as seeking inputs to ongoing developments through their recently created learner panel. In addition, two young people have joined and participate in SQA's Qualifications Committee, which gives technical, strategic and policy advice regarding SQA qualifications to their Board. They are continuing to keep the effectiveness of communications and engagement under close review.</p>
<p>CA101 SQA to consider the recommendation on the operational processes for gathering candidate evidence for appeals as part of their digital strategy.</p>	<p>Complete In 2021, SQA implemented a facility to allow centres to upload digital evidence for the National Quality Assurance exercise. This was used by centres to upload evidence digitally for over 40% of all the QA selections. A similar approach is being adopted for the 2022 appeals and will be promoted to try to increase the use of the digital facility over the transfer of physical evidence.</p> <p>Outcomes and next steps SQA have indicated that system wide investment and a national transformation programme is required to meaningfully progress this agenda. This will be considered as part of the qualifications reform work and the National Digital Strategy.</p>
<p>CA103 In response to the ASL Review, significant progress has been made to develop a new national measurement framework. This seeks to capture the wider set of data which will be used to measure and support improvement. It is anticipated that the framework will be published by spring 2022. The framework will allow us to capture and celebrate outcomes and achievements of all children and young people nationally through the development of an annual report. This report will be co-created with children and young people and their families and will align with other initiatives around exam results time to provide further opportunities to celebrate and promote the successes and achievements of</p>	<p>Ongoing Linked to CA93 and P124. Following delays to this work due to COVID-19, significant progress has been made by the working group to develop the framework. A draft framework has been developed and considered by the newly established Additional Support for Learning Project Board. The draft National Measurement Framework has been informed by the Young Ambassadors' for Inclusion vision statement for success which set out their vision of what is required in order to achieve success.</p> <p>This progress has also been reflected within the updated ASL Action Plan and the associated updated report on progress.</p> <p>Anticipated outcomes and next steps Implementation of this work will continue to be considered and monitored through the Additional Support for Learning Project Board, during 2022 and 2023 and next steps will include will include engagement with local authorities and consideration of options to test this new approach within a sample of authorities.</p>

<p>children and young people in equivalence to exams and attainment.</p>	
<p>CA104 Scottish Government and Education Scotland will work with a range of education agencies, children and young people organisations, and wider stakeholders to review the curriculum framework in relation to children’s rights and in relation to race equality and anti-racism, reporting to the Curriculum and Assessment Board and Scottish Ministers in 2022.</p>	<p>Ongoing The Curriculum and Assessment Board sub group on children’s rights completed its initial examination of this issue during autumn/winter 2021 and provided general recommendations to the CAB in Spring 2022. The sub group concluded that the curriculum framework would require a range of important updates in order to be fully “UNCRC compliant”. The Race Equality and Antiracism – Curriculum Reform sub group have developed a series of recommendations and created draft principles for an antiracism curriculum.</p> <p>Anticipated outcomes and next steps The next stage in this work will be to bring together the respective approaches and proposals for children’s rights, race equality and antiracism and a further strand on LGBT education into an integrated, coherent package of curriculum reform which can be taken forward in the context of education reform. Recommendations on next steps are likely to go to the next meeting of the Curriculum and Assessment Board in early 2023.</p>
<p>CA105 Scottish Government will continue to support improvement activity across the CfE subject areas. This will include joint work with local authorities to develop a model for a long-term sustainable instrumental music tuition service as well as the work to implement the recommendations from the Logan Review of Scotland’s Tech Ecosystem.</p>	<p>Ongoing We have convened the Computing Science (CS) in Schools Working Group which met during first half of the year and it recommended work be taken forward on teacher upskilling and recruitment. The group agreed an approach to upskilling activity responsive to attainment data/assessor feedback that would be taken forward by Scottish Teachers Advancing Computer Science (STACS) and supported by SQA.</p> <p>On Music, the Future of Instrumental Musical Instruction in Schools group will reconvene at the end of April to establish actions to agree a long term, financially sustainable, policy position on music in schools.</p> <p>Anticipated outcomes and next steps STACS is piloting the proposed upskilling plan – with decisions on future activity pending. Proposals on teacher recruitment will be considered.</p>
<p>CA106 Professor Ken Muir, University of West of Scotland, has been appointed to act as an independent advisor to the Scottish Government. Professor Muir will consider and advise on the implementation of the reform that will consider all functions currently delivered by both SQA and Education Scotland. Professor Muir’s work will clarify roles and responsibilities in relation to the functions of Education Scotland and SQA, and their relationship to the education system as a whole. The findings will be available in early 2022.</p>	<p>Complete Professor Ken Muir published his report <i>Putting Learners at the Centre: Towards a Future Vision for Scottish Education</i> in March 2022. The report made a number of key recommendations including a renewed vision for Scottish education, a new qualifications body and a new national agency for Scottish education.</p> <p>Outcomes and next steps The Scottish Government published its response to Professor Muir’s report on the 9 March 2022 which set out next steps and timescales for a programme of education reform. This programme includes:</p> <ul style="list-style-type: none"> • a national discussion on education • an independent review of qualifications and assessments • reforming education bodies the Scottish Qualifications Authority (SQA) and Education Scotland: merging the curriculum and assessment function and removing inspection from Education Scotland • post-school education and training
<p>CA107</p>	<p>Complete</p>

<p>The Scottish Government will convene and facilitate dialogue to re-visit and assess the 2019 refreshed narrative for Scotland's curriculum. This will be informed by user feedback, Professor Muir's consultation, and learning from the pandemic.</p>	<p>The Muir report recommended that the Scottish Government initiate a national discussion on establishing a compelling and consensual vision for the future of Scottish education. The 'National Discussion' was held between September and December 2022, and was co-convened by the Scottish Government and local government partners COSLA and was independently facilitated by Professor Carol Campbell and Professor Alma Harris.</p> <p>The National Discussion was an unprecedented opportunity for children and young people and those who support them to shape the future of Education, based on their experiences, perspectives and aspirations. We worked hard to ensure that everyone with an interest in the future of Scotland's education system had an opportunity to have their voices heard. The next steps are set out as a new action.</p>
<p>CA108 Scottish Government will co-create a new communications strategy for Curriculum for Excellence with teachers, practitioners, children and young people, and parents/carers.</p>	<p>Ongoing Communications and stakeholder engagement planning is being taken forward across the respective areas of education reform, including Curriculum for Excellence / curriculum improvement, new national education bodies, independent review of qualifications and assessment, early learning and childcare activity including the current consultation on the inspection of early learning and childcare and school age childcare services and the forthcoming Strategic Childcare Plan, and Purposes and Principles for the post-school research, education and skills system.</p> <p>Anticipated outcomes and next steps Alignment of communications and stakeholder engagement activity across all areas of the education reform programme is important and necessary to provide clarity and consistency of messaging for stakeholders. It is also part of the critical path to establish and manage appropriate timing and sequencing of both communications activity and stakeholder engagement around the different areas of reform. Specific activity to articulate the change, benefits and improvements that will be delivered by the education reform programme in each area and as a whole will be rolled out over the coming months.</p>
<p>CA109 The Scottish Government has confidence in the current approach to assessment and qualifications, but to ensure that it remains effective and fair as society changes we are undertaking a process of reform. This will involve agreeing a consensus for the purposes and principles of assessment, and then considering how these may be used to design a reformed process.</p>	<p>Ongoing The Cabinet Secretary for Education and Skills has appointed Professor Louise Hayward to lead an independent review into the future of qualifications and assessment. This reform process will seek to ensure that all learners' achievements are fairly recognised to afford every learner an enhanced and fair opportunity to demonstrate the breadth, depth and relevance of their learning.</p> <p>The review is being led by Professor Hayward supported by an Independent Review Group (IRG) comprising:</p> <ul style="list-style-type: none"> • those for whom qualifications matter most (learners and parents/carers) • designers, developers and those who offer qualifications (extended profession and policy) and • those who use qualifications (colleges, employers, universities, voluntary sectors) <p>Anticipated outcomes and next steps The review will progress through three phases of consultation. Phase one: Engagement on Vision and Principles. (Closed September 2022)</p> <p>Phase Two: This phase seeks to consult on proposals for potential options/models for the future of qualifications and assessment. (Closes January 2023)</p>

