

Achieving Excellence and Equity

2022 National Improvement Framework and Improvement Plan

December 2021



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

International Council of Education Advisers, December 2020

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Foreword



It has been another challenging year in Scottish education as the pandemic has continued to have a big impact on all that happens in our schools and early learning and childcare settings.

Since coming into post in May, I have been struck by the hard work and commitment of our teachers, non-teaching staff and early learning and childcare practitioners. They have faced extreme challenges during the pandemic and I want to thank them for all they have done and continue to do. Getting to grips with teaching in a pandemic, implementing national and local COVID guidance and mitigations and keeping schools and early learning and childcare settings as safe as possible at the same time as continuing to nurture, support and educate children and young

people is a massive achievement. The successful implementation of the commitment to offer 1140 funded hours of learning and childcare to every eligible child, and the alternative certification model for national qualifications are also key achievements that all involved should be proud of.

I also want to pay tribute to children and young people themselves – the pandemic has hit them hardest of all, not least through the closure of schools and early learning and childcare settings in January, and their continued energy and resilience is inspirational.

At national level, there have been challenges too. The need to support and guide schools, local authorities, and early learning and childcare providers, responding to the OECD, Audit Scotland and other reports on Scottish education and implementing the national reform programme have all been challenging, but good progress has been made on all of them.

As we move into 2022, this National Improvement Framework and Improvement Plan reaffirms our commitment to achieving excellence and equity for children and young people. We remain committed to this important agenda for the long term, and providing certainty and stability to the education system in so doing. We have however updated the vision, priorities and drivers of improvement. The annual review of the NIF over the last three months showed strong support for these to better articulate the centrality of children and young people, their voice in education and their rights. There was also universal support for renaming the school leadership and school improvement drivers to include early learning and childcare in order to reflect the continuous nature of the Scottish education system from 3-18. We have also broadened the focus of the former “assessment of children’s progress” driver of improvement to “curriculum and assessment” to better reflect that these aspects of learning are intertwined.

In determining key activity and priorities for 2022, we are mindful of the findings of the 2020/21 Achievement of CfE Levels data which has shown a decline in literacy and numeracy levels as well as an increase in the poverty related attainment gap. We are enhancing targeted support for literacy and numeracy as a result. Activity for 2022 also takes account of local authority improvement plans recommendations and next steps from our education recovery strategy, as well as the latest ICEA report, the Audit Scotland report and the recent OECD reviews.

I believe it is right to reaffirm our commitment to excellence and equity, and to set out our plans for 2022 at this time. I am very much aware, that the pandemic is ongoing and that schools and early learning and childcare settings are still facing many operational challenges such as increased staff absence. In the short term the challenges posed by the pandemic will continue and capacity for improvement work may be limited at this time. The priority focus will rightly remain on the health and wellbeing of children, young people, and staff.

Shirley-Anne Somerville MSP
Cabinet Secretary for Education and Skills
December 2021

Introduction, vision, and key priorities

Introduction

Background

The 2022 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 data, and extended understanding of what works to drive improvements for children and young people across all parts of the Scottish education system.

It sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities, and can then be used to support and inform improvement planning at regional, local authority and establishment level. The improvement planning has been informed by yet another difficult year for the whole education system in dealing with the health, social, and educational impacts of COVID-19.

This complements the ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW), which are the three supporting pillars of the Scottish education system, as well as [Realising the Ambition: Being Me](#) (2020): national practice guidance for early years in Scotland, building upon the original principles and philosophy of Pre-Birth to 3 guidance and 'Building the Ambition'. It covers children's learning and development from birth into the early years of primary school.

Recent reports on the Scottish education system

We recognise the importance of all parts of Scotland's education system working together to deliver excellence and equity, using evidence from the Audit Scotland report [Improving outcomes for young people through school education](#); the findings of the OECD: [Scotland's Curriculum for Excellence: Into the Future | en | OECD](#); Professor Stobart's working paper [Upper secondary education student assessment in Scotland](#); the 2020 report from the International Council of Education Advisers ([International Council of Education Advisers Report 2018-2020 - gov.scot \(www.gov.scot\)](#)); the [Review of Implementation of Additional Support for Learning](#) (the ASL Review); the Scottish Attainment Challenge (SAC) [equity audit](#); the [5 year progress report on the SAC](#), and evidence from our own work with schools and local authorities. The Scottish Government, Education Scotland, COSLA and ADES are committed to a joint approach to improving outcomes and experiences of education for children and young people, between our organisations and in partnership with schools and local authorities.

The Audit Scotland report was published in March 2021. The report makes a number of recommendations for action and allocates responsibility for taking those forward to the Scottish Government, Education Scotland and local government as appropriate. Of particular concern to Audit Scotland was the need for more consistent and robust national data that reflects the ambitions of the national curriculum, national policy priorities such as health and wellbeing and confidence, and key priorities for COVID-19 recovery and improvement. The report also highlighted a large variation in trends in outcomes across local authority areas, with evidence of worsening performance and/or inconsistent improvement across a range of key indicators in recent years.

The OECD, reporting in June 2021, found wide support for CfE and stated that Scotland's

curriculum "continues to be a bold and widely supported initiative, and its design offers the flexibility needed to improve student learning further." Professor Stobart describes CfE as a "pioneering example of 21st-century curriculum reform" and highlighted that Scotland's curriculum continues to be viewed internationally as "an inspiring example equated with good curriculum practice". The OECD also identified areas for review and improvement, and we are committed to a structured and long-term approach to the continuous improvement of CfE.

The second formal report of the ICEA covers the 2 year period of appointment from August 2018 to July 2020. The report is broadly supportive, and concludes that Scottish education exhibits many strengths and has excellent standing internationally. The ICEA acknowledges the impact COVID-19 has had on the education system in Scotland. It also states that the pandemic has reinforced the issue of equity as the defining agenda of our time, and commends the Scottish Government's commitment to delivering both equity and excellence. The report draws on the international knowledge and expertise of ICEA members to identify both the risks and the opportunities resulting from COVID-19. The aim of the report is to support Scottish education not merely to get back to normal, but to use the crisis as an opportunity to develop a more resilient "pandemic-proof" education system for the future. It makes a number of recommendations as to how Scotland could achieve that ambition.

The Equity Audit focused particularly on the impact of the school building closures from 20 March 2020 to the early stages of re-opening of schools on 11 August 2020. The audit provides some examples of what sample schools have done to mitigate the impact, with a focus on health and wellbeing and intensifying support.

The independently chaired review of additional support for learning (ASL Review), published in June 2020, considered the learning experiences of children and young people with additional support needs. The report made recommendations across nine broad themes which seek to improve these experiences and ensure that children and young people can flourish in their learning. The Scottish Government and COSLA are firmly committed to addressing the recommendations. An [Action Plan](#) (ASL Action Plan) was published in October 2020, and set out the range of measures that would be taken, with partners to address the findings. An [updated Action Plan](#) and [Progress Report](#) were published in November 2021. These highlighted the significant progress that has been in the past 12 months, despite the challenges of COVID-19. Over the coming months, the Scottish Government and COSLA will continue to work closely with partners to review the current action plan, take stock of our achievements, despite the challenging circumstances, and agree future priorities ensuring that meaningful change is realised.

There were a number of similar themes running through the various reports published over the last year including:

- A co-ordinated response to combatting the effects of the pandemic and a recovery in education.
- The need to continue efforts to close the poverty related attainment gap.
- The importance of developing the range and consistency of education data.
- The need to combine effective collaboration with clear roles and responsibilities.
- The importance of digital infrastructure and connectivity.
- The health and wellbeing of staff and learners (including mental wellbeing).
- Putting children and young people at the centre of everything we do.

The next steps and actions in response to the findings and recommendations of these reports have been prepared according to these key themes.

The OECD review also had more specific themes related to the curriculum and, in setting out [the framework for implementation](#), the next steps and actions have been grouped according to the key themes arising from the report namely:

- Re-assess the vision of CfE
- Agree measurement and evaluation approach
- Clarify roles and responsibilities
- Align assessment and qualifications
- Increase curriculum development capacity

Some of the work to implement the recommendations from the various reports is already underway as part of the ongoing response by the whole of the Scottish education system to deal with the impacts of the pandemic on children and young people, some of which is summarised later on in this document. Other recommendations, such those focused on the need to put children and young people at the centre of everything we do, form part of the changes to the NIF vision, priorities which are set out below. All of the new improvement actions arising from these reports, are set out under the relevant driver of improvement later on in the NIF.

Statutory review

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

Following the review process in Autumn 2021, there was universal support for renaming some of the drivers of improvement to include Early Learning and Childcare (ELC) in order to reflect the continuous nature of the Scottish education system from 3-18.

Respondents also considered the possible impact of the United Nations Convention on the Rights of the Child (UNCRC) on the NIF. The UNCRC covers all aspects of a child's life and sets out the civil, political, economic, social, and cultural rights to which all children everywhere are entitled. In March 2021 the Scottish Parliament passed a bill to incorporate the UNCRC into law which will make it unlawful for public bodies to act in a way which is incompatible with the UNCRC requirements. Incorporating the UNCRC is critical to ensuring children's rights are at the centre of all decision-making in Scotland. The UNCRC is central to Scotland's national approach to improving outcomes for children and young people, Getting it right for every child (GIRFEC) and our commitment to #KeepThePromise by 2030.

In the light of this, respondents agreed that learner voice should permeate the whole NIF, and that the centrality and rights of children and young people should be more clearly articulated in the NIF vision, priorities, and throughout the document.

The review also considered whether the NIF should include a specific driver on curricular improvement, in order to encompass the themes set out in the OECD review. However, the majority view was that it would risk the OECD response becoming siloed under that driver, rather than making links across the work that is being planned in response to all the various reports in order to deliver improvement.

We have, therefore, renamed the driver on assessment of children's progress, so that it becomes curriculum and assessment and can more clearly encompass the actions in response to the OECD recommendations.

As a result of the review, we have made changes to the NIF vision, priorities, and drivers of improvement, retaining **six** drivers of improvement but increasing the number of priorities to **five** with the inclusion of the rights and needs of children and young people.

The revised vision, priorities and drivers of improvement are set out on the next page.

Our vision for education in Scotland

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

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

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

Key priorities of the National Improvement Framework

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

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

- **School and ELC leadership**
- **Teacher and practitioner professionalism**
- **Parent/carer involvement and engagement**
- **Curriculum and assessment**
- **School and ELC improvement**
- **Performance information**

Education recovery

The Scottish Government understands the significant ongoing impact that COVID-19 is having on the lives of everyone in Scotland and, in particular, on our children and young people. Alongside our key partners in local authorities and other stakeholder groups, we are committed to doing all we can to support our young people to overcome these challenges, both through our existing measures to reduce the attainment gap, and through new policy initiatives and investments which we have introduced since the start of the pandemic.

We published [the key actions and next steps for education recovery](#) in October 2021. It sets out the action we and our partners in the education system have taken to date, and some key next steps in the coming period to support our learners to achieve their goals in life. It also summarises how we plan to build on the innovation and strengths that have emerged during the pandemic. It consists of the following themes:

- **ELC** - Early learning and childcare (ELC) plays a vital role in supporting families and we know that attending high quality ELC is linked with improved outcomes for children. That is why, throughout the pandemic, we continued to provide access to ELC for those children who need it most and why we prioritised the re-opening of ELC to all children ahead of the re-opening of other sectors.
- **Health and Wellbeing** - Health and wellbeing, including mental health, has been foremost in our consideration when developing our response to the pandemic, and will continue to be a priority as we move into the renewal phase.
- **Supporting Learning and Attainment** – All the evidence tells us that children and young people benefit from learning within schools, and alongside their peers. Our primary aim has been to ensure schools have remained low-risk, open and welcoming to staff, children and young people during the pandemic.
- **Ensuring Equity** – We are determined to maintain a focus on excellence and equity for all our children and young people, and have committed to investing a further £1bn to support education recovery and tackle the poverty related attainment gap through the Scottish Attainment Challenge.
- **Additional Support Needs** – COVID-19 has had a significant impact on many children and young people with additional support needs, and our goal during these challenging times has been to maintain attendance and engagement in learning wherever possible, while seeking to ensure that children and young people continue to be able to access the right support, at the right time, from the right people.
- **National Qualifications** - Despite the challenges of the pandemic, a very strong set of results were delivered for the 2021 National Qualifications. Almost 137,000 candidates received their formal results from the Scottish Qualifications Authority (SQA) on 10 August – the highest number of certificates since 2017.
- **Supporting Positive Destinations for Children and Young People** - The disruption caused by COVID-19 to in-person learning has been extremely challenging for students of colleges, universities and community learning settings. The Scottish Government and partners have put in place a range of measures to support online learning and recovery.
- **Supporting the Workforce** - The workforce will continue to play a vital role in supporting our children and young people to recover from the impacts of the pandemic, and it is essential that staff in all education settings are given the support they need to do this.

To further support education recovery, in the first 100 days of the new parliamentary term the Scottish Government:

- Funded councils to increase teacher numbers by 1,000 and classroom assistants by 500 – as part of our commitment to deliver 3,500 additional teachers and 500 classroom assistants over this parliamentary term.
- Removed fees for instrumental music tuition in schools with a one year deal (with COSLA) ensuring no family faces charges in 2021-22.
- Introduced free school lunches for primary 4 and 5 children as the first step to delivering free school breakfasts and lunches for all primary school pupils.
- Increased Best Start Food funding to £4.50 per week, helping families with children under three to buy healthy foods.
- Worked with local government to raise the School Clothing Grant to at least £120 per primary school child and £150 per secondary pupil, backed by £11.8m extra funding.
- Scrapped core curriculum charges in 2021-22, enabling all pupils to take the subjects they want without families having to struggle to meet costs for practical lessons.
- Issued the first instalment of the £1 billion investment, totalling £215 million, to support education recovery and tackle the poverty related attainment gap through the Scottish Attainment Challenge – including a one-off £20 million Pupil Equity Funding COVID-19 Premium bringing the investment in Pupil Equity Funding to £147 million.

Delivering improvement

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

As with the 2021 NIF, the disruption to schools caused by the COVID-19 pandemic has had an impact on the collection of some of the data that informs the NIF. The collection of achievement of CfE level (ACEL) data for 2020/21 went ahead as normal for primary schools, but the decision was made that the data collection for S3 should not go ahead, given the pressure on secondary schools during the summer term with the implementation of the alternative certification model.

In addition, almost all of the inspection programme was suspended in March 2020 to enable schools and establishments to focus on recovery. During this time, Education Scotland has offered bespoke support to local authorities and individual establishments. This has included providing support for establishments previously identified through inspection activity as requiring further support.

To further support and improve the delivery of high quality and effective remote learning from January 2021, HM Inspectors of Education provided a national overview of practice in order to:

- learn what is working well and share this widely to celebrate success and support consistency in the quality and effectiveness of delivery of remote learning;
- surface the challenges and/or issues so that these can be addressed either locally or nationally, as appropriate; and
- identify what further assistance is required to continue to improve the delivery of remote learning so that relevant support can be provided at local and/or national level.

The national overview of practice to support the quality and effectiveness of the delivery of remote learning focused on the appropriateness of arrangements within settings and schools to safeguard the physical wellbeing of children, young people and staff in the light of the pandemic; and the approaches and challenges of delivering remote learning as well the quality of educational provision.

To align with national health guidance, and to reduce any additional burden on the education system, HM Inspectors of Education gathered information through telephone conversations and online meetings. They did not observe remote learning activities. Discussions did not extend to face-to-face contact or visits to establishments. The national overview of practice sought the views of stakeholders through online questionnaires and online focus groups of parents, children and young people at a point in time.

The information gathered was published in a [series of national overview reports](#), supported with case studies and examples of effective practice to support system wide improvement.

Local improvement planning

At national level, the NIF and Improvement Plan summarises the key evidence and identifies new improvement activity that the Scottish Government and Education Scotland will be taking forward or supporting. While it is a national plan, the activity it contains has been informed by local and school level priorities drawn from the regional improvement plans produced by the Regional Improvement Collaboratives (RICs) as well as the local authority 2021/22 improvement plans.

Prior to the disruption caused by COVID-19, the Scottish Government had initiated a review of the role and functions of the RICs. This was paused as a result of the pandemic, and resumed in summer 2021. A final report on the review is expected to be published shortly.

The latest RIC regional improvement plans continue to take account of the ongoing challenges resulting from COVID-19 and have a strong focus on equity and on improving attainment in numeracy and maths, STEM subjects, literacy and English, and on the digital skills that came into their own while school buildings were closed.

Local authority and school improvement plans should inform and reflect the NIF priorities and ensure the clear line of sight between local and national expectations, with further improvement priorities at school level based on local needs and self-evaluation.

The current variation in the level of improvement identified by Audit Scotland demonstrates that we need to do more to understand what works to drive improvement across all parts of the education system.

The regional and local authority plans, informed by the school improvement plans, identified a number of common themes, which are picked up below under the relevant drivers of improvement. The targeting and implementation of local improvement activity is key to the delivery of the NIF vision and priorities.

Summary of local improvement plans

School and ELC Leadership

Local authorities will continue to promote a culture of leadership at all levels and in a range of contexts, where educators are empowered to lead across the wide range of educational settings. The range of support provided by local authorities to schools covered a range of areas, such as providing support and challenge, developing data literacy, establishing and enhancing collaborative working, developing subject networks, and implementing a range of quality assurance processes.

The majority of local authorities made specific reference to plans to continue to develop their mechanisms to further prioritise, monitor, and enhance staff wellbeing.

Local authorities shared detail on planning to ensure the entitlement of early learning and childcare (ELC) of 1,140 hours a year is available to all three and four year olds and eligible two year olds. Early Learning and Childcare has been identified as an area of focus for all local authorities including developing leadership of learning at all levels.

All local authorities specifically mentioned how they develop leadership opportunities for children and young people when planning for improvement. There will be an increased focus

on ensuring that practitioners at all levels are aware of their responsibilities in relation to the United Nations Convention on the Rights of the Child (UNCRC).

Teacher and practitioner professionalism

In Early Learning and Childcare settings, developing staff at all levels was identified as an area of focus for all local authorities. This included the development of professional learning programmes around leadership and self-evaluation processes.

Almost all local authorities indicated that they are developing a broad range of professional learning programmes to strengthen practitioner approaches to reducing the poverty related attainment gap. These include working with partners to provide opportunities for identified learners, and care experienced children and young people, to achieve and attain their full potential. This involves plans around learning, teaching, assessment, and moderation to ensure moderated evidence is used when tracking and monitoring the progress of learners.

Local authorities highlighted the range of high-quality professional learning opportunities and resources they are developing to support settings to improve health and wellbeing, with a particular focus on the mental and emotional wellbeing of children and young people.

Parent/carer involvement and engagement

The majority of local authorities have outlined a range of ways in which they engage with parents and carers, and many have reviewed their parental engagement strategies in light of what worked well during the period of school building closure e.g. the use of digital approaches which increased engagement and accessibility.

Local authorities outlined the range of innovative ways in which they will develop opportunities for family learning in order to support improvements in a number of areas including literacy and numeracy.

Curriculum and assessment

All local authorities have planned to support improvements in attainment, particularly in relation to literacy and numeracy. Local authorities described approaches for working with practitioners to develop actions further within this priority, including supporting the implementation of targeted interventions or enactment of policies. 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.

Tracking and monitoring approaches were highlighted by local authorities as being a priority as an approach to improving attainment in literacy and numeracy, with particular reference being made to the range of systems in place to review learner progress.

Local authority plans provided details of actions focused on improving learning, teaching and assessment, and pedagogical approaches as a vehicle for improving attainment in literacy and numeracy. The majority of local authorities outlined plans to further develop and embed digital learning and teaching approaches across schools and settings to support improvement within this priority. The roll out of digital devices as part of the Scottish Government's 'Connecting Scotland' programme will support these actions.

To further improve the validity and reliability of teacher professional judgement within the broad general education (BGE) local authorities highlighted their plans for building on

moderation practices, including the support from their existing and newly trained Quality Assurance and Moderation Support Officers (QAMSO).

School and ELC Improvement

Local authorities will support schools to implement recovery planning, building on existing quality assurance processes that are in place as well as more bespoke support.

To ensure that learners 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, almost all local authorities indicated that they would continue to develop their strategy for growing existing partnerships, and for establishing new partnerships. Making links with Skills Development Scotland, business, and further education providers as well as an increased focus on skills and vocational based learning were included in local authority improvement plans. The majority of local authorities also included reference to developing digital learning and teaching strategies to increase the number and range of opportunities available to young people.

Early Learning and Childcare has been identified as an area of focus for all local authorities, with the development of professional learning programmes in areas such as outdoor play based learning and supporting early literacy and numeracy.

Performance information

Almost all local authorities highlighted the ways in which they will enhance the capacity of staff in using tracking and monitoring tools such as Insight, SEEMiS, the BGE Benchmarking Tool and the Early Years Tracking Tool and analyse data to inform a strategic overview of attainment for disadvantaged groups across schools and the local authority which will allow for targeted interventions to be planned to address the poverty related attainment gap. Some local authorities indicated that they would promote the use of and development research to increase the use of evidence-based practice to improve learning and teaching, and outcomes.

Understanding and tackling variation in performance across the system

The recent report by Audit Scotland found a large variation in trends in outcomes across a range of indicators across local authority areas, with evidence of worsening performance on some indicators in some local authorities.

We recognise that there needs to be a more consistent and coherent approach to tackling variation in performance. There are a number of factors which drive attainment. Addressing some of those is within the gift of the education system, but many factors begin outside the school gates.

During the lifetime of this Parliament the Scottish Government has committed to acting concertedly across government and beyond to tackle child poverty, supporting more parents into work, expanding free early learning and childcare to 1 and 2-year-olds, and building a system of wraparound school-age childcare.

On 23 November, the Cabinet Secretary for Education and Skills set out changes to the Scottish Attainment Challenge (SAC) re-affirming the importance to the Scottish Government of tackling the poverty related attainment gap. The focus on tackling the poverty related attainment gap will remain paramount in the SAC going forward. However, this work must link better with the Government's mission to tackle child poverty and encourage more collaborative work across the many services that will contribute to the narrowing of the gap.

With the support of £1 billion over this parliamentary term, the refreshed SAC programme, from 2022-23, will see:

- a broader recognition of children and young people’s achievements and attainment,
- continued empowerment of school leaders through Pupil Equity Funding,
- a clearer and funded strategic role for all local authorities,
- funding for Pupil Equity Funding and local authorities confirmed over 4 years to enable long term planning,
- continued support for care experienced children and young people, and
- a clear framework to support recovery and accelerate progress, led by Education Scotland but with clear responsibilities for all parts of the education system which will enable a clearer line of sight right through the system on the impact of local approaches. This will include stretch aims identified at local level so that at all levels of the system we can be clearer on how much progress is expected to be made, and by when. This can also direct where additional targeted improvement activity is needed.

This will enable authorities and schools to support education recovery, reduce variation and accelerate progress in tackling the poverty related attainment gap. Education Scotland will also increase their support and challenge activities where the evidence suggests there is the greatest need, including through intensive and targeted support for literacy and numeracy to address the widening gaps in these aspects, and through the ADES/Education Scotland programme of collaborative improvement which will support local authority improvement in approaches to ensuring equity and excellence.

Education remains, by far, the most effective means we have to improve the life chances of all children and young people. In its latest report, the ICEA said that “teachers play a vital role in society’s civility, success and prosperity. They influence the life chances and choices of young people and help them develop higher expectations for learning and attainment.” To help practitioners adapt and develop in the context of COVID-19 and secure the best possible outcomes for all children and young people, Education Scotland’s Professional Learning and Leadership Programmes (PLL) have been expanded. For example, alongside the existing suite of professional learning and leadership programmes:

- the development of a package to support the wellbeing of the profession (in collaboration with stakeholders and partners across the system);
- the introduction of Excellence in Headship (EIH) Stretch, a new collaborative enquiry programme for experienced school leaders;
- a series of seminars designed for school and system leaders to learn from practice internationally and to support development of learning and leadership approaches during the pandemic; and
- in partnership with Scottish Government and COSLA, running sessions designed to support practitioners with public health guidance and policies.

In summary, the improvement model set out in the National Improvement Framework, is producing results, but requires an intensified focus over the next 5 years – at all levels of the system – in order to ensure that all young people in Scotland receive a first class education in their local school and the opportunity to fulfil their potential.

A curriculum for a rapidly changing world

The ICEA said that:

“Scotland was one of a small number of countries that introduced a radically different approach to curriculum development in the early years of this century. A lot of the innovative thinking that led to CfE is now reflected in curriculum approaches internationally and has echoes in the OECD’s 2030 Project. However, in the fast-changing environment of the 2020s, and especially as we look to a post-pandemic era, it is now time for CfE to be re-evaluated. In the new era ahead of us, Scotland should consider introducing an agreed cycle of curriculum reform that creates necessary flexibility, balances national imperatives with local needs and circumstances, and encourages the kind of broad engagement in thinking that characterised the original national debate that led to CfE.”

The Scottish Government commissioned the OECD to provide a rigorous 'health check' of Curriculum for Excellence (CfE) and published the [remit](#) for the review in February 2020. The OECD, reporting in June 2021, found wide support for CfE and stated that Scotland's curriculum "continues to be a bold and widely supported initiative, and its design offers the flexibility needed to improve student learning further." The OECD also identified areas for review and improvement, and said that Scotland should adopt a structured and long-term approach to implementation.

Implementing the OECD’s recommendations will allow us to build on our current approach and ensure that our curriculum continues to inspire learners now and in the future. The Scottish Government’s ambitions for an empowered education system remain central, and as part of that, it will be crucial that stakeholders across the Scottish education system work together to ensure that we can develop a mandate for change which has wide support. Working with children, young people and those who teach them will be critical to the success of this process. We are mindful of the impact of the pandemic and will seek to implement an approach to reform that addresses the short, medium and long term and seeks as far as possible to build consensus.

Inclusion, wellbeing, and equality

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

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

Measuring the attainment gap

Closing the poverty related attainment gap remains a top priority for this Government - we want every child to have a fair chance in life, and we know that a good education is the foundation of that. Pre-pandemic, the poverty related attainment gap was closing, but the negative impact of the pandemic cannot be ignored and this remains a complex and long-term endeavour. While there have been positive indications of progress, there are also variations in the pace of that progress across the country (as highlighted in the Audit Scotland report) and we know that the impact of COVID-19 is likely to have placed further pressure on the gap. We are working with partners to design the best approaches to supporting education recovery and accelerating progress in closing the attainment gap, through the refreshed Scottish Attainment Challenge. This refreshed programme will also aim to tackle variation in outcomes for young people across the country.

