

# **Achieving Excellence and Equity**

## **2024 National Improvement Framework and Improvement Plan**

**December 2023**

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## 2024 National Improvement Framework and Improvement Plan

Scottish education is well recognised globally as valuing both equity and excellence. The system invests significant resources to tackle poverty, close attainment gaps and strengthen the teaching profession.

International Council of Education Advisers, November 2023

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## Foreword



Scotland's education system has a long history of excellence in learning and teaching, with a highly skilled and professional teaching and practitioner workforce. Having been fortunate enough to work in education for a decade before I was elected as an MSP, I know just how dedicated our workforce is – not just our early years practitioners and teachers, but all those who work alongside them to ensure our children and young people receive the education they need and deserve.

I am also aware that our schools and education settings have faced unprecedented upheaval over the last 3 years, largely as a result of the pandemic, but also due to the cost of living crisis which has had a disproportionate impact on communities which were already disadvantaged. Higher energy bills and more expensive food have been hitting our poorest children and families hardest, and all while we continue to recover from a global pandemic.

Being out of school and early years settings during the pandemic has also had a profound impact on our children and young people. It has changed the type of learning we see in our classrooms and settings, and it has altered relationships between settings, school and home, which are usually built over time and with consistent expectations.

There are a number of societal and socio-economic factors which are outwith the control of schools and Early Learning and Childcare (ELC) settings, but which can have a significant impact on learning and achievement. We have to recognise those impacts while striving to have schools and settings which are ambitious for all our young people who have the right to expect a first class education, no matter where in Scotland they live. Excellent teaching is already happening in ELC settings and schools across Scotland – the latest Achievement of CfE level data continues to show real recovery from the pandemic, and the attainment gap is narrowing, but more must be done to support the profession.

As the International Council of Education Advisers said in its most recent report, we must invest in education professionals' learning to address the changing needs of young people. The plans I announced recently for a new Centre for Teaching Excellence will help to deliver that recommendation. But I was also struck by a quote from an earlier ICEA report which said "schools are also places where certified professionals can know and respond to their diverse students as whole human beings with distinctive talents and needs." This was echoed in [the report of the national discussion on education facilitated by professors Alma Harris and Carol Campbell](#) that "the most powerful message emanating from the National Discussion in Scotland is the need to educate *all* learners in Scotland for an uncertain and unpredictable future."

That need to deliver for all our children and young people is why I believe it is crucial for all parts of the education and skills system to work together to deliver excellence and equity for all. I am confident that by working together and by taking collective responsibility for change, we can deliver improved outcomes for all of Scotland's children and young people.

**Jenny Gilruth MSP**  
**Cabinet Secretary for Education and Skills**  
**December 2023**

# Introduction, vision, and key priorities

## Introduction

### Background

The 2024 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, 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.

### 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, ELC practitioners, 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 amended the vision statement to recognise the need for sustainability to be a core aspect of the learning experience, in line with the findings in Professor Ken Muir's Report, [Putting learners at the centre: towards a future vision for Scottish education](#). Following this year's review, we have further amended the statement to focus on achievement rather than attainment, as this was seen to be more in line with the four capacities of CfE. We have also reflected the vision from the National Discussion on Education that "all learners in Scotland matter" in our overall vision for education in Scotland.

## Our vision for education in Scotland

- **Excellence through raising achievement 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 an education system which ensures that every child and young person experiences great teaching, resources, and support for joyful learning that builds their confidence and equips them to be successful and to contribute in their life, work, and world, so they know how much they matter. We will respect, protect, and fulfil the rights of every child and young person in order to ensure these are incorporated fully across the Scottish education system.

We must ensure that children and young people are at the heart of education in Scotland. The Scottish education system values collaborative partnerships that engage all learners, the people who work within and with the education system, parents, and carers to ensure that all learners in Scotland matter.

### **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 achievement, 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 engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

## **Third Report from the International Council of Education Advisers (ICEA)**

The ICEA was established in 2016 to advise Ministers on how best to achieve excellence and equity in the Scottish education system. The [third formal report of the ICEA](#) was published on 7 November 2023. It highlights that Scottish education is well recognised globally as valuing both equity and excellence, and emphasizes the continued importance of equity and excellence in Scotland's future education policies.

The report has a strong focus on improving teaching and pedagogy. In particular, the ICEA states that we need to invest in the professional learning of educational professionals to address the changing needs of children and young people. The report also helpfully synthesises the reviews of the Scottish education system that have been undertaken over the last few years. It recognises there are significant commonalities between them all, and that now is a time for implementation, improvement and reform.

The report makes 27 recommendations split into 7 strategic areas:

- Strategic Area 1: Improve the teaching profession and professional learning
- Strategic Area 2: Curriculum, pedagogy and assessment
- Strategic Area 3: Support collaboration among teachers and schools
- Strategic Area 4: Engagement of students, families, and communities
- Strategic Area 5: Governance and leadership
- Strategic Area 6: Artificial Intelligence (AI) and the digital world
- Strategic Area 7: Equity and excellence

The Scottish Government will be publishing a formal response to the ICEA report in 2024.

## Education and skills reform

The Scottish Government is reforming the education and skills system to give everyone the opportunity to develop the knowledge, skills, values and attributes that will enable them to thrive. The ICEA has advised consistently that structural changes should only be made as an integral and necessary part of a coherent approach to governance across all levels of the education system, and that it should have a beneficial impact on the learning and experience of the young people and their teachers.

It is important, therefore, that we get reform right and that our approach to reform draws on the advice of the ICEA in order to deliver cultural change, as well as proper consideration of the independent reviews that reported to Government in May and June 2023. These are [James Withers' Review of the Skills Delivery Landscape](#), the priorities arising from '[Purpose and Principles for Post-School Education, Skills and Research](#),' [the independent Review of Qualifications and Assessment by Professor Hayward](#), as well as themes from the National Discussion on Education.

In order to achieve this, the Scottish Government will establish an Education and Skills Reform Chief Executive Forum, ensuring all bodies impacted by reform can engage collectively and directly with Government. There is also a commitment that teachers and educators will be directly involved in the governance of the education reform programme - to help deliver the change required, and to ensure the expertise from the profession drives improvement. The [consultation on legislation on the Education Bill](#) runs until December 18<sup>th</sup>. The consultation sets out proposals to establish a new qualifications body, addressing the need for greater involvement of pupils, teachers, and wider stakeholders in decision-making, as well as ways to maximise the positive impact of education inspection.

We will also establish a new Centre for Teaching Excellence to fill an important gap in our national approach to improving education. The centre will help us to remain at the cutting edge of teaching practice, by distilling research and evidence into practical support. The Centre will be co-designed with teachers, practitioners and other partners in order to ensure that it fulfils its purpose, which is to distil research and evidence on excellent teaching into practical and digestible support for all teachers and practitioners in Scotland.

Early in 2024 we will also respond to the Independent Review of Qualifications and Assessment. Since the conclusion of the Review, we have been seeking further views on the recommendations pertaining to the national qualifications. Although agreement on the need for change is clear, there are varying views on next steps. In considering the Scottish Government's response to the Review it will be important to balance the desire for change with the views of teachers, while recognising the changed context in our schools. With that in mind, the Cabinet Secretary intends to return to Parliament in the new year to debate the proposals of the Review in full.

### The importance of the early years

Our [Strategic Early Learning and Childcare and School Age Childcare Plan](#) outlines our vision that, through access to rich and nurturing early learning and school age childcare experiences, children, families, and their communities are enabled to reach their full potential and the poverty-related outcomes gap narrows.

Since 2014 we have undertaken one of the most significant reforms to public services in a generation by almost doubling the entitlement to high quality, funded Early Learning and Childcare (ELC) from 600 to 1140 hours per year, for all eligible children. This means



families can access up to 30 hours of funded ELC each week in term time, or around 22 hours a week spread across the calendar year. Scotland is the only part of the UK to offer the equivalent of 1140 hours of funded ELC to all eligible children regardless of their parents' or carers' working status, putting children first.

Our Programme for Government outlines that we will work with our partners to significantly expand our childcare programme. We will also continue to take forward joint work to develop an outcomes and measurement framework for funded ELC, in partnership with local government and the ELC sector.

## Verity House Agreement

The [Verity House Agreement](#) states that Scottish and Local Government will work together to:

1. **tackle poverty**, particularly child poverty, in recognition of the joint national mission to tackle child poverty
2. **transform our economy through a just transition to deliver net zero**, recognising climate change as one of the biggest threats to communities across Scotland, and
3. **deliver sustainable person-centred public services** recognising the fiscal challenges, aging demography and opportunities to innovate.

The Scottish Government is working with the Convention of Scottish Local Authorities (COSLA), the Association of Directors of Education in Scotland (ADES) and the Society of Local Authority Chief Executives (SOLACE) to agree a shared programme of activity on education and early learning and childcare under each of those three priorities. Education remains by far the most effective means we have to improve the life chances of all children and young people. High quality, affordable, and flexible childcare, is also vital to giving children the best possible start in life, and to ensuring that parents and carers can work, train or study. Therefore, most of the work programme for education and childcare will deliver on our joint priority of tackling child poverty, and will reinforce our collective commitment to equity, to mitigate the impact of poverty on children's outcomes, and tackle the poverty-related attainment gap

## 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.

### Local improvement planning

Schools and local authorities have a long history of improvement planning setting out priorities for local action based on local needs and self-evaluation. These plans and the priorities they set out have been instrumental in shaping the content and context of this NIF and Improvement Plan. The prioritising, targeting and implementation of local improvement activity is key to the delivery of the NIF vision and priorities. These local plans and activity have helped us to identify the new improvement activity in the national Plan that the Scottish Government and Education Scotland will be taking forward or supporting in 2024 and beyond.

As part of the annual planning cycle, and 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. The 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.

A key element of the recently updated [Scottish Attainment Challenge: framework for recovery and accelerating progress](#) is the requirement for locally identified stretch aims to be set out in local authority annual education reports and plans (or equivalents) to avoid duplication of effort. [Stretch aims for 2025/26, accompanied by an outline trajectory for progress, were submitted to the Scottish Government at the end of September 2023.](#)

In summary, the aggregated stretch aims set by local authorities for raising overall attainment point to a collective ambition to make steady and sustained progress in overall attainment over the coming three years.

Local education authorities' reporting should evaluate their plans and progress towards their ambitious, locally identified stretch aims through their education reports and plans in September each year.

### Summary of local improvement plans

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

All local authority plans demonstrated a commitment to upholding and promoting the rights of children and young people in a range of ways. These include ensuring that practitioners develop their knowledge and understanding of the UNCRC and incorporate it into self-evaluation of their practice. Local authorities also reported that quality improvement processes were being revised in order to evaluate progress towards implementation of UNCRC.

Local authorities are working on linking the UNCRC with their culture, values and ethos, skills and activities, curricular programmes, and targeted support. Local authorities are ensuring compliance with Child Protection and Safeguarding Policy, GIRFEC, Equalities

Legislation, anti-racist policy, and LGBTQIA+ policies to ensure all children and young people are safe, supported and included.

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

- Review and redesign processes and policies which apply to all learners (2-18) to ensure they are equitable, consistent, lean, coordinated, co-designed with relevant partners, and learner centered. (School and ELC leadership)
- Increase profile of Gaelic Medium Education including providing language learning opportunities and celebrating achievement with all staff and families (School and ELC Leadership & Parent/carer engagement and family learning)
- Whole Family Wellbeing Funding: implement preventative whole family support measures (Parent/carer engagement and family learning)

### Improvement in children and young people's health and wellbeing

Local authorities indicated that they would continue to develop policy and practice frameworks to promote inclusion at a strategic level through health and wellbeing strategies, counselling services in schools, and mental health leads and nurture.

Plans to review and develop the professional learning offer for staff working with partners including CAMHS and Educational Psychology Services is referenced by the majority of local authorities. Professional learning offers included areas such as: self-harm awareness and strategies, anti-bullying, anti-racist, emotional coaching, and Compassionate and Connected Classrooms.

Working with partners to provide targeted health and wellbeing interventions that meet the individual needs of children and young people has been referenced as a key area to be developed. Local authorities indicate that they will make use of data from their Health and Wellbeing Census to inform their improvement planning priorities. Plans to review and develop the health and wellbeing curriculum to address the needs of children and young people is referenced by local authorities.

Local authorities noted their commitment to improving the physical and mental health and wellbeing of children and young people through improving nutritional requirements, physical activities and sport. Collaboration with colleagues from other sectors to support in the planning and delivery in this area is referenced by many local authorities.

Local authorities made specific reference to promoting inclusion, and in particular supporting positive attendance, through self-evaluation processes including reviews of attendance procedures in school, tracking systems, and looking more widely at the reasons for poor/non-attendance. The direct prevention and management of exclusion of children and young people, including care experienced cohorts, is a priority for many local authorities.

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

- Professional learning in de-escalation and interventions. (Teacher and practitioner professionalism)
- Develop and deliver a comprehensive programme of professional learning and targeted interventions across all sectors to support effective implementation of the mental, social and emotional strands of Health and Wellbeing. (School and ELC Improvement)
- Support schools to make effective use of health and wellbeing data to identify priorities and bring about improvement. (Performance Information)

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

Closing the attainment gap continues to be a priority for all local authorities. All local authorities indicate a range of planned interventions, some of which included the use of Scottish Attainment Challenge funding to support improvement through evidence-based interventions which will improve the achievement of all children and young people.

The creation of stretch aims and the development of local authority strategies and policies to track and evaluate progress of these, to improve outcomes for children and young people impacted by poverty is an area of focus for all local authorities.

Innovative approaches to professional learning programmes are being developed by local authorities to strengthen practitioner approaches, providing rich opportunities for children and young people to achieve and attain, and reduce the poverty-related attainment gap. Local authorities will continue to work collaboratively across a range of networks to support the development and sharing of highly effective practice that reduces the poverty-related attainment gap.

Almost all local authorities indicated that they will be focusing on national programmes to support recovery and progress, including the roll out of Motivation, Commitment and Resilience Pathways, implementation of 'The Promise' (Corporate Parenting Action Plan), addressing the key recommendations from the Additional Support for Learning Review, Support for Learning: All our Children and All their Potential (The Morgan Review) and implementing revised models for Scottish Attainment Challenge and Pupil Equity Funding.

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

- Work with Island authority partners and the Scottish Government to further develop approaches to identifying and addressing poverty in a remote and rural context. (School and ELC Improvement)
- Continue 'Leading Learners' programme to support young people at risk of not achieving working grades, with a particular focus on social inequalities. (Curriculum and assessment)
- Increased participation and confidence of parents and carers in supporting their children's learning and development including development of an authority approach to inform parents / carers of their child's progress towards developmental milestones. (Parent/carer engagement and family learning)

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

All local authorities have planning in place to support improvement in skills and sustained, positive school-leaver destinations for all young people. To ensure that children and young people have access to an extended range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations, local authorities indicate that they will continue to develop their strategy for growing existing partnerships and for establishing new partnerships. Making links with organisations such as Skills Development Scotland, businesses and employers, and further education providers as well as an increased focus on skills and vocational based learning were included in plans.

Local authorities indicate the range of ways they plan to develop their curriculum offer and approach to extended pathway planning, to ensure their curriculum is built around the learner, and that children and young people have access to a wider and extended range of learning pathways which meet their needs. Local authorities reference developing their digital capacity in order to maximise the number and range of opportunities available to young people.

Through the interrogation of school leaver destination data, local authorities specified further targeted support and transition planning for vulnerable groups, including care experienced children and young people and those with additional support needs, to support improvement in employability skills and sustained positive destinations for all young people. Local authorities identify key roles to support this priority such as a Developing the Young Workforce (DYW) coordinator.

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

- Through DYW coordinators and other partners, embed approaches to planning, supporting, and tracking post-school destinations for all school leavers. (School and ELC leadership)
- Review labour market information and align learning experiences to future workforce opportunities in the local authority. (Curriculum and assessment)
- Develop the curriculum model for senior phase pupils, inclusion of learner voice in curriculum planning and improving communication about the curriculum offer. (School and ELC improvement)

## Improvement in achievement, particularly in literacy and numeracy

Local authorities have detailed planning in place to support improvement in achievement, particularly in relation to literacy and numeracy. This focuses on developing practitioner knowledge and skills in the planning, progression and assessment approaches within literacy and numeracy to ensure a consistent approach is achieved across all settings within their local authority.

Many improvement actions within this priority focus on the implementation of targeted interventions or enactment of local authority-wide policies and strategies. Most local authorities explicitly referenced actions to be undertaken to implement strategic approaches related to improvement, either specifically related to literacy and numeracy strategies or more general raising attainment strategies.

Supporting teacher professional judgement within the broad general education is a priority for local authorities through the development of moderation networks including developing

the Quality Assessment and Moderation Support Officer (QAMSO) leadership role to support the planning and delivery of professional learning in assessment and moderation.

Local authority plans describe improvement actions which target approaches taken to improve learning, teaching and assessment which, as a result, will improve attainment in literacy and numeracy. A particular approach taken by many local authorities is identifying a specific area within literacy and numeracy and developing professional learning in this area for example First Level writing. For the early years, specific reference is being made to developing approaches to learning through play and developing play pedagogy.

Through a range of approaches designed to reduce inequity and close the attainment gap, opportunities for family learning to support improvements in literacy and numeracy are outlined by local authorities.

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

- Identify a Leader of Learning in all schools for, assessment, literacy, numeracy, and wellbeing. (School and ELC leadership)
- Develop consistent approaches to teaching of numeracy through professional enquiry project in partnership with Education Scotland. (Teacher and Practitioner professionalism)

### **Improvement of the curriculum**

It is important that the curriculum is continuously improved to ensure it remains relevant, forward looking, cognisant of future skills needs as well as the contemporary needs of our children and young people, and ultimately supports high quality teaching and learning. That is why, in 2024, we will be instigating a regular Curriculum for Excellence improvement cycle, which will consider curricular areas in a planned and systematic way as has been seen to work effectively in other high performing jurisdictions. This will include considerations around the relevance of curriculum content, role of knowledge, transitions between primary and secondary, and alignment between the broad general education and senior phase. The expertise and insights of our teachers, practitioners and subject specialists, amongst others, will be key to the continuous improvement of Curriculum for Excellence (CfE). Given we have a 3-18 curriculum in Scotland, when considering a particular curricular area as part of this improvement cycle, the qualifications body will also consider the content of the associated qualifications to ensure strong progression and alignment between S3 and the senior phase. Numeracy and mathematics will be prioritised as the first curricular area to undergo this improvement cycle in 2024.

### **National response to improving achievement, particularly in literacy and numeracy**

The National Response to Improving Mathematics (NRIM) brings together national and local government, alongside maths specialists, teachers, national agencies, including the Inspectorate, universities, and initial teacher education providers. Its objective is to deliver a “one-system” response to improving maths; one that is focused on improved levels of mathematical literacy and improved attainment.

Similarly, the National Response to Improving Literacy (NRIL), launched in February 2023, will provide a “one-system” response on literacy by improving the national support offer to teachers and practitioners so that they in turn can support children and young people to progress in the literacy skills and knowledge needed for 21<sup>st</sup> century learning.

The work of NRIL and Education Scotland will be complemented by national literacy programmes already benefiting schools such as 'Read Write Count with the First Minister' which helps ensure that all families have access to high quality books and other learning resources; and Reading Schools which recognises and rewards schools for building and sustaining a whole-school inclusive reading culture.

The key priorities of the NRIM and NRIL for 2024 are set out under the curriculum and assessment driver in the Improvement Plan.

## **PISA**

The Programme for International Student Assessment (PISA) is an assessment of 15 year-olds' skills in mathematics, reading and science. Eighty one countries and around 690,000 students participated in PISA 2022 - including all four nations of the UK. PISA 2022 focuses on mathematics, with reading and science as the minor domains. In 2018, reading was the major domain, and in 2015 it was science.

Individual countries were at different stages of their transition out of COVID restrictions when the survey was carried out. In Scotland the assessments were undertaken 18 months after the end of the period of school building closures, and seven months after the end of COVID restrictions in schools. The results reflect the cohort of young people who experienced unprecedented disruption to their education as a result of school closures during the COVID-19 pandemic.

The PISA 2022 results for Scotland show:

- reading performance was above the OECD average and higher than 24 other countries
- maths was similar to the OECD average
- science performance was similar to the OECD average
- Scotland's overall performance in mathematics and reading was lower in 2022 than it was in 2018, and was similar in science. The OECD average for mathematics and reading also fell, with 30 OECD countries/economies achieving a lower score in mathematics than in 2018
- the proportion of pupils performing at the highest levels of achievement ("Level 5 and above") was higher in Scotland than the OECD average in reading, and similar in maths and science
- in mathematics, the strength of the relationship between social background and performance was higher in 2022 than in 2018, and was similar to the OECD average, having been lower than the average in 2018. For reading and science, the variation explained by social background was similar to 2018.

An additional questionnaire on creative thinking was part of PISA 2022. The results of this will be published in mid-2024.

The national activity and local authority examples in the sections above highlight the key improvement actions relating to the PISA domains on reading and maths. Further actions relating to the final PISA domain (science) include the Young STEM leader awards, STEM Nation programme, STEM bursaries and funding to support teacher professional learning are aiming to maximise the number of people highly educated and skilled in STEM subjects.

## **Inclusion, wellbeing, and equality**

The Behaviour in Scottish Schools Research (BISSR) 2023 report was published in November 2023. This was the fifth wave of time series research first conducted in 2006. Both primary and secondary school staff reported generally good behaviour among most or all pupils in the classroom and around the school. However, there has been a perceived decline in pupil behaviour since the research was last conducted in 2016, with primary and secondary staff reporting decreases in most positive behaviours and increases in most of the low level disruptive, serious disruptive, and other negative behaviours around the school.

There was a general trend of positive behaviours decreasing, and negative behaviours increasing as pupils' ages increase, with most of the low level and negative behaviours more commonly reported in secondary schools than primary schools. The exception was physical aggression and violence, both directed at other pupils and towards staff, which were more often experienced in primary schools compared with secondary schools.

The qualitative research identified new and emerging patterns of disruptive behaviour including vaping and in-school truancy, a rise in misogynistic views expressed by male pupils, and problematic use of mobile phones and social media. The Cabinet Secretary has set out a five step plan in response to BISSR, the details of which are set out under the school and ELC improvement driver in the Improvement Plan. The inspectorate will strengthen the evidence gathered during school inspections, to ensure we have an accurate picture of behaviour in Scotland's schools to support improvement.

We know that the number of pupils identified with additional support needs has increased substantially since 2010 - 259,036 pupils (37%) were recorded in the pupil census as having an additional support need in 2023. This has been driven partly by a change to how additional support needs statistics were gathered in 2010 and, of course, by more children being diagnosed.

It is for local councils to determine the most appropriate educational provision, taking account of their legal responsibilities and the individual circumstances of the children and young people in their care. However, the Scottish Government takes its commitment to all pupils with additional support needs very seriously.

In 2020, the Morgan Review considered implementation of additional support for learning, and confirmed that there is no fundamental deficit in the principle and policy intent of the existing Additional Support for Learning Act and guidance. Therefore, the focus is on the collective actions that need to be taken to improve the experiences of children, young people and their families. The Scottish Government and COSLA jointly responded to the review, and confirmed acceptance of the recommendations.

At the same time, the Scottish Government and COSLA published the ASL Action Plan, which set out 76 Actions to be taken to deliver the recommendation of the Morgan Review. As part of that response, we have committed to publishing regular progress reports, and two have been published since then. [The latest progress report, published in November 2022](#), confirmed that, at that time, 24 of the 76 actions had been completed.

In order to secure progress on delivery of the actions at pace, the Scottish Government and COSLA have established the ASL Project Board. The role of the Project Board is to oversee the delivery of the ASL Action Plan and associated workstreams.



Throughout the life of this plan, there has been continued progress towards the achievement of these actions, and this has continued since the publication of the last report in November 2022. We expect to see further progress before the next progress report in Spring 2024. It is acknowledged within the ASL Review report that the “recommendations are not a quick fix” and that they will “challenge and cause discomfort”. We are confident that, by working together, maintaining a focus on outcomes, and implementing the recommendations of the review, we will achieve the necessary change.

## **Attendance**

We want all children and young people to get the support that they need to reach their full capacities, and teachers and support staff play a crucial role in this. The Scottish Government will continue to support local authorities, schools and parents to ensure good attendance in addition to our considerable investment in raising attainment. We want schools and local authorities to engage with parents and carers whose children are at risk of missing out on education.

With all local authorities having set a stretch aim for 2023-26 to improve attendance, there is a clear commitment to support children and young people to prevent missed learning opportunities.

