

ADES CURRICULUM, ASSESSMENT & QUALIFICATIONS NETWORK & PERFORMANCE IMPROVEMENT NETWORK

PIN meeting – 21 November 2025
CAQ meeting – 28 November 2025

SCOTTISH GOVERNMENT UPDATE

NATIONAL QUALIFICATIONS

The Scottish Qualifications Authority (SQA) has recently released a range of data and research:

- Latest insights on Assessment Arrangements for the 2025 National Qualifications, highlighting a significant increase in the number of learners requesting support: [SQA publishes Assessment Arrangement insights for 2025 National Qualifications - SQA](#)
- Comprehensive research into the experiences of National Qualifications markers, exploring recruitment and retention challenges. The findings identify positive aspects of the marking process as well as key areas for improvement, informing an action plan to enhance future marking experiences: [SQA publishes research on marker experiences and sets out action plan for improvement - SQA](#)
- Findings from a consultation with learners on artificial intelligence in education, revealing nuanced attitudes that challenge assumptions about young people's relationship with AI technology: [New SQA research reveals complex attitudes towards AI among Scottish learners - SQA](#)
- Analyses of how teacher submitted estimates and awarded grades corresponded in August 2025 and for the years 2024, 2023, 2022, and 2019: [Estimates Analysis - SQA](#)

Upcoming scheduled SQA data publications include:

- 2 December 2025: Appeals 2025 data providing a breakdown of the 2025 National Qualifications examinations.
- 9 December 2025: Attainment Statistics 2025 providing the post-appeal attainment statistics for every National Qualifications in 2025, with breakdowns by Sex, centre type, education authority, and candidate attainment profiles.
- January 2026: National Progression Data for 2024 to 2025.

Further information on SQA Research and Statistics can be found at: [SQA research - SQA](#) and [Statistics and information - SQA](#)

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CURRICULUM, QUALIFICATION AND ASSESSMENT REFORM

The Scottish Government has worked closely with lead delivery partners Education Scotland and the SQA to publish a combined timeline for reform to curriculum, qualifications and assessment published on 23 June 2025. The paper sets out a realistic timetable for these changes and crucially establishes a consistent national approach ensuring that all education settings and educators will all be working within an agreed national framework.

SQA/QS progressing a programme of work in line with the commitment to re-balance assessment methods, which will guide the short, medium, and long-term review and reform of National Courses and their assessments. This includes potential content changes aligned with the Curriculum Improvement Cycle, developed collaboratively with stakeholders at subject level.

A series of CAB sub-group sessions are currently underway focused on the Language of Assessment and on Modularisation. These sessions aim to establish a shared understanding of the terminology used in summative assessment, which will inform Education Scotland's *Language Matters* document. The work will also examine approaches to modularised qualifications at SCQF levels 4 and 5 that promote parity of esteem across different qualification types. The outcomes will underpin the broader engagement activity that SQA/QS will lead. The final sub-group session is scheduled for 21 November 2025.

Work underway with Education Scotland to publish early maths resources (Big Ideas and Concepts) including a CIC explainer for practitioners and teacher's in November. This will be followed by the remaining tranche of evidence papers published early in the new year (Jan 26).

This work will continue to be developed collaboratively in conjunction with a range of stakeholders, including practitioners, children and young people.

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EDUCATION REFORM

Following the passage of the Education (Scotland) Act, work to establish new education public bodies continues to take place.

HMIE has commenced its establishment and will begin to increasingly operate separately from Education Scotland, with a new website and business support functions now in place. Once fully established, the balance of legislative power to set the frequency and focus for inspections will move from Scottish Ministers to His Majesty's Chief Inspector.

Education Scotland's functions have been refocused to become a curriculum orientated organisation. We are continuing to work closely with Education Scotland on its refocusing and the formal removal of the inspection function.

Graeme Logan, the Director for Learning at the Scottish Government, has taken up the leadership of Education Scotland on an interim basis from 8 September 2025. This is a short-term measure, with recruitment for the permanent Chief Inspector underway and ongoing work to finalise an appointment round for a permanent Chief Executive of Education Scotland. An update on this will be provided at the earliest opportunity.

