



West Lothian
Council

Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

25 August 2016

A meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 30 August 2016** at **10:00 a.m.**

For Chief Executive

BUSINESS

1. Apologies for Absence
2. Order of Business, including notice of urgent business
3. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.

Public Session

4. Confirm Draft Minute of Meeting of the Education Executive held on Tuesday 07 June 2016 (herewith).

Public Items for Decision

5. Appointed Member Attendance at Church of Scotland Annual Education Conference - Report by Head of Education (Development) (herewith)

Public Items for Information

6. S5 and S6 SQA Examination Results 2016 - Report by Head of Education (Quality Assurance) (herewith)
7. 'Delivering Excellence and Equity' - Scottish Government Delivery Plan - Report by Heads of Education (herewith)

DATA LABEL: Public

**NOTE For further information please contact Elaine Dow on 01506 281594
or email elaine.dow@westlothian.gov.uk**

MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST Lothian COUNCIL held within COUNCIL CHAMBERS, WEST Lothian CIVIC CENTRE, on 7 JUNE 2016.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, Tony Boyle, Tom Conn, Alexander Davidson, Carl John, Dave King, Sarah King, Danny Logue, John McGinty, Anne McMillan, Andrew Miller, Angela Moohan, George Paul, Frank Toner and Jim Walker; Appointed Representatives Elsie Aitken, Myra Macpherson and Margaret Russell.

Apologies – Appointed Representatives John MacKinnon and Lynne McEwen; Parent Council Representative Eric Lumsden.

Absent – Councillor Harry Cartmill

1. DECLARATIONS OF INTEREST

Agenda Item 7 – Supporting Children with Personal Care Needs – Early Learning and Childcare

Councillor Toner declared a non-financial interest arising from his position as Chair of the Integration Joint Board.

2. MINUTE

The Education Executive approved the minute of the meeting held on 26 April 2016 as being an accurate record. The minute was thereafter signed by the Chair.

3. SCHOOL SESSION DATES 2017/18

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the proposed school session dates for 2017/2018.

The proposed session dates for 2017/2018 took account of the comments received during consultation with Parent Councils, Head Teachers and the Local Negotiating Committee with Teaching Staff by moving the Spring Break so that it encompassed Easter and included an additional day holiday in February.

The Service Manager, Policy and Performance, advised members that the report was considered by the Education Policy Development and Scrutiny Panel (PDSP) at its meeting held on 17 May 2016. The Panel agreed that the report be forwarded to the Education Executive for approval.

The Education Executive was asked to approve the Session Dates for 2017/2018.

Decision

Approved the terms of the report.

4. PARENTAL ENGAGEMENT FRAMEWORK

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the review of the Council's Parental Engagement Framework. The draft revised Parental Engagement Framework was attached as an appendix to the report.

The report advised that the Scottish Schools (Parental Involvement) Act 2006 requires all Education Authorities to produce a "Strategy for Parental Involvement". The existing Parental Involvement Strategy was approved by the Education Executive on 7 April 2009 and was reviewed in light of progress made in promoting parental involvement and engagement and to refocus it on those areas requiring most development. The draft revised Parental Engagement Framework and action plan acknowledged that the most important area for further development would be supporting parents to become involved in the learning of their individual children. Parental engagement was one of the key drives in the National Improvement Framework.

The revised draft Parental Engagement Framework would bring benefits to parents, pupils and schools and would contribute to raising attainment in line with the Raising Attainment Strategy. The Framework would be further revised in line with national developments in parental engagement and family learning.

The Education PDSP considered the report at its meeting held on 17 May 2016 and proposed that a template be produced to help individual schools in the production of a school parental engagement framework. It was intended that this be taken forward by officers prior to the launch of the framework.

The Education Executive was asked to approve the revised Parental Engagement Framework.

Decision

Approved the terms of the report.

5. SUPPORTING CHILDREN WITH PERSONAL CARE NEEDS - EARLY LEARNING AND CHILDCARE

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the proposed changes to the Supporting Children with Personal Care Needs Policy and Procedure.

The report advised that Nursery Nurses working in the early years setting raised with the council, through their trades union representatives, the perceived risk of complaint when they undertook personal care tasks on an individual basis.

In order to reassure staff and to provide an appropriate balance of care to both staff and pupils, a review of the existing Supporting Children with Personal Care Needs Policy and Procedure was undertaken. The review of the policy and procedure included two new paragraphs which were outlined within the report and were consistent with Child Protection procedures. It was intended to provide reassurance to parents and staff that robust procedures would afford maximum protection to both children and staff and would take account of developing local best practice and national guidance.

The proposed changes to the Supporting Children with Personal Care Needs policy and procedure was considered by the Education PDSP at its meeting held on 17 May 2016. The PDSP asked that clarification be made of the sector and staff to which the policy applied. It was envisaged that supporting children with personal care needs would fall within the remit of Nursery Nurses in early learning and childcare establishments.

The Education Executive was asked to approve the revised Supporting Children with Personal Care Needs Policy and Procedure.

Decision

Approved the terms of the report.

6. HOME EDUCATION POLICY

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the proposed revised Home Education Policy, details of which were attached as an appendix to the report.

The report recalled that in November 2014 Education Services agreed to review the existing Home Education policy in consultation with Schoolhouse, Scotland's national home education support charity.

The purpose of the revised policy was to provide clarity on the roles and responsibilities of West Lothian Council and parents/carers in relation to children and young people who were home educated. The aim was to develop positive relationships of trust and mutual respect to ensure an educational provision which was in the best interests of the individual child/young person. The general legislative provisions relating to this policy were contained in the Education (Scotland) Act 1980.

The Interim Additional Support Needs Manager advised the Education Executive that the Home Education Policy was considered by the Education PDSP at its meeting held on 17 May 2016. The PDSP agreed that the policy be forwarded to the Education Executive for approval

subject to further clarity being provided on the difference between flexi-schooling and home education.