In [September and October 2023, Education Scotland carried out a deep dive on attendance](#) to provide the following outcomes:

1. A deeper understanding of the current barriers and challenges experienced by schools, children and young people and their families and which influence school attendance, including the impact of the pandemic.
2. Clear examples of effective strategies that are supporting improved attendance.
3. Clarity on what further support, or intervention, is required in areas where attendance is not improving.
4. An understanding of how well current national approaches to data collection, analysis and presentation support local authorities and schools to fully understand and address attendance issues.

The report sets out some actions for consideration at both a local and a national level – national level actions are included under the school improvement driver in the Improvement Plan.

Although the findings are based on evidence gathered from local authorities and schools, they are also relevant for early years establishments, and for supporting learners beyond school leaving age.

## **Equality**

The Scottish Government’s commitment to embedding equality, inclusion and human rights in everything it does is of particular importance when it comes to children and young people, in order that they grow up feeling loved, safe, respected, and can realise their full potential as adults who are well educated, skilled and able to contribute to society.

These ambitions underpin our [2023-24 Programme for Government](#) which contains a number of commitments which will improve the lives of children and young people including to:

*“Further advance inclusive education in our schools through our Anti-Racism in Education Programme which will continue to embed anti-racist practice and principles in initial and ongoing professional development for teachers and educators, including the promotion of a decolonised curriculum which reflects diversity, social justice and Scotland’s role in the trans-Atlantic enslavement, and the development of robust measures for tackling racist incidents in schools.”*

The Scottish Government’s [Anti-Racism in Education Programme](#) consists of a broad set of ambitions which will put in place measures which embed anti-racism in schools, resulting in minority ethnic young people and staff experiencing an education system which is free from racism and is underpinned by culturally-responsive 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.

A key development in recent years to support and drive progress in closing the poverty-related attainment gap has been the introduction of local stretch aims. This was introduced through the Scottish Attainment Challenge [Framework for Recovery and Accelerating Progress](#) in 2022. This included a requirement for local authorities to set ambitious but achievable stretch aims for progress in overall attainment and in closing the poverty-related attainment gap in the 2022/23 academic year across a sub-set of the 13 National Improvement Framework measures of the poverty-related attainment gap. An aggregation of local authorities' core stretch aims was [published](#) in December 2022.

Local authorities also set additional (plus) 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 this ground up approach to identifying stretch aims for progress, local authorities are responsible for implementing their local plans to make progress in raising attainment and for closing the poverty-related attainment gap. Their own stretch aims and their trajectories for annual progress towards them are included in their statutory improvement plans and published on local platforms.

### Progress towards 2022/23 stretch aims

For primary school attainment, ACEL data showed strong improvement between 2020/21 and 2021/22 and the poverty-related attainment gap returned towards pre-pandemic levels. In 2022/23 this improvement has continued. The 2022/23 ACEL data for primary school literacy and numeracy shows that collectively local authorities have made progress towards the ambitious stretch aims set for 2022/23.

For school leavers with one or more SQA A-C awards at SCQF levels 5 and 6, the national data will be available through the Summary Statistics for Attainment and Initial Leaver Destinations (SSAILD) publication in February 2024. However, there are indications of progress compared to pre-pandemic performance. At National 5 and Higher, the poverty-related attainment gaps in 2023 remain narrower than in 2019.

For the Annual Participation Measure, Skills Development Scotland data published in August 2023 showed that the aggregated stretch aims for overall participation were exceeded, whilst the aggregated aims for the poverty-related participation gap were not. However, that gap was at a record low.

As we look ahead to the coming years, there is clear ambition among local authorities to raise attainment and close the poverty-related attainment gap over the next three years.

## 2025/26 stretch aims

Local authorities have now set stretch aims for 2025/26 in line with the guidance in the [2023 Framework for Recovery and Accelerating Progress](#).

The full report on [local authority stretch aims](#) is published on gov.scot.

In terms of the poverty-related attainment gap, local authorities' stretch aims point to a collective ambition to see significant progress since the Scottish Attainment Challenge was introduced. Looking at data from the beginning of the Challenge (2016/17), there is clear ambition to reduce the poverty-related attainment gaps across the core measures by:

- around 30% in primary school literacy and numeracy (ACEL P1, P4, P7 combined);
- around 28% for the proportion of school leavers attaining 1 or more award at SCQF level 5 based on Insight (All SCQF Awards) information;
- around 18% for the proportion of school leavers attaining 1 or more award at SCQF level 6 based on Insight (All SCQF Awards) information; and
- around 49% for the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure.

The health and wellbeing and “plus” aims set by local authorities cover a range of local priorities. However, there are some consistent areas of focus, for example all local authorities have set stretch aims for improving attendance and/or engagement. Other areas of focus include aims to improve the attainment and wellbeing of care experienced children and young people, aims for specific year groups or subject areas, aims for S3 literacy and numeracy, and local aims for closing the poverty-related attainment gap using local measures of that gap.

This collective ambition is encouraging as the system – and children and young people – continue to navigate the lasting impact of the pandemic and the current cost-of-living-crisis, both of which have raised the barriers to learning created by poverty.

However, current attainment, poverty-related attainment gaps and stretch aims for progress vary significantly across local authorities, reflecting the range of different contexts in which local authorities operate. Some variation is appropriate, but in general children and young people should have equal opportunities to succeed, suggesting that we have more work to do to raise attainment for all and reduce unwanted variation. If good progress is made towards the 2025/26 local stretch aims, we would see that unwanted variation in performance across the core measures reduce.

To support local authorities to make progress towards their stretch aims, Scottish Government and Education Scotland, working with local authority partners, will use the intelligence the stretch aims provide to inform their ongoing support and challenge to drive progress.

### Support and challenge to local authorities to make progress

In providing that support towards closing the poverty-related attainment gap, the Scottish Government will continue to support schools and local authorities through its £1 billion investment in the SAC programme over the course of the parliamentary term. Within that is continued investment in Pupil Equity Funding, empowering headteachers to develop local

approaches to suit their children and young people's needs; and investment in Strategic Equity Funding to local authorities to implement strategic approaches to closing the gap in their local authorities – and make progress towards their stretch aims. Additionally, the Scottish Government through the SAC programme also continues to provide funding to support care experienced children and young people's attainment and wellbeing. We will also look internationally to continue to develop our understanding of how progress in closing poverty-related attainment gaps has been achieved and sustained.

Alongside that, Education Scotland through its team of Attainment Advisors will continue to support and challenge schools and local authorities. This will include a clear plan for Education Scotland support and challenge for each local authority, as well as ongoing engagement throughout the academic year to ascertain and report on the progress of local authorities towards trajectories and therefore progress toward stretch aims for 2025/26, and to strengthen collaboration with schools.

Education Scotland will continue to work with and provide support to local authorities in refining, tracking and monitoring processes as well as sharing good practice. Targeted support for local authorities will continue through the analysis of data, and will be developed in collaboration with local authorities to increase the pace of progress with improvements, as well as tackling variation.

Education Scotland will continue to regularly publish materials to support improvements in learning and teaching. In addition, Education Scotland has developed Scotland's Equity Toolkit as a learning resource which will be continually updated as evidence, research, and effective practice emerges.

Over the course of the coming three years, both locally and nationally we will track, monitor and report on progress towards these stretch aims in line with the requirements set out in the SAC Framework for Recovery and Accelerating Progress.

The Scottish Government continues its commitment to, and funding for, Equity and Excellence Lead posts, who are additional graduates in nurseries in Scotland's most deprived areas. These are highly qualified posts, that can be either a teacher or early years graduate with or working towards, for example the BA in Childhood Practice. The role of Equity and Excellence Lead is primarily focused on leading support for the most disadvantaged children to close the attainment gap. The Scottish Government will undertake an evaluation of the Equity and Excellence Leads programme with a view to understanding how best to support these critical posts going forward.

## **13 key measures**

Of the 13 key measures, data is not yet available to update for one of the measures (HWB: Children total difficulties score (age 4-12)). The data source has changed for one measure (HWB: Children total difficulties score (age 13&15)) and so data is available for 2022 only. Of the remaining 11 measures, there has broadly been a narrowing of the gap in eight of the measures, and a widening of the gap in three of the measures.

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

A number of changes to the approach to development assessments and recording of

outcomes were implemented in April 2017. The decline in the percentage reporting 'no concerns' around 2017/18 is mainly due to this change. Trends in this measure should therefore be interpreted carefully.

The COVID-19 pandemic led to changes in how reviews were delivered, as well as in the circumstances of daily life for many children in 2020/21 and 2021/22. It is therefore possible that both factors relating to assessment and recording, and genuine changes in the occurrence of developmental problems are contributing to the changes in the trends.

In 2021/22, these latest statistics show the gap between children living in the most and least deprived areas of Scotland decreased from 12.2 percentage points in 2020/21 to 11.7 percentage points in 2021/22. In 2021/22 the gap is smaller than in the pre-pandemic years. The percentage of eligible children with identified developmental concerns has increased in 2021/22 compared with 2020/21, and this increase was seen for those in both the most and least deprived areas. There has also been a small decrease in the percentage of eligible children aged 27-30 months reviewed. The percentage of eligible children reviewed decreased from 91.0% in 2020/21 to 89.4% in 2021/22. Over the same period the percentage of children reviewed and recording no concerns decreased from 68.45% to 65.5%. 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 2012-15, with 16% of children in 2017-21 recording borderline or abnormal total difficulties scores. 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)**

In 2021/22 the Health and Wellbeing (HWB) Census recorded 43% of 13 and 15 year olds with a borderline or abnormal total difficulties score. The gap between children from the most deprived and least deprived areas was 13 percentage points, with 50% of 13 and 15 year olds from the most deprived areas reporting borderline or abnormal total difficulties scores compared with 37% of those from the least deprived areas.

The HWB Census statistics are the aggregated results for the 16 local authorities who collected data, and are not weighted to population totals. These statistics are not directly comparable with the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) estimates previously used to report this measure. As such change in this measure will be reported as data becomes available in future years.

#### **Primary - Literacy (P1, P4, P7 combined)**

#### **Primary - Numeracy (P1, P4, P7 combined)**

In 2022/23, the data shows the percentage of pupils achieving expected levels in literacy increased for both those in the most and least deprived areas, compared to 2021/22. However while pupils from the least deprived areas performed better than pupils from the most deprived areas, 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 2021/22 and is now lower than that in 2016/17. Similarly for numeracy the percentage of pupils achieving expected levels increased for both those from the most and least deprived areas. The gap between the proportion of primary pupils from the most and least deprived areas who achieved their expected level has narrowed since 2021/22, and is lower than that seen in 2016/17.

**Secondary - Literacy (S3, 3<sup>rd</sup> level or better)**  
**Secondary - Numeracy (S3, 3<sup>rd</sup> level or better)**

In 2022/23 the gap between the proportion of S3 pupils from the most and least deprived areas who achieved their expected level in literacy narrowed (to 13.7 percentage points, and is at around the same level seen in 2016/17). While the percentage of S3 pupils achieving the expected level in literacy increased for pupils from both the most and least deprived areas, compared to 2018/19, the increase 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 narrowed (to 13.6 percentage points). The attainment gap in 2022/23 is lower than that in 2016/17 (14.9 percentage points). While the percentage of S3 pupils achieving expected levels in numeracy increased for pupils from both the most and least derived areas in 2022/23, the increase was larger for those from the most deprived areas.

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

The coronavirus (COVID-19) pandemic led to changes to the way in which National Qualification results at SCQF Levels 5 to 7 were determined. This attainment data considers all of the attainment which a school leaver gains over their time at school. This means the attainment of school leavers in 2019/20, 2020/21 and 2021/22 may be based on a combination of different approaches to determining results. The data based on school leaver attainment between 2015/16 and 2021/22 shows a small decrease 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 5.8 percentage points in 2021/22. This is due to a small increase in the percentage of pupils leaving school from the most deprived areas with at least one qualification at this level.

Over the same time period, the gap for pupils leaving school with 1 or more qualifications at SCQF Level 5 has seen a small decrease from 20.3 percentage points in 2015/16 to 19.1 percentage points in the latest year. 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 slightly between 2015/16 and 2021/22, from 38.5 percentage points to 37.0 percentage points. Over the period 2015/16 to 2021/22, the percentage of pupils from the most deprived areas achieving 1 or more qualifications at SCQF Level 6 increased, whilst for those from the least deprived areas it remained at around the same level.

**School Attendance**

School attendance rates in 2022/23 have fallen slightly compared with 2020/21, and this continues a trend of small decreases in attendance since 2016/17. The attendance rate in 2022/23 was 90.2%, compared with 93.3% in 2016/17. While the attendance rates decreased for pupils from both the most and least deprived areas, the decrease was slightly larger for those from the most deprived areas. In 2022/23, the gap in attendance rates between children living in the most and least deprived areas of Scotland was 6.7 percentage points. This compares with 4.7 percentage points in 2016/17.

## **Participation measure**

The inclusion of HM Revenue & Customs (HMRC) data, for the first time in 2023, has contributed to improved data quality and demonstrates an increase in participation. Although the data did not cover the whole of the period of interest it demonstrated an increase in young adults reported as participating in employment and a reduction in those with an unconfirmed status. The inclusion of HMRC data has contributed to an increased proportion of young adults reported in employment and this should be remembered when comparing data.

Additionally, the 2022 and 2023 statistics included data from DWP about Universal Credit (UC) claimants to comprehensively identify those out of work. The effects of Coronavirus (COVID-19) pandemic and associated lockdown and re-opening measures will have impacted on young adults' participation in 2021 and 2022.

The impacts of the pandemic and the absence of both Universal Credit and HMRC data in prior years should be kept in mind when comparing 2023 data with earlier years.

The participation measure shows that the percentage of 16-19 year olds participating in education, training, and employment has increased from 90.4% to 94.3% between 2016 and 2023. The gap between the proportion in the most and least deprived areas has decreased from 12.9 percentage points in 2016 to 8.3 percentage points in 2023. 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 2016/17 to 89.6% in 2023. 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 97.9% in 2023.

## **Initial Positive destination**

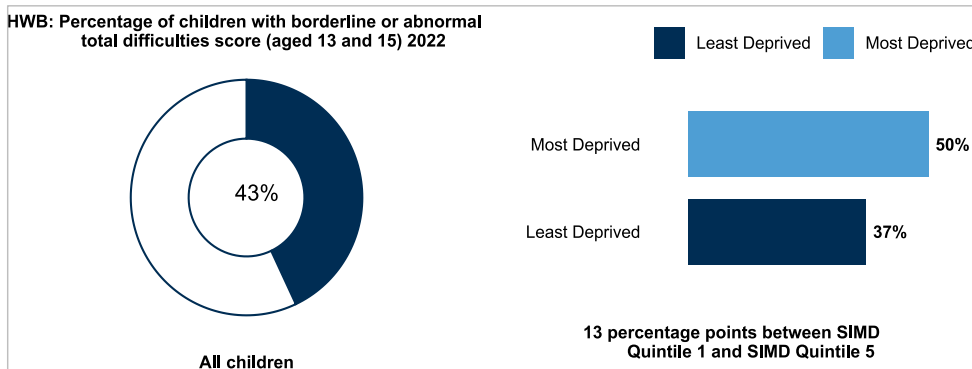
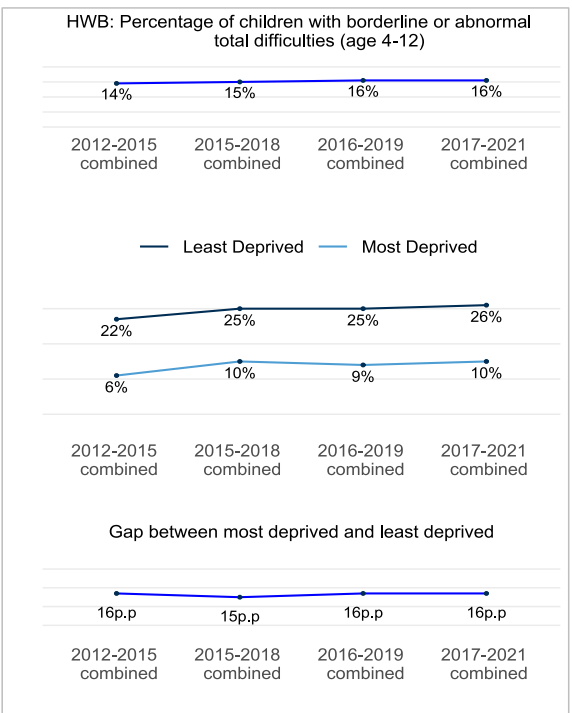
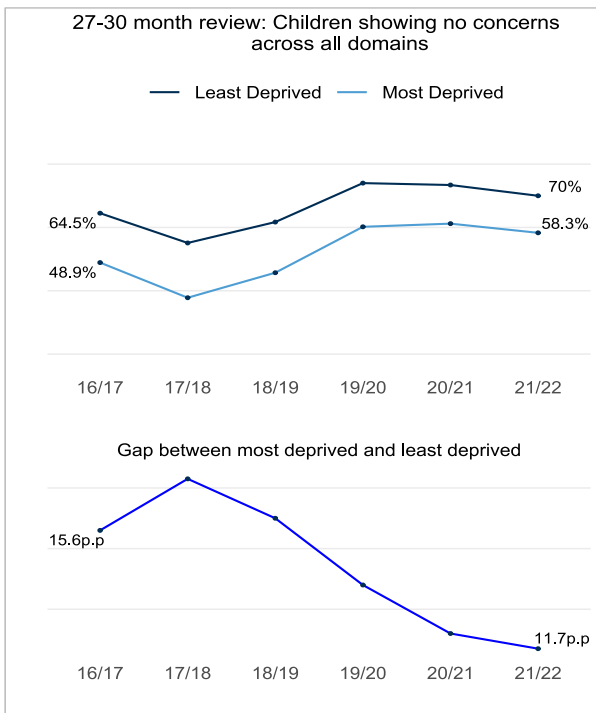
This measure provides information on the outcomes for young people approximately three months after the end of the academic year (the first Monday in October). Positive destination includes higher education, further education, training, employment, voluntary work, Personal Skills Development and Activity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

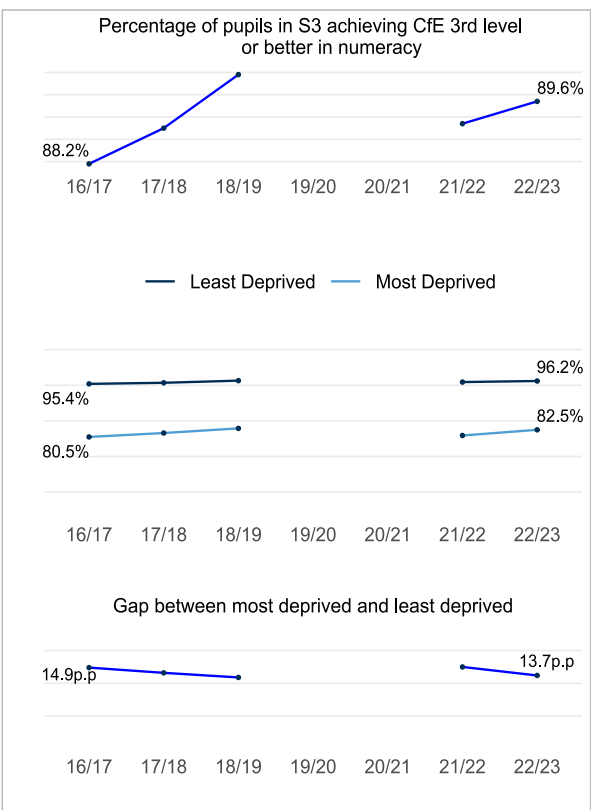
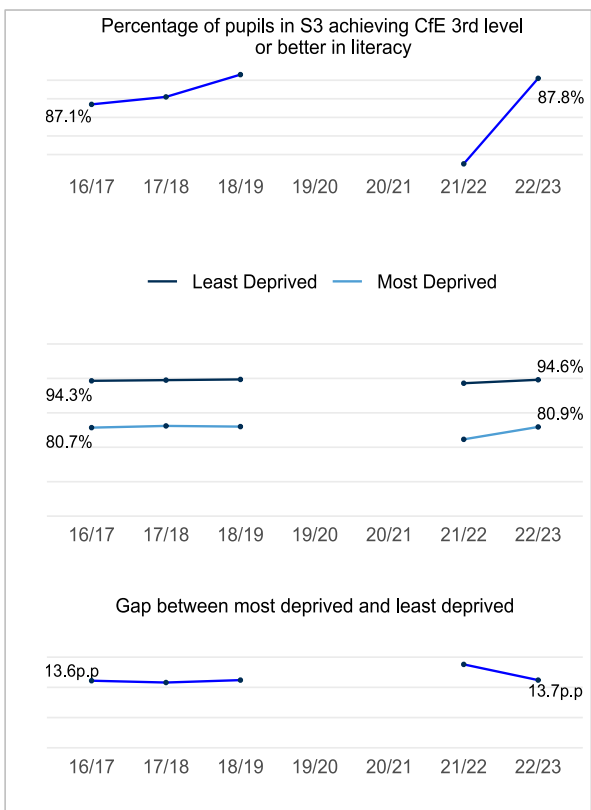
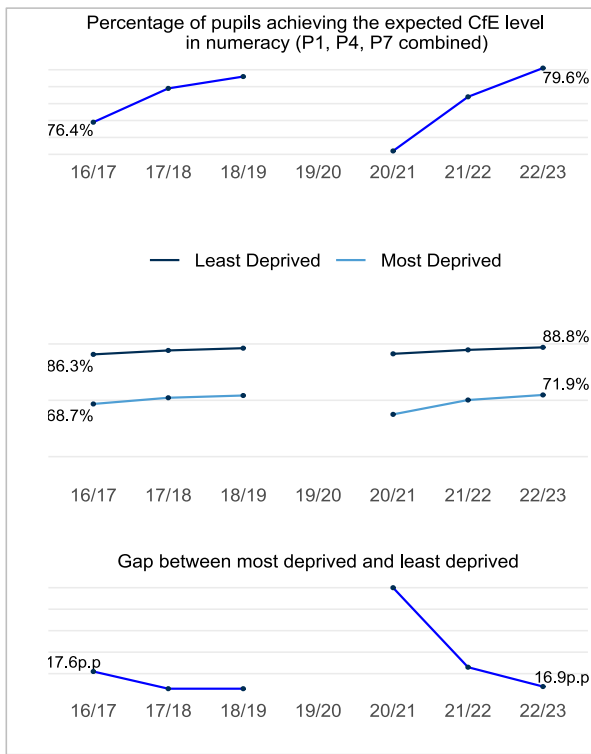
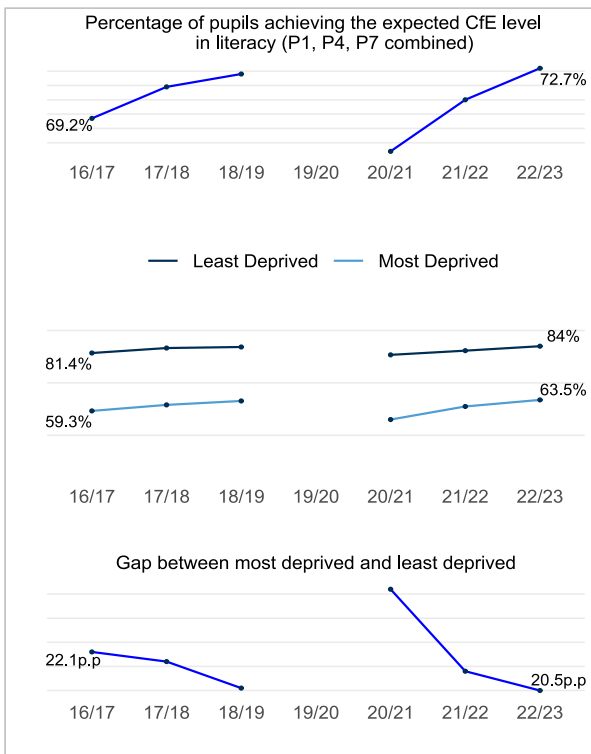
The time series includes years where school leaver destinations have been affected – either directly or indirectly – by the COVID-19 pandemic. The impacts of COVID-19 should therefore be kept in mind when considering changes over time in school leavers' destinations. The greatest effect of the pandemic on school leaver destinations is likely to have been seen in 2019/20. However, it is likely that there has been some ongoing impact on the destinations of some 2020/21 and 2021/22 school leavers. The pandemic may also have influenced some pupils' decisions on when to leave school.