The Audit Scotland report recommended that the Scottish Government should work with stakeholders to agree an approach to dealing with the challenges created by data disruption in 2020 and 2021.

There is reliable data in the 2022 NIF which gives us a clear picture of how well our young people are doing in the wake of the COVID-19 pandemic.

- The National Qualification results in 2020 and 2021 provide an accurate picture of the qualifications awarded to learners in those years. Comparisons with previous and future years is possible, provided it is done with an understanding of the different underlying assessment methodologies.
- The 2021 data for Insight – the tool used by schools for improvement in the senior phase – was released as usual in September, therefore schools and local authorities continue to have the same data available to them as in a “normal” year to enable them to drive forward improvement activity tailored to their own context.
- ACEL data for primary schools has been collected for 2020/21 and it is possible to compare this with data from previous years.

Any gaps relate to national gathering of these data. However, teachers and schools routinely assess progress in literacy and numeracy, which means that the key actors have access to the information they need to inform their learning and teaching. Although national statistics provide helpful information on trends over the long term, big data alone isn't what drives improvement in education systems. For that we need small data based on teachers' professional observations, formative assessments, and reflections of what is happening during teaching and learning. At a school level, even without the official ACEL data, teachers have had, and will still have, the “small data” necessary to ensure they can assess the attainment of the children and young people in their classes and plan next steps appropriate for each individual.

Since the introduction of the NIF in 2016, there has been an increase in the data and wider performance information that is collected by the Scottish Government and Education Scotland and published in the [National Improvement Framework Interactive Evidence Report](#) (NIFIER). In the 2018 NIF and Improvement Plan, we set out our approach to measuring the poverty related attainment gap between children and young people from the least and most disadvantaged communities. After a formal consultation process, we identified 11 key measures to assess progress, and a further 15 sub-measures that reflect the key stages of the learner journey and the breadth of issues that can impact on attainment, particularly children and young people's health and wellbeing.

We intend to carry out a formal consultation process to review the key measures and sub-measures to ensure they remain relevant, are comprehensive and, as recommended by Audit Scotland, provide an accurate understanding of the wide range of learners' achievement, support a fuller understanding of the gaps in achievement and life chances between different groups of learners, and how this is captured across the full learner journey. We intend to carry out this consultation during the first half of 2022 with the revised measures in place for the 2023 NIF in December 2022.

11 key measures

Of the 11 key measures, the impact of COVID-19 meant data is not available to update for four of the measures. Of the remaining measures, there was a narrowing of the gap in two, and a widening of the gap in five.

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

The COVID-19 pandemic has affected delivery of child health reviews. The effects of service adaptation in response to COVID-19 will only have affected a small proportion of the reviews reported in these data, which cover children who became eligible up to 31 March 2020. As some children would be expected to receive their reviews in the months following the month in which they became eligible, a proportion of the data reflects services delivered in the period after March 2020. NHS Boards which tend to carry out reviews when children are slightly older e.g. 27-30 month reviews in NHS Greater Glasgow & Clyde, have seen a greater impact of the pandemic on this 2019/20 cohort of children, as they would have been due to review many of these children in the months after March 2020.

In 2016/17, there was a change to the domains assessed by health visitors at a child's 27-30 month review. Between April 2013 and March 2017, health visitors assessed children across nine domains at their review (speech, language and communication; attention; fine motor; gross motor; social; emotional; behavioural; vision; and hearing). Since April 2017, these nine domains became eight new domains (speech, language and communication; gross motor; fine motor; personal/social; emotional/behavioural; vision; hearing; and problem solving).

This change has had an impact on the statistics produced for this key measure since 2017/18, largely due to the fact that not all Health Boards were assessing the new problem solving domain that was introduced in April 2017. As a result of this, the statistics produced for this key measure since 2017/18 are much lower than in pre-2017/18, because it is now not known if a child actually has no concerns across all of the current eight developmental domains (because if one or more domain is not assessed then we do not know if this is indeed the case.)

There does appear to have been an improvement in the percentage of children aged 27-30 months who had no concerns identified across all eight domains, from 51% in 2017/18 to 68% in 2019/20. The gap between children living in the most and least deprived areas of Scotland has remained fairly constant at around 16 percentage points between 2015/16 and 2018/19, however the gap decreased to 13.8 percentage points in 2019/20. Whilst the percentage of children having no concerns across all domains has increased in both the most and least deprived areas in 2019/20, the increase in the percentage of children from the most deprived areas assessed as having no concerns has been greater than that for children in the least deprived areas.

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

The impact of covid-19 on data collection means there is no update available for 2017-20. The gap between children in the most deprived and least deprived areas has remained the same between 2012-15 and 2016-19, at 16 percentage points.

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

The impact of covid-19 on data collection means there is no update available for 2020. The gap between children in the most deprived and least deprived areas has remained the same between 2015 and 2018, at 8 percentage points.

This means that we have not seen demonstrable progress against the stretch aims for either of these measures.

Primary - Literacy (P1, P4, P7 combined)

Primary - Numeracy (P1, P4, P7 combined)

As a result of COVID-19 and the closure of school buildings in March 2020, the Scottish Government decided that it would not be appropriate for the collection of Achievement of CfE level (ACEL) data for 2019/20 to go ahead. The collection did go ahead as planned for primary schools for 2020/21. The data shows that pupils from the least deprived areas performed better than pupils from the most deprived areas at all stages. The gap between the proportion of primary pupils from the most and least deprived areas who achieved their expected level in literacy has widened since 2018/19 and is now wider than at any point since 2016/17 (the first year for which comparable data is available). Similarly for numeracy the gap between the proportion of primary pupils from the most and least deprived areas who achieved their expected level has widened since 2018/19 and is now wider at any point since 2016/17.

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

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

As with the primary ACEL data this was not collected for 2019/20 because of school building closures. It was decided not to collect this data in 2020/21 because of the pressure on secondary schools in summer 2021, in order to avoid placing an additional burden on secondary schools which were in the process of implementing the Alternative Certification Model.

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

The leavers' attainment data may include attainment gained throughout all stages of a pupil's education at school. The approach to awarding grades in National 5s, Highers and Advanced Highers in 2020 differed from in previous years and means that the 2019/20 school leaver attainment figures are not directly comparable to previous years. They do however continue to provide an accurate measure of the attainment with which school leavers in Scotland left school.

The data based on school leaver attainment between 2015/16 and 2019/20 shows an increase in the gap for pupils leaving school with 1 or more qualification at SCQF Level 4 from 6.1 percentage points in 2015/16 to 7.1 percentage points in 2019/20. This is due to a decrease in the percentage of pupils leaving school from the most deprived areas with at least one qualification at this level (for pupils from the least deprived areas there has been no change).

Over the same time period, there has been little change in the percentage of pupils from the most deprived areas leaving school with 1 or more qualification at SCQF Level 5, whilst

there has been a small increase in those from the least deprived areas achieving at SCQF Level 5. As such, the gap has increased slightly between 2015/16 and 2019/20.

For pupils who left school with 1 or more qualification at SCQF Level 6, the gap narrowed between 2015/16 and 2018/19, from 38.5 percentage points to 35.8 percentage points. 2019/20 saw a slight increase in the gap, to 36.1 percentage points, however this remains below the levels seen up to 2017/18. In the latest year, the percentage of pupils from the most deprived areas achieving 1 or more qualifications at SCQF Level 6 increased at a slightly lower rate than those from the least deprived areas.

This means that, for these 3 measures combined, the gap is not closing as quickly as set out in the stretch aims.

Participation measure

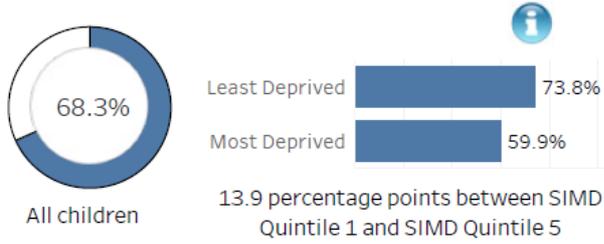
The effects of COVID-19 pandemic and associated lockdown measures, which have been impacting Scotland and the economy since March 2020, will also have impacted on young adults' participation. The effective closure of the economy is likely to have affected the opportunities available to young adults and the choices they made e.g., a decline in employment opportunities or choosing to remain in education.

The participation measure shows that the proportion of 16-19 year olds participating in education, training or employment has been improving since 2017, from 91.1 percent in 2017 to 92.2 percent in 2021. The gap between the proportion of 16-19 year olds in the most and least deprived areas participating in education, training, and employment has narrowed from 11.5 percentage points to 9.3 percentage points over the same period.

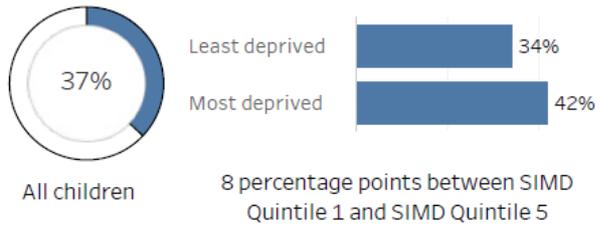
This narrowing of the gap is due to the proportion of 16-19 year olds participating in education, training or employment increasing by 2.3 percentage points for those in the most deprived areas whilst remaining largely unchanged for those from the least deprived areas. Although clear improvements have been made, the gap is not closing as quickly as set out in the stretch aim.

Summary tables of the key measures are set out below, while the 15 sub-measures can be seen in the [NIF Interactive Evidence Report](#).

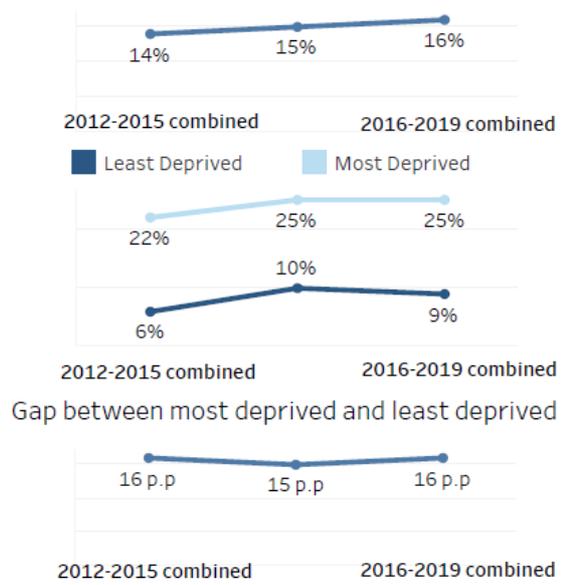
27-30 month review: Children showing no concerns across all domains - 2019/20



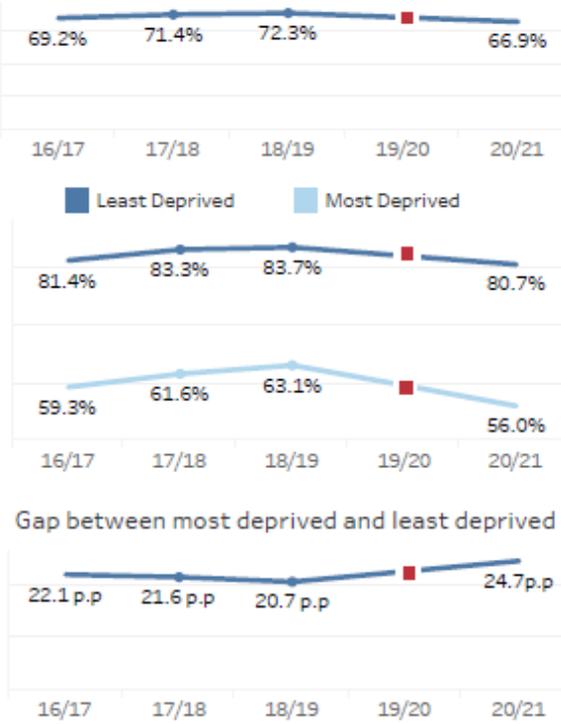
HWB: Percentage of children with borderline or abnormal total difficulties (age 13 and 15) - 2018



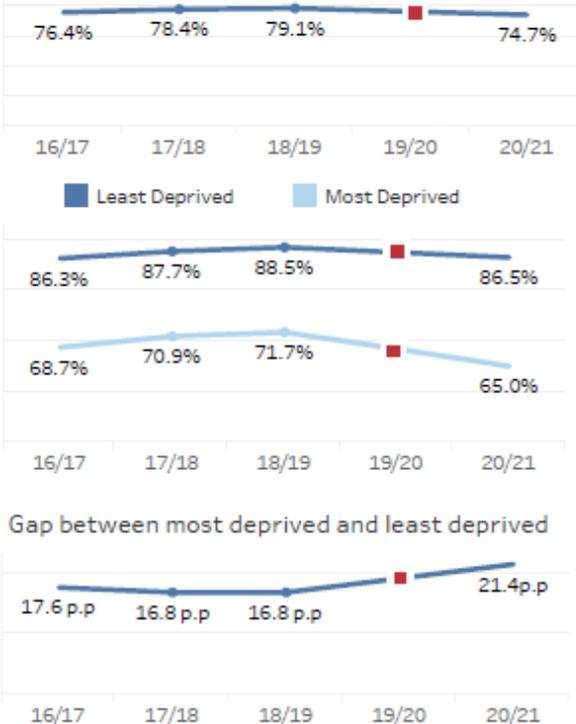
HWB: Percentage of children with borderline or abnormal total difficulties score (age 4-12)



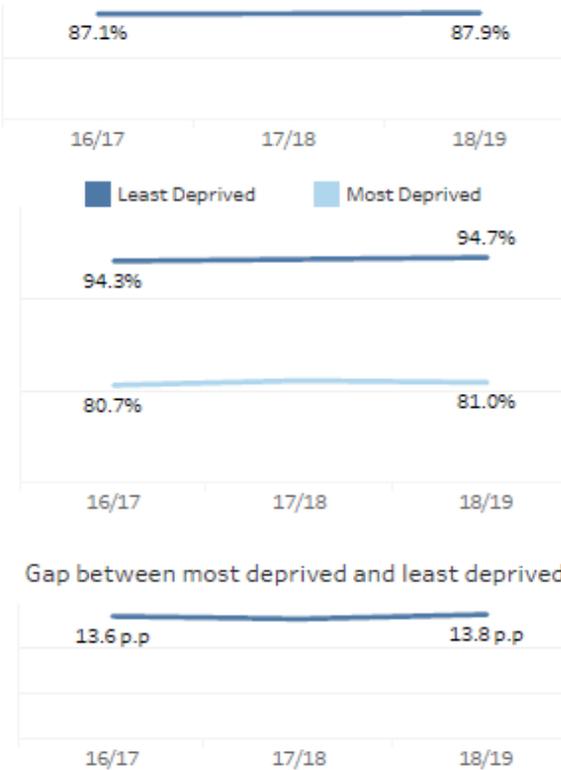
Percentage of pupils achieving the expected CfE level in literacy (P1, P4, P7 combined)



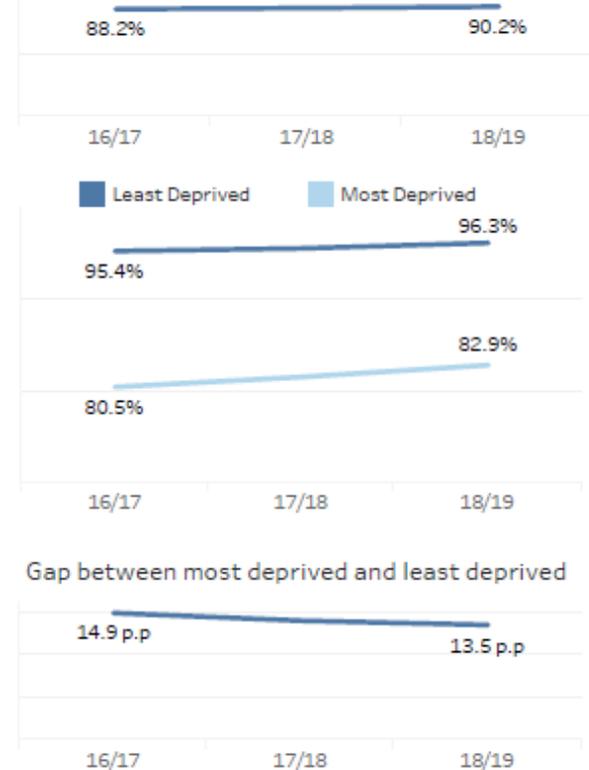
Percentage of pupils achieving the expected CfE level in numeracy (P1, P4, P7 combined)

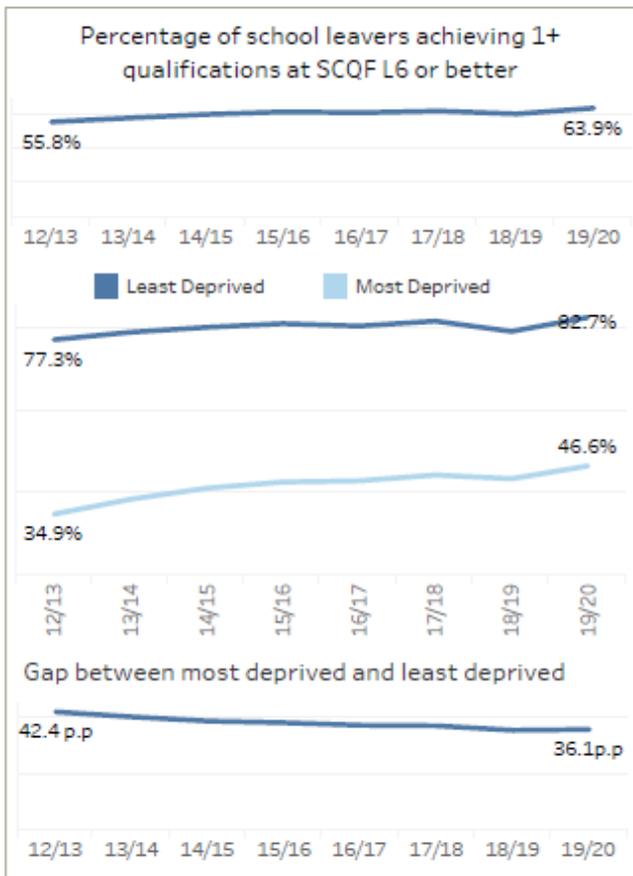
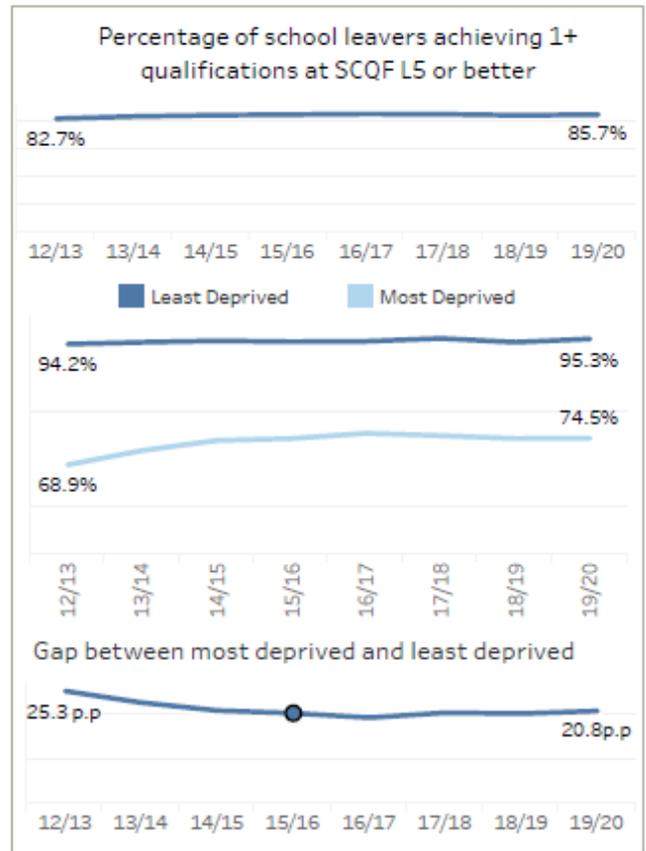
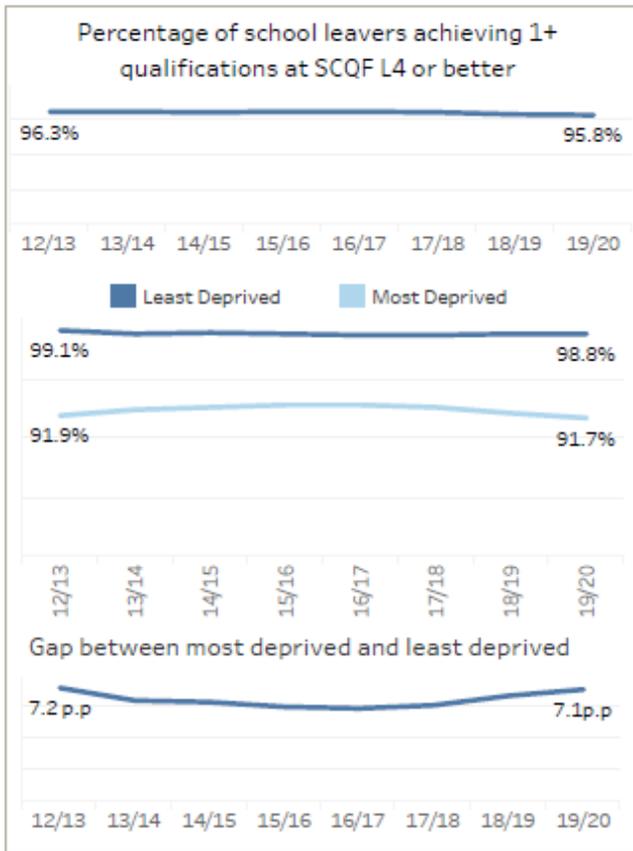


Percentage of pupils in S3 achieving CfE 3rd level or better in literacy



Percentage of pupils in S3 achieving CfE 3rd level or better in numeracy





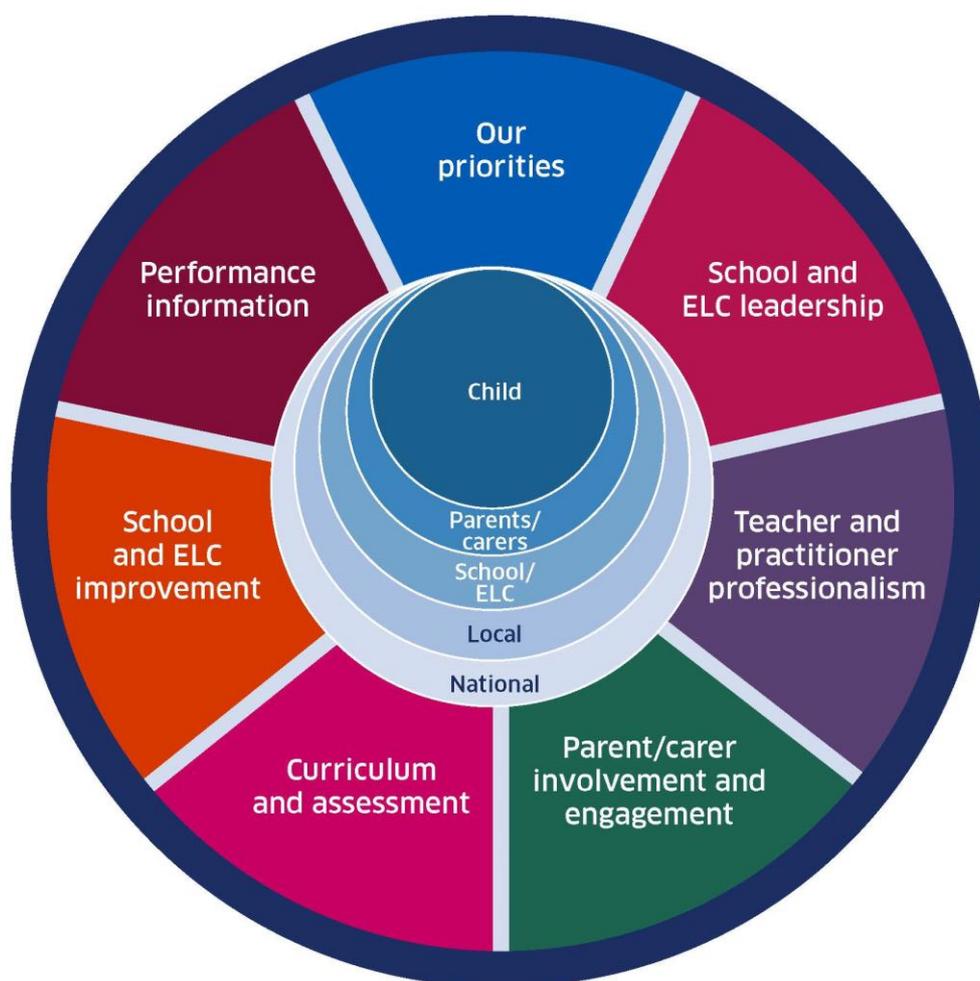
Improvement Plan

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

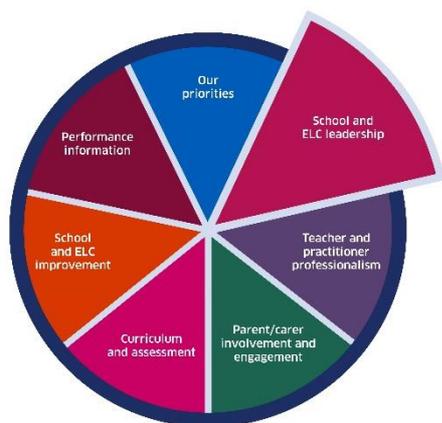
The key drivers of improvement will continue to provide a focus and structure for gathering evidence to identify where further improvements can be made, for ensuring we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. They all remain equally important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

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

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



School and ELC leadership



What is this?

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

Why is this important?

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

What is the evidence telling us?

HM Inspectors of Education (HMIE) carry out independent scrutiny across sectors ranging from early learning and childcare to adult learning. While inspections have been paused during COVID-19, HMIE carried out a national overview of practice, supported with case studies and examples of effective practice to support system wide improvement.

The national overview of practice found that headteachers received support from local authority officers to assist their decision-making during the pandemic. This resulted in prompt implementation of relevant guidance to support children's and young people's learning experiences. The national guidance and local authority advice helped support school leaders in their discussions with staff.

Local authorities managed the pace of change during the pandemic by implementing clear structures for management, communication and leadership. These structures support senior leaders to provide quality experiences for children and young people.