	<p>Phase Three: In this phase the focus will be concerned with practical implications.</p> <p>Following completion of the three phases Professor Hayward and her Independent Review Group will produce a final report and recommendations which will be submitted to the Cabinet Secretary for Education and Skills in March 2023.</p>
<p>CA110 A short-life sub-group of the Curriculum and Assessment Board will be established to explore options for a sample-survey based approach to assessing progress across the four CfE capacities, and better support for teacher professional judgement and provide recommendations. The outcome of this work will be reflected in next year's NIF.</p>	<p>Complete The Curriculum and Assessment Board (CAB) had an initial discussion on 3 March and a follow up meeting for the specific CAB sub-group took place on 28 March 2022. Consensus in that discussion was that consultation on assessment of the full range of CfE should not be included in the May 2022 consultation on NIF key measures (although that did ask some general questions on the assessment of CfE).</p> <p>Next steps Proposals for assessing the wider capacities of CfE will be taken forward following the outcome of the National Discussion.</p>
<p>CA111 Work will also be undertaken to review the current role of measures and indicators associated with Curriculum for Excellence, and revised measures of progress and proposals for supporting teacher professional judgement and system evaluation will be included in the National Improvement Framework from December 2022 onwards.</p>	<p>Ongoing This work is linked to action CA109 regarding the consideration of measures that look across CfE and system evaluation which is being taken forward as part of the National Discussion. Work is also underway, led by Education Scotland NIF officers, to consider proposals to enhance support for teacher professional judgement.</p> <p>Next steps The outcome of this work will be reflected in the 2024 NIF in December 2023.</p>
<p>CA112 Take in to account the forthcoming Regional Improvement Collaboratives' review and consider their current activities around enhancing curricular design capability.</p>	<p>Ongoing The RIC Strategic Group (co-chaired by SG/ES/COSLA and the RICs) has established a Next Steps Sub-Group to consider and make recommendations for the further development and sustainability of the RICs, taking account of recent reports and recommendations, including the most recent RIC Review.</p> <p>Anticipated outcomes and next steps This work is being taken forward within the context of the wider education reforms, including in relation to the future relationship between the RICs and the new national bodies.</p>
<p>CA113 Scottish Government will develop a review cycle for the curriculum (including the four capacities and the eight curricular areas) as recommended by the OECD review. These reviews will take account of the OECD commentary on</p>	<p>Ongoing SG is working with Education Scotland and partners to co-design a process to systematically review the curriculum based on evidence of international best practice with a view to it being delivered by ES/its successor. A more systematic approach will allow us to proactively consider issues, innovations and developments to ensure the curriculum remains relevant, rich and accessible.</p> <p>Anticipated outcomes and next steps</p>

<p>areas such as the role of knowledge and skills.</p>	<p>The OECD have been commissioned to draft an exploratory report on international examples of systematic curriculum review approaches by December 2022. This combined with planned stakeholder engagement will inform options to be tested with stakeholders, with a firm proposal going to Cabinet Secretary Feb/March 2023 for a decision.</p>
<p>CA112 2022 will mark ten years since Scotland first introduced the cross curricular concept of Learning for Sustainability (LfS). The COP 26 Summit has challenged all education systems to improve the way that they support climate education and education for sustainability. In 2022, the Scottish Government will work with key partners to publish a strengthened action plan on LfS. This work will take account of the COP 26 summit, the Climate Assembly recommendations and the activism of pupil campaigners across Scotland.</p>	<p>Ongoing SG is running an engagement process to work on the refresh of the Action Plan. This exercise has been done in a collaborative way to ensure the learners are at the centre of change and to encourage educators, children and young people to take an active role in shaping the refreshed action plan. SG has funded the Children's Parliament and the University of Dundee to conduct two research exercises to work with children, young people and educators to gather their views on LfS. The outputs from both these exercises will then be used by SG officials to work with stakeholders on the refresh of the Action Plan. The Children's Parliament final report and outputs were published on the 19th October and the University of Dundee research will be finalised by December 2022. SG is running a series of workshops with LfS Stakeholders to analyse the outputs of both these exercises and will use these to gather views on solutions and actions to take to shape the new version of the Action Plan. A Leadership Group has been established which will provide strategic advice and will take ownership of key actions as well as working on the update of the plan and on developing KPI for the monitoring of outcomes of the refreshed action plan.</p> <p>Anticipated outcomes and next steps A new version of the action plan will be produced using the feedback from children, young people and educators. This will ensure that the learners are at the centre of change.</p>
<p>CA115 Education Scotland will lead and package the publication of a range of resources and professional learning opportunities to support the mental wellbeing of staff and children and young people, which will support practitioners to understand the links and synergies across them all, communicating these to regions, local authorities and schools, providing bespoke support where required</p>	<p>Ongoing The <u>Cycle of Wellbeing</u> draws together a range of recently published resources to support staff wellbeing and the wellbeing of children and young people.</p> <p>Most of the national work stemmed from the recommendations within the <u>Mental Health Strategy 2017-2027</u> which led to the recommendations within the <u>Schools: personal and social education review</u> . In addition, working alongside colleagues at NHS Education for Scotland who were developing the wider National Trauma Training Strategy.</p> <p>The <u>Mental Health in Schools Working Group</u> along with the wider focus of <u>Community Mental Health and Wellbeing Supports and Services Framework</u> have led to the development of much of the guidance and resources included within the Cycle of Wellbeing.</p> <p>As they were all published at the same time, the Cycle of Wellbeing was developed to demonstrate the synergies of the resources and how they can be used strategically to forward plan support for staff and learner mental wellbeing based on evidence gathered within a school community.</p> <p>After a pilot session of a Cycle of Wellbeing professional learning offer was delivered to 10 West Partnership Health and Wellbeing leads in September 2021, further professional learning webinars were delivered nationally in 2022.</p> <p>Anticipated outcomes and next steps The January Cycle of Wellbeing webinars were attended by 202 people from across the system. The resource was also shared with local authority strategic leads, national CLD leads (42 attendees) and the school</p>

	<p>counsellor national network (31 attendees). It was also internally shared with HMI colleagues prior to their forthcoming support visits.</p> <p>Feedback provided by attendees following the sessions included an increased understanding and awareness of the key resources available for resilience and wellbeing.</p>
<p>CA116 Education Scotland will provide ongoing support during the academic session 2021/22 for the quality assurance of educational content for national standardised assessments and continue to contribute to the development of reporting and training advice (including GME by the GME Team).</p>	<p>Ongoing During the academic session 2021-22, Education Scotland provided ongoing support for phase two of the National Standardised Assessment programme. Educational advice and guidance was provided for the development of phase 2 of the NSA project. Education Scotland coordinated and supported the quality assurance of the educational content for SNSA and MCNG (Gaelic) assessments.</p> <p>Next Steps Education Scotland will provide continued support for the quality assurance of educational content for the National Standardised Assessment programme.</p>
<p>CA117 Scottish Government will work towards the implementation of the actions within the Promise 21-24 Action Plan. Specific actions during 2022: - Scottish Government will consider, with key partners including SAGRABIS (Scottish Advisory Group on Relationships and Behaviour in Schools) how we can further support schools use of relational approaches, ensuring that exclusion from school is a measure of last resort for all pupils, but particularly those who are care experienced. - Scottish Government will consider the further actions required, with key partners, to implement the Promise within schools in Scotland.</p>	<p>Ongoing The Keeping the Promise Implementation Plan was published in March 22 and included a range of actions which the Scottish Government will undertake to implement the actions of The Promise 21-24 Action Plan. This includes a range of actions, which will be undertaken in partnership between Scottish Government, Education Scotland and partners to deliver the aims of the Action Plan relating to education.</p> <p>Anticipated outcomes and next steps</p> <p>During 2023 the Scottish Government will continue to engage with partners to further refine these actions. This includes engaging with key stakeholder groups such as SAGRABIS (Scottish Advisory Group on Relationships and Behaviour in Schools) on how we can further support schools use of relational approaches, ensuring that exclusion from school is a measure of last resort for all pupils, but particularly those who are care experienced.</p>
<p>CA118 Scottish Government will continue to promote and support NHS Education for Scotland's (NES) National Trauma Training Programme (NTTP); developing a trauma informed workforce and services, including ELC, through the prevention of adverse childhood experiences and trauma across the life-course, and</p>	<p>Ongoing The Education Scotland Keeping Trauma in Mind (KTiM) professional learning programme was developed as a direct result of need from local authorities and practitioners supporting learners post COVID-19 pandemic.</p> <p>The original education based PL programme, The Compassionate Connected Community (CCC) was originally developed by Education Scotland to compliment the NTTP programme, but with an education focus with an enquiry based approach for practitioners.</p> <p>CCC was delivered to Educational Psychologists as a train the trainer model during 2018 & early 2019, with many LA's planning to implement locally during 2020 / 21 as a two day face to face professional learning offer. The pandemic impacted on implementation & as such, Education</p>