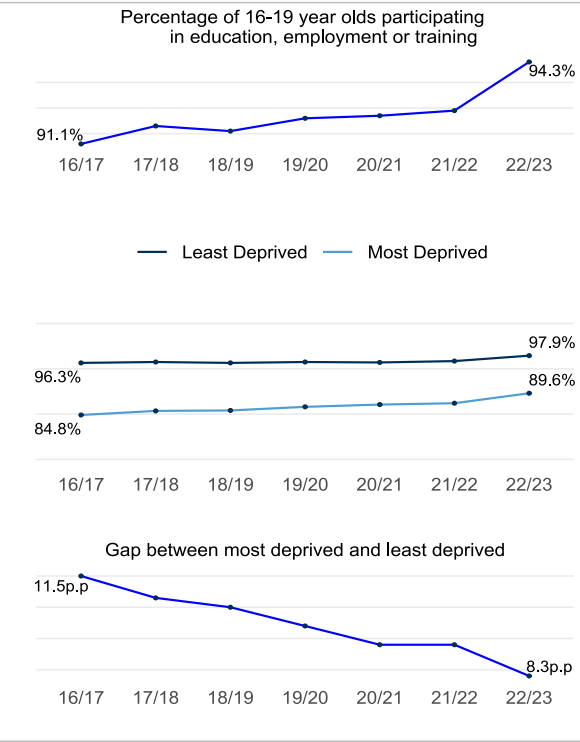
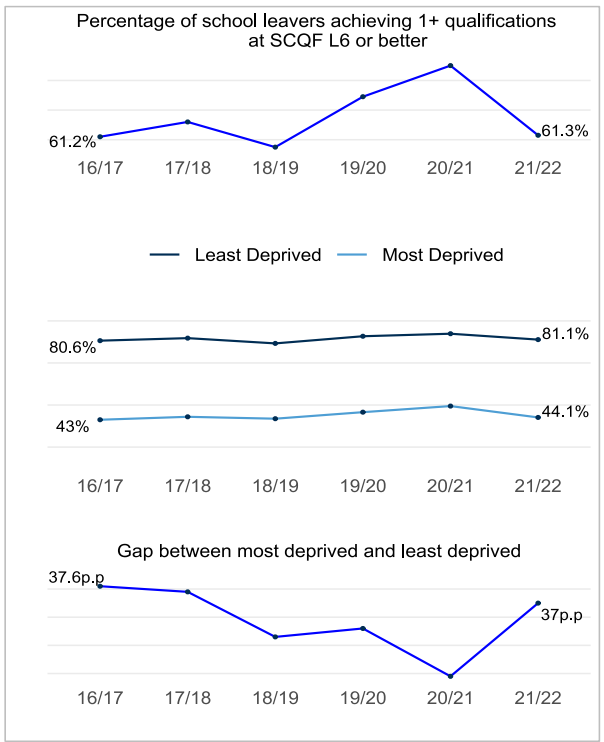
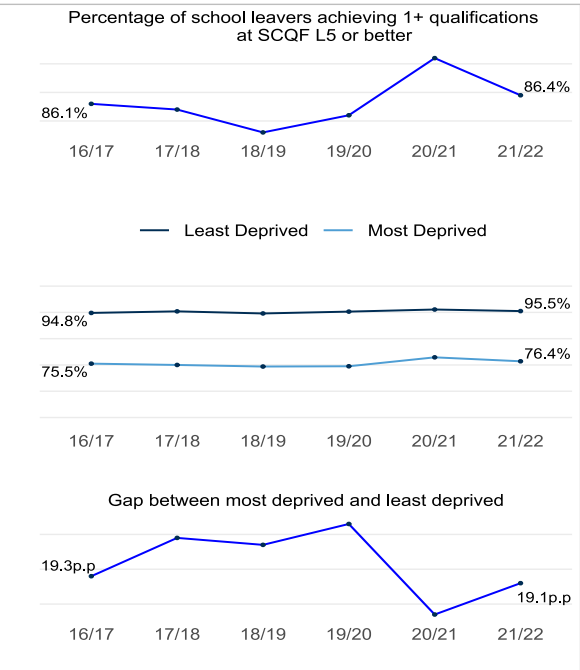
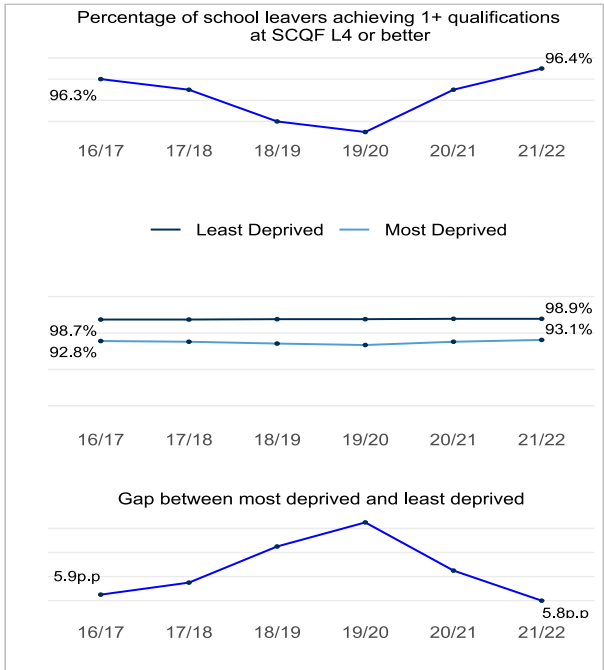
The gap in the proportion of school leavers in an initial positive destination has narrowed each year each year since 2015/16 (with the exception of 2019/20) and is now at 4.4 percentage points compared with 7.9 percentage points in 2015/16. While the percentage of school leavers in an initial positive 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.

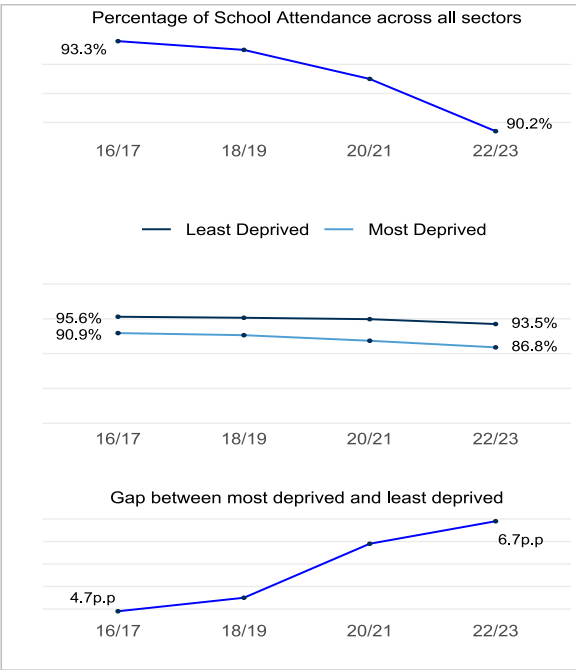
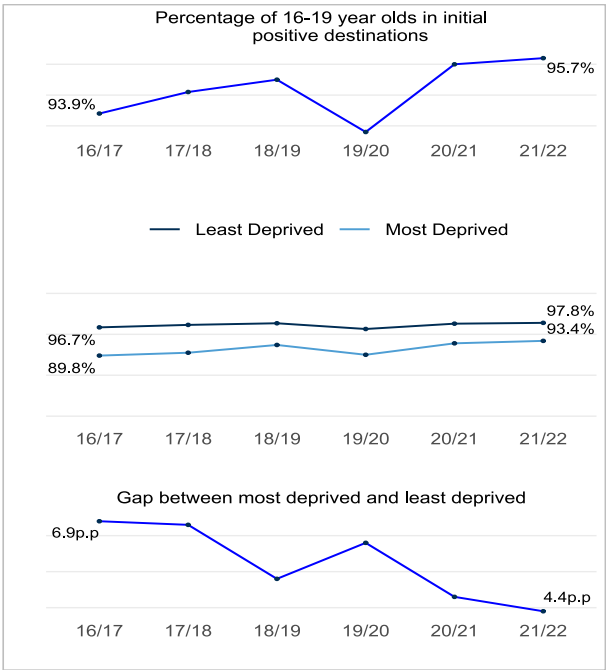
Summary tables of the key measures are set out below, while the remaining sub-measures can be seen in the [NIF Interactive Evidence Report](#).











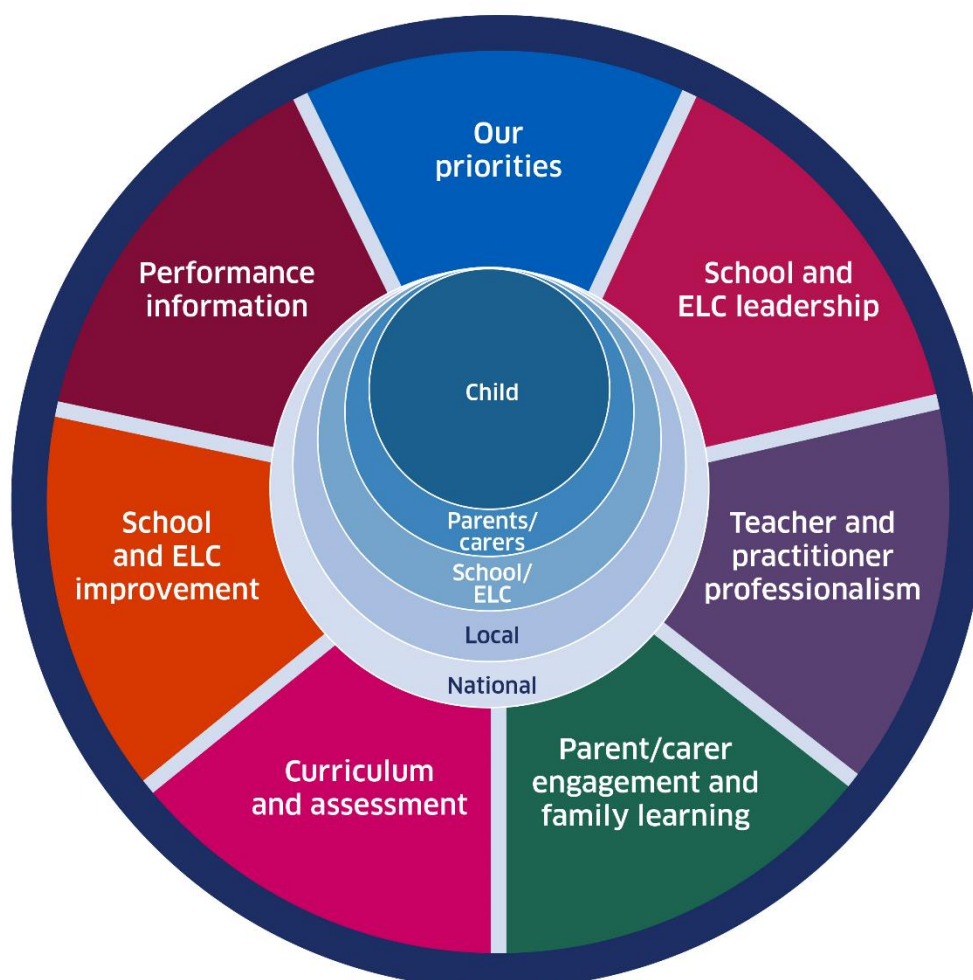
# Improvement Plan

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

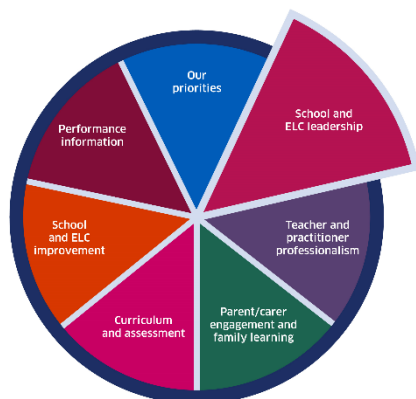
The key drivers of improvement will continue to provide a focus and structure for gathering evidence to identify where further improvements can be made, for ensuring we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. They all remain equally important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

The following sections set out the new improvement 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?

[Professional Learning for Headteachers – a thinkpiece commissioned by Education Scotland in 2023](#) showed that:

- Headteachers need the opportunity to influence the design, delivery, and timing of the professional learning available to them.
- The most impactful headteacher professional learning connects with their professional values and moral purpose.
- Headteachers need the time and space to reflect on and share their own experience and learning with others.
- Professional learning needs to be underpinned with theory from credible sources.
- Headteachers need the support and time together to make sense of and translate policy into practice.
- Headteachers need the opportunity to learn from schools in different contexts, local authorities, and systems both nationally and internationally.
- All Headteachers should have access to high quality Professional Review and Development.
- All Headteachers should have access to a professional coach or mentor depending on the stage in their career.

HM Inspectors carry out independent inspection across sectors ranging from early learning and childcare to adult learning. Inspection, is designed to promote improvement, provide assurance on the quality of education, and provide evidence to inform national policy development. The following information is from inspection evidence.

HM Inspectors provide information on the percentage of school inspections, for the academic year 2022-23 across the sample of 120 public schools, where the specified quality indicators (QI) are evaluated as 'good' or better. On QI leadership of change, the majority of schools, 68%, were evaluated as good, very good or excellent (and most, 88%, as satisfactory or better).

Inspection evidence shows that, overall, senior leaders in most schools continue to work closely with children, parents, carers and staff to shape the school's vision, values and aims. This work is informed by a strong understanding of local social, economic, and cultural contexts. In most schools, this work is underpinned by strong relationships, nurturing approaches and professional standards. In a minority of schools, further work is required to ensure that their vision and values have a greater impact on practice.

Senior leaders in the majority of schools across all sectors, create the right conditions for effective change and improvement. They take into consideration, for example, the readiness of the school to respond to change. Senior leaders in a minority of schools need to further involve the whole school community in implementing a vision for change and improvement. In ELC classes, most senior leaders continue to manage change well. They are empowering a wider range of staff to take on key leadership responsibilities. Early years leaders and staff have an increasing role in actioning priorities to improve outcomes for children. Staff in schools across all sectors work collaboratively to implement improvement priorities. This is an improving feature. Overall, staff across all sectors continue to undertake professional learning to improve their knowledge, understanding and skills in learning and teaching.

Senior leaders in the minority of schools link self-evaluation, improvement priorities and professional learning together to improve outcomes for children and young people. This needs to become a more consistent feature of school improvement across all sectors to address variability in the quality learning and teaching.

In the secondary sector, the alignment between school improvement plans and Developing the Young Workforce (DYW) plans remains underdeveloped. There is variable practice across departments and faculties in understanding Career Education Standard (CES), and Career Management Skills (CMS) and how these influence learning and teaching.

## **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 evolve its headteacher and system leader professional learning offer in partnership with the profession and other relevant stakeholders. This professional learning will build capacity with headteachers and system leaders to be leaders of learning in their settings, manage change and lead their setting through upcoming reform.

Education Scotland will undertake a transition process to a new Regional/National/Professional Learning and Leadership structure, to ensure delivery of agreed priorities, including accelerating progress towards closing the attainment gap, improving experiences and outcomes for children with additional support needs, and supporting curriculum leadership and learning and teaching approaches.

## **School and ELC leadership - case study**

***Kerrie Laird is currently acting Headteacher at Milton of Leys Primary School in Inverness.***

Having previously participated in Education Scotland's Excellence in Headship programme, I joined the Excellence in Headship Stretch programme beginning in 2020. This looked at an area of interest specifically related to systems leadership and how, through a collaborative enquiry, we would consider key areas of educational policy and theory and go on to shape the education system within Scotland. Through sharing common interests, we established a group of Headteachers from across Scotland to complete a collaborative enquiry based on empowerment, collaboration and system leadership. In doing this, we engaged in professional dialogue with current education theorists and researchers, and completed our own personal research working with Regional Improvement Collaboratives across Scotland and colleagues, both nationally and internationally. I developed my understanding of wider perspectives and the current and emerging developments in Scottish education. We created a 'think piece', presented our findings from our collaborative enquiry with our local authorities, the General Teaching Council for Scotland, the Cabinet Secretary for Education and Skills and other key stakeholders.

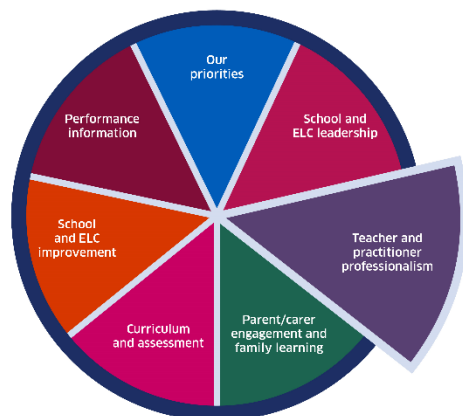
We also presented our work to the World Education Summit, to Canadian Congress and at various leadership conferences. In doing so, I was able to enhance my own practice and develop my confidence in presenting and communicating findings in a succinct and interesting manner. My involvement in Excellence in Headship Stretch has greatly impacted on my own leadership within my school. I have used many of the findings in my research to develop practice within my school and shared with colleagues in my local authority. All this work has supported my understanding of political awareness and engagement on a wider level with professionals across sectors while expressing opinions on difficult subjects in a way that is appropriate, professional, and respectful.

I was invited by colleagues in Education Scotland to attend a study visit in Washington DC hosted by the British Council with a focus on professional learning for Headteachers. All of this has helped me as I am now working with the Professional Learning and Leadership team in Education Scotland to co-design and deliver the Excellence In Headship programme for new participants. This has again put me outside my comfort zone to develop my practice in delivering professional learning, with a renewed interest in looking outwards. This work has kept me up to date with current research and helped me consider how to put theory into a way that can be taken forward to support positive change on the ground, for Scotland's children.

During a time of considerable change and reform in education within Scotland, I am keen to continue to be involved in supporting ongoing improvement and provide a voice from schools' perspectives. I am keen that we do not lose the importance of continuous professional development at all levels within schools and that change is manageable and appropriate.



## 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?

In January 2023, Public Health Scotland reported an increase in speech, language, communication and developmental concerns recorded at the 13 to 15 month and 27 to 30 month Child Health Reviews compared to the pre-pandemic period. In an Early Years Scotland survey of early learning and childcare (ELC) practitioners across Scotland in 2022, 89% of respondents reported an increase in the number of children with communication needs since the start of the pandemic, and 61% reported low levels of confidence in supporting those needs.

[Reframing Teacher Professional Learning \(Timperley et al 2008\)](#) says that "Teachers who are engaged in cycles of effective professional learning take greater responsibility for the learning of all students [...] as they discover that their new professional knowledge and practice are having a positive impact on their students, they begin to feel more effective as teachers." If we can improve the quality of professional learning delivered, this will impact on the self-efficacy and practice of teachers which in turn will impact on the learning of children and young people. Teacher learning occurs at different layers and various levels. Whilst Education Scotland already delivers a leadership professional learning offer, it is not as close to the teacher learning that happens in settings.

There is an ongoing need for professional learning, resources, advice and support regarding effective immersion of pedagogical approaches and an understanding of the implementation of policy.

‘Growing up in Scotland: Changes in child cognitive ability in the pre-school years’ (2011) identified a gap of around 13 months in the vocabulary between those in the least and highest income households. Children’s language and communication has also been an area that has been particularly affected since the onset of COVID-19, with Public Health Scotland data indicating that the proportion of children with a speech, language and communication concern at the 27-30 month review point increased from 9.7% in 2019/20 to 13.0% in 2021/22. Provisional data from Public Health Scotland suggests that this increase has been largely maintained up to June 2023. Evidence shows that there has been a disproportionate impact on children from disadvantaged backgrounds.

In the 2022 Early Years Scotland (EYS) survey of early learning and childcare practitioners, 89% reported an increase in the number of children with communication needs since the start of the pandemic and 61% of practitioners reported low levels of confidence in supporting these needs.

The 2023 edition of Summary Statistics for Schools in Scotland shows that over the year to 2023 teacher numbers decreased by 160 full-time equivalents (FTE) to 54,033 FTE. Pupil numbers during this time also decreased. These changes were both 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 was 5906 FTE in 2023 – the highest figure since the Scottish Government started collecting graduate data in the ELC census in 2017 – and an increase of 230 FTE from 2022.

## **New improvement actions for the year ahead**

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

The Scottish Government will work with teachers and other partners to co-create a Centre for Teaching Excellence to ensure that Scotland remains at the forefront of innovation in learning and teaching to support and empower the profession.

The Scottish Government is committed to working with partners to promote teaching as a valued career, with a strong sense of professional development. In 2024, we will work with our partners, through the Strategic Board for Teacher Education, to explore how we can collectively promote teaching as a highly rewarding, inspiring and challenging career with opportunities for creativity and autonomy and, crucially, to make a positive difference to the lives of children and young people, with the aim of improving recruitment and retention and attracting more high quality individuals into teaching, in areas where they are most needed.

The Scottish Government will work with partners from across ELC to develop a range of actions that will support a sustainable, diverse, highly skilled workforce to serve the whole childcare sector. The Scottish Government has funded the Scottish

Social Services Council (SSSC) to collaboratively design a new national portal for professional learning. This brings together a range of existing high-quality learning resources and materials available, to provide a single source of information for professionals across all parts of the ELC sector, and will be launched in early 2024.

The Scottish Government is funding a project which aims to support children's early speech and language development and support a reduction in the equity gap in children's early speech, language development. This is being taken forward through the secondment of six full time equivalent (FTE) senior speech and language therapists as Early Speech and Language Leads (the Leads).

The six FTE posts will be hosted and line-managed by Education Scotland to make maximum use of existing relationships and networks including local education authorities and practitioner networks. The Leads have three core elements to their role:

1. Strategic Oversight - The Leads will work with partners to understand the current system, including what is working well and the actions required to improve to better support children's speech, language and communication development from pre-birth to 5. The Leads will work collaboratively with health and early education teams to co-design, develop and deliver bespoke plans, measures, professional learning and resources aligned to regional and local priorities for early speech and language improvement.
2. National Leadership – The team will contribute to national actions to support children's early language development and lead on the development of a national action plan for early speech and language development.
3. Operational Support – The Leads will help build the confidence and capacity of staff working in ELC and health settings to implement effective universal and targeted approaches to support children's speech and language development in line with 'Realising the Ambition: Being Me', and to support increased communication and collaboration across other key public services in-line with 'Ready to Act'.

Education Scotland will work on a prototype programme that focuses on teacher and practitioner learning happening directly in schools by designing an offer that improves the professional learning being delivered by leaders in the setting. This programme will look at building participants' understanding of what makes professional learning effective and transformative; coaching and developing their understanding of collective efficacy to see real change in how teachers and practitioners experience professional learning in their settings. This prototype will be open to senior leaders, teachers in promoted posts and teachers leading on aspects of work across their school.

The Scottish Government has commissioned a research project examining examples of pedagogies employed by practitioners engaging in all three elements of learning for sustainability – outdoor learning, sustainable development and global citizenship learning and teaching – drawing out the potential benefits for reducing the poverty-

related attainment gap, overcoming some of the barriers to attainment and identifying improved/positive educational outcomes for learners (and practitioners).

Education Scotland will respond to requests for support for Gaelic Medium Education, with bespoke professional learning and advice, in line with our national guidance, the Advice on Gaelic Education. Education Scotland will make available translations of resources in collaboration with key stakeholders and other colleagues.

## **Teacher and practitioner professionalism - case study**

### **Sgoil Àraich Chille Mhoire Kilmuir Primary School Nursery Class, The Highland Council - Using total immersion to promote and secure children's confidence and progress in speaking Gaelic**

Practitioners are making good progress in taking forward the Statutory Guidance on Gaelic Education (2017) by providing 1140 hours of learning and play through total immersion in Gaelic. As a result, they are encouraging children to learn Gaelic from age three which helps put them on a path toward fluency as they move through the school. All staff are fluent Gaelic speakers. The curriculum they provide has a clear focus on the development of the Gaelic language.

The headteacher and practitioners recently reviewed the vision, values, and aims of the school and sgoil-àraich. They work together effectively to identify what is working well and how to improve practice. This strong teamwork is leading to all children in the sgoil-àraich experiencing high-quality play experiences and fluency in Gaelic.

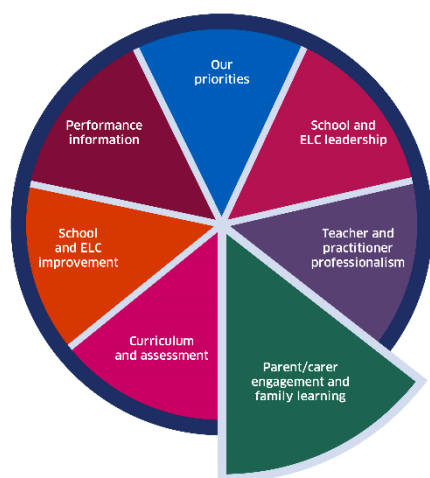
Practitioners use total immersion approaches effectively in the playroom and outdoor environment. These approaches include commentary, songs, and role-play. Practitioners engage very well in adult-to-adult conversations to enable children to hear the language. They utilise routines at snack and lunch to encourage the children to use the Gaelic language that they are acquiring. All staff are making a strong contribution to increasing the use of Gaelic through their regular interactions with children and the range of language rich approaches they provide both indoors and outdoors. Children are curious, independent, and confident while learning through total immersion play.