Senior leaders continue to prioritise appropriate learning experiences aligned closely with the needs of learners and the school's context. They continue to work with staff to identify relevant resources to ensure appropriate challenge for all learners. These decisions are drawing on their knowledge of family circumstances to target resources effectively. In the special sector, there are headteachers who report being empowered by local authorities to make decisions and implement approaches to best meet the needs of learners with complex needs.

The Excellence in Headship (EIH) programme has continued to develop interactive facilitated approaches to online delivery over the course of 2021, with feedback suggesting that this has made the professional learning more accessible for headteachers from across the whole of Scotland and for those with caring responsibilities in particular. Since January, 180 new headteachers have joined the Excellence in Headship programme and have shared the impact on them both personally and professionally during a difficult year as a school leader.

Evidence from the 2021 survey of headteachers of schools in receipt of support from the Attainment Scotland Fund (ASF) shows that a great majority of headteachers felt they understood the challenges and barriers faced by pupils affected by poverty; 96%, including 72% who felt they understood this 'to a great extent'. However, survey results show some variation across key respondent groups; in particular, Pupil Equity Funding (PEF) only

schools, primary schools, those in rural areas, and those with lower PEF allocations were less likely to feel that they understood these challenges.

The majority of headteachers had seen an increase in collaborative working in their school up to March 2021 as a result of ASF support. Nearly 2 in 3 (62%) indicated this, including around a third (36%) who had seen a large increase in collaborative working as a result of the fund. This was broadly consistent with 2020 survey findings, although the proportion reporting increased collaboration has fallen from a peak in 2017.

Survey findings show some variation in school experiences around collaborative working. In particular, those with lower PEF allocations, those in rural areas and primary schools were less likely to have seen an increase in collaborative working.

The ASL Review heard evidence from practitioners which found that they require key organisational conditions to fulfil their professional ambitions to support all children and young people to learn to the best of their ability. The ASL Review summarised these Key conditions for delivery as:

- Values driven leadership
- An open and robust culture of communication, support and challenge - underpinned by trust, respect and positive relationships
- Resource alignment, including time for communication and planning processes
- Methodology for delivery of knowledge learning and practice development, which incorporates time for coaching, mentoring, reflection and embedding into practice.

New improvement actions for the year ahead.

Actions in response to the ICEA report

Throughout 2022, Education Scotland will continue to offer bespoke professional learning and leadership opportunities for Scotland's school and system leaders to explore system issues such as curriculum design. This will include design, delivery and evaluation of our offer, or working with partners to do this.

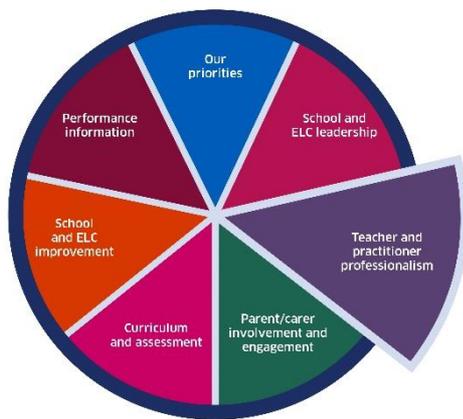
Education Scotland will deliver professional learning to support learning, teaching and assessment, and moderation, to practitioners nationally and regionally, and across local authorities during the academic session 2021-22.

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.

Education Scotland will develop an online professional learning community and support increased collaboration and the sharing of effective practice between Equity and Excellence Leads working in the early learning and childcare sector during the academic session 2021-22.

Through continued delivery of the ASL Action Plan, the Scottish Government and their partners will work collaboratively to build on existing work and seek both nationally and locally, opportunities to develop and promote additional professional learning and leadership.

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?

The HMIE national overview found that schools engage well in collaboration across the system, including partnership working. Collegiate quality assurance processes feature in most local authorities. Teachers within and across establishments work together in order to help improve the delivery and quality of children's and young people's remote learning experiences.

Professional learning provided by local authorities is supporting schools. Local authority staff and senior leaders plan programmes based on context and need. These set standards to support quality assurance. However, developing approaches to quality assure remote learning remains a key challenge. In all local authorities, planned professional learning is supporting staff to enhance their digital skills. This is a necessity given the need for remote learning during the period of school closures. Practitioners demonstrate greater knowledge and capability over a wider range of digital platforms, which is increasing children's and young people's engagement in learning.

Across the secondary sector, local authority staff support teachers to develop knowledge, understanding and application of the National Qualifications Standards for Assessment. Led by teachers, subject network groups have an increased role in developing and deepening teachers' shared understanding of standards. Local authority officers and Regional Improvement Collaboratives provide relevant support.

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

Both the ASL Review, and The Promise 2020 produced a vast range of evidence in the form of 'lived experience' that suggests a refocus is required to prioritise and protect positive relationships across educational settings. The recommendations from both these reports have resulted in a number of actions for Education Scotland, Scottish Government and local authorities. The range of inter-linked measures in the ASL Action Plan seek to enhance professional learning and development, to support practitioners' confidence, knowledge and understanding of additional support needs and inclusive practice.

Evidence shared from the Diversity in the Teaching Profession and data from the Scottish Government's Race Equality and Anti-Racism in Education Programme (REREAP) board has identified racial literacy and confidence as a key area of development for the teaching and education workforce.

The 2021 edition of Summary Statistics for Schools in Scotland shows that, over the year to 2021, teacher numbers increased by 885 to 54,285. Pupil numbers have not increased at the same rate therefore the pupil teacher ratio has decreased to 13.2. Additional teachers have been recruited since 2019 to support the recovery of education following the disruption caused by COVID-19. These additional teachers are likely to be a major contributing factor to the increase in teacher numbers and the reduction in overall pupil teacher ratio.

The FTE of teachers, graduate staff and staff working towards graduate level qualifications in funded ELC was 5,387, an increase of 372 since 2020.

New improvement actions for the year ahead.

In developing a new Childcare Workforce Strategy for 2022-26 with ELC partners, the Scottish Government will explore professional training, continued development and support across the sector.

Education Scotland will deliver three professional learning sessions to support childminders delivering the early learning and childcare funded entitlement by October 2022

The Scottish Government will continue to work with key partners to deliver the ASL Action Plan to enhance professional learning and development for additional support for learning. The Scottish Government will also work with partners to ensure that there is appropriate career progression and pathways for teachers looking to specialise in additional support for learning.

Actions in response to the ICEA report

By December 2022, Education Scotland will build on its existing professional learning and leadership suite of programmes supporting empowerment and agency including designing, delivering and evaluating professional learning or working with partners to do this. This will support capacity building across the system locally, regionally, and nationally with a particular focus on the key areas of education reform and curriculum.

Education Scotland will work with practitioners to update the Early Level Play Pedagogy Toolkit, extending and strengthening support for early level practitioners by July 2022.

Actions from the OECD implementation framework, and in response to the ICEA report

The Scottish Government's OECD implementation framework sets out a range of actions to strengthen engagement with teachers, strengthen school empowerment, and to support wider commitments made by the Scottish Government

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.

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.

Actions in response to the Audit Scotland report and the ICEA report

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.

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.

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.

Education staff require further support on forming a culture and ethos that prioritises relationships and they need upskilling and professional learning to understand, recognise and respond to dysregulated and distressed behaviour through a relationship-based, nurturing and trauma sensitive lens. Education Scotland will lead on developing publishable guidance and the online professional learning resource on Promoting Positive Relationships and Behaviour and Restorative Approaches in collaboration with SAGRABIS and local authorities by June 2022. Education Scotland will introduce the professional learning resource through engagement events in partnership with colleagues from SG/SAGRABIS for local authorities to further explore the resources themselves

By July 2022, Education Scotland will co-create with partners a prototype of a Building Racial Literacy professional learning offer, reporting into the Race Equality and Anti-Racism in Education Programme board. The prototype will be evaluated by Education Scotland in terms of process, content and initial impact of anti-racist practice and understanding.

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.

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.

Teacher and practitioner professionalism - case study

Anonymous account from a participant in the Scottish Association of Minority Ethnic Educators (SAMEE)'s Leadership and Mentoring Programme.

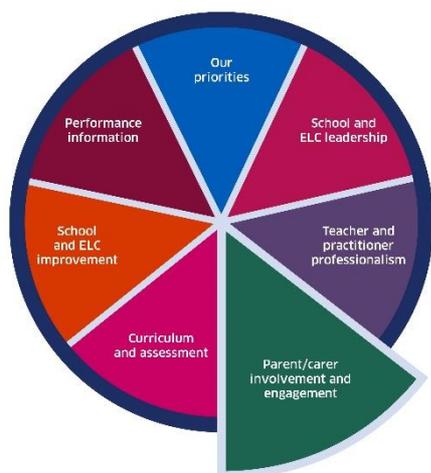


I started my professional journey of progression with the Scottish Association of Minority Ethnic Educators (SAMEE) Leadership and Mentoring programme. As soon as I completed the SAMEE programme I decided I want to do more. I felt this new spark. After the programme I participated in a University-led leadership course and an Education Scotland programme.

I think the biggest barrier for me was confidence. I had worked in an establishment for many years and I wasn't getting anywhere. Since I have participated in SAMEE's Leadership and Mentoring programme my confidence has grown and is growing in terms of pursuing learning opportunities. The SAMEE community, the network, the group of peers, mentors and coaches; it built my confidence that was my starting point. The change it brought about in my behaviours and mind-set was that I recognised the value of professional support networks. You could share a challenging issue with SAMEE peers and mentors with the purpose of finding solutions. The support was there, we helped each other through peer to peer mentoring, we were actually mentoring each other even though we didn't realise it. The support from SAMEE with applications, preparing for interviews and presentations helped. SAMEE could see that I wanted to do more, and SAMEE introduced me to Education Scotland and Glasgow City Council, presented opportunities to participate in influential spaces. I was an isolated teacher, now I've branched out into all these different things within a year and a half.

The unequal impact of CV19 on the BAME community has caused a lot of worry and concern for BAME teachers, learners, parents and carers. It impacts on self-esteem. Through the SAMEE Leadership and Mentoring programme I have a greater acknowledgment of the multiple aspects of my professional self. Being bilingual, I've recognised the valuable skill set that I have, that I've always had, but not realised previously and the ability to communicate with empathy and responsiveness when engaging with BAME learners, parents and carers. I have become more secure. I've accepted who I am, I am a hijabi, I'm a leader and I'm going to be a role model for young people like my daughter, who want to be teachers. I have a group of young women who have recently progressed into the teaching profession that I support. I maintain a close connection with them. I don't want them to go through what I have gone through. The challenges I am supporting them with involve discrimination.

Parent/carer involvement and engagement



What is this?

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

Why is this important?

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

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

What is the evidence telling us?

The Scottish Government commissioned questions in the Ipsos Mori omnibus survey of parents and carers that was undertaken in November 2021. This was a representative sample of 905 parents/carers.

The questions included:

- How well did the remote learning provided by your child's school during school building closures in 2020 and 2021 meet their needs?
- How concerned or not are you about the impact of school building closures on your child's school work / mental health & wellbeing / physical health?
- What aspects of remote learning, if any, do you think worked well for your child?
- What, if anything, would have improved remote learning for your child?

60% of parents/carers stated that remote learning provided by their child's school during school building closures met their child's needs either 'very well' (20%) or 'quite well' (40%). 33% of parents/carers stated that remote learning met their child's needs 'not very well' (23%) or 'not at all well' (10%). 6% of respondents said this question did not apply, and it is likely that their child(ren) was/were in school buildings in this period.

60% of parents/carers were either 'very concerned' (23%) or 'fairly concerned' (37%) about the impact of school building closures on their child's school work, while 50% were either 'very concerned' (18%) or 'fairly concerned' (32%) about the impact on their child's mental health and wellbeing. 27% of parents/carers were 'very concerned' (8%) or 'fairly concerned' about the impact on their child's physical health.

Parents and carers were asked an open text question about the aspects of remote learning that they felt worked well for their child. The most common responses were:

- Online learning (such as MS Teams, Zoom, Google classrooms) (151 mentions);
- Teachers being supportive and accessible (127 mentions);
- Working at own pace/less pressure (85 mentions);

- Course content / variety of work (76 mentions); and
- Development of tech skills / use of technology / equipment provided (62 mentions).

Parents and carers were asked an open text question about what would have improved remote learning for their child. The most common responses were:

- More interaction / communication (207 mentions);
- More live lessons (110 mentions);
- More structure / clear learning plan / better organisation / deadlines (68 mentions);
- More content / challenging / better variety of work (65 mentions); and
- Having better technology / better wifi at home (44 mentions).

Education Scotland worked with a range of national bodies to develop an approach to engaging with parents, carers and learners during remote learning. Between 19 and 25 January 2021, Education Scotland met remotely with parents, carers, and learners through a series of focus groups to hear their views on the approaches taken to delivering remote learning. Three focus groups were held in partnership with the National Parent Forum of Scotland and Connect Scotland. A further three focus groups were held in partnership with Children in Scotland and Young Scot. In addition, and with the support of schools, 22 focus groups took place with children and young people across a selection of local authorities.

Between 20 and 25 January 2021, Education Scotland ran two national surveys, one for parents and carers and another for learners. The national surveys were developed with support from a range of partners and focused on the following three aspects of remote learning:

- Communication and wellbeing
- Resources and equipment
- Learning and teaching

These results are not representative of all parents or learners across Scotland.

61.1% of secondary and 63.6% of primary parent respondents agreed that they knew whom to contact to access wellbeing support for their family. 60.2% of secondary, and 52.1% of primary parent respondents agreed that there was appropriate support available for their child's wellbeing during remote learning.

78.4% of secondary and 82% of primary parent respondents agreed that they had the appropriate resources and equipment, including technology, to enable their child to access remote learning.

65.6% of secondary and 57.9% of primary parent respondents were satisfied that the level of challenge in learning activities was right for their child.

46.3% of secondary and 38.8% of primary parent respondents were satisfied that appropriate adjustments had been made to support their child's individual learning needs.

Where high quality personalised communication between schools and parents takes place, relationships are strengthened. This supports parents to engage more with their child's learning. Although parents value information provided about their child's learning, they would welcome increased communication. In particular, parents want clarification and information related to National Qualifications.

Schools do their utmost to ensure families have access to hands on, practical resources that allow children and young people to learn at home. Local authorities also provide support to parents and learners in using digital platforms. However, there remains a challenge with some families still experiencing barriers to accessing digital provision.

Survey results indicate the majority of parents are confident that they can access support to help their child's or young person's wellbeing. Within the survey, a range of views emerged on the impact of remote teaching on the wellbeing and ease of learning for some children and young people. Particular concerns highlight the impact of COVID-19 on the mental health of learners.

Feedback from parents is being used well to inform developments and improve the delivery of remote learning. Parents acknowledged the improving quality of remote learning over time.

Evidence heard by the ASL Review reaffirmed the importance of effective working relationships between parents, carers and schools and reinforced the need to include parents and carers, alongside children and young people as key partners in the development and delivery of policy, both locally and nationally.

Over 600 ELC practitioners have completed the 'Supporting Parents to Further Engage in the Child's Development' continuous professional learning (CPL) course.

New improvement actions for the year ahead.

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.

Actions in response to the ICEA report

By December 2022, Education Scotland and Scottish Government will work with the Initial Teacher Education Knowledge Exchange Group which includes representatives from Universities across Scotland to share knowledge and expertise in order to improve how parental involvement / engagement, family learning and learning at home are reflected in relevant courses and Career Long Professional Learning (CLPL) opportunities.

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 learning from birth to the end of the early level by October 2022.

Actions in response to the ICEA report and the Audit Scotland report

By 31 December 2022, Education Scotland will work across and within local authorities, Regional Improvement Teams and Collaboratives to share advice and guidance on ways to engage with families to support COVID-19 recovery.

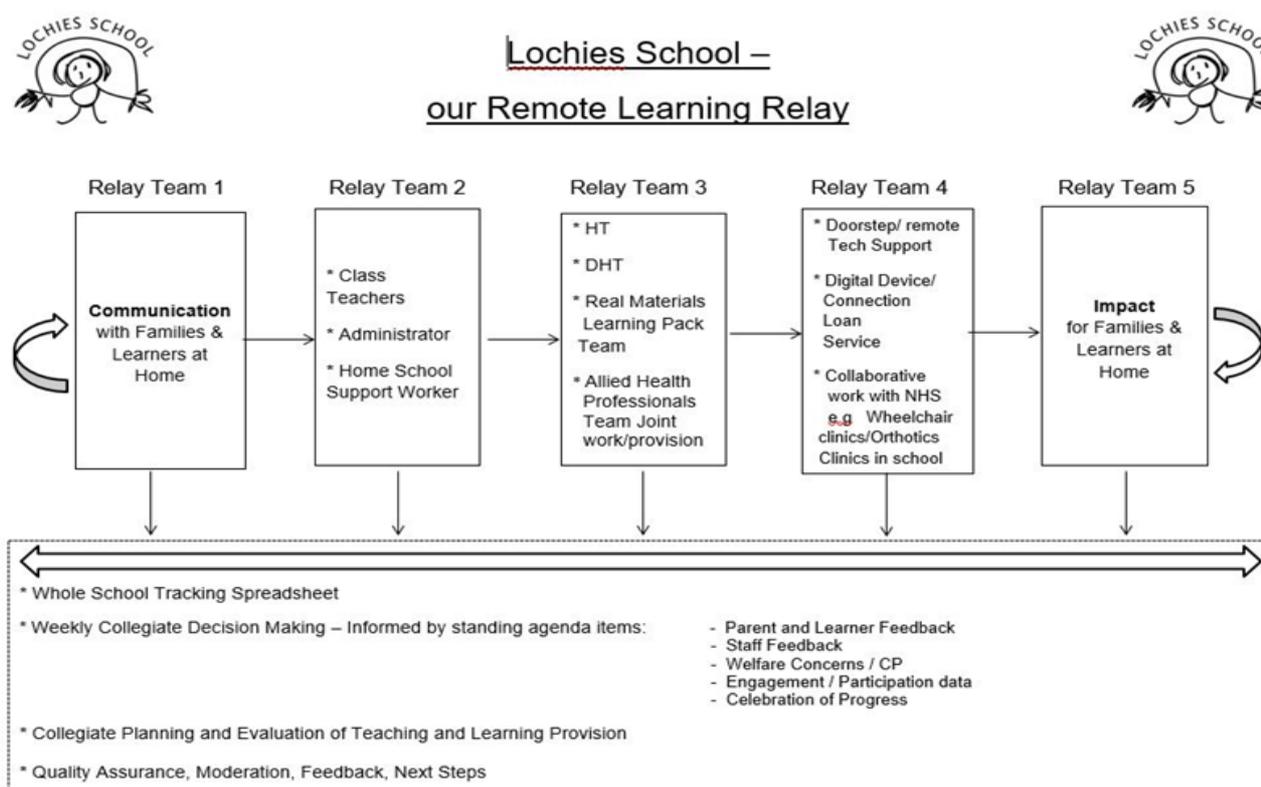
By 31 December 2022, Education Scotland will create a briefing on how the national occupational standards (NOS) have been used since 2013 and will work with Skills Development Scotland (SDS) on updating the NOS for future use.

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.

Parent and carer involvement and engagement - case study

To support children and families during the COVID-19 pandemic, Lochies School has developed an effective framework that takes account of the unique context and the needs of families and learners with complex additional support needs. The 'Lochies Remote Learning Relay', places the needs of children and relationships between the school and families at the centre of its design. This is allowing staff and the community to work more effectively together leading to the delivery of bespoke learning, teaching and support for families and learners. As a result, learners are engaging well and families have been able to maintain positive and trusting relationships with the school.

The headteacher, with the support of staff and partners, has established a range of effective communication routes. By providing key points of contact, families are quickly able to seek any support or assistance required. Staff regularly ask families what they need and use this information to inform their offers, making any necessary changes to increase their effectiveness. Through actively seeking views and working frequently with families, the school is effectively able to track family wellbeing and engagement, ensuring that all families are included in the way that suits their needs best. As a result, there has been increased participation and engagement of parents and carers from across the school.



The school has high expectations for children and their ability to participate in learning. Based on strong systems to ensure effective two-way communication, the school understands well the challenges faced by learners and their families. To support and reduce barriers to learning, the school provides a wide range of family learning opportunities such as whole school assemblies, online family learning events, and live and recorded sessions. Training and access to a range of specialist equipment to meet the needs of learners was also developed. This collaborative family working fosters supportive relationships and allows parents and carers to more fully engage and support their child's individualised learning. As a result of this work, families have reported having an improved and clearer understanding of their child's abilities and next steps, and how these link into functional gains for their child in their wider

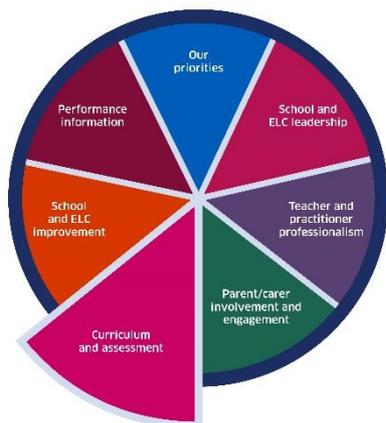
world. This is leading to increased engagement and participation. Families are working more effectively with the school and partners in joint goal setting for individual education plans and coordinated support plans, leading to improved outcomes for children.

In taking the work on parental engagement forward, staff have reflected on their successes and made a number of significant changes to their practice. Staffing structures within the school have been realigned to include dedicated family engagement staff who will continue to provide the improved contact, which families have become accustomed to since the start of the pandemic.

Teachers have reflected on the curriculum rationale and are beginning to adapt it to reflect family learning more effectively and the importance of partnership working to improve outcomes for children.

The headteacher is using pupil equity funding (PEF) to provide support in key areas identified by families. This is reducing potential gaps in access to wider learning and achievement opportunities, such as out of school and holiday learning events. PEF is now more focused on clearer identification of key groups with a focus on family learning offers and support in order to track success and inform improved outcomes for children and families.

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

The HMIE national overview found that supporting children's and young people's wellbeing remains an explicit key priority in schools. Across all sectors, staff know learners well and demonstrate a clear understanding of the needs of children, young people and their families.. There is a continued focus on areas such as supporting mental wellbeing and emotional resilience.

A strong feature of practice is the prompt support and advice which was offered by staff during the period of remote learning to learners and families through regular check-ins and communication. Schools continue to develop their use of the wellbeing indicators to support learners to reflect on their own wellbeing.

Most schools report that stronger partnership working is helping to provide additional support to individuals. However, across all sectors, there were challenges in meeting the needs of all learners in a remote learning context, particularly those learners with complex needs. Schools would benefit from targeted support and resources to help children and young people engage, and cope with the impact of COVID-19 on their wellbeing.

Teachers applied a range of assessment approaches, including self and peer assessment, to measure children's and young people's progress and identify areas for improvement. Children and young people demonstrated their learning in a variety of ways to allow teachers to assess their progress and understanding. Within the secondary sector, the assessment of young people's practical skills proved challenging during remote learning. Staff took creative approaches to reduce barriers to assessment, however difficulties remained in practical subjects.

Recognising and celebrating wider achievement continues to be encouraged, with examples of schools involving parents in tracking children's progress across their achievements. However, schools and local authorities identified the assessment of children's and young people's progress during remote learning as an area that requires further guidance and support.

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

In almost all schools, arrangements are in place to support moderation within departments and across schools. Officers in most local authorities support moderation activities in literacy and numeracy. However, gathering robust and rigorous evidence of learning was challenging in the context of remote learning.

Learners are developing a clearer understanding of their career management skills (CMS) and are able to identify a range of pathways and options. However, there is a need to achieve greater consistency across secondary schools on the application of the Career Education Standard (CES) and development of CMS in subject areas and wider school activities.

Skills Development Scotland provide professional learning for schools, local authorities and community organisations. Most schools are making good use of these opportunities to embed the CES and build the capacity of teaching staff. The delivery of career education within the curriculum and CES entitlements is not yet consistent across all schools.

[Lockdown Lowdown 3 – a survey of what young people in Scotland think as lockdown begins to ease](#) found that, for secondary education, more young people disagreed than agreed that they felt prepared for assessments, with 44% selecting strongly disagree or disagree, with only around a fifth (22%) selected strongly agree or agree. And on whether they felt confident that the teacher assessment of grades would be delivered fairly this academic year, more respondents agreed than disagreed, with 38% selecting strongly agree or agree. Around a fifth (22%) of young people selected strongly disagree or disagree.

When asked if there was anything that they would like changed about their educational arrangements, most respondents described difficulties with the assessment programme that had been put in place. Other key themes included a preference for learning in school as much as possible and difficulties learning in their home environment.

New improvement actions for the year ahead.

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 equivalence to exams and attainment.

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.

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.

Actions from the OECD implementation framework

Professor Ken Muir, University of West of Scotland, has been appointed to act as an independent advisor to the Scottish Government. Professor Muir will consider and advise on the implementation of the reform that will consider all functions currently delivered by both SQA and Education Scotland.

The Scottish Government will convene and facilitate dialogue to re-visit and assess the [2019 refreshed narrative](#) for Scotland's curriculum. This will be informed by user feedback, Professor Muir's consultation, and learning from the pandemic.

Scottish Government will co-create a new communications strategy for Curriculum for Excellence with teachers, practitioners, children and young people, and parents/carers.

Professor Muir's work will clarify roles and responsibilities in relation to the functions of Education Scotland and SQA, and their relationship to the education system as a whole. The findings will be available in early 2022.

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.

A short-life sub-group of the Curriculum and Assessment Board will be established to explore options for a sample-survey based approach to assessing progress across the four CfE capacities, and better support for teacher professional judgement and provide recommendations. The outcome of this work will be reflected in next year's NIF.

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.

Take in to account the forthcoming Regional Improvement Collaboratives' review and consider their current activities around enhancing curricular design capability.

Actions from the OECD implementation framework, and in response to the ICEA report

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.

Actions in response to the ICEA report

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.

Actions in response to the ICEA report, and the Audit Scotland report

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. This will support practitioners to understand the links and synergies across them all, communicating these to regions, local authorities and schools, and providing bespoke support where required by November 2022.

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).

Scottish Government will work towards the implementation of the actions within [the Promise 21-24 Action Plan](#).

Specific actions during 2022:

- Scottish Government will consider, with key partners including SAGRABIS (Scottish Advisory Group on Relationships and Behaviour in Schools) how we can further support schools use of relational approaches, ensuring that exclusion from school is a measure of last resort for all pupils, but particularly those who are care experienced.
- Scottish Government will consider the further actions required, with key partners, to implement the Promise within schools in Scotland.

