

CDN	College Development Network
ES	Education Scotland
SG	Scottish Government
SQA	Scottish Qualifications Authority

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level	Area of work					
				Early Years	Broad General Education (BGE)	Transition from BGE to Senior Phase	Senior Phase	Additional Support Needs (ASN)	Parents and Carers
Generic (the points in the Generic section also apply to the other curricular areas)									
ES	Inspection advice note updated to reflect how national expectations will be evaluated in inspections, to reflect the national Curriculum for Excellence (CfE) implementation plan 2014-2015, and issued to schools and relevant establishments and services.	Jun-2014	Early years centres and schools are further developing the curriculum to meet the needs of all learners.	✓	✓		✓	✓	
ES	Guidance published on planning for learning and assessment, and features of effective learning and assessment across 3-18, which will promote effective, realistic planning. The guidance will relate to overall curriculum design, each curriculum area, selected cross-curriculum themes and the contributions made by all partners, e.g. colleges, community learning and development (CLD), and will be guided by the new Curriculum, Learning, Teaching, Assessment (CLTA) National Forums.	Throughout 2014/15 and beyond	Staff and partners are developing the curriculum to ensure coherence and progression in learning and assessment using the experiences and outcomes (EOs) and significant aspects of learning (SAoL) to provide progression and continuity in learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school. This will include appropriate tracking and monitoring approaches.	✓	✓	✓	✓	✓	✓
ES	A series of national conferences organised for primary school leaders.	Oct-2014							
ES	Approaches to learning and assessment identified and shared using outreach activities such as professional dialogue, conversation days, support visits to schools and online materials (including those published on Glow). These will promote better outcomes for learners through the BGE and the Senior Phase across the curriculum. There will be a particular focus on learning which drives motivation and engagement for learners. There will also be a particular focus on learning which is relevant to preparation and skills for the world of work and employability.	Jun-2015	Staff in schools and colleges further develop flexible achievement pathways through the BGE and the senior phase so that learning is planned and delivered using the EOs and SAoL is relevant to and paves the way for qualifications. Further developing the senior phase to: <ul style="list-style-type: none"> • build on achievements in the BGE. • take advantage of local flexibilities in delivering the senior phase entitlements. • provide a range of flexible achievement pathways within and beyond the senior phase to meet the needs of all learners. • promote the highest level of attainment in literacy and numeracy for all. • meet the needs of young people who leave school at the end of S4. • build on and extend college partnerships. • promote and support employability skills, skills for learning, life and work. • support young people in articulating their strengths and achievements, and • take further account of the transition and interim arrangements for the period of dual running of existing and new qualifications. 	✓	✓	✓	✓	✓	
ES	A programme of primary specific practitioner engagements held to support professional dialogue and sharing.	Mar-2015							
CDN	New lecturer induction programmes delivered, in response to specific college requests.	Dec-2014	New and beginning practitioners are familiar with CfE learning, teaching and assessment approaches. Signposting and online dialogue for advice, guidance and direction.			✓	✓		
CDN	Differentiated approaches to learning, teaching and assessment sessions held in colleges.	Mar-2015	Connection to approaches required in learning, teaching and assessment. Advice, direction and guidance for managing mixed ability groupings.			✓	✓		
CDN	National event and drop in sessions held to find, create, communicate and present information on Technologies for Learning, based on college requests.	Dec-2014	Reinforcement and consolidation of practitioner skills – using technologies for learning to enhance learning, with a particular focus on Apps.			✓	✓		
CDN	CfE classroom drop-in sessions held, covering; Learning and Teaching approaches, Qualifications, Moderation and Verification.	Mar-2015	How to scaffold knowledge and learning in the CfE classroom. Building on the student experience in schools. Aligning assessment to learning and teaching. Retains a relevant focus on learning and teaching approaches. Reinforcing and consolidating the key features of Assessment for Learning and feedback processes.		✓	✓	✓		
CDN	Event held to look at the power of feedback to move learning forward, which will include; teacher to student, student to student feedback strategies, and self and peer assessments and questioning techniques.	Dec-2014	Build on success of event held in March 2013. Processes associated with giving and receiving of feedback to develop confidence and resilience in learners.			✓	✓		