<p>trauma-informed responses. We will also promote further training resources and examples of effective practice hosted on Education Scotland's National Improvement webpage.</p>	<p>Scotland adapted the programme to allow for virtual delivery as well as update the programme to include impact of Covid research and data along with amending the focus of the enquiry based approach to a more 'small steps of change' approach so as not to overwhelm practitioners.</p> <p>The KTiM programme also included a more practical approach – providing practitioners with examples of what a trauma informed / responsive approach looks like in practice.</p> <p>The programme was first delivered by Education Scotland in West Partnership as twilight sessions in March 2022. Within a week of opening the sign up for this, over 500 practitioners from the West Partnership had signed up for the sessions, demonstrating the current climate / need for an understanding of the impact of trauma on children and young people along with supporting practitioners with practical advice, knowledge and skills as to how to respond and support children and young people impacted by trauma, exacerbated by the collective trauma of the pandemic. The following sessions were delivered:</p> <p>Session 1 : What is Trauma? (408 attendees) Session 2 : Responding to trauma (379 attendees) Session 3 : Self regulation (325 attendees) Session 4 : Traumatic bereavement (284 attendees)</p> <p>This led to national delivery of the sessions across in May and June 2022.</p> <p>Anticipated outcomes and next steps Keeping Trauma in Mind will be delivered by Education Scotland nationally in March 2023 and bespoke interest for delivery has been initiated with East Renfrewshire, East Lothian, East Dunbartonshire, Edinburgh, South Ayrshire & Tayside region.</p>
<p>CA119 Scottish Government is working with Education Scotland to develop two new professional learning courses: 'Developing an understanding of curriculum rational' and 'Tracking and monitoring of children's learning to ensure continuity and progression, including during key transition stages'</p>	<p>Ongoing Modules of 'curriculum rationale' and 'monitoring and tracking children's progress' developed to support the professional learning of ELC practitioners, will be published on Education Scotland's website by the end of December 2022.</p>
<p>School and ELC Improvement</p>	
<p>SI11 We are also exploring options through UK legislation to enable the sharing of data by DWP and HMRC to allow local authorities to identify eligible families. This should assist with increasing registrations of ELC for 2 year olds.</p>	<p>Ongoing The Scottish Government is continuing to work with the UK Government to establish a data sharing gateway that will provide local authorities with access to information on eligible households in their area. This is subject to UK Government and UK Parliament timescales. A consultation on necessary regulations closed on 7 March. Regulations that provide the legal gateway for data sharing came in to force in October 2022 and we anticipate having the necessary data sharing agreements in place by end of the financial year.</p> <p>Anticipated outcomes and next steps Having access to this data is expected to support local authorities to maximise uptake of funded hours of ELC by eligible 2 year olds. Early</p>

	access to high quality ELC is a key contribution to closing the poverty related attainment gap.
<p>SI28 Developing an approach to funding that truly empowers schools, and provides the framework of support which schools need, based on the outcome of the consultation.</p>	<p>Ongoing New revised Devolved School Management guidance, co-produced with local government, was published in June 2019. Local authorities worked to implement this guidance, requiring them to prepare revised Devolved School Management Schemes for their own authority. These new Schemes were then due to be in place by April 2021.</p> <p>Although all local authorities had made good progress, with some publishing new schemes, some experienced COVID-19 related challenges in progressing reviews. In partnership with ADES Resources and COSLA, updated information was gathered from local authorities to assess whether an extension to the April 2021 deadline could be considered. In November 2020, Ministers pushed back the deadline allowing time for the local authorities to carry out partnership processes effectively and within an achievable timeframe.</p> <p>Anticipated outcomes and next steps Almost all local authorities had new schemes in place by August 2022, with work underway in the remaining local authorities.</p> <p>The overarching outcomes are improved consistency, transparency and equity in decisions on school funding, ensuring local authorities and headteachers work together so that decisions are taken at the most appropriate level.</p>
<p>SI29 Around a quarter of 2 year olds are now eligible for funded ELC through the Children and Young People (Scotland) Act 2014 and through subsequent secondary legislation which commenced in August 2015. There is now a dedicated national project on the 2 year old offer within the Scottish Government expansion programme to provide support to local authorities and make links across the programme. The programme will last up to, and beyond, August 2020. We aim to improve uptake by ensuring the 2 year old offer is appropriate and appealing for eligible children and their families.</p>	<p>Ongoing Scottish Government is working with Improvement Service and local authorities to maximise uptake of the 2 year old offer. This includes providing flexibility in the overall funding in 2022/23 to all local authorities to maximise uptake; work on UK level data sharing and work to: collect, analyse and report on data regarding uptake amongst eligible 2-year-old.</p> <p>Anticipated outcomes and next steps This work will allow us to understand the stakeholders and processes involved in maximising 2-year-old uptake to meet the needs of children and families; identify and understand good practice; give individual support to authorities in implementing good practice; provide support on use of data to support improved business processes.</p>
<p>SI63 Working in partnership with local government, Regional Improvement Collaboratives and Education Scotland, ensure that our education</p>	<p>Ongoing Regional Improvement Collaboratives re-prioritised their work programme to directly support schools and staff dealing with the impacts of COVID-19. This included enhanced support for virtual learning platforms and professional learning networks, and redeploying staff to support front-line remote learning activities. Regional C-19 recovery plans were also reviewed with ES in Spring 2021. SG, ES, COSLA and RICs are</p>

<p>empowerment reforms strengthen and support collaborative working across the system. This includes extending the reach, accessibility and impact of collaborative working across school, local, regional and national levels. These reforms are vital to strengthening Scotland's Curriculum through teachers and headteachers being empowered and supported to collaborate and share innovation and best practise in implementing the curriculum for their learners.</p>	<p>undertaking joint work on proposals for the further development, planning and sustainability of RICs, taking account of the recommendations of Audit Scotland, the OECD and the RIC review, which was published in December 2021. Timeline for this work has been revised to spring/summer 2023 to align with the wider reform of the national bodies, as the RIC relationship with Education Scotland (and their future relationship with the new education agency and with an independent Inspectorate) is a critical element of RIC futures and governance.</p> <p>Anticipated outcomes and next steps The RIC Strategic Group (comprising Scottish Government, Education Scotland, COSLA, ADES and RIC Leads) is exploring and will consider RIC development and resourcing issues for 2023-24, including links with the ongoing reform of the national bodies, when it next meets). The issues and questions raised will also inform thinking around the new agencies. This work will inform a more coherent and consistent approach to the future operation and resourcing of the RICs, taking account of the findings of recent reviews, providing greater clarity on RIC roles, and ensuring that RIC issues are considered within the detail of national agencies reform.</p>
<p>SI64 Alongside COSLA we are currently in the process of commissioning external research into the establishment, reach and impact of Regional Improvement Collaboratives. This follows an interim review of RICs published in February 2019 and is scheduled to report by June 2020. Findings will be used to take steps to further embed regional collaboration and the support available to schools</p>	<p>Complete The second RIC Review undertaken by ReseachScotland was published on 16th December 2021. Its findings are being used to support consideration on the next phase of RIC Development, taking account also of the recent OECD review and the recommendations from Professor Ken Muir on reform of the SQA and Education Scotland.</p> <p>Outcomes and next steps Please refer to action SI63 above.</p>
<p>SI67 Scottish Government will work with partners to implement the 16 recommendations from the Review of Personal and Social Education (published Jan 2019) during the course of 2019. This will include the establishment of a senior phase Personal and Social Education Mentoring Programme to coach and enable pupils to design and deliver aspects of health and wellbeing / personal and social education whilst working towards an award.</p>	<p>Ongoing The PSE Delivery and Implementation Group agreed on a Sub Group structure to take forward the remaining recommendations of the PSE Review. The Sub Groups, consisting of Initial Teacher Education and Career Long Professional Learning; Pupil and Parental Engagement; and, Raising the Profile, will join the existing PSE Lead Officer Network in taking forward specific recommendations of the review. Work to take these recommendations forward was delayed by COVID-19.</p> <p>Anticipated outcomes and next steps The Sub Groups have set out their plans, and the timeframe for delivery of these has been agreed as September 2023.</p>
<p>SI69 A review will be undertaken of Foundation Apprenticeships, with an</p>	<p>Ongoing The Scottish Government and its agencies are fully committed to provide ongoing support to achieve the system change necessary to embed Foundation Apprenticeships (FA) in the senior phase curriculum and</p>

