

# The ADES CURRICULUM, ASSESSMENT & QUALIFICATIONS NETWORK

16 March 2018

## SCOTTISH GOVERNMENT UPDATE

### SCOTTISH ATTAINMENT CHALLENGE

Over the course of this Parliament, we will invest a total of £750 million through the Scottish Attainment Challenge:-

- In 2018-19 £120m is to be spent at the discretion of headteachers and school leaders on the basis of the numbers of pupils in P1-S3 known to be eligible and registered for free school meals, at a rate of £1,200 per pupil.
- This is on top of the £59m Attainment Scotland funding that will continue to provide targeted support for those authorities and schools supporting children and young people in greatest need.
- These two funding streams – a total of £179m for 2018-19 – contribute to our commitment to allocate £750m during the course of this Parliament through the Attainment Scotland Fund to tackle the attainment gap, targeting resources at the children, schools and communities most in need.

### Rural Poverty Working Group

The Scottish Attainment Challenge Programme Board have committed to examining the issue of rural poverty and educational attainment to reflect a feeling amongst some that the current funding streams do not fully reflect rural circumstances. To further this aim a short life official level working group was established. This group included representatives from ADES, COSLA, SOLACE, SLS, AHDS, the Improvement Service and the National Parent Forum, as well as appropriate academic input.

The remit of the Group is to:

- Consider the national and international evidence on the impact of rural poverty on attainment.
- Explore what indicators of poverty and deprivation are most appropriate in a rural context in order to understand the attainment gap in Scotland.
- Provide options, based on the evidence, for potential future development of the Attainment Challenge for authorities and schools supporting children and young people living in rural areas.

After looking at national evidence and engaging with local authorities, the Rural Poverty Working Group, established to consider the degree to which the current approach to the Scottish Attainment Challenge addresses the impact of rural poverty on attainment, reported to the Scottish Attainment Challenge Advisory Group in November. This report included a number of recommendations which may support the priority of closing the attainment gap in rural areas. The Advisory Group welcomed the report and agreed that the recommendations should be further explored. The working group, which includes rural based representatives from ADES, COSLA, SOLACE, the Improvement Service and a number of school leader representatives, has now been reconvened with a view to provide fuller proposals.

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## **DEVELOPING THE YOUNG WORKFORCE: SCOTLAND'S YOUTH EMPLOYMENT STRATEGY**

### **DYW Annual Report**

Developing the Young Workforce: Scotland's Youth Employment Strategy, 3rd Annual Progress Report was published on 9 January, <http://www.gov.scot/Publications/2018/01/6968/3>, reflecting achievement of the DYW programme's headline target, to reduce youth unemployment in Scotland, excluding those in full-time education, by 40% by 2021, and the achievement of a number of other headline successes.

However, it also recognises the importance of ensuring DYW maintains sufficient profile, as a central pillar of the Scottish Government's education policy. We will endeavour to align DYW activity with the changing policy context, including the emerging RIC Improvement Plans and the STEM Strategy, <https://news.gov.scot/news/making-scotland-a-stem-nation> published in October 2017, which also supports the delivery of a number of our DYW recommendations.

### **Growing Vocational Pathways**

In order to accelerate the collaborative nature of college and school regional curriculum planning and work towards agreement on scale and expansion, SFC and SG hosted 3 Regional DYW Events at the end of 2017. All were well attended by senior representatives from colleges, local authority education directorates and schools. The discussions focused on accelerating collaboration and agreeing ambition for senior phase vocational pathways and enhancing employer engagement.

There were a number of outcomes from the events, that will be progressed under the banner of a jointly agreed action plan.

### **Foundation Apprenticeships**

It has been agreed by SDS and the Scottish Government that an annual statistical report on the Foundation Apprenticeship Programme will be published in November each year (based on data as at 30 September) on the SDS corporate website. The initial report will be published in March 2018 – for this year the report will date stamp information at the end of January 2018.

### **DYW Collaboration**

The second joint DYW leads (local authorities and colleges) and DYW regional group network meeting was held on 19 February. The agenda was structured to enable the DYW Leads and Regional Group representatives to meet separately in the morning to allow a more focussed business specific discussion, followed by the two groups convening in the afternoon to start to develop a more collaborative approach in terms of a streamlined approach to school engagement.