Recruitment for the position of His Majesty's Chief Inspector of Education in Scotland is underway and applications closed on Wednesday 12 November.

Qualifications Scotland will be legally established on 1 December 2025 and further commencement and consequential legislation will be laid in due course. During the transition period, there will be continuity of service in relation to qualifications and assessment, with delivery of the 2026 exam diet a key priority.

John Wilson, the Independent Professional Adviser, continues his work to develop a report with recommendations on future school education reform, in line with a key Programme for Government commitment. Mr Wilson continues to hold engagement with the sector, including local authority representative bodies, trade unions, and directly with the teaching profession.

He is being guided in his work by an advisory group of experienced headteachers and other education system leaders; and by new primary and secondary school headteacher panels which met for the first time in October. His final report is due in March 2026.

A programme of engagement with children and young people, being led by Children in Scotland, Children's Parliament, Scottish Youth Parliament, and Young Scot is ongoing. Scottish Government officials are working alongside the four organisations, with the third set of huddles, focusing on the Curriculum Improvement Cycle, taking place across November. This follows on from the learner empowerment and qualifications and assessment sessions, with future huddles focusing on additional support for learning taking place in the new year.

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SCHOOL LEAVER DESTINATIONS

The Scottish Government has committed, in its 2025-26 Programme for Government, to working with schools this academic year to amplify good practice that supports school leavers to enter positive destinations and to pilot some of these good practices with local authorities that have the lowest rates of school leavers entering positive destinations.

In progressing this, we held a Headteacher roundtable on the 29th May supported by the Cabinet Secretary for Education and Skill, Ms Gilruth. This was followed by a learning event at the Developing the Young Workforce (DYW) Network meeting on

the 16th of September. The learning event, held virtually, consisted of a prerecorded keynote address from Ms Gilruth, spotlight sessions, workshops and discussions.

Building on the above, work continues to refine the evidence base in collaboration with analysts to enable a more granular understanding. Scottish Government officials are also progressing discussions on potential modes and approaches for piloting and maintaining engagement with key partners such as His Majesty's Inspectorate for Education and Public Health Scotland to co-design pilot activity.

Resources from the DYW Lead Network meeting can be found on the padlet: [DYW National Leads Network Meeting - 16 September](#)

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SCOTTISH ATTAINMENT CHALLENGE

On 14th November, the 2025/26 SAC Grant letters were sent to local authorities for SEF, PEF and CECYP funding. We thank local authorities for their patience in this process. Once paperwork has been returned, payments for all 3 funds will be paid between December and March.

There will also be updates to SEF, PEF and CECYP guidance, which will be published by the end of November.

Further to the Directors of Education conference in September, local authorities have been contributing to a booklet which we will share with the system by the end of the current term. This will build on the evidence we gathered for the PEF Report, focussing on the most impactful interventions that SEF and CECYP funding has enabled

In addition to this evidence, the SAC policy unit have also begun a series of engagements with directors of education and associated teams to gather evidence to inform policy options ahead of the 2026 election. It is the ambition to visit all 32 LA's, in order to establish a representative survey of how the Challenge operates, both in funding received and demographics across Scotland. We have already visited 8 local authorities and there are a further 8 planned before January.

At these in-person meetings, we are looking to gather evidence and opinions on what the future of the SAC programme could be, reflecting on the impact the funding has made, the appropriate level of reporting and the most impactful interventions that SAC funding has enabled

Earlier this month we published the second part of commissioned impact focused work as part of the ASF Evaluation – the Case Study Research Report. Alongside this we have published a short summary briefing which focuses on the children and young people that contributed to the case study research. Links to these reports are as follows:

Attainment Scotland Fund Evaluation- Case Study Research, 2025 -
<https://www.gov.scot/isbn/9781806433247>

This qualitative research was designed to provide more detailed insight into the experiences and perceptions of staff working in (or with) the case study schools in relation to the implementation and impact of the ASF, to complement the quantitative data gathered in the school survey.