The Education Executive was asked to approve the revised Home Education policy.

Decision

Approved the terms of the report.

7. SCOTTISH ATTAINMENT CHALLENGE SCHOOLS

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the work of the Scottish Attainment Challenge Schools in West Lothian and their plans for continued improvement.

The report explained that the Scottish Attainment Challenge aimed to raise the attainment of children and young people living in deprived areas in order to close the equity gap. This work had a clear focus on accelerated, targeted improvement activity in literacy, numeracy and health and wellbeing.

Bridgend and St Thomas' Primary Schools were identified by the Scottish Government as recipient schools based on 70% of the children on the school roll living in post codes in Deciles 1 and 2 of the Scottish Index of Multiple Deprivation (2012). The work in the schools was being undertaken working alongside an Education Scotland Attainment Advisor. Both schools have invested time in developing a school improvement plan with all staff, learners and their families. In working with the Attainment Advisor, staff in each of the schools, together with the West Lothian Numeracy Development Team, have been working with their cluster colleagues to develop approaches to moderation. This learning would be extended to all clusters in August 2016.

The Education Executive was asked to note the work of the Scottish Attainment Challenge schools in reducing the impact of the poverty related attainment and to note the plans for continuing improvement.

Decision

Noted the contents of the report.

8. IMPLEMENTATION OF CHILDREN AND YOUNG PEOPLE (SCOTLAND) ACT 2014 (PART 4): PROVISION OF NAMED PERSON

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the progress and plans to implement the Children and Young People (Scotland) Act 2014 (Part 4), which covered the provision of the Named Person, by 31 August 2016.

The report recalled that the Children and Young People's (Scotland) Act 2014 embeds the Getting It Right For Every Child (GIRFEC) approach into legislation. Part 4, the Named Person provision, was due to come into force on 31 August 2016. The role of a Named Person was to ensure one point of contact that children/young people and families could go to for advice or support if they needed it. The Children and Young People (Scotland) Act also placed a duty on local authorities to ensure continuity of the Named Person Service during holiday periods or if staff were on sick leave. Local authorities were also required to advertise how the Named Person Service could be accessed outside term time. The expectation was that arrangements during school holidays would build on current best practice and it would be for local authorities to ensure processes were in place.

An Action Plan to ensure all development tasks were addressed in advance of the implementation on 31 August 2016 was in place. Work would continue leading up to the launch of the new service to train and support Named Person staff and wider staff who worked with children.

The Education Executive was asked to note the intended work programme and progress to date.

Decision

Noted the contents of the report.



EDUCATION EXECUTIVE

APPOINTED MEMBER ATTENDANCE AT CHURCH OF SCOTLAND ANNUAL EDUCATION CONFERENCE

REPORT BY HEAD OF EDUCATION (DEVELOPMENT)

A. PURPOSE OF REPORT

To seek Education Executive approval for Church appointed member attendance at the Church of Scotland annual Education conference.

B. RECOMMENDATION

It is recommended that Education Executive agrees that the Church appointed members of the Education Executive should be invited to attend the Church of Scotland annual Education conference to be held in Edinburgh on 1-3 September on a non-residential basis.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Working in partnership
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None.
III	Implications for Scheme of Delegations to Officers	None.
IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed. We are better educated and have access to increased and better quality learning and employment opportunities.
VI	Resources - (Financial, Staffing and Property)	Costs can be met from within existing Education revenue budgets.
VII	Consideration at PDSP	The matter has not been considered by a PDSP due to the timing of the invitation.

VIII Other consultations

None.

D. TERMS OF REPORT

The Church of Scotland arranges training conferences for all three Church appointed members on every Local Authority in Scotland.

This conference provides an opportunity for professional development in relation to their role on Education committees. The conference touches on the expected role of the representatives, issues they might have to deal with or be aware of, new consultations coming from Scottish Government, Education Scotland, GTCS and SQA and explores the value that appointed members bring to the post. This is also a forum for discussing and sharing experience, expertise and best practice.

The draft programme for the two day event which takes place from 1 to 3 September 2016 is attached for information at appendix 1.

The conference has been advertised as a residential event, but given that West Lothian is within easy commuting distance from the Edinburgh venue which is hosting the event, confirmation of the day rate for delegates has been requested. The residential rate is advised at £300 per person. .

The Church of Scotland has informed the council that if a delegate wishes to attend for less than the full three days, or on a non-residential basis, the costs would be as follows:-

Day 1 - £50

Day 2 - £85

Day 3 - £85

E. CONCLUSION

The Church of Scotland annual Training Conference provides an opportunity for professional development in relation to the role of Church appointed members on Education committees.

F. BACKGROUND REFERENCES

Nil

Appendices/Attachments: 1

Contact Person: Andrew Sneddon, Service Manager – Policy and Performance

Andrew.sneddon@westlothian.gov.uk

Donna McMaster
Head of Education Development

Date of meeting: 30 August 2016



The Church of Scotland

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EDUCATION CONFERENCE: INVESTING IN OUR YOUNG PEOPLE

**St Leonards, The University of Edinburgh 18 Holyrood Park Road Edinburgh EH16 5AY
TO BE HELD ON THURSDAY 1 SEPTEMBER TO SATURDAY 3RD SEPTEMBER 2016**

DAY 1 – (1 SEPTEMBER 2016)

1PM -1.15PM	OPENING WELCOME/DEVOTIONS
1.15PM -1.45PM	KEY SPEAKER (Briefing by CHLOE CLEMMONS and IRENE MACKINNON Scottish Churches Parliamentary Office)
1.45PM -2:30PM	KEY SPEAKER –KEN CUNNINGHAM – CHILDREN 1ST
2.45PM -3.45PM	AFTERNOON TEA AND ROOM BOOKING DELEGATES VISIT THEIR MSPS/SCOTTISH PARLIAMENT MARKET PLACE, (resources)
5PM -6PM	DEBRIEFING BY RICHARD FRAZER Convener C&S Council
6PM 7PM	DINNER
7PM - 8PM	AFTER DINNER SPEAKER - JOHN SWINNEY Deputy First Minister of Scotland and the Cabinet Secretary for Education and Skills

