

CDN	College Development Network
ES	Education Scotland
SG	Scottish Government
SFC	Scottish Funding Council
SDS	Skills Development Scotland
SQA	Scottish Qualifications Authority

CfE Implementation Plan 2016/17

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
Assessment and National Qualifications Group: actions for national bodies			
ES	Publish clear good practice advice for, teachers on assessment across the Broad General Education (BGE) and Senior Phase, including the achievement of curriculum levels across curricular areas and subjects other than Literacy and Numeracy	Dec-16	<ul style="list-style-type: none"> Teachers will be familiar with, and using, the benchmarks to support their judgement of achievement of a level in curricular areas other than literacy and numeracy. Teachers will have increased confidence in approaches to assessment and issues around transition from broad general education into senior phase.
SQA	Undertake a review of the Quality Assurance approach	Oct-16	
ES/SQA	Develop and deliver a significant new programme of engagement with teachers and schools, with an initial focus on secondary schools to support the development of streamlined assessment practice in the continued implementation of the Broad General Education (BGE) and Senior Phase in 2016/17	Mar-17	
SQA	Publish subject reviews	May-17	
Clarifying the Curriculum for Excellence Framework			
ES	Prepare and publish a clear and concise statement of the basic framework within which teachers teach	Aug-16	<ul style="list-style-type: none"> Teachers will be familiar with, and following, the national statement on planning learning, teaching and assessment. In line with local arrangements, they will be further streamlining approaches to recording and reporting progress and achievement. Teachers will be familiar with, and using, the benchmarks to support their judgement of achievement of a level in literacy and numeracy.
SG/ES	Advice and guidance on achievement of a Curriculum for Excellence level in literacy and numeracy published	Aug-16	
SQA	Consultation with stakeholders on how best to streamline its course documentation for the national qualifications	Sept 2016 and ongoing	
ES	School inspections and other Education Scotland 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 Sept 2016	
ES	Focused review carried out on schools by each local authority in relation to CfE	mid Sept 2016	
ES	Publish clear good practice advice for, teachers on assessment across the Broad General Education (BGE) and Senior Phase, including the achievement of curriculum levels across curricular areas and subjects	Dec-16	
ES	Significantly streamline the current range of guidance and related material on CfE, based on feedback from teachers and publish on the National Improvement Hub	Jan-17	
ES	Develop a new Standards and Evaluation Framework, which will set out clear expectations for schools and the focus and frequency of school inspection	Jun-17	
Assessment of Children's Progress			
SG/ES	Increased moderation and support for teacher professional judgement	Jun-17	<ul style="list-style-type: none"> Schools have in place, more effective approaches to recording, monitoring and tracking children and young people's progress and achievement across all curriculum areas, including literacy and numeracy. Approaches also support evaluating children and young people's progress in health and wellbeing across the four contexts of the curriculum, including taking account of learners evaluation of their own progress in this area. These approaches are based on increasingly effective arrangements to assess children and young people's progress, what level they are at and what their next steps in learning should be. Supporting the sector to implement key recommendations of the Sciences, Technologies, Engineering and Mathematics (STEM) agenda.
CDN	Lead on disseminating current and emergent practice in learning, teaching and assessment common to schools, colleges and universities	Jun-17	
CDN	College Development Network subject and organisational networks will lead on, create and share emerging practice that enhances quality of learning and teaching across the college sector	Jun-17	
Supporting School Improvement			
ES	Primary Science Education Programme <ul style="list-style-type: none"> identify five authorities to participate in the improvement programme develop a Primary Science self-improvement framework to be used by all participating schools 	Jun-17	<ul style="list-style-type: none"> Schools and partners are given the opportunity to share their successes in improving the curriculum in line with Curriculum for Excellence and how this is impacting on raising attainment for all. Fieldwork visit findings from 2015/2016 are used to disseminate good practice and support school improvement partnerships. Local authorities and schools should review their approaches to self-evaluation and improvement planning to ensure that these are proportionate. Improvement plans should focus on a manageable number of priorities, including National Improvement Framework priorities, that clearly show better outcomes for learners.