Attainment Scotland Fund Evaluation- Children and Young People’s Research Briefing, 2025 - <https://www.gov.scot/isbn/9781806433681>

This Research Briefing summarises the views of children and young people that contributed to the Case Study Research. The overall research investigated approaches and initiatives implemented within schools using ASF funding.

Evidence gathered through our Attainment Scotland Funding evaluation, will continue to be used alongside Education Scotland Attainment Advisors intelligence, the PEF report, LA meetings regarding SEF/CECYP and an analysis of statistics, including the NIF Measures, to help inform future options.

We welcome your support with this work.

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2025 NATIONAL IMPROVEMENT FRAMEWORK

National Improvement Framework (NIF)

The annual statutory review of the NIF is underway and we are working closely once again with ADES and COSLA to ensure that the NIF acts as a framework within which all elements of the education and skills system can work together as one single system that has a collective responsibility to improve outcomes. In particular, we are discussing how to ensure the NIF can take account of the self-evaluation and planning work being undertaken by local authorities in Quads, supported by Education Scotland.

Following the refresh of the 2025 NIF, we are undertaking a review of the measures included in the [National Improvement Framework Interactive Evidence Report \(NIFIER\)](#), including refreshing the layout of the dashboard. The aim of the review is to ensure all measures are relevant to the seven key outcomes and can be reported on based on currently available data. The revised NIFIER will also embed the first iteration of the Additional Support for Learning National Measurement Framework (ASL NMF). We are aiming to publish the new NIFIER dashboard with revised measures and the embedded ASL NMF in December 2025 alongside the 2026 NIF. We will continue to update it on a quarterly basis as and when updates to data become available as we do for the current NIFIER dashboard.

INSIGHT

The latest update to Insight went live on Wednesday 17 September 2025. This featured updated local dashboard measures, detailing SCQF level attainment outcomes achieved in school year 2024/25 for each learner year group. The national dashboard measures will be updated as normal at the time of the February 2026 Insight release. The February Update will reflect SQA Appeals outcomes.

We expanded the range of Wider Award Providers who supply us with attainment data by a further six Awards Providers. Beyond SQA attainment data, we now capture data from 34 providers. Further details can be found within [Deep Dive 2](#).

A new contributor of Level 6 Numeracy has been included. Details on all the successes that contribute towards Literacy and Numeracy can be found within [Help & Support](#).

We experienced issues in obtaining attainment data from First Aid Awards Ltd (FAAL) ahead of the September 2025 Update. Data was received from FAAL across two files. The first file was included in our building of the September Update and includes approximately 10,000 L6 Awards. A second file containing information on around 400 Level 4 and Level 6 Awards was received after our deadline and after the September Update was built. It was not possible to include this data in the September Update.

Frontline support, provided free of charge to schools and local authorities, is available through our Insight Professional Advisor, Lewis Paterson.

We receive extremely positive feedback about the support provided by Lewis and his support sessions are in high demand. Lewis is currently fully committed until May 2026. The Advisor routinely shares their forthcoming commitments with local authority contacts. Please encourage school and local authority-level colleagues to [email](#) the Professional Advisor to discuss both support requirements and availability. More information can be found within our [Padlet](#).

In April/May 2025 Lewis delivered a series of webinars on “Developing your use of Insight for Senior Leaders”. Over 450 participants enrolled in these sessions. Feedback has been very positive. These sessions ran again following the September 2025 Update with over 140 participants signing up.

We continue to develop the next iteration of Insight. Through the work of the Benchmarking Group and the Technical Group a draft technical document outlining the refresh to Insight has been produced. The project plan for the development of Insight identifies key milestones:

- **Summer 2025** - Early dummy data version of the new Insight available for internal testing and sharing with a limited group of experienced users for feedback.
- **Autumn 2025 to Spring 2026** – parallel runs and testing of the new versions of Insight alongside the published September and February 2026 Updates.
- **Sept 2026** – new version of Insight released, with ongoing scope to add new features/make further improvements after that.