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](#).

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'

Curriculum and assessment - case study



Staff at Townhill Primary School work collaboratively to plan, deliver and moderate learning, teaching and assessment. During the period of remote learning, staff collaborated virtually as much as possible across classes, stages and levels. Teachers used a digital platform to track pupil engagement and maintained regular contact with children and families through technology, phone calls and garden visits. This helped to identify children who were struggling with their learning in order to provide appropriate support as

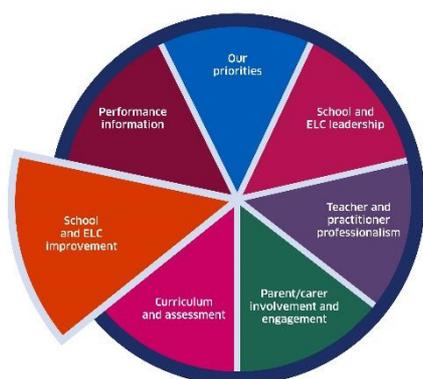
required. Staff maintained a key focus on literacy, numeracy and health and wellbeing when children were learning remotely. Regular contact with families meant staff were aware that children had very different experiences over lockdown. Teachers planned carefully to provide an appropriate balance between emotional support and furthering learning as children returned to classrooms. Once back in school, staff used a range of assessment approaches to celebrate children's learning and progress across the curriculum and to identify any gaps in learning.

Townhill Primary School's collaborative approach to planning offers supportive professional dialogue and ensures a shared understanding and expectations in terms of progress. Senior leaders participate in planning sessions and have tracking meetings with staff where the focus is on the progress of each child, as well as groups and cohorts. This enables senior leaders to gather a breadth of information on progress and attainment and to identify children who may need targeted intervention. Tracking meetings provide an overview of the pace of learner progress and ensure that everyone has a clear understanding of areas of focus and children who require additional support or challenge.

The school's assessment approaches are well-established, with regular periodic assessment as well as ongoing, formative assessment across the curriculum. This informs teacher and pupil next steps. Staff also make use of information from a range of standardised assessments. When all of this information is considered alongside teachers' knowledge of each child, it provides a holistic picture of learner progress. This has enabled staff to identify a gap in writing from nursery to P7 as a result of the pandemic, so this session staff aim to raise attainment in writing. This will be achieved by focusing on quality teaching, learning and assessment and regular moderation. Staff have revisited their agreed five part lesson model, to make it more child friendly and encourage a consistent approach across the whole school. Curriculum development sessions focus on professional reading, sharing good practice and developing approaches to improve literacy teaching and quality literacy learning walls. The goal is to close the writing attainment gap through incremental target setting, targeted support and high quality teaching.

Collaborative working and approaches to moderation ensure that teacher judgement is robust, providing an accurate reflection of each child's progress, attainment and achievement. Individual children are supported well to make progress from where they are in their learning. Tracking of achievement ensures equity for all and provides children with a variety of opportunities to develop the skills to succeed. Staff continue to discuss stretch aims to ensure they remain aspirational for the children of Townhill Primary School.

School and ELC improvement



What is this?

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

Why is this important?

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

What is the evidence telling us?

Due to COVID-19, HMIE paused inspections of school and ELC settings for 2019/2020 on 13 March 2020. However, the Care Inspectorate continued to inspect ELC settings against Key Question 5 ('operating an ELC service during COVID-19') between April 2020 and June 2021, returning to full thematic quality inspections in June 2021. The results will be published in January 2022.

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

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

There was an increase in the number of funded registrations for early learning and childcare (ELC) from 90,126 in 2020 to 91,603 in 2021. An estimated 13% of two year olds were registered for funded ELC, an increase from 9% in 2020.

Evidence from the 2021 survey of headteachers of schools in receipt of support from the Attainment Scotland Fund (ASF)¹ shows that a majority of headteachers were positive about their skills in measuring the impact of their approaches; 81% were positive about their ability to identify appropriate measures, and 79% were positive about their use of evidence to measure impact. Again, these results are similar to the 2020 survey, although they remain lower than the 2019 survey.

More than three quarters (79%) felt that they are 'very good' or 'good' at measuring the progress and impact of ASF-supported approaches, similar to the 2020 survey. It is also notable that PEF-only schools, those with lower PEF allocations and those in rural areas were less positive than others on this indicator.

A large majority (87%) of schools reported seeing an improvement in closing the poverty related gap in attainment and/or health and wellbeing as a result of ASF supported

¹ Full findings of the ASF Headteacher Survey 2021 will be published in March 2022.

approaches. This included 17% that had seen 'a lot' of improvement to date. These findings were broadly consistent across key respondent groups.

A larger number of schools (94%) expected to see improvement in closing the gap over the next few years, a 6-point increase since the 2020 survey (although this followed a 10-point reduction between 2019 and 2020). Survey responses also indicated some correlation between schools having already seen improvement, and expectations of further improvement; 78% of those who had seen 'a lot' of improvement to date expected to see 'a lot' more, compared with 28% of those who had only seen 'a little' improvement to date.

The great majority of schools (95%) felt that COVID-19 and school building closures had had at least some impact on their progress in closing the poverty-related attainment gap, very similar to 2020 survey findings. This included 54% who felt that COVID-19 and school building closures had a 'significant impact' on their progress.

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

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

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

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

Given the intrinsically linked nature of these themes, Scottish Government and Education Scotland agreed that a new programme providing oversight and coherence to race equality in Scotland's schools and education system was required. This gave birth to the Race Equality and Anti-Racism in Education Programme (REAREP) which consists of a small internal Programme Board, a larger external Stakeholder Network Group and 4 small sub groups which are currently developing actions and associated outputs and outcomes, as well as identifying sector ownership. Any new actions coming out of the programme will be included in next year's NIF.

You can find out more about the work of the REAREP here: <https://www.gov.scot/groups/race-equality-and-anti-racism-in-education-programme-stakeholder-network-group/>

New improvement actions for the year ahead.

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.

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.

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 People 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.

Scottish Government will build on Get Into Summer 2021 to deliver a summer 2022 offer for children and families in low income households which provides coordinated access to food, childcare and activities during the holidays. By summer 2023 we will build on this work to make holiday childcare provision available for all children from low income families.

Actions in response to the ICEA report

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.

Actions in response to the ICEA report, and the Audit Scotland report

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.

Education Scotland will provide up to date advice and guidance to local authorities and Regional Improvement Collaboratives in relation to high quality learning, teaching and assessment through appropriate fora during the academic session 2021-22.

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.

Actions from the OECD improvement framework, and in response to the Audit Scotland and ICEA reports

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.

Actions in response to the Audit Scotland report

The Scottish Government and Education Scotland will work with all 32 local authorities included in the Scottish Attainment Challenge to:

- support system-wide delivery of the refreshed mission for the Scottish Attainment Challenge, whilst recognising the specific contribution of education to reduce the impact of poverty.
- ensure a system-wide focus on improving outcomes for children and young people impacted by poverty, in light of the cross-cutting impact poverty has and the need to collaborate across services to improve outcomes for children and young people.
- ensure that governance and reporting arrangements, including stretch aims agreed and measured both nationally and locally, enable the system to recognise, respond to and tell the story of progress being made, locally and nationally, to improve outcomes for children and young people impacted by poverty.
- demonstrate that people are as important as processes: our joint work on governance and reporting should clarify the respective roles of key actors in the system, including Scottish Government, Education Scotland and local authorities.
- In 2022 we will publish a clear framework to support recovery and accelerate progress.

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.

Education Scotland will work with partners to design and deliver universal, intensive and targeted improvement support to the early learning and childcare sector at regional, local and setting level during academic session 2021-22.

School and ELC improvement - case study



Shortlees Primary School, East Ayrshire

The school is committed to supporting children through the pandemic. A culture of outdoor learning provides a platform for the school to plan future changes and inform their improvement journey.

Staff work closely with the local authority's outdoor learning provider to design engaging and motivating learning programmes for children and their families. This work is linked to the school's health and wellbeing framework, with a specific focus on emotional

wellbeing. Staff enhance children's skills and confidence through live and remote coaching sessions, which take place outdoors. Staff share their own fitness and mental health support strategies with parents to help promote a wellbeing centred ethos and culture. As a result of participation in the programme, families report benefits to their mental health and wellbeing. Learners are encouraged to be creative, confident and to engage in learning outdoors in an active way. The school has been awarded the John Muir Family award and an Eco Flag.

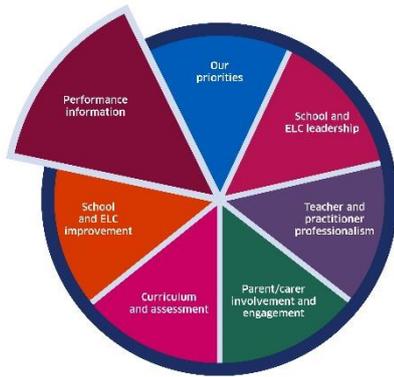
Tracking and monitoring approaches identify learners who would benefit from support to build on the school's emotional literacy work. This system includes an informal referral system that is open to both parents and staff. Staff observe that learning outdoors helps increased numbers of children to manage their own emotions and overcoming feelings of distress and anxiety.

Participation in outdoor learning webinars and team teaching upskills teachers. This work creates a learning culture with health and wellbeing at the centre of the school's approaches. Almost all classes now participate in some way with outdoor learning recognition events and all classes now learn many subjects outdoors every day. This impacts positively on children's wellbeing.

During further lockdown periods, the school extended experiences to encompass home learning. A Christmas tree wonderland project dedicated trees to local hospital heroes. Every class and family dedicated a tree to a hero of their choice. The school provided all families with a pumpkin to carve, ensuring all could participate in a Halloween pumpkin trail. Despite being unable to connect physically with the community and families directly, these experiences work to provide a tangible link between home, school and the community. A few parents report that their children are more able to self-regulate since participating in the programme. A number of families participated in the John Muir Learning Award by following a programme provided by the school and modelled by teachers. Following periods of remote learning, families who reconnected with the programme are now John Muir Ambassadors. They support the school to share their journey nationally and internationally.

With the re-opening of school buildings, the school has now identified support for children in the playground during breaks as an area for development. Solution focused approaches include additional staff training and collaboration with an outdoor agency partner. An updated charter for play and the purchase of outdoor resources chosen by the children supports children to manage their emotions during breaks. Next steps include expanding the wellbeing programme in all aspects into the Early Childhood Centre. This will include training across the school and early childhood centre and collaboration to formulate a shared programme with all pupils, staff, parents and partners.

Performance information



What is this?

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

Why is this important?

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

Scottish education and take action to improve.

What is the evidence telling us?

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

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

Data on the delivery of 1140 including how many children are accessing the entitlement in August 2021 – as at the end of August 2021, local authorities reported that:

- c. 91,000 children were accessing funded ELC as of the end of August 2021
- Of these, c. 88,000 children (97%) were accessing more than 600 hours (a rise of 10 percentage points on April 2021 figures), and c. 79,000 children (87%) were accessing the full 1140 hours funded ELC (a rise of 15 percentage points on April 2021 figures)
- There has been a year-on-year increase of c. 27% in the numbers of eligible 2s accessing funded ELC, rising from 4,711 children in August 2020 to 5,986 in August 2021.

New improvement actions for the year ahead.

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.

Actions in response to the Audit Scotland report

During the first half of 2022, the Scottish Government will carry out a formal consultation process to review the 11 key measures and the 15 sub-measures to measure progress

towards closing the poverty related attainment gap. The revised measures will be in place for the 2023 NIF in December 2022.

Education Scotland will continue to offer support to local authorities for reporting and planning, including data, aligning to the NIF for 2021-22.

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.

Actions in response to the Audit Scotland and ICEA reports

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.

Specific actions include:

- Launch Health and Wellbeing Census in LAs (August 2021) and publish results in late 2022.
- Launch Parental Involvement & Engagement Census in LAs (Spring 2022) and publish results late 2022.
- Health Behaviour in School-aged Children (HBSC) study (2022) with analysis to follow by the HBSC team

Actions in response to the ICEA report

Over the next 3 years, the Scottish Government will support the development of a Scottish Coalition for Educational Research (SCER) which aims to improve:

- The depth and quality of policy relevant educational research across Scotland, including improving the methodological breadth of educational researchers;
- Research collaboration among educational researchers and practitioners;
- The communication of educational research findings to policy and practice (knowledge exchange).

SCER will create three hubs based at the Universities of Edinburgh, Glasgow and Stirling, with proposed research activity to focus primarily on:

- Curriculum
- Educational equity, leadership and systems change
- Quantitative research in education

Performance information - case study



The Northern Alliance Regional Improvement Collaborative is diverse and spans approximately 60% of Scotland's landmass. Our schools and the children, young people and families reside in an array of communities which are unique and complex in demography, geography and economy. The relationship between deprivation and attainment is complex. To achieve equity and excellence, our understanding of place and context, as well as meaningful use of data for improvement are vital in getting it right for every child.

We have been working with the Data for Children Collaborative (with UNICEF), which includes academics from the University of Strathclyde's Fraser Allander Institute and Glasgow Caledonian University's Scottish Poverty and Inequality Research Unit. We also collaborate with East Neuk Analytics who support schools interpret and analyse data. Our collaboration has also extended beyond Scotland to India – with support from the Civic Data Lab. The aim of this collaboration is to determine what data sources and techniques best reflect the challenges of child poverty, capture the needs within individual contexts, and subsequently enable schools, settings local authorities and other bodies to plan more effective interventions to improve outcomes for all of our children and young people. As part of this process, we are also exploring how key data sources can be made more accessible to schools and settings as and when they need it.

Already, we have hosted workshops with teaching staff, educational psychologists, quality improvement officers, education support officers and attainment advisors in developing a rich understanding of the factors we need to consider in mapping the world around the child as well as illustrating that rich picture to stakeholders who can use that information to make a real difference. From our engagements, we have conducted a robust mapping of the data eco-system, drawing on education staff; local child poverty action report leads; third sector organisations; health and social care partners; economists and Scottish Government officials.

Understanding what data is collected at a local and national level and how that might be used effectively is one of our key lines of enquiry. We have also been engaging with our stakeholders to understand existing data systems and how they support their day-to-day work and how we can more effectively utilise technological infrastructure to capture and analyse data for improvement.

All this work is facilitated and enabled in collaboration with our Regional Improvement Collaborative's Data for Improvement network which is a forum consisting of local authority colleagues who share practice regarding the effective and appropriate use of

data. It is here that we have agreed to complement the work of the Data for Children Collaborative (with UNICEF) and develop 3 key areas around the use of data for improvement:

- Acceptability
- Accessibility
- Quality

Moving forward, we will continue to connect with colleagues within and beyond the region to collaborate, generate ideas and test our theories. These developments complement each other in navigating a shared path towards even more effective use of data in order to improve outcomes for children and young people, regardless of where they live and learn.

Conclusion

This year, once again, the COVID-19 pandemic has had an unavoidable impact on our schools and learners and on the National Improvement Framework and Improvement Plan. The impact of COVID-19 is continuing to place further pressure on the poverty related attainment gap, with a widening of the gap in 5 of the 11 key measures. This is despite all the hard work of school leaders, classroom teachers, school support staff, system leaders, children, young people, their carers and their families – who have all strived to ensure that learning continues despite COVID-19.

This issue is hardly unique to Scotland: worldwide, education has been impacted. A recent [report from the World Bank](#) documents evidence of pandemic related learning loss over 28 countries around the world, at all income levels.

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

Together, the National Improvement Framework and National Improvement Plan underpin our long term plans, and reaffirm our commitment to a mission to deliver excellence and equity in Scottish education that began before COVID-19, and will continue to help us build a more resilient education system for the future.



Ongoing/completed activity from the 2021 National Improvement Plan

Action	Current Position
School Leadership	
<p>SL79 Support for Into Headship will form part of our ongoing commitment to fund professional learning for teachers, including at school leadership level.</p>	<p>Ongoing Funding for the Into Headship programme is now in its seventh year, with Cohort 7 recently starting the 21/22 session. It continues to be developed through a partnership approach between Education Scotland, seven universities and local authorities and was recently positively evaluated and reaccredited by GTC Scotland. Into Headship awards the GTCS Standard for Headship, which became a mandatory requirement for new substantive head teachers on 1st August 2020. Funding has been confirmed for 21/22, intake is high and grants to universities will issue shortly.</p>
<p>SL80 We will continue to encourage more people into early learning and childcare (ELC), particularly those groups under-represented in the profession (men and minority ethnic communities) as well as in particular geographical areas.</p>	<p>Complete – business as usual We wish to develop an early learning and childcare workforce that better represents Scottish society, so we are working to encourage anyone with protected characteristics to pursue a career in ELC, as part of our ongoing priority of growing the workforce. That includes, males, those from our ethnic minority communities, those with language skills and those with disabilities. We continue to consider ways in which we can develop the ELC workforce such that it better represents wider Scottish society. ELC interests are now reflected in each of the work streams across the Race Equality and Anti-Racism in Education Programme. We will work with partners to assess the effectiveness of our actions to date in encouraging those with protected characteristics to join the ELC workforce. As well as scoping further commitments, this work will be part of our forthcoming Workforce Strategy for the ELC sector.</p>
<p>SL81 In 2020 we will work with the Council for Ethnic Minority Voluntary Organisations (CEMVO) to engage those from ethnic minority communities into ELC and support the Scottish Funding Council (SFC) challenge fund to recruit and retain males into ELC.</p>	<p>Complete To promote careers in ELC to those from diverse ethnic communities, we have funded CEMVO, an umbrella body representing Ethnic Minority communities across Scotland, to engage with these communities and raise awareness of career opportunities in the ELC sector. CEMVO has held awareness-raising across Scotland since launching their programme in December 2018, and assisted many individuals on a 1-2-1 basis with applications for courses and jobs as well as providing guidance on interview techniques. To increase gender diversity in the sector, in 2018-19, we set up a £50K challenge fund, administered via the Scottish Funding Council, to investigate innovative ways of recruiting</p>

	<p>and retaining males on ELC training courses. West Lothian College and Inverness College UHI received funding to trial different approaches to meeting this challenge. To ensure learning from this work was disseminated widely, the Men In To Early Years conference was held in Stirling on 26 September 2019. Our training programmes are showing positive signs that this work is bearing fruit. For example, around 7% of trainees on ELC Modern Apprenticeships are male. This compares with 4% of males currently working across Day Care of Children services. A figure which has previously remained steady for many years.</p>
<p>SL82 In 2020 Education Scotland will extend engagement in approaches to systems leadership via the expansion of the Evolving Systems Thinking Programme, and the Leading System Change Programme, and will contribute to whole system developments through collaboration and networking with other areas such as public health.</p>	<p>Complete – business as usual The Evolving Systems Thinking (EST) programme delivery, as was, has been paused due to participant commitments through the move to remote learning and the partial return to school. However, the programme has been developed to be available online and there is continued planning and development of a bespoke version of Evolving Systems Thinking for one local authority requested by the Senior Regional Advisor for Northern Alliance to support systems leadership work in the local authority. This work has led to the programme now being available to other local authorities across the country again. The Leading System Change programme, as was, has been postponed in agreement with ADES. A review of this work will take place in 2020/21 academic year with the aim of broadening out the programme and engage more with the Collective Leadership offer which also involves colleagues in Public Health Scotland.</p>
<p>SL83 During 2020 the Headteachers’ Charter and new national guidance on an empowered system will be finalised to support local areas in ensuring that decisions are made as close to the child or young person as possible.</p>	<p>Paused All sections of the guidance were published as agreed drafts by October 2019. Feedback was invited from this date with a focused period of engagement in place from January to March 2020. There had been limited response to the engagement prior to the outbreak of COVID-19 which resulted in a pause to this work. The School Empowerment Steering Group will continue to liaise with stakeholders to finalise and implement the guidance as appropriate. As per SL84, a new agenda on school reform likely to have some impact. School empowerment remains important to the Scottish Government and next steps will be discussed by the School Empowerment Steering Group.</p>
<p>SL84 During 2020 we will continue to work with partners to raise awareness of the guidance, helping embed it in daily school/LA practices, and continuing to measure impact/progress so we can</p>	<p>Paused As above, the Guidance is not yet finalised as a result of COVID-19. The ongoing work on school reform is likely to have some impact on this work. As above, it will be discussed again at the School Empowerment Steering Group.</p>

<p>work together to address challenges where they arise.</p>	
<p>SL85 In 2020 we will continue to work with the short-term working group on Diversity in the Teaching Profession that has been established by the Strategic Board for Teacher Education, which will look at increasing the number of teachers from under-represented groups at all levels in Scottish schools.</p>	<p>Complete The Diversity in the Teaching Profession Working Group concluded in March 2021 with the publication of Professor Arshad's report. It contains a number of areas for further development which are now being taken forward by one of the workstreams in the Race Equality and Anti-Racism in Education Programme. That workstream remains underpinned by the PfG commitment published in September 2020 which pledges to "ensure that the diversity of our society is recognised and represented in the education workforce at all levels in line with the ambitions of the Race Equality Framework. As part of this work we will address the under representation of Minority Ethnic teachers in Scotland by exploring alternative pathways into teaching for Minority Ethnic and other underrepresented groups."</p>
<p>SL86 We are in the process of establishing a Gender Equality Task Force in Education and Learning as recommended by the First Minister's National Advisory Committee for Women & Girls. Throughout 2020, the Task Force, chaired by the Deputy First Minister, will consider where gaps exist in the provision of a gender neutral experience of education and learning in Scotland, and publish a set of recommendations which will address those gaps.</p>	<p>Ongoing The Gender Equality Taskforce, originally chaired by the Deputy First Minister and now by the Cabinet Secretary for Education & Skills, 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. After two unsuccessful attempts to appoint an external contractor to develop a Theory of Change model, the aim of which is to set the way forward for achieving the Taskforce's ambitions, the Taskforce's Research Advisory Group worked with policy and analytical colleagues to develop an alternative approach to developing the model. As a result, the functions have now been split and separate tenders have been awarded to (1) The Collective and (2) the Children's Parliament (working with the Scottish Youth Parliament) who are carrying out the following functions: (1) engagement with the Taskforce itself and (2) engagement with girls and young women. The 2 organisations are working collaboratively to produce the ToC model via a series of workshops carried out in November and December 2021. The theory of change model will be produced in early 2022 and will be used by the Taskforce to decide their direction of travel and what their outputs will be.</p>
<p>SL87 Education Scotland to monitor and evaluate the participation in and the impact on school leaders from the Education Scotland professional learning and leadership online offers including: Headspace, Headteacher Blethers, International Blether series, Excellence in Headship (EiH) Learn and Stretch sessions.</p>	<p>Complete – business as usual Since January 2021, 180 new headteachers have joined the Excellence in Headship programme and have shared the impact on them during a difficult year as a school leader. We have delivered 48 sessions over the course of 2021 to directly support experienced headteachers, including a 'Learn' session on 'Leading digital culture and curriculum' which was delivered on 29th September with 10 participants joining this small and intense professional learning session.</p>

In May 2021, 137 aspiring school leaders completed Into Headship and were awarded the Standard for Headship by the GTCS. The latest cohort has 280 new participants, a record for the programme, and their first national conference took place in September. Feedback included, “I feel more confident about positioning myself as a prospective head teacher and I am starting to develop confidence that I can continue to develop the knowledge and skills the role requires.”

In May 2021, 25 new headteachers completed the In Headship programme and in September, the programme welcomed 30 newly appointed headteachers from across Scotland, supporting their transition into their new strategic role.

The Towards Headship programme, is supporting 20 experienced teachers who hold the Standard for Headship as they continue to aspire to a headteacher post.

The online offer for school and system leaders continued to grow in 2021. Our Evolving Systems Programme has been adapted to deliver as a bespoke local authority programme to meet the needs of specific context, with 57 participants engaged. We delivered 10 international blethers with 517 participants engaged. Participants indicated that:

“The development of the International aspect of CLPL has been a very welcome outcome from COVID, a game and pace changer. It has brought professional reading to life by making leaders and researchers accessible. It has started natural, thought-provoking and informed conversations around topics, a shared understanding of which would have taken a long time to embed pre-COVID”.

“The Education Scotland International series has been invaluable given the current circumstances. It has supported all levels of practitioners within the system and provided a broad range of topics. The opportunity to collaborate, share lessons learned and the responses and building back from the pandemic with international colleagues has supported at school level, local authority and for Regional Improvement Collaboratives.

Looking forward to this being an ongoing opportunity, to bring the education world closer together for the benefit of all our children and young people.”