DAY 2 (FRIDAY - 2 SEPTEMBER 2016)

MARKET PLACE(Godly Play/ God Question resources/Mins Chaplaincy resources etc/Richard Cotton CVE/Fischy Music)	
9AM - 9.15AM	CONSTITUTE Marjorie Paton
9.15AM - 10.15AM	KEY SPEAKER - UP FOR SCHOOL Sara Brown introduced by Angus Morrison
10.15AM -11AM	KEY SPEAKER - CHAPLAINCY PROJECT Marjorie Paton
11AM - 11.30AM	COFFEE & MARKET PLACE
11.30AM -12.15AM	WORKSHOPS 1) Looking towards the 2017 Election – Graeme Donald 2) Results of Chaplaincy Questionnaire – Marjorie Paton
12.15AM - 1.1AM	WORKSHOPS 1) Looking towards the 2017 Election – Graeme Donald 2) Results of Chaplaincy Questionnaire – Marjorie Paton
1PM -2PM	LUNCH
2PM -2.30PM	KEY SPEAKER CHAPLAINCY PROJECTS – David Plews
2.30PM - 3.15PM	WORKSHOPS 1) RO for Chaplains - Steve Younger 2) RO for Schools – Derrick Hannan
3.15PM - 3.45PM	COFFEE and MARKET PLACE
3.45PM - 4.30PM	WORKSHOPS 1) RO for Chaplains - Steve Younger 2) RO for Schools - Derrick Hannan

4.30PM -5.15PM	KEY SPEAKER TABETHA SCHOOL – Kenny Rodger
5.15PM 6.30PM	DINNER AND MARKET PLACE
6.30PM - 7.30PM	AFTER DINNER SPEAKER Iain Morris – THE GOD QUESTION

Day 3 (SATURDAY 3RD SEPTEMBER 2016)

9AM - 9.15AM	CONSITUTE – WELCOME AND INTRODUCTIONS
9.15AM - 10AM	KEY SPEAKER – NEW INSPECTION PROCEDURES –Patricia Watson
10AM -10.30AM	KEY SPEAKER INVESTING IN OUR YOUNG PEOPLE - CHILDREN'S COMMISSIONER – Tam Baillie
10.30AM -11AM	COFFEE AND MARKET PLACE
11.AM - 11.30	KEY SPEAKER PUPILS FROM WADE ACADEMY – Their impressions of RME
11.30AM -12.00AM	KEY SPEAKER – Joe Walker HGIOS4 partnerships QI.
12.00 – 12.45	LUNCH
12.45 – 3.00	KEY SPEAKER - SCRME Scott Duncan RE/RME Scott Duncan -



EDUCATION EXECUTIVE

S5 and S6 SQA EXAMINATION RESULTS 2016

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To inform the Education Executive of the SQA awards in the Scottish Curriculum and Qualifications Framework (SCQF) Level 6 (Higher or equivalent) attained by S5 students and at SCQF Level 7 (Advanced Higher or equivalent) attained by S6 students in 2016.

B. RECOMMENDATION

It is recommended that the Education Executive:

1. Notes the continued improvement in performance of S5 students in 1+, 3+ and 5+ examinations at SCQF Level 6 (Higher or equivalent).
2. Notes that SCQF examination performance of S6 students in 1+ examination at Level 7 (HNC, Advanced Higher or equivalent) is up over the five year period and that this year's figure does not at this stage include all college based HNC candidate results.
3. Notes that the challenging examination performance targets contained in the Raising Attainment Strategy have been achieved one year ahead of schedule.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Raising attainment is a key strategic objective for West Lothian Council, as set out in the Attainment Strategy.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	SQA results are reflected in the key performance indicators of Education Services.
V Relevance to Single Outcome Agreement	SQA examination results form indicators within the SOA.

VI Resources - (Financial, Staffing and Property)

Examination results are delivered within agreed central Education Services and devolved school budgets.

VII Consideration at PDSP

None.

VIII Other consultations

None.

D. TERMS OF REPORT

Over the 5 year period 2012 to 2016, the percentage of students attaining 1+, 3+ and 5+ at Level 6 (Higher A-C grade or equivalent) has continued to improve. The 2016 examination results for Level 6 (Higher or equivalent) are the highest ever attainment at this level achieved by West Lothian Council students.

Schools have access to the Results Service (no longer an appeals service). Where students have not achieved their expected grades, schools can request a remarking. This may result in an increase in attainment in each measure.

S5 SCQF Attainment5 Awards at Level 6 (Higher or equivalent)

	2012	2013	2014	2015	2016
West Lothian	13	15	15	20	22
National	13	14	14	15	Not yet available
Family Average	10	11	14	16	Not yet available

3 Awards at Level 6 (Higher or equivalent)

	2012	2013	2014	2015	2016
West Lothian	26	29	30	38	40
National	27	29	30	33	Not yet available
Family Average	25	26	29	34	Not yet available

1 Award at Level 6 (Higher or equivalent)

	2012	2013	2014	2015	2016
West Lothian	45	50	52	61	62
National	47	49	50	55	Not yet available
Family Average	45	46	50	57	Not yet available

S6 SCQF Attainment**1 at Level 7 (Higher or equivalent)**

	2012	2013	2014	2015	2016
West Lothian	16	18	18	18	17*
National	16	17	17	18	Not yet available
Family Average	14	15	18	20	Not yet available

*The percentage of students attaining 1+ at Level 7 (Advanced Higher or equivalent) of 17% does not yet include all college based HNC courses.

The SCQF Framework

National reporting in 2016 will be undertaken in terms of the Scottish Curriculum and Qualifications Framework (SCQF). National reporting will also include SQA band D results. SQA band D results have been excluded from the figures in this report, in order to make the performance in this report directly comparable to previous years' reported attainment.