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## LEARNER JOURNEY REVIEW 15-24

The Scottish Government continues to take forward the Education Delivery Plan and Enterprise and Skills Review commitment to “*review the learning journey for all 16-24 year olds to ensure that education provision for young people is as effective and efficient as possible and provides more stepping stones for those needing most support.*”

We will publish the output of the review in the coming months. We are currently considering the evidence generated from the Review in considering policy propositions. As we develop our response, working with partners and wider stakeholders, we will continue to actively engage young people to ensure that policy decisions relating to the learner journey continue to be informed by young people.

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## CURRICULUM for EXCELLENCE

Policy officials are currently considering emerging priorities for the curriculum, including:

- giving effect to the Organisation for Economic Co-operation and Development’s recommendation for a new, simplified narrative for Curriculum for Excellence;
- ensuring the S1 to S3 years of the broad general education are delivering the stretch, challenge and breadth of experience which young people deserve; and
- the opportunities which the expansion of the funded entitlement of early learning and childcare to 1140 hours by 2020 can bring to the experiences of young children at the Early Level of Curriculum for Excellence.

Policy activity under these themes will be taken forward with the input and oversight of the new Curriculum and Assessment Board (which met for the second time on 8<sup>th</sup> March 2018).

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## STEM Strategy

Since the publication of the final version of our STEM Education and Training Strategy, we have now set out 18 Key Performance Indicators that will be used to measure and monitor progress with the Strategy. A number of these directly relate to schools, including Increasing the number of passes at SCQF level 5 in Mathematics by 10% by 2022, improving the gender balance in attainment in key STEM related subjects at SCQF level 6 by increasing the number of females passing Physics by 15% and Computing by 20%, by 2022, and increasing the cumulative hours of STEM professional learning accessed by early years, schools, college and CLD practitioners annually.

The first meeting of the STEM Strategy Implementation Group took place on 14 December 2017, which focused on its remit, working arrangements, and reviewing the KPIs. Both ADES and COSLA are represented on this Group.

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## LITERACY and NUMERACY

### *First Minister's Reading Challenge*

There is still time to sign up for this year's Challenge, which is open nationally to P1 to P7. The deadline for submissions for national awards is 2 May. Six secondary schools are also taking part in a small scale pilot:

- Bannockburn High School (Stirling)
- Renfrew High School (Renfrewshire)
- St Andrew's and St Bride's High School (South Lanarkshire)
- Sgoil Lìonacleit (Eilean Siar)
- Arbroath Academy (Angus)
- Clydebank High School (West Dunbartonshire)

ADES are represented on an Advisory Group of teachers, authors and experts that helped develop the details of the Challenge, including a broad range of prizes for schools to choose from and tools to support individual reading journeys at all stages. The arrangements for next year's Challenge, based on recommendations from the Advisory Group, are expected to be announced in March.

For further information, please see the Reading Challenge website:

<https://www.readingchallenge.scot/>

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### *Read, Write, Count (RWC) Campaign*

P2 and P3 Read, Write, Count gift packs have been distributed to local authorities by Scottish Book Trust in time for gifting to pupils during Book Week Scotland (27 Nov – 3 Dec). Participating schools also received their P4-7 'home kits' in November.

Hints and tips giving parents and carers ideas for fun ways to get involved in their child's literacy and numeracy learning can be found at [www.readwritecount.scot](http://www.readwritecount.scot).

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### *School libraries*

'How good is our school library?', a companion guide to the main 'How good is our school?' framework, was published at the end of September. It was developed by the Scottish Library and Information Council (SLIC) and has been fully endorsed by Education Scotland. To read the publication, visit <https://scottishlibraries.org/advice-guidance/how-good-is-our-school-library/>.

£100,000 was awarded to projects for the 2017/18 of the School Library Improvement Fund. The Fund is due to open for 2018/19 applications in April, for which a total of £450,000 will be available.

The School Libraries National Strategy Advisory Group met on 26 February. ADES is represented on that group. The group is establishing a number of short life working groups to assist in its work with the strategy itself due to be published in Summer 2018.