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CDN	Cooperative Learning Programme - Credit rated Scottish Credit and Qualifications Framework (SCQF) Level 8, (two day) programmes delivered in colleges.	Mar-2015	Sustainable impact on learning, teaching and assessment. Continuity for students moving into college programmes.		✓	✓	✓		
ES	Through partnership with EAs and other bodies as appropriate, further develop a shared resource of course materials, learning, teaching and assessment advice and helpful links across the 3-18 curriculum.	Jun-2015	EAs and schools collaborate in planning learning and sharing assessment information to ensure smooth transitions for learners across all curriculum areas.						
ES	Materials published to support progression through the primary phase of the BGE.	Jan-2015		✓	✓	✓	✓	✓	
ES	Materials published and examples demonstrating how primary schools are continuing to develop the curriculum.	Aug-2014							
CDN	Through partnership with college curriculum development networks, create a number of open educational resources (OER) to support CfE qualifications - Skills for Work National 5 Food Manufacture, NPA Level 6 Food Manufacture and HNC Care and Administrative practice.	Mar-2015	College practitioners will have access to quality curriculum materials to support design and delivery.			✓	✓		
CDN	Subject based events held, covering National 4&5 and Higher qualifications.	Mar-2015	Building on previous work and extending to Higher qualifications in Food Manufacture, Sciences and Social Sciences. Final curriculum area to be agreed with qualifications managers Scottish Qualifications Authority (SQA).			✓	✓		
CDN	Development of college profiling system and process to support school/college transition.	Dec-2014	Building on S3 profiling to ensure smooth transition from school to college. Essential Skills development and recognition.			✓	✓	✓	✓
ES	Further advice and exemplification provided of achievement pathways from the BGE to the senior phase which show effective transition planning.	Jun-2015	Achievement pathways are informed by tracking and profiling of learners' progress through the BGE and senior phase so that the senior phase curriculum is clearly adapting and evolving to better meet learners' needs.		✓	✓	✓	✓	
ES	Programme agreed via Association of Directors of Education in Scotland (ADES) and with the 31 EAs to help facilitate the smooth delivery of the Local Partnership Agreements. Specific objectives will be detailed in the Local Partnership Agreements which will be reviewed and measured at given points in the year.	Jun-2015	A range of co-ordinated activities provided to schools and EAs to support them improve aspects of educational provision. A system will be in place to measure the impact of support on outcomes for learners.	✓	✓		✓	✓	
ES	The Successful Transitions to University Working Group chaired by ES is active and will generate a final set of recommendations for action by 30 June 2014 for development by June 2015.	Throughout 2014/15 and beyond	Secondary schools and colleges have a clear understanding of university entrance requirements and have signposted these to parents and carers.			✓	✓	✓	✓
ES	National Reference Group of Local Authorities (LA) officers established, in collaboration with key stakeholders to explore aspects of Pupil Voice, including the role of Pupil Councils.	Oct-2014	LA Officers will engage in conversations surrounding the nature, scope and organisation of pupil councils which will support them in establishing and maintaining Pupil Councils in their LAs.						
ES	Online resource created: "Guide to setting up and running a Pupil Council" in collaboration with a range of Pupil Councils across Scotland.	May-2015	This supporting documentation will assist schools and EAs in establishing and maintaining effective Pupil Councils.	✓	✓	✓	✓	✓	
ES	Pupil-led national conversation day held, involving LA officers, practitioners and pupils.	Jun-2015	Schools and EAs will engage in conversations surrounding aspects of Pupil Councils.						
SG	The role of Pupil Voice supported through the Leaders of Learning project, with key children and young people (CYP) organisations.	Mar-2015	Pupils will be supported to play an active role as leaders of their own learning.						

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ES	Engage with CLD partners across all EAs to help promote improved partnership approaches to CFE implementation resulting in young people progressing in their learning through the BGE to the Senior Phase and post 16 transitions. This will include the work being undertaken on the National Youthwork Strategy, Post-16 reform, Opportunities for All/More Choices More Chances.	Ongoing	Support is delivered to EAs to help promote learner progression through the BGE to the Senior Phase. Examples of good practice in this area are increasingly communicated and shared across all sectors.			✓	✓		
ES	Inspection and Review task on progress in partnership approaches to CFE with a focus on shared self-evaluation and joint planning throughout the Senior Phase.	Feb-2015	CLD partners and school staff will have a greater understanding of shared self-evaluation and joint planning throughout the Senior Phase.				✓		
ES	Exemplification of good practice in Religious Observance (RO) developed, and continued engagement with key stakeholders in relation to RO.	Aug-2015	EAs, practitioners, key stakeholders and parents will be better informed of the nature and scope of RO and its relationship to learning.		✓	✓	✓	✓	✓
CDN	Liaise with College Liaison and Secondary Schools (CLASS) Network and support CLASS events. Contribute to CLASS events - apprenticeships 16 - 19 year olds in colleges.	Mar-2015	Immediate capture of feedback on developments and requirements for school/college partnerships. Continue to gather success stories in partnership working. Respond to transition and admissions issues.			✓	✓		
CDN	Three School/College/HE focus group meetings held.	Mar-2015	Key messages and implications for admissions systems and processes. Contribution to profiling process.			✓	✓		
CDN	CfE and College Admissions event held, in response to induction task carried out by ES.	Jun-2014	Key messages for admissions processes.			✓	✓		
CDN	Partnership meetings held by Professional Learning Community group, which include stakeholders; ES, CLD, SG, employer representation and college representation.	Ongoing to Mar-2015	Stakeholders share thinking and practice to inform the sector and influence future planning.			✓	✓		
ES	Fieldwork programme delivered, to find out how well progression in learning is improved through the 3-18 curriculum.	Jun-2015	EAs, early years centres and schools are aware of the outcomes of the report as it will set the future agenda for improvement across assessment and moderation within BGE leading to better outcomes for learners.		✓			✓	
ES	Direct ongoing engagement and support to local Opportunities for All coordinators and More Choices, More Chances leads, to continue to improve opportunities for youth achievement and employment.	Jun-2015	Services will continue to integrate and partnership approaches will continue to strengthen across EAs to ensure that young people achieve positive and sustained destinations.				✓		