The partnership working with our International colleagues including Prof Carol Campbell, Prof Mark Priestley, Dr Paul Bloomberg, Dr Simon Breakspear, Dr Jenni Donohoo and Prof. Pasi Sahlberg built on our initial international Blether series in 2020/21 and provided engaging opportunities for

	<p>participants to connect with other educators globally. They have resulted in ongoing partnership working. One example is the uptake of Teaching Sprints for over 300 educators in one local authority area with Dr Simon Breakspear and also 53 participants of school leaders and leadership teams as a pilot cohort on the programme Agile School Leadership Teams.</p>
<p>SL89 Teaching in a Diverse Scotland identified that more needed to be done to encourage and support leadership opportunities for Black and Minority Ethnic educators and to provide current and future school leaders with professional learning focused on anti-racist practice. As a result, Education Scotland will:</p> <p>a) Include case studies on BME teachers who have participated in the professional learning and leadership programmes, in evaluation activity and promotional materials.</p> <p>b) Revise online modules for Into Headship: Education Law and Employment Law.</p> <p>c) Deliver EiH Learn sessions for headteachers focused on diversity in the teaching profession and the role of headteacher offered across the country.</p> <p>d) Work with partners to offer a range of opportunities to explore anti-racist practice and education across a range of programmes.</p> <p>e) Maintain an ongoing revision of programme materials (PPTS, handouts) to ensure that visuals/ examples are more representative of the teaching profession.</p> <ul style="list-style-type: none"> • • f) Engage with BME educator networks to share messages about recruitment to 	<p>Complete in parts – others ongoing</p> <p>a) Two case studies have now been developed. One will be submitted to feature in the NIF publication based on the driver Teacher Professionalism. This has been produced by a teacher of colour on the Scottish Association of Minority Ethnic Educators (SAMEE) Leadership programme funded as part of the CERG workforce support package. This case study outlines the support received by the programme but also highlights challenges in the system preventing Black and Minority Ethnic (BME) educators from progressing into leadership positions. The case study has been shared anonymously. The other case study is written by a participant of the PLL programme Middle Leaders Leading Change and the impact this has had on her practice and leadership. It will be featured on the PLL blog at the end of 2021 or beginning of 2022.</p> <p>b) All aspiring school leaders in Scotland are now required to undertake mandatory anti-racist professional learning as part of the Into Headship course modules. The professional learning was co-constructed with BME educators.</p> <p>c) A series of 3 sessions for headteachers engaged in the Excellence in Headship series was delivered in 2020/21 academic session. The final of the series of 3 sessions was delivered on 22nd February 2021 with 22 attendees. We believe the move back to remote learning in January 2021 and the pressures this had on headteachers in particular impacted on the attendance figures, which were lower in the final session compared to the previous sessions. The delivery of this anti-racist professional learning for headteachers is now complete and an ongoing part of the EiH Learn offering from next academic session.</p> <p>d) Work is underway on the Race Equality and Anti-Racism Programme board agreed Building Racial Literacy professional learning offer to support anti-racist approaches across the education system. This is being co-constructed with partners including the Coalition for Racial Equality and Rights (CRER), Scotdec and Scottish Association of Minority Ethnic Educators (SAMEE). Delivery of the programme is estimated to start in January 2022 with a prototype. We have embedded anti-racist professional learning across our range</p>

<p>programmes and the wider professional learning offer.</p>	<p>of Professional Learning and Leadership (PLL) offer and this approach is business as usual for the team and will evolve.</p> <p>e) The standardised PLL template team slides have been updated in the first quarter of this year to ensure images are representative of Scotland's educators and wider population. A review of promotional materials is part of the annual cycle.</p> <p>f) As part of the CERG Workstream 6 coaching and mentoring offer, Education Scotland and GTC Scotland worked with SAMEE in three ways. The first, to deliver their bespoke Leadership and Mentoring Programme for 28 BME educators. The second area of this work included peer-to-peer-mentoring. The third area involved working with 28 BME teachers in mentoring through preparation for promotion to leadership roles. (See SL90 for evaluation of this work). In addition to this PLL team members attended a BME educators network meeting on 5 May to discuss recruitment into the PLL team and offered a session on programme recruitment. The main programme recruitment period has now concluded for this academic session and working with stakeholder groups has now been established as one of our working principles across the team to support inclusive programme recruitment. We are now engaging with this work as part of our ongoing work.</p>
<p>SL90 Working with key partners, Education Scotland will pilot and evaluate offers to support reflective supervision for educators. This reflective supervision offer is to support the mental wellbeing of staff who provide regular, close support to children, young people and families who themselves have experienced, or are experiencing their own significant distress and/or trauma.</p>	<p>Complete As part of the CERG funded workforce support package, support for mental health and wellbeing in 2021 has been offered by Barnardo's Scotland and Place2Be. The main objective of the Barnardo's offer was to enable staff to provide 'spaces for wellbeing' through a series of workshops. Place2Be offered a series of 'Place2Think' sessions which were designed to support both classroom-based staff and headteachers to reflect on their own psychological and emotional needs in response to the challenges raised by the pandemic. Place2Be also offered a series of webinars on different topics which were open to the wider education workforce. Both organisations have shared positive feedback from participants, much of which focused on an appreciation of the space to think differently. Key themes that have emerged are around empowerment and permissions where staff at all levels report feeling unable to take the time to focus on their own mental health and wellbeing. However, after engaging with the support offered they felt better equipped and empowered to support their own mental health and the wellbeing of those they support and lead. From January 2021 to date, 199 practitioners have engaged with the reflective supervision work from Barnardo's and 425 practitioners have engaged with the Place2Think offer from Place2Be.</p>

	After a procurement exercise, a revised package of support is now available offering access to coaching, reflective supervision, ongoing development opportunities for early career teachers and tailored professional learning for BME educators.
SL91 Education Scotland will hold a series of International Leadership Seminars during 2021 which will enable wider engagement across the system including with practitioners, school leaders and system leaders.	Complete A total of 10 International Series sessions have been delivered since December 2020 with a total number of 507 practitioners, school and system and leaders registered (including repeat engagements). The highest registered session was 'Whole system curriculum making' with Professor Mark Priestley with 89 attending. This current series has ended for the 2020/21 academic session and future planning for system work is underway.
Teacher professionalism	
TP01 The intention remains to fund professional learning for teachers in this area (Masters level Professional Learning) including at school leadership level.	Ongoing The Scottish Government continues to support Masters-level learning for teachers through the Teacher Education Partnerships with £750,000 funded in 20/21. A further £750,000 funding has been confirmed for 2021/22 and Teacher Education Partnerships have been notified of their allocations for this year's funding and grant letters are now being prepared.
TP07 GTCS have strengthened accreditation procedures and are also reviewing the professional standards which, in time, are likely to require ITE courses to be amended.	Complete GTC Scotland have reviewed and revised the Professional Standards following consultation. Final approval by Council was achieved at the end of 2020. The new Standards have now been published and went live on 2 August 2021.
TP31 Education Scotland will be commissioning new STEM related professional learning to complement that provided through existing programmes, including CLPL related to numeracy and mathematics.	Complete The STEM enhanced professional learning grants programme, operated by Education Scotland, will provide professional learning in financial year 2021/22 to an estimated 13,400 practitioners in 759 establishments.
TP32 Additional collaborative professional learning opportunities in STEM will become available through the activities of the college-led STEM Hubs.	Ongoing Colleges have continued to build up these partnerships and to provide professional learning and increased engagement activity. The Partnerships bring together key regional stakeholders to drive progress around STEM and actions are co-ordinated through a national steering group.
TP34 A Young STEM Leaders programme to grow mentoring and inspiration for STEM for young people by young people will be established.	Ongoing The programme is offered at Curriculum for Excellence Second, Third and Fourth Levels, underpinned by a framework that identifies the skills, knowledge and behaviours expected of a young STEM leader. The Scottish

<p>There will be piloting in the first half of 2019 with the programme starting to be rolled out in the second half of the year.</p>	<p>Schools Education Research Centre – SSERC – who operate the programme, have made the SCQF accredited awards available as a Scotland-wide initiative. The aim is for at least 7,000 young people to be involved in the academic year 2021/22.</p>
<p>TP86 In 2020, the Scottish Government will consider how the support and learning for probationer teachers on the TIS and FR can be strengthened to provide greater consistency towards achieving full professional registration with the GTCS and, working with key stakeholders, we will take steps to identify and agree what additional areas of professional learning are needed to improve the support available to post probation teachers.</p>	<p>Complete Additional support for early career teachers has been developed in partnership and agreed through the workforce support workstream of the COVID-19 Education Recovery Group. This package of support was launched in September 2020 and has been implemented throughout the 2020/21 session including the creation of the Stepping Stones programme, delivered in partnership with GTC Scotland. 871 early career teachers engaged with this offer in 2020/21 and with funding approved it continues into the 2021/22 academic session with an additional 171 new participants so far. Participants have been able to co-construct and help shape the offer to ensure it is meeting the needs of participants.</p>
<p>TP89 Supporting Teacher Leadership participants have been invited to the TLP summit to promote the programme as a next step for TLP participants.</p>	<p>Complete – business as usual Supporting Teacher Leadership participants shared their experiences at the Teacher Leadership Summit in June 2021 and will continue to do so as an ongoing part of the TLP.</p>
<p>TP90 Recent development of the endorsement process is expected to result in an increase in the number of programmes being submitted for endorsement and therefore the scope of activities on the online resource will grow.</p> <p>Increased regional working by the PLL team and delivery of the programmes on a regional basis is expected to raise awareness of the online resource across Scotland. Additional communications may be needed in certain areas to promote the online resource.</p>	<p>Complete – business as usual Endorsement of professional learning programmes continues with 74 current programmes endorsed (an increase of 13 since the last reporting cycle).</p> <p>Recently endorsed programmes include:</p> <ul style="list-style-type: none"> • We:Align Coaching Programme via Sarah Philips Coaching • Resilience and Wellbeing for Educators via iHeart • Google for Education Teacher Centre via Google • Digital Leadership Programme via North Lanarkshire Council <p>There are approximately 25,600 registered users of the online resource which continues to develop with new and revised Professional Learning Activities (PLAs) to reflect the changing context. PLAs are self-directed learning modules open to anyone wanting to engage in further learning in a particular curriculum or leadership area. There are now over 82 PLAs available to practitioners and new additions include three PLAs on anti-racism Becoming an anti-racist educator; Talking about racism: steps to improve racial dialogue in education and Racial trauma: consequences of racism on mental wellbeing. Other PLAs added in 2021 include Establishing a differentiated classroom and Supporting</p>

	learners with additional support needs in a mainstream classroom.
<p>TP91 Within the PLL programmes being offered, Excellence in Headship offers a session that directly supports the health and wellbeing of headteachers and their teams ('Creating a mentally healthy school' and 'Coaching: Developing a Community of Practice'). Other programmes will also, where possible, include content relevant to health and wellbeing.</p>	<p>Complete – business as usual <u>Teacher Leadership programme (TLP)</u> In March 2021, Clare Lavelle, Managing Director of The Hive of Wellbeing, delivered two TLP+ sessions – one for participants (15 attendees) and one for teachers in the system providing support to participants in the Critical Friend role (15 attendees) – focusing on their health and wellbeing. Barnardo's delivered a TLP+ session on supporting children's mental health in March 2021 with 14 attendees.</p> <p><u>Stepping Stones programme</u> Gavin Oates has delivered a health and wellbeing session to 15 Stepping Stone programme participants. "I have never felt so inspired by a CPD session ever! I am a relatively new teacher (4 years in) and I resonated with everything Gavin said about staff who shouldn't be in the job at all. Let's start making a change - one Mary Poppins at a time!!" Event evaluation from a participant.</p> <p><u>School leaders</u> In addition to the planned 'Creating a mentally healthy school' and 'Coaching: Developing a Community of Practice' sessions, EIH has also delivered sessions around 'Headteacher Resilience' and 'Conflict Resolution' in the last quarter of 2020 and the first quarter of 2021. EIH Stretch also provided a session dedicated to health and wellbeing led by Karen Edge with 54 participants attending. Participants shared their learning from the event and their priorities for taking this learning forward. "The opportunity to discuss real-life issues with fellow professionals and also to know that it is okay and actually important to put my HWB at the forefront." "It will help me to re-evaluate some of my current practice to ensure I have a healthier work/life balance and project that more clearly to others also (I say it to them, but don't always model it!)."</p>
<p>TP92 Education Scotland is engaging with teacher unions and employers to increase the support available to teachers including the creation of a teacher innovation fund.</p>	<p>Superseded Due to COVID-19, funding originally allocated to take forward the work of the Enabling Teacher Agency group (which included an Innovation Fund) was re-profiled by Scottish Government to provide more urgent support for educator wellbeing through Workforce Support Workstream of the COVID-19 Education Recovery Group. Working in partnership with Professional Associations, GTC Scotland, ADES, COSLA, Scottish Government and Education Scotland, a package of support that included:</p> <ul style="list-style-type: none"> • Barnardo's Scotland supported the wellbeing of staff through 'spaces for wellbeing'

	<ul style="list-style-type: none"> • ‘Place2Think’ sessions to support both classroom-based staff and headteachers to reflect on their own psychological and emotional needs in response to the challenges raised by the pandemic. • 1:1 coaching provided by KnowYouMore for headteachers, teachers in pastoral or child-protection roles, teachers new to post, early career teachers who were registered on the Stepping Stones programme, leaders in early learning and CLD managers. • Coaching, leadership and mentoring offers for Black and Minority Ethnic educators provided by the Scottish Association of Minority Ethnic Educators (SAMEE). • The Stepping Stones programme delivered in partnership with GTCS with the aim of supporting teachers in their first four years post-probation. <p>Reporting on this funding is shared as part of other NIF actions (see SL90, TP103 and TP104).</p>
<p>TP93 A collaborative system leadership EiH Learn session consisting of a number of days that will deepen professional knowledge and practice through collaborative professional enquiry and research linked to international research will be introduced as part of the overall EiH programme.</p>	<p>Complete In the academic session 2020/21, a new programme Excellence in Headship (EiH) Stretch was launched. 54 experienced headteachers engaged in collaborative enquiry to explore, analyse and suggest improvements to aspects of the education system in Scotland, including assessment and qualifications; equalities and reference to international education systems for learning related to the Scottish context. An event entitled, 'Scotland Listens: An opportunity to interact with the think pieces from the Excellence in Headship Stretch programme' in December will see headteachers sharing their learning, thinking and recommendations with colleagues across the system to influence and shape system thinking.</p> <p>“The past 18 months has forced many school leaders into an increasingly operational role as they cope with the demands of the pandemic. It has been important to try and retain a strategic, outward focus during this time and plan to build on the many positive changes that have taken place as a result of new ways of working. The involvement in the programme has been a significant support, enabling me to spend time with colleagues from across the country, sharing our experiences of leading during a pandemic but also to challenge our thinking and maintain a empowered focus in what had been a very challenging time in school leadership.” (Participant in the EiH Stretch programme)</p>
<p>TP94 The Masters Framework Working Group chaired by Education Scotland and including university partners has identified planned next steps including developing new</p>	<p>Complete Masters guidance has been updated based on the work of the Masters Framework working group. The Masters guidance is held on the Education Scotland Professional Learning Resource. This guidance includes pathways updated by university providers to clarify the options which</p>

<p>guidance to support practitioners in identifying future pathways towards Masters.</p>	<p>potential participants have to work towards a Masters. The guidance includes information about the benefits of Masters studying and also includes case studies from previous participants. The website is live and was shared via a short video (https://drive.google.com/file/d/1_ytJf51NkAl--Q9cogBArsUpaAsm0PN4/view?usp=sharing) with the Scottish Council of Deans to keep them updated on the completion of the work and to ensure that the information will be regularly reviewed and updated.</p>
<p>TP95 We will continue to encourage more people into teaching, particularly those groups under-represented in the profession (men and minority ethnic communities) as well as in particular subjects (STEM) and geographical areas.</p>	<p>Ongoing The recruitment campaign “That’s What Teaching Taught Me” for entrants into Initial Teacher Education in August 2022 commenced on 8 November.</p>
<p>TP98 To support the new Initial Teacher Education self-evaluation framework, a second self-evaluation symposium will be held in 2021 with ITE providers focused on diversity and health and wellbeing.</p>	<p>Complete Findings from application of the framework in relation to numeracy have been published, following a symposium event held on 8 October 2019 involving all 11 ITE institutions. Due to COVID-19, plans for symposium events in 2020 were cancelled. The latest symposium event was held on 8 June 2021 in which each of the providers of ITE shared how they are preparing student teachers to support health and wellbeing in the classroom and also diversity.</p>
<p>TP99 As part of the Education Scotland Scottish Attainment Challenge (SAC) plan, milestone 1b focusses on supporting practitioners to network and share knowledge of what is working well to support the educational recovery of the most disadvantaged children and young people. This will be achieved in collaboration with partner organisations and practitioners to encourage sharing knowledge around the system through a range of approaches including for example, Education Scotland’s Blether series.</p>	<p>Complete Final three sessions from the plan have been delivered: 1. SAC Wee Blether – Where next for the Scottish Attainment Challenge 2. SAC Sharing Practice Session - Creating a Culture for Equity – Care Experienced and Vulnerable learners. 3. SAC Wee Blether – Transitions through an Equity Lens All three sessions were positively received.</p> <p>Milestone group have learned a lot about the process in the last year and have identified further ways this could be improved if this was to be carried forward as well as potential themes for sessions. Proposals from group have been put forward for SLF.</p>
<p>TP100 Education Scotland will put in place a quality assurance process by April 2021 to ensure that all professional learning activities (PLAs) are of a consistent and high standard. Processes will be established and in</p>	<p>Complete The following series of webinars took place in 2021:</p> <ul style="list-style-type: none"> • Equity and care experienced children and young people • PEF: Effective use of data • Evidence based interventions • Effective Multi Agency Practice: Considering community approaches

<p>place to ensure online content is refreshed, PLA material is updated and the impact of implementation is evident. Materials will be developed and utilised. Increased practitioner skill and confidence will be evidenced through course evaluations initially.</p>	<ul style="list-style-type: none"> • Outcomes and measure <p>In addition these were recorded and published on the National Improvement Hub. The aims of the sessions were to support practitioners and leaders working with learners and families, especially those affected by poverty. All sessions were quality assured and feedback from attendees was positive. A fuller programme is in place for 2021/22.</p>
<p>TP101 To support the mental health and inclusion of vulnerable children and young people (CYP), and their families during the recovery from COVID-19, thereby addressing the achievement gap, Education Scotland will undertake the development of a self-evaluation tool kit for practitioners to support the implementation of GIRFEC for all learners (GIRFL), which will be championed by, and in, RICs to ensure a better balance of mental health. Inclusive teaching and learning offers and the rights of CYP will be incorporated into all of Education Scotland's activities.</p>	<p>Complete The Getting it Right for all Learners Toolkit was published on the National Improvement Hub in May 2021: https://education.gov.scot/improvement/self-evaluation/getting-it-right-for-all-learners-during-covid/ and has had 561 page views. Raising awareness and supporting its implementation with RICs is now part of ongoing business.</p> <p>A range of resources have been developed and published on the National Improvement Hub to support inclusive practice, relational approaches and mental health and wellbeing for practitioners and children and young people. https://education.gov.scot/improvement/learning-resources/nurture-and-trauma-informed-approaches-a-summary-of-supports-and-resources/ 1,492 views (published) March - September 2021</p> <p>https://education.gov.scot/improvement/self-evaluation/inc83-nurture-adverse-childhood-experiences-and-trauma-informed-practice/ 1,693 views December 2020 – September 2021.</p> <p>https://education.gov.scot/improvement/learning-resources/resources-for-school-staff-to-support-positive-mental-wellbeing-of-children-and-young-people/ 7040 views December 2020- September 2021</p> <p>https://wakelet.com/wake/OF4Wn9vgZMTRJKa2QN1Yk 293 views</p> <p>A Team space has been made available for Educational Psychologist trainers and ES which has allowed the Compassionate Connected Community professional learning to be updated to facilitate virtual presentations over ten sessions for the current context.</p> <p>Update re Cycle of Wellbeing The Cycle of Wellbeing page has had 1671 page views since it was published on 16 November 2021, with users spending an average 4:03 minutes on the page.</p>

	<p>These approaches are complemented by further support for school staff to enhance understanding and support for mental health and wellbeing through schools. During the COVID-19 pandemic we have sought to increase support available to children and young people, as locally as possible.</p> <p>Counselling support is now available in schools across Scotland, initial evaluations confirm that this has been very beneficial to children and young people who have accessed services. We have also provided new online professional learning on children and young people’s mental health and wellbeing, including support for the wellbeing of school staff, within the context of a whole-school approach to wellbeing.</p> <p>We have also published guidance on whole-school approaches to mental health and wellbeing in schools, to further support schools and school staff in their support of their pupils.</p> <p>The evidence provided by the health and wellbeing census will ensure local and national priorities can continue to be aligned, and actions can be streamlined to priorities. It will also support schools and education authorities to identify issues children and young people are concerned about and to tailor their learning in PSE, and their advice and support services accordingly.</p>
<p>TP102 Education Scotland will adapt the Teacher Leadership Programme and Supporting Teacher Leadership Programmes to be delivered exclusively online, with a mixture of online meetings, networking events and self-directed learning modules. This will include the introduction of online twilight workshops with practitioner input into content and themes. Continuation of Blethers to provide professional dialogue and networking opportunities to a wider teacher audience.</p>	<p>Complete The Teacher Leadership Programme and Supporting Teacher Leadership Programmes were successively adapted to be delivered exclusively online, with a mixture of online meetings, networking events and self-directed learning modules. More than 100 participants are on the Teacher Leadership Programme and currently more than 30 on the Supporting Teacher Leadership Programmes.</p> <p>Online twilight workshops were introduced with practitioner input into content and themes and included 2 anti-racist workshops by members of SAMEE (Scottish Association of Minority Ethnic Educators) on critical race theory and decolonising the curriculum were delivered between Dec and March 2021 and were recorded and available to participants to watch anytime.</p>
<p>TP103 Engagement in the Workforce Support package of resources including coaching and mentoring and reflective supervision, including participants’ evaluations, will be monitored to ensure the concepts are useful for participants.</p>	<p>Complete – business as usual This work forms part of the offer from the Workforce Support Workstream of the COVID-19 Education Recovery Group (CERG). The first year of this workforce support package has ended. Evaluations continue to be gathered by partner providers to evidence the impact of this work. As with other elements of the CERG Workstream Package of support, planning is under way to take this work forward over the</p>

	<p>course of 2021/22. The procurement process is being followed to select providers to take forward this work over the course of 2021/22 as part of the continued package of support the education workforce.</p>
<p>TP104 Education Scotland will deliver the post probationer package of support 'Stepping Stones: Support for teachers in their early career'. The Stepping Stones programme will include a dedicated space on the Education Scotland Professional Learning resource providing access to a series of workshops, online 'Blethers' and specific PLAs. There will additionally be a Stepping Stones Community on Microsoft teams to allow sharing, networking and collaboration. In this way the programme will provide an element of peer support for teachers for their own wellbeing.</p>	<p>Complete – business as usual The Stepping Stones programme was launched with the aim of increasing the confidence, skills and knowledge of teachers in their first four years post-probation and is delivered in partnership with GTC Scotland. It was recognised that the pandemic led to disruption to the learning of early career teachers therefore the programme offers opportunities for early career teachers to engage in professional dialogue with peers, develop their knowledge and understanding of the curriculum to enhance their practice and to support their capacity to support learners. Themes of the professional learning sessions included interview skills, culturally responsive pedagogy, health and wellbeing and preparing for PRD. In evaluation of this work, almost all (between 91% and 100%) of participant feedback affirmed that the workshops have supported them to develop knowledge and understanding, to reflect on their practice and link this to our Professional Standards. 871 early career teachers engaged with this offer in 2020/21 and with funding approved it continues into the 2021/22 academic session with an additional 171 new participants so far. Participants have been able to co-construct and help shape the offer to ensure it is meeting the needs of participants. As well as peer support, practitioners have also benefited from the offer of coaching from Middle Leader's Leading Change programme participants and self-directed learning through Professional Learning Activities (PLAs).</p>
<p>TP105 Professional learning and support for languages will be provided through funding for local government for languages 1+2, through Scotland's National Centre for Languages, SCILT, by Education Scotland and through the British Council's Modern Language Assistant Programme.</p>	<p>Completed Local authorities received additional funding of £2.4m to support implementation of the 1+2 policy during 2021-22, bringing the total provided to £35.6m since 2013. Annual grant funding also continues to be used to support the activities of key delivery partners. Our regular surveys of local authorities on implementation of the 1+2 policy indicate that the majority of schools are now delivering it to learners, providing language learning from P1 onwards. The most recent survey was conducted during Spring 2021, and the findings will be published in due course.</p>
<p>TP106 To promote the recruitment of Gaelic teachers, the Scottish Government is funding a Gaelic Teacher Recruitment Officer at Bòrd na Gàidhlig (BnG) to attract Gaelic speakers into the profession. A range of promotional materials have</p>	<p>Ongoing GTC Scotland have carried out a survey of registered staff highlighting circa 700 individuals are interested in Gaelic CPD. We are now looking at how this information can be converted to support for these teachers.</p> <p>SG has set up a group to look at Language Assistants and CNES are working on the HR issues around this</p>

<p>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>development with a course also in development at the Gaelic College, SMO. SG has supported SpeakGaelic, which widens access through a free multi-platform resource for anyone interested in learning the language.</p>
<p>TP107 To support the new Initial Teacher Education self-evaluation framework, a second self-evaluation symposium will be held in 2021 with ITE providers focused on diversity and health and wellbeing.</p>	<p>Complete The second Self-Evaluation Framework for Initial Teacher Education (ITE) symposium was jointly hosted by Education Scotland and Scottish Council of Deans of Education (SCDE) on Tuesday 8th June with 107 educators from across Higher Education Institutions (HEIs); agencies including Education Scotland and GTC Scotland; local authorities and Regional Improvement Collaboratives attending. The event included detailed reflection around the preparedness of student teachers to support the health and wellbeing of pupils and to examine the theme of diversity within ITE. An evaluation survey was shared and 45 participants completed the survey with 40 rating the event as 'excellent' or 'very good.' "Breadth of learning opportunities, keynote speeches, and smaller workshop spaces. Great to hear about work in other ITE programmes and use this to critically reflect on our own practice." "Interesting topics and discussions that allow us to reflect on and challenge our practices." (Attendee evaluations). A working group is being set up by SCDE to take forward work from this symposium and the third symposium is provisionally booked as a face-to-face event in October 2022.</p>
<p>Parental engagement</p>	
<p>PE04 Early Learning and Childcare Quality Action Plan includes a commitment to increase support for evidence-based family learning to embed this in the early learning offer for families facing disadvantage.</p>	<p>Ongoing The Scottish Government's Programme for Government 2019/20 committed to provide £500,000 to establish the Family Learning Scotland Programme. People have been contracted to train and support up to 432 early years practitioners across Scotland over a 2 year period, to December 2021, to implement the Peep learning together programme training and the Peep progression Pathway. To support ongoing development, as at October 2021, every local authority has a Peep Practitioner Champion to support the further embedding of the approach.</p>

<p>PE18 Scottish Government to work with the GTCS/Scottish Education Workforce Council to review and improve the Initial Teacher Education and Continuing Professional Development offer to headteachers in relation to parental engagement. Detailed commitments will be contained in a National Action Plan on Parental Engagement and Family Learning by June 2018.</p>	<p>Complete – business as usual The Scottish Government and COSLA published the “Learning Together” National Action Plan in August 2018. The plan contains a number of actions relating to workforce, professional development and skills. These actions continue to be progressed in partnership with Education Scotland and GTC Scotland. An Initial Teacher Education Knowledge Exchange Group was also re-convened by Education Scotland in 2021. This includes representatives from initial teacher education universities across Scotland who meet to share knowledge and best practice about how student teachers, probationers and post-probationers learn about parental involvement, parental engagement, family learning and learning at home.</p>
<p>PE30 Almost double the hours of early learning and childcare to 1140 per year</p>	<p>Complete 1140 hours of childcare came into force on 1 August 2021. Every Council has confirmed that all eligible children who applied have been offered an 1140 place, and that these places have been delivered.</p> <p>Data returned by local authorities indicates:</p> <ul style="list-style-type: none"> • 90,890 children were accessing funded ELC as of the end of August 2021. • Of these, 88,122 children (97%) were accessing more than 600 hours, and 79,262 children (87%) were accessing 1140 hours funded ELC. • A year-on-year increase of 27% in the numbers of eligible 2-year-olds accessing funded ELC, up from 4,711 in August 2020 to 5,954 in August 2021. • Local authority ELC workforce has increased by 7,942 FTE since 2016/17, including an increase of 757 FTE since April 2021. <p>there were 912 projects in the capital programme, 81% of which are now complete.</p>
<p>PE36 The joint Scottish Government/COSLA “Learning Together” Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: review and strengthen statutory guidance in time for academic year 2019/20</p>	<p>Paused c-19 A working group was set up to develop fresh statutory guidance. The group met four times over the course of 2019, and developed draft amended guidance by the end of August 2019. This guidance was consulted on from January - June 2020 and responses were published, where permission was given, on 5th August 2020. The responses can be found here - https://consult.gov.scot/learning-directorate/parental-involvement-act/consultation/published_select_respondent.</p> <ul style="list-style-type: none"> • The responses to the consultation on the revised statutory guidance have been analysed and a report with the findings will be issued in due course. The cross stakeholder parental engagement steering group (including Scottish Government, ADES and national parent organisations NPFS and Connect) agreed to postpone the work to finalise