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*Numeracy and Mathematics*

**Maths Week Scotland 2018 will take place 10-16 September. Please ensure that this is in your schools and community learning and education calendars.**

The Deputy First Minister's Easter Holiday Maths Challenge, developed in partnership with the Scottish Mathematical Council, will be issued to all primary six pupils in Scotland with distribution to schools scheduled for the last week of term along with supportive materials for teachers. The resource is designed for 'maths at home' promoting maths enjoyment outwith the classroom and family/parental engagement. Copies will also be issued to holiday clubs.

This is a key part of the implementation of the Making Maths Count report.

The Enterprising Maths in Scotland initiative celebrates excellence and creativity in maths for S3 and S4 pupils across Scotland with a national final taking place each year at Glasgow Science Centre. Last year 31 local authorities had schools participating. Please ensure that secondary schools are aware of this opportunity and encouraged to hold regional qualifying rounds to encourage as much participation as possible. More information can be found here - <http://www.scottishmathematicalcouncil.org/wp1/enterprising-mathematics/>

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## **PROGRESS IN IMPLEMENTING THE 1+2 LANGUAGE POLICY**

SG is committed to language learning in schools from P1 to S3 and to date has invested £27.2m in development funding to LA to support this implementation.

Both ADES and COSLA are members of the Strategic Implementation Group for the 1+2 languages policy (SIG Education) which meets next on 15 May. The report of the work achieved in the first year of the **implementation plan** can be seen here <https://beta.gov.scot/groups/strategic-implementation-group/>.

Following on from the 2016-17 survey of local authority languages plans which identified that over 75% of primary schools are now providing language learning from primary one, a 2017-18 online questionnaire has now been issued to local authority language leads. Responses by 16 March will be requested, this will allow sufficient time to analyse data prior to the summer break. The members of SIG Education again express their thanks to all LA for providing data and their frankness in sharing both successes and challenges of implementation with us.

Following the successful regional events for the secondary sector to which principal teachers of modern languages and timetablers were invited, a Q&A document is available providing answers to the many questions raised at the events

<https://education.gov.scot/improvement/learning-resources/A%201%20+%202%20approach%20to%20language%20learning%20in%20the%20secondary%20sector%20-%20FAQs>.

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## **INSIGHT – SENIOR PHASE BENCHMARKING for EXCELLENCE**

<https://insight.scotxed.net>

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

The February update, which added initial leaver destinations data for those leaving school in the previous academic year, was published on 27 February. This publication allows for analysis of data on cohorts of young people at the point of exit from the Senior Phase. For the first time, this release makes data at Regional Improvement Collaborative (RIC) level available. RIC data is provided on a pilot basis and further development will be informed by feedback from users.

### **Support**

We continue to provide dedicated support to schools and local authorities through our Professional Advisors, John Hand and Lewis Paterson, who work closely with Education Scotland and other partners to support schools and local authorities to focus on the culture change required to use Insight data intelligently for improvement planning purposes.

Although attainment reporting and accountability is an essential part of local authority improvement planning processes, it is important that it does not inhibit the use of Insight data in the context of Improvement. We are keen to support the culture change required to ensure that schools are taking ownership of their data to better understand the specific needs of the young people in their schools.

There is clear appetite for further collaboration and sharing of experience amongst the Insight Local Authority Leads network. We are currently analysing feedback from the network to plan future events, to help LAs to further improve the achievement of excellence and equity in educational outcomes for all learners in the senior phase.

### **Tariff Review**

The Insight Project Board approved the recommendations from the Tariff Review Group at its November meeting. These were that further work should be undertaken to:

- establish which non-SCQF awards were being followed most frequently by senior phase age students in schools, and if there were particular barriers to credit rating
- investigate the feasibility of developing a system similar to Insight for senior phase age students studying in college
- pilot a grade neutral tariff as an additional measure to further explore the data for senior phase age students.

Work is ongoing with schools, local authorities and colleges on the first two points. On the grade neutral tariff, the Insight Project Team has developed a measure for considering tariff-based measures independent of the tariff point additions for graded attainment, to neutralise the effect of differing profiles of graded and ungraded attainment. This measure is currently being tested with stakeholders, with the aim of introducing this in September 2018.

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## **NATIONAL IMPROVEMENT FRAMEWORK**

Implementation of the National Improvement Framework is continuing in a number of different areas. Key elements of that work are summarised below.