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	Skills and Employability								
ES	<p>Development and understanding of skills for learning, life and work (3-18) promoted amongst learners, parents, carers, practitioners and employers through conversation events, a range of online resources and the World of Work network and Inter-Authority (Emerging Practice) Skills network and other skills-related working groups:</p> <ul style="list-style-type: none"> • Publication of CfE briefing paper: Developing Skills • Skills Conversation Days held. • Inter-authority (Emerging Practice) Network meetings held. • World of Work Network meetings held. • Symposium for employers held to raise awareness of how CfE paves the way to employability 	<p>Jun-2014</p> <p>Mar-2015</p> <p>Apr-2015</p> <p>May-2015</p> <p>May-2015</p>	<p>EAs, early years centres and schools are supported to further develop the BGE and Senior Phase through the continued promotion and support of employability skills within the general development of skills for learning, life and work.</p> <p>EAs, early years centres and schools are supported to take a strategic and coherent approach to developing and recording learners' skills based on: 1) a common language and understanding of skills; 2) effective planning for progression in the development of skills.</p>	✓	✓		✓	✓	
ES	Programme of support developed to implement the relevant recommendations of the Developing Scotland's Young Workforce report within BGE and the senior phase.	Jun-2015	EAs, early years centres and schools are supported to improve young people's employability skills, and improve careers education across the curriculum.		✓	✓	✓		
CDN	Resource development for Certificate of Work Readiness qualification in partnership with SDS delivered. Collaborative working with Work-based Learning and Essential Skills Networks delivered.	Jun-2015	EAs, Early Years, schools, colleges and partners are supported to improve young people's employability skills, and improve careers education across the curriculum.			✓	✓		
CDN	Two school/college partnership events held, showcasing learner experiences, journeys and potential transitions.	Feb-2015	Success stories with a focus on employability and essential skills.			✓	✓		
CDN	College Development Network and Youth Work event held, exploring senior phase offer and transition to positive destinations.	Feb-2015	Building on adoption of John Muir awards in the sector, youth work principles and practices and Duke of Edinburgh award in sector.			✓	✓		
CDN	Input to Curriculum Network events to update practitioners on national qualifications. Target food and drink, ICT, computing science and science, technologies, engineering & mathematics (STEM) subjects.	Feb-2015	Network steering groups and practitioners receive relevant and up to date information. Practitioners inform curriculum teams in regional colleges.			✓	✓		

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Literacy									
ES	National Literacy Network meetings held during the year to share literacy strategies and good practice at EA level.	Mar-2015	All educational establishments have a clear and effective strategy for the development and assessment of literacy to ensure smooth progression across the curriculum, leading to improved outcomes across all sectors including in GME (Gaelic Medium Education).		✓		✓	✓	
ES	Scottish Survey of Literacy and Numeracy (SSLN), Literacy "Roadshow" events held across Scotland to build capacity within areas of improvement identified in the SSLN 2012 (literacy) survey.	Jun-2014	Learning and teaching of literacy and numeracy is reviewed and updated in light of the SSLN priority findings and new materials. There will be improved communication between authorities and best practice will be seen more consistently across EAs.		✓			✓	
ES	SSLN Literacy Professional Learning Resource updated following practitioner feedback.	Apr-2015	Improved literacy outcomes for all young people evidenced through improved SSLN results.		✓			✓	
ES	Transition arrangements supported for the literacy hubs following publication in April of the SG/ADES evaluation. Primary One Literacy Assessment Resource (POLAR) published online.	Sep-2014 Jun-2014	Arrangements in place to sustain benefits of literacy hubs post direct SG funding.		✓		✓	✓	
ES	3-18 impact review for literacy and English published.	Dec-2014	EAs, early years centres and schools are aware of the outcomes of the impact report as it sets the future agenda for improvement across literacy and English, leading to better outcomes for learners.	✓	✓		✓	✓	
Numeracy and Mathematics									
ES	Numeracy hubs expanded and further developed. Progress and activities disseminated through relevant channels, e.g. Scottish Learning Festival (SLF) and the National Numeracy Network.	Sep-2014	EAs involved in hubs contribute to and send representation to National Numeracy Network to hear information to take back to their given authority. EAs use their involvement in numeracy hubs to support and challenge schools in their area, disseminating learning and good practice from their hub work across the authority in a pro-active manner.		✓		✓	✓	
ES	Partnership working strengthened across authorities via: <ul style="list-style-type: none"> Strengthen support to authorities through the national numeracy network meetings with a focus on progression. SSLN findings progressed by working group, with representatives from various authorities. Engagement organised across the country involving EAs, promoting good practice in numeracy and mathematics. 	Jun-2015	EAs have a clear and effective strategy in place for the development of numeracy.		✓		✓	✓	
ES	Standards in numeracy and mathematics raised through working with EAs to support practitioners in further developing their understanding of progression in numeracy. This will include involvement in working groups and training opportunities for EAs.	Jun-2015	EAs have a strong understanding of the importance of progression in numeracy to raise attainment in numeracy.		✓			✓	
ES	SSLN professional learning resource in numeracy further developed based on the results of the 2013 survey and information on this disseminated.	Throughout 2014/15	Improved numeracy outcomes for all young people evidenced through improved SSLN results.		✓			✓	