The SCQF level 7 results when published in September will include HNC awards in Engineering and Computing obtained at West Lothian College working in partnership with West Lothian Council as part of the senior phase 'campus' arrangements. Additional HNCs in Hospitality, Accounting and Creative Industries are now being offered with a planned expansion to the range of courses offered in future years. Offering an extended and enhanced range of opportunities in the senior phase is in line with the principles of Developing the Young Workforce.

The Raising Attainment Strategy

The Raising Attainment Strategy sets out the Council's key strategic plan to improve the examination performance of young people in West Lothian. The raising attainment strategy sets out the following targets for raising attainment:

Performance Indicator Name	2014 Baseline	2017 Target	Responsible Officer
Percentage Pupils in S5 Achieving 3+ Qualifications at Level 6 (Higher Grade or equivalent) by end of S5	30%	39%	Head of Education (Quality Assurance)
Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade or equivalent) by end of S5	15%	22%	Head of Education (Quality Assurance)

The challenging examination performance targets contained in the Raising Attainment Strategy have been achieved one year ahead of schedule.

E. CONCLUSION

The SQA results for S5 students in 2016 show a continuation in the overall trend of improvement across key indicators with record success in the percentage of pupils attaining 1, 3 and 5 or more passes at Level 6. The Level 7 figures do not include the results of students who have successfully completed the first year of the HNC courses in Computing and Engineering.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

Contact Person: Andrew Sneddon, Service Manager – Policy and Performance
andrew.sneddon@westlothian.gov.uk

James Cameron
Head of Education (Quality Assurance)

Date of meeting: 30 August 2016.



EDUCATION EXECUTIVE

'DELIVERING EXCELLENCE AND EQUITY' – SCOTTISH GOVERNMENT DELIVERY PLAN

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

To inform the Education Executive of the publication of the Scottish Government's delivery plan for improvements in Scottish Education, 'Delivering Excellence and Equity'.

B. RECOMMENDATION

The Education Executive is recommended to note the published delivery plan and to receive further reports on the implementation of the key proposals, particularly in relation to the outcome of the Governance Review, the expansion of Early Learning and Childcare and implementation of the National Improvement Framework and consultations on future legislation.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	A new Education Bill to be published in 2017 extending to schools the statutory responsibility for raising standards which currently sits with local authorities, consultation on the Bill will take place in early 2017
III Implications for Scheme of Delegations to Officers	Future revision of Scheme of Delegation to officers and head teachers may be required as a consequence of the provisions of a new Education Act
IV Impact on performance and performance Indicators	Raising Attainment Strategy, Public Reported Performance Indicators on Attainment
V Relevance to Single Outcome Agreement	Responsibility for current performance measures may sit in future with head teachers
VI Resources - (Financial, Staffing and Property)	The Scottish Government has announced Scottish Attainment Challenge funding of £100 million per annum from financial year 2017/18. Details as to how this funding is to be utilised and distributed to local authorities has yet to be determined

VII Consideration at PDSP	None due to timing of publication (28 June 2016)
VIII Other consultations	None due to timing of publication

D TERMS OF REPORT

D.1 Background

On 28 June 2016 the Deputy First Minister and Cabinet Secretary for Education and Skills published the Scottish Government's delivery plan to 'Deliver Excellence and equity in Scottish Education.

Education Executive has previously considered reports on the National Improvement Framework, the Scottish Attainment Challenge, Getting it Right for Every Child, Developing the Young Workforce and the expansion of Early Learning and Childcare. Education PDSP considered a report on the recommendations of the OECD Review on Scottish Education.

The delivery plan sets out timescales for the delivery the actions and activities associated with these policies and reviews.

D.2 Key Points

Scottish Attainment Challenge

The Scottish Government has announced resources of £100 million for the Scottish Attainment Challenge from financial year 2017/18, which will be funded from the rebanding of Council Tax. Councils are awaiting details of how this funding will be distributed. In 2015/16 St Thomas' Primary School and Bridgend Primary School received a total of £13,200 from the Attainment Scotland Fund – Schools Programme. St Kentigern's Academy has been identified as a challenge school in the 2016/17 programme and await confirmation of their funding allocation.

Early Learning and Childcare

The entitlement to early learning and childcare will be extended to 1,140 hours by 2020. Nurseries in disadvantaged areas will have access to a teacher or degree qualified childcare professional by August 2018. The amount of access to a qualified teacher or childcare professional and numbers of nurseries eligible has not been determined. The Financial Review of the Early Learning and Childcare will be published in September 2016.

The council anticipates that the cost for expansion of this provision will be fully funded by the Scottish Government.

National Improvement Framework

By March 2017 information on achievement on Curriculum for Excellence levels in literacy and numeracy will be published on a school by school basis for stages P1.P4, P7 and S3. These will be the teacher judgements of the levels of achievement for the academic year 2015/16.

From August 2017 the new standardised assessments will be used by all schools.

Governance Review

A Governance Review will be launched in September 2016. The review will examine the system changes required to empower schools, decentralise management and

create new educational regions. The objective is to devolve decision making and funding to schools and communities.

Parental Engagement

In parallel with the Governance Review there will be a review of the Scottish Schools (Parental Involvement) Act 2006 carried out by the National Parent Forum. Following the reviews a National Improvement Plan on Parental and Family Engagement will be published for consultation.

E. CONCLUSION

The delivery plan (appendix 1) sets out challenging timescales for all stakeholders, Scottish Government, Local Authorities, Education Scotland, General Teaching Council for Scotland, headteachers and schools and partners such as the National Parent Forum and the teacher training institutions. It is envisaged that there will be significant changes to the funding, governance and statutory responsibilities for local authorities and schools arising from new legislation on the role of an education authority, standards in schools, additional learning needs and parental involvement.