The 2017 National Improvement Framework and Improvement Plan was published in December. This brings together actions from both the Delivery Plan and CfE Implementation Plan so that all of that activity is recorded in a single place. Work is now ongoing to draft the 2018 National Improvement Framework Improvement Plan and 2017 NIF Evidence Report, and both will be published in December 2017.

The census day for the achievement of CfE levels return this year was Monday 12 June. Data was submitted to the Scottish Government from local authorities by 31 August, and is due to be published by the Scottish Government in December 2017.

### **Scottish National Standardised Assessments**

The Scottish National Standardised Assessments were delivered on time and within budget, going live on the 24 August 2017. Initial training has been delivered to all 32 local authorities. Further training tailored to individual authority requirements continues to be delivered. To date over 150,000 standardised assessments have been taken. Children and young people in schools across Scotland have undertaken standardised assessments as part of a “norming study” which will provide crucial data for standardisation purposes a second norming study will take place in March to provide two points in the year for standardisation purposes. In addition some local authorities volunteered to participate in a Long Scale Equating Study LSES to provide data to allow a long scale to be developed which will provide information on children and young people’s progress throughout their school career.

### **BGE Benchmarking Tool & School Level Information Dashboard**

The Scottish Government is developing an internal facing Broad General Education (BGE) Benchmarking Tool and an external facing school level information dashboard as part of the 2017 National Improvement Framework & Improvement Plan actions. The Benchmarking Tool uses achievement of CfE levels data as the outcome measure and the model it applies helps to determine how well individual schools are performing against a comparator score that the model calculates using nine pupil characteristics considered to have an influence on attainment. The tool was piloted by SAC LAs throughout September to December 2017. Work is now underway to support national rollout by Summer 2018.

The school information dashboard (due for release in August 2018) will bring together a range of school data in order to provide users (e.g. parents) with a much more informed and holistic view of the characteristics of their schools, and how they are performing. Work will

start shortly on producing a National Improvement Framework Evidence Dashboard that will provide an overview of the evidence to show where we are succeeding and where we need to do more to raise attainment and improve equity of outcomes.

### **Health and Wellbeing**

A feasibility study has been conducted to consider the scope of introducing a new Health and Wellbeing data collection of children and young people in late primary and secondary stages. This data collection will build on learning from the Realigning Children's Services project, as well as internal and external knowledge in conducting such surveys. This work has reached a conclusion, and a submission was put forward, and approved, by both the DFM and Cabinet Secretary for Health and Sport. The outcome of the feasibility work recommended the introduction of a Health and Wellbeing Census. This would be supported by purchasing and developing a survey "platform" for use by the Scottish Government, local authorities and health boards – i.e. a 'one-stop' flexible survey "platform" which would be used to gather information currently gathered in national and international Health & Wellbeing Surveys, as well as enabling the facility for local organisations to gather bespoke information to help inform and drive forward local improvements. Work is currently on going in the purchasing of the online survey platform, and a working group will shortly be set up to discuss the 'content' of the proposed Census questionnaires. The Scottish Government will shortly be approaching local authority Directors of Education informing them of our plans, seeking their willingness to engage with this work and to nominate local co-ordinators to ensure the Census runs smoothly within each local area.

### **Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)**

The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) is part of an important and long-established series of national surveys on smoking, drinking and drug use among Scotland's young people. The survey also captures wider lifestyle data on, for instance, recreational activities. SALSUS has been undertaken in the current format since 2002, with predecessors of the survey dating back to the 1980s. The survey is conducted on a biennial basis, targeting secondary school pupils aged 13 and 15 years in local authority and independent schools. SALSUS data is used extensively by Scottish Government officials and Ministers across public health, drugs policy and education, providing high quality data to monitor progress against national strategies. A review of local data needs by Information Services Division (ISD) established that SALSUS is also a crucial resource to local partners. SALSUS data is used in local government to create secondary school teaching resources and to monitor the progress of Alcohol and Drug Partnerships against a number of the nationally agreed core outcomes.

Procurement of the 2018 sweep of SALSUS is ongoing with the contractor expected to be appointed in June 2018 and fieldwork to be undertaken in Autumn 2018. In contrast to previous sweeps, the survey will be delivered electronically.