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	Health and Wellbeing								
ES	Joint-working with partnership agencies based in areas of multi-deprivation (including hard to reach communities) on aspects of health and wellbeing that are based on local needs.	Throughout 2014/15 and beyond	Medium – long term (3-10 years) small evidence-based programmes delivered by ES and partner agencies working alongside EAs to support vulnerable/hard to reach learners/parents/families established.		✓		✓	✓	✓
CDN	Two Health and Wellbeing seminars for college practitioners held as part of a new online safeguarding programme for all college staff and students.	Dec-2014	Reinforcement and consolidation of Health and Wellbeing issues permeating the college curriculum with a particular focus on 16-19 year olds.			✓	✓	✓	
ES	Work in partnership with outdoor learning organisations to provide professional learning and build capacity at local level to develop teacher confidence and skills in the delivery of outdoor learning.	Throughout 2014/15 and beyond	Schools have planned approaches to outdoor learning which draw on support from partners and organisations as appropriate. A career-long professional learning menu for outdoor learning is provided to develop coherent planned programmes in outdoor learning in secondary sector.	✓	✓		✓	✓	
ES	Continue to embed the place of, and continue to engage with, and provide professional learning to EAs to support. <ul style="list-style-type: none"> Physical Education, Physical Activity and Sport (PEPAS). food and health / food education. health and wellbeing responsibility of all (RoA). substance misuse and sexual health and parenthood within the BGE and the Senior Phase. PEPAS. food and health / food education. health and wellbeing RoA. substance misuse and sexual health and parenthood activities and 	Throughout 2014/15 and beyond	All education establishments have a strong understanding of the place of physical education; food and health / food education; health and wellbeing RoA and substance misuse and sexual health and parenthood in CfE. Teachers deliver learning in these areas which is up-to-date and relevant and will be supported to develop effective learning and teaching approaches both in school and beyond the school gates.	✓	✓		✓	✓	

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	Technologies										
ES	3-18 review for technologies published.	Dec-2014	EAs, early years centres and schools are aware of the outcomes of the impact report as it sets the future agenda for improvement across technologies, leading to better outcomes for learners.	✓	✓		✓	✓			
ES	Series of network meetings and conversation days held during year, to share findings of Technology Impact Review and to share examples of developing practice with EAs.	Throughout 2014/15 and beyond	<p>College practitioners have access to Technologies for Learning to enhance learning, teaching and assessment. Focus on e-assessment in two curricular areas: Food Manufacture and Health and Social Care.</p> <p>EAs, early years centres and schools have a strong understanding of the place of computing science, ICT and engineering in CfE, and teachers deliver learning in these areas which is up-to-date and relevant.</p>	✓	✓	✓	✓	✓	✓		
CDN	Technologies for Learning sessions held in colleges with a focus on finding, creating, communicating and presenting information, building on the EOs of the technologies curriculum area.	Mar-2015					✓	✓			
ES	Work with practitioners, supported by colleagues in universities where appropriate, to use a professional enquiry approach to gather evidence of impact of specific interventions on learners in order to improve practice and to research equalities issues in the classroom.	Throughout 2014/15 and beyond					✓	✓	✓		
ES	Promote the place of computing science and Information & Communication Technology (ICT) to enhance learning. This will include a focus on Glow and using Office 365 and other applications to meet the needs of learners.	Throughout 2014/15 and beyond			✓	✓	✓	✓	✓	✓	✓
ES	Contribute to interdisciplinary learning across STEM and in partnership with the Social Studies team in relation to business education. The focus on business education will be on developing ICT skills and digital literacy.	Throughout 2014/15 and beyond					✓		✓		
ES	Support BCS (The Chartered Institute for IT) to co-ordinate year two of the two year programme of professional learning for those teaching computing science, both in the BGE S1 – S3 and in support of the new national qualifications.	Mar-2015					✓		✓	✓	
ES	The importance of computational skills promoted through a series of engagements across Scotland to support practitioners in all sectors.	Throughout 2014/15 and beyond			✓	✓		✓	✓		

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Sciences									
ES	Continue to work in partnership with EAs to provide professional learning and strategic support to secure improvements in sciences education.	Throughout 2014/15 and beyond	EAs, early years centres and schools will have effective plans in place to develop effective learning and teaching and secure further improvements in sciences education.	✓	✓		✓	✓	
ES	Continue to support the work of the Scottish Schools Education Research Centre (SSERC) to provide professional learning for science teachers and technicians. SSERC's Primary Science Cluster Programme supported, working in close partnership with them to ensure its success.	Throughout 2014/15 and beyond	Participating schools will have well trained mentors in place to support continuing improvement in science within school clusters and build capacity for the sciences within EAs.		✓			✓	
ES	Continue to provide opportunities for cross-authority collaboration and co-development of course materials to support the implementation of the sciences national qualifications.	Throughout 2014/2015 and beyond	EAs will have the opportunity to share course materials, approaches and expertise in relation to the new qualifications and co-develop new materials as required to ensure learning and teaching is of a high-quality.			✓	✓	✓	
ES	Collaborate with Energy Skills Scotland, Skills Development Scotland and other key partner organisations and networks to develop a strategy for promotion of careers in the energy sector.	Mar-2015	The agreed strategy will lead to effective collaboration, dissemination of innovative practice and concerted partnership working to promote careers in the energy sector and also provide a model which can be extended to other key STEM sectors.	✓	✓	✓	✓	✓	✓
ES	Continue to engage with EAs and other key partners to promote relevant and innovative contexts for interdisciplinary learning in STEM including community resilience, the circular economy and citizen science.	Throughout 2014/2015 and beyond	An increasing number of schools will be engaged in these interdisciplinary contexts for learning to create relevant and motivational experiences for learners which also develop skills of scientific enquiry and higher order thinking.	✓	✓	✓	✓	✓	✓
Learning for Sustainability									
ES	Support the work of the Learning for Sustainability National Implementation Group to ensure that the recommendations from the Learning for Sustainability Report are taken forward in partnership with key organisations including GTCS.	Throughout 2014/2015 and beyond	In line with the recommendations of the Learning for Sustainability Report, schools will adopt coherent whole school/community approaches to global citizenship, sustainable development education, outdoor learning, children's rights and play.	✓	✓	✓	✓	✓	✓
ES	In partnership with SG colleagues and other members of the Learning for Sustainability National Implementation Group, conversation events organised to engage partner organisations in the decision-making process and work of the group.	Throughout 2014/2015 and beyond	Key partner organisation have the opportunity to contribute their expertise and participate effectively in the developing strategies to meet the recommendations of the Learning for Sustainability Report.	✓	✓	✓	✓	✓	✓
Languages 1 + 2									
ES	Training the trainers courses held for EA representatives with the responsibility for training primary practitioners in modern languages.	Oct-2014	EAs have conducted an audit of language provision and have used this to prepare a strategy for implementation by 2020 of the report's recommendations, including those for the senior phase. Ensure that the grounding provided in Primary through earlier learning of additional languages translates into a positive transition in languages options in the senior phase. Schools and EAs have examples of successful approaches to implementation in the BGE and in the senior phase to inform practice. EAs have clear guidelines for the introduction of early language learning and are able to demonstrate initial progress towards continuous language learning from P1 - S3, with plans for the introduction of an additional language from P5 at the latest and during S1 - S3.		✓			✓	
ES	Area developed on ES website dedicated to 1 + 2. (Containing policy documents, support materials, P1-P7 framework.)	Sep-2014		✓			✓		
ES	Continue to support and evaluate the 1+2 pilot projects and publish evaluations online.	Throughout 2014/15 and beyond		✓			✓		
ES	Key delivery partners continue to work together to promote the 1+2 Approach, offering guidance on delivery at local level and sharing good practice.	Throughout 2014/15 and beyond		✓			✓		
ES	Framework published for the delivery of language learning in the primary school from P2 – P7.	Jun-2014		✓			✓		