Parents and carers are kept well informed about their children's learning and progress through use of an online platform. They regularly contribute to their child's learning journals. This supports children's progress well. Practitioners are proactive in signposting parents and carers to Gaelic resources which can support Gaelic language development at home. They also support parents and carers in their use of core Gaelic vocabulary by including common phrases within the sgoil-àraich handbook.

Children are making very good progress in communication and early Gaelic language skills. They are understanding well the Gaelic used by practitioners as they engage in their play. These successes are encouraging practitioners to use their skills and begin to plan to provide regular play experiences for children across the early level. This will support children's transition into P1 and enable them to interact more often in Gaelic as part of a larger group. A few practitioners work across nursery and primary stages. This ensures smooth transitions and allows for clearer progression within children's learning at early level. It is also creating a sustainable future and increasing the number of children who use Gaelic fluently for communication.

[Summarised Inspection Findings Kilmuir Primary School Nursery Class, The Highland Council](#)

## Parent/carer engagement and family learning



### What is this?

This covers parental involvement in the wider life of the setting and school, parental engagement in the learning of children and young people, family learning, and learning at home. 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.

A family learning approach gives parents, carers, families, and children the tools from which they can continue to learn at home together.

### 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?

Findings from mapping exercises held with local authorities and Initial Teacher Education (ITE) providers showed:

- there were variations in the type(s) of professional learning opportunities, content, and timings of delivery, provided to the workforce on Parental Involvement, Parental Engagement, Family Learning and Learning at Home.
- there was a need to consolidate all of the current key documents, professional learning, case studies, research and resources.

The data from the Parental Involvement and Engagement (PIE) census and the Summarised Inspection Findings (SIFs) are showing an inconsistent picture across the country relating to Parental Involvement, Parental Engagement, Family Learning and Learning at Home.

Evidence from HM Inspectors demonstrates that, in most schools, parents, carers and the Parent Council are informed about school improvement priorities and their views are sought and valued. In a few schools, parents, carers and partners are not meaningfully and consistently involved in developing and evaluating school initiatives.

Increased visits to Parentzone Scotland website show an ongoing need for information on learning 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 work with Initial Teacher Education (ITE) providers, local authorities, and national organisations to begin scoping out and piloting the implementation of the Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home.

Education Scotland will further develop the Parents and Families topic page on the refreshed Education Scotland website with the most up-to-date and relevant information and resources, in collaboration with relevant parties including the research community.

Education Scotland will 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.

Education Scotland will work with Campaign for Learning, a UK-wide lifelong charity to plan the 2024 Scottish Family Learning Festival. This will continue to highlight the breadth of where Family Learning is being delivered across Scotland and by whom. It will also identify emerging trends and gaps in provision, to then inform Education Scotland's planning in relation to support and development at a national, regional and local level.

Education Scotland will work with the research community to identify and share new and emerging research relating to parents and families, through a series of webinars aimed at practitioners in the field.

The Scottish Government will work with key stakeholders in reviewing and producing refreshed materials for use by all local authorities when undertaking their own Parental Involvement and Engagement (PIE) Census in the 2024/25 academic year. The Scottish Government will work in collaboration with all key stakeholders to better understand why some local areas do not intend to use these materials.

## **Parent and carer engagement and family learning - case study**

### **New Abbey Primary School, Dumfries and Galloway Council - Effective partnership working with parents and carers**

A range of well-planned, inclusive and creative approaches are successfully strengthening parental involvement and engagement at New Abbey Primary School. The headteacher and staff actively seek out and respond positively to potential partnerships with parents and carers. For example, parents, carers and residents are invited to contribute their time and talents to enrich the children's learning experiences. They take part in outdoor learning and development of the school grounds.

The headteacher ensures that all parents and carers have appropriate opportunities to contribute their views and provide feedback on the work of the school through a range of questionnaires and focus groups. This helps the headteacher to gain a wide range of views on the school's progress and next steps. Building on these approaches, the headteacher invited parents and carers to collaborate in creating the school's vision, values and aims. Subsequently, parents and carers were asked to contribute to the development of the positive behaviour agreement linked to the school's vision, values and aims. Parents and carers have been involved in developing the curriculum rationale and a skills progression framework encompassing skills for learning, life, and work. This has increased parental engagement with children's learning.

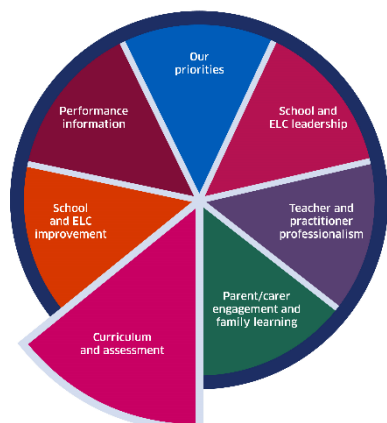
The Parent Council and wider parent body are consulted on improvement priorities and other important decisions, such as the use of school funds and the school's allocation of Pupil Equity Fund monies. Pupil Council members attend Parent Council meetings to discuss relevant issues and contribute to their decision-making processes. As a result, the whole school community has a collective understanding of the school's improvement journey. There is widespread recognition by the school community of progress made and next steps.

Parents and carers receive regular communication about their child's progress and the work of the school through a variety of media. They are involved in reviewing children's progress and supporting identification of next steps. Parents and carers are encouraged to share information about their children's achievements out of school using an online platform. This has strengthened home-to-school relationships as parents and carers feel encouraged to contribute to their child's learning.

[Summarised Inspection Findings, New Abbey Primary School, Dumfries and Galloway Council](#)



## 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

Participants involved in the Quality Assurance and Moderation Support Officer (QAMSO) training programme 2022/2023 reported an improved understanding of the learning, teaching and assessment (moderation) cycle. The evaluation also showed an overall increase in confidence in both moderating progress towards and achievement of a level, increased confidence in creating high quality assessments as well as practitioners involved being able to facilitate learning, teaching, assessment and moderation practice and processes within their setting. Further systems and support are required to extend assessment and moderation approaches.

HM Inspectors provide information on the percentage of school inspections, for the academic year 2022-23 across the sample of 120 public schools, where the specified quality indicators (QI) are evaluated as 'good' or better. On QI Learning, teaching and assessment: the majority, 69%, were evaluated as good, very good or excellent (and almost all, 90%, as satisfactory or better).

HM Inspectors found that professionals across all sectors actively support wellbeing, equality and inclusion by fostering positive relationships founded on a climate of mutual respect. Practitioners and staff know children and young people well, and this helps children and young people feel nurtured, valued, and included. In most schools, staff have a strong understanding of statutory duties in relation to wellbeing,

equality and inclusion. In most primary and secondary schools, and all special schools, staff understand the importance of ensuring children's and young people's wellbeing needs are met. Overall, in a majority of schools, staff use the wellbeing indicators to help support children and young people to reflect on their wellbeing. However, staff are not always able to identify clearly the impact of their work on improving children's and young people's wellbeing.

Senior leaders in almost all schools, use appropriate systems to record and monitor children's and young people's attendance at school. In most schools, staff identify increasing challenges in supporting a few children and young people to maintain regular attendance at school following COVID-19. In the most effective examples, staff use well-planned targeted support, often involving partners, to help children, young people and families to address barriers to regular attendance. For example, staff work alongside family workers to provide individualised practical support for families, including visits to the home and after school support.

In most schools, children and young people learn about their rights. More needs to be done to help children and young people to understand the relevance of their rights to their day-to-day lives. In examples of highly-effective practice, staff provide children and young people with regular opportunities to learn about children's rights in real-life and relevant contexts.

Overall, schools use a range of interventions well to support children and young people requiring additional support with their learning. Increasingly, schools are developing ways to assess children's and young people's wellbeing to support decisions about interventions. Staff should continue to focus on ensuring robust systems and approaches are in place to identify whether interventions successfully improve outcomes, as this is an area of ongoing improvement.

Overall, schools are becoming more confident in designing progression pathways based on Curriculum for Excellence (CfE) experiences and outcomes, particularly in literacy and numeracy. Staff across all sectors need to ensure clear progression pathways exist across all curricular areas. This will make sure that children and young people build on prior learning and achieve their curriculum entitlement across the broad general education (BGE).

Staff in the majority of ELC classes provide a quality curriculum framework which is well matched to the developmental needs of young children. A significant number of settings need to improve further practitioners' knowledge and understanding of CfE. This will ensure young children receive their entitlement to a broad range of experiences which progress their learning and development in all areas of the curriculum.

Overall, the majority of primary schools are working well to ensure that children at all stages experience learning through interdisciplinary learning contexts. Most secondary schools are at the early stages of providing learning experiences which link young people's learning across different curricular areas. Interdisciplinary learning is rarely a feature of senior phase provision in secondary schools.

Staff continue to extend the use of digital technologies across the curriculum, building on the skills developed during periods of remote learning. In the best examples, digital skills are taught explicitly in a range of highly-relevant contexts. Staff now need to ensure that digital technology skills are taught progressively as children and young people progress in their learning. In a few special schools, staff could make more effective use of interactive and accessibility features of technology to support children and young people to develop digital skills. In a minority of schools, teachers would benefit from professional learning to enhance their skills knowledge and confidence in delivering a progressive digital literacy curriculum

## **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 work with local authorities during the academic session 2023-24 to establish systems to support the delivery of assessment and moderation approaches through both regional and national offers.

In 2024, the Scottish Government will instigate a regular Curriculum for Excellence improvement cycle which will consider curricular areas in a planned and systematic way, including considerations around the relevance of curriculum content, role of knowledge, transitions between primary and secondary, and alignment between the broad general education and senior phase.

In 2024, the key priorities of the National Response to Improving Mathematics (NRIM) will be to:

- clearly define the characteristics of high quality numeracy and maths learning, teaching and assessment from the early years to senior phase, providing the clarity that teachers are asking for
- develop a practical tool for schools and settings to evaluate the quality of their current provision and identify priorities for improvement to accompany the above
- develop a new accredited professional learning programme for teachers of maths in primary and secondary broad general education
- update the curriculum framework for numeracy and maths, strengthening the place of knowledge and being clearer on progression by mapping how a learner's knowledge and skills should be developed through the different stages of the curriculum, testing out a revised curriculum framework with teachers, practitioners, and stakeholders.

Given the interplay between curriculum and qualifications, particularly in the senior phase, the SQA and then the new qualifications body will be part of the joint work to update the curriculum framework, and ensure that maths qualifications reflect the updated framework in consultation with NRIM.

To support the implementation of any revised maths curriculum, the Inspectorate will also undertake a maths national thematic inspection with a focus on teaching and learning

The Council of Deans will also convene their Initial Teacher Education National Maths Group to ensure initial teacher education aligns with the latest developments in maths and numeracy.

Taken together, this additional focus on maths improvement will be supported by funding of around £500,000 in 2024-25.

In 2024 the key priorities of the National Response to Improving Literacy (NRIL) will be to:

- commence work to update and improve the literacy curriculum in CfE, aimed at strengthening the role of knowledge and repositioning literacy at the centre of learning across all curricular areas which, in turn, will be informed by a review of the literacy and English curriculum carried out by HM Inspectors.
- Implement improvement in children's classroom experiences through professional learning and support for educators, on the basis of forthcoming recommendations related to:
  - core skills, knowledge and experiences that children need to develop competence in the basic tools for literacy,
  - research-informed pedagogical approaches that support children and young people to develop creative and critical thinking within reading, writing and listening/talk, for example disciplinary literacy, critical literacy and oracy.
  - supporting progression in literacy knowledge and skills for all, through improved approaches to learning, teaching and assessment

In addition, these NRIL key priorities will be further enhanced by ongoing Education Scotland activity, which will:

- publish updated guidance on early reading, offering clarity on the position of systematic phonics within an overall approach. This will be accompanied by an enhanced national primary schools professional learning programme on early reading
- develop a strengthened national professional learning offer on excellence in the learning and teaching of writing in the primary years
- expand the Children and Young People Improvement Collaborative (CYPIC) P4 National Improving Writing programme, supporting teachers to apply improvement science.
- develop a programme of activity to support children's early language and communication, following the recent appointment of Early Speech and Language Leads

The work of NRIL and Education Scotland will be complemented by national literacy programmes already benefiting schools such as 'Read Write Count with the First Minister' which helps ensure that all families have access to high quality books and other learning resources; and Reading Schools which recognises and rewards schools for building and sustaining a whole-school inclusive reading culture.

## Curriculum and assessment - case study

### **Grangemouth High School, Falkirk Council - supporting young people in the Additional Support Centre to attain and achieve**

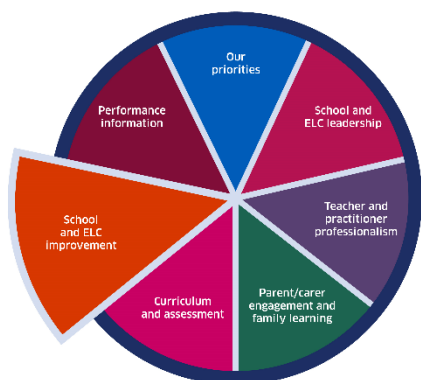
The Additional Support Centre (ASC) located within Grangemouth High School supports young people experiencing social and communication difficulties. The ASC aims to promote and develop young people's self-esteem, trust, social skills and resilience from S1 to S6. The quality of relationships and support for young people in the ASC are leading to high levels of attainment, progress, and positive destinations. All young people have a key teacher who supports and monitors their wellbeing and progress closely. Teachers and support staff from the ASC provide direct support both within the centre and in mainstream classes. This ensures that appropriate and consistent approaches are used to meet learners' needs within classes. As a result, almost all young people feel able to engage in a range of subject classes. Most young people attend mainstream classes and receive personalised and targeted group support within the ASC when required.

Staff in the ASC provide professional learning opportunities for mainstream staff to support their skills and confidence in meeting learner's needs. Mainstream teachers warmly welcome the quality of support and advice they receive from skilled and dedicated ASC staff.

Almost all young people respond well to the small classes and individual support provided within ASC and mainstream classes. Young people's progress is tracked systematically through regular visits to classes and discussions with colleagues. Staff adapt young people's learning programmes to ensure that they maintain high levels of engagement and receive the right kind of help when they need it. As a result, the young people who attend the ASC are supported very well to attain and achieve. They benefit from a range of opportunities to develop personal, social and life skills. Most young people make good progress in literacy and numeracy, and a few make very good progress. Almost all young people at the senior phase achieve National Qualifications in an increasingly broad range of subjects including English, mathematics, music technology, design and manufacture, sciences and social subjects.

[Summarised Inspection Findings Grangemouth High School Falkirk Council](#)

## 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?

Ken Muir's report - Putting Learners at the Centre: Towards a Future Vision for Scottish Education - recommended a shared inspection framework for ELC to reduce the inspection burden on the sector. The results of the consultation on ELC inspection demonstrated that the current system of inspection for ELC settings feels burdensome and bureaucratic for providers and that there is a strong desire – and need – for change. 78% of respondents were in favour of a shared inspection framework being introduced by the Care Inspectorate and education inspectorate.

Care Inspectorate ELC data for 2022 shows that 90.1% of services offering funded childcare were found to be “good” or better for all quality themes. The proportion of services evaluated as weak or unsatisfactory across all quality key questions remains very low. Feedback from the ELC sector highlights the ongoing need to ensure that there is a clear and coherent approach to providing support for improvement that enables ELC Services to meet the Funding Follows the Child and the National Standard for Early Learning and Childcare Providers.

Outdoor play and learning is an integral, every day, part of ELC in Scotland. High quality outdoor play and learning can have wide-ranging benefits for all children. Playing, learning and having fun outdoors helps to improve wellbeing and resilience. Nature Scot's report 'Teaching, learning and play in the outdoors: a survey of provision in Scotland in 2022', published 30 March 2023, shows that, on average, children in Scotland spent 39% of their time in ELC outdoors. An increase of 3% on the 2014 report.

HM Inspectors provide information on the percentage of school inspections, for the academic year 2022-23 across the sample of 120 public schools, where the specified quality indicators (QI) are evaluated as 'good' or better. On QI ensuring wellbeing, equality and inclusion: most, 75%, were evaluated as good, very good or excellent (and almost all, 91%, as satisfactory or better). On QI raising attainment and achievement: the majority, 68%, were evaluated as good, very good or excellent (and most, 89%, as satisfactory or better).

HM Inspectors found that, overall, in the majority of schools, children and young people make good progress from prior levels of attainment in literacy and numeracy. Where progress is good or better, senior leaders and staff track children's and young people's progress carefully. They use assessment information and data effectively to understand the progress children and young people make. The majority of schools use data and interventions well to identify and target gaps in learning that arose during COVID-19. Staff across all sectors need to track and measure progress of children and young people across all curriculum areas. In the special sector, there remains a need to ensure learners emerging skills and attributes are consistently captured and measured over time.

Staff in almost all schools, ensure positive relationships support children and young people to learn in purposeful learning environments. As a result, the majority of children and young people feel supported and encouraged by staff.

Children and young people in the majority of schools and ELC classes are engaged in and motivated by their learning. Staff are supporting children and young people to be increasingly active in their learning. Building on approaches developed during COVID-19, schools continue to improve and increase children's and young people's opportunities for outdoor learning. In a minority of schools, teachers are not yet providing well designed opportunities for children to learn independently or have meaningful opportunities to have a say in and lead their own learning.

Teachers in the majority of schools plan tasks and activities which are well-matched to children's and young people's learning needs. In a minority of schools, teachers need to focus on improving the pace and challenge of learning for all children and young people. Most staff provide clear explanations and instructions to help children and young people to understand the purpose of their learning. In a majority of schools, teachers use questioning effectively to check understanding.

Teachers in the primary and secondary sector, need to focus on the key area of extending the use of questioning to develop higher-order thinking. The quality of feedback to children and young people is improving, but more needs to be done to ensure learners are clear about their next steps in learning. Senior leaders across all sectors need to continue to actively focus on ensuring consistently high-quality learning, teaching and assessment within and across schools for all children and young people.

In most schools, staff at the early stages are developing well the use of play pedagogy to support children's learning. Staff in a majority of primary schools are using the national practice guidance, *Realising the Ambition: Being Me (2020)*, to develop an understanding of high-quality play pedagogy. In a few schools, teachers are working effectively with practitioners in early years settings to develop a stronger understanding of the role of the adult in the context of play.

The Attendance, absence and exclusions collections is conducted as part of the School, Staff and Pupil census every other year. Cases of exclusion increased from 8,323 in 2020/21 to 11,676 in 2022/23. Although this represents a 40% increase, the number of exclusions in 2020/21 was exceptionally low, in part due to school closures during COVID-19. The 11,676 exclusions recorded in 2022/23 is 22% lower

than in 2018/19 (pre-COVID-19) and is consistent with the overall downward trend since 2006/07.

The attendance rate for the 2022/23 school year was 90.2%. This is a decrease from 92.0% in 2020/21 and the lowest rate since comparable figures began in 2003/04.

There was a decrease in the number of registrations for funded early learning and childcare from 92,615 in 2022 to 92,182 in 2023. The estimated uptake rate for ages three and four decreased from 99% in 2022 to 97% in 2023. The proportion of all two year olds registered for funded ELC decreased from 14% in 2022 to 13% in 2023. The proportion of eligible two year olds registered for funded ELC was calculated for the first time and was 52%.

## **New improvement actions for the year ahead**

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

The Care Inspectorate and HM Inspectors are developing a shared inspection framework for use in ELC inspections, which will be trialled in January 2024, and implemented in September 2024. They are doing so in partnership with each other and in consultation with the sector. They are also working together to plan their inspection programmes, undertake shared inspections and reduce burdens on the sector. The inspectorates have confirmed that neither organisation would inspect a service within an 18-month period of each other unless there are exceptional circumstances.

The Care Inspectorate ELC Improvement Programme will deliver targeted improvement support to providers funded ELC who are not achieving “good” or better in their Care Inspectorate evaluations, or are at risk of not meeting the National Standard at their next inspection.

The Scottish Government will collaborate with key national agencies and sector representative bodies to develop a “Support for Quality Plan” for funded ELC, that will:

1. set out the national direction for quality in ELC, and the roles and responsibilities of all key agencies in supporting the sector plan and deliver high quality services, and
2. outline how all relevant agencies will work together to support the sector.

The Scottish Government will work with partners to scope further support for outdoor learning in ELC following the recent launch of the ‘Caring for our Outdoor Spaces’ guidance.

Education Scotland, working with stakeholders and local authority partners will provide bespoke support for areas where improving levels of attendance remains a challenge.

Education Scotland will work with local authorities to identify effective approaches to tracking and monitoring of attendance so that these can be collated and shared.



Education Scotland and the Scottish Government will collaborate with the wider system to bring coherence to the work on improving attendance.

The Scottish Government will work with key stakeholders to review and co-develop refreshed materials for use by local authorities, in undertaking their own local Health and Wellbeing Census in the 2024/25 academic year, on behalf of themselves, and local Children's Services Planning partners. The Scottish Government will work in collaboration with all key stakeholders to better understand why some local areas do not intend to use these materials.

The Scottish Government will continue to fund the universal provision of free school meals for all pupils in P1-P5 and all pupils in special schools, as well as for eligible pupils from P6-S6. Over the coming year, the Scottish Government will work with COSLA to prepare the infrastructure to support the further expansion of free school meals.

In response to BISSR, the Scottish Government will:

- Develop a national plan for action, developed in partnership with the Scottish Advisory Group in Relationships and Behaviour in Schools, to be published early in 2024
- Provide funding for staff development to allow local authorities to best support their team
- Call for more accurate and consistent reporting of incidents in schools
- Publish a framework to prevent and respond to gender based violence in schools (This is included in the current action plan)

The Inspectorate will strengthen the evidence gathered during school inspections, to ensure there is an accurate picture of behaviour in Scotland's schools to support improvement.

In 2024, Scottish Government will develop a digital strategy for education which will highlight the key role digital plays in our education system and will seek to define the key elements in successful technology deployment.

## School and ELC improvement - case study

### Bright Starts Nursery , Perth and Kinross

The nursery was nominated for the ELC Improvement Programme by Perth & Kinross council, and they participated in Cohort two in 2021/22. At the time they were nominated they had not yet been inspected as a new service.

The nursery manager found that the opportunity to link with peers nationally and look outward in terms of practise was of great benefit. Touching base online, and the dialogue and support during sessions was particularly helpful, providing reassurance they weren't alone in some of the issues facing the ELC sector. The manager's biggest learning from the programme was "the slowing down process". This allowed for critical reflection and the beginning of robust quality assurance and self-evaluation processes to be embedded across the setting.

The inspector commented that the key improvement identified was the approach to quality assurance and focused, planned self-evaluation.

*"By developing a focused plan for improvement, and monitoring progress through self-evaluation, the whole team became involved and could see the impact on the service. Involving the team in this way greatly developed staff confidence and improved their motivation to learn." (Inspector)*

Reflecting on their training needs helped the team to identify and embrace the training on offer to upskill their knowledge. Reflection and looking outwards have been key developments across the team, resulting in their shift in practice which is now individualised and outcome focused, rather than task orientated.

*"They wanted to succeed for the benefit of their children and families." (Local Authority)*

Since completion of the programme the manager had developed their coaching skills and approach to bringing the team along with them. The improvement process within the nursery was shared with the team from the start with the message "you are all part of this journey".

*"As a whole team we learnt to "see beyond the next inspection" and understand that sustained improvement takes time to embed." (Nursery Manager)*

The use of robust self-evaluation and quality assurance processes provided a safe boundary in which staff could evaluate and learn. The staff team have moved from a place of "fear of failure" to one of critical reflection, with consistent evaluation in order to develop and improve.

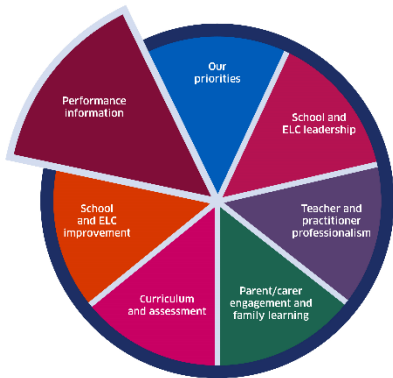
*"The light bulb moment for me was seeing all the processes come together and the impact it was having on the team and families as a whole, just like finding all the pieces to complete a jigsaw. This is when I felt I had a great understanding of the journey I was on and the outcomes I wished to achieve." (Staff member)*

*“Both children and families were experiencing enhanced nurturing relationships and the positivity, commitment and motivation of the staff team was benefitting everyone within the service.” (Inspector)*

There is now an ethos of continual improvement in the nursery, underpinned by an entire team evaluative, solution focused approach. As a team, they now understand the golden thread that sits behind all the quality assurance processes and the manager highlights this as “the glue that holds everything together”.