<p>evaluation of the Developing the Young Workforce programme as a whole reporting after the conclusion of the programme in 2021.</p>	<p>commissioned Education Scotland to undertake a review of the programme. The FA Review was published on the 29th March 2022 and work to develop improvement actions led by the Foundation Apprenticeship Enhancement Group is underway. Development will have short, medium and long-term phases with design issues taken forward following the outputs from the Independent Review of Qualifications & Assessment in 2023.</p> <p>The current DYW Evaluations, one with education practitioners and one looking at how well the system has engaged employers are in progress.</p> <p>Anticipated outcomes and next steps The Foundation Apprenticeship Enhancement Group have committed to producing a short-term plan for ministerial approval by December 2022 .</p>
<p>SI81 The incorporation of the UNCRC and the experience of children and young people during COVID-19 reinforces the importance of gathering and sharing children and young people’s views with decision-makers at every level – school, local and national – and following up to ensure that those views are taken into account. We will take forward a range of further actions to ensure that this is done during 2021.</p>	<p>Ongoing The Scottish Government funded the Education Recovery Youth Panel which met up to July 2021, and had a primary focus on COVID-19 education recovery. The Education Recovery Youth Panel held its final meeting in July 2021 and a final report was published in March 2022. A Member of the Scottish Youth Parliament joined the COVID-19 Education Recovery Group in October 2020, and continues to attend CERG as the young person representative on the group. In October 2021, an MSYP rep joined as a formal member of the reconstituted Scottish Education Council. Also in 2021, two experts on children’s rights from the Children’s Parliament and Together joined the Scottish Education Council. Scottish Government liaised with these organisations and the Scottish Youth Parliament (SYP) as part of their work to develop toolkits and an online survey in relation to Professor Muir’s consultation on education reform.</p> <p>Scottish Government is currently working with stakeholders to develop a comprehensive and strategic approach to ensure that children and young people’s voice is taken fully into account in education policy development and decision-making as per the action under SI106.</p> <p>On 20 May 2022, the Scottish Government announced funding for UNICEF UK to offer their Rights Respecting Schools Award (RRSA) programme to all 2,400 state primary and secondary schools in Scotland, removing financial barriers. The goal was to get all 32 local authorities to sign up and raise awareness of UNCRC, bringing about whole-school change – creating a systems approach with everyone heading in the same direction. Since the 24th May funding announcement there have been 307 new registrations – taking us up to 1609 primary and secondary schools engaged in RRSA. Which equals 67% of schools in Scotland engaged with RRSA.</p> <p>Since 1st January 2022 165 schools have achieved Bronze, 98 have achieved Silver and 51 have achieved Gold RRSA</p> <p>We also now have active RRSA partnerships with 27 LA’s (still working on: Stirling, Clackmannanshire, Scottish Borders, South Lanarkshire and West Dunbartonshire)</p> <p>There are RRSA schools in every LA.</p> <p>Anticipated outcomes and next steps Scottish Government is currently working with stakeholders to develop a comprehensive and strategic approach to ensure that children and young people’s voice is taken fully into account in education policy development and decision-making.</p>

	<p>External Mapping activity as part of the project to develop a new engagement pathway with children and young people (action S1106) has highlighted the various ways children and young people have engaged with education policy since 2019. The subsequent report identified a number of key principles which would allow for a meaningful mechanism for children and young people's participation, these will be incorporated into the co-design process with children and young people (Autumn/Winter 2022/23). The findings of this report will also be embedded into the work of the National Discussion, ensuring what we've already been told by learners is incorporated into the development of the "vision" for Scottish Education.</p> <p>The policy team will review the findings of the completed Mapping Exercise to develop our approach to the co-design process with children and young people, facilitated by Young Scot (which commenced in November 2022) The Co-design process will take place over Autumn/Winter 2022/23 – taking a rights based approach to developing a sustainable mechanism for learner participation, ensuring young people are front and centre of policy development across Education.</p>
<p>S183 The key findings from survey evidence on the experiences of young people during COVID-19 will be monitored closely and shared with decision-makers, including the COVID-19 Education Recovery Group (CERG)</p>	<p>Complete Findings from a variety of surveys were noted by Scottish Government during the course of 2021, alongside the discussions and reflections of the Education Recovery Youth Panel (ERYP). Findings from Lockdown Lowdown were included in the 2022 National Improvement Framework and Improvement Plan.</p> <p>Reports were shared with the CERG after every ERYP panel meeting. The reports gave insight into how learners were feeling/experiences at different points of the project. As the project was coming to an end some group members were invited to present their final report and full findings/experiences to CERG in July 2021.</p> <p>SQA invited two panel members to talk further about their experience of assessments during Covid so they could understand how SQA decisions around assessments impacted learners.</p> <p>Key survey findings were cited in the Scottish Government's October 2021 publication "Coronavirus (COVID-19) education recovery: key actions and next steps".</p> <p>The findings stated that around three quarters of respondents in primary school were happy to be back to in-person learning, and around three quarters of respondents in secondary school had returned to school in person (76%). When asked if they were happy with the way they were being taught, the majority of respondents who were attending in person selected 'Yes' (85%).</p> <p>Respondents who were undertaking blended learning were also mostly happy (60%), whereas only 38% of those who were doing distance learning stated that they were happy with this method.</p> <p>Respondents were asked if they felt prepared for the assessments towards their qualifications. More respondents disagreed than agreed that they felt prepared, with 44% selecting 'Strongly disagree' or 'Disagree'. Around a fifth (22%) selected 'Strongly agree' or 'Agree'.</p> <p>When asked if there was anything that they would like changed about their educational arrangements, most respondents described difficulties with the assessment programme that had been put in place. Other key themes included a preference for learning in school as much as possible and difficulties learning in their home environment.</p>

<p>SI85 Education Scotland has begun to establish a database of where curriculum design expertise lies nationally, and will set up regular check-in meetings with these networks over the year. Evaluations of the programmes and engagements will help to identify next steps at all levels.</p>	<p>Complete Education Scotland has gathered information for a database to include regional and local authority links, SCQF Ambassador schools and information from engagements at national, regional, local authority and setting level. This database is now in the Client Reference Management (CRM) system and is used to establish or support regional curriculum design networks and aid discussion on curriculum-making following reform.</p>
<p>SI96 Scottish Government will develop an overarching programme of race equality and anti-racism in education to encompass 4 separate, but interlinked, workstreams:</p> <ul style="list-style-type: none"> • Education leadership & professional learning • Diversity in the teaching profession and education workforce • Curriculum reform • Racism and racist incidents <p>These workstreams will be underpinned by a whole-system approach,</p>	<p>Ongoing Initial stakeholder engagement sessions with officials and Ministers were undertaken between October 2020 and January 2021. This was followed by the establishment of the Race Equality & Anti Racism in Education Programme. Originally it comprised of a Programme Board (SG, ES, SQA & ADES) and a larger stakeholder network group with representation from a number of education and race equality stakeholders. 4 subgroups were established under the Stakeholder Network Group (SNG) to take forward the development of actions in collaboration with stakeholders. The overarching programme containing all 4 sub groups' actions was signed off in principle by the Cabinet Secretary in April.</p> <p>Anticipated outcomes and next steps COSLA and ADES also agreed the programme in principle in September, noting that it was supportive of the actions already underway and committed to working to deliver those which are not yet in train. CALABAR consultants (Hakim Din) have been appointed to develop an evaluation framework for the programme in its entirety. This piece of work is underway with CALABAR having held 2 rounds of workshops with REAREP stakeholders. They will submit their final report in January 2023.</p>
<p>SI97 The Scottish Government will publish its response to the recommendations in the ICEA's second formal report in early 2021. The recommendations will be used to inform future improvement action.</p>	<p>Complete The Scottish Government's response to the ICEA's second formal report was overtaken by work to respond to the recommendations of other key recent reports in education. The 2022 NIF reflects planning and activity in response to the recommendations of the ICEA report, alongside those of other key recent reports in education (Audit Scotland, Equity Audit, OECD and the Scottish Attainment Challenge progress report). As such, we have not published an individual response to the ICEA report and will instead report on progress with our response to the ICEA's recommendations as part of our annual review of the NIF.</p> <p>Outcomes and next steps Creating specific actions in response to the ICEA's second formal report within the NIF has allowed us to track progress with the SG's response via the regular review cycle of the NIF. There are 23 actions associated with the response to the ICEA report within the NIF, some of which link to improvement activity in response to other key education reports. This has allowed us to demonstrate a co-ordinated approach to improvement activity in direct response to the ICEA's recommendations as well as other commitments arising from the OECD report and other key reports for Scottish education.</p>
<p>SI98 Scottish Government will commence work to expand</p>	<p>Ongoing For 22/23 we have identified key work streams that will support us to build the evidence base for this new policy commitment. In the 2022 Programme</p>