	<p>and then issue revised guidance at this time, and the work has continued to be paused on the basis that education authorities and schools are dealing with COVID-19 and have limited capacity to prepare for and implement refreshed statutory guidance until the demands from the pandemic have subsided. The Learning together Steering group will meet in January 2022 where they will consider and decide if work to publish fresh guidance should be part of the new "pandemic recovery" parental engagement vision/plan which will succeed the Learning Together plan.</p>
<p>PE38 The joint Scottish Government/COSLA “Learning Together” Action Plan was published on 21 August 2018. The plan contains a variety of national actions in relation to both involvement and engagement which will be implemented in 2019, including: raise awareness of participatory budgeting amongst parents</p>	<p>Ongoing The Learning Directorate's Parental Involvement Team continue to liaise with SG colleagues who lead on Participatory Budgeting (PB) to ensure that steps are taken to further raise awareness amongst parent organisations and across local authorities and Parent Councils of the potential to use PB to deliver on their aims. The National Parent Forum of Scotland have highlighted the potential for participatory budgeting to Parent Councils via social media. A group of practitioners interested in Participatory Budgeting in Schools was established and brought together by Education Scotland, with invites to the Parental Involvement Team. Resource pages to identify and share practice and learning have been developed and are available online and on the National Improvement Hub.</p> <p>In 2020 a National PB Strategic Group was established and developed a framework for PB, including ambitions, intentions and strategic areas to focus energy. The Framework for the future of Participatory Budgeting in Scotland was completed in summer 2021 and education is one of five themes in the new Framework. The three key education priorities are: supporting high quality PB processes in education; encouraging a focus on developing PB further in secondary schools; and advocating for the ongoing development of PB as a tool to address challenges of poverty and inequality experienced by children by supporting the Pupil Equity Fund and Scottish Attainment Challenge. The role of parent organisations and Parent Councils will be important to help support and drive the delivery of these priorities in collaboration with key stakeholders nationally and locally.</p>
<p>PE39 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</p>	<p>Partially completed – now closed The first meeting of a national working group was held in August 2018, a second meeting on 18 January 2019. A survey of local authorities was issued in late 2018 in order to provide more comprehensive information on access to home/school link workers, current coverage and the various models being adopted by local authorities. Education Scotland published additional guidance on the home/school link worker in March</p>

<p>will be implemented in 2019, including: work with local authority partners to increase access to home-school link workers and similar roles</p>	<p>2019: https://education.gov.scot/improvement/Documents/par2-section9-mar19.pdf</p> <p>The survey information gathered via local authorities in late 2018 and early 2019 indicated that whilst the original Programme for Government commitment to provide access to a home school link worker for every school was not achieved, the additional funding from the Scottish Attainment Challenge and Pupil Equity Funding had helped to expand access to home-school link workers across Scotland, and that those roles were making a positive contribution to the work of schools.</p>
<p>PE40 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: invest in the Parent Club marketing campaign</p>	<p>Complete A joint literacy/numeracy and Eat Better, Feel Better campaign ran in 2019 and independent evaluation is complete. All planned topics were consolidated to the Parent Club website increasing visibility of the content and cost effectiveness. A "Read, Write, Count" focused Parent Club targeted campaign was carried out in November 2020 on a smaller scale than in previous years, to coincide with the gifting of activity bags and evaluation of that project is due to be carried out in 2021. A "Read, Write, Count" focused Parent Club targeted campaign was carried out in November 2020 on a smaller scale than in previous years, to coincide with the gifting of activity bags and evaluation of that project will be carried out as part of a wider evaluation of both the Bookbug and the Read, Write, Count projects. This is due to be carried out in early 2022 engaging with pupils, parents and practitioners up to Primary 6 to establish the impact both projects are having on pupils' learning of literacy and numeracy. In addition - and in response to COVID-19 - a wide range of school-related parent information and advice was developed for the new, dedicated Coronavirus Parent Club page. This included advice on blended/remote learning, school closures, the re-opening of schools and other education settings and a variety of associated as well as further specific COVID-19 issues (e.g. Additional Support Needs). Social media content was developed and shared and core Q&A information was provide to parents via the Parent Club web pages.</p>
<p>PE70 Education Scotland will continue to hold the Family Learning National Network meetings which brings together practitioners, academics, researchers and policymakers who share good practice and expertise.</p>	<p>Complete – business as usual There has been regular communication with members of the Family Learning National Network with meetings focusing on areas such as: family learning links and legacy planning in support of COP 26, the Child Poverty Action Group report on financial capability for families, Save the Children - whole school approach to engaging families and Summer programmes with family learning practitioners being invited to share their plans.</p>

<p>PE72 Education Scotland will work with local authority partners, colleges, third sector and other partners to develop case studies which will highlight examples of interesting practice and evaluation strategies.</p>	<p>Complete Moorfoot Primary School, Abercromby Primary School and Holyrood Secondary School case studies were published on the National Improvement Hub towards the end of the year in 2020. To date there has been a number of page views for the case studies since publication</p>
<p>PE74 Education Scotland will continue to work with Regional Improvement Collaboratives, local authorities, practitioners, Scottish Prison Service, Colleges and Universities, Early Learning and Childcare settings and schools during 2020/21 to help them further develop approaches to family learning.</p>	<p>Complete The Family Learning Framework was updated in February 2021 - https://education.gov.scot/improvement/practice-exemplars/family-learning-framework/. The framework has been promoted by the ES Comms Team, through various networks and national, regional and local webinars, as appropriate, to support a consistent and structured approach to family learning provision in Scotland.</p>
<p>PE75 Education Scotland will conduct a thematic inspection review of family learning in 2020.</p>	<p>Complete This report was published on 17 February 2021. The report, an accompanying presentation and sketchnotes of specific exemplification can be found at this link. https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/engaging-families-in-learning-a-thematic-inspection-of-family-learning/ This report explores the impact of schools and other settings working with families to improve learning and achievement. It identifies the key features of highly-effective practice in engaging families in learning and provides examples of quality family learning which are helping to secure better outcomes for children and young people. The case studies of practice in the report, captured before COVID-19, have been revisited to see how the identified settings and services have engaged families in learning during educational recovery.</p>
<p>PE76 Education Scotland will continue to promote and support its Review of Learning at Home and it's Family Learning Framework alongside its work to support family learning.</p>	<p>Complete The Review of Learning at Home and the Family Learning Framework has been updated and promoted at all appropriate professional learning online sessions. Both resources have been widely used by local authorities to develop their parental engagement and family learning strategies and recovery plans.</p>
<p>PE79 Scottish Government will work with partners to develop accompanying advice and support materials during the course of 2020. These will be provided alongside the final statutory guidance.</p>	<p>Paused C-19 All sections of the Empowered System guidance, which included the Parents and Carers section, were published as agreed drafts by October 2019. Feedback was invited from this date with a focused period of engagement in place from January to March 2020. There had been limited response to the engagement prior to the outbreak of COVID-19. The feedback mechanism remained open until June 2020, with no additional comments received during this extended time.</p>

	<p>The agreed draft guidance remains available from the Education Scotland empowered system web page at: https://education.gov.scot/improvement/learning-resources/an-empowered-system</p> <p>The National Parent Forum of Scotland produced a nutshell as a guide to Scotland's Empowered System, the Importance of Parents within this System and Parents' Rights and Responsibilities which can be downloaded from their website: https://www.npfs.org.uk/downloads/empowering-parents-and-carers/</p>
<p>PE82 Education Scotland will continue to promote its Reporting to Parents and Carers Guidance for schools and Early Learning and Childcare (ELC) settings document.</p>	<p>Complete – business as usual Guidance on reporting to parents was published in November 2020 - https://education.gov.scot/improvement/learning-resources/guidance-for-early-learning-and-childcare-settings-schools-and-local-authorities-during-covid-19/. This has been promoted via existing social media and communication channels and national networks.</p>
<p>PE84 Scottish Government will promote the new guidance on parental and carer empowerment as part of the broader school empowerment reforms.</p>	<p>Complete All sections of the Empowered System guidance, which included the Parents and Carers section, were published as agreed drafts by October 2019. Feedback was invited with a focused period of engagement in place from January to March 2020. There had been limited response to the engagement prior to the outbreak of COVID-19. The feedback mechanism remained open until June 2020, with no additional comments received during this extended time.</p> <p>The agreed draft guidance remains available from the Education Scotland empowered system web page at: https://education.gov.scot/improvement/learning-resources/an-empowered-system</p>
<p>PE85 There will be improvement activity throughout 2020 by Regional Improvement Collaborative, local authorities, practitioners, early learning and childcare settings, schools, relevant partners and stakeholder groups to help further develop approaches to parental involvement, parental engagement, family learning and learning at home.</p>	<p>Complete Work has been undertaken in all six regional improvement collaboratives. This has included work on career-long professional learning sessions and assistance with developing strategies. Guidance for early learning and childcare settings, schools and local authorities during COVID-19 has been promoted and is available at - https://education.gov.scot/improvement/learning-resources/guidance-for-early-learning-and-childcare-settings-schools-and-local-authorities-during-covid-19/. Professional learning activities for Family Learning and Learning at Home are also available at - https://professionallearning.education.gov.scot/learn/learning-activities/</p>
<p>PE89 The Scottish Government will engage with the Learning Together</p>	<p>Ongoing A workshop held with the Learning Together National Steering group provided outputs that will be used to inform a</p>

<p>National Steering Group in order to reflect on parental involvement and engagement during the COVID-19 pandemic. This will include a reflection on the experience of virtual parent consultations and Parent Council meetings with a view to informing any future guidance and advice to schools. Practice examples will be shared with the national parental engagement network and via Education Scotland's regional improvement support.</p>	<p>refreshed vision/plan on parental engagement for the post-pandemic period. The outcomes of these sessions are currently being considered and a refreshed vision/plan on parental engagement for the post-pandemic period will be developed in late 2021, in collaboration with the steering group and the broader network on parental engagement. Practice examples will continue to be shared with the Learning Together National Network and via existing networks.</p>
<p>PE90 The 2020/21 Parental Involvement and Engagement (PIE) Census is being undertaken on a 'volunteer' basis, reflecting the ongoing COVID-related issues which may impact on schools' capacity to undertake the PIE Census in 2020/21. Fieldwork for this PIE Census is planned to take place between January and March 2021.</p>	<p>Ongoing The Parental Involvement and Engagement (PIE) Census is being implemented by local authorities in 2021/22 academic year, following cancellation in 2020/21 due to school closures. Local authorities will survey their parent/carer community, with local data available around May 2022. This will be shared with Scottish Government around June 2022. There remains a clear appetite for data.</p>
<p>PE91 Scottish Government will monitor and share with partners, the quantitative and qualitative evidence from COVID-19 survey work by parental organisations during the course of 2020/21. This will include but may not be limited to: - Survey work by National Parent Forum of Scotland in relation to learning at home during COVID-19, parent views on national qualifications during 2020/21 and other education themes. - Survey work by Connect – example: Parent/Carer Back at School Survey Report (Nov 2020)</p> <p>The work to share this information will help to inform the ongoing development of policy and practice on parental engagement and decisions and considerations of the COVID-19 Education Recovery Group and wider forums.</p>	<p>Ongoing The Scottish Government continue to monitor surveys being undertaken by NPFS and Connect, meeting regularly with both organisations, and will continue to take account of the evidence produced by these surveys. The work to share this information will help to inform the ongoing development of policy and practice on parental engagement and decisions and considerations of the COVID-19 Education Recovery Group and wider forums.</p>

<p>PE92 Scottish Government and Education Scotland will publicise relevant guidance and advice on parental involvement during Covid-19 to schools via key communication channels and via the national parental engagement network.</p>	<p>Ongoing This action is ongoing with information and guidance being shared with the group on a regular basis. Guidance setting out principles and expectations around reporting to parents, parents' evenings and the operation of Parent Councils during COVID-19 was published in November 2020. This included further practical examples in Education Scotland guidance - https://education.gov.scot/media/qgydodzt/cecg-reporting-to-parents-guidance-nov-2020.pdf. With COVID-19 ongoing and, as at end 2021 a restriction on "in person" parent evenings still in place, the Scottish Government and Education Scotland will continue to liaise with partners, and national parent organisations, to monitor the provision of alternative parent consultations.</p>
<p>PE93 Education Scotland will develop and deliver a series of Creative Conversations / Wee Blethers/Webinars in collaboration with schools, local authorities, partner and stakeholder groups as appropriate.</p>	<p>Complete – business as usual Creative Conversations were developed in collaboration with partner and stakeholder organisations including the research community, national network, the third sector and regional improvement collaboratives. Feedback from participants showed an increase in knowledge, awareness and confidence in this area.</p>
<p>PE94 Education Scotland will update National Improvement Hub, wakelets (content curation platforms) and relevant practitioner online platforms with the most up-to-date and relevant information and resources in collaboration with relevant partners including the research community.</p>	<p>Complete – business as usual Resources are updated regularly and shared with relevant partner and stakeholder groups through networks, online platforms and social media channels.</p>
<p>PE95 Education Scotland will work with national and international practitioners, researchers, policy makers to provide opportunities for knowledge exchange.</p>	<p>Complete – business as usual A series of national and international sessions have been held to date. Topics/knowledge exchange include: Social and emotional learning; ESOL and whole school community approaches; effective engagement strategies with parents and families. Feedback to date has been very positive from attendees at the sessions.</p>
<p>PE96 Education Scotland will develop and deliver a series of workshops for Newly Qualified Teachers/Probationers.</p>	<p>Complete All 4 workshops were held. Sessions covered: Introduction to Parental Involvement/Engagement and Family Learning; Policy and strategy; Research and evaluation. Feedback has been very positive from contributing local authorities and attendees.</p>
<p>PE97 Education Scotland will continue to refresh the content of Parentzone Scotland website during 2021.</p>	<p>Complete – business as usual The Parentzone Scotland website continues to be updated regularly. The news and events section has been used to provide updates to parents and families in a timely manner.</p>

<p>Assessment of children's progress</p>	
<p>AC01 From April 2018, we will also draw upon the Care Inspectorate's inspections data to assess the extent to which graduate-level practitioners are improving outcomes for children.</p>	<p>Complete The Scottish Government worked with the Care Inspectorate to evaluate the impact of the commitment to fund additional graduates in nurseries in the most deprived areas. These posts are known nationally as Equity and Excellence Leads but have different job titles within local authorities.</p> <p>From September 2019, this included a specific focus area for the remainder of the inspection year to understand how Equity and Excellence Leads are being deployed and to assess what indications there are of early impact on: children's learning and wellbeing outcomes; family engagement and involvement in their child's learning; and practitioner skills.</p> <p>While data gathering for the Care Inspectorate Special Inspection Focus was interrupted by COVID-19, a report was published in March 2021 highlighting the emerging key themes from the inspection focus up to March 2020 and work done by Excellence and Equity Leads during the COVID-19 lockdown and beyond: Equity and excellence leads: Care Inspectorate findings - gov.scot (www.gov.scot)</p>
<p>AC02 From 2020, we will also draw upon two additional health visitor assessments at 13 months and at around 54 months.</p>	<p>Ongoing The second annual release from the 13-15 month and 4-5 year review was published in April 2021. Coverage of these reviews has increased substantially over the last year, with the implementation of the Universal Health Visiting Pathway across Scotland. In 2019/20, coverage of the 13-15 month and 4-5 year review was 88% and 70% respectively. These additional data sets should provide a more holistic picture of child development among the under 5s. The earlier review point at 13-15 month should provide information to enable early intervention to support parents where this is required. The inclusion of 13-15 month and 4-5 year review in NIF measures is currently under consideration.</p>
<p>AC03 From 2021, we anticipate a revised ELC census that will provide additional data on some of the drivers of children's outcomes.</p>	<p>Ongoing Work to enable data on the number of hours spent in ELC, which is a driver of child outcomes, to be available in the ELC Census was delayed due to a delay in the roll-out of the SEEMiS Early Years management information system. It will now be 2023 before we have individual level data on children accessing funded ELC.</p> <p>Data is currently available on the development of children at age 27-30 months. We continue to monitor uptake rates of the 27-30 month review and the additional reviews at 13-15 months and 4-5 years. Health and wellbeing data is available</p>

	<p>at aggregate level for 4-12 year olds through the Scottish Health Survey, and for 13 and 15 year olds from SALSUS.</p>
<p>AC11 Two significant areas of development of data on school leaver destinations are underway. The first is to improve the data set by including employment data. Scottish Government and SDS are working with HMRC to develop solutions that will allow individual level employment data to be shared to support service delivery and service reform. The aim is to have these arrangements in place by Autumn 2018.</p>	<p>Missed – ongoing After the successful Proof of Concept test data transfer between HMRC and SDS in 2019, Scottish Government is seeking to agree sharing of employment data from HMRC to SDS. We have resubmitted a data sharing application to HMRC in order to progress accessing this individual level tax information on a regular basis as the previous application was rejected. Progress on this action has been slow and action owners have been unable to commit to a deadline due to long standing discussions with HMRC.</p>
<p>AC18 We will ensure that nurseries in the most disadvantaged areas in Scotland benefit from an additional teacher or degree qualified early learning and childcare professional from August 2018.</p>	<p>Complete These posts, known nationally as Equity and Excellence Leads, provide graduate-level career progression opportunities in ELC and enable specialist pedagogy practice to be delivered within key settings and support wider professional development across the sector.</p> <p>From September 2019, the Scottish Government worked with the Care Inspectorate to understand how the policy is being implemented. This included a specific focus area for the remainder of the 2019/20 inspection year to understand how EE Leads are being deployed and to assess what indications there are of early impact on: children’s learning and wellbeing outcomes; family engagement and involvement in their child’s learning; and practitioner skills.</p> <p>While data gathering for the Care Inspectorate Special Inspection Focus was interrupted by COVID-19, a report was published in March 2021 highlighting the emerging key themes from the inspection focus up to March 2020 and work done by EE Leads during the COVID-19 lockdown and beyond.</p> <p>This report will support the national development of this important role in future years.</p> <p>During 2021, Children and Young People Improvement Collaborative (CYPIC) developed a programme of support with the Early Learning and Childcare Community to support the achievement and acceleration of improved outcomes for children through the use of quality improvement methods. This will contribute to the continued development of Equity and Excellence Leads and the wider Early Learning Community.</p>

AC22

We will implement the Getting it Right for Looked After Children Strategy in full. We will take a tailored approach to young people who most need support, increasing positive destinations from school for looked after children by 4 percentage points per annum, resulting in parity by 2021.

Ongoing

As in previous years, it is important to respond to the needs of care experienced young people through a trauma responsive lens. There is no doubt that additional funding to schools, through the Attainment Scotland Fund (ASF), including over £250m of Pupil Equity Funding (PEF) in 2020/21 and 2021/22, and an additional £20m PEF Premium in 2021/22, means schools are better able to improve the way they support children and young people who have been impacted by adverse childhood experiences (ACEs) and improve support around their mental and emotional health and wellbeing. Around £33m of Scottish Government funding has been invested since 2018 by local authorities to improve the attainment of care experienced children and young people. We are committed to investing £1 billion over this parliament to close the attainment gap and support education recovery and have paid the first instalment of the expanded ASF in the first 100 days of the new Parliament. As part of this commitment we are committing record funding of over £200m to the Attainment Scotland Fund in 2021/22, including around £11.6m of additional Care Experienced Children and Young People funding. Chief Social Workers and Directors of Education will decide how this funding will be used. We continue to focus on improving the outcomes for those with care experience through Developing the Young Workforce, our youth employment strategy, and the implementation of the recommendations of the Commission on Widening Access. Additionally, the findings of, and response to, the Review of Implementation of Additional Support for Learning will be of relevance to ensure every child and young person who becomes looked after has the opportunity, where relevant, to have in place a focused plan to meet their learning needs and maximise the likelihood of achieving a positive destination.

Underpinning these work packages, it will be important to view the support we provide to looked after children and young people in education settings through the lens of the Independent Care Review's findings as set out in "The Promise" which published in February 2020. The Promise has set the challenge to us all to determine how we will work together in partnership, across national and local Government and beyond, to ensure we deliver for care experienced children and young people – and in a way which minimises the need for children, young people and families to require the support of a formal care system. This year the Promise Scotland was set up to oversee and ensure The Promise is kept by 2030. The Plan 21-24 was published by The Promise Scotland in March and sets out a number of actions necessary to deliver The Promise. In June, The

	<p>Change Programme was published by The Promise Scotland which outlines an update on progress against each of the actions. The Scottish Government are already working across over 40 areas of policy and legislation towards the priorities identified in The Promise Scotland's Plan 21-24 and Change Programme One, in the initial phases of implementing the conclusions of the Independent Care Review by 2030. Also to support early implementation, the Scottish Government has responded by investing an initial £4m in the Promise Partnership – a fund set up to deliver early, preventative, holistic family support based on the needs of children, young people and their families.</p> <p>In 2019/20, 75% of care experienced young people (looked after within the last year) and 92% of all school leavers were in a positive destination and we'll continue to work collaboratively to increase positive destinations for care experienced young people. A further £4m has been committed up to financial year 23/24</p> <p>The Promise Partnership is currently being administered by the Corra Foundation on behalf of the Scottish Government. The Promise Partnership Advisory Group helped to shape the process and the Decision Makers Panel, a group with lived experience of Scotland's care system, assisted in the final funding decisions. In 20/21, 72 investments have been made to 69 organisations, helping to create capacity, adapt approaches and work towards cultural shifts and collaboration across the care system, reflecting what is important to care experienced children, young people and families.</p>
<p>AC24 From January 2017 we will implement the Making Maths Count report recommendations to encourage greater enthusiasm for, and a greater understanding of, the value of mathematics amongst children and young people, their parents, carers and the wider public.</p>	<p>Complete – business as usual A National Response to Improving Mathematics in Scotland, led by Education Scotland, ADES and the Scottish Government Curriculum Unit has been established to build on the work of the Making Maths Count National Profile Raising Group for Mathematics. To drive this work, a new Partnership Board was established that brings together improvement leads from all regional improvement collaboratives, along with input from initial teacher education representatives, and a representative to promote parental engagement. This is designed to build on progress in the implementation of the recommendations of the Making Maths Count report by allowing a renewed focus on improving the learning and teaching of maths and numeracy. The national thematic inspection report 'Multiplying Skills, Adding Value', published in December 2019, highlights what is working well and where the system requires additional support and improvement. Through Education Scotland's Regional Improvement function, the enhanced numeracy and</p>

	<p>mathematics team continues to work with partners at regional and local level to provide direct and tailored support to locally identified improvement priorities in the areas of numeracy, mathematics and STEM, with the core aim of closing the poverty related attainment gap. The annual Maths Week Scotland, established in 2017, continues to promote and celebrate maths. Its reach is expanding annually with children and young people in every local authority area in Scotland participating. Maths Week Scotland was successfully delivered digitally in 2021 for the second year running.</p>
<p>AC25 We will drive forward the actions in our new Digital Learning and Teaching Strategy throughout 2017, with a view to delivering the Strategy's vision of using technology to improve attainment across the Curriculum in the next 3-5 years.</p>	<p>Complete – business as usual The pandemic and subsequent lockdown has sparked a huge increase in uptake of digital learning across all Scotland's education settings. Glow user numbers and usage has increased dramatically as has the national support on offer to support teachers, learners and parents to adapt to the current context.</p> <p>We are developing a refreshed vision for digital learning and teaching in light of what was achieved during the pandemic and the subsequent commitment to ensure every child has access to a devices and connectivity.</p>
<p>AC32 We will continue to provide, through the Developing the Young Workforce programme, more opportunities for young people to experience high quality, work-related learning, and to gain vocational qualifications. We will increase the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above year-on-year to 2020/21.</p>	<p>Ongoing The Scottish Government has committed to college provision for school pupils, including Foundation Apprenticeships. One of the Key Performance Indicators (KPI3) for Developing the Young Workforce (DYW) was to increase the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above by 2021. Data published in February 2021 showed 22.5% of 2019/20 school leavers attained 1+ award at SCQF 5 or better, this is an increase of 15.2 percentage points since the baseline in 2013/14.</p> <p>Since the two pathfinder years, Foundation Apprenticeship starts increased from 346 in 2016, to 1,244 in 2017 (239 schools, all local authorities and all 13 college regions), to 1,532 in 2018 (across 272 schools) and 3,445 in 2019 (across 325 schools). The most recent FA Progress Report was published on 1 July 2021.</p> <p>As of 1 October 2019, Foundation Apprenticeships at SCQF Level 6 are a recognised entry requirement by UK's university admission service (UCAS) for learners in Scotland applying to university.</p> <p>The COVID-19 pandemic created a challenge, but also an opportunity to enhance the FA design. SDS have worked with SQA, FA lead providers and stakeholders to ensure the viability of FAs delivery for 2020/21 and beyond. Adaptions to increase flexibility into the system have already been introduced.</p> <p>On 15 September 2021, College Development Network (CDN) published a new school college partnership research</p>