National Standardised Assessments for Scotland (NSAs)

This academic year (2025-26) is the fourth year of the NSA platform running under our current supplier, who will continue to supply the assessments in 2025/2026 school year.

Key updates from the current academic year include:

- As of 17 November 2025, early data for the 2025/26 academic year shows that 86,217 assessments have been completed. For comparison, a total of 535,200 assessments were completed during the 2024/25 academic year (August 2024 – July 2025), of which 4,546 were MCNG.
- To date, ten training sessions have been delivered to six local authorities, two national training courses, alongside two Probationer Support Sessions. In addition, 47 training sessions have been booked and confirmed, with a further 21 pending confirmation. Upcoming plans include two more Probationer Support Sessions and four National Courses.
- A programme of user research continues to support the team's ongoing commitment to continuous improvement as well as information gathering as part of drafting the specification for the next version of the NSA platform. This has included:
 - Visits to both English medium and Gaelic medium schools; six school visits in Orkney, 2 in Inverclyde, 2 in South Lanarkshire, 1 in Glasgow and further visits planned in these local authorities and the Western Isles coming up this month.
 - User Assurance Group meetings; each of our two groups have met once this academic session and plan to meet again before Christmas.
 - Planned S3 Focus Group to be established this term

Covid Recovery

- On 3 May 2024, the Scottish Government published the Readiness for Remote Learning Report. The report on public schools 'readiness for remote learning' summarises findings from Education Scotland's local authority survey which ran between June and August 2023. The survey sought to gather information to support the development of the readiness for remote learning report required under The Coronavirus (Recovery and Reform) (Scotland) Act 2022 Recovery Act.
- In line with Section 17 of the Act, this report and this exercise will be repeated and published in future years to meet the requirements in relation to remote readiness. SG Policy leads will work with Education Scotland to take this forward.
- On 14 March 2024, Public Health Scotland (PHS) published health protection guidance for children and young people settings, including education. This **replaces the COVID-19 specific education settings guidance** produced and maintained by SG during the pandemic. All previous guidance pages have now been closed. The guidance can be accessed here:

[Health protection in children and young people settings, including education - version 1 - Health protection in children and young people settings, including education - Publications - Public Health Scotland](#)

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INTERNATIONAL SURVEYS – PISA, TIMMS AND PIRLS

PISA

The PISA 2025 main assessments took place between 1 September and 10 October 2025 in secondary schools and 2 colleges across Scotland. 118 secondary schools agreed to participate. Thank you to Directors for their support in engaging with schools.

A PISA 2025 Support Package for Scotland had been developed by Education Scotland in collaboration with Scottish Government and the National Foundation for Educational Research. This comprehensive support package was designed to inform, prepare, and support schools ahead of Scotland's participation in the PISA 2025 assessment, which began in September.

The package included:

- **Informative videos** for learners, parents and carers and staff explaining what PISA is and what to expect in 2025.
- **Webinar series** designed to cover different aspects of PISA assessment. We encourage **Faculty heads/principal teachers (English, mathematics and science), depute headteachers and headteachers** to attend the live webinars, which provide valuable insights and guidance. *All webinars will be recorded and made available afterward.*
- **Signposting to exemplar questions** for reading, mathematics and science
- **Signposting to Highlight reports from previous PISA assessments** examining the results across different characteristics

PIRLS 2026– Progress in International Reading Literacy Study

- Recruitment for the PIRLS Main Study is progressing well, with 104 of 159 primary schools now signed up. Assessments are scheduled to take place between March and June 2026. Thank you for your continued support with this work.

TIMSS 2027 – (Trends in International Mathematics and Science Study)

- Schools selected for the TIMSS Field Trial should by now have received their welcome letters, and recruitment is ongoing. Directors have been informed of the schools sampled in their areas. The Field Trial will take place in April 2026.

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WIDENING ACCESS

Scottish Government have lodged an amendment to the Tertiary Education and Training (Funding and Governance) (Scotland) Bill. The amendment creates a legal gateway to allow sharing of specified information about individuals between information holders and other relevant bodies. The goal is to encourage and increase participation in further and higher education. It specifically focuses on people from socio-economic groups that the Scottish Ministers believe are under-represented in education.