<p>funded early learning and childcare for children aged 1 and 2, starting with low-income households within this Parliament. In the coming year we will start engagement with families, the early learning sector and academics to design how the new offer will work.</p>	<p>for Government we made a public commitment to engage with families and to map current provision for 1 and 2 year olds across Scotland. Work streams for 22/23 include:</p> <ol style="list-style-type: none"> 1. Delivering improvement work with local authorities to improve up-take of the existing two year old offer (see also SI11 for more information on this strand); 2. Mapping current ELC provision for 1 and 2 year olds in Scotland; 3. Building an evidence base and supporting areas to trial and evaluate innovative approaches (including through applications to tranche 3 of the Whole Family Wellbeing Fund); 4. Engaging with families to understand their needs to inform the design of the new offer. 5. We will also start work towards an eligibility review of all of our childcare offers this year as stated in the Tackling Child Poverty Delivery Plan and we will start by mapping our current approaches to eligibility and developing a set of principles in order to support the creation of a simple, joined up system for families. <p>We have commenced work on the mapping and engagement strands of our work streams by engaging with procurement colleagues and drafting relevant ITTs. In addition we have begun to engage with the ELC sector to gain an understanding of the challenges and opportunities of the new offer and to seek their advice on the engagement and mapping work streams. We have also begun the evidence building process by engaging with analytical and SG Library colleagues on the international evidence and we are in the process of commissioning a literature review to look at ELC systems in comparator countries.</p> <p>Anticipated outcomes and next steps</p> <p>We will also work with Analytical and SG Library colleagues to build a picture of international evidence on ELC for 1 and 2 year olds. This will enable us to understand ELC systems in comparator countries and where there is practice/models that could be replicated in Scotland. Evidence and outputs from this planned work is required to help us shape the next phase of this project.</p>
<p>SI99</p> <p>Scottish Government will design a wraparound childcare system providing care before and after school, all year round, where the least well-off families will pay nothing. The design will be driven by the needs of families, build on existing provision and will, where possible, be integrated with the design of an offer of free breakfasts and food provision.</p>	<p>Ongoing</p> <p>We will publish a School Age Childcare Delivery Framework which will set out the approach and principles that we will apply to designing and building a new system of school age childcare. In developing our future system of School Age Childcare, we are taking a person centred approach to designing services, working collaboratively with families, childcare providers and the wider public sector to build a system that meets their needs. We are also taking a place-based approach, recognising that there is no one size fits all solution to providing childcare solutions within communities. Co-design work with parents, carers children and young people is under way and we have been working collaboratively through a People Panel with families, childcare provider and the wider public sector. We received findings of the first phase of the People Panel engagement work with parents and carers in October 2022.</p> <p>Anticipated outcomes and next steps</p> <p>The next phase of this work, due by March 2023, will be to test an approach to co-designing local childcare solutions. Work is also underway to involve children and young people in co-design through plans to develop a Children's Charter for School Age Childcare. To date we have visited children in four primary schools across Scotland to co-design local Children's Charters for SACC with them, and once school visits are complete, we'll bring the children involved together to draft a National Charter. This is due in January 2023.</p>

	<p>Our Community Tests of Change project , which will incorporate the four funded Early Adopter Communities, will move into a delivery phase in 2023. This year we have invested £1 million in 4 communities across Scotland - Clackmannanshire (Alloa), Dundee (Linlathen), Glasgow (Drumchapel and Carntyne) and Inverclyde (Port Glasgow) - targeted to support families most at risk of poverty. In these areas, work has already begun to understand to understand childcare needs and we will aim to maximise the benefit for families of a funded school age childcare offer by ensuring it is closely linked to wider supports. As part of this year's Programme for Government we have committed to invest £20 million in the next financial year (2023/24) to continue to build a system of school age childcare, before and after school and in the holidays, which will be provided free to those on lowest incomes. This funding will continue to support our Early Adopting Communities, and identify additional communities where investment in a school age childcare offer could support targeted families.</p> <p>This year we invested £10 million into a targeted Summer 2022 offer for children and families in low-income households, to provide coordinated access to food, childcare and activities during the holidays. A Delivery Mechanism project is underway (due to complete end of Dec 22), exploring possible delivery routes for a future targeted school age childcare offer. We will be looking closely at the benefits of different delivery models and how they fit with what families have told us will work best for them. The next phase of this project will begin in 2023.</p> <p>Programme benefits are defined as:</p> <ul style="list-style-type: none"> • Targeted groups of children are healthier and have increased wellbeing. • Reduced household living costs for families • Parents' opportunities to take up work, training or study increase • The adverse effects of living in poverty are reduced for targeted groups of children <p>Key milestones for 2022/2023 include:</p> <ul style="list-style-type: none"> • Publish our Delivery Framework (Dec 22) • Publish our Children's Charter (Jan 23) • Publish evaluation report for Summer 22 Holiday Childcare, Activities and Food programme (Feb 23) • Started to deliver funded SACC in four targeted early adopter communities (March 23) • Completed phase 2 of people panel (March 23) • High level evaluation approach and framework (March 23)
<p>SI100 Scottish Government will begin the early phasing-in of community level systems of school age childcare (in 2022-23), targeted to support the six priority groups in the Tackling Child Poverty Plan. This early phasing will build on learning from our Access to Childcare Fund projects and input from our Public Panel to help us test and understand how we can build a system of school age childcare to support a community. They will also</p>	<p>Ongoing Grant funding of £1 million is being provided to Clackmannanshire Council, Dundee City Council, Glasgow City Council and Inverclyde Council to begin the early phasing-in of a system of school age childcare until March 2023. The funding will provide subsidised and free school age childcare to small communities which have high deprivation, and will also link into other family supports such as employability services to provide an opportunity for families to improve their financial circumstances.</p> <p>Anticipated outcomes and next steps The funding will allow us to test a system of school age childcare for families who need it most at a community level.</p> <p>We are also considering how to administer our future £20 million investment to test and co-design local systems of school age childcare, as committed to in the 2022/23 PfG. This will begin from April 2023, and we will work to ensure it reaches a diverse range of communities across Scotland, while</p>