*“It feels exciting again” (Nursery Manager)*

## 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 2022 results for Scotland show:

- reading performance was above the OECD average and higher than 24 other countries
- maths was similar to the OECD average
- science performance was similar to the OECD average
- Scotland's overall performance in mathematics and reading was lower in 2022 than it was in 2018, and was similar in science. The OECD average for mathematics and reading also fell, with 30 OECD countries/economies achieving a lower score in mathematics than in 2018
- The proportion of pupils performing at the highest levels of achievement ("Level 5 and above") was higher in Scotland than the OECD average in reading, and similar in maths and science. The proportion of pupils performing at the lowest levels of achievement ("below Level 2") was lower in Scotland than the OECD average in reading, and similar in maths and science. This is the same as in the PISA 2018 assessments.
- In mathematics, the strength of the relationship between social background and performance was higher in 2022 than in 2018, and was similar to the OECD average, having been lower than the average in 2018. For reading and science, the variation explained by social background was similar to 2018.

The PISA 2022 student questionnaire asked questions around experiences at school and wellbeing. Findings included:

- Two-thirds of students (67 per cent) feel like they belong at their school. This is below the OECD average (74.6 per cent), but is higher than for students in Scotland in PISA 2018 (64.7 per cent).
- Students reported a higher life satisfaction in PISA 2022 (an average of 6.48 on a scale of 1-10) than in PISA 2018 (6.25). However, this was below the OECD average of 6.75.
- Students in Scotland were less than likely than in PISA 2018 to report that they experienced frequent bullying acts, including being made fun of, being

left out of things, and being hit or pushed around by other students. However, a higher proportion of students in Scotland reported experiencing a bullying act on at least a weekly basis (10.6 per cent) than the OECD average (9.4 per cent).

- Students in Scotland were more likely to say that they had skipped a whole day of school ‘once or twice’ in the last two weeks (21.9 per cent) compared to PISA 2018 (16.8 per cent), and this was higher than the OECD average (14.6 per cent).

The Insight benchmarking tool has been in place since 2014. It is the professional benchmarking tool for analysing attainment data in the senior phase, accessible by secondary schools and local authorities. It is designed to support self-evaluation and provide schools with their attainment information in an easily accessible format that makes it straightforward to identify possible areas for improvement for young people in S4 to S6.

Feedback from schools and local authorities is consistently positive about Insight as a tool and the support provided by the Scottish Government’s Insight Professional Advisors. It is now well established as the key improvement tool for the senior phase and is widely used by schools and local authorities across Scotland.

A public consultation on improving Insight was carried out from April to June 2023. It sought views on some specific proposals for the future of Insight and proposed a number of additional changes to Insight with the potential to further enhance the tool. These proposals focused on the findings and recommendations of the Muir Report, as well as the views and experiences of the Professional Advisers and those using the tool at present. Responses demonstrated strong support for the tool and helped shape the Insight activity that we intend to take forward in the coming months – actions that have been discussed and agreed with the Benchmarking Tools Advisory Group.

## **New improvement actions for the year ahead**

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

From the September 2024 Insight update onwards, we will reflect the recommendations made by the ASL review within Insight by seeking to include an ever wider range of achievement.

As part of wider work on improving consistency in the use of senior phase data, during the course of 2024, we will work with local government to agree a set of core school leaver statistics for inclusion in Insight and other reporting mechanisms.

We will take necessary steps to ensure that Insight fits with the post-reform landscape of Scottish education – the timing of this will depend on plans for taking forward proposals coming from the education reform process.

By December 2024, we will conclude developmental work to consider a further range of enhancements to the Insight tool – including refreshing the Insight user interface - as highlighted in the Insight consultation that ran from April to June 2023.

The Scottish Government will develop an outcomes and measurement framework for funded early learning and childcare. We will continue to work closely in partnership with local government and the ELC sector to develop a framework that can contribute to shared accountability and improvement goals, within the overall context provided by the Verity House Agreement.

Scottish Government will rejoin the Trends in International Mathematics and Science (TIMSS) and Progress in International Reading Literacy Study (PIRLS), adding to the current evidence on Scotland’s education performance. The next cycles of PIRLS and TIMSS will be in 2026 and 2027 respectively.

## **Performance information - case study**

### **St Ninian's Primary School, West Lothian Council - robust analysis and use of data as a driver for improved outcomes**

Having high expectations for every learner is at the heart of the school ethos. Multi-strand tracking and monitoring arrangements underpin this aspirational culture, providing robust information to ensure ambitious aims are achieved.

Extensive tracking and monitoring across the school enables teachers and senior leaders to measure children's progress. This supports any necessary adjustments to teaching, resourcing and relevant interventions. An integral aspect of tracking arrangements are regular 'excellence and equity' meetings where staff and senior leaders discuss children's wellbeing, progress, and support and/or challenge needs. This allows staff to identify gaps and plan responsive interventions for identified individuals and groups of children. Information from tracking meetings is used to inform allocation of resources, including deployment of support for learning staff in a responsive and needs driven way.

Staff monitor children's wellbeing regularly, asking them to self-report against the wellbeing indicators, and check-ins are held with identified groups of learners. Staff consider information on wellbeing as carefully as that relating to attainment and achievement in planning for children's continuous progress and ongoing improvements.

The whole school Continuum of Support overview contains a detailed and comprehensive record of each individual child's journey of support. The progress of cohorts and groups of children are monitored, including those with additional support needs and English as an additional language. Senior leaders track the attainment of children living in different data zones to ensure progress towards closing poverty-related gaps. This allows senior leaders to see progress over time and identify trends and areas of focus for improvement.

Staff hold conversations regularly with pupil focus groups. The feedback from these focus groups provides senior leaders with valuable perceptive data which informs approaches to teaching. Staff listen to and act upon children's views about what aspects of learning they enjoy most, whether learning is sufficiently challenging and what could improve children's achievement.

As a result of these robust tracking and monitoring arrangements, children, including those with identified needs, are making very good progress. In this way, the very high aspirations encapsulated in the slogan '#stniniaskidscan!' are being realised.

[Summarised Inspection Findings St Ninian's Primary School, West Lothian Council](#)

## Conclusion

This year's National Improvement Framework reaffirms that delivering excellence and equity remains our top priority, and that to do so will require the highest quality of learning and teaching in our schools and early learning and childcare settings. It also builds on our long term commitment to a collaborative approach to improving Scotland's education system. It recognises that reform is about more than changing structures. Instead it is about systemic, cultural, change - learning from what works and what teachers, schools, and young people tell us they need.

Improving our education system will always be a shared endeavour, with partners including local authorities, early years practitioners, parents/carers, teachers, lecturers and care services all playing a role in improving outcomes for children and young people.

This collaborative approach will help to ensure that Scottish education remains a world class system. One which supports the professions to whom we entrust the care of our children and young people, and which places the needs and voices of those children and young people at its heart.





## Ongoing/completed activity from the 2023 National Improvement Plan

## School and ELC Leadership

Action	Current position
<p><b>SL79</b> Support for Into Headship will form part of our ongoing commitment to fund professional learning for teachers, including at school leadership level.</p>	<p><b>Ongoing</b> Funding for the Into Headship programme is now in its ninth year, with Cohort 9 recently starting the 23/24 session. It continues to be developed through a partnership approach between Education Scotland, seven universities and local authorities and was recently positively externally evaluated by Professor Alma Harris. Into Headship leads to the award of the GTCS Standard for Headship, which became a mandatory requirement for new substantive head teachers on 1st August 2020.</p> <p><b>Anticipated outcomes and next steps</b> 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 offered by seven universities. Programme evaluations remain positive with participants indicating that while quite demanding, Into Headship is preparing individuals well for the role of headteacher. In total 1078 have now completed Into Headship up to and including cohort 7. Cohort 8 of Into Headship is due to complete shortly with 228 additional participants on track to achieve the GTCS Standard for Headship. The Into Headship programme was successfully re-accredited by the GTCS in March 2021. An external evaluation of Into Headship, led by Professor Alma Harris, was published in September 2022.</p> <p>The Into Headship Strategic Oversight Group provides collaborative governance for this work. Recruitment to cohort 9 of Into Headship is complete and the programme has launched with a series of welcome webinars for 284 participants.</p>
<p><b>SL83</b> 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><b>Complete</b> 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, which was undertaken by members of the Steering Group in consultation with stakeholders during spring/summer 2022. The empowerment guidance, including the Headteachers' Charter was confirmed as fit for purpose, with an agreement by the Steering Group in December 2022 for the status of the Headteachers Charter to be updated from agreed draft to final.</p> <p>In February 2022, the School Empowerment Steering Group set out to the Cabinet Secretary for Education and Skills and to Councillor McCabe, former COSLA Education, Children and Young People Spokesperson of their plans to recommence work on school empowerment, and this has continued throughout the year. Launched at the Scottish Learning Festival in September 2022, the Steering Group oversaw a series of headteacher-led engagements to further raise awareness of and engagement in empowerment with school leaders.</p>

	<p>These sessions were further supported by podcast materials for each of the key stakeholder groups. The Steering group has been stood down, as it has completed its initial remit.</p>
<p><b>SL86</b> 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 &amp; 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><b>Ongoing</b> 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. It implemented one of the recommendations in The Collective's report in that it appointed the then Cabinet Secretary for Education &amp; Skills to chair the group going forward. The current Cabinet Secretary for Education and Skills is considering how the Taskforce should pursue its ambitions under her chair-ship.</p> <p><b>Anticipated outcomes and next steps</b> 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. 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>The Taskforce met in April and May of 2023 without a chair, due to the new Ministerial Team being appointed. The Secretariat met with the Cabinet Secretary in June and August to seek agreement from her to chair the Taskforce going forward, which she has agreed to do. The next meeting of the Taskforce is planned for early 2024.</p>
<p><b>SL91</b> Education Scotland will deliver professional learning to support learning, teaching and assessment, and moderation, to practitioners nationally and regionally, and across local authorities during the academic session 2021-22.</p>	<p><b>Complete – superseded by SL100</b> 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><b>Outcomes and next steps</b> 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"> <li>• more confident in their ability to create high quality assessments</li> <li>• more confident in moderating evidence of progress towards a level</li> <li>• more confident in using digital approaches to support moderation</li> </ul>

	<ul style="list-style-type: none"> <li>• more confident in being able to support and facilitate learning, teaching and assessment approaches in their role as a QAMSO Education</li> </ul> <p>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><b>SL92</b> 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><b>Ongoing</b> The draft Framework and action plan focuses on 5 key themes:</p> <ul style="list-style-type: none"> <li>- Planning for the future</li> <li>- Supporting effective recruitment of a diverse workforce</li> <li>- Enhancing the attractiveness and fulfilment of careers in childcare</li> <li>- Ensuring registerable qualifications meet the needs of all parts of the sector</li> <li>- Ensuring professional learning resources are accessible and support career development.</li> </ul> <p>The Scottish Government's Programme for Government (PfG) 2023-24 set out major new commitments on early learning and school age childcare, including commitments to:</p> <ul style="list-style-type: none"> <li>• Work with Local Government and other partners to develop the local infrastructure and services needed to provide childcare from nine months to the end of primary school in specific communities in six local authority areas.</li> <li>• Through this community-based approach, test a new digital service to help parents and carers find, access and pay for childcare that best suits their needs, laying the foundations to transform the childcare system in the longer-term in a way that empowers parents and supports greater choice.</li> <li>• Provide funding to uplift pay in the PVI sector to £12 per hour for those delivering funded Early Learning and Childcare – this action is needed now to support effective recruitment and retention of staff working in the sector.</li> <li>• Scale up innovative pilots for recruiting and retaining childminders to grow that essential part of the workforce by 1,000 more.</li> <li>• Work with local authority and other sectoral partners to phase in an expanded national offer for families with two-year-olds, focused on those who will benefit most. This will build on the foundations of the existing 1140 programme, which makes high quality early learning and childcare available to around a quarter of families with two-year olds on the lowest incomes.</li> </ul> <p><b>Anticipated outcomes and next steps</b> We will therefore pause publication of the framework to allow for further development around new PfG commitments and to give space for other related publications to issue in the latter part of 2023.</p> <p>We will work closely with communities, our partners, and providers to consider what these changes mean for the early learning and school age childcare workforce, including with relation to regulation, qualifications and professional development, whilst ensuring lessons are learnt from the experience of delivering 1140.</p>
<p><b>SL94</b> Education Scotland will undertake a national thematic inspection in the</p>	<p><b>Ongoing</b> Fieldwork has been completed and the report is under development and will be published by end of February 2024.</p>

<p>early learning and childcare sector on progress with implementation of the expansion of funded Early Learning and Childcare (ELC).</p>	
<p><b>SL95</b> HM Inspectors will undertake a national thematic inspection in 2023 on the subject of inclusion: promoting positive behaviour.</p>	<p><b>Ongoing</b> Phase 1 of the report <a href="#">Approaches to recording and monitoring incidents of bullying in schools</a>, was published in February 2023. Phase 2 which exemplifies effective practice to recording and monitoring incidents of bullying in schools will be published by end of January 2024.</p>
<p><b>SL96</b> Education Scotland will provide further professional dialogue and support aligned to UNCRC 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. (Action relates to UNCRC).</p>	<p><b>Ongoing</b> The Lead Officer is working with third sector partners to develop a 'skills and knowledge framework' around incorporation and implementation of UNCRC. All other support is ongoing, with renewed input for a few local authorities. It is anticipated that colleagues in all sectors will have a more in-depth understanding of how to embed rights based approaches. Elected Member Training is being planned as incorporation is expected next year. It is not possible to provide quantitative data other than numbers who have attended events (and these should be read with caution as several participants may join the sessions from the same device). However, feedback on impact includes comments such as:</p> <p>“Working with Education Scotland has allowed us to build a core group of informed practitioners who are supporting learner leadership.”  “Working with Education Scotland has been invaluable in terms of their knowledge and understanding of UNCRC.”  “Bringing this expertise alongside Education Scotland's professional experience has brought a level of authenticity and legitimacy to Education Scotland's role and our work together.”  “This means I feel more confident and reassured when in meetings or presentations in which Education Scotland is involved that we have a robust evidence base from which to speak.”</p> <p>On average all professional engagement is rated as 4.5/5. The Lead Officer is also part of the national working group to progress the Human Rights Bill.</p>
<p><b>SL97</b> 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.</p>	<p><b>Complete</b> A Making Sense of System Leadership (MSSL) programme was prototyped with system leaders from January to May 2023.</p> <p><b>Outcomes and next steps</b> The programme was delivered to four cohorts across Scotland; Edinburgh, Glasgow, Aberdeen and online, to allow for accessibility options. In total, there were 139 participants across the four prototype cohorts. The prototype programme was evaluated in June 2023 alongside Education Scotland's other system leadership offers which led to a decision to combine the MSSL offer with the existing Excellence in Headship Stretch programme to create the new Connected and Collaborative Systems Leadership (CCSL) offer for school and system leaders. The MSSL learning is now embedded within CCSL which is underway with 54 new participants undertaking the programme in 2023/24.</p>
<p><b>SL98</b> During 2023, Education Scotland will build on its existing professional</p>	<p><b>Complete</b> In November, the Professional Learning and Leadership (PLL) team delivered sessions for Cohort 2 of the Excellence in Headship Stretch who are nearing the end of their time on the programme and writing</p>

<p>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.</p>	<p>their collaborative enquiry submissions. Participant testimonials reveal the positive impact of the work on headteachers.</p> <p>“This has been some of the most impactful professional learning I have ever undertaken. It inspired me to think about my role as a Systems Leader and move forward with my secondment to the RIC.”</p> <p>“Working with experienced headteachers from a mix of authorities has been professionally challenging, enlightening and empowering. I have learned so much, but it has also been invigorating to share my own expertise, knowledge and understanding. This has enabled us to have profound learning.”</p> <p>In November, PLL delivered the next session of the Connected and Collaborative Systems programme (part of Excellence in Headship). There were 46 evaluation responses which represents 84% of the cohort. When asked how participants would rate the quality of learning on the Connected and Collaborative System Leadership Meet Up 100% rated it positively (94% very good, 6% good).</p> <p>“Excellent session. Vital part of the programme to collaborate and firm up enquiry and explore theme in order to make further progress.”</p> <p>“Reenergised my thinking in terms stepping out to gain a clearer sense of what is going on to then consider new ways forward.”</p>
<p><b>SL99</b> 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.</p>	<p><b>Ongoing</b> Education Scotland is working collaboratively with the Children and Young People’s Improvement Collaborative (CYPIC) to support Equity and Excellence Leads (EELs). CYPIC is focussing on using Improvement Methodology and Education Scotland is complimenting this with the pedagogical and curricular expertise to support these improvements. Education Scotland attends the CYPIC Equity and Excellence Lead sessions on Quality Improvement to provide pedagogical support to compliment the discussions on the use of data for improvement. CYPIC is represented on the Education Scotland National Equity and Excellence Lead planning group.</p> <p>Session 2022 - 2023 included two online professional learning and connection events held for the EELs. The Equity and Excellence Lead planning group also met five times to discuss ongoing support for the wider body of EELs to ensure support was co-designed with representatives from the system. Data gathered from both the planning group and the online sessions highlighted the main areas of support requested by EELs. These were:</p> <ul style="list-style-type: none"> <li>• a nationally defined understanding of the role that could be shared with Local Authorities and Settings.</li> <li>• time to collaborate nationally and regionally with fellow EE Leads; and</li> <li>• further professional learning and support on the use of data and self-evaluation.</li> </ul> <p>These three areas continue to be the main focus in 2023 - 2024. Small tests of change are also currently being trialled in the team space to increase collaboration and encourage practice sharing.</p> <p><b>Anticipated outcomes and next steps</b> It is anticipated that the work undertaken will support EELs to have increased clarity and focus on the purpose of their role within their day-to-day work; increased confidence and capacity in the use of data to support improvement; and a wider network of peer support.</p>

	Facilitation and support for the professional learning community is now embedded as part of Education Scotland's offer for Early Learning and Childcare. Liaison with EEL leaders and managers is taking place to overcome any particular local barriers to accessing the online professional learning community.
<p><b>SL100</b> Education Scotland will work with local authority Assessment Co-ordinators to support the delivery of the Quality Assurance and Moderation Officer (QAMSO) programme and to build capacity in existing networks, increasing practitioner confidence in exercising their professional judgement.</p>	<p><b>Complete</b> During academic session 2022-23, Education Scotland delivered the Quality Assessment and Moderation Support Officer (QAMSO) programme across all Regional Improvement Collaboratives (RICs) and at a national level for two cohorts. Almost all local authorities were involved with over 200 practitioners participating. Participants reported improvements in their levels of understanding of the learning, teaching and assessment cycle and, additionally, achievement of and progress through a level. They also reported increased confidence levels across the survey measures with post evaluations showing that practitioners felt:</p> <ul style="list-style-type: none"> <li>• more confident in their ability to create high quality assessments</li> <li>• more confident in moderating evidence of progress towards a level</li> <li>• more confident in using digital approaches to support moderation</li> <li>• more confident in being able to support and facilitate learning, teaching and assessment approaches in their role as a QAMSO.</li> </ul> <p><b>Anticipated outcomes and next steps</b> Education Scotland will support online re-connector and drop-in sessions with existing local and regional QAMSO networks in academic session 2023-24. Education Scotland will also offer a session for senior leaders on learning, teaching and assessment to support assessment and moderation practices across regions.</p>

## Teacher and Practitioner Professionalism

Action	Current position
<p><b>TP01</b> The intention remains to fund professional learning for teachers in this area (Masters level Professional Learning) including at school leadership level.</p>	<p><b>Ongoing</b> The Scottish Government has supported Masters-level learning for teachers through the Teacher Education Partnerships with over £8 million invested which has enabled over 7,400 teachers to engage with high quality professional learning opportunities.</p> <p><b>Anticipated outcomes and next steps</b> The Scottish Government has not funded the programme in 2023-24 but will consider the position for 2024-25.</p>
<p><b>TP32</b> 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><b>Ongoing</b> 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><b>Anticipated outcomes and next steps</b> Thus far, the STEM Partnership network has provided professional learning support for over 500 college staff in the academic year 2022/23. The network continues to engage with Colleges Scotland to support policy developments in relation to Modern Apprenticeships and Green Skills.</p>
<p><b>TP34</b> A Young STEM Leaders awards programme. The programme aims to grow mentoring opportunities and encourage inspiration for STEM by young people.</p>	<p><b>Ongoing</b> 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>Following a successful pilot in 2019, the programme is now available to all schools in Scotland.</p>	<p><b>Anticipated outcomes and next steps</b> 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. In the financial year 2023/24, it is expected that 4,000 learners will benefit from the programme. The programme has recently been extended to cover SCQF Level 7 awards.</p>
<p><b>TP95</b> 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 Gaelic.</p>	<p><b>Complete – superseded by TP127</b> The recruitment campaign “That’s What Teaching Taught Me” has now concluded. The Cabinet Secretary has committed to working with the teacher unions to develop key messages around promoting teaching as a career.</p> <p><b>Outcomes and next steps</b> We continue to offer Teaching Bursaries of £20,000 for career changers wishing to undertake a one year Postgraduate Diploma in Education as a route into the hardest to fill STEM subjects. These have been expanded to include Gaelic as a secondary subject, Gaelic medium education across all secondary subjects, and Primary teaching.</p>
<p><b>TP106</b> 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><b>Ongoing</b> The GTC Scotland’s survey of registered staff showed that around 700 individuals are interested in Gaelic CLPL. The Scottish Government established a group to develop Gaelic Headship and Leadership content and courses. 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>ATQ at Strathclyde University, enables Secondary school Modern Language teachers to provide courses for Gaelic learners as part of the languages curriculum on offer in their schools. Scottish Government 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. The aim of the GTCS survey is to 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><b>Anticipated outcomes and next steps</b> 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><b>TP109</b> 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</p>	<p><b>Ongoing</b> The <a href="#">Additional Support for Learning Project Board</a>, was established to oversee the delivery of the ASL Action Plan and associated workstreams. This governance structure is in place to ensure transparency in the delivery of this work and stakeholders are invited to use this forum to raise any issues, discuss their ideas and to collaborate with others across the sector to achieve constructive solutions to common challenges.</p> <p>A summary progress report was published in November 2022, highlighting that we have successfully delivered 24 out of the 76 total actions. We continued to engage widely with stakeholders throughout the remainder of 2022 to take stock of the current provision and to agree</p>

<p>for teachers looking to specialise in additional support for learning.</p>	<p>our priorities. These are reflected in our updated action plan which is intended to help ensure that meaningful change is realised, and we are due to publish our next progress report in Spring 2024.</p> <p><b>Anticipated outcomes and next steps</b></p> <p>The Project Board have produced a detailed work plan in response to this report outlining how we will ensure that we deliver meaningful change through this work. To deliver the measures set out in our joint action plan, we will review the actions being delivered on a bi-monthly basis to ensure that progress is being made and 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>Since the publication of the progress report in 2022, a further 13 actions have been completed bringing the total of delivered actions up to 35, which represents more than 46% of the total plan. The next reporting period ends in May 2024, at which point we will be publishing an updated Action Plan and a progress report.</p>
<p><b>TP112</b> 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><b>Ongoing</b></p> <p>We will continue to explore with the SNCT how we might progress the commitment to reduce class contact time by 90 minutes per week. In doing so, we will need to be aware of financial sustainability, given the requirement to fund the recent pay deal for teachers. The “Provision of Education Workforce Modelling and Analysis” is an external exercise the Cabinet Secretary commissioned to help inform decisions on education workforce planning for future years including class contact time. This work will bring together a range of factors including current teacher numbers, pupil teacher ratios and the projected decline in the number of school-aged children. This should report by early January 2024. The Cabinet Secretary for Education and Skills has recently offered to provide an update on the delivery timescale by the end of this session.</p>
<p><b>TP113</b> 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><b>Ongoing</b></p> <p>Work continues on the recruitment to ITE programmes, as we continue to work towards delivering this commitment. The “Provision of Education Workforce Modelling and Analysis” is an external exercise the Cabinet Secretary commissioned to help inform decisions on education workforce planning for future years. This work will bring together a range of factors including current teacher numbers, pupil teacher ratios and the projected decline in the number of school-aged children. This should report by early January 2024.</p>
<p><b>TP114</b> 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><b>Complete</b></p> <p>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>Dyslexia Scotland has gained GTCS accreditation for the programme and runs it on an annual basis. Spaces of up to 30 participants per academic year are available and are funded through the Scottish Government's annual grant award to Dyslexia Scotland. The programme will be subject to ongoing evaluation and will inform changes to the</p>



	online addressing dyslexia toolkit resource and dyslexia inclusive practice modules.
<p><b>TP115</b> 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 development of and dissemination of the Pupil Support Staff Professional Learning Framework in 2022.</p>	<p><b>Complete – superseded by TP122</b></p> <p>This action has now been incorporated into TP122 which has a focus on professional learning for all educators.</p>
<p><b>TP116</b> 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><b>Complete – superseded by TP122</b></p> <p>This action has now been incorporated into TP122 which has a focus on professional learning for all educators.</p>
<p><b>TP117</b> Education staff require further support on forming a culture and ethos that prioritises relationships and 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</p>	<p><b>Complete – superseded by TP122</b></p> <p>This action has now been incorporated into TP122 which has a focus on professional learning for all educators to develop their knowledge, understanding and practice of relational based approaches.</p> <p>Further Informed/Practitioner Level PL was delivered in three more secondary schools in Dundee. The focus is now on developing models of effective implementation, i.e., sustained/ongoing PL programmes. Attention is also being given to how the initial PL can be upscaled for delivery at local authority level, regionally, or nationally in a similar way to Keeping Trauma in Mind (KTiM).</p> <p>Education Scotland is also piloting and further developing the Relationships and Behaviour Policy Guidance for Educational Settings in Perth and Kinross with a view to updating the national guidance after feedback.</p>