ES	Education Scotland inspections to focus on raising attainment in literacy and numeracy	Jun-17	
ES	Inspection teams continue to challenge unnecessary bureaucracy and offer practical assistance to schools and local authorities including supporting the use of School Improvement Planning to tackle bureaucracy	Jun-17	
Literacy and Numeracy (including Scottish Survey of Literacy and Numeracy)			
ES	Develop professional learning resources, informed by 2015 SSLN results to support the teaching of reading and writing skills. (to be published on the National Improvement Hub)	Feb-17	<p>Each local authority, school and learning community should:</p> <ul style="list-style-type: none"> Promote a positive and supportive attitude towards literacy and numeracy amongst parents and carers of children from P1 to P3 Encourage a greater role for parents and carers in supporting their children to read, write and count – developing and building on the assets of parents and communities, providing them with the confidence to play a greater role Reinforce the idea of a joint endeavour for teachers, parents and carers and practitioners in supporting the development of strong skills in literacy and numeracy in early primary <p>Each school will be expected to demonstrate a very clear strategy for raising attainment in literacy</p>
ES	Provide advice and support for the First Minister's Reading Challenge and Read, Write, Count	Apr-17	
School Leadership			
SG/ES	Collection and analysis of relevant information on school leadership from inspection and local authority self-evaluation	Jan-17	<ul style="list-style-type: none"> Education Authorities and schools will be familiar with the new How Good Is Our School 4 quality indicators and use them to gather a sound evidence base on the quality of school leadership at all levels and in particular leadership of change. Leadership of Change will be evaluated in all school inspections from September 2016. This will enable Education Scotland to provide robust data on the quality of school leadership. Education Authorities self-evaluation and inspection evidence along with information about the quality of professional learning for leadership will be used to improve identification and sharing of good practice and provide timely interventions.
SG/ES	Information about the range, quality and impact of professional learning for leadership across Scotland's schools published	Jan-17	
Support for engaging parents and carers			
SG/ES	Work with local authorities and parent organisations to improve the consistency of reporting on children and young people's progress to parents/carers	Mar-17	<p>Teachers show increased confidence and improved consistency when reporting children's progress to parents/carers. Continue to engage with local authorities, schools, parents and carers on the development of national qualifications. Parents and carers will have relevant and useful information to help them understand the national qualifications and assessments.</p> <p>Each local authority, school and learning community should ensure:</p> <ul style="list-style-type: none"> parents and carers have access to the information they need about Curriculum for Excellence (including on the new qualifications) Parent Councils are involved in school improvement planning, including curriculum development schools and early learning and childcare settings continue to develop approaches to involve parents and carers in supporting all children and young people in their learning all parents and carers are informed about and encouraged to engage with children and young people's learning. Their views are represented at school, local and national level. <p>Schools should involve parents in developing more simple and effective means of reporting that emphasise quality of engagement rather than reams of paperwork.</p>
Employability and Skills (DYW)			
SDS	Careers Education Standard: Careers Information and guidance delivery to all Schools in Scotland as detailed in the standard	Jun-17	<ul style="list-style-type: none"> Developing Young Workforce (DYW) programme reflected in local authority strategic plans. Local authorities, schools, colleges and partners integrate Developing the Young Workforce (DYW) activity into improvement plans. Local authorities and colleges have partnerships in place to widen provision of senior phase options available. Increase in schools offering Vocational Qualifications in the Senior Phase. Range of career and work placements options in place for children and young people with additional support needs.
ES	Review the implementation of the Career Education Standard (3-18), work placement standard and school/ employer guidance	Mar-17	
SG	Support and facilitate the Developing Young Workforce (DYW) Regional Groups and key partners in ensuring effective school/employer partnerships are operating in all secondary schools	Jun-17	
Senior Phase Pathways			
ES	Children Rights Learning Resource for Youth Workers published	Sep-16	<p>Learning in the Senior Phase builds directly from the Broad General Education in a joined-up, seamless way to offer a range of flexible achievement pathways which ensure personalisation and choice.</p> <p>The curriculum pathways are designed to ensure all young people gain qualifications within a timeframe planned around their needs and prior achievements ensuring more time is spent on challenging learning at higher levels. These pathways include opportunities for young people to continue to develop the important skills, attributes and capabilities of the four capacities.</p>
ES	Review the learning journey for all 15-24 year olds to ensure that education provision for young people is as effective and efficient as possible and provides more stepping stones for those needing most support	from Sept 2016	

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ES	Support the development of profiling across 3-18 to include a focus on supporting Young People to make choices on Senior Phase	Dec-16	Local authorities, colleges and training providers have partnerships in place to facilitate and support partnership working and senior phase pathways planning.
SDS	Scaling the Foundation Apprenticeship Programme. Foundation Apprenticeships aligned to local skills needs to be offered in all local authority areas	Mar-17	Schools to increase number of young people achieving industry recognised vocational qualifications at SCQF level 5 or above.
SDS	Framework Design & Development. Three further frameworks to be developed: Automotive, Creative Industries, Life sciences	Mar-17	
SFC	All college regions to offer Wood curriculum options to the majority of schools in their region by Academic Year 2017-18	Mar-17	
CDN	A series of professional learning opportunities planned and held for college and school practitioners	Jun-17	
SG	Support Higher Education sector and key partners to ensure flexibility in Senior Phase learning pathways is not a barrier to progression to Higher Education	Jun-17	
SG	Support key partners in addressing gender stereotyping in the Senior Phase particularly in Sciences, Technologies, Engineering and Mathematics (STEM) subjects	Jun-17	
Performance Information			
SG	Summer 2016 Update, to include the Aug 2016 results (with new Advanced Highers, plus awards from new and existing providers as feasible)	Sep-16	<ul style="list-style-type: none"> Education Authorities and schools use the updated Insight data, for professional reflection, particularly at course / subject / faculty level to identify the areas where schools are having the most success for pupils in the Senior Phase and where improvements can be made. More robust data, based on teacher professional judgement, is collected for national analysis. Early learning and childcare practitioners have increased awareness of NIF and their role. Staff in schools are aware of the Key Performance Indicators from DYW. Schools are working to ensure they are aware of the full range of awards and achievements gained by young people. Early learning and childcare practitioners have increased awareness of National Improvement Framework and their role. Staff in schools are aware of the Key Performance Indicators from Developing the Young Workforce (DYW). Schools are working to ensure they are aware of the full range of awards and achievements gained by young people.