Further reports and responses to formal consultations will be required for consideration by Education PDSP and Education Executive.

F. BACKGROUND REFERENCES

Delivering Excellence and Equity in Scottish Education, A Delivery Plan for Scotland
Scottish Government , 28 June 2016

<http://www.gov.scot/Topics/Education/Schools>

Scottish Attainment Challenge, Report by Head of Education (Development),
Education Executive, 7 June 2016

Implementation of Children and Young People (Scotland) Act 2014, Report by Head
of Education (Quality Assurance), Education Executive, 7 June 2016

National Improvement Framework, Report by Heads of Education
Education Executive, 26 April 2016

Early Learning and Childcare, Report by Head of Education (Development)
Education Executive, 19 January 2016

(OECD) Review: Improving Schools in Scotland, Report by Head of Education
(Quality Assurance), Education PDSP, 5 January 2016

Appendices/Attachments:

Appendix 1 – Delivering Excellence and Equity in Scottish Education - Timeline

James Cameron, Head of Education (Quality Assurance), Tel: 01506 281680,
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Donna McMaster, Head of Education (Development), Tel: 01506 281673,
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Date of meeting: 30 August 2016

DELIVERING EXCELLENCE AND EQUITY IN SCOTTISH EDUCATION

TIMELINE

<u>Implementation Period</u>	<u>Activity / Action</u>	<u>Scottish Government</u>	<u>Council</u>	<u>Education Scotland</u>	<u>GTCS</u>	<u>Schools</u>	<u>Other</u>
during summer 2016	We will establish a new International Council of Education Advisors during summer 2016 , with the first meeting of the Council taking place in September.						
In August 2016	In August 2016 we will establish a panel of teachers to discuss key developments in Scottish education and to monitor workload demands.						
in August 2016	The Deputy First Minister has instructed Education Scotland to prepare and publish a clear and concise statement of the basic framework within which teachers teach. This statement will be published in time for the new school session in August 2016 . This will set out very clearly the role of the various elements of CfE, and the use						

<u>Implementation Period</u>	<u>Activity / Action</u>	<u>Scottish Government</u>	<u>Council</u>	<u>Education Scotland</u>	<u>GTCS</u>	<u>Schools</u>	<u>Other</u>
	<p>teachers should make of them – highlighting the significant flexibility CfE offers to teachers.</p> <p>This statement will make clear, for example, that the 'Experiences and Outcomes' of CfE should not be used for assessment – that is the exclusive role of the 'Significant Aspects of Learning'. Rather, teachers should use the Experiences and Outcomes as a guide, to help them plan holistically for a broad range of learning experiences over the course of the year.</p> <p>Crucially, this statement will make clear that teachers do not need to cover each and every Experience and Outcome individually, or in a 'tick-box' way. It will also make clear that primary teachers do not need to cover every curriculum area every week – another factor that can lead to the curriculum feeling 'cluttered'.</p> <p>The statement will also set out a very clear priority for primary schools – to ensure above all else every child achieves the best possible progress in the key areas of literacy, numeracy, health and wellbeing and to maintain our commitment to PE.</p>						
by August 2016	Also by August 2016 , Education Scotland will provide clear, practical advice on assessing achievement in literacy and numeracy – making clear the expected benchmarks for literacy and numeracy, for each level of CfE.						

<u>Implementation Period</u>	<u>Activity / Action</u>	<u>Scottish Government</u>	<u>Council</u>	<u>Education Scotland</u>	<u>GTCS</u>	<u>Schools</u>	<u>Other</u>
from August 2016	We will develop a range of national programmes and further extend the reach and impact of the Scottish Attainment Challenge from August 2016 . This will focus on areas such as staffing supply and capacity, professional learning and community learning and development.						
from August 2016	We will work with schools to focus the curriculum to meet children's needs fully and close the gap in early years settings and primary schools. For example, we will share and develop ways in which the vocabulary gap can be closed through a literacy-rich curriculum in P1-3						
from August 2016	We will accelerate efforts to share what is working to close the gap through the new National Improvement Hub and through a new network of empowered leaders from August 2016 . We will develop a space on the hub to showcase what is working across Scotland updated regularly by the Attainment Advisors.						
from August 2016	<p>We will continue to extend the use of research to underpin the interventions and strategies used in classrooms to close the gap as part of our developing research strategy.</p> <p>This will include the creation of a national forum for academics and practitioners to come together to ensure that cutting-edge evidence is being implemented in practice. This will be informed by the International Council of Education Advisors.</p>						

<u>Implementation Period</u>	<u>Activity / Action</u>	<u>Scottish Government</u>	<u>Council</u>	<u>Education Scotland</u>	<u>GTCS</u>	<u>Schools</u>	<u>Other</u>
	Our approach to research will also include working with all 32 local authorities to develop local action research based projects on closing the gap led by educational psychologists from August 2016 .						
From August 2016 ,	From August 2016 , we will collect teacher professional judgement data on an annual basis on whether individual children have achieved the expected Curriculum for Excellence levels in literacy and numeracy by the end of P1, P4, P7 and S3.						
school session 2016-17	We will expect all schools to have clear strategies in place across the curriculum in school session 2016-17 to reduce the gap in their context.						
from August 2016	We will extend the funding available through the Scottish Attainment Challenge to £750 million over the next 5 years . Funding for the areas with the greatest intensity of children living in poverty – our Challenge Authorities and Schools – will be doubled to £50 million per year and will include secondary schools. Renfrewshire and East Ayrshire will join the Challenge Authorities programme from August 2016 .						
in September 2016	We will launch a Governance Review alongside the Programme for Government in September 2016 . This review will examine the system changes required to deliver our commitments to empower schools, decentralise management and the support through the encouragement of school clusters and creation of new educational regions. The reforms are designed to ensure that parents,						

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	<p>colleges, universities and local employers can better support efforts to raise attainment and ensure that young people progress into positive destinations. Our clear objective is to devolve decision making and funding to schools and communities.</p> <p>This process will run in parallel with the review of the impact of the Scottish Schools (Parental Involvement) Act 2006 by the National Parent Forum of Scotland.</p> <p>We know that parental engagement is crucial to attainment and achievement but further evidence is required about what works and why. The information gathered from the National Improvement Framework, the National Parent Forum of Scotland's (NPFS) review of the 2006 Act and through the Governance Review will be used to develop a National Improvement Plan on Parental and Family Engagement. This will be developed in partnership with the National Parent Engagement Steering Group and other key stakeholder groups.</p>						
From September 2016	From September 2016 , the SQA will also consult stakeholders on how best to streamline its course documentation for the national qualifications.						