<p>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><b>TP119</b> 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><b>Ongoing</b> NRIM - The first NRIM Partnership Board of this academic session took place on 26 October. The two main discussions surrounded the role of the newly formed NRIM Implementation Group and the timeline for actioning recommendations. The NRIM Implementation Group met in November 2023 to finalise the timeline and to begin actioning the key recommendations. The first recommendation to be prioritised is completion of the National Numeracy and Mathematics Strategy/Guidelines. The Guidelines will be sent out to all local authorities in early 2024.</p> <p><b>Anticipated outcomes and next steps</b> The NRIM Implementation Group will keep the NRIM Board abreast of the above activities through email correspondence. A meeting with the Scottish Council of Deans is expected, regarding the Initial Teacher Education (ITE) recommendation in NRIM.</p> <p>NRIL - A meeting of the NRIL partnership board Short Life Working Group (SLWG) on 're(in)stating our definition of literacy' took place 14 September and focused on discussions about how best to highlight the fundamental position of literacy within the context of Curriculum for Excellence. Preparatory work on three further NRIL SLWGs continues with meetings of co-chairs and the nomination of group members.</p> <p><b>Anticipated outcomes and next steps</b> A further meeting of NRIL SLWG on 're(in)stating our definition of literacy' took place in October 2023, and the National Response to Improving Literacy Partnership Board met in December 2023. Meetings of SLWGs on literacy pedagogy and progression are also due to take place in December 2023.</p>
<p><b>TP120</b> 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><b>Closed</b> As of November 2023, the newly established NRIM Implementation group is commencing the implementation of changes. The NRIL partnership board formed in spring of 2023 and NRIL short life working groups are now tasked with formulating evidence-based recommendations.</p>
<p><b>TP121</b> 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</p>	<p><b>Ongoing</b> <a href="#">Analysis of the consultation</a> was published in June 2023. Scottish Languages Bill was introduced to Parliament in November 2023. A Gaelic element of Into Headship is now available. CPD in Gaelic and for GME is available through Sabhal Mor Ostaig and Storrann.</p>

<p>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.</p>	
<p><b>TP122</b>  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:</p> <p>Relationships  Wellbeing and care  Inclusion and targeted support  Rights and Participation</p>	<p><b>Ongoing</b>  During 2023 the Inclusion, Wellbeing and Equalities (IWE) team focused on developing and providing high quality and meaningful professional learning. This was designed to increase knowledge, skills, and expertise of practitioners working with all learners, but particularly those with Additional Support Needs. The new framework aims to support all educators who work with and support children and young people, primarily those working in education. The four interconnected and interdependent themes have been refined to capture the essence of what will make a difference to outcomes for all children, young people and communities. The values of social justice have directed our work to achieve equity and excellence. The four themes are:</p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Rights and Equalities</li> <li>• Relationships</li> <li>• Wellbeing and Care.</li> </ul> <p>Throughout 2023 IWE officers have supported, contributed to, and provided an extensive range of professional learning for educators in ELC/schools, local authorities, RICs and partners. It has included:</p> <ul style="list-style-type: none"> <li>• The Cycle of Wellbeing was produced to help users to navigate a suite of resources to support professionals' wellbeing and those of children and young people. In addition, the following PI areas have been provided: Keeping Trauma in Mind, safeguarding, relational approaches, learner participation, keeping the promise, hate crime, anti-racism, gender violence, supporting young carers, autism, FASD, ADHD, intellectual disabilities, dyslexia and inclusive practice.</li> <li>• Contributions on inclusive practice to Education Scotland's Professional Learning and Leadership programmes, principally, Stepping Stones, Aspiring Middle leaders, and Excellence in Headship.</li> <li>• National delivery of the GTCS Professional Recognition Programme for Dyslexia and inclusive practice with 25 new awardees during this academic session.</li> <li>• Growing the participation numbers on the inclusive professional learning modules available on the Open University, where over 21,500 participants have successfully completed modules since publication.</li> </ul> <p>The engagement and feedback from the above input together with the OECD report on Curriculum for Excellence, the Action Plan from the Morgan Review and the recommendations made in the Hayward and Withers reports, have all contributed to the content and structure of the new IWE Professional Learning framework. The first of three levels (informed, skilled and enhanced) went live on the National Improvement Hub in November 2023. Together all three levels will upskill the workforce in the delivery of both universal and targeted interventions for all children and young people.</p> <p><b>Anticipated outcomes and next steps</b>  During 2024 The Professional Learning Framework will be further developed. This will involve enrichment of the skilled and enhanced levels, together with the addition of material at the informed level. A communication strategy will ensure that all practitioners are aware of the</p>

	<p>new Framework in time to influence their professional learning development plans. To inform the content going forward, an evaluation will be made of the relevance of materials, potential gaps, and new emerging needs. The levels will not necessarily reflect someone's seniority but the nature of the role they hold in relation to their responsibilities and support provided to children and young people. The Framework will continue to evolve through engagement with local authorities and practitioners next year to support ongoing improvements.</p> <p>To support authorities' Additional Support for Learning practice, the IWE Team are working collaboratively with 3 local authorities to explore and model potential ways of working in a reformed Education Scotland. This will aim to strengthen a needs based system in response to a growing need to build capacity in schools and authorities to meet the needs of children and young people with learning needs. More local authorities are requesting similar collaborative work which we will consider as we learn for our current engagement.</p> <p>ES will further develop our support of the refresh of the 'Common Core of Skills, Knowledge &amp; Understanding and Values for the "Children's Workforce" In Scotland. This work is contributing to the 1st level of the IWE PL Framework.</p> <p>ES Equalities Team will continue to support SG in relation to Race, Gender, LGBTI and Hate crime workstreams. Professional learning for teachers and other practitioners will be strengthened and refreshed through the Professional Learning Framework.</p>
<p><b>TP123</b> 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.</p>	<p><b>Complete</b> Teachers, ELC and CLD practitioners on the Educators Leading Practice programme were invited for touchpoint sessions in October and November to support their planned enquiry into their practice.</p> <p>The Professional Learning and Leadership Directorate were part of the design team of the new Education Scotland Curriculum Innovation offer delivered in October to more than 40 participants.</p>

<p><b>TP124</b> 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.</p>	<p><b>Ongoing</b> Education Scotland has worked successfully with partners at Local Authority, Regional and National level, including private and third sector leaders and practitioners to design and deliver professional learning for the Early Learning and Childcare (ELC) sector. Themes covered include curricular areas and subjects such as: literacy and English; numeracy and mathematics; health and wellbeing and STEM, and learning, teaching and assessment (including play pedagogy); digital learning and teaching; curriculum innovation; best use of evidence; system leadership; inclusion, wellbeing, equity and equalities. During 2023, over 96% participant evaluations rated the professional learning as good or very good quality.</p> <p>Specific examples of this include: Local Authority support on pedagogy, data and improvement with just under 100 practitioners. 100% of those who responded to the post-session questionnaire stated that their confidence levels, knowledge and skills had increased. This led to 14 practitioners engaging in practitioner enquiry to improve outcomes for children in numeracy and maths. The Education Scotland ELC team provided support with links to high quality pedagogy and practice and facilitating professional dialogue in this area.</p> <p>Education Scotland collaborated with the South East Improvement Collaborative (SEIC) to develop pedagogy in practice pamphlets for Early Learning and Childcare and Early Years practitioners on a variety of pedagogical topics. Pamphlets were sent to all settings across the SEIC area and have been very positively received.</p> <p>A Play Pedagogy Bletcher, where settings from two local authorities presented their play pedagogy journey, was attended by 176 Early Years practitioners from across the country. Feedback from attendees highlighted the positive impact of having time to reflect on their own pedagogy.</p> <p><b>Anticipated outcomes and next steps</b> The very positive participant evaluations gathered indicate that the professional learning provided has led to increased confidence and capacity across many aspects of practice required to deliver high quality ELC. Education Scotland will continue to work with partners across the public, private and third sectors to identify need, co-design and deliver high quality support to the ELC sector.</p>
<p><b>TP125</b> Education Scotland will work with stakeholders to design and deliver targeted professional learning to support recently appointed ELC practitioners and leaders.</p>	<p><b>Ongoing</b> Education Scotland has worked with two private sector ELC groups to successfully design and deliver targeted professional learning to support recently appointed ELC practitioners and leaders.</p> <p>Following the very well received pilot deliveries, 47 ELC recently appointed heads and managers from public, private and third sector settings are currently enrolled on the Pedagogical Leadership Programme. 100% of current participant surveys completed indicate that the Programme to date has been good or very good quality. Over 900 ELC practitioners have commenced on the Practitioner Programme.</p> <p><b>Anticipated outcomes and next steps</b> Pilot programme evaluations have indicated that the programmes developed have supported the confidence and capacity of participants to deliver high quality professional learning and leadership. The programmes are now part of the ongoing Education Scotland offer to the</p>

	ELC sector and will continue to be kept under review to ensure that they meet the needs of the sector.
<p><b>TP126</b> Education Scotland will participate in Education Reform work streams, working in collaboration with Scottish Government officials to progress the ASL Action Plan; facilitate national networks and local authorities to 'Keep the Promise'.</p>	<p><b>Ongoing</b> The collaborative partnership work across Education Scotland continues with focused areas of work for example – Curriculum Innovation, Profiling, Social Justice Curriculum, intersectionality with SAC and ASN.</p> <p>IWE officers continue to work in collaboration with Scottish Government officials to progress the ASL Action Plan through membership of the ASL Programme Board, ASL Network and chairing of subgroup 2 which focuses on ASL information, guidance and professional learning opportunities for a range of stakeholders in education, health, social care, families and learners.</p> <p>During 2023, IWE officers facilitated and supported a number of national networks, with almost all local authorities represented in each network. The networks include the National Inclusion Link Officers, National Complex Needs - strategic and practitioner, SCERTS Practitioners, National social and Behavioural Needs Headteachers Network, Safeguarding, and Rights and Equalities. All of the networks provide peer support, the ability to share effective practice across the country, and a forum to identify needs thereby informing future input from Education Scotland and others.</p> <p>Collaborative development and publication of <a href="#">Keeping the Promise Award Programme</a>.</p> <p>IWE were instrumental in taking forward the evaluation of the national <a href="#">Pupil Support Staff Engagement Programme</a>. Published 31.07.23, this is an important piece of work which will enhance the effective use of pupil support staff in schools helping to achieve more positive outcomes for children and young people with additional support needs. The professional learning framework will align with the one referred to in TP122.</p> <p><b>Anticipated outcomes and next steps</b></p> <ul style="list-style-type: none"> <li>• Continued joint working with the Association of Directors of Education in Scotland (ADES) and the Association of Scottish Educational Psychologists (ASPEP) informing strategic thinking and planning around support for ASN.</li> <li>• Planning of response to BISSR supported by existing and new work through the PLL framework. Joint activity with deep dive into attendance will also address some of the more holistic approaches required to address the concerns highlighted by BISSR.</li> <li>• Collaboration with Educational Psychologists in Local Authorities and Nationally to take forward Nurture work and other potential areas to strengthen capacity in schools to address social and emotional development. This includes alignment with ES’s deep dive on Attendance.</li> <li>• Exploration and development of a certificated professional learning programme for Support for Learning Principal Teachers.</li> <li>• IWE SEOs collaborative partnership work across ES continues with focused areas of work around Social Justice Curriculum, intersectionality with SAC and ASN.</li> <li>• Safeguarding in education: short life working group of local authority leads finalising a position paper looking at current local models and supervision for staff.</li> </ul>
<p><b>TP127</b> The Scottish Government is committed to working with</p>	<p><b>Ongoing</b> In 2024, we will work with our partners, through the Strategic Board for Teacher Education, to explore how we can collectively promote teaching</p>

partners to promote teaching as a valued career, with a strong sense of professional development.	as a highly rewarding, inspiring and challenging career with opportunities for creativity and autonomy and, crucially, to make a positive difference to the lives of children and young people, with the aim of improving recruitment and retention and attracting more high quality individuals into teaching, in areas where they are most needed.
<p><b>TP128</b></p> <p>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 portal, 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.</p>	<p><b>Ongoing</b></p> <p>The refreshed Action Plan was published in June 2023. One of the key actions of this plan is the development of an LfS portal that will provide an accessible way for educators to share understanding of LfS, its values and its practice. This new portal will:</p> <ul style="list-style-type: none"> <li>• share practical examples of ongoing work and practice</li> <li>• provide access to practical, “educator / young person relevant” resources and advice</li> <li>• signpost to available professional learning opportunities</li> <li>• be co-designed with input from educators and children and young people</li> <li>• seek to provide targeted support to those in rural, remote, island and areas or deprivation, ensuring equity and equality</li> <li>• align with the principle of “Digital by Default”</li> </ul>

## Parent and Carer Engagement and Family Learning

Action	Current position
<p><b>PE36</b></p> <p>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><b>Ongoing</b></p> <p>Linked to PE98</p> <p>Officials are working on a light touch re-draft of the Action Plan as directed by the Cabinet Secretary for Education and Skills. The steering group will be involved in this and it is due to be published by the end of 2023.</p>
<p><b>PE90</b></p> <p>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. SG will publish the statistics in December 2022.</p>	<p><b>Complete – business as usual</b></p> <p>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 shared their data with Scottish Government and this was published on 13th December 2022: <a href="#">Parental Involvement and Engagement - Parental Involvement and Engagement Census Scotland 2021/22</a></p>

	<p>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. Scottish Government will use the analysis to provide evidence for monitoring the Learning together: national action plan on parental involvement, engagement, family learning and learning at home.</p>
<p><b>PE93</b> 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><b>Ongoing</b> The Scottish Government and COSLA recognise that parents and carers are key partners in policy development. As a key guiding principle, the Scottish Government always seek to create opportunities to enable parents and carers to be meaningfully and consistently involved fully and listened to in additional support for learning policy development.</p> <p>Parents and carers are represented in all of our stakeholder groups, including the Additional Support for Learning Project Board, the Additional Support for Learning (ASL) Network, the Code of Practice Working Group, the Physical Intervention Working Group and the Doran National Strategic Commissioning Group.</p> <p>Education Scotland regularly engage closely with parental organisations, including the National Parent Forum Scotland (NPFs). The Chair of NPFs participated in the ASL satellite session, hosted by Education Scotland at the Scottish Learning Festival 2022.</p> <p>COSLA engages with parent and carer organisations at a national level. In addition to Enquire, the Scottish Government funds other organisations who work closely with parents and carers to ensure their views are reflected in policy development including Scottish Traveller Education Programme (STEP), Dyslexia Scotland and Call Scotland.</p> <p><b>Anticipated outcomes and next steps</b> Progress outlined in the 2020/2021 ASL Action Plan Report Updates: - As a key guiding principle, the Scottish Government always seek to create opportunities to ensure that children and young people and parents and carers are fully involved and listened to in additional support for learning policy development. Aligned to actions at 3.2.1, the Scottish Government always seek to create opportunities to ensure that parents and carers are fully involved and listened to in additional support for learning policy development. -The Scottish Government recognises that parents and carers are key partners in policy development. Parents and carers are represented in all of our stakeholder groups, including at ASLIG, the short-life working group on Co-ordinated Support Plans and the re-established Code of Practice working group. - The Scottish Government is actively considering with partners, additional avenues for increased parental engagement to support delivery of the ASL action plan.</p>
<p><b>PE95</b> Education Scotland will publish parent information on ‘Realising the Ambition: Being Me, National Practice Guidance for the Early Years’ to support parental engagement in children’s</p>	<p><b>Complete</b> Information for parents on Realising the Ambition was published on Parent Zone Scotland in November 2022: <a href="#">Learning in the early years.</a></p>



<p>learning from birth to the end of the early level by October 2022.</p>	
<p><b>PE98</b> The “Learning Together” action plan on parental engagement will come to a 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><b>Ongoing</b> <b>Linked to action PE93</b> Officials are working on a light touch re-draft of the Action Plan as directed by the Cabinet Secretary for Education and Skills. The steering group will be involved in this and it is due to be published by the end of 2023.</p>
<p><b>PE99</b> 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.</p>	<p><b>Complete</b> The Parent Council resource was published in September 2022. Protecting Vulnerable Groups (PVG) text within the document has been updated in line with new Disclosure Scotland guidance (June 2023): <a href="#">What is the Parent Council?</a></p> <p><b>Anticipated outcomes and next steps</b> The Parent Council resource is a guide for parents to work in partnership with ELC settings, schools and the wider community to welcome all parents, gather their views and report back to parents, for the benefit of all pupils. The resource continues to be promoted through existing networks such as the Scottish Parental Involvement Officers Network (SPION) and the National Family Learning Network to update and upskill relevant practitioners and Parent Council members. Work also continues to take place with stakeholders to ensure updates to the resource are relevant to the system.</p>
<p><b>PE100</b> 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.</p>	<p><b>Complete</b> The final projects funded by the Scottish Government’s Learning Together Equalities and Equities Fund have been developed into case studies and promoted through online webinars and existing communication networks.</p> <p><b>Anticipated outcomes and next steps</b> The following resources have now been published.</p> <ul style="list-style-type: none"> <li>• <a href="#">Equality and Equity Toolkit</a></li> <li>• <a href="#">Working Together - Equality and Equity Modules – Children in Scotland</a></li> <li>• <a href="#">Supporting the Transition of Young People with Additional Support Needs</a></li> <li>• <a href="#">Using a family learning approach to increase parental engagement through Read, Write, Count</a></li> </ul> <p>The case studies will be reviewed periodically in line with Education Scotland web review process.</p>
<p><b>PE101</b> 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</p>	<p><b>Complete</b> Four online partnership webinars were delivered in March, April, May and June 2023 to raise awareness of the toolkit with practitioners, teachers of deaf, parents and deaf children and young people. Attendees reported overall that the sessions were really informative and useful for them in their practice. A recording of the webinars are available at <a href="#">British Sign Language (BSL) - Toolkit for Practitioners</a>.</p>

<p>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.</p>	<p><b>Anticipated outcomes and next steps</b>  This work has been featured as an example of effective practice in British Association of Teachers of Deaf Children and Young People (BATOD) publication. Joint case study in partnership with BDA, SCILT and Deaf young people is in the final stages of publication and will be available December 2023.</p>
<p><b>PE102</b>  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.</p>	<p><b>Complete</b>  The proposal to join with Campaign for Learning (CfL) in a four nations Family Learning Festival builds on the national and regional improvement work undertaken to date. Education Scotland will lead on the Scottish strand of the Family Learning Festival to influence and shape its future and focus on Scotland specific practice. A Scotland specific Organiser Training Event took place in August 23 by Education Scotland and CfL staff which featured previous partners and stakeholder organisations.</p> <p><b>Anticipated outcomes and next steps</b>  The event expands on opportunities to promote and share family learning practice in Scotland and identifies trends and needs across the country, which is then used to inform future planning. This is accomplished using the newly established Data Sharing Agreement. Case studies are now being developed to highlight the Festival to generate ideas and interest.</p>
<p><b>PE103</b>  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.</p>	<p><b>Complete</b>  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.</p>
<p><b>PE104</b></p>	<p><b>Complete</b></p>

<p>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.</p>	<p>CLPL programmes continue to be developed and delivered, based on need following discussions with LAs and RICs in order to build skills, knowledge and experience of practitioners in Parental Involvement, Parental Engagement, Family Learning and Learning at Home. Online bespoke sessions have taken place with West Partnership, East Dunbartonshire, North Ayrshire, Northern Alliance and Renfrewshire.</p> <p><b>Anticipated outcomes and next steps</b>  Almost all participants reported increased knowledge, awareness, confidence and skills as a result of participating in these programmes. Feedback also highlighted that almost all could apply learning to practice. Participants included practitioners across all sectors. This work is ongoing with further programmes being progressed with LAs and RICs.</p>
<p><b>PE105</b>  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.</p>	<p><b>Ongoing</b>  Recognising the need for learners to be front and centre of changes within Scottish Education the Scottish Government are working with the third sector collaborative involved with the Learner Participation Project to pivot activities to better support and be aligned with the ongoing Education Reform Programme.</p>

## Curriculum and Assessment

<b>Action</b>	<b>Current position</b>
<p><b>CA02</b>  From 2020, we will also draw upon two additional health visitor assessments at 13 months and at around 54 months.</p>	<p><b>Ongoing</b>  The fourth annual release from the 13-15 month and 4-5 year review was published in April 2023. Coverage of these child health reviews has stabilised over the last few years, with the implementation of the Universal Health Visiting Pathway across Scotland. In 2021/22, coverage of the 13-15 month and 4-5 year review was 89% and 78% respectively, with the reviews carried out in every Health Board in Scotland. These additional datasets have provided a more holistic picture of child development among the under 5s.</p> <p><b>Next steps</b>  The inclusion in the NIF of additional measures of developmental concerns captured at 13-15 months and 4-5 years reviews is currently under consideration, alongside the existing key measure at 27-30 months.</p>
<p><b>CA03</b>  From 2021, we anticipate a revised ELC census that will provide additional data on some of the drivers of children's outcomes.</p>	<p><b>Ongoing</b>  Work to enable data on the number of hours of funded ELC children are registered for 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 2025 before we</p>

	<p>have individual-level data on children accessing funded ELC.</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 the number of hours children are registered for funded ELC as a driver of child outcomes by child characteristics (e.g., sex, deprivation).</p>
<p><b>CA43</b> 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><b>Ongoing</b> The latest Higher Education Statistics Agency (HESA) statistics show that 16.5% of Scottish domiciled full time first degree entrants to Scottish Higher Education Institutions (HEIs) are from the 20% most deprived areas in Scotland in 2020/21 which is a slight decrease on the previous year. The decrease was partly due to a large increase in entrants from those in Scottish Index of Multiple Deprivation (SIMD) 20-40, which are also areas that have higher levels of deprivation. Combined, we have record numbers and proportions from the most deprived 40% of Scotland. The statistics show we achieved the key Commission on Widening Access (CoWA) target to have 16% of students from the most deprived areas of Scotland by 2021.</p> <p><b>Anticipated outcomes and next steps</b> 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 delighted that Professor John McKendrick was appointed as the new Commissioner for Fair Access in January 2023 and we will now work with him on this important agenda. He brings to the role a wealth of experience related to tackling poverty and inequality in Scotland, including work supporting children and young people in education. This appointment will help drive forward progress on ensuring students from deprived areas receive opportunities to achieve their potential by having fair access to higher education, further closing the poverty-related attainment gap. We will also be undertaking work on the issues related to data and widening access.</p> <p>The Access Data Short-Life Working Group has been set up to investigate whether other individual-level proxy measures of deprivation could be used alongside the SIMD to better capture widening access students. We expect to be able to share the report of the Access Data Short-life Working Group with Ministers by early next year.</p> <p>We are also actively engaging with stakeholders on the Purpose and Principles for post-school education, research and skills that were published in June of this year. This considers how we can deliver a post-school education, research and skills system that is supportive and equitable and which places equal value on all positive destinations, which would include our approach to widening access.</p>
<p><b>CA48</b> We will be working collaboratively with partners across the education sector to actively explore what</p>	<p><b>Complete</b> Early Learning and Childcare (ELC): As part of our action outlined in the <a href="#">Improving the Lives of Scotland's Gypsy/Travellers 2019-2021</a> to explore barriers to Gypsy/Traveller uptake of early learning and childcare, with a view to increasing uptake of the enhanced funded</p>