<p>consider and develop the role that organised children's activities can play in a school age childcare system alongside the regulated childcare sector to support families, provide choice and improve access to these activities for children from low income households. We will ensure that these systems meet the childcare needs of families before and after school.</p>	<p>maintaining a focus on supporting the priority family groups as set out in Best Start, Bright Futures.</p>
<p>SI101 Scottish Government will build on Get Into Summer 2021 to deliver a summer 2022 offer for children and families in low income households which provides coordinated access to food, childcare and activities during the holidays. By summer 2023 we will build on this work to make holiday childcare provision available for all children from low income families.</p>	<p>Ongoing High level principles on delivery/approach were agreed by Ministers in early February. A guidance subgroup of partners established to inform the supporting guidance drafting - first meeting was on 10 March 2022. A detailed paper on funding distribution methodologies presented to and agreed by Ministers and Strategic Directorate Group. Funding and guidance issued in early April. The team developed a Monitoring and Evaluation approach for the programme and held engagement events for the period April/May. Several Q&A events were held to promote the programme at end of April, together with four themed workshops in May. Attendance by Local Authority leads was high, and the team has been in regular communication, issuing newsletters bi-weekly and more recently, monthly. The Monitoring and Evaluation approach to Summer 2022 was agreed, and an external agency has been recruited to undertake qualitative and quantitative analysis by engaging with beneficiaries by end of the summer. An Evaluation report is due to be published in February/March 2023. Project documentation for the delivery phase of Summer 2022 has been wrapped up, and Monitoring and Evaluation work is continuing until February/March 2023.</p> <p>Anticipated outcomes and next steps Monitoring and Evaluation for the programme has begun, with the final report due in early 2023. However, early indications are that the summer programme has had a positive impact on many families. The programme has enabled Local Authorities and partners to offer day trips and events for families who would have otherwise been unable to afford these sorts of activities, or have been unable to go on holidays due to the increased costs of living. Many of the service providers have also been able to signpost families to other sources of support, and have offered consistent access to food throughout the holidays.</p> <p>Next Steps: Considering format and scope of delivery of summer programme in future years, against context of discussions about direction of broader school age childcare programme.</p>
<p>SI102 We are committed to ensuring every school-aged child has access to an appropriate device to support their learning by the end of this Parliament. During 2022/23 we will undertake preparatory work across the system to</p>	<p>Ongoing Discovery work is underway to understand current digital provision across schools and local authorities and is due to be completed by December 2022. The findings of this work will help to inform wider rollout plans. Work is also ongoing in relation to procurement and routes to market. The Governance Board met in November 2022 and will meet again in January 2023 to discuss the outputs of the discovery work.</p> <p>Anticipated outcomes and next steps</p>

<p>prepare the school estate, and the people in it, for a deeper investment in technology from 2023/24 onwards.</p>	<ul style="list-style-type: none"> • Gathering additional data will help us to understand what existing digital provision looks like in schools across the country, which will help to inform our plans moving forward. • The discovery work will help us to maximise our investment in infrastructure and will support the school estate to prepare for an influx of devices. Improvements to schools' digital infrastructure is vital in ensuring that learners are able to use devices effectively in the classroom. • -Successful delivery of the commitment is anticipated to lead to a fully digitally-enabled school estate. It is anticipated that impacts will be wide ranging with potential impacts in many areas across the education system, e.g. qualifications and assessment, additional support needs, subject choice and access to education. Overall, it will have a positive impact on learning and teaching in Scottish schools.
<p>SI103 By April 2022, Education Scotland has planned discursive sessions for practitioners who have some knowledge of UNCRC to discuss and collaborate on next steps. Collaboration is ongoing with colleagues who have taken part in the 'Train the Trainers' sessions, and are delivering professional learning across the regions. Learner Participation sessions are planned to support the implementation of the UNCRC, and ensure that there are opportunities for children and young people to be actively involved in decisions that affect them.</p>	<p>Ongoing Training and support for practitioners is ongoing across a number of local authorities. Feedback from professional learning sessions and from local authorities suggests that there is a requirement for continuing professional learning, including for elected members, to ensure local authorities are prepared to implement the UNCRC once it is incorporated.</p> <p>Anticipated outcomes and next steps Next steps include a continued professional learning offer at all levels, including to elected members. There will also be continued collaborative work with local authorities, Regional Improvement Collaboratives, third sector and Scottish Government to support the embedding of rights based approaches. It is anticipated that understanding of the UNCRC and learner participation in aspects of their education will continue to grow and align with expectations in the GTCS standards.</p>
<p>SI104 Education Scotland will provide up to date advice and guidance to local authorities and Regional Improvement Collaboratives in relation to high quality learning, teaching and assessment through appropriate fora during the academic session 2021-22.</p>	<p>Complete During academic session 2021-22 Education Scotland organised four national meetings with local authority assessment leads / Assessment Coordinators and used these meetings to communicate relevant information to local authority contacts to inform the system. For example, Education Scotland provided an overview of the updated changes to the National Improvement Framework, key themes which emerged from the OECD review and trends presented in the annual ACEL publication.</p> <p>Over the course of the academic year, meetings for local authority assessment leads/ Assessment Coordinator were well attended, with representation from almost all local authorities. An evaluation of the Assessment Coordinators meetings was carried out in May 2022 to review the format of the sessions. From feedback to Education Scotland, local authority contacts indicated that the scheduled meetings were a useful forum for keeping abreast of up to date advice, guidance and policy developments related to learning, teaching and assessment. Additionally, some Assessment Coordinators stated that the meetings provided a valuable opportunity to share practice, collaborate and learn from one another.</p> <p>Next steps</p>

	<p>Following the feedback captured through the recent evaluation, Assessment Coordinators meetings will be scheduled for academic year 2022-23. Four online meetings will be planned. Education Scotland continue to work closely with respective RIC/local authority colleagues</p>
<p>SI105 By summer 2022, Education Scotland and ADES will complete 'collaborative improvement' reviews with a further 6-8 local authorities. This will result in reports to local education committees, clear action plans, monitoring and ongoing support.</p>	<p>Ongoing The Collaborative Improvement programme started in June 2021 and 13 local authorities have led the collaborative self-evaluation process, 9 of which were undertaken online. Various colleagues from across the education system have contributed as team members of the Collaborative Improvement reviews and effective governance arrangements are in place to oversee the process. To inform the process, guidance on Collaborative Improvement has been developed and communicated by Education Scotland and ADES.</p> <p>Anticipated outcomes and next steps</p> <ul style="list-style-type: none"> • All 13 local authorities who have engaged in the collaborative self-evaluation process are included in a three-year plan for all 32 LAs to engage in the programme over the period 2021- 2024. • High levels of mutual trust, confidence, cooperation and collaboration have been created, resulting in effective joint activity to support improvement across local authorities, Education Scotland and ADES. • Informal networks established during each Collaborative Improvement Review have often continued beyond the Review itself, allowing an opportunity for peer support for improvement in other areas. • Engagement in the process has acted as a catalyst for further improvement; this includes replication of the model in other aspects of improvement work as a result of positive internal feedback from host local authority stakeholders. • The 2018-2020 report of the International Council of Advisers (2020), recommended that Scotland should move still further beyond what has become known as a self-improving system to become a Networked Learning System (NLS). Collaborative Improvement can contribute significantly to delivering this important objective.
<p>SI106 Scottish Government will engage in collaborative work with children and young people organisations to understand the various ways that learners currently engage with national decision-making, and to co-design a new format and approach for all future engagement.</p>	<p>Ongoing Scottish Government is currently working with stakeholders to develop a comprehensive and strategic approach to ensure that children and young people's voice is taken fully into account in education policy development and decision-making.</p> <p>External Mapping activity has highlighted the various ways children and young people have engaged with education policy since 2019. The subsequent report identified a number of key principles which would allow for a meaningful mechanism for children and young people's participation, these will be incorporated into the co-design process with children and young people (Autumn/Winter 2022/23). The findings of this report will also be embedded into the work of the National Discussion, ensuring what we've already been told by learners is incorporated into the development of the "vision" for Scottish Education.</p> <p>Anticipated outcomes and impacts A rights based approach to developing a sustainable mechanism for learner participation.</p> <p>Ensuring young people are front and centre of policy development across Education.</p> <p>Next steps Scottish Government will review the findings of the completed Mapping Exercise in Autumn 2022 to develop our approach to the co-design process</p>