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Gaelic and Gaelic Medium Education (GME)									
ES	Strategies identified to increase the learning of Gaelic through ICT in secondary schools. Improved continuity and support for the delivery of Gaelic learner education (GLE) in primary schools.	Throughout 2014/15 and beyond	Increased uptake of learner opportunities in GLE.		✓			✓	
ES	Work with EAs to support delivery of GME through development and translation of key learning and assessment materials.	Throughout 2014/15 and beyond	EAs, early years centres and schools have a strong understanding of the place of GME within the Scottish context and use nationally available materials and resources to deliver learning which is high quality, up-to-date and relevant.	✓	✓	✓	✓	✓	
Scots									
ES	Work with EAs and wider partners to provide professional learning and build capacity at local level to develop the use of Scotland's indigenous languages.	Throughout 2014/15 and beyond	EAs support all educational establishments to promote the place of learning about Scotland including Scots language within the contexts of the 1+2 Approach within CfE.		✓		✓	✓	
ES	Scots Language Coordinators will work with a group of EAs, provide inputs in schools, and create Scots resources for publication on the ES website.								
Learning about Scotland									
ES	Resources produced which put Scotland's unique Geography into the Learning about Scotland website. This work will be in Partnership with Loch Lomond and Cairngorm National Parks and work will focus on highlighting the unique landscape of Scotland and the influence of the landscape on Scotland's people.	Mar-2015	EAs, early years centres and schools have planned approaches to learning about Scotland as a context for learning across the BGE, which draws on support from partners as appropriate.		✓		✓	✓	
ES	The number and range of Great Scots materials will be increased to enable more subjects to use these resource.	Dec-2014	Establishments will be able to take advantage of resources in the teaching about both modern and historical Great Scots across the curriculum.		✓		✓	✓	
SG	SG Travel Subsidy scheme supports transport costs for school visits to heritage education sites around Scotland.								
Expressive Arts									
ES	Through working and planning with national education partners, such as Schools of Education and Creative Scotland, shared resources created, including learning and teaching materials and advice and helpful links to inform key aspects of the expressive arts curriculum.	Jun-2015	EAs, early years centres and schools continue to use and adapt national resources to support local arrangements for planning programmes of learning, providing high quality learning and teaching for all learners.		✓		✓	✓	
ES	National Working Group meetings planned in each of the four areas of expressive arts. In addition to information from inspections and conversation events that involve a wide range of stakeholders, the work of these groups will inform the work of the Expressive Arts CLTA Forum.	Jun-2015	EAs, early years centres and schools continue to review their expressive arts curriculum, ensuring that learning for all children and young people is inclusive and remains relevant, challenging and exciting. EAs, early years centres and schools work in partnership with national education bodies and arts organisations and individuals to ensure that every learner receives their entitlement to expressive arts education.	✓	✓		✓	✓	
ES	ES will facilitate the overtaking of recommendations three and four in the Instrumental Music Group Report specifically linked to eradicating inequity.	Dec-2014	The final report will play a significant part in developing policy for schools and EAs that will lead to improved outcomes for young people in the area of instrumental music tuition.		✓		✓	✓	