This change is designed to make it easier to identify and support students who might otherwise miss out, helping to tackle inequality and widen access across Scotland's education system.

[Daily list of amendments for 18 November 2025 \(281KB, pdf\)](#)

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DATA ON SCHOOL ATTENDANCE

The Scottish Government's Education Analytical Services reintroduced annual attendance Official Statistics (rather than biennial) with additional national data headline statistics (including persistent absence) at a national and LA level for the academic year 2023/24 in December 2024. The annual statistics for the academic year 2024/25 are due for publication on 9th December 2025.

Scottish Government have published improved Management Information on school absences. This Management Information is updated fortnightly in a [public-facing interactive dashboard](#), with fortnightly updates to Directors of Education briefing summarising school absences in local authority schools for the 2025/26 school year. Feedback on the content and presentation of this Management Information is welcome.

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AI IN SCOTTISH EDUCATION

The Scottish Government continues to explore the role of Artificial Intelligence (AI) in schools and this is an area where we are seeing an increased level of interest politically and across the education sector. As part of a commitment made earlier this year through the International Summit on the Teaching Profession (ISTP), the Scottish Government has agreed to produce new guidance for teachers on the use of AI in education. This guidance aims to support educators in understanding and

navigating the opportunities and challenges presented by AI technologies in the classroom.

The commitment is set out as follows:

We recognise the potential of new digital tools and approaches to assist teachers and to support learners to develop the skills, knowledge and capacities they need in an ever-changing and uncertain world. Through our partnership approach, including local government, we will look at the opportunities and challenges presented by artificial intelligence, considering carefully the guidance produced by the OECD and Education International, and create an equivalent set of guidelines and guardrails for the Scotland context. We will consider this work in the context of Scotland's AI strategy and principles and the commitment to develop a new digital learning strategy. We will also consider any areas for discussion within the SNCT. We will look for opportunities to reduce teacher workload, enable collaboration and to support learning and teaching in the interests of enabling quality education for equity, equality, democracy and peace, including through the use of appropriate digital tools.

A draft of this guidance, which has been developed by the Scottish Government in conjunction with the EIS, has been shared with stakeholders, including ADES and COSLA and we appreciate the feedback to date. The Scottish Government is working towards a further iteration of the guidance based on stakeholder feedback and have committed to sharing a further draft with both ADES and COSLA.

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CORONAVIRUS (RECOVERY AND REFORM) ACT 2022 – READINESS FOR REMOTE LEARNING

Education Scotland wrote to all local authorities regarding the [Coronavirus \(Recovery and Reform\) \(Scotland\) Act 2022](#). The Act included measures which placed a requirement on Ministers to publish a report, as soon as practicable after 31 July 2023, setting out:

- How ready local authorities are to provide remote learning in their schools;
- any steps local authorities and Ministers have taken to improve readiness to provide remote learning; and
- to publish further reports from time to time after that, as Ministers consider appropriate.

The last report can be accessed for reference here: [Annex A - Readiness for remote learning: report - gov.scot](#).

Ministers asked for a further report to be published in 2025. We appreciate that the landscape has changed considerably since the pandemic and local authorities will have adopted different approaches to contingency planning. In order to meet the provisions in the Act, Education Scotland collated information from all local authorities earlier this year.

The purpose of the report is to provide assurance to the public that should there be a future need to provide remote learning, the schools system has the infrastructure

and staff resource in place to provide a high-quality remote learning offer. The report will also provide reassurance to the Scottish Parliament that an objective and evidence-based assessment of the position in relation to the provision of remote learning has been carried out.

The draft report is with Scottish Government colleagues and a submission to the Cabinet Secretary is being prepared. We plan to share with the ADES Executive after that.

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ONLINE LEARNING REVIEW

Officials have been undertaking a rapid online learning review to consider and make recommendations on the current and future landscape of the online learning provision in Scotland, ensuring equity, quality, and alignment with national priorities and consideration of funding models.