<p>more we can do to encourage uptake of ELC /Further Education/Higher Education for the Gypsy/Traveller community.</p>	<p>entitlement of 1140 hours, grant funding was issued to support a programme that 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. This work has now been completed.</p> <p>Further Education/Higher Education: The Scottish Government, through the Scottish Funding Council (SFC), 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 Equalities and Human Rights Commission (EHRC) on where individual institutions need to focus on persistent inequalities and act to address them.</p>
<p><b>CA53</b> We have also committed to recruiting an additional 250 school nurses by 2022.</p>	<p><b>Complete</b> In 2018, the Scottish Government committed to the recruitment of an additional 250 school nurses. However, the recent unprecedented cost of living crisis led to a Scottish Government budget review and a decision to amend the commitment. The Scottish Government has invested over £23 million since 2018 and this has supported the recruitment of an additional 216 whole time equivalent school nurses. This significant investment has meant that all Health Boards in Scotland have been able to recruit additional school nurses. This increased workforce will help school aged children across Scotland by focusing on areas which can influence poor health in later life.</p>
<p><b>CA57</b> 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><b>Ongoing</b> The Scottish Library Information Fund (SLIF) allocated £200,000 in 2023/24 to support a total of 21 initiatives across 13 local authorities with priority being given to applications which focused on supporting anti-racism and racial equality, supporting the aims of the Scottish Government’s Anti-Racism in Education Programme. The School Libraries Improvement Fund (SLIF) has now provided a total of £1.7 million in funding to small scale school library improvement projects since the creation of the fund in 2017.</p> <p><b>Anticipated outcomes and next steps</b> Since the national strategy for school libraries, <a href="#">Vibrant Libraries: Thriving Schools (2018-2023)</a>, has come to an end a piece of evaluation work was undertaken to evaluate its impact and key recommendations. This research has now been completed and is currently being assessed by the Libraries Education and Policy Group, (a group that has been created to provide a forum to oversee the development of School Libraries in Scotland with representation from key stakeholders including Scottish Library and Information Council (SLIC), Chartered Institute of Library and Information Professionals in Scotland (CILIPS), (Education Scotland), who will use this evaluation to inform the development of a new strategic direction for school libraries in Scotland in the next financial year ahead.</p>

<p><b>CA71</b> 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><b>Ongoing</b> 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 research took place in 2023 with the <a href="#">final report</a> being published on 28 November.</p> <p><b>Anticipated outcomes and next steps</b> 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><b>CA72</b> Improve communications and engagement on national standardised assessment in Scotland and clarify key messages.</p>	<p><b>Ongoing</b> Published in August 2019, and widely shared with local authorities and key stakeholders, the <a href="#">National standardised assessments: purpose and use document</a> provides clear guidance on the intended use by local authorities, headteachers and practitioners of national standardised assessments. This document will now be updated to reflect the phase two NSA platform and in line with further and ongoing user feedback. 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 will shortly be engaged with SG around the reporting element of the platform in particular, and we have recommenced regular NIF meetings with the professional associations.</p> <p><b>Anticipated outcomes and next steps</b> We will continue our communications approach for 2023/24 and work with key stakeholders to:</p> <ul style="list-style-type: none"> <li>- Establish a wide and shared understanding of the approach to assessment through the broad general education in Scotland.</li> <li>- 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.</li> <li>- Increase awareness of key policy documents, guidance and support materials available relating to national standardised assessment, including: <ul style="list-style-type: none"> <li>- Purpose and Use document</li> <li>- Case studies exemplifying good practice – available on Education Scotland National Improvement Hub</li> <li>- Identify opportunities for tailoring of key documents and messages to particular audiences.</li> <li>- Widen knowledge of availability and means of accessing training and support materials for SNSA and MCNG</li> <li>- 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.</li> </ul> </li> </ul>
<p><b>CA77</b> Continue to work with partners to enhance the Gaelic medium standardised assessments.</p>	<p><b>Ongoing</b> 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</p>

	<p>first time in the history of the MCNG. An item performance review relating to this content was then conducted in conjunction with the supplier at the end of the 2022/23 school year, further enhancing the statistical rigour of the GME assessments. 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. All learner-facing assessment items are quality assured externally against the Gaelic Orthographic Convention.</p> <p><b>Next steps</b> 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><b>CA78</b> 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><b>Complete – superseded by CA111 and CA124</b> 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 now being taken forward as part of the wider work related to the National Discussion on Scottish Education and the implementation of the recommendations from the OECD report.</p> <p>We will consider the most effective approach to collecting data following the conclusions of the work streams outlined above.</p>
<p><b>CA79</b> Work with key partners to assess and enhance the value of the national standardised assessments.</p>	<p><b>Ongoing</b> Our plans for ongoing user consultation and engagement were necessarily curtailed by COVID-19 and associated pressures placed on schools and practitioners but recommenced from the 2022/23 school year onwards. Two user assurance groups – one for educational matters and the other for accessibility matters – have now been re-established. User research and feedback via school visits and related teacher feedback interviews have been conducted in both the 2022/23 and 2023/24 school year, with more planned in the coming months. Learner feedback continues to be gathered at the point of assessment whilst practitioners provided feedback in the 2022/23 staff survey. Responders from the staff survey 2022/23 who expressed strong opinions around particular elements of the NSA platform were also invited to take part in interviews to allow for more in-depth identification and discussion of teacher and learner needs relating to the assessment platform. This will be continued going forward.</p> <p><b>Anticipated outcomes and next steps</b> Expanded membership of the user assurance groups is currently being sought, with the next meeting of each of these groups taking place in January 2024. This will ensure a broader array of stakeholders are able to feed into the ongoing development of the NSA digital assessment platform. These groups and continued school visits and teacher interviews, scheduled throughout the remainder of the 2023/24 school year, will support the continuous improvement of the phase two national</p>



	standardised assessments platform, and feed directly into the scoping of future development work.
<p><b>CA85</b> Developing resources and support for schools to address gender based violence and sexual harassment.</p>	<p><b>Ongoing</b> The Gender Based Violence in Schools Working Group resumed in 2021. There has been significant progress in the development of the national framework to address gender based violence and sexual harassment in schools.</p> <p><b>Next steps</b> It is anticipated that the national framework document will be published by the end of 2023.</p>
<p><b>CA88</b> 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 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><b>Ongoing</b> Scottish Government funded the Scottish Credit and Qualifications Framework (SCQF) to work with programme owners to develop new LfS qualifications, link existing programmes to LfS, and develop LfS-themed resources in Financial Year (FY) 22/23. After a bidding process, 8 programmes successfully secured funding and were completed by Summer 2023. Scottish Government has provided funding again in FY 23/24 for a second phase of this project, which will continue to expand the LfS related awards and qualifications that are offered to learners.</p>
<p><b>CA89</b> 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><b>Ongoing</b> Linked to Action CA85. The work of the Gender Based Violence in Schools Working Group was paused as a result of COVID-19. Work was undertaken to consider the workplan of the group in light of the Everyone's Invited publication. It was 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><b>Next steps</b> The Working Group reconvened in 2021. 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 national framework document will be published by the end of 2023.</p>
<p><b>CA93</b> 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</p>	<p><b>Ongoing</b> Following delays to this work due to COVID-19, significant progress has been made to develop a framework. The Monitoring and Analysis sub group of the ASL Project Board, met for the first time in June 2023 to consider and further develop the National Measurement Framework (NMF) from its initial iteration. The framework is 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. The sub-group have continued to meet monthly to consider how the draft</p>



<p>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>framework will be refined to ensure it fully captures the range of successes and achievements of children and young people with additional support needs. The group is currently considering how the NMF will align with existing national reporting requirements and a range of measures, and the group are providing regular up-dates and reports to the ASL Project Board. 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 2023 and 2024.</p> <p><b>Anticipated outcomes and next steps</b> 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 the National Improvement Framework and National Performance.</p> <p>Next steps will include engagement with local authorities and consideration of the options to test this new approach within a sample of authorities. Framework measures.</p>
<p><b>CA94</b> 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><b>Ongoing</b> The Additional Support for Learning (ASL) Project Board was established to oversee the delivery of the ASL Action Plan and associated workstreams. This governance structure is in place to ensure transparency in the delivery of this work and stakeholders are invited to use this forum to raise any issues, discuss their ideas and to collaborate with others across the sector to achieve constructive solutions to common challenges.</p> <p><b>Anticipated outcomes and next steps</b> A summary progress report was published in November 2022, highlighting that we have successfully delivered 24 out of the 76 total actions. We continued to engage widely with stakeholders throughout the remainder of 2022 to take stock of the current provision and to agree our priorities. These are reflected in our updated action plan which is intended to help ensure that meaningful change is realised.</p> <p>The Project Board have produced a detailed work plan in response to this report outlining how we will ensure that we deliver meaningful change through this work. To deliver the measures set out in our joint action plan, we will review the actions being delivered on a bi-monthly basis to ensure that progress is being made and 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><b>CA95</b> 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</p>	<p><b>Ongoing</b> A public consultation on draft guidance ran between June and October 2022. Responses are being carefully considered and an analysis will be published by the end of 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. The draft national dataset was also subject to consultation and will be updated in response to feedback. 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><b>Anticipated outcomes and next steps</b> Our next steps with this work are:</p>

<p>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 collected by local authorities as part of a one year review following publication of the guidance, to assess the guidance's success.</p>	<ul style="list-style-type: none"> <li>• Publish an analysis report of consultation responses.</li> <li>• Complete publication of final guidance and national dataset.</li> <li>• Update physical intervention guidance within included, engaged and involved part 2.</li> <li>• Work with partners on implementation.</li> <li>• The Recording and Monitoring sub group will provide advice on appropriate measures to support a review of the guidance one year after publication.</li> <li>• Exploring options to strengthen the legal framework in this area, including placing the guidance on a statutory basis. 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.</li> </ul>
<p><b>CA103</b> 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 children and young people in</p>	<p><b>Ongoing</b> Linked to actions CA93 and PI24.</p> <p>Following delays to this work due to COVID-19, significant progress has been made to develop a framework. The Monitoring and Analysis sub group of the ASL Project Board, met for the first time in June 2023 to consider and further develop the National Measurement Framework (NMF) from its initial iteration. The framework is 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. The sub-group have continued to meet monthly to consider how the draft framework will be refined to ensure it fully captures the range of successes and achievements of children and young people with additional support needs. The group is currently considering how the NMF will align with existing national reporting requirements and a range of measures, and the group are providing regular up-dates and reports to the ASL Project Board. 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 2023 and 2024.</p> <p><b>Anticipated outcomes and next steps</b> Next steps will include engagement with local authorities and consideration of the 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 the National Improvement Framework and National Performance Framework measures.</p>

<p>equivalence to exams and attainment.</p>	
<p><b>CA104</b>          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><b>Ongoing</b>          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”.</p> <p><b>Outcomes and next steps</b>          The Curriculum Reform Sub-Group of the Race Equality and Anti-Racism in Education Programme has created principles for an anti-racist curriculum. These principles, entitled <a href="#">Breaking the Mould</a>, were published in June 2023 and seek to articulate and support what it means to embed anti-racism across the education system.</p> <p>Further work to consider updates to the curriculum framework will be considered in light of decisions on next steps in development of a systematic curriculum improvement cycle.</p>
<p><b>CA105</b>          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><b>Ongoing</b>          Scottish Government continues to implement the recommendations of the Logan Review of Scotland’s “technology ecosystem”. Actions are designed to ensure that teachers in Scotland have access to high-quality support for computing education and include support to the teacher-led body – the Scottish Teachers Advancing Computing Science – STACS which supports teachers to run extra-curricular activities, promotes computing science as a career option and provides a resource centre allowing teachers to enhance their support to young people.</p> <p><b>Next steps</b>          Scottish Government will continue to ensure effective support and consideration of improvements across wider CfE subject areas, including on music/expressive arts.</p>
<p><b>CA108</b>          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><b>Ongoing</b>          As the Cabinet Secretary set out in statements to Parliament on Education and Skills Reform in June and November 2023, the Scottish Government is taking forward significant reform across education and skills. Legislation in respect of new national bodies will be introduced in 2024.</p> <p>It is important that we get reform right and that reform draws on consideration of the independent reviews that reported to Government over summer 2023; James Withers’ Review of the Skills Delivery Landscape, the priorities arising from ‘Purpose and Principles for Post-School Education, Skills and Research’, the Review of Qualifications and Assessment by Professor Hayward, as well as the themes from the National Discussion on Education.</p> <p><b>Anticipated outcomes and next steps</b>          Scottish Government will continue to ensure that Parliament, teachers, and others across education and skills have time to engage and contribute.</p> <p>Engagement continues to build on the themes arising from the National Discussion which was the biggest listening exercise ever undertaken by the Scottish Government, as well as the substantial consultation and engagement to support the Review of Qualifications and Assessment,</p>

	the Review of the Skills Delivery landscape, and work to establish the new education bodies.
<p><b>CA109</b> 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><b>Ongoing</b> The Independent Review of Qualifications and Assessment (IRQA) published its final report on 22 June 2023. The Scottish Government has been taking views on the final report with teachers, lecturers and a wide range of stakeholders in advance of responding to the report. On 7 November the Cabinet Secretary confirmed that she would return to Parliament in early in 2024 to debate the proposals contained in the final report.</p>
<p><b>CA111</b> 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><b>Ongoing</b> Work on this is being taken forward as part of the reform programme, and the assurance and accountability framework being developed jointly with COSLA as part of the Verity House Agreement with local government.</p>
<p><b>CA112</b> Take in to account the forthcoming Regional Improvement Collaboratives' review and consider their current activities around enhancing curricular design capability.</p>	<p><b>Closed</b> This action has been closed. Following consideration of the 2023 RIC Review Report, the Cabinet Secretary for Education and Skills announced on 7th November 2023 that the Scottish Government would phase out its funding support to the RICs. A reduced level of funding will be provided to each RIC in 2024-25, to support a transition away from SG funding and to provide local authorities with time to consider how they build on the regional networks, activities and arrangements established by the RICs.</p>
<p><b>CA113</b> 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 areas such as the role of knowledge and skills.</p>	<p><b>Ongoing</b> 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. 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><b>Outcomes and next steps</b> A co-design group was established in December 2022 to explore what a good review cycle might look like. The OECD were commissioned to carry out a rapid evidence review on international examples of systematic curriculum review. This combined with the ongoing stakeholder engagement has helped to inform the development of a regular curriculum improvement cycle, which will begin in 2024. This will include assessment of the relevance of curriculum content, the role</p>

	of knowledge, transitions between primary and secondary and alignment between the broad general education and senior phase.
<p><b>CA114</b> 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><b>Complete</b> The refreshed <a href="#">action plan</a> was published in June 2023 with an ambitious new target for all learning settings to become sustainable learning settings by 2030. The concept of a sustainable learning is about every aspect of the learning context. It is about what and how students learn, how the setting manages its physical environment and resources, how staff and learners relate to each other, how they work with their local community and how they reach out to the wider world. This concept is built around:</p> <ul style="list-style-type: none"> <li>•Curriculum</li> <li>•Culture</li> <li>•Community</li> <li>•Campus</li> </ul>
<p><b>CA115</b> 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><b>Ongoing</b> Between April - Dec 2022, 596 ELC professionals completed the Scottish Government funded CLPL module: Understanding Social Factors designed to impact on children's outcomes in the early years', including adversity and trauma-informed practice. National virtual delivery of four twilight session: Keeping Trauma in Mind, took place across March 2023. A team of 4 Education Scotland staff led on delivery and two national NES team members supported delivery. 500 practitioners working in schools signed up and a closed waiting list of a further 50 people was in place. To respond to needs, discussions have taken place for bespoke delivery in various local authorities for Pupil Support Assistants (PSAs). Key to the success of these sessions has been the joint delivery between Education Scotland and either Educational Psychology Services from the local authorities, or involvement of the local NES trauma champion. This co-delivery demonstrates the partnership and priority of the programme in addition to having provided a more localised context alongside national messages.</p>
<p><b>CA116</b> 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><b>Complete – superseded by CA126</b> 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 two of the NSA project. Education Scotland coordinated and supported the quality assurance of the educational content for SNSA and MCNG assessments.</p> <p><b>Next steps</b> Education Scotland will provide continued support for the quality assurance of educational content for the National Standardised Assessment programme.</p>

<p><b>CA117</b> Scottish Government will work towards the implementation of the actions within the Promise 21-24 Action Plan. Specific actions during 2022:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Scottish Government will consider the further actions required, with key partners, to implement the Promise within schools in Scotland.</li> </ul>	<p><b>Ongoing</b></p> <p>The <a href="#">Keeping the Promise Implementation Plan</a> 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>During 2023 the Scottish Government continued to engage with partners to further refine these actions. This included engagement 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><b>Anticipated outcomes and next steps</b> We have committed to working with our partners to ensure our response to The Promise is both thoughtful and meaningful, whilst also reflecting on good practice already being demonstrated across educational authorities. To that end, we have been working in close partnership with Education Scotland and are currently engaging with a number of partners - such as COSLA, the Centre for Excellence for Children's Care and Protection (CELCIS) and the Association of Directors of Education in Scotland (ADES) - to consider the calls for action made by the Promise in order to develop these into meaningful, measurable outcomes. The outcomes will seek to improve the engagement, achievement, attendance and attainment of those with care experience and support their transition from education.</p>
<p><b>CA118</b> 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 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><b>Complete</b></p> <p>The NTTP programme and e-module have been promoted to all ELC professionals across Scotland since its launch, better enabling them to support children or families who may be affected by trauma, including that associated with COVID-19, and become 'Trauma Skilled'. The programme will continue to be shared, featuring in the ELC Professional Learning Portal due to launch on the Scottish Social Services Council (SSSC) website in the new year, and the new 'Mental Health &amp; Wellbeing Learning Resource for Early Years Professionals.'</p> <p>The Education Scotland Keeping Trauma in Mind (KTiM) is a professional learning opportunity available for all educators working with children and young people in educational settings. The four part professional learning was piloted virtually across the West Partnership region to 450 educators during Feb / March 2022. Feedback from the pilot enabled amendments for future delivery. Supporting guidance on future delivery was agreed which included partnership with NHS Education for Scotland regional trauma champions and / or local authority Educational Psychologists supporting local delivery of the programme to ensure a collaborative approach as well as embedding local messaging through delivery.</p> <p>During this period, 12 local authorities and one other region has expressed interest in local delivery of KTiM. Education Scotland has supported delivery of KTiM in three local authorities and one region (West Partnership), one virtually (North Lanarkshire) and two face to face (Edinburgh and East Renfrewshire). Target audiences range depending on need, for example East Renfrewshire have targeted Pupil</p>

	<p>Support Assistants for their delivery and this is being rolled out over in-service dates.</p> <p>KTiM was also delivered nationally to 500 practitioners from across 31 local authorities and the independent sector across Scotland who signed up for this professional learning within 6 days of it going 'live' on the Education Scotland website and shared via the agency's social media platform demonstrating the need for PL in this area. Sectors represented in the sign up included ASN, care, CLD, ELC, Health, educational psychologists, local authority staff, primary, secondary, third sector and university colleagues in a wide variety of roles. Delivery of the four twilight sessions was via Microsoft Teams to allow for attendance after the school/setting day.</p> <p>403 evaluation responses were gathered from across the four sessions representing the wide range of sectors and roles mentioned previously. The average overall rating from attendees was 4.54 out of 5.</p> <p><b>Next steps</b> KTiM will continue to be delivered nationally and tailored for bespoke local delivery.</p>
<p><b>CA119</b> 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><b>Complete</b> The suite of Scottish Government's <a href="#">Early Learning and Childcare continued professional learning (CPL) modules</a> were transferred to the Scottish Social Services Council (SSSC) webpages early this year. Education Scotland also completed development of the two additional courses noted, launching them in the Summer 2023. All of the modules can now be accessed from the site and are referenced accordingly by wider partners.</p>
<p><b>CA121</b> 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.</p>	<p><b>Complete</b> SQA engaged with partners throughout the 2022-23 academic session to inform decisions around the approach to the 2023 National Qualifications. Following consultation and feedback on the 2022-23 approach, SQA confirmed in April 2022 that existing modifications to the National Qualifications courses in 2021-22 would continue for 2022-23.</p> <p>In recognition of the ongoing impacts of the COVID-19 pandemic, SQA confirmed in November 2022 that the approach to grading for the 2023 National Qualifications would be sensitive to the extent of these impacts.</p> <p>Following an extensive evaluation of the 2022 approach to the National Qualifications, SQA confirmed reintroduction of a marking review-based appeals approach, which was free and allowed direct access for candidates. The use of alternative evidence remained under the exceptional circumstances service that was in place for those young people who were unable to sit their exam(s) due to, for example, illness or bereavement, or who faced disruption on the day of the exam that impacted their performance.</p> <p>The 2023 Exam Diet took place as scheduled from 24 April to 31 May 2023, with results published on 8 August 2023.</p> <p>Young people achieved a strong set of results in 2023 compared to the</p>



	pre-pandemic levels in 2019, demonstrating a continuing recovery from the COVID-19 pandemic.
<p><b>CA122</b> Education Scotland will undertake a national thematic inspection on the subject of curriculum design.</p>	<p><b>Ongoing</b> During academic session 2022-23, HM Inspectors undertook a national thematic on curriculum design. This thematic focused on evidence gathered across 50 establishments selected from early learning and childcare settings and primary, special and secondary schools. Fieldwork has been completed and the report and a suite of case studies exemplifying practice is due to publish by the end of January 2024.</p>
<p><b>CA123</b> 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.</p>	<p><b>Complete</b> Independent analysis was carried out during the anticipated timeframe. It informed the draft vision which was tested with the stakeholder groups outlined during the early part of 2023.</p>
<p><b>CA124</b> 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.</p>	<p><b>Complete</b> A vision was tested with stakeholder groups and was included in the final <a href="#">National Discussion</a> report. This was adopted by the Scottish Government in June 2023. The vision and the call to action from the National Discussion are underpinning all strands of education reform.</p>
<p><b>CA125</b> 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.</p>	<p><b>Complete</b> The Call to Action formed part of the final report of the <a href="#">National Discussion</a>, published in May 2023.</p>
<p><b>CA126</b> Education Scotland will provide ongoing support during the academic session 2022-23 for the quality assurance of education content for national standardised assessments and continue to contribute to the development of policy.</p>	<p><b>Ongoing</b> During the academic session 2022-23, Education Scotland staff coordinated and supported the quality assurance of educational content for the Scottish National Standardised Assessments (SNSA) and Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG). The assessments were made available to schools and practitioners from August 2023. Educational advice and guidance was provided to support the ongoing development of the programme.</p> <p><b>Next steps</b> Education Scotland will continue to provide support for the quality assurance of educational content for the National Standardised Assessments as part of the ongoing commitment to the programme.</p>



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## School and ELC Improvement

Action	Current position
<p><b>SI11</b> 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><b>Complete</b> Datapipeline (the platform through which local authorities access the data), became operational in June 2023. Local Authorities have started to contact eligible families with information on the local offer of funded ELC for two year olds.</p> <p>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 access to high quality ELC is a key contribution to closing the poverty related attainment gap.</p>
<p><b>SI28</b> 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><b>Ongoing</b> New revised <a href="#">Devolved School Management guidance</a>, 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. 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><b>Outcomes and next steps</b> Almost all local authorities had new schemes in place by August 2022, with work underway in the remaining local authorities. Work continues to ensure the remaining four local authorities have plans in place. 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><b>SI29</b> 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</p>	<p><b>Complete – business as usual</b> The '2 year old offer project' will close once the final outputs are completed. These all relate to data sharing (covered at SI11).</p> <p>Over the course of the project, uptake has increased (from 10% of all 2 year olds in 2019 to 14% in 2022.) We anticipate further increases once the new data becomes available to local authorities as they will know more about the size and distribution of their local eligible population.</p> <p><b>Next steps</b> Improvement Service and Scottish Government will retain resource to focus on uptake during 2023/24 financial year with a new project being considered to support work on this with local authorities.</p>

<p>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><b>SI63</b> Working in partnership with local government, Regional Improvement Collaboratives and Education Scotland, ensure that our education 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><b>Closed</b> Following the announcement/s to establish a Centre for Teaching Excellence and to phase out SG funding support to the RICs, the detailed arrangements to support collaborative working and the sharing of excellence and innovation within the context of school empowerment are under review.</p> <p>This action has been closed and will be superseded by a new action to align with the current policy context on the development of the Centre for Teaching Excellence and the transition away from RIC funding support.</p>
<p><b>SI67</b> 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><b>Ongoing</b> Significant progress has been made in delivering the recommendations and the PSE Delivery and Implementation Group are taking stock of the work done to date to ensure they remain content with progress. Work to take these recommendations forward has been delayed by a range of factors including COVID-19 and other pressures.</p> <p><b>Anticipated outcomes and next steps</b> It is expected the Group will look to conclude the majority of their work by the end of 2024 or sooner.</p>
<p><b>SI69</b> A review will be undertaken of Foundation Apprenticeships, with an evaluation of the Developing the Young Workforce programme as a</p>	<p><b>Complete</b> The Foundation Apprenticeships (FA) Review was published on the 29th of 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 &amp; Assessment in 2023. The Foundation</p>