### **Gaelic Medium Education**

Service Provider selected following a tender process for the GME Scottish National Standardised Assessment project. Contract was awarded to Giglets Ltd on 18 December 2017. Workshop meetings with the Service Provider took place during January and February 2018 and further work being taken forward. This includes arrangements towards a stakeholder event due to be held in Inverness in late April 2018. This will provide an opportunity to update on the project and plans going forward.

## **International Council of Education Advisers**

The International Council of Education Advisers (ICEA) was established in 2016 to advise Ministers on how best to achieve excellence and equity in our Scottish education system.

The membership of the ICEA draws upon world-leading education and business experts with a range of knowledge and extensive experience of advising educators and governments on education leadership, school improvement and reform.

The ICEA has two formal meetings a year, but will take forward a workplan between meetings. The ICEA's role is to advise on the Scottish Government's priorities for education, and to ensure policy and practice are influenced by international best practice. The ICEA will also advise on the reporting and planning cycle of the [National Improvement Framework](#).

The fourth meeting of the ICEA will take place in March 2018 (dates to be confirmed). All papers and the minutes of previous meetings are published on the SG website.

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## **PARENTAL ENGAGEMENT**

**Review of the 2006 Parental Involvement Act / National Action Plan on Parental Engagement and Family Learning** –The final report from the NPFS-led review of parental involvement was published in May, and can be found at:  
<http://www.npfs.org.uk/2017/05/23/review-of-the-impact-of-the-2006-parental-involvement-act/>

The Deputy First Minister wrote to the NPFS in September 2017 to endorse all of the national recommendations from the Review, and to invite the NPFS to contribute to a new National Action Plan on Parental Engagement and Family Learning. The Action Plan, which is proposed for publication in April 2018, will provide the vehicle to implement all of the recommendations from the review. NPFS and Scottish Government officials are meeting with key stakeholders up to end Dec 2017 in order to seek their contributions to the Action Plan.

**Amendments to the 2006 Parental Involvement Act** – The consultation proposals for the 2018 Education Bill include a range of detailed proposals aimed at strengthening, modernising and extending the 2006 Act (to pre-school settings). Local authorities are encouraged to respond to the consultation by the January deadline.

**National Steering Group on Parental Engagement** – The steering group will next meet on 14 December and will focus on the proposals contained within the consultation for the Education Bill.

**Parental engagement within the NIF** – The NIF Improvement Plan for 2017 included a range of actions to support parental engagement. The Improvement Plan for 2018 will contain a new set of improvement actions. Local authorities will be involved in formulation of the Plan.

## Parent Involvement and Engagement Survey

Analysts within Education Analytical Services are currently considering the feasibility and scope of introducing a new Parent Involvement and Engagement Survey which would collect information from parents. This data collection will build on the introduction of an online survey platform being purchased for the proposed Health and Wellbeing Census (see above), as well as internal and external knowledge in conducting such surveys. The aim of this survey will be to enabling local organisations to gather national, and bespoke information, to help inform and drive forward local improvements. Work is currently on going in the purchasing of the online survey platform, and a working group will shortly be set up to discuss the 'content' of the proposed survey. The Scottish Government will shortly be approaching local authority Directors of Education informing them of our plans, seeking their willingness to engage with this work and to nominate local co-ordinators to ensure the survey runs smoothly within each local area.

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## PUPIL PARTICIPATION

The consultation for the **Education Bill 2018** includes proposals to create specific responsibilities for head teachers in relation to promoting and supporting pupil participation. A working group (involving Terry Lanagan) has been set up to help to inform the detail of the legislative provisions. Local authorities are encouraged to respond to the consultation by the January 2018 deadline.

The new **Scottish Education Council and Curriculum and Assessment Board** will include young people representatives. In addition, the Scottish Government is developing outline proposals for a **Learner Panel** to inform national education policy. Further details on the timescales and process for the development of the Learner Panel will follow in coming weeks.

ADES CAQ members may also wish to be aware that:

- Children in Scotland are planning to publish the final report from their Leaders of Learning Project before the end of 2017. The report will be accompanied by a guidance resource for schools. Leaders of Learning was a specific project and approach taken forward in a range of schools, intended to provide a model for pupil participation and learner voice. The documents will be published on Education Scotland's National Improvement Hub.
- Education Scotland intend to publish guidance on Learner Participation in early 2018.