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in September 2016	In recognition of the huge effect that advances in digital technology are having on our economy and society, we will work with partners to ensure that the curriculum and infrastructure are in place and our teachers equipped to deliver the digital literacy and skills that our young people and economy need, now and in the future. Our Digital Learning and teaching Strategy will be published in September 2016 .						
in September 2016	We will publish the results of the Financial Review of the Early Learning and Childcare sector in September 2016 . This review will explore expenditure on funded childcare and thereby enable us to better predict the cost implications of different delivery models as we move towards the forthcoming expansion.						
in September 2016	Building on Curriculum for Excellence and Developing the Young Workforce, we will 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 or those needing most support. The review will consider the current offer across school, college, university and training from a learner perspective. The aim is to further improve the post 16 system to ensure that learners are supported to make well-informed choices, have						

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	equal opportunities to access the right options for them, and can move through the system and towards employment easily, with no unnecessary duplication of learning. The review will begin in September 2016 .						
by mid- September 2016	At the request of the Deputy First Minister, HM Inspectors will carry out a focused review of the demands placed on schools by each local authority in relation to CfE. This review will report with recommendations by mid-September 2016 .						
September 2016	School inspection and self-evaluation will October 2016 focus more directly on closing the gap from September 2016						
by September 2016	We will appoint an independent Commissioner for Fair Access to act as a powerful voice for our most disadvantaged learners by September 2016 . The Commissioner's role will be to drive and scrutinise progress, provide strategic leadership and challenge all parts of the system to do more and to push harder.						
in September 2016	As part of the Governance Review in September 2016 , we will consider leadership throughout the system, building on existing shared headship models and supporting the development of school clusters and regional models. This will support a strengthened middle and the importance of collaborative leadership. We will support up to 160 aspiring headteachers						

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	each year to go through the 'Into Headship' programme, with an investment of £1.5 million over the next 3 years (up to 2018-19).						
by September 2016	We will work with the National Parent Forum of Scotland and other parent organisations to develop a comprehensive parent communication plan for the National Improvement Framework by September 2016 .						
From September 2016	From September 2016 school inspections and other Education Scotland evaluative activity will be more focused on the priorities within the National Improvement Framework. We will gather evidence on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the leadership of change through school inspection.						
From October 2016	From October 2016 we will provide further support for local and national quality assurance and moderation of teacher judgement of Curriculum for Excellence levels.						
from October 2016	We will extend the reach and impact of the Attainment Advisors, through regional alignment to promote collaboration and joint delivery across local authorities from October 2016 . Using the data available from the Framework, the Attainment Advisor team will work directly with schools where they can make the biggest difference to accelerate efforts to close the gap. Educational leadership of the programme will be extended through a new						

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	Chief Advisor role.						
October 2016	We will use new data that will become available through the National Improvement Framework from October 2016 to identify the attainment gap in P1, P4, P7 and S3 and at school and local authority level – and agree targets to reduce this.						
in November 2016	The first round of Read, Write, Count gift bags will be gifted to families of P2 and P3 children in November 2016 .						
In December 2016	<p>In December 2016, we will publish an annual National Improvement Framework report, with progress against the four priorities and evidence against all of the 6 drivers of improvement.</p> <p>On an ongoing basis from now, and by December 2016, we will conduct a thorough analysis of all the evidence generated by the National Improvement Framework in consultation with stakeholders and with scrutiny from the new International Council of Education Advisors.</p> <p>By December 2016, we will publish an improvement plan and any revisions to the National Improvement Framework in consultation with key stakeholders.</p>						
in December 2016	We will launch a new framework of fully evidenced and proven educational interventions and strategies to improve attainment in December 2016 . This Framework will inform the decisions						

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	schools make to spend the additional funds and monitor the impact on improving individual children's progress. This new funding will reach around 95 per cent of schools in Scotland.						
in December 2016	We will publish an in-depth review looking at the available evidence on family learning programmes. The review, which will involve key partners, will look at what works and why and will publish its conclusions in December 2016 . This will be supported by a 'What works' study of the international evidence which will draw out world leading practice.						
In December 2016	In December 2016 we will publish plans for gathering information about the health and wellbeing of children and young people, including the data gathered at early years stages.						
In December 2016	In December 2016 we will publish appropriate performance indicators on employability skills and positive school leaver destinations for inclusion in the National Improvement Framework.						
By December 2016	By December 2016 we will publish a research strategy that makes clear any gaps in our evidence base and how these gaps will be filled.						
by the end of 2016	'We will make holding the Standard for Headship mandatory for all new Headteachers by August 2019 and will consult by the end of 2016 on the legislation that will achieve this.						