SG/ES	Data collection of teachers professional judgement complete	Sep-16	
SG/ES	Further work to develop evidence from early years activity and alignment with school years complete	Dec-16	
SG/ES	Inclusion of Key Performance Indicators from Developing Young Workforce (DYW) programme	Dec-16	
SG/ES	Consideration of a wider range of awards and achievements including those gained from Community Learning and Development	Dec-16	
SG	February Insight data update, to include 2016 Leavers' destinations data, etc, together with further tool enhancements	Feb-17	
Supporting the new National Qualifications			
SQA	Electronic results issued to centres	Aug-16	Centres and education authorities will adapt national resources to support local arrangements for implementation of National 1 to Advanced Higher.
SQA	Receipt of exam results by candidates	Aug-16	Centres and education authorities to:
SQA	Changes to National 5, Higher and Advanced Higher Mandatory Documents as a result of Diet 2016 (Course, Course Assessment, Unit and Added Value Unit Specifications) published on SQA website	Aug-16	<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	Approved changes to Unit Assessment Support (including Added Value Unit Assessment Support) for National 1 to Advanced Higher qualifications published on SQA website	Aug-16	Deepening understanding by practitioners of qualifications and approaches to assessment.
SQA	2016/2017 Understanding Standards Events - Unit Assessment National 1 to Advanced Higher - Events start	Sep-16	
SQA	National 5, Higher and Advanced Higher Coursework Information & Marking Instructions (including new briefs if applicable) finalised and republished on SQA website	Sep-16	
SQA	Changes to National 5, Higher and Advanced Higher Course and Unit/Award and Unit Support Notes (Necessary changes as a result of 2016 exam diet only) published on SQA website	Sep-16	
SQA	National 5, Higher and Advanced Higher Specimen Question Papers & Marking Instructions finalised and republished (if necessary) on SQA website	Sep-16	
SQA	Higher/Advanced Higher Exemplar Question Papers republished (if changes to Higher/Advanced Higher Specimen Question Papers & Marking Instructions were identified) on SQA website	Sep-16	
SQA	Republication of guidance on the use of past paper questions for Higher/Advanced Higher (if necessary) on SQA website	Sep-16	
SQA	2016/2017 Understanding Standards Events - Unit Assessment National 1 to Advanced Higher - Events finish	Oct-16	
SQA	NQ Subject Updates (Oct 2016) - All subject updates posted on subject pages of SQA website	Oct-16	
SQA	Publish packaged verification (2015/16) key message documents on SQA website	Oct-16	
SQA	2016/2017 Understanding Standards Events - Course Assessment Advanced Higher - Events start	Nov-16	
SQA	All 2016 National 5, New Higher and New Advanced Higher Course Reports published on SQA website	Nov-16	
SQA	2016/2017 Understanding Standards Events - Unit Assessment National 1 to Advanced Higher - Publish presentations & materials from Understanding Standards events on Und Standards Event Materials pages of SQA website	Nov-16	
SQA	2016/2017 Understanding Standards Packs Unit Assessment Release 8 National 1 to Advanced Higher - Publish all identified Understanding Standards Pack priorities for each Course and level on SQA secure website	Nov-16	
SQA	2016/2017 Understanding Standards Events - Course Assessment Advanced Higher - Events finish	Jan-17	
SQA	2016/17 - Publish Course Assessment (Internally and Externally Assessed Components) (Advanced Higher (National 5 and Higher by exception)) on Understanding Standards or SQA Secure website	Feb-17	
SQA	2016/2017 Understanding Standards Events - Course Assessment Advanced Higher - Publish presentations and materials from Understanding Standards events materials pages of SQA website	Feb-17	
SQA	Publish all 2016/17 Prior Verified Assessments (National 1 - Advanced Higher) on SQA secure website	Jun-17	
SQA	2016/2017 Understanding Standards Packs (Unit Assessment Release 9 National 1 to AH) - Publish all identified Understanding Standards Pack priorities for each Course and level on SQA secure website	Jun-17	
CDN	Deliver one national event with a focus on learning, teaching, assessment and attainment	Dec-16	
CDN	Work in partnership with SQA College coordinators to deliver a series of regional events for college practitioners and secondary school teachers	Jun-17	