	<p>report, Co-Creating the Learner Journey, School-College Partnerships and Effective Skills Pathways. The research, commissioned by the Curriculum and Assessment Board (CAB), identifies ten key characteristics of a successful school college partnership and makes nine recommendations.</p>
<p>AC39 Making clear our expectations of the SQA, including the importance of listening and being open to the voices of learners, teachers and parents. We will ensure that the Chair regularly reports to Ministers on the improvements being made in relation to these matters. We will request that SQA outline in their annual corporate plan their strategic communications and engagement plans.</p>	<p>Complete SQA's Corporate Plan for 2020-23, sets out the strategic direction up to 2023 for the next three years. A key element of the Corporate Plan is SQA's engagement with customers, stakeholders and staff around SQA's priorities and ways to improve the development and delivery of qualifications and services. One of the five outcomes set out in SQA's Corporate Plan is 'We are flexible in meeting customer needs' with the need for good two-way engagement with customers. Taking this forward SQA will continue to work with stakeholders, including learners, teachers and parents, to support the development and delivery of its services. The Scottish Government engages regularly with SQA with meetings between officials, Ministers and the Chief Executive and Chair of SQA. The Ministerial appointed Advisory Council reports annually to Scottish Ministers.</p>
<p>AC43 We will ensure that by 2030, students from the 20 per cent most deprived areas make up 20 per cent of higher education entrants.</p>	<p>Ongoing Implementation of the recommendations of the Commission on Widening Access is being overseen by the Access Delivery Group, which is chaired by the Minister for Higher Education and Further Education, Youth Employment and Training. The Scottish Funding Council's University Outcome Agreement guidance has been updated to reflect the Government's targets for progress. HESA stats show 16.4% of Scottish domiciled full time first degree entrants to Scottish HEIs are from the 20% most deprived areas in Scotland in 2019/20. The statistics show we have met the key CoWA target to have 16% of students from the most deprived areas of Scotland by 2021.</p>
<p>AC48 We will be working collaboratively with partners across the education sector to actively explore what more we can do to encourage uptake of ELC /Further Education/Higher Education for the Gypsy/Traveller community</p>	<p>Ongoing As part of our action outlined in the Improving the Lives of Scotland's Gypsy/Travellers 2019-2021 (which is now running until October 2022) to explore barriers to Gypsy/Traveller uptake of early learning and childcare, with a view to increasing uptake of the enhanced funded entitlement of 1140 hours, grant funding has been agreed to support a programme of work STEP are undertaking, to develop and distribute Home Starter Kits to every Gypsy/Traveller family in Scotland with a child under 8. The kits will contain the kinds of materials used in ELC settings to support creative and child-centred play. Content will include 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</p>

	<p>from the natural world. Each kit will also contain 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 will find ideas for setting up, organising and supporting their children's play. A key aim of the programme is to increase Gypsy/Traveller engagement with ELC by raising awareness of the benefits of play as well as making connections between families and practitioners.</p>
<p>AC53 We have also committed to recruiting an additional 250 school nurses by 2022.</p>	<p>Ongoing The Scottish Government has been working with Scotland's Health Boards to ensure progress towards our target of 250 additional school nurses in training or in post by 2022. The first cohort of additional school nurses began training in the 2019/20 academic year and the number of new trainees for the 2021/22 academic year was agreed with Health Boards in October 2021. A further cohort of additional school nurses will also begin training in the 2022/23 academic year.</p>
<p>AC57 Following the publication of the national strategy for school libraries in September 2018, an implementation group has been established. This group will begin implementation of 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. The group will meet 4 times in 2019, and the strategy will be implemented over the next five years.</p>	<p>Ongoing Progress continues against the objectives of the school library strategy. The School Library Improvement Fund selection panel met in October 2021 and successful projects will be announced shortly. This round of funding is focused on race equality and anti-racism, aligning with wider Learning Directorate and SG priorities. Training on race equality for school librarians was carried out in June with a view to increasing engagement with the application process. During COVID-19, School Library Improvement Fund project managers have shown resilience by adapting projects to fit with the emphasis on pupils resilience in returning to school following periods of blended and exclusive home learning. School Librarians have supported pupils and the wider school community by teaching via virtual library classes, promoting resources, writing on social media/blogs on reading for pleasure, using library websites to engage pupils with quizzes, book groups, newsletters, creative writing, book reviews, recommended reads and websites.</p>
<p>AC58 The Scottish Government will publish guidance for all early learning and childcare providers in December 2018 on how to access local outdoor space and how to set up an outdoor nursery experience. We have provided £860,000 of funding to Inspiring Scotland to work with eight local authorities to increase and improve their outdoor learning, which will include the</p>	<p>Complete Out to Play; practical guidance for creating outdoor play experiences in early learning and childcare (https://www2.gov.scot/Resource/0054/00544754.pdf) was published on 21st Dec 2018. Hard copies of Out to Play have been distributed to all registered ELC and out of school care settings. Education Scotland are creating a page on the NIH to support this. Demand for the document from individual practitioners has been high, with very positive feedback, and so we are about to enter a second print run. Inspiring Scotland continue to work with the 8 local authorities with progress being reported quarterly and have agreed to widen their support to a number of additional local authorities. As of</p>

<p>establishment of two outdoor nurseries.</p>	<p>March 2021, we have published 3 new additional chapters of the Out to Play guidance document. These chapters provide specific support to childminders, out of school care settings and practitioners working with ASN around outdoor play and learning in ELC.</p>
<p>AC61 A P1 practitioner forum has been established, led by Professor Sue Ellis. The forum is a place for engagement and discussion on the issues facing standardised assessments in a play based early years curriculum. It will provide insight and practical advice to teachers, schools and Scottish Government by May 2019. based early years curriculum. It will provide insight and practical advice.</p>	<p>Complete The P1 Practitioner Forum produced a detailed report in May 2019, making recommendations for improvements to SNSA operations, particularly at the P1 stage. Key recommendations were accepted and informed aspects of the SNSA improvement activity plan. For example, the P1 literacy assessment was shortened in length and the eBook question type was removed from use from August 2021; improved, practical advice and guidance has been made available in training materials, including through the creation of a specific course (SNSA Course 1 for P1); and the SNSA item descriptors have been amended to improve clarity.</p> <p>Although the original intention had been for the P1 Practitioner Forum to continue through the 19/20 academic year, initial weather disruption, followed by the pressures and restrictions placed on practitioners as a result of COVID-19 have combined to result in the last meeting of the Forum taking place in October 2019. We are now working towards the development and introduction of phase two of the national standardised assessments for Scotland, comprising a combined assessment platform for the SNSA and their Gaelic medium equivalent, the MCNG. We will ensure that P1 practitioners are represented on the User Assurance Group supporting that development work. User trialling of the new platform will include a particular focus on the user experience of assessments for P1 learners and practitioners.</p>
<p>AC71 The latest BISSR project is currently out to tender. It is anticipated that it will report towards the end of 2020 / early 2021.</p>	<p>Ongoing 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. Scottish Advisory Group on Relationships and Behaviour in Schools is considering plans for the survey being undertaken in 2022.</p>
<p>AC72 Improve communications and engagement on national standardised assessment in Scotland and clarify key messages.</p>	<p>Ongoing Published in August 2019, and widely shared with local authorities and key stakeholders, the National standardised assessments: purpose and use document provides clear guidance on the intended use by local authorities, headteachers and practitioners of national standardised assessments.</p> <p>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. As we have now entered the development stage</p>

	<p>of phase two of the national standardised assessments – comprising a combined assessment platform for the SNSAs and their Gaelic Medium equivalent, the MCNGs – we will assess the ongoing need for a communications strategy as part of our wider work with User Assurance Groups, to be established at the beginning of January 2022, and in discussion with original Communications Strategy Group members.</p>
<p>AC77 Continue to work with partners to enhance the Gaelic medium standardised assessments.</p>	<p>Ongoing Following their successful introduction to the Gaelic Medium Education sector in December 2018, the first phase of delivery of the Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG) drew to a close on 31st July 2021. A new contract has been awarded to develop a combined assessment platform for the MCNG and the Scottish National Standardised Assessments (SNSA), while retaining distinct assessment content for each. After careful consideration and analysis of assessment completion patterns to date we have decided, for the 2021/22 school year only, to allow for a short pause in service for the MCNG, following the cessation of the current service delivery contract in July. Phase two of MCNG delivery will be rolled out in the first half of 2022. By commencing phase two of the MCNG during the 2021/22 school year, rather than August 2022 as will be the case for the SNSA, work to standardise the MCNG assessments can begin more quickly, with a view to adopting the same adaptive and psychometric models as those applied to phase two of the SNSA. This will enable us to achieve greater consistency, and a more comparable assessment product within the GME sector at the earliest opportunity. During the pause in availability of the MCNG next school session, we will engage with the GME sector as widely as possible, to trial and user test the new assessment platform, and to obtain views on options for progressing standardisation at a pace and intensity which delivers greatest value to end users.</p>
<p>AC78 Revisit the 2014 review of the SSLN to assess the comparative burden and costs of conducting the SSLN and the Achievement of Curriculum for Excellence Levels data collection.</p>	<p>Ongoing This was delayed in 2020 and 2021 as a result of COVID-19. Consideration of a sample-based survey will be taken forward by a sub-group of the Curriculum and Assessment Board in the first half of 2022, as part of the Scottish Government's work to implement the recommendations from the OECD report.</p>
<p>AC79 Work with key partners to assess and enhance the value of the national standardised assessments.</p>	<p>Ongoing Our regular plans for user consultation on the assessments were necessarily curtailed by COVID-19 and associated pressures placed on schools and practitioners. Two user assurance groups – one for educational matters and the other for accessibility matters – will be re-established at the</p>

	beginning of 2022. These groups will support the ongoing development of phase two of the national standardised assessments, comprising a combined online platform for the SNSA and the MCNG. Schools and practitioners will be invited to participate in wider user trialling and consultation on aspects of the developing phase two services as the immediate pressures of managing COVID-19 through the winter subside.
<p>AC80 The government has commissioned an independent review of our Senior Phase. The purpose of the review will be to explore further how Curriculum for Excellence is being implemented for young people in S4-S6 across the country, and to identify any improvements that might be made.</p>	<p>Ongoing The OECD Independent Review of Curriculum for Excellence looked at the Senior Phase curriculum and the Broad General Education (BGE) and the articulation between the two. In August 2020 the Deputy First Minister asked the OECD to extend the remit of the Review to have a deeper focus on the future of student assessment and qualifications approaches in the Senior Phase curriculum in Scotland, based on best practice globally.</p> <p>The OECD published their review of CfE on 21 June and the Cabinet Secretary announced that the SG accepted all of its recommendations and published its response. Initial action outlined by the Cabinet Secretary on 21 June was the reform of national agencies (led by Professor Ken Muir) .</p> <p>The OECD's comparative working paper on qualifications and assessment was published at the end of August 2021.</p> <p>The SG published an implementation framework on 27 October setting out how the OECD recommendations will be taken forwards.</p>
<p>AC85 Developing resources and support for schools to address gender based violence and sexual harassment.</p>	<p>Ongoing Liaison with Zero Tolerance Scotland and Rape Crisis Scotland has identified key actions being delivered in the Equally Safe in Schools Programme which will inform development of resources in this workstream. Work to deliver Action AC89 will also deliver this commitment. It has been confirmed that wider work beyond guidance is not required.</p>
<p>AC86 Developing updated guidance on Healthy Eating in Schools – to mirror the updated regulations on food and drink in schools.</p>	<p>Complete The guidance was published in February 2021 - https://www.gov.scot/publications/healthy-eating-schools-guidance-2020/</p>
<p>AC87 Developing a new mental health first aid training resource for all school staff.</p>	<p>Superseded This has been replaced by Action AC90.</p>
<p>AC88 The Learning for Sustainability (LfS) self-assessment tool provided by</p>	<p>Ongoing Scottish Credit and Qualifications Framework (SCQF) completed the Scottish Government-funded Work Package 1</p>

<p>the Scottish Credit and Qualifications Framework (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>in early 2020. This centred around further development of the SCQF database to highlight Learning for Sustainability (LfS) programmes and ensure that learners and providers understood the full range of LfS programmes that are recognised on the SCQF.</p> <p>It allows Credit Rating Bodies (CRBs) and Programme Owners to identify, through tagging, where qualifications/programmes on the SCQF have a focus on, or include, sustainability content/themes and for the SCQF Partnership to produce reports from the SCQF database for interested parties.</p> <p>CRBs were issued with criteria for LfS and a self-assessment form which provided further explanation of the criteria and were asked to tag any new programmes being placed on the database at SCQF level 7 or below.</p> <p>In September 2021, the Scottish Government awarded funding for Work Package 2 which is now in progress and due for completion by spring 2022. This package will identify other learning programmes delivered to young people that fall under the sustainability theme but that are not currently recognised on the SCQF. The research will identify the most popular programmes delivered both in and outside school and also identify any potential barriers to having these recognised on the Framework.</p>
<p>AC89 The Scottish Government has formed a Gender Based Violence in Schools working group to take forward specific actions to support children and young people in light of the reports. The working group will produce guidance for schools by January 2022.</p>	<p>Ongoing Linked to Action AC85. The work of the Gender Based Violence in Schools Group was paused as a result of COVID-19. However, work has been undertaken to consider the workplan of the group in light of the Everyone's Invited publication. It has been agreed that the work of the group should continue as planned, and that links to wider work being undertaken to address Harmful Sexual Behaviour will be made in order to ensure a comprehensive approach to tackling this issue. The group has resumed its work and will produce guidance during 2022.</p>
<p>AC90 The Scottish Government has commissioned a contractor to develop a new online mental health professional learning resource for all school staff. The aim of the resource is to provide foundation knowledge to all school staff to support children and young people's mental health and wellbeing. The resource will also provide signposting to specialist services</p>	<p>Complete The work to provide this new resource was slightly delayed by the impact of COVID-19. However, the new online professional learning resource for all school staff to support children and young people's mental health and wellbeing was developed during November 2020 - April 2021, it was made available to practitioners in mid-June 2021 ahead of the return to school in August 2021. It is available from: CYPMH – Professional Learning Resource</p>

<p>that can support children and young people. This will be available by Spring 2021.</p>	
<p>AC91 The Scottish Government's Blueprint for 2020 Quality Action Plan identified the need for professional learning modules across a range of topics to support the expansion of high quality Early Learning and Childcare (ELC). These included curriculum rationale and monitoring and tracking. Education Scotland will develop professional learning to support improvement in curriculum rationale and monitoring and tracking in the ELC sector during the recovery phase and beyond.</p>	<p>Complete Content for two professional learning modules to support high quality provision in early learning and childcare will be delivered by the end of December 2021 for subsequent publication by the University of West Scotland. The modules address previously identified needs within the early learning and childcare sector and take account of the global pandemic and its impact on children and their families. The modules will complement and extend the existing range of high quality online professional learning for the early learning and childcare workforce published on behalf of the Scottish Government.</p>
<p>AC92 To support young peoples' progression into positive destinations, national and regional work is taking place in Education Scotland to assess and develop the delivery of work-related and work-based learning e.g. virtual work placement experience for learners in the current context of COVID-19. Collectively, we aim to develop mechanisms to support the delivery of work based learning experiences (e.g. virtual work placements) through e.g. the development of an online support offer.</p>	<p>Complete The Virtual Work Placement (VWP) Guidelines were completed in March 2021 and the SQA Virtual Work Placement Unit SCQF Levels 3-6 completed in May 2021. Collaboration between national partners has resulted in the completion of SCQF Level 3 - 5 support materials for the Virtual Work Placement qualifications. SQA have added VWP to a number of group awards that contained a work placements unit.</p> <p>The Developing the Young Workforce (DYW) Live programme began in January 2021 as part of the overall National eLearning Offer and continues to provide a range of offers for children and young people to support their work related learning.</p>
<p>AC93 The review of the implementation of additional support for learning (ASL) made recommendations about how to enhance the educational experiences of children and young people with additional support needs. This includes ensuring that the achievements and successes of children and young people are fully recognised and celebrated. A national measurement framework for additional support for learning (ASL) will be developed by 31 October 2021.</p>	<p>Ongoing Despite the impact of COVID-19, ASLIG have made significant progress to develop a national measurement framework to capture the wider set of data which will be used to measure and support improvement. It is now anticipated that the framework will be published by Spring 2022. The framework will allow outcomes and achievements of all children and young people to be captured and celebrated nationally through the development of an annual report.. The framework has been informed by the vision statement for success, developed by the Young Ambassadors for Inclusion, published on 5 August 2021.</p>

<p>AC94 The Scottish Government will monitor progress made against the actions from the ASL Review by 31 October 2021. The Scottish Government continue to monitor this progress. An updated action plan will be published by Spring 2022.</p>	<p>Ongoing A joint Scottish Government and COSLA progress report and an updated action plan were published on 1 November 2021. These set out the significant progress that has been made against the ASL Action Plan.</p> <p>The SG are working closely with partners to review the current action plan and agree the priorities for the future. An updated action plan will be published in Spring 2022. Alongside this, the SG and COSLA continue to work with partners to deliver the measures set out in the ASL Action Plan to ensure that we address the recommendations from the ASL Review.</p>
<p>AC95 The Children and Young People's Commissioner Scotland's 2018 No Safe Place report, and evidence gathered during the Scottish Government's engagement with local authorities in 2019, highlighted inconsistencies in the definitions of restraint and seclusion used in local policy and practice and the lack of a standard dataset for recording incidents. In 2020, a Physical Intervention Working Group was established to take forward improvements in this area by:</p> <p>a) Developing new national human-rights based guidance on physical intervention, which includes national definitions, by 2021. b) Developing and implementing a new national dataset for the recording and monitoring of incidents. 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>	<p>Ongoing</p> <p>a) National definitions were agreed by the working group in July 2020. The Scottish Government have worked closely with a wider range of key partners to draft national human rights based guidance on physical intervention will be put out for public consultation by the end of 2021.</p> <p>b) The recording and monitoring sub group convened in May 2021 and has agreed a draft national dataset. Feedback will be sought through the public consultation on the draft guidance. The guidance is due for consultation by the end of 2021.</p> <p>c) Action dependent on publication date of the new guidance and the development of the standard dataset to assess progress. Draft guidance is being prepared for public consultation in by the end of 2021. This includes a draft standard dataset. Following consultation feedback, the final guidance will be published in 2022.</p>
<p>AC96 Cancellation of the National 5 exams in 2021 was announced on 7 October 2020, and the cancellation of Higher and Advanced Higher exams was outlined on 8 December. SQA has set up a National Qualifications 2021 Group including representatives from ADES, the EIS,</p>	<p>Complete The alternative certification model for National 5, co-produced by the NQ 21 Group was published on 8 Dec 2020, and it was confirmed that a similar approach would be applied to the Higher and Advanced Higher qualifications. A revised Alternative Certification Model was confirmed by the NQ 2021 Group on 16 February 2021 to take into account the period of remote learning. The NQ 21 Group monitored and oversaw implementation of the model that was based on</p>

<p>SLS, SCIS, Colleges Scotland, Education Scotland and NPFS to develop and disseminate subject specific guidance for National 5 courses, and this model will form the basis of the arrangements for Higher and Advanced Higher. SQA has also established a learner panel to inform this group to ensure that learner's voices are heard.</p>	<p>teacher judgement of evidence of learner attainment, supported by SQA understanding standards and local quality assurance processes.</p> <p>Following consultation and wider stakeholder engagement, SQA published details of the 2021 appeals service on 2 June 2021. In addition, a limited contingency arrangement was agreed for learners who had experienced significant disruption, and were unable to generate the necessary assessments by 25 June, to provide evidence by the later date of 3 September 21.</p> <p>Exam Results were published on 10 August 2021, and the appeals service closed for registrations on 27 August 2021.</p>
<p>AC97 Scottish Government has asked the OECD to extend the scope of the review of the curriculum to include a desk based comparative analysis looking at different countries' approaches to assessment of school level qualifications; and a session(s) with stakeholders to seek views on their findings and recommendations.</p>	<p>Complete The OECD report on Scotland's Curriculum for Excellence was published on 21 June. Professor Stobart's working paper "Upper-Secondary Education Student Assessment in Scotland: A Comparative Perspective" was published on 27 August. The Scottish Government published an implementation framework setting out how it would respond to these reports on 27 October. https://www.gov.scot/publications/scotlands-curriculum-future-implementation-framework-oecds-2021-review-curriculum-excellence/pages/8/</p>
<p>AC98 SQA is developing a Learner Engagement Strategy with a focus on strengthening existing links with young people and organisations representing their interests, including the Scottish Youth Parliament and Young Scot.</p>	<p>Ongoing SQA continue to provide support and resources on their dedicated learner web pages. They are engaging with national bodies, such as Young Scot, the Scottish Youth Parliament, and the Children and Young People's Commissioner Scotland to share information on what is happening and when, as well as seeking inputs to ongoing developments through their recently created learner panel. In addition, two young people have joined and participate in SQAs Qualifications Committee, which gives technical, strategic and policy advice regarding SQA qualifications to their Board. They are continuing to keep the effectiveness of communications and engagement under close review.</p>
<p>AC99 SQA is setting up a group to consider the qualification appeals process and the implications for it from UNCRC. This work will be overseen by the National Qualifications 2021 Group and will include broader stakeholder engagement.</p>	<p>Complete SQA consulted on options around the 2021 appeals process taking into account the Priestley Review Recommendations and UNCRC, and engaged with stakeholders including learners and the Children's Commissioner. Final details of the appeals process were published in June 2021 and included a direct right of appeal for candidates. The deadline for submission of 2021 appeals was 27 August 2021.</p>
<p>AC100 The need for independent research into the development and application of the 2020 ACM will be</p>	<p>Closed There are no current plans to undertake this research as an algorithm is not being used as part of the Alternative Certification Model for awarding results in 2021 or beyond.</p>

considered as part of the Scottish Government's research strategy.	
AC101 SQA to consider the recommendation on the operational processes for gathering candidate evidence for appeals as part of their digital strategy.	Paused This will be considered following the outcome of the Professor Muir review, and alongside the qualifications reform work.
AC102 Education Scotland will deliver online professional learning to support learning, teaching and assessment, moderation and the Quality Assurance and Moderation Support Officers (QAMSO) programme to practitioners, schools, local authorities, RICs and nationally during the academic session 2020-21. Support will be provided to all levels of the system (including Gaelic Medium Education.)	Complete NIF Officers have delivered the QAMSO programme across all RICs. A series of national professional learning sessions were delivered to practitioners focusing on aspects of learning, teaching and assessment: High Quality Assessment - literacy (Monday 1st November), Differentiation (Monday 8th November), High Quality Assessment – Numeracy (Monday 15th November), Formative Assessment (Monday 6th December) and Learning, Teaching and Assessment Cycle (Monday 13th December).
School improvement	
SI11 We are also exploring options through UK legislation to enable the sharing of data by DWP and HMRC to allow local authorities to identify eligible families. This should assist with increasing registrations of ELC for 2 year olds.	Ongoing The Scottish Government is continuing to work with the UK Government to establish a data sharing gateway that will provide local authorities with access to information on eligible households in their area. This is subject to UK Government and UK Parliament timescales.
SI28 Developing an approach to funding that truly empowers schools, and provides the framework of support which schools need, based on the outcome of the consultation.	Ongoing New revised Devolved School Management guidance, co-produced with local government, was published in June 2019. Local authorities worked to implement this guidance, requiring them to prepare revised Devolved School Management Schemes for their own authority. These new Schemes were then due to be in place by April 2021. 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 to April 2022, allowing time for the local authorities to carry out partnership processes effectively and within an achievable timeframe, and lessening pressure on local authorities and headteachers.
SI29	Ongoing

<p>Around a quarter of 2 year olds are now eligible for funded ELC through the Children and Young People (Scotland) Act 2014 and through subsequent secondary legislation which commenced in August 2015. There is now a dedicated national project on the 2 year old offer within the Scottish Government expansion programme to provide support to local authorities and make links across the programme. The programme will last up to, and beyond, August 2020. We aim to improve uptake by ensuring the 2 year old offer is appropriate and appealing for eligible children and their families.</p>	<p>Work to promote awareness and increase uptake of the 2 year old offer is progressing. We are continuing to work with UK Government to establish a data sharing gateway that will provide local authorities with access to information on eligible households in their area. The programme will last up to, and beyond, August 2021, as the implementation date was delayed from August 2020 by a year.</p> <ul style="list-style-type: none"> • We are supporting delivery of the 2019 PfG commitment to extend eligibility for 2 year olds who have a care experienced parent from August 2021. We are doing this through the creation of a joint project group with local authorities and Who Cares? Scotland. • We are exploring options for more flexibility for the 2 year old offer, to enhance family wellbeing and remove some of cultural barriers to uptake. • We are also continuing to align work on the Equity and Excellence Leads posts and Family Learning Scotland Programme to enhance the support for children and families accessing the 2 year old offer
<p>SI31 Implement the Early Learning and Childcare Quality Action Plan</p>	<p>Complete All 15 actions in the ELC Quality Action Plan have now been delivered.</p>
<p>SI63 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 practice in implementing the curriculum for their learners.</p>	<p>Ongoing Regional Improvement Collaboratives re-prioritised their work programme to directly support schools and staff dealing with the impacts of COVID-19. This included enhanced support for virtual learning platforms and professional learning networks, and redeploying staff to support front-line remote learning activities. Regional C-19 recovery plans were also reviewed with ES in Spring 2021. SG, ES, COSLA and RICs are undertaking joint work on proposals for the further development, planning and sustainability of RICS, taking account of the recommendations of Audit Scotland, the OECD and the RIC review. A joint SG/ES/RIC planning event - which considered the findings of recent reports, including from Audit Scotland and the OECD, took place on 31 Aug / 01 Sep, to support the co-production of policy proposals for the further development and sustainability of the RICs. Timeline for this work has been revised to Spring/Summer 2022 in line with the wider reform of the national bodies, as the RIC relationship with Education Scotland is a critical element of RIC futures and governance.</p>
<p>SI64 Alongside COSLA we are currently in the process of commissioning external research into the establishment, reach and impact of Regional Improvement Collaboratives. This follows an interim review of RICs published in</p>	<p>Ongoing Research Scotland has undertaken a second review of Scotland's 6 RICs. This review was initially commissioned in 2020 and was paused during the initial phase of the pandemic. It recommenced in spring 2021 and has now delivered its report to the Scottish Government and COSLA. This review focused on the themes of: RIC structures and governance; collaboration and partnership working;</p>