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By the end of 2016	By the end of 2016, Education Scotland will provide similar advice on the achievement of curriculum levels in every curriculum area across the Broad General Education. This will allow teachers to make sure their learners are on track, with a firmer, clearer understanding of their next steps. It will also ensure that learners are developing the range of skills required to progress smoothly through the broad general education, and on into the senior phase.						
by end 2016	We need to encourage more people into early learning and childcare and teaching, particularly those groups under-represented in teaching (men and minority ethnic communities) as well as in particular subjects (STEM) and geographical areas. We will extend our recruitment campaign, building on the positive work of the current campaign, to address these issues to be in place by end 2016						
By the end of 2016	By the end of 2016, we will provide advice and support to ensure that schools, parents, communities are effectively involved in improvement planning on the basis of the evidence generated by the National Improvement Framework and school self-evaluation.						
From December 2016 until May 2017	From December 2016 until May 2017 we will carry out implementation testing of new standardised assessment materials in schools across Scotland. The results will inform teacher judgement of children's achievement of Curriculum						

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	for Excellence levels.						
the 2016-17 academic year	We will support the Scottish Catholic Education Service to widen access to the Catholic Teacher Certificate for teaching students studying at the Universities of Edinburgh and Strathclyde, this will be in place for the 2016-17 academic year						
in 2016-17	<p>We remain committed to ensuring that we have the right number of teachers, with the right skills, in the right places to educate our young people. All local authorities in Scotland have been allocated an appropriate share of £88 million funding provided to meet the agreement to maintain teacher numbers and support probationer teachers.</p> <p>We will work with Initial Teacher Education providers and other key partners to address issues of staffing supply and capacity at a national level in order to support the Scottish Attainment Challenge. We will introduce new and innovative routes into teaching and promote the teaching profession by:</p> <p>Addressing the ongoing issue of teacher recruitment in the North East through the Transition Training Fund, in partnership with the University of Aberdeen, Aberdeen City and Aberdeenshire Councils.</p> <p>Through investment of £400,000 in 2016-17 we will provide guaranteed employment for up to 20 individuals from the oil and gas sector while they</p>						

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	<p>train as teachers in STEM subjects.</p> <p>Developing Scottish Masters programme for Initial Teacher Education in 2016-17 covering primary and secondary allowing a clear focus on transition between primary and secondary.</p> <p>Extending support for Masters in Early Years to provide leadership in this sector.</p> <p>Providing development funding to the University of the Highlands and Islands to build on its model of delivering of Initial Teacher Education through local colleges.</p> <p>Expanding existing distance learning provision models of Initial Teacher Education.</p> <p>Developing a new route which is focused on getting high-quality graduates into priority areas and subjects. This will be in place by 2017-18. This will build on the model developed in partnership with the University of Aberdeen to attract career changers to the profession.</p> <p>Maintaining our strong focus on Gaelic teacher supply with promotional campaigns, innovative courses and new routes into Gaelic teaching.</p>						

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early in 2017	<p>Currently, legal responsibilities for delivering education and raising standards in our schools sit largely with education authorities, not with the schools and teachers that each our children and young people every day. We will address this imbalance by extending to individual schools responsibilities that currently sit with local authorities.</p> <p>We will introduce a new Education Bill in the second year of this Parliament. Building on the responses to the Governance and Parental Involvement reviews, a consultation on a Bill will be held early in 2017.</p>						
By January 2017	Alongside this work, we will significantly streamline the current range of guidance and related material on CfE, based on feedback from teachers. By January 2017 , a new, much simpler set of key resources will be available on the new National Improvement Hub.						
By January 2017	By January 2017 , we will issue advice to support more consistent and robust annual reporting on school improvement.						
by January 2017	Parents want to be informed about their children's progress and achievements, what they need to learn next and how they, as parents, can best support them. We will develop guidance on reporting to parents by January 2017 in order to support better reporting.						

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By February 2017	By February 2017 , we will share evidence of what is working in helping us achieve the four priorities and where further research or evaluation is needed.						
by February 2017	We will support the continuing growth of Gaelic Medium Education in schools by implementing new rights for parents and by providing more resources for teachers and learners, by February 2017						
In March 2017	In March 2017 , to support current legislation we will publish Statutory Guidance to support local authorities in carrying out their duties to plan and report on the National Improvement Framework, including advice on how they use performance information for this purpose.						
By March 2017	By March 2017 , we will publish information for parents on a school-by-school basis, including for the first time information on achievement of Curriculum for Excellence levels in literacy and numeracy at stages P1, P4, P7 and S3.						
by March 2017	We will continue to support the Scottish College for Educational Leadership in their vital role in supporting leadership development for all education practitioners across Scotland, with an ambitious new package of support in place by March 2017 for aspiring, new and experienced headteachers. This will include professional learning opportunities to strengthen and expand school leadership skills, an international exchange programme for school leaders, and the						

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	development of a network of local champions to support headteachers to draw on local expertise and work in partnership with the wider community.						
by March 2017	We will work with Education Scotland and the General Teaching Council for Scotland to explore options to bring further flexibility into registration for teachers who have qualified outside Scotland by March 2017 , while ensuring that our high level of teacher professional standards are maintained.						
in March 2017 from April 2017	We will begin developing proposals for a fair and transparent national funding formula immediately and will listen to the views of teachers, parents, system leaders, local authorities and communities through the Governance Review. Building on the responses to this review we will consult on proposals for a funding formula in March 2017 . This will build on the approach being adopted for the Scottish Attainment Challenge, where £100 million will go direct to headteachers from April 2017 .						
from April 2017	We will continue to deliver our national campaigns and gifting programmes to parents and families across Scotland – Bookbug, PlayTalkRead and Read, Write, Count – providing a universal offer supporting parents to help kick start their children's learning from an early age. As mentioned earlier, we will extend the Read, Write, Count Programme into P4-7 in areas of high deprivation from April 2017 .						