	<p>with children and young people, facilitated by Young Scot (commencing in November 2022)</p> <p>The Co-design process will take place over Autumn/Winter 2022/23 – taking a rights based approach to developing a sustainable mechanism for learner participation. Ensuring young people are front and centre of policy development across Education.</p>
<p>SI107 The Scottish Government and Education Scotland will work with all 32 local authorities included in the Scottish Attainment Challenge to:</p> <ul style="list-style-type: none"> • support system-wide delivery of the refreshed mission for the Scottish Attainment Challenge, whilst recognising the specific contribution of education to reduce the impact of poverty. • ensure a system-wide focus on improving outcomes for children and young people impacted by poverty, in light of the cross-cutting impact poverty has and the need to collaborate across services to improve outcomes for children and young people. • ensure that governance and reporting arrangements, including stretch aims agreed and measured both nationally and locally, enable the system to recognise, respond to and tell the story of progress being made, locally and nationally, to improve outcomes for children and young people impacted by poverty. • demonstrate that people are as important as processes: our joint work on governance and reporting should clarify the respective roles of key actors in the system, including Scottish Government, Education Scotland and local authorities. • In 2022 we will publish a clear framework to support recovery and accelerate progress. 	<p>Complete</p> <p>The Framework was published on 30 March 2022 alongside a suite of guidance materials and a logic model (visual theory of change).</p> <p>The Framework addresses roles and responsibilities of actors in the system and will be a key baseline for setting governance and reporting arrangements against.</p> <p>Supported by the investment in the Scottish Attainment Challenge, the enhanced support from Education Scotland and stretch aims as part of the Framework for Recovery and Accelerating Progress, the pace of progress in closing the poverty related attainment gap is expected to accelerate.</p> <p>Outcomes and next steps</p> <ul style="list-style-type: none"> • A national aggregation of all 32 local authority ambitious stretch aims for progress closing the gap has been published • Collectively, the core stretch aims set by local authorities show a great deal of ambition for both recovery and accelerating progress. Aggregated, they represent local ambitions for improvement both on 2020/21 – the last year of published data when this requirement was introduced – and 2018/19 – the last year of pre-pandemic data. • Through the refreshed mission of the Scottish Attainment Challenge and the introduction of local stretch aims, we have shifted our focus towards outcomes for our children and young people impacted by poverty – and key to improving those outcomes is the work done in local systems with schools, third sector organisations and other local services. • Now the focus is on the implementation of the plans – supported through Strategic Equity Funding – that underpin the stretch aims to ensure progress is made locally throughout the academic year, with ongoing support and challenge from Education Scotland as LAs progress their plans to close the poverty related attainment gap.

SI108

Education Scotland will engage directly with authorities who have experienced the biggest falls in attainment, to support them in planning interventions with the greatest opportunity for success.

Ongoing

Education Scotland have provided bespoke support to all 6 RICs. Education Scotland officials engage with 12 local authorities to provide an enhanced level of support.

Education Scotland officials have built up strong relationships nationwide which assist in this identification of need. They have also collaborated with national partner organisations and agencies to deliver professional learning on identified areas of priority through the National Numeracy & Mathematics Faculty Head /Principal Teacher Network. Our Early Career Teacher (ECT) has been further developed and is available to all local authorities and other organisations i.e. ITE. Finally, direct engagement with individual local/authorities/establishments has included working collaboratively on maths recovery, data analysis, pedagogical approaches and Additional Support Needs.

Education Scotland has provided support on literacy and English to individual local authorities. This includes working with national partners such as the Scottish Book Trust, the University of Edinburgh and the Royal College of Speech Therapists to deliver professional learning on identified areas of priority through the National Literacy Network (NLN), which is comprised of local authority literacy leads. Professional learning has also been delivered to local authority nominated practitioners as part of the Literacy and English Curriculum Network (LECN) and through online webinars on identified areas of priority such as effective pedagogical approaches to listening and talking, reading comprehension and writing. Participant evaluations indicate increased knowledge and understanding of these literacy pedagogies. Bespoke support on the implementation of local authority improvements in literacy have also been delivered. Some examples include career-long professional learning (CLPL) on the assessment of literacy; literacy across learning; differentiation strategies; the assessment and moderation of listening and talking; reading comprehension and writing workshops; literacy within the context of play pedagogy and disciplinary literacy.

Anticipated outcomes and next steps

Education Scotland will continue to provide universal support to all establishments, practitioners and wider system, in a variety of ways, to co-create improvement strategies, increase confidence and develop more positive attitudes towards numeracy and mathematics. Education Scotland will also ensure authorities have access to high quality professional learning. Education Scotland will provide targeted and intense support and interventions, where necessary. This will be carried out in collaboration with Education Scotland colleagues and individual local authorities. Interim recommendations captured through the National Response to Improving Mathematics (NRIM) will form a significant part of Education Scotland's next steps.

Literacy: Anticipated outcomes

Local authorities are able to access high quality professional learning opportunities, resources and support from Education Scotland literacy officers; improved awareness, knowledge and understanding of effective literacy pedagogies at all levels of the system to improve learner outcomes.

Next steps

Education Scotland literacy officers will continue to work with local authorities, their schools and practitioners in a variety of ways to ensure

	increased confidence in the knowledge, expertise and shared understanding of key literacy issues.
<p>SI109 Education Scotland will work with partners to design and deliver universal, intensive and targeted improvement support to the early learning and childcare sector at regional, local and setting level during academic session 2021-22.</p>	<p>Complete Education Scotland, in partnership with Regional Improvement Collaboratives, local authorities and other Early Learning and Childcare (ELC) stakeholders has delivered a wide range support, in person and virtually, to support improvement in early childhood education. This has been provided across all six regional improvement collaborative areas and involved staff from 26 local authorities, with a focus on delivering bespoke professional learning and providing professional advice and support in response to local and regional requirements. In addition a programme of professional learning was co-constructed with a large private nursery chain, to meet the specific needs of the staff team within the context of the ELC expansion policy implementation. This work is being used to inform approaches to future work. Examples of engagement include support for child-centre and play pedagogy, pedagogy and curriculum, parental engagement, leadership, meeting the needs of children under three; numeracy, equity and practitioner enquiry. The further implementation of national practice guidance 'Realising the Ambition: Being Me' has been embedded in almost all support work with the sector.</p> <p>Outcomes: ELC practitioners and Primary 1 teachers who have engaged with the professional learning and support on offer have increased knowledge and confidence in delivering high quality early childhood education.</p> <p>Next steps: Education Scotland will build on the professional learning offered in 2022 to support further development and improvement in 2023, through continued collaborative working with a wide range of stakeholders.</p>
Performance Information	
<p>PI16 Early work is under way on a long-term project to develop a new index of social background, which is aimed at creating individual level data (as opposed to area-based) which allow more targeted and effective intervention for disadvantaged pupils</p>	<p>Ongoing We have identified that the Department for Work and Pensions' (DWP) social security data, and in particular their Children in Low Income Families dataset, would be key to developing this index.</p> <p>Anticipated outcomes and next steps To enhance our evidence base on school-level deprivation, we are currently working with DWP to agree sharing of their Children in Low Income Families dataset at school-level. Should this principle be agreed with DWP, work will begin to explore the practicality of accessing the individual-level data from DWP that is needed to develop the index.</p>
<p>PI19 Research and development work will continue around the three aims of the Research Strategy.</p>	<p>Ongoing When the Research Strategy was published in 2017, a commitment was made to evaluate it after five years (2022). A review of the strategy is currently being undertaken internally. This includes mapping research activity and outcomes against the aims of the strategy and consultation with the members of the National Advisory Group and Academic Reference Group and internal SG policy and analytical stakeholders.</p> <p>Anticipated outcomes and next steps</p> <p>Next steps The results of the review will inform the development of an updated Research Strategy. The new strategy will also take into account the recommendations from recent reports (OECD, Stobart, Muir, etc.). A draft of the revised Strategy will be shared with members of both the National Advisory and Academic Reference Groups and their input sought.</p>

	<p>Anticipated outcomes:</p> <p>We intend to publish the revised/updated Research Strategy in spring 2023 alongside the report of the internal review.</p>
<p>PI20 The PISA 2021 assessment has been postponed until 2022 due to the impact of COVID-19. Results will be available in 2023.</p>	<p>Ongoing The Programme for International Student Assessments (PISA) is an international study that assesses the knowledge of 15 year old students in maths, reading and science. Over 80 countries are taking part in PISA 2022, with Scotland taking part in every assessment since its inception in 2000. The PISA 2022 assessments took place in Scotland in October and November 2022, with more than 3,000 15 year olds in almost 120 schools taking part.</p> <p>Anticipated outcomes and next steps The results of the assessment will be published for Scotland and internationally in December 2023. PISA offers time series data on Scotland's performance in the assessments over the last 20 years, and comparison with countries/economies across the world.</p>
<p>PI22 The Behaviour in Scottish Schools Research (BISSR) 2021 will be published.</p>	<p>Ongoing The BISSR fieldwork could not take place as planned in March 2021 due to the COVID restrictions in place in schools. Following removal of restrictions, the research was put back out to tender with ScotCen being awarded the contract. The BISSR research fieldwork will take place in the first half of 2023, with the report published in the Autumn.</p> <p>Anticipated outcomes and next steps This will inform the future policy development and actions taken by the Scottish Government and partners to continue to support positive relationships and behaviour policy in schools.</p>
<p>PI23 Scottish Government will work with our partners, including the ICEA, to design the best approach to accelerating progress with closing the poverty related attainment gap, through the next phase of the Scottish Attainment Challenge.</p>	<p>Complete The Framework for Recovery and Accelerating Progress was published on 30th March 2022 as part of the refreshed SAC programme. This contains guidance on the setting of local stretch aims to close the poverty related attainment gap.</p> <p>Local stretch aims for overall attainment and closing the poverty related attainment gap in 2022/23 have been received and are being quality assured with initial feedback/clarification questions issued to (some) local authorities over the next few days.</p> <p>Outcomes and next steps Work to aggregate the local aims to develop a national picture for the ambitions of the system will take place over the coming weeks, with that national ambition/aggregation to be published at the end of October/early November.</p> <p>Some internal analysis will be undertaken, taking into account local authorities' previous years' performance and local contexts, to inform ongoing support and challenge from Education Scotland as local authorities progress their plans to close the poverty related attainment gap.</p>
<p>PI24 By Spring 2022, the Scottish Government will, in</p>	<p>Ongoing Linked to actions CA93 and CA102. Following delays to this work due to COVID-19, significant progress has been made by the working group to</p>

