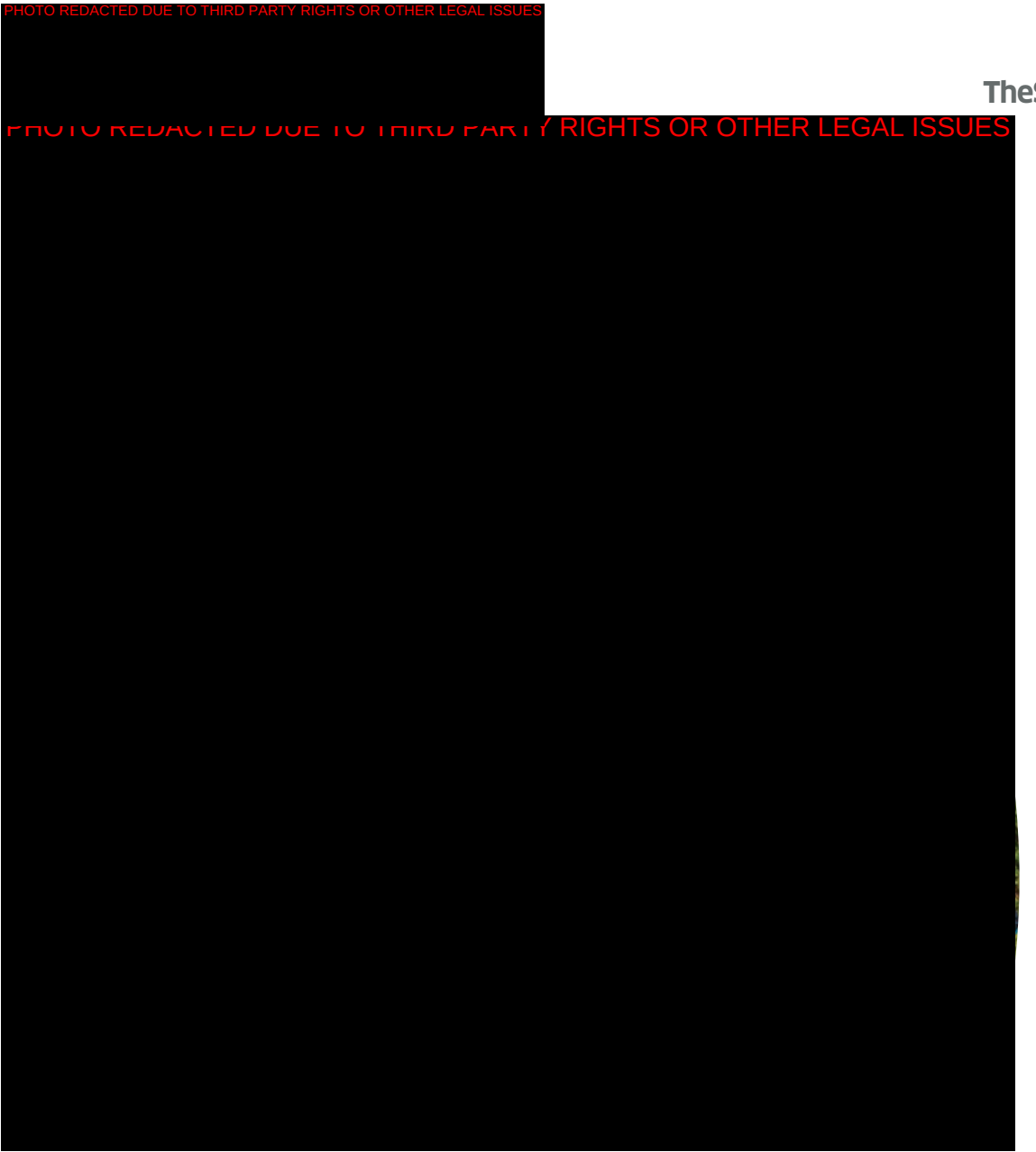
2018 NATIONAL IMPROVEMENT FRAMEWORK AND IMPROVEMENT PLAN FOR SCOTTISH EDUCATION

ACHIEVING EXCELLENCE AND EQUITY



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Achieving Excellence and Equity

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2018 National Improvement Framework

and Improvement Plan

“Both Curriculum for Excellence and the National Improvement Framework share a clear and positive narrative of a bold nature which, if applied consistently, will help to raise attainment and close the poverty-related attainment gap.”

International Council of Education Advisers, July 2017

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Foreword

Improving the education and life chances of our children and young people is the defining mission of this Government. That ambition is shared widely across the education system and remains central to our improvement agenda. Our annual statutory review of the National Improvement Framework in autumn 2017 confirmed that there is universal support for the vision, strategic priorities and drivers of improvement that have been at the heart of our school improvement agenda over the past two years. For that reason we must maintain a consistent approach over the term of this Parliament and focus on our agenda of empowering schools, strengthening the profession and working to close the poverty-related attainment gap.

Tackling inequity is at the heart of the Scottish Government's education reform agenda and there is a collective responsibility to ensure continuous improvement for children and young people. The new Scottish Education Council will play a key role in delivering a system-wide focus on improvement and the forthcoming Education Bill will support a genuinely school and teacher-led system. Decisions that shape the education of children and young people will be made in classrooms, schools and establishments, by those working with learners, their parents and communities.

The ability of children and young people to learn in the classroom does not exist in isolation from their wider circumstances at home and in their community. The new regional improvement collaboratives, made up of experienced and talented educators from schools, local authorities and Education Scotland will work with partners to identify particular areas for improvement and ensure that interventions are put in place to address them.

The National Improvement Framework is now giving us more data than ever before, enabling a deeper understanding of educational strengths and weaknesses at all levels of the system. Our consultation on a framework for assessing our progress in closing the poverty-related attainment gap has established consensus that a single measure cannot describe the attainment gap appropriately. It has also confirmed general support for a package of indicators and improvement goals that build on the range of measures we already have in place.

We must work together across school, local authority and national boundaries to ensure that support for improvement is consistent across the country. If our shared ambition is to ensure that Scotland is the best place in the world to grow up then it is nothing less than our children and young people deserve.

John Swinney MSP
Deputy First Minister and Cabinet Secretary for Education and Skills
December 2017

Introduction, vision and key priorities

Introduction

The 2018 National Improvement Framework and Improvement Plan replaces last year's NIF and Improvement Plan. It brings together what we know about how the system is performing and sets out the improvement activity the Scottish Government and partners will be taking forward in the year ahead. This activity complements the ongoing delivery of Getting It Right For Every Child, Curriculum for Excellence and Developing the Young Workforce (DYW) to help support the achievement of improved learner outcomes across Scottish education.

Scottish Ministers have a statutory duty to review the NIF each year and, in doing so, to consult local authorities, teachers, children, young people and parents. Our consultation in autumn 2017 revealed a consensus that the NIF vision, strategic priorities and drivers of improvement remain fit for purpose. There is a clear view that continuity of approach is needed at school level to support ongoing improvement planning and reporting, based on self-evaluation against the four NIF key improvement priorities and six drivers of improvement. This 2018 Improvement Plan also satisfies Ministers duty to publish an annual plan setting out the action they will take to close the poverty-related attainment gap.

The vision, priorities and drivers of improvement set out in this document will underpin our education reform and improvement agenda in the year ahead. 2018 is the Year of Young People. This presents an opportunity to focus minds and to celebrate the achievements and potential of all our young people.

Our vision for education in Scotland

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

We need Scottish education to deliver both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.

Key priorities of the National Improvement Framework

The National Improvement Framework and Improvement Plan is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. The priorities for 2018 will remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children and young people**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

Delivering improvement

We know that we have many excellent teachers and schools in Scotland providing a high quality education to our children and young people, many of whom are thriving. The latest achievement of a CfE level data shows that around 80% of children in P1 are achieving the expected level and that around 75% of those in P4 and P7 are too. The latest exam results included more than 150,000 Higher passes and over 50,000 achievement awards.

But we also know that more needs to be done to improve outcomes for all our children and young people. A gap in attainment between the most and least disadvantaged persists and that will continue to be our focus in the year ahead.

The national Improvement Plan will not deliver this improvement alone. A systemic, coherent approach to improvement activity across the six drivers of improvement and at all levels of the system is needed to deliver these outcomes.

At national level, this Improvement Plan summarises the key evidence and identifies both ongoing and new improvement activity that the Scottish Government will be taking forward or supporting at national level. The improvement activity in this Plan also draws on the 32 local authority 2017/18 improvement plans which identified a number of common themes, including the need for:

- greater professional development and collaboration, both in terms of supporting school leaders to lead the raising attainment agenda and in the development of shared approaches to assessment and moderation;
- the poverty proofing of improvement activities to ensure engagement and participation of all children and young people;
- improving data literacy to support more effective planning to achieve improvements in learner outcomes and ensuring the substantive resources being made available through the Scottish Attainment Challenge (SAC) and the Pupil Equity Fund (PEF) are used effectively to close the attainment gap;
- providing access to mental health and wellbeing support and advice in schools for those at risk and who most need it;
- expanding outreach services to increase support for children and young people with additional support needs at the point of need;
- focusing on delivery of Developing the Young Workforce as a key element of the curriculum to increase the number of young people reaching a positive and sustained destination

These local authority plans will also inform the development of the regional improvement plans, which are being drawn up by the new regional improvement collaboratives (RICs). The establishment of these collaboratives forms a key element of Ministers' education reform agenda and plans to deliver improvement. These reforms are focused on creating an education system which ensures that every child achieves the highest standards in literacy and numeracy, with the best range of skills, qualifications and achievements to enable them to succeed. The Next Steps document published in June 2017 sets out the Scottish Government's vision of a school and teacher led education system and describes the role of headteachers, RICs, the Scottish Government and local government in delivering our vision of excellence and equity for every child in Scotland.

These proposals recognise that such an empowered school led system will need excellent and responsive improvement support which is aligned to the National Improvement Framework and informed by robust evidence and professional judgement. It is clear that whilst such improvement support is available in some parts of the country, this is not consistently the case. Six RICs have been established, each bringing together a range of local authority and Education Scotland staff, to ensure a relentless focus on supporting teachers and other staff to improve children and young people's learning and to address inconsistencies in the level of support that schools across Scotland can access. Each RIC will ensure that schools across the region have access to sector and subject specialist support and other expertise to reflect local priorities. They will provide carefully targeted and well-judged advice and support in order to help schools across their region to drive improvement.

RICs will develop regional improvement plans which identify the improvement priorities within their respective regions in order to inform the design and delivery of a collective and cohesive support package shaped by local needs. These plans will draw on school improvement plans, local authority improvement plans and this national improvement plan to ensure that there is a system wide approach to meeting those needs.

The Scottish Government, local government and Education Scotland have agreed that regional improvement plans should reflect the functions set out in their joint Steering Group report. An iterative process may be necessary before every collaborative reaches a position where their full range of functions is reflected in their plan. Over time, plans should:

- reflect the full range of functions agreed by the Local Government/Scottish Government Steering Group;
- be based on a detailed analysis of all available evidence on educational performance within the region;
- draw on data and information from other key sources such as health, justice and local community planning information;
- make clear how schools will access the support for improvement they require;
- make clear to headteachers what is being provided by the RIC, what is being provided by their individual local authority, and where to go for specialist advice;
- support continuous improvement in curriculum design and development, including literacy and numeracy and other national priorities, such as STEM, 1 + 2 languages, Developing the Young Workforce and the Learner Journey;
- be underpinned by a clearly understood approach to improvement/theory of change/change model;
- include clear information about how the RIC will go about measuring progress/the impact of the plan;
- be designed in a 'bottom-up' manner, based on the needs and improvement priorities of schools;
- outline clearly how key partners such as parents, communities, third sector and young people have contributed to the development of the plan;
- include how priorities will be delivered and outline the professional learning offer from the collaborative;
- include subject specific support and advice across all eight curriculum areas, for example through networks of teachers.

As a first step, initial regional improvement plans are due to be developed by 30 January 2018. There should also be a clear indication of how the RIC will take forward work to develop their plan further through additional analysis and consultation.

The national Improvement Plan will be reviewed in light of findings from this process and a further iteration of regional improvement plans is expected in the autumn of 2018.

Education Scotland published advice on School Improvement Planning in December 2016 to support schools in considering the NIF priorities and drivers of improvement when developing their school improvement plan. This guidance sets out what an effective improvement plan should include and confirmed that an annual standards and quality report should be shared by schools with all stakeholders to support a clearer understanding of the key factors giving rise to inequalities, what is working and what needs to improve. Education Scotland plan to update this guidance in early January 2018.

In developing improvement activity we recognise the need to maintain a sharp focus on reducing bureaucracy in schools. We have acted to clarify and simplify the curriculum framework and reduce teacher workload, ensuring teachers can focus on learning, teaching and assessment. Ministers are also committed to reducing the volume of reforms and changes in the system which impact on teacher workload. The reform agenda for education is now set and the priority is to maintain our focus on those reforms, not to introduce additional changes.

As the quality and quantity of available data increases, it is essential that intelligent use is made of that data and wider performance information. The Insight senior phase benchmarking tool is now well established and well used by secondary schools and local authorities to secure improvements in learner outcomes by helping to inform the direction of future teaching, learning and improvement activity. The broad general education (BGE) Improvement Tool, which will be launched early in 2018, will have a similar function in respect of the broad general education. It will allow local authorities and regional improvement collaboratives to analyse the achievement of CfE level data in a consistent way, using a number of pupil characteristics considered to have an influence on attainment. Historically, the use of this kind of data for improvement purposes, particularly in the primary sector, has not been widespread. The Scottish Government will therefore work with regional improvement collaboratives to support the growth and development of data literacy for staff in all schools.

The quality of the teaching profession is, of course, a key factor in improving children and young people's learning and the outcomes they achieve. There is a clear link between teachers' professional skills and competencies and the quality of children and young people's learning experience, particularly those from the most deprived communities. Having the right number of high quality teachers, with the right skills, in the right places is therefore key to achieving excellence and equity for all. It is clear, however, that local authorities are now finding teacher recruitment increasingly challenging in many parts of Scotland, particularly in remote, rural areas and in the north east of Scotland, and in some secondary subjects, particularly STEM, English and Home Economics. The teacher education universities similarly face significant challenges in recruiting sufficient student teachers in certain secondary subjects.

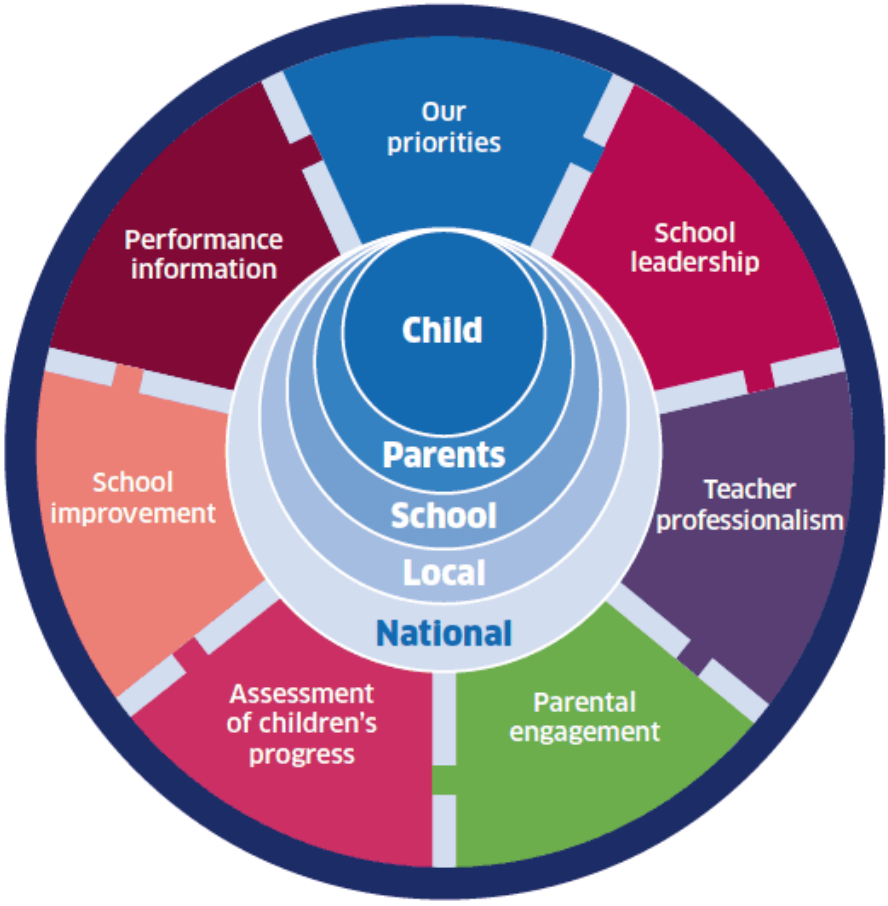
We recognise that teachers are the most important in-school factor in a child's educational attainment, and that the educational workforce in its broadest sense is key to delivering the improved outcomes we are seeking. While student teacher and teacher numbers are on an increasing trajectory, we will continue to build on this work to ensure we have the right number of high quality teachers, with the right skills, in the right places to educate our young people.

Drivers of improvement: what the evidence is telling us and the action we will take

The key drivers of improvement will continue to build on the positive work already underway in Scottish education and provide a focus and structure for gathering evidence to identify where further improvements can be made. These areas will continue to be used to provide focus for ensuring we have the evidence sources to contribute to our priorities and to minimise unintended consequences. They all remain equally important and the links and connections across these key areas are essential to enable continuous improvement.

The following sections summarise what we know is working well under each of these drivers and the ongoing and new improvement activity. This has been informed by the evidence we have gathered for the NIF evidence report and softer information from our day to day interaction with schools, practitioners and other partners. The Scottish Education Council (SEC) will, going forward, work with the Scottish Government to support future reviews of the National Improvement Framework and development of the National Improvement Plan. The SEC will be the key forum for oversight of improvement activity across Scottish education and will help to ensure that a system-wide focus on improvement is delivered. The SEC will also act as a collaborative forum for working across organisational and structural boundaries in support of the development and implementation of key improvement priorities and ensuring those priorities are reflected in regional and national planning.

A more detailed listing of the evidence gathered under each driver, what it is telling us and improvement activity as a result is set out at Annex A.



School leadership

What is this?

The quality and impact of leadership within schools – at all levels and roles.

Why is this important?

Leadership is recognised as one of the most important aspects of the success of any school. Leaders at all levels who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching. This in turn helps to ensure that all children and young people achieve the best possible outcomes. Gathering evidence on the quality of school leadership will help us to identify and share what works and provide support and intervention where leadership needs to improve.

How will this help to achieve excellence and equity for all children and young people?

Highly effective leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence and equity for all. Through evaluating leadership and, crucially, leadership of change, we will be able to focus on where leadership action is delivering excellent outcomes for all children and young people and closing the attainment gap through targeted intervention. We will also have evidence on the extent to which the professional skills and competences of headteachers are being developed and maintained.

What is the evidence telling us?