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by April 2017	We will work with Education Scotland and the General Teaching Council for Scotland to undertake a review of Initial Teacher Education programmes to report by April 2017 , to ensure that they provide appropriate detail on content for literacy, numeracy, health and wellbeing, data literacy and equality across both primary and secondary sectors.						
From financial year 2017-18	<p>From financial year 2017-18 the additional £100 million per annum that will be raised each year from our Council Tax reforms will be allocated directly to schools.</p> <p>The allocation will be based on the numbers of children in primary school and S1-3 in secondary school who meet the eligibility criteria for free school meals.</p>						
throughout 2017-18	<p>We are committed to simplifying and clarifying the system for teachers, parents and learners and will ensure strong national standards and a clear evaluation framework which supports and empowers schools. Where progress can be made without legislative change we will do so. We will implement any proposals arising from the Governance and Parental Involvement reviews at the earliest opportunity.</p> <p>In particular we will support the development and expansion of school clusters and increased</p>						

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	regional working throughout 2017-18.						
from April 2017	The Read Write Count programme already operates nationally for P1-3 across Scotland. We will extend the Read Write Count programme into P4-7 in areas of high deprivation from April 2017 . This will link to the First Minister's Reading Challenge and will include a strong focus on outreach and family learning programmes.						
In May 2017	In May 2017 , we will publish the literacy results from the 2016 Scottish Survey of Literacy and Numeracy. Given the implementation of the National Improvement Framework and the data that it will provide, this will be the final set of results from the SSLN.						
by June 2017	<p>We will work with local authorities to understand the nature of parental demand for early learning and childcare in their areas, so that provision of additional free hours can be sufficiently flexible to respond to need.</p> <p>This will also include the development of opportunities for further integration with additional hours and out-of-school care by June 2017.</p> <p>We will promote the opportunities afforded by the development of extended early learning and childcare to provide family and employability support for parents by June 2017.</p>						

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By June 2017	By June 2017 we will develop a new Standards and Evaluation Framework, which will set out clear expectations for schools and the focus and frequency of school inspection.						
Before July 2017	Before July 2017 , we will host an International Conference on improvement and the use of performance information, to learn from other countries and international experts on using knowledge and high quality data for improvement.						
By summer 2017	By summer 2017 , we will publish a draft information 'dashboard' covering the Broad General Education – making detailed performance information available to teachers and local authorities.						
From August 2017	From August 2017 the new standardised assessments will be used by all schools.						
By August 2017	We will work with the General Teaching Council for Scotland to provide more support to teachers on equality issues through Career Long Professional Learning to be in place by August 2017 .						
In September 2017	In September 2017 , we will gather information from 2016-17 school inspections and other evaluative activity on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the quality of partnerships.						

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by September 2017	We will introduce a new training and induction programme for childminders. This will be developed with the Care Inspectorate, and will support the development of skills and training for all childminders working in the Early Learning and Childcare sector by September 2017 .						
By December 2017	By December 2017 , we will consider further evidence from early years, Developing the Young Workforce and on health and wellbeing to use in the Improvement Framework.						
by December 2017	We will work with identified communities within the Challenge authorities to develop and implement a programme of family learning by December 2017 . They will be developed in partnership with parents' organisations to ensure that parents are fully involved in their children's learning.						
by December 2017	We will continue to support teachers' professional learning through further investment of close to £1 million in Masters level learning during 2016-17 . We will also carry out a research project to be completed by December 2017 to evaluate the impact of this substantial investment.						
By the end of 2017	By the end of 2017 , we will support the publication of school-level reporting for parents and communities against their own action plans.						
from August 2018	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						

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by August 2018	<p>We will lead a revolution in transparency on school performance through further improvements to ParentZone – the national online resource for parents by August 2018.</p> <p>We will publish additional clear information on each school on a range of key measures, such as attendance rates, children's progress and grades from school inspection.</p>						
By the end of 2018	As highlighted earlier, we will provide support for learning communities in the Scottish Attainment Challenge to develop progressive family learning programmes by the end of 2017 . We will provide support for all learning communities to roll out this approach by the end of 2018 .						
by August 2019	We will make holding the Standard for Headship mandatory for all new Headteachers by August 2019 and will consult by the end of 2016 on the legislation that will achieve this.						
In August 2018	In August 2018 , we will make available national standardised assessments for children in Gaelic Medium Education.						
2020	We will almost double the hours of early learning and childcare to 1,140 per year						
by the end of academic year 2020-21	We will take action to help young people develop the skills and knowledge they will need in the workplace in particular in the areas of STEM, digital skills and languages. Through the Developing the Young Workforce programme we						

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	will provide 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 by the end of academic year 2020-21 and 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 .						

Additional points:

Based on ideas contributed by teacher associations and other partners in education, we will formulate a more intense new programme of reducing workload in schools. This programme will be directly overseen by the Deputy First Minister. Prior to agreement and implementation, the programme will be tested with a new panel of class teachers to ensure it has the potential to be effective. This will seek to ensure, for example, that local processes for planning, monitoring and tracking are as streamlined and efficient as possible. It will also give examples of how workload can be reduced by using digital approaches.

We will work with teachers, headteachers, parents, and communities throughout to ensure that every support is provided to them to build capacity and ensure that these changes support a reduction in bureaucracy and workload.

We are of course aware that there are wider issues which can affect children's attainment and equality of outcomes. We are intent on delivering equity for all children and we will consider the impact of issues such as looked after status, additional support needs and English as an additional language. We will continue to address wider issues such as gender to ensure that we are creating the conditions for all children and young people in Scotland to flourish and thrive.

We have accepted the Commission on Widening Access's proposed national and institutional targets to ensure that by 2030, students from the 20 per cent most deprived areas make up 20 per cent of Higher Education entrants.

SQA

We will ensure that the SQA, Education Scotland, schools and local authorities deliver the commitments made in the first report of the Assessment and National Qualifications Group. We will also ensure that the SQA delivers the actions to simplify and streamline qualifications set out in the 51 'subject reports' published in May 2016. The Deputy First Minister will meet the Chief Examiner for Scotland on a monthly basis to ensure that the SQA continues to take all actions it can to reduce workload.

We will also reconvene the Assessment and National Qualifications Group, chaired by the Deputy First Minister, to further explore what more could be done to reduce workload associated with the new qualifications, as quickly as possible.

We will also work with the Assessment and National Qualifications Group to consult on the design of assessment within the qualifications system -involving teachers, parents, young people, employers, national partners and other stakeholders.