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## Getting It Right For Every Child & The Children and Young People (Information Sharing) (Scotland) Bill

- Subsequent to the conclusion of the engagement process, The Children and Young People (Information Sharing) (Scotland) Bill (“the Bill”) was developed. The Bill and accompanying documents were presented to the Scottish Parliament on 19 June and published on 20 June 2017.
- The aim of the Bill is to bring consistency, clarity and coherence to the practice of considering and sharing information about children’s and young people’s wellbeing in relation to duties under parts 4 and 5 of the Children and Young People (Scotland) Act 2014. It seeks to ensure that the rights of children, young people and parents are respected when:
  - information is shared with or by the Named Person service under Part 4 of the Act, by amending provisions in relation to information sharing in this Part of the Act, and in connection with
  - discussing the need for, formulating or delivering a Child’s Plan under Part 5 by amending provisions in relation to information sharing in this part of the Act.

### How will the Bill change the information provisions in the Act?

- The Bill introduces a **duty to consider** if sharing information with or by the Named Person service will promote, support or safeguard the wellbeing of a child or young person. This changes Part 4 of the Act which has a duty to share information with and by the Named Person service that may be relevant to the functions of the Named Person service.
- The Bill introduces a duty to consider whether the information can be shared in a way that is compatible with data protection law, human rights law, duties of confidentiality and any other enactment or rule of law. This is to help ensure that practitioners understand what legal requirements must be complied with before information can be lawfully shared.
- The Bill then provides the power to share relevant information with or by the Named Person service and in connection with a Child’s Plan when the above conditions are met and as long as the person providing the information does not consider that its provision would prejudice the conduct of a criminal investigation or the prosecutions of any offence. This differs from the Act which has a requirement to share information.
- The Bill also introduces a duty on Scottish Ministers to issue a Code of Practice about the consideration and provision by persons exercising functions conferred by Part 4 of the Act or by or under Part 5 of the Act. A person exercising functions conferred by Part 4 of the Act or by or under Part 5 of the Act must do so in accordance with such a Code of Practice. An illustrative draft Code of Practice accompanies the Bill. The illustrative draft Code of Practice sets out:
  - a) safeguards which need to be considered in order that information sharing is lawful and proportionate, and
  - b) a description of the relevant law which must be complied with when sharing information for the purposes of Parts 4 or 5 of the Act.

## What is happening now?

- After consideration of the evidence submitted to the Education and Skills Committee, the Convener of the Committee wrote to Deputy First Minister on 29 November 2017 indicating that a majority of the Committee were minded to request parliamentary bureau to extend the Stage 1 deadline until an authoritative draft Code of Practice had been drafted to enable them to scrutinise the Bill effectively.
- Deputy First Minister urged the Committee to reconsider its position, highlighting the delay this approach would cause to implementation of the Named Person Service. The Deputy First Minister explained that an authoritative draft Code of Practice would not therefore be available until September 2018 at the earliest.

In the meantime, the Government has committed to proceeding with the development the Code of Practice with the Getting It Right For Every Child Practice Development Panel which was established in January 2018, independently chaired by Ian Welsh OBE, Chief Executive of the Health and Social Care Alliance, and continuing to take forward Named Person Service to ensure children and families get the support they require. The Panel will ensure that the Code of Practice, Statutory Guidance and other support materials are workable, comprehensive and user friendly. Subsequent to completion of the Bill's Parliamentary process, there will be a formal public consultation on the revised statutory guidance for Parts 4 and 5 of the 2014 Act and the Code of Practice on information sharing.

- The first Panel meeting was held on 13 February. The Scottish Government will be pro-actively publishing minutes and papers from the Panel's meetings.
- During the development of the authoritative draft Code of Practice we will continue to strengthen implementation of the Getting it right for every child policy. The Scottish Government will continue to engage with stakeholders to ensure that every opportunity is taken to improve the quality of service which children, young people and families experience from public services across Scotland.
- There will be work at national and organisational levels to identify what may need to change in current and developing practice to support the amended legislative provisions when they are commenced. This will include;
  - national support to strengthen Getting It Right For Every Child practice
  - national and local communications to inform and engage parents, children and young people and practitioners

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## DIGITAL LEARNING and TEACHING PROGRAMME UPDATE

The Digital Learning and Teaching Strategy sets out a range of key activity, as well as expectations for schools and local authorities under 4 interrelated and essential objectives. Those are:

- Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching
- Improve access to digital technology for all learners
- Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery
- Empower leaders of change to drive innovation and investment in digital technology for learning and teaching

The strategy sets out a number of national level activities under each objective. On-going implementation is managed by the Digital Learning and Teaching Programme at Education Scotland.

The full document can be found on the SG website at:

<http://www.gov.scot/Resource/0050/00505855.pdf>

With regard to Glow, a set of additional security controls are being considered for inclusion in the existing Microsoft Office 365 tenancy. Once rolled out, this could provide schools and with a single platform for all email and file sharing, potentially saving public money for this type of service to be procured locally.

Alongside Microsoft Office 365, G-Suite for Education is now available for Glowe customers who choose to login.

It is also worth noting Glow has been awarded a place in the inaugural Jisc EdTech50 list which was launched on Wednesday 28 February by Edtech UK and Jisc. The list highlights the best of UKs excellent education technology people, products and projects, selected by a judging panel of expert educators and industry leaders. The list was chosen from a mixture of public nominations and the insight of their judging panel. The EdTech50 helps celebrate the sector, recognise the benefits of education technology, and acknowledge the economic advantages of the growing education technology sector to the whole UK economy.

Glow has been used to great effect during the latest outbreak of wintry weather, with schools and pupils sharing numerous examples of how they used the services to ensure continuity of education when people couldn't physically attend. Please get in touch if you'd like more info on this or any other aspect of Glow.

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## GAELIC EDUCATION

Gaelic provisions of The Education (Scotland) Act 2016 came in to force on 2 February 2017. The main elements;

- give parents the right to ask their local authority to consider providing Gaelic Medium Education (GME) for their child;
- place a duty on Local Authorities to promote and support GME; and
- place a duty on Bòrd na Gàidhlig to produce Guidance on Gaelic Education.

The Bòrd published the Statutory Guidance was also published on 2 February. The Guidance will be kept under review and updated as necessary.

The Statutory Guidance can be found at <http://www.gaidhlig.org.uk/bord/en/statutory-guidance-gaelic-education/>.

Following consultation, the next iteration of the National Gaelic Language Plan was submitted by Bòrd na Gàidhlig for approval. This has now been considered and the Deputy First Minister has cleared it. The Bòrd are now considering the date for publication which is likely to be around Easter.

To help address pressures in teaching staff, the National Gaelic Education Steering Group has set up a sub-group to consider how individuals can be attracted to the sector while supporting and retaining staff currently providing GM.

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## TEACHER WORKFORCE

Deputy First Minister announced on 25 January that the Universities of Dundee and the Highlands and Islands will develop a new route into teaching for high quality graduates. The programme will start in December 2018 and will involve students working with rural schools in areas of high deprivation. It will focus on STEM subjects and aim to attract career changes. This will complement the new routes into teaching already being supported by the Scottish Government.

Work is underway to develop on-line application system for STEM bursaries of £20,000 – for eligible career changers, to allow them to undertake an initial teacher education course and qualify as a teacher in one of the STEM shortage subjects – Maths, Physics, Technical Education or Computing Science from August 2018. We expect applications to open shortly.

The Scottish Funding Council has announced student intake figures for ITE for 2018 increasing the overall total to 4100.

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## NATIONAL QUALIFICATIONS

The removal of unit assessments from Higher comes into effect in academic year 2018/19. This was outlined in the guidance from the Assessment and National Qualifications (ANQ) group on the changes to the National Qualifications issued in March 2017 and follows the Deputy First Minister's announcement last year that mandatory unit assessments would be removed from National 5, Highers and Advanced Highers.

SQA have published information on the revisions to Highers for individual subjects. The subject information follows a standard template with an introduction, overview of current and revised course assessment, specific information on changes to coursework and/or question paper, broad information about when the other materials will be published and information on the total length of the final examination for that subject. In addition, all head teachers, college principals, SQA coordinators and key stakeholders (ADES, SLS, EIS, SSTA, NASUWT, NPFS and SPTC) have received an overview communication from SQA's Director of Qualifications.

SQA has made changes to the process this year, following feedback from the revisions to National 5 last year, including engaging with subject specialists, sharing information earlier and publishing the revisions to individual subjects as soon as they are ready.

The Curriculum and Assessment Board (CAB) is currently discussing National 4. Overall, the evidence and discussion has shown that whilst there may be some dissatisfaction with the qualification, there is no consistent demand from the system for further change. There is, however, consensus on the need for stability within the system and appetite to address wider curriculum design and delivery issues.

The CAB has agreed to gather a firm evidence base from a broad range of stakeholders on the perceived credibility issues associated with National 4. This intelligence will be used to undertake a specific communications and engagement exercise to address the current myths and negative perceptions around the National 4 qualification to improve its currency amongst learners, teachers, parents and employers and within the context of a wider range of pathways available to learners.

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## PISA

We are very grateful to Directors and their schools enabling our continuing participation in PISA.

The school sample for PISA 2018 has been notified to us by the OECD and we have contacted Directors with details of the schools in their areas. We are grateful for Directors' agreement to recruit these schools, and their assistance with any issues that may arise, notably corporate IT and the facilitation of the computer-based assessment. We are now contacting the schools in areas where Directors have confirmed that there are no issues, and would **ask Directors who have still to reply to do so as soon as possible** so that their schools' participation can be confirmed.

We have moved the fieldwork for the main survey (40 students each in 120 schools) from March to October/November 2018 as we noted the PISA 2015 fieldwork (in March 2015) showed an increased level of parental withdrawal. We hope the Autumn assessment will address this to some extent and are considering other improvements we can make.

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## EDUCATION REFORM

On 15 June 2017, the Deputy First Minister announced the Scottish Government's Education Governance: Next Steps reforms, which set out a range of measures to empower schools, support the education workforce and strengthen collaboration and engagement. We are committed to taking forward these reforms in partnership. Selected updates are below.

On 15 June 2017, the Scottish Government launched a formal consultation on proposals for a fair funding system; which ran until 13 October 2017 and received around 100 responses. The Government will bring forward proposals on a fair funding system for education by summer 2018.

The Scottish Government and Local Government have also developed and taken forward in partnership arrangements for 6 new Regional Improvement Collaboratives for education across Scotland. Regional Improvement Leads were appointed in each area by October 2017, to bring pace and focus to the establishment and work of the Collaboratives. Their initial Regional Improvement Plans were submitted to the Chief Inspector for Education on 30th January 2018.

On Tuesday 7 November, the Scottish Government launched a consultation on policy proposals to be taken forward in the forthcoming Education Bill. Provisions to be included in the Bill include: establishing a Headteachers' Charter; strengthening parental engagement and pupil participation; providing legislative underpinning for new Regional Improvement Collaboratives; and establishing an Education Workforce Council for Scotland to take on the responsibilities of the General Teaching Council for Scotland and the Community Learning and Development Standards Council and to register other education professionals. The consultation closed on 30 January 2018 and an analysis of those responses will be published in due course.

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## **WIDENING ACCESS**

The Access Delivery Group (ADG), which is chaired by the Minister for Further Education, Higher Education and Science, brings together all those with a responsibility for implementation of the recommendations made by the Commission on Widening Access, those leading delivery projects and other key stakeholders. It also provides a forum for strategic discussion with the sector on widening access. Further information on the ADG, including minutes of meetings, can be found on the Scottish Government website (<https://beta.gov.scot/groups/access-delivery-group/>).

The ADG met for the second time on 15 November. At that meeting the main agenda item was the Universities Scotland report 'Working to Widen Access' (<https://www.universities-scotland.ac.uk/wp-content/uploads/2017/11/Working-to-Widen-Access.pdf>).

The commissioner for Fair Access published his first annual report on 13 December making 23 recommendations for the Scottish Government, Scottish Funding Council and universities. A link to the report, 'Laying the Foundations for Fair Access', can be found here: <http://www.gov.scot/Resource/0052/00529104.pdf>

Subsequent to that the Commissioner published his fourth discussion paper: Retention, Outcomes and Destinations, on 23 January. A link to that paper can be found below: <https://beta.gov.scot/publications/commissioner-fair-access-discussion-paper-retention-outcomes-destinations/>

The next meeting of the ADG was scheduled to take on 28 February however this was cancelled due to adverse weather. It will now take place on 21 March.

The Minister made a statement in Parliament on 6 March on Widening Access.

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