<p>whole reporting after the conclusion of the programme in 2021.</p>	<p>Apprenticeship Enhancement Group short-term plan was approved by the Minister for Higher Education and Further Education, Youth Employment and Training. The group has now progressed to implementation. It should also be noted that they independent review of the skills delivery landscape led by James Withers, has now been published and includes some recommendations on Foundations Apprenticeships and we will be working through what those mean in due course.</p> <p>The commissioned DYW Evaluations were both published on 13th March 2023:  <a href="#">Developing young workforce strategy - impact on education: evaluation</a>  <a href="#">Developing young workforce strategy - impact on employer engagement: evaluation:</a></p> <p><b>Anticipated outcomes and next steps</b>  In response to the recommendations from these evaluations, we are working with partners, including the employer led DYW network, to develop a delivery plan. The plan will build on the progress that we are making in supporting a record number of school leavers into an initial positive destination.</p>
<p><b>SI81</b>  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><b>Ongoing</b>  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 <a href="#">final report</a> was published in March 2022. A Member of the Scottish Youth Parliament (MSYP) joined the COVID-19 Education Recovery Group (CERG) in October 2020, and attended 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. Scottish Government is currently working with stakeholders to develop a comprehensive and strategic approach to ensure that children and young people's voices are taken fully into account in education policy development and decision-making as per the action under SI106.</p> <p><b>Outcomes and next steps</b>  In May 2022, the Scottish Government awarded UNICEF UK a 3-year grant to offer their Rights Respecting School Award (RRSA) to all state primary, secondary and Special Education Needs schools in Scotland. During this period, the costs of participating in the programme are met at a national level rather than by individual schools or local authorities, which has removed local financial barriers to participation and secured an offer for all schools, with significant public sector efficiency savings. The Award is intended to provide a framework to embed the United Nations Convention on the Rights of the Child (UNCRC) strategically and practically into schools, ensure awareness of children and young people's rights for every child and bring about whole school change. As of October 2023, there are now 76% of schools signed up to the RRSA programme, which equates to 1809 schools and over 600,000 learners. Since the grant was awarded to UNICEF UK, there have been 374 new school registrations and 444 schools achieving Bronze, 231 Silver and 81 being awarded Gold. 31 out of 32 local authorities now have active partnerships with UNICEF UK.</p>

	<p>Scottish Government continues to work 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 (action SI106).</p>
<p><b>SI96</b>  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"> <li>• Education leadership &amp; professional learning</li> <li>• Diversity in the teaching profession and education workforce</li> <li>• Curriculum reform</li> <li>• Racism and racist incidents</li> </ul> <p>These workstreams will be underpinned by a whole-system approach,</p>	<p><b>Ongoing</b>  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 &amp; Anti Racism in Education Programme. Originally it comprised of a Programme Board (SG, ES, SQA &amp; 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>COSLA and ADES also agreed the programme in principle in 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) were contracted to develop an evaluation framework to assess the impact of the actions as they roll out. They will present the completed framework to the Anti Racism in Education Programme Board on 30 March. In addition to the development of the framework, key achievements across the programme since the last update include: the further roll out of Education Scotland's Building Racial Literacy Programme, the development of an anti-racist framework for Initial Teacher Education providers and the development of anti-racist principles for the curriculum.</p> <p><b>Outcomes and next steps</b>  Since the summer, the Anti-Racism in Education Programme Board members have developed a commitment for all organisations in the education sector to sign up to, which will support them to implement systemic, sustainable anti-racist actions. The commitment will be launched at the impending Anti-Racism in Education Summit which will be hosted by the Cabinet Secretary for Education &amp; Skills and is proposed to take place in February 2024.</p>
<p><b>SI98</b>  Scottish Government will commence work to expand 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><b>Ongoing</b>  The 2023 Programme for Government (PfG) contained ambitious new commitments on childcare. We have committed that, through our early adopter communities, we will understand and deliver what works for families with children from 9 months to the end of primary in six local authorities, and we will expand our existing targeted ELC offer for 2 year olds.</p> <p><b>Anticipated outcomes and next steps</b>  Over the next year we will work with local government and partners in the sector to significantly expand our childcare offer. In this, we will continue to engage with families, so that childcare meets their needs, particularly for those on lower incomes. These are the next key steps in our long-term programme of expansion and improvement to the childcare system in Scotland – as an essential part of giving children the best start in life.</p> <p>Further detail, including on the additional investment required to deliver the childcare expansion over this Parliament, will be set out at the Scottish Budget for 2024-25 later this year.</p>

<p><b>SI99</b>  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><b>Ongoing</b>  We published our School Age Childcare Delivery Framework in October 2023 which sets out the approach and principles that we will apply to designing and building a new system of school age childcare. Our action areas detailed in the Delivery Framework are being supported by an initial £15 million investment in 2023/24. This includes: £1 million of continued support for our nine Access to Childcare Fund Projects; £3 million to expand and deliver services in our Early Adopting Communities (Glasgow, Clackmannanshire, Dundee, Inverclyde, Fife and Shetland); £4.5 million 'Inspiring School Age Childcare Spaces (ISACS) Fund' to improve indoor and outdoor spaces in school estates supporting provision of school age childcare; £4 million to Local Authorities to support with costs related to the delivery of preplanned summer 2023 programmes, supporting a transition from previous Scottish Government summer programme investment in 2021 and 2022; and £2 million to support local football clubs to provide after-school and holiday football clubs, in a joint project with the Scottish Football Association (SFA), estimated to provide over 2,800 places to targeted primary school children per week through 25 successful clubs. The Early Adopting Communities and the Access to Childcare Fund projects are already delivering innovative school age childcare services to around 1,000 priority families. To further support this work we have providing funding to the Scottish Childminding Association to support childminding in the Early Adopting Communities. We have also published Phase 2 of our Access to Childcare Fund Evaluation by Ipsos Mori in October 2023.</p> <p><b>Anticipated outcomes and next steps</b>  This years' Programme for Government (PfG) set out our ambitious commitments to go further in delivering a significant expansion of targeted childcare provision resolutely focused on tackling child poverty. The commitment to design all-age childcare offers for families builds on existing work as part of our commitment to design a system of school age childcare for Scotland. This year's PfG also commits us to, through our community-based approach, test a new digital service to help parents and carers find, access and pay for childcare that best suits their needs. In the next year we will begin to develop and test our digital service within the six early adopter communities to understand how it can best support the needs of parents and carers and providers. In developing our future system of school age childcare, we are taking a person centred and 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 underway, 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. The Children's Charter, published in October 2023, is important to our co-design approach. The Charter sets out the children's thoughts about why we need school age childcare, how school age childcare should be run and by whom, where it should take place, and what activities should be on offer. It also sets out principles which the children agreed should be respected in school age childcare settings. Our work to create a children's charter for school age childcare will ensure children's rights are firmly embedded and their wants and needs respected.</p> <p>We have mapped and analysed the current legislative landscape across School Age Childcare to understand what is not currently legislated for. We have also started engagement work with the Care Inspectorate and</p>
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	<p>Scottish Social Services Council (SSSC) on a regulatory and qualification framework for future system of SACC.</p> <p>High level Programme benefits are:</p> <ul style="list-style-type: none"> <li>• Targeted groups of children are healthier and have increased wellbeing.</li> <li>• More parents from targeted families take up, sustain and/or increase their hours of work, training or study.</li> <li>• The poverty related outcomes gap narrows.</li> </ul> <p>Key milestones for 2023/24 include:</p> <ul style="list-style-type: none"> <li>• Publish evaluation report for Summer 22 Holiday Childcare, Activities and Food programme (Apr 23 - complete)</li> <li>• Publish our Delivery Framework (October 23 - complete)</li> <li>• Publish our Children's Charter (October 23 - complete)</li> <li>• Monitoring and Evaluation framework for Early Adopting Communities (October 23 - complete)</li> <li>• Launch Digital project (March 24)</li> <li>• Phase 1 of EACs and SFA projects delivered (March 24)</li> <li>• Expand delivery to new targeted early adopter communities (March 24)</li> </ul>
<p><b>SI100</b>  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 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><b>Closed – superseded by SI99</b>  This action has been closed. A progress update will be provided through SI99 as this is part of that commitment.</p>
<p><b>SI101</b>  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</p>	<p><b>Complete</b>  High level principles on delivery/approach were agreed by Ministers in early February. A guidance subgroup of partners was established to inform the supporting guidance drafting. The first meeting took place on 10 March 2022. A detailed paper on funding distribution methodologies was presented to and agreed by Ministers and Strategic Directorate Group. Funding and guidance was issued in early April. The team</p>

<p>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>developed a Monitoring and Evaluation approach for the programme and held engagement events for the period April/May. Several Q&amp;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. Project documentation for the delivery phase of Summer 2022 has been completed and an independent Monitoring and Evaluation report was published on 6th April 2023.</p> <p><b>Outcomes</b> £4 million was given to local authorities to support with costs related to the delivery of preplanned summer 2023 programmes. The funding supported a transition from previous Scottish Government investments for summer programmes in 2021 and 2022, as we focus our future investment on taking the necessary next steps towards building a system of year round school age childcare, targeted to families on low-income. Future updates on this work will be provided through action SI99.</p>
<p><b>SI102</b> 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 prepare the school estate, and the people in it, for a deeper investment in technology from 2023/24 onwards.</p>	<p><b>Closed</b> This action has been closed and superseded by a new action around the commitment to develop a digital strategy for education which will highlight the key role digital plays in our education system and will seek to define the key elements in successful technology deployment.</p>
<p><b>SI103</b> 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><b>Complete – superseded by SL96</b> This action is in a 'maintenance' phase, with ongoing opportunities for colleagues at every level to collaborate and top up their training. A Glow team is in place to support collaboration and sharing of resources. This action will be merged with SL96 for next session.</p>
<p><b>SI105</b></p>	<p><b>Complete</b></p>

<p>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>The Collaborative Improvement reviews continued throughout 2022-23 with an individual local authority per month, each leading the improvement process in partnership with ADES and Education Scotland.</p> <p><b>Outcomes and next steps</b> The programme of reviews will continue until mid-2024 at which point it is intended for Scotland to move 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>
<p><b>SI106</b> 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><b>Ongoing</b> Scottish Government is currently working with stakeholders to develop a comprehensive and strategic approach to ensure that children and young people's voice are taken fully into account in education policy development and decision-making. 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><b>Anticipated outcomes and next steps</b> The Scottish Government are continuing to review the findings of the completed Mapping Exercise and co-design process to develop our approach to the developing a rights based, sustainable mechanism for learner participation. We are committed to ensuring young people are front and centre of policy development across Education. We are currently working with the organisations involved to re-align their project proposals to better support the Education Reform Programme.</p>
<p><b>SI108</b> 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.</p>	<p><b>Closed – superseded by SI110</b></p> <p>This action has been superseded by action SI110 to reflect that Education Scotland are directly engaging with all authorities, not least in the context of stretch aims. Proportionately more support is provided to authorities where progress can be accelerated.</p>
<p><b>SI110</b> Education Scotland has worked in partnership with 3 LAs during 2022-23 to deliver a bespoke action plan to support improvement across a number of aspects identified through self-evaluation. The Accelerating Progress Forum ensured effective deployment of Education Scotland resources from across the organisation to</p>	<p><b>Ongoing</b> 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.</p> <p><b>Anticipated outcomes and next steps</b> 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.</p>



support the implementation of these plans.	
Before the end of 2022, we will announce the successful projects which will be included within Phase 3 of the Learning Estate Investment Programme.	<p><b>Complete</b> Phase 3 of the LEIP was announced on 30 October 2023. Through this phase, 10 school projects will be delivered to provide modern, state of the art learning facilities for over 6,100 children and young people across Scotland.</p> <p>Consideration of Phase 3 bids had been delayed due to several factors, which could not have been anticipated when the original invitation to bid was issued. For example, significant market volatility affecting a number of current Phase 1 and 2 projects and the impact of RAAC on our school estate.</p> <p>LEIP funding focusses on improving the condition of schools across the country and those impacted by population growth. The LEIP is expected to benefit tens of thousands of children and young people by the end of December 2027.</p> <p><b>Next steps</b> We will continue working with COSLA to explore how we can deliver further improvements in the school estate, as well as ensuring provision in those areas experiencing population growth.</p>
<b>SI113</b> 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.	<p><b>Ongoing</b> There are currently 12 projects in construction, and a further 5 projects are open, as part of the Learning Estate Investment Programme.</p>

## Performance Information

Action	Current position
<b>PI16</b> 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><b>Closed</b> 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>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>
<b>PI19</b> Research and development work will continue around the three aims of the Research Strategy.	<p><b>Complete</b> The five year period covered by the Research Strategy ended in 2022.</p> <p>Similar work will be progressed via <a href="#">The Plan for School Research 2023-2026</a>.</p>
<b>PI20</b> The PISA 2021 assessment has been postponed until 2022 due to the impact of	<p><b>Complete</b> 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 took part in PISA</p>

<p>COVID-19. Results will be available in 2023.</p>	<p>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>The <a href="#">results of the PISA assessment</a> were published for Scotland and internationally on 5 December 2023 here.</p>
<p><b>PI22</b> The Behaviour in Scottish Schools Research (BISSR) 2021 will be published.</p>	<p><b>Complete</b> Linked to action CA71. Behaviour in Scottish Schools Research (BISSR) fieldwork could not take place as planned in March 2021 due to COVID-19 restrictions in place in schools and their impact on survey reference periods. The research took place in 2023 with the <a href="#">final report</a> being published on 28 November.</p> <p>The publication of this report 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. These actions are included within the improvement plan.</p>
<p><b>PI24</b> By Spring 2022, the Scottish Government will, in 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><b>Ongoing</b> Linked to actions CA93 and CA102.</p> <p>Following delays to this work due to COVID-19, significant progress has been made to develop a framework. The Monitoring and Analysis sub group of the ASL Project Board, met for the first time in June 2023 to consider and further develop the National Measurement Framework (NMF) from its initial iteration. The framework is 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. The sub-group have continued to meet monthly to consider how the draft framework will be refined to ensure it fully captures the range of successes and achievements of children and young people with additional support needs. The group is currently considering how the NMF will align with existing national reporting requirements and a range of measures and the group are providing regular up-dates and reports to the ASL Project Board. 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 2023 and 2024.</p> <p><b>Anticipated outcomes and next steps</b> 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>Next steps will include engagement with local authorities and consideration of the options to test this new approach within a sample of authorities.</p>
<p><b>PI26</b> 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><b>Ongoing</b> During the 2022-23 academic session, Education Scotland offered support to local authorities across the six Regional Improvement Collaboratives with the formulation of statutory annual education plans. Education Scotland carried out various engagements with local authorities in response to requests for further support. For example, Education Scotland provided feedback on previous plans/reports to inform the development of planning processes and structures.</p>

	<p>Education Scotland continue to work with Scottish Government and wider partners to provide professional advice on the national statutory guidance and national policy drivers to school and system leaders.</p> <p><b>Anticipated outcomes and next steps</b> Education Scotland will continue to engage with local authorities to support formulation and ongoing implementation of statutory annual NIF plans and work with Scottish Government and wider partners to review the national guidance on statutory annual education plans.</p>
<p><b>PI27</b> 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><b>Ongoing</b> This is being considered as part of the work to develop a shared programme of work under the Verity House Agreement with local government.</p>
<p><b>PI28</b> 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"> <li>• Specific actions include:</li> <li>• Launch Health and Wellbeing Census in LAs (August 2021) and publish results in late 2022.</li> <li>• Launch Parental Involvement &amp; Engagement Census in LAs (Spring 2022) and publish results late 2022.</li> <li>• Health Behaviour in School-aged Children (HBSC) study (2022) with analysis to follow by the HBSC team</li> </ul>	<p><b>Complete</b> Health and Wellbeing (HWB) Census: 16 local authorities collected the pupil survey data in 2021-22 and shared their data with Scottish Government. Parental Involvement and Engagement (PIE) Census: 20 local authorities have collected the parent/carer survey data in 2021-22, and 18 shared their data with SG.</p> <p>Local authorities have their health and wellbeing data and parental involvement and engagement 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. Scottish Government published parental involvement and engagement analysis in Dec 2022 and health and wellbeing analysis in Feb 2023. Analysis will be used 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.</p>
<p><b>PI30</b> 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"> <li>• Curriculum</li> </ul>	<p><b>Closed</b> Due to the current economic and fiscal context it was decided that work to progress the Scottish Coalition for Education Research would cease.</p>

<ul style="list-style-type: none"> <li>• Educational equity, leadership and systems changes</li> <li>• Quantitative research in education</li> </ul>	
<p><b>PI31</b> In 2023 Scottish Government will look at the feasibility of aligning the measures of school leaver attainment in the National Statistics Scottish Statistics on Attainment and Initial Leaver Destinations (SSAILD) report and the Insight tool. If adopted, this would lead to the inclusion of a wider range of providers and courses to SSAILD (on top of National Qualifications).</p>	<p><b>Ongoing</b> Following consultation with colleagues and stakeholder groups and further internal analysis, our plan is that the SSAILD publication will (i) continue to present the existing National Qualifications only measure (to meet user needs and for the purposes of measuring the poverty-related attainment gap) and (ii) additionally report on the 'All SCQF' measure from the Insight tool (to provide better alignment with government policies and to align improvement data used at national and school/LA level).</p> <p>This change to reporting will be accompanied by clear definitions of each measure and a narrative on the use of each measure.</p>
<p><b>PI32</b> 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.</p>	<p><b>Complete</b> A targeted, public consultation paper on how to enhance the Insight tool was held April-June 2023. Proposals for action following that consultation were discussed with the Benchmarking Tools Advisory Group in September. A summary of those actions and the analysis of the consultation responses will be published by the end of 2023. Action is now underway to take forward the agreed activity to enhance the tool.</p>
<p><b>PI33</b> Scottish Government will work with Education Scotland and authorities to support progress towards local authority stretch aims. This will include:</p> <ul style="list-style-type: none"> <li>- Develop an enhanced guiding coalition to support an acceleration of progress towards achieving the mission of the Scottish Attainment Challenge.</li> <li>- 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.</li> <li>- Develop and publish an updated Framework for Recovery and Accelerating Progress for 2023/24, reflecting learning from 2022/23 and the 2022 NIF.</li> <li>- Develop and undertake</li> </ul>	<p><b>Ongoing</b> As a joint Scottish Government and Education Scotland programme, the Scottish Attainment Challenge now has an expanded Programme Board with representation from COSLA, ADES and SOLACE. Further, the ongoing evaluation of the SAC programme is supported by an Evaluation Advisory Panel which includes representation from teachers and headteachers, and from academia.</p> <p>Through its national programmes, the SAC programme is supporting Young Scot, Youth Link Scotland and Child Poverty Action Group. Each of these organisations is engaging directly with children and young people on important issues like readiness to learn and the cost of the school day. Further, one of the three thematic outputs of the SAC evaluation strategy for 2023/24 is on youth voice.</p> <p>Following extensive engagement with key stakeholders and partners, the <a href="#">Framework for Recovery and Accelerating Progress</a> was updated and published in May 2023.</p> <p>The <a href="#">evaluation strategy for 2022 to 2026</a> is published on gov.scot.</p>

<p>refreshed evaluation strategy for 2022/23 through to end of parliamentary term.</p>	
<p><b>PI34</b> We will continue to work with HMRC to gain access to employment data for 16-24 year olds for statistical purposes to support the Annual Participation Measure.</p>	<p><b>Complete</b> In 2023, Skills Development Scotland (SDS) began to receive employment data from HMRC for statistical purposes only. This data was used for the first time in the <a href="#">Annual Participation Measure 2023 statistical publication</a>. The inclusion of this employment data has improved the quality of the underlying data source for the APM, therefore improving the accuracy of the statuses of the young people included in the measure.</p>
<p><b>PI35</b> Linked to the work to support the Annual Participation Measure, we will support service delivery and reform by sharing individual level employment data with partners for operational purposes.</p>	<p><b>Ongoing</b> SG and Skills Development Scotland (SDS) continue to work with HMRC to explore making HMRC employment data for 16-24 year olds in Scotland available to key partners. The timescales for this part of the process are unknown at this time.</p>

## References and useful links

[Additional Support for Learning Project Board: role and remit](#)

[Additional Support for Learning review: action plan - November 2022 update](#)

[Additional Support for Learning review action plan: second progress report](#)

[All Learners in Scotland Matter - national discussion on education: final report](#)

[Audit Scotland report: Improving outcomes for young people through school education](#)

[Anti-Racism in Education Programme](#)

[An Empowered System](#)

[Assessing Children's Progress – information for parents and carers](#)

[Building Racial Literacy](#)

[Care Inspectorate quality framework for day care of children, childminding and school aged childcare](#)

[Child Poverty for Scotland third annual report](#)

[Children and young people's mental health and wellbeing: a professional learning resource for all school staff](#)

[Closing the poverty-related attainment gap: progress report 2016 to 2021 - summary report](#)

[Community mental health and wellbeing supports and services: framework](#)

[Consultation on legislation on the Education Bill](#)

[Coronavirus \(COVID-19\): impact of school building closures - equity audit](#)

[Coronavirus \(COVID-19\) education recovery: key actions and next steps](#)

[Curriculum for Excellence](#)

[Curriculum for Excellence: Building the Curriculum 5: A Framework for Assessment](#)

[Curriculum for Excellence review: implementation framework](#)

[The Cycle of Wellbeing](#)

[Decolonising the Curriculum: Exploring Positive Narratives that Challenge](#)

[Assumptions, Empower Learners and Inspire Unity](#)

[Developing the Young Workforce – Scotland’s Youth Employment Strategy](#)

[Driving Excellence and Equity: Advice on School Improvement Planning 2017/18](#)

[Education Bill policy ambition: joint agreement](#)

[Education Working for All! : Commission for Developing Scotland's Young Workforce Final Report, Scottish Government, June 2014](#)

[Education \(Scotland\) Act 2016](#)

[Education Governance: Next Steps – Empowering our teachers, parents and communities to deliver excellence and equity for our children](#)

[Early Level Play Pedagogy Toolkit](#)

[Empowering Schools: A consultation on the provisions of the Education \(Scotland\) Bill](#)

[Early Learning and Childcare Quality Action Plan](#)

[Empowering Schools: education reform progress update](#)

[Empowering teachers, parents and communities to achieve Excellence and Equity – a governance review](#)

[Engaging Parents and Families Toolkit](#)

[Engaging families in learning – A thematic inspection of family learning](#)

[Family Learning Framework – Advice for Practitioners](#)

[Food and drink in schools consultation analysis report](#)

[Gender Based Violence in Schools Working Group](#)

[Getting It Right For All Learners during Covid: a reflective tool for educators working together across Scotland](#)

[Getting it right for every child \(GIRFEC\): GIRFEC principles and values](#)

[Growing Up in Scotland: Father-child relationships and child socio-emotional wellbeing](#)

[Health and Wellbeing in Curriculum for Excellence](#)

[Healthy eating in schools: guidance 2020](#)

[How Good is Our School? 4th edition, Education Scotland, September 2015](#)

[Independent review of Curriculum for Excellence: remit](#)

[Independent Review of Qualifications and Assessment: Overview](#)

[Independent Review of the Scottish National Standardised Assessments at Primary 1](#)

[Insight](#)

[International Council of Education Advisers](#)

[International Council of Education Advisers: Report 2018-2020](#)

[International Council of Education Advisers: Report 2021-2023](#)

[Keeping the Promise implementation plan](#)

[Learning in the early years](#)

[Learning for Sustainability Action Plan](#)

[Learner Participation in Educational Settings \(3-18\)](#)

[Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021](#)

[Let's Talk Scottish Education: Our National Discussion](#)

[Lockdown Lowdown: phase 3](#)

[Mental Health Foundation Survey report into teachers' mental health](#)

[Mental Health in Schools Working Group](#)

[Mental Health Strategy 2017-2027](#)

[My experience of Building Racial Literacy: power, motivation, hope and positivity](#)

[National guidance for child protection in Scotland 2021](#)

[National Improvement Framework](#)

[National Improvement Hub](#)

[National Improvement Hub: CERG guidance](#)

[National Improvement Hub: Nurture and trauma-informed approached: A summary of supports and resources](#)



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