ADES colleagues have been engaged in this piece of work, along with other key education stakeholders and online providers, with initial recommendations expected to be shared with the Cabinet Secretary in December.

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REGISTRATION OF INSTRUMENTAL MUSIC INSTRUCTORS (IMIs) WITH GTCS

In June 2025 the Cabinet Secretary for Education and Skills committed at the EIS AGM to make progress and generate momentum on delivering the PfG commitment for IMIs to register with GTCS. . . A questionnaire for the IMI has been agreed between SG officials, GTCS, Heads of Instrumental Music Tuition and Music Education Partnership Group was launch on Friday 7 November, with a closing date of Monday 8 December. The aim is to gather demographic information about the Instrumental Music Instructor workforce as well as their views on registration.

Officials are planning to engage with both ADES and COSLA with regards to the employer view of instrumental music instructor registration.

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SCOTTISH LANGUAGES ACT 2025

The first set of commencement regulations for the **Scottish Languages Act 2025** was laid before the Scottish Parliament on **Thursday, 13 November 2025**. These regulations will bring into force a range of sections of the Act on **30 November 2025**, including provisions that grant official language status to Gaelic and Scots and strengthen support and education for these languages.

A full list of the sections being commenced can be found in the schedule to the attached instrument at the following link - [The Scottish Languages Act 2025 \(Commencement No. 1\) Regulations 2025](#):

Key provisions include:

- **Status of the Gaelic and Scots languages,**
- **Powers for Scottish Ministers** to commission research and provide financial assistance to promote, facilitate, and support the use of Gaelic and Scots,
- **Duty on Scottish Ministers** to promote and set standards for Gaelic education,
- **Requirement on Scottish Ministers** to support the development of Sabhal Mòr Ostaig as the national centre for Gaelic language, education, and culture, and to review its current status and publish findings,
- **Powers for Scottish Ministers** to issue guidance to relevant public authorities on promoting and supporting the use of Scots, including its dialects,

A link to the **Scottish Languages Act 2025** and explanatory notes is also provided - [Scottish Languages Act 2025](#).

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CHILDREN (WITHDRAWAL FROM RELIGIOUS EDUCATION AND AMENDMENT OF UNCRC COMPATIBILITY DUTY) (SCOTLAND) BILL

The Scottish Parliament Equalities, Human Rights and Civil Justice Committee published their [Stage 1 report](#) on the Children (Withdrawal from Religious Education and Amendment of UNCRC Compatibility Duty) (Scotland) Bill on 19 November 2025, noting that the majority of the Committee support the general principles of the Bill.

The Bill has two purposes:

- Amending the Education (Scotland) Act 1980 to require that pupils' views are considered when parents are exercising their right to withdraw their child from RO/RME in order to provide clarity and align legislation with existing non-statutory guidance.
- Amending the UNCRC Act to add an exemption to the Section 6 compatibility duty in the UNCRC Act, in circumstances where a public authority has to act incompatibly with UNCRC requirements in order to fulfil duties in Scottish Parliament derived legislation.

The Stage 1 debate on the Bill is expected to take place on Tuesday 25 November.

Further information has been published on [the Scottish Parliament website](#). The Child Rights and Wellbeing Impact Assessment for the Bill can be found [here](#).

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EQUALITY IN EDUCATION – (ANTI-RACISM IN EDUCATION)

The Anti-Racism in Education Programme is currently undergoing a period of reflection and evaluation whereby work is ongoing be undertaken to consider how the impact of the Programme and its associated policy interventions can be measures, including whether the current programme structures continue to provide for maximum impact. ADES and COSLA, as well as other education bodies and equality stakeholders continue to be key interlocuters in this process.