<p>collaboration with partners, develop a national measurement framework for children and young people with additional support needs. This will create a mechanism to fully capture and celebrate the range of diverse outcomes and achievements of all children and young people nationally.</p>	<p>develop the framework. A draft framework has been developed and considered by the newly established Additional Support for Learning Project Board. The draft National Measurement Framework has been informed by the Young Ambassadors' for Inclusion vision statement for success which set out their vision of what is required in order to achieve success.</p> <p>This progress has also been reflected within the updated ASL Action Plan and the associated updated report on progress. Implementation of this work will continue to be considered and monitored through the Additional Support for Learning Project Board, during 2022 and 2023 and next steps will include engagement with local authorities and consideration of options to test this new approach within a sample of authorities.</p> <p>The anticipated outcome of this work is the creation of a mechanism to capture, and celebrate, the range of diverse outcomes and achievements of all children and young people nationally, linking to National Improvement Framework and National Performance Framework measures.</p>
<p>PI25 During the first half of 2022, the Scottish Government will carry out a formal consultation process to review the 11 key measures and the 15 sub-measures to measure progress towards closing the poverty related attainment gap. The revised measures will be in place for the 2023 NIF in December 2022.</p>	<p>Complete</p> <p>The consultation on enhanced data collection for improvement ran from 9 May to 18 July 2022 and more than 70 responses were received. This included a series of meetings with key stakeholders to better understand their views on the proposed changes to the key measures. Analysis of responses was published alongside the 2023 National Improvement Framework and Improvement Plan.</p> <p>Outcomes and next steps</p> <p>The consultation had two main areas of focus:</p> <ul style="list-style-type: none"> - How to ensure that the basket of key measures to assess progress towards closing the poverty related attainment gap reflects the wider ambitions of the curriculum, and; - the value of the wider data for improvement purposes, both qualitative and quantitative, and the range of data needed by schools, education authorities and at the national level in order to fulfil their different requirements. <p>The information gathered from the consultation has provided us with a steer on what additional measures we should be including in the National Improvement Framework to ensure that we are gathering all the information we need to create an accurate national picture when assessing progress towards closing the poverty-related attainment gap.</p> <p>Alongside helping to inform the 2023 National Improvement Framework and Improvement plan, the outcome of the consultation will also feed into the wider work on reform and the national discussion on the vision for Scottish education, which is being taken forward in response to Professor Ken Muir's report. A full analytical report, a "We Asked, You Said, We Did" document and consultation responses (those individuals/organisations who gave consent) was published at the same time as the 2023 NIF.</p>
<p>PI26 Education Scotland will continue to offer support to local authorities for reporting and planning, including data, aligning to the NIF for 2021-22.</p>	<p>Ongoing</p> <p>Education Scotland offered support to local authorities across the six Regional Improvement Collaboratives with the formulation of statutory annual education plans during the 2021/22 session. A range of engagements with local authorities were carried out in response to requests for further support. For example, where support was requested, Education Scotland provided feedback on previous plans/reports to inform the structure and development of planning processes. Further examples of support include providing professional advice on the statutory guidance and national policy drivers to school and system leaders.</p>

	<p>Anticipated outcomes and next steps Education Scotland will continue to engage with local authorities to support formulation and ongoing implementation of statutory annual NIF plans.</p>
<p>PI27 Scottish Government will work with colleagues in ADES, COSLA, and Education Scotland to consider how to secure greater visibility of the NIF drivers in local and regional improvement and recovery planning, to help to ensure a national line of sight on local ambitions and practices.</p>	<p>Ongoing During the annual Statutory Review of the NIF 2022, we consulted with stakeholders, including ADES and COSLA, to seek views on how we might secure greater visibility of the NIF drivers in local and regional improvement planning.</p> <p>Next steps We will use the outcome of the consultation, alongside ongoing work with local authorities around variability in outcomes, to identify what more we can do to ensure a national line of sight on local ambitions and practices.</p>
<p>PI28 Plans are in place for local authorities to carry out the Health and Wellbeing and Parental Involvement and Engagement Censuses in 2021/22. The next round of the Health Behaviour in School-aged Children (HBSC) study is also due to take place in early 2022.</p> <ul style="list-style-type: none"> • Specific actions include: • Launch Health and Wellbeing Census in LAs (August 2021) and publish results in late 2022. • Launch Parental Involvement & Engagement Census in LAs (Spring 2022) and publish results late 2022. • Health Behaviour in School-aged Children (HBSC) study (2022) with analysis to follow by the HBSC team 	<p>Ongoing Health and Wellbeing (HWB) Census: 16 local authorities have collected the pupil survey data in 2021-22, and are currently undertaking their own analysis (all 16 have shared their data with SG)</p> <p>Parental Involvement and Engagement (PIE) Census: 20 local authorities have collected the parent/carer survey data in 2021-22, and are currently undertaking their own analysis (18 have shared their data with SG)</p> <p>In addition to producing their own local analysis, local authorities shared their data with SG to allow for a national picture to be presented. SG will publish national level findings and where possible local authority breakdowns in December 2022 (PIE Census) & February 2023 (HWB Census).</p> <p>Anticipated outcomes and next steps Local authorities have their health and wellbeing data for their use in identifying and monitoring improvement actions. Local authorities are currently producing the analysis they require, for example in setting stretch aims. SG will publish national level statistics for monitoring improvement activity in children and young people's health and wellbeing across the existing frameworks: National Performance Framework, National Improvement Framework, The Children, Young People and Families Outcomes Framework Core Wellbeing Indicator Set, and PHS Children and young people's mental health indicators. Other published measures are those previously reported in SALSUS, to provide continuity in time series where applicable, supporting policy development across health.</p>
<p>PI29 Over the next 3 years, the Scottish Government will support the development of a Scottish Coalition for Educational Research (SCER) which aims to improve:</p> <ul style="list-style-type: none"> • The depth and quality of policy relevant educational research across Scotland, including improving the methodological breadth of educational researchers; 	<p>Complete Following a review of the SCER proposal, we decided to proceed with two hubs – Curriculum and Quantitative research in education – to be led by the Universities of Stirling and Edinburgh (as set out at PI30 below). This action is now closed and superseded by activity at PI30.</p>

<ul style="list-style-type: none"> • Research collaboration among educational researchers and practitioners; • The communication of educational research findings to policy and practice (knowledge exchange). 	
<p>PI30 SCER will create three hubs based at the Universities of Edinburgh, Glasgow and Stirling, with proposed research activity to focus primarily on:</p> <ul style="list-style-type: none"> • Curriculum • Educational equity, leadership and systems changes • Quantitative research in education 	<p>Ongoing Following a review of the SCER proposal, we decided to proceed with two hubs – Curriculum and Quantitative research in education – to be led by the Universities of Stirling and Edinburgh.</p> <p>Anticipated outcomes</p> <ul style="list-style-type: none"> • An independent evidence base on Scottish education. • Improved channels for cross-institutional collaboration and networking amongst researchers, policy makers and practitioners – developing networks in two core areas (curriculum and quantitative research in education). • Building educational research capacity across Scotland. • Creating and sustaining pathways for knowledge exchange by communicating educational research findings to support policy making and analysis and supporting research informed practice.

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