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Religious and Moral Education (RME)									
ES	National reference group of practitioners for Religious and Moral Education (RME) and Religious Education in Roman Catholic Schools (RERC) established and supported.	Mar-2015	RME/RERC practitioners, LA Officers, key stakeholders and parents across Scotland will be better informed about a variety of aspects of this curricular area. There will have been beneficial dialogue between ES and a range of practitioners and key stakeholders, leading to innovation and improvement in RME/RERC delivery.	✓	✓	✓	✓	✓	✓
ES	A review of current content of ES Online resources will be undertaken. The results will be used to enhance and extend online resources and capabilities in RME/RERC, Religious Moral and Philosophical Studies (RMPS), Psychology and Philosophy.	Jun-2015	Practitioners, learners, parents and key stakeholders across these subject areas will have access to improved, relevant and useful online resources and activities. This will lead to improved learning opportunities regardless of geographical or other potential barriers to learning.	✓	✓	✓	✓	✓	✓
ES	Strategic intervention programmes developed with respect to Psychology and Philosophy as a result of need identified in collaboration with key stakeholders, including continued support for National Qualifications in these subjects.	Oct-2015	Practitioners will have increased confidence in delivering aspects of Philosophy and Psychology in a variety of contexts. This will lead to a broadening of educational opportunities for learners and so ensure that learners are engaging with a BGE. Information about these strategic interventions will be communicated to key stakeholders, including parents.		✓	✓	✓	✓	✓
ES	Engage in strategic intervention programmes in collaboration with educational establishments, EAs and other key stakeholders which support improved transitions in RME/RERC; delivery of senior phase RME/RERC; assessment issues in RME/RERC; the delivery of specific topic areas in RME/RERC; the role of Outdoor Learning in RME/RERC; the contributions of RME/RERC to the delivery of literacy, numeracy and health and wellbeing and support for National Qualifications in RMPS.	Jun-2015	Practitioners will have increased confidence in their ability to manage and deliver a range of key aspects of RME/RERC and National Qualifications in Religious, Moral and Philosophical Studies (RMPS). This will support learners in the subject area across a variety of aspects of the subject. Key stakeholders, including parents will be informed of the progress and results of these strategic interventions, enabling parents and other key stakeholders to support children and young people throughout their learning journey.	✓	✓	✓	✓	✓	✓
ES	Engage in follow-up activities in disseminating, and supporting the implementation of, the recommendations contained in the 3-18 impact review for RME/RERC	Jun-2015	EAs, early years centres and schools are aware of the outcomes of the impact report as it sets the future agenda for improvement across health and wellbeing, leading to better outcomes for learners.	✓	✓	✓	✓	✓	✓
Social Studies									
ES	Numeracy resource developed for social studies across the BGE. A project will be undertaken to identify numeracy skills within the Social Studies area and consider how they can be highlighted to teachers to ensure they are embedded in teaching and learning.	Mar-2015	Early years centres and schools will have an overt understanding of Numeracy as part of programmes of study in the Social Studies area.		✓			✓	
ES	Skills resource for social studies developed for use across the BGE. A web-based resource will be developed for practitioners which will enable them to identify the unique skills contained in the Social Studies area.	Sep-2014	Practitioners in early years establishment and schools will be able to ensure that the skills are fully integrated into programmes of study.		✓			✓	
ES	Continued development of Social Studies Local Authority Network.	Dec-2014	The full development of this network will enable the improved flow of information both to and from practitioners and EAs.				✓	✓	
ES	Good practice materials produced to support transitions within the Social Studies area. Continue to support secondary school visits to heritage education sites around Scotland, World War One battlefield sites in France and Belgium and visits to Auschwitz as part of the Holocaust Educational Trust programme.	Throughout 2014/15 and beyond	The experiences of learners will be improved across transition stages and through opportunities to visit sites of historical and modern significance at first hand.		✓	✓	✓	✓	
ES	Continue to develop Game on Scotland on the run up to the Commonwealth Games, including the continued development of the Game on Challenges, awarding of plaques and distribution of legacy tickets, a pre-Games and a post Games national event, a series of Glow Meets and post-Games evaluation.	Apr-2015	Schools will be able to offer relevant, exciting learning opportunities to support children and young people in developing a global perspective and understanding around the Commonwealth and its Games.		✓		✓	✓	

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level	Area of work						
				Early Years	Broad General Education (BGE)	Transition from BGE to Senior Phase	Senior Phase	Additional Support Needs (ASN)	Parents and Carers	
	Assessment									
ES	In partnership with SQA, provide advice on transitions from the BGE to senior phase.	Jun-2015	<p>In early years centres, primary and schools, staff continue to develop proportionate assessment approaches which support smooth transitions and progression in learning.</p> <p>Early years centres and schools continue to develop and embed their approaches to profiling including using e-portfolios. This involves a clear focus on skills development, recognising wider achievement and using profiling to inform and improve future learning. In secondary schools it includes profiling in the senior phase to support transitions to post school destinations.</p> <p>Early years centres and schools further develop manageable and realistic approaches to assessing progress and achievement across all relevant curriculum areas at early to fourth curriculum levels, particularly through dialogue and moderation.</p> <p>EAs support schools to further develop manageable and realistic approaches to QA and moderation in and across schools/early years centres/colleges and within and across EAs to build staff confidence in using, sharing and developing good practice in assessment. Support staff to be involved in professional discussions to develop their confidence in assessment.</p> <p>All educational establishments continue to develop the understanding of parents in terms of assessment. Appropriate ways of reporting to parents also continue to be developed and refined.</p> <p>EAs and all educational establishments, continue to identify and action approaches to reducing bureaucracy in relation to assessment.</p>		✓	✓	✓	✓		
ES	Identify and share practices in profiling at transitions and partnership approaches to profiling in the senior phase to support transition to positive destinations.	Dec-2014			✓				✓	
ES	Further develop approaches to assessing progress and achievement, including annotated exemplification.	Mar-2015			✓				✓	
ES	Scope, specification and proposals for a revised version of NAR and, as part of this, implement initial improvements in terms of usability and organisation of resources developed.	Dec-2014			✓				✓	
ES	Further NAR exemplars developed and published based on identified need, including exemplars relating to the transition between the BGE and the senior phase.	Jun-2015			✓	✓			✓	
ES	Suite of assessment messages and resources collated and published.	Mar-2015			✓				✓	
ES	Support capacity development on key assessment messages at school and EA levels and with other partners.	Jun-2015			✓				✓	
ES	With partners, provide advice and exemplars on assessment developed for parents, including exemplars on approaches to reporting.	Mar-2015			✓				✓	✓
ES	Carry out research to provide advice in relation to the bureaucracy of accountability systems and linked approaches to assessment.	Nov-2014			✓				✓	
CDN	National event held, covering results services, clerical checks, marks review service and positive achievement.	Mar-2015		<p>A route map through the new processes provided by SQA. College practitioners will be brought up to date with proposed modifications to help make sense of the process and how the emerging issues will impact on practitioners. The sector will be up to date with relevant modifications, newsletters, resource development to support delivery of qualifications. National 1&2 resources will be highlighted and signposted where appropriate and AH developments will be highlighted and aligned to where they are being delivered in colleges. Lessons Learned from first tranche of CfE Qualifications will be used by the focus group.</p>						
CDN	Two half-day sessions on Quality Assurance and Meeting Standards in the new qualifications.	Mar-2015								
CDN	Focus Group carry out an analysis of issues and priorities emerging from the first tranche of CfE Qualifications.	Mar-2015				✓	✓			
CDN	In partnership with SQA assessment webinars for practitioners delivering CfE qualifications delivered, covering updates on quality assurance and standards.	Mar-2015								
CDN	'Re:Source' platform signposting is relevant and current for qualifications delivery.	Mar-2015								