<p>February 2019 and is scheduled to report by June 2020. Findings will be used to take steps to further embed regional collaboration and the support available to schools</p>	<p>engagement with and support for schools; planning and evaluation; use of data; and support and guidance. Ahead of its resumption, the review framework was also updated to explore the use of digital and virtual approaches across all six areas of focus and sought examples of where and how each RIC area re-aligned its focus to the changing needs and challenges presented by the pandemic.</p> <p>The Review Report will be published shortly and its findings will inform the further development and operation of the RICs.</p>
<p>SI67 Scottish Government will work with partners to implement the 16 recommendations from the Review of Personal and Social Education (published Jan 2019) during the course of 2019. This will include the establishment of a senior phase Personal and Social Education Mentoring Programme to coach and enable pupils to design and deliver aspects of health and wellbeing / personal and social education whilst working towards an award.</p>	<p>Ongoing The PSE Delivery and Implementation Group agreed on a Sub Group structure to take forward the remaining recommendations of the PSE Review. The Sub Groups, consisting of Initial Teacher Education and Career Long Professional Learning; Pupil and Parental Engagement; and, Raising the Profile, will join the existing PSE Lead Officer Network in taking forward specific recommendations of the review. Work to take these recommendations forward has been delayed due to COVID-19. The Sub Groups will set out their plans and timeframe for delivery in early 2022.</p>
<p>SI69 A review will be undertaken of Foundation Apprenticeships, with an evaluation of the Developing the Young Workforce programme as a whole reporting after the conclusion of the programme in 2021.</p>	<p>Ongoing The Scottish Government and its agencies are fully committed to provide ongoing support to achieve the system change necessary to embed Foundation Apprenticeships in the senior phase curriculum and have commissioned Education Scotland to undertake a Review of the Programme. The FA Review is concentrated on two key principles: ensuring that support is appropriately targeted and efficient; and that opportunities are aimed at the right level and add value to the wider senior phase offer. The desk based analysis and strategic discussions have been completed - however, as a result of COVID-pandemic, school/college/learner fieldwork will be undertaken once there is less strain on the system. It is hoped that the final part of the evaluation will be completed by the end of the calendar year, with the full report still published in Spring 2022. The DYW Evaluation is expected to report end May 2022.</p>
<p>SI70 Education Scotland will take forward a Communication and Engagement plan for the Refreshed Narrative on Scotland’s Curriculum. They will work with partners across the education system to ensure that</p>	<p>Complete This task was started before COVID-19 with a Curriculum and Assessment Board (CAB) sub-group and suspended in March 2020. Since then, the OECD published its report “Scotland’s Curriculum for Excellence: Into the Future” (June 2021) with a recommendation (2.3) focused on developing a Communications Strategy. This work will be recast in 2022 as</p>

<p>teachers can engage with its principles as part of their curriculum development activity.</p>	<p>part of the follow on Implementation plan. In the meantime Education Scotland continues to work with partners to support practitioner engagement with the Refreshed Narrative.</p>
<p>SI72 During 2020, the Scottish Government will involve children and young people in the development of a learner focused guide to Scotland's Curriculum to accompany the Refreshed Narrative for practitioners. This work will incorporate the key thinking points from the Learner Panel report on subject choices, assessment and personalised guidance.</p>	<p>Complete This action was put on hold due to COVID-19. In the interim, the OECD published its report "Scotland's Curriculum for Excellence: Into the Future" (June 2021). In turn, the Scottish Government published its implementation framework for curriculum reform (October 2021), which itself includes a number of actions relating to the vision and the communication strategy for Curriculum for Excellence. In light of these further developments, the commitment to develop a learner focused guide to CfE has been closed. In its place, the Scottish Government will ensure that the voices of children and young people are gathered as part of the implementation framework for curriculum reform and as part of SI81 below to "develop a comprehensive and strategic approach to ensure that children and young people's voice is taken fully into account in education policy development and decision-making."</p>
<p>SI73 During 2020, Education Scotland will ensure that ES officers in regional improvement teams are aware of the key benefits of outdoor learning and its importance within the curriculum.</p>	<p>Complete Education Scotland's STEM Team ran 10 online webinars on outdoor learning between Aug 2020 and Nov 2020 to provide professional learning for practitioners and build capacity for outdoor learning across a wide range of curriculum areas. This was run in collaboration with a wide range of colleagues from regional improvement teams. Eight of these sessions are currently available to access from the ES' YouTube channel and have been viewed over 7,500 times: https://education.gov.scot/improvement/learning-resources/a-summary-of-outdoor-learning-resources/</p>
<p>SI74 In academic year 2021/22 Tutor Assessors delivering the Young STEM Leader programme will deliver up to 49,000 hours of leadership training to a minimum of 7,000 young people engaged in this SCQF accredited awards programme.</p>	<p>Complete This action is now amalgamated with TP34 and the progress update can be found under that action.</p>
<p>SI75 During 2020, learner voice and participation will continue to form a key aspect within the School Empowerment reforms. Scottish Government and Education Scotland will raise awareness of new guidance on Learner Empowerment and will work with</p>	<p>Complete All sections of the Empowered System guidance, which included the Learners section, were published as agreed drafts by October 2019. Feedback was invited with a focused period of engagement in place from January to March 2020. There had been limited response to the engagement prior to the outbreak of COVID-19. The feedback mechanism remained open until June 2020.</p>

<p>learners to develop further support materials on learner empowerment during the course of 2020.</p>	<p>The agreed draft guidance remains available from the Education Scotland empowered system web page at: https://education.gov.scot/improvement/learning-resources/an-empowered-system</p>
<p>SI76 During 2020, the Scottish Government will continue to support the Scottish Learner Panel, ensuring that pupils can contribute to policy development.</p>	<p>Complete The final report from the Scottish Learner Panel was published in 2019.</p> <p>During 2020/21, the Scottish Government funded the Education Recovery Youth Panel, which superseded the Learner Panel and met up to July 2021, and had a primary focus on COVID-19 education recovery. The Panel was made up of 28 children and young people, ages 9 to 18. Young Scot supported the panel to meet on a monthly basis, feeding directly in to the COVID-19 Education Recovery Group (CERG). The Education Recovery Youth Panel held its final meeting in July 2021 and a final report in due in late 2021. In addition, a member of the Scottish Youth Parliament will continue to attend meetings of CERG and also has a seat on the Scottish Education Council. We are working with stakeholders to look at how we further strengthen the voice of children and young people in education policy and decision making.</p>
<p>SI77 By the end of 2020, Education Scotland will roll out the Young Leaders of Learning Programme (previously piloted in north-east Scotland) across Scotland. This will help to support more children to be involved in self-evaluation activities and reciprocal visits to other schools as part of school improvement activities in their own school.</p>	<p>Complete This programme has progressed well, with over 50 schools in the Northern Alliance progressing with the programme. Feedback is very positive, with head teachers and pupils reporting improvements in confidence, social skills, organisation and other core skills. All participating schools included actions from pupils in their school improvement plans. A launch event took place on 4th November 2021, and there are 6 local authorities in the programme. Online training is available for school staff, local authority leads and learners, and it is possible for visits to take place virtually.</p>
<p>SI80 The National e-Learning Offer (NeLO) programme has been set up by the National e-Learning Partnership: Education Scotland, SG, ADES and eSgoil. This offer is initially bringing together the live learning option from e-Sgoil, recorded content led by the West Partnership and supported materials identified by teacher networks and led by Education Scotland. Education Scotland owns overall communications and programme management.</p>	<p>Complete – business as usual The NeLO programme was in place by September 2020 with all component parts – live, recorded, supported – under development. Live teaching and learning (provided by e-Sgoil) was in place from September 2020 as well as access to supported resources. Recorded resources (located on WestOS) were available to all local authorities by February 2021. All requests for support from individuals, schools and local authorities during the different phases of the pandemic in session 2020/21 were met.</p> <p>The NeLO programme continues to be developed in session 21/22 to support the needs of learners and the system and to showcase curriculum innovation and digital practice.</p>

<ul style="list-style-type: none"> • The existing national technical platforms (e.g. Glow) will be able to support this ongoing delivery. We will draw on the available evidence as we continue to adapt and improve the technical options available for remote learning throughout 2021. • Schools will be able to use the national e-learning offer to complement and enhance e-learning support available locally and within the local authority and RIC to ensure pupils' education is not interrupted by impacts of the current pandemic. • Individual teachers will be able to access a wide range of resources to use in their own delivery of e-learning. • We will develop new e-learning partnerships in response to needs identified via RIC partners. • Work will progress to establish how schools will be able to use the national e-learning offer after the pandemic. <p>Work is underway to ensure schools will be able to use the national e-learning offer after the pandemic to support greater curriculum innovation across the BGE and senior phase. This work will build on the recognition by practitioners, schools, local authorities and learners of the significant potential benefits of e-learning and digital platforms for future improvements to education provision and experiences.</p>	
<p>SI81 The incorporation of the UNCRC and the experience of children and young people during COVID-19 reinforces the importance of gathering and sharing children and young people's views with decision-makers at every level – school, local and national – and following up to ensure that those views are taken</p>	<p>Ongoing As stated in SI76, the Scottish Government funded the Education Recovery Youth Panel which met up to July 2021, and had a primary focus on COVID-19 education recovery. The Education Recovery Youth Panel held its final meeting in July 2021 and a final report is due in late 2021. A Member of the Scottish Youth Parliament joined the COVID-19 Education Recovery Group in October 2020, and continues to attend CERG as the young person representative on the group. In October 2021, an MSYP rep joined as a formal</p>

<p>into account. We will take forward a range of further actions to ensure that this is done during 2021.</p>	<p>member of the reconstituted Scottish Education Council. Also in 2021, two experts on children’s rights from the Children’s Parliament and Together joined the Scottish Education Council. Scottish Government liaised with these organisations and the Scottish Youth Parliament (SYP) as part of their work to develop toolkits and an online survey in relation to Professor Muir’s consultation on education reform.</p> <p>Scottish Government is currently working with stakeholders to develop a comprehensive and strategic approach to ensure that children and young people’s voice is taken fully into account in education policy development and decision-making.</p>
<p>SI82 The Education Recovery Youth Panel – a follow up to the initial Scottish Learner Panel pilot - will meet between November 2020 and June 2021, supported by Young Scot and Children in Scotland. Views will be gathered from learners aged 9 – 18, every 4-6 weeks via online workshops. Learners’ views will be shared via the COVID-19 Education Recovery Group and direct to the Deputy First Minister. Recommendations will be made to the Scottish Government, ensuring that the rights and needs of young people are at the heart of education recovery.</p>	<p>Complete As above, 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 Panel was made up of 28 children and young people, ages 9 to 18. Young Scot supported the panel to meet on a monthly basis, feeding directly in to the COVID-19 Education Recovery Group. The Education Recovery Youth Panel held its final meeting in July 2021 and a final report is expected late 2021.</p>
<p>SI83 The key findings from survey evidence on the experiences of young people during COVID-19 will be monitored closely and shared with decision-makers, including the COVID-19 Education Recovery Group. This will include but will not be limited to:</p> <ul style="list-style-type: none"> • The Lockdown Lowdown survey and associated follow-up survey work. • The Children’s Parliament’s How Are You Doing? COVID-19 Survey activity and associated journals and workshops. • Public Health Scotland’s COVID-19 Early years resilience and impact survey 	<p>Ongoing Findings from a variety of surveys were noted by Scottish Government during the course of 2021, alongside the discussions and reflections of the Education Recovery Youth Panel (see SI82 above). Findings from Lockdown Lowdown have been included in the National Improvement Framework and Improvement Plan.</p> <p>Key survey findings were cited in the Scottish Government’s October 2021 publication “Coronavirus (COVID-19) education recovery: key actions and next steps” - https://www.gov.scot/publications/education-recovery-key-actions-next-steps/documents/</p> <p>The Scottish Government will continue to monitor findings from relevant children and young people COVID-19 surveys, and will share key findings or emerging issues with the COVID-19 Education Recovery Group, Scottish Education Council and other forums.</p>

<ul style="list-style-type: none"> • Survey work by the Child Poverty Action Group. 	
<p>SI84 Learners will be consulted during the OECD Independent Review of CfE.</p>	<p>Complete Learners have been engaged throughout the OECD's process, including the stakeholder webinars on both the main CfE review and the comparative work on assessment and qualifications approaches. The Scottish Government is committed to ensuring that, when considering how any recommendations are implemented, learners are engaged from the outset.</p>
<p>SI85 Education Scotland has begun to establish a database of where curriculum design expertise lies nationally, and will set up regular check-in meetings with these networks over the year. Evaluations of the programmes and engagements will help to identify next steps at all levels.</p>	<p>Ongoing Information for a database is being gathered in an internal format and consists of a wide range of information, from SCQF Ambassador schools, to information linked to recent Routes to Success webinars, as well as engagements at regional, local authority and setting level. It is anticipated that a prototype will be available for external testing by end March 2022 but this work will look to align with the Implementation Framework for the OECD 2021 Review (published October 2021). Timescales may therefore vary.</p>
<p>SI86 HM Inspectorate will consider the NIF evidence report and identified needs of the system when devising a programme of national thematic reviews and inspection.</p>	<p>Complete – business as usual In September 2021, Education Scotland announced that HM Inspectors of Education (HMIE) would take a phased approach to resuming scrutiny activity during academic session 2021/22.</p> <p>HMIE have however listened to feedback from practitioners and other stakeholders about the proposal for inspections to resume from January 2022 and are aware of the ongoing challenges faced by local authority staff, education staff, learners and communities resulting from the COVID-19 pandemic and have reviewed their plans. It was therefore announced on 3 December that HMIE will not resume the routine early learning and childcare and school inspection programme as originally planned.</p> <p>HMIE will continue to engage with settings and schools to carry out 'recovery' visits to support the education sector as it continues to respond to the impact of the current pandemic. During visits, HM Inspectors will explore the range and quality of learning children and young people are experiencing, and the work being done to meet children's and young people's learning and wellbeing needs.</p> <p>Plans will continue to be kept under review in line with public health guidance and local circumstances related to the pandemic.</p>
<p>SI87 Education Scotland will deliver the Learner Participation 3-18</p>	<p>Complete Learner Participation sessions have been delivered to learners in 2 primary schools and a secondary school during</p>

<p>professional learning programme as a series of twilight workshops by December 2021, which can be either face to face or remotely delivered.</p>	<p>January and February 2021 - these were very well received and the approach will be used in other settings as requested. There have also been sessions delivered with Newly Qualified Teachers across the Northern Alliance. Professional learning sessions and advice will now be delivered as part of a new action linked to incorporation of UNCRC.</p>
<p>SI88 Education Scotland will deliver the Recognising and Realising children's rights professional learning to practitioners, using digital technology. This will be a series of twilight workshops to enable more practitioners to participate, and will support schools to protect and respect children's rights as set out in the Scottish Government's Bill on incorporation. A CLD version is also being developed and will be delivered alongside the school version when possible.</p>	<p>Complete There is a significant demand for the Recognising and Realising children's rights professional learning to practitioners due to the incorporation of the UNCRC, with legislation coming into force from November 2021. Sessions have been delivered internally to ES colleagues to raise awareness, and also externally - these include a series of 3 progressive sessions for practitioners across the Northern Alliance and West Partnership; sessions for Strathclyde Initial Teacher Education (ITE) students; an input to the Goodison groups and Scotland Futures Forum; session for Global Development Centres; session for ADES and Inverclyde; Early Learning Centres across Northern Alliance; three sessions across Northern Alliance; train the trainers for internal and local authority leads (4 sessions); a module for excellence in headship (May and September); Sessions for all GTCS staff and EiS leads and directorate support for Dundee, Angus, Perth and Kinross, Forth Valley and West Lothian RIC, Aberdeenshire and Midlothian. Bespoke sessions have also been delivered to Community Learning and Development (CLD) leads, Carers Trust and ASL practitioners in Dundee. Education Scotland is also supporting the roll out of the CLD version, with a planned series of events in Tayside from January 2022. The Lead Officer is also supporting ADES and working with ITE providers to modify their programmes. High levels of professional learning and requests for advice and support are continuing. A network of trained colleagues has been developed across Scotland to support this. A new action will take this forward.</p>
<p>SI89 Education Scotland will restart the Young Leaders of Learning Programme once restrictions are eased to enable children to visit other schools. A national training event will also take place.</p>	<p>Complete – business as usual The programme was re-launched in November 2021, and all materials are available to support virtual as well as face to face training and visits.</p>
<p>SI90 Education Scotland will support practitioners in curriculum and sectoral areas through national and</p>	<p>Complete Education Scotland has offered support to practitioners in curriculum and sectoral areas through a range of national and local professional learning activities including webinars</p>

<p>local professional learning activities such as webinars and network meetings throughout 2021, this will include the use of digital tools to support learning. This also includes national e-learning partners.</p>	<p>and network meetings. Between August 2020 and September 2021, there have been approximately 12,500 engagements in total including those to support the use of digital tools to support learning and E-learning partners.</p>
<p>SI91 Education Scotland will continue to liaise with local authorities and the RICs to ensure the support offered at all levels of the system is meeting the needs within the current context and beyond. Education Scotland will continue to provide updates of key national messages relating to learning, teaching and assessment and moderation through appropriate forums during the academic session 2020-21.</p>	<p>Complete NIF Officers organised regular national meetings with local authority Assessment Coordinators (25/2/2021, 6/5/2021, 30/9/2021, 2/12/2021) to share relevant updates related to learning, teaching and assessment. NIF Officers have continued to provide support and guidance to LA/RICs in response to requests.</p>
<p>SI92 Education Scotland will provide ongoing support during the academic session 2020-21 for the quality assurance of education content for national standardised assessments and continue to contribute to the development of reporting advice, training advice and policy development.</p>	<p>Complete Education Scotland staff completed quality assurance activities for the educational content of the Scottish National Standardised Assessment for the 2021/22 session. The assessment was made available to schools and practitioners from August 2021.</p>
<p>SI93 Education Scotland will continue to consult with ADES during the academic session 2020-21 around the collection of NIF qualitative and quantitative data to inform the NIF national reporting and planning (September 2021).</p>	<p>Complete It was agreed that the NIF Return was not to be collected in academic year 2021-22. Local authorities continued to complete the annual education plan and report. NIF Officers contacted local authorities to offer support with the return of the statutory plans, if required.</p>
<p>SI94 Education Scotland will continue to work with local authorities and RICs through locality working to support the needs of the system in the recovery phase.</p>	<p>Complete During session 2020-2021, Education Scotland provided support to local authorities and schools through the focus on people and place. The place based work was taken forward through locality work managed by Head of Scrutiny/Senior Inspector and Senior Regional Advisor for each locality. The focus of support was agreed and negotiated with local authorities. The progress and impact of this support was regularly reviewed with local authorities on an ongoing basis. This included a focus on support for schools where HM Inspectors of Education were due to carry out further inspection. Support was provided by Education Scotland staff from across Scrutiny and Regional directorates. At the</p>

	<p>moment there is no further locality support planned for 2022. Support will continue to be provided through RICs.</p>
<p>SI95 Education Scotland will provide support for practitioners through national and local webinars and these have been identified by RICs to support them through the recovery phase.</p>	<p>Complete – business as usual In June 2021, Digital Skills team delivered</p> <ul style="list-style-type: none"> • 18 webinars • 872 attendees at webinars. <p>Since March 2020 the digital skills team have delivered 275 webinars to over 14,404 practitioners. In June 2021 there were over 2962 visits, generating 6889 page views to the ES web page: DigiLearnScot. This is Education Scotland’s site for digital learning and teaching, hosting shared practice, upcoming and recorded webinars and learning pathways for practitioners. This takes the running total to</p> <ul style="list-style-type: none"> • 130,000 visits • 297,000+ page views <p>In June there were 100.1 hours watched, 2546 views of Education Scotland YouTube. This brings the current YouTube statistics to -</p> <ul style="list-style-type: none"> • 5,454.6 hours watched • 68,324 views • 1.02k subscribers. <p>Webinar Sessions delivered in June 2021 All local and regional webinars have been delivered to meet the needs of local and regional requests for support arising from practitioners and from evaluation feedback through the recovery phase. Throughout the year staff from all 32 local authorities and all sectors (including ELC) have engaged in the webinars on offer. The webinars have covered everything from tools support, digital pedagogy and digital leadership.</p>
<p>SI96 Scottish Government will develop an overarching programme of race equality and anti-racism in education to encompass 3 separate, but interlinked, workstreams:</p> <ul style="list-style-type: none"> • Curriculum reform • Racism and racist bullying • Diversity in the teaching profession <p>These workstreams will be underpinned by a whole-system approach, giving consideration to areas such as assessment and qualifications, ITE, teacher professional development and leadership. Stakeholder engagement at official and Ministerial level will be a</p>	<p>Ongoing Initial stakeholder engagement sessions with officials and Ministers were undertaken between October 2020 and January 2021. This was followed by the establishment of the Race Equality & Anti Racism in Education Programme. The programme is supported by a small Programme Board (SG, ES, SQA & ADES) and a larger stakeholder network group with representation from a number of education and race equality stakeholders. Both groups meet monthly. 4 subgroups have now been established under the Stakeholder Network Group (SNG) to take forward the development of actions. The SNG met for the 7th time at the end of September - it is currently developing an evaluation model for the programme.</p>

<p>fundamental part of the development of an action plan containing short, medium and long-term ambitions, aligned with the 2021-24 Race Equality Action Plan.</p>	
<p>SI97 The Scottish Government will publish its response to the recommendations in the ICEA's second formal report in early 2021. The recommendations will be used to inform future improvement action.</p>	<p>Ongoing The 2022 NIF reflects planning and activity in response to the recommendations of the ICEA report, alongside those of other key recent reports in education (Audit Scotland, Equity Audit, OECD and the Scottish Attainment Challenge progress report). We will publish a formal response to the ICEA's second formal report in 2022. This planned approach was discussed when the Cabinet Secretary for Education and Skills met virtually with the ICEA in September 2021.</p>
<p>SI98 A Member of the Scottish Youth Parliament has been attending the Education Recovery Group from October 2020, and will continue to do so, representing and sharing the views of young people to the group.</p>	<p>Complete – business as usual As of November 2021, one MSYP continues to be a member of and attends regular meetings of the COVID-19 Education Recovery Group (CERG) to represent and share the views of young people.</p>
<p>Performance information</p>	
<p>PI16 Early work is underway on a long-term project to develop a new index of social background, which is aimed at creating individual level data (as opposed to area-based) which allow more targeted and effective intervention for disadvantaged pupils.</p>	<p>Ongoing We are currently engaging with the UK Department of Work and Pensions to agree sharing of their Children in Low Income Families data at school-level. Should this principle be agreed with DWP, work will begin to explore the practicality of accessing the individual-level data needed to develop the index.</p>
<p>PI17 In 2019/2020 we will continue to administer the Challenge Authority, Schools Programme, Care Experienced Children and Young People and Pupil Equity funds as well as the National Programmes, supporting schools, local authorities and Third Sector organisations to close the poverty related attainment gap with up to £182m from the Attainment Scotland Fund.</p>	<p>Complete – business as usual Over £182m of funding was issued during 2019-20 from the Attainment Scotland Fund across all 32 local authorities, schools and a range of third sector organisations. Each authority and school develops annual improvement plans and reports, tailored to their own circumstances, detailing the actions they will take to close the poverty-related attainment gap, and their impact. In light of COVID-19, and the impact on some of the most vulnerable children and families, additional flexibility was introduced to the 2020-21 Attainment Scotland Funding, allowing councils and schools to redirect these funds provided that all spend remained aligned to the core principles of the programme. In May 2020, the Deputy First Minister confirmed Pupil Equity Funding for two year ahead - 2020/21 and 2021/22. This equates to more than £250m, and will be made available to 97% of schools over two years - 2020/21 and 2021/22.</p>
<p>PI18</p>	<p>Complete – business as usual</p>

<p>For the remainder of this parliament the Scottish Government and Education Scotland will continue to work in partnership with local authorities, schools and other key stakeholders to facilitate, broker and support action to maximise progress in reducing the poverty related attainment gap.</p>	<p>Through-out 2021/22 focus for ES and SG teams has been on the possibilities for this year, building on those key areas identified through reviews such as the Equity Audit and 5 Years of SAC report to see accelerated progress/impact. Key themes are providing advice and guidance; leading improvement and building capacity and contributing to robust evaluation of impact.</p> <p>During 2021, ES and SG have worked with partners across education to drive forward progress on the re-refresh of SAC, and ensuring that work in this year aligns with the direction the re-refresh is taking.</p>
<p>PI19 Research and development work will continue around the three aims of the Research Strategy.</p>	<p>Ongoing Research Strategy projects were paused and delayed by the impact of the pandemic and school building closures, including the Review of the Regional Improvement Collaboratives (RICs) and the Behaviour in Scottish Schools Research (BISSR). The Scottish Government is aiming for both the Parental Involvement and Engagement (PIE) Census and Health and Wellbeing Census to be undertaken by local authorities in 2021/22. However, new and emerging priorities have been addressed, such as the Equity Audit, the Schools Asymptomatic Testing surveys and the Closing the Attainment Gap 5 year report, while the ASF Evaluation was designed to include the impact of school building closures.</p>
<p>PI20 The PISA 2021 assessment has been postponed until 2022 due to the impact of COVID-19. Results will be available in 2023.</p>	<p>Ongoing Preparations for PISA 2022 are ongoing, with assessments due to take place in around 110 schools across Scotland in October and November 2022.</p>
<p>PI21 The Year 5 Evaluation of the Attainment Scotland Fund (ASF) report will be published in March 2021.</p>	<p>Complete The Year 5 evaluation report was published on 22nd March 2021. The report, is available at the following address: https://www.gov.scot/publications/attainment-scotland-fund-evaluation-fourth-interim-report-year-5/</p>
<p>PI22 The Behaviour in Scottish Schools (BISSR) 2021 research will be published.</p>	<p>Ongoing The action at AC71 will deliver this commitment. 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. Scottish Advisory Group on Relationships and Behaviour in Schools is considering plans for the survey being undertaken in 2022.</p>
<p>PI23 Scottish Government will work with our partners, including the ICEA, to design the best approach to accelerating progress with closing the poverty related attainment gap,</p>	<p>Ongoing An Advisory Group was established partners across the education landscape with regular meetings through 2021 which will continue into 2022. Such engagement has informed the direction of and refreshed mission of the Scottish Attainment Challenge which was announced on 23rd November 2021.</p>

<p>through the next phase of the Scottish Attainment Challenge.</p>	<p>Work has also focused on developing a framework for recovery and accelerated progress, which will be published in 2022.</p>
<p>PI24 Scottish Government will publish evidence of progress with our defining mission of closing the poverty related attainment gap by March 2021.</p>	<p>Complete Evidence of progress was published on gov.scot along with a summary report in March 2021 - https://www.gov.scot/publications/closing-poverty-related-attainment-gap-report-progress-2016-2021-summary-report/. This report presents the evidence of progress towards achieving the defining mission of closing the poverty related attainment gap over the period of the parliament 2016-2021. In doing so it also acknowledges the disruptive and detrimental impact of COVID-19.</p>

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