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GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

The first in a series of Getting it right for every child regional learning events was held in Ayr for the South West region on the 6th of November 2025. The event aimed to strengthen the implementation of GIRFEC locally. The event was attended by a combination of frontline practitioners and strategic leaders across health, education, social work, the third sector and related services with a role in meeting the needs of children, young people and their families. The agenda for the event included a session on family-led planning through the Signs of Safety and Healing approach, a session on integrated chronologies of significant events and a reflective session on GIRFEC's impact on the delivery of children's services in the South West. Feedback from the event is currently being analysed and will inform regional improvement activity in the South West around the implementation of Getting it right for every child, as well as national policy activity in the lead up to the 20th anniversary of Getting it right for every child in 2026. The next event will take place on the 19th of February in Stirling for Forth Valley. More events will take place throughout 2026 with dates to be confirmed.

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AGE OF CRIMINAL RESPONSIBILITY (ACR)

The Age of Criminal Responsibility (Scotland) Act 2019 requires the Scottish Ministers to carry out a review within 3 years of the commencement of section 1 of the Act from 17 December 2021. The review concluded on 16 December 2024. The ACR [Advisory Group](#) submitted a report to Scottish Ministers outlining the findings from the review. The Advisory Group was assisted by four subgroups, each focusing on a key area: data and research, victim support, operational implications, and community confidence, the work and findings from those groups are included in the report.

The report presents data on the use of police powers and the number of incidents involving harmful behaviour by children under 12, and consideration of the future age of criminal responsibility, based on the evidence. Scottish Ministers are taking the necessary time to thoroughly examine the findings presented in the report.

Scottish Ministers are required to lay a report in relation to the review before the Scottish Parliament by December 2025. In addition to setting out how the Act has been operating generally, it will detail consideration of any future age of criminal responsibility.

The third annual ACR Learning Event was on the 5th February 2025. The event was opened by the Minister for Children, Young People and The Promise. The focus of the event was for key delivery partners to reflect on the work of the review period since commencement of the Act in December 2021. A report of the findings can be found [here](#).

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CHILDREN'S ADVOCACY IN CHILDREN'S HEARINGS

A child/young person who has a Children's Hearing can get independent advocacy support if they wish. A dedicated [website](#) for children, young people and those supporting them advises about advocacy and how to obtain it for Children's Hearings.

The independent [evaluation report](#) completed in October 2024 provides clear evidence that advocacy makes a huge difference to all involved in the hearings processes. It also provides challenge as to how we can improve the provision.

The [Children's Hearings Advocacy Expert Reference Group](#) met on 23rd October and minutes of this meeting will be published in due course. The group continue to support strategic development of the national provision supporting policy and practice developments and impacts of programmes for change including the Children's Care and Justice (S) Act 2024, Children's Hearings Redesign, The Promise scoping a national lifelong advocacy service for people with care experience, and UNCRC Incorporation.

The Children (Care, Care Experienced and Services Planning) (Scotland) Bill is currently at stage 1 in the Scottish Parliament. The Bill contains provisions to strengthen the advocacy offer, to ensure signposting by statutory bodies engaging with children and making referrals to the Children's Reporter at the earliest possible opportunity, for children to be made aware of and connected in with the children's advocacy services. The Bill also makes provision to support timely and consistent sharing of essential hearings scheduling information, to enable advocacy workers to represent the views of the child in a children's hearing.

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NATIONAL TRANSITIONS TO ADULTHOOD STRATEGY FOR YOUNG DISABLED PEOPLE

Scotland's first [National Transitions to Adulthood Strategy for Young Disabled People](#) has now been published, alongside accessible formats. This strategy has been published in partnership with COSLA, and builds on our [Statement of Intent](#), as well as extensive solution-focused engagement with young disabled people, parents, carers, and professionals who support them.

The publication of this strategy marks a critical step forward. However, we are clear that publishing this strategy marks the start of a longer-term commitment to improving the experiences and outcomes of young disabled people who are making the transition to adulthood.

The Scottish Government committed to publishing a supplementary report in Autumn 2025 setting out Scottish Government activity and what we will do to improve life-course transitions across each relevant policy areas. The Strategy commits to monitor and report on progress by the end of 2026.

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CONTACTS

Topic	Scottish Government Contacts	Education Scotland Contacts
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