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level	Area of work					
				Early Years	Broad General Education (BGE)	Transition from BGE to Senior Phase	Senior Phase	Additional Support Needs (ASN)	Parents and Carers
Insight (formerly known as the Senior Phase Benchmarking Tool)									
SG	Live version of Insight released. Prior to go-live secondary schools and EAs would have had access to early prototype editions and been invited to attend one of the regional events taking place between April and June in 15 different locations across Scotland.	Aug-2014	EAs and schools use Insight for analytical purposes, to identify the areas where schools are having the most success for pupils in the senior phase and also where improvements can be made. The tool will be used for professional reflection at an individual, departmental, faculty and whole school level. It will be used in the improvement planning process.						
SG	Helpdesk support will be available for users.	Jun-2015	EAs and schools will have access to a range of online support material and in addition have the option to contact a helpdesk.						
SG	Further development of support materials including ongoing development of user guides, technical notes, video tutorials, practical scenarios and case studies.	Jun-2015	EAs and schools will use support materials to help them understand all the functions of the tool; to help familiarise staff who have not previously used data for professional reflection; to understand how the tool and data can be used as part of understanding where schools are having success and where improvements can be made. They will contribute to the development of case studies demonstrating effective ways of using the tool for improvement.				✓	✓	
SG	Opportunities for evaluation and feedback provided via online questionnaires and by focus groups looking at the initial impressions of the tool and its key measures and features.	Jun-2015	EAs and schools provide feedback through online questionnaires and participate in focus groups. This feedback will be used to prioritise further development of the Tool by way of enhancements and additional measures.						
SG	Further developments of measures and features in the tool made based on user feedback.	Jun-2015	EAs and schools contribute through evaluation and feedback activities and will therefore be involved in the ongoing development of the Tool.						
CDN	Insight awareness showcase and professional dialogue, for transition to colleges, events held.	Jan-2015	College contribution and usefulness for admissions and right learning, right place.						
ES	Awareness raising activities will be developed by CLD and Assessment teams at ES in partnership with SG colleagues in order to raise awareness of Insight for all practitioners - including CLD. Some further activity planned will include Creative Conversations in December 2014 with key stakeholders.	Jun-2015	Clear links will be established with SG and ES CLD and Assessment teams which will support increased practitioner awareness around Insight and enable information to be shared about the use of profiling in schools among teachers and CLD practitioners. CLD partners will be better able to evidence their impact in supporting learners develop the skills to progress into employment and further learning.				✓		
Workforce Development									
ES	Creative Conversations delivered to promote opportunities for establishing joint continued professional development (CPD) between school staff and CLD practitioners and partners.	Jun-2015	A greater awareness of shared development opportunities for all sectors. Good practice in this area shared through website, idevelop and during Creative Conversations.				✓		
Support for new National Qualifications									
ES	Continue to support National Qualifications (NQs) through events and engagement with EAs and practitioners.	Throughout 2014/15	EAs and practitioners engage in support offered for National Qualifications.				✓	✓	
ES	Signposting tool developed for individual curricular areas.	Jun-2014	Facilitate quicker access for staff to the extensive support materials available across all subjects and levels.				✓		
ES	Generic learning and teaching advice provided for the additional broad areas that encompass National 1 units and National 2 courses.	Jan-2015	Build capacity within schools and other centres in developing programmes of learning which lead to qualifications.				✓	✓	
ES	Provide course support materials for current N1 units.	Jan-2015					✓	✓	
ES	Learning and teaching resource provided for each of the 35 Advanced Higher (AH) courses.	Mar-2015					✓		

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				Early Years	Broad General Education (BGE)	Transition from BGE to Senior Phase	Senior Phase	Additional Support Needs (ASN)	Parents and Carers	
Qualifications – Awards										
SQA	CfE Scottish Studies Awards Qualification Development (SCQF Levels 2 and 6): <ul style="list-style-type: none"> Award Specifications, Scotland in Focus Unit Specifications and Support Notes published on SQA website. All Gaelic medium materials published. Package 1 of Unit Assessment Support published. Package 2 of Unit Assessment Support published. 	Jun-2014 Oct-2014 Oct-2014 Jan-2015	Centres and EAs to use and adapt national resources to support local arrangements for implementation of National 1 to AH. Centres and EAs to: <ul style="list-style-type: none"> ensure high quality learning and teaching to deliver the new qualifications for all learners; carry out robust and appropriate assessment to national standards; and be confident in ensuring appropriate level of presentation for all learners. 				✓			
SQA	CfE Scots Language Qualification Development (SCQF levels 3 - 6): <ul style="list-style-type: none"> Award Specifications, Unit Specifications and Support Notes published on SQA website. Package 1 of Unit Assessment Support published. Package 2 of Unit Assessment Support published. 	Jun-2014 Oct-2014 Jan-2015								
SQA	Gaelic (Learners) National 2 Course Development (Additional option in existing Modern Languages Course): <ul style="list-style-type: none"> Amended National 2 Modern Languages Course and Unit Specifications and Support Notes (which include Gaelic Learners as an option) published on SQA website. 	Jun-2014								
SQA	Gàidhlig and Communication (National 2) Course Development (New Course): <ul style="list-style-type: none"> New National 2 Gàidhlig and Communication Course and Unit Specifications and Support Notes published on SQA website. 	Jun-2014					✓	✓		
SQA	New National 2 freestanding Unit development - Unit Specifications published on SQA website.	Jan-2015								
SQA	Higher <ul style="list-style-type: none"> Updated Course and Unit Support Notes (Higher) as appropriate in light of Assessment Development for New Higher Qualifications published on SQA website. 	Jun-2014								
SQA	Advanced Higher <ul style="list-style-type: none"> Assessment Overviews published on SQA website Specimen Question Paper including Marking Instructions published on SQA website Coursework Information including Marking Instructions published on SQA website Unit Assessment Support (Package 1) published Unit Assessment Support (Package 2) published Programme of Subject Implementation Events Unit Assessment Support (Package 3) published 	Jun-2014 Feb-2015 Mar-2015 Oct-2014 Feb-2015 Apr-2015 April-2015					✓			

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level	Area of work						
				Early Years	Broad General Education (BGE)	Transition from BGE to Senior Phase	Senior Phase	Additional Support Needs (ASN)	Parents and Carers	
Support for engaging parents and carers										
ES	Work with National Parent Forum of Scotland/Scottish Parent Teacher Council (NPF/SPTC) to support their input to SLF.	Sep-2014	<p>Continue to engage with EAs, schools and parents on the development of national qualifications and the new Highers. Parents will have relevant and useful information to help them understand the national qualifications and assessments.</p> <ul style="list-style-type: none"> • Parent Councils are involved in curriculum improvement and planning. • Schools and early years centres continue to develop approaches to involving parents and carers in supporting all children in their learning. • Parents and carers know where to go to access the information they need on CfE, including on the new Qualifications, at school, local and national level. • More parents are informed about and engaged with children's learning with their views being represented at school, local and national level. 					✓	✓	
ES	New partnership agreement developed with NPF re CfE implementation.	Dec-2014					✓	✓	✓	
ES	Continued development and refresh of Parentzone website with new materials being added regularly.	Aug-2014						✓	✓	
ES	New numeracy materials published on Parentzone.	Apr-2014			✓				✓	✓
ES	Translation of numeracy materials into Gaelic Medium and available on Parentzone.	May-2014			✓				✓	✓
ES	Literacy video clips launched, including work with Scottish Book Trust.	May-2014							✓	✓
ES	Health and wellbeing materials published on Parentzone to help support learning at home.	Jun-2014							✓	✓
ES	Continue to produce curriculum information and qualitative data in relation to 3-18 curriculum impact reviews of RME, sciences and social studies.	Mar-2015							✓	✓
ES	Science materials published on Parentzone to help parents support learning at home.	Aug-2014							✓	✓
ES	Bring together the data in Scottish Schools Online (SSO), the information on Parentzone and a number of other materials, into one accessible website for parents.	Sep-2014							✓	✓
ES	Involve a range of stakeholders to contribute to and respond to the evolving website, including working with Dundee City Council.	Sep-2014							✓	✓
ES	New Parentzone / Scottish Schools Online website launched.	Sep-2014							✓	✓
ES	Improve access to a comprehensive range of advice and information on how to support children's learning at home including the development and refresh of information on the new National Qualifications.	Nov-2014						✓	✓	✓
ES	Introducing performance content including SSLN data.	Nov-2014							✓	✓
ES	CfE Briefing for parents published.	Sep-2014							✓	✓
ES	Continue to work with the Scottish Parental Involvement Officers Network (LA reps) and higher education to target training and in-service for teachers.	Mar-2015							✓	✓
ES	Work with EAs to train newly qualified teachers (NQTs) in parental involvement and engagement.	Mar-2015							✓	✓
ES	Continue to work with Teacher Education Institutions (TEIs) to deliver a programme of development around parental involvement.	Mar-2015							✓	✓
ES	Continue to support EAs and head teachers to promote effective involvement and engagement of parents with CfE.	Mar-2015							✓	✓
ES	Further develop support and resources that schools may need to with parents on numeracy through the transition from primary to secondary.	Mar-2015		Parents are clear on the importance of Numeracy, and have information which helps them know how their child is progressing and where they can go for support.		✓	✓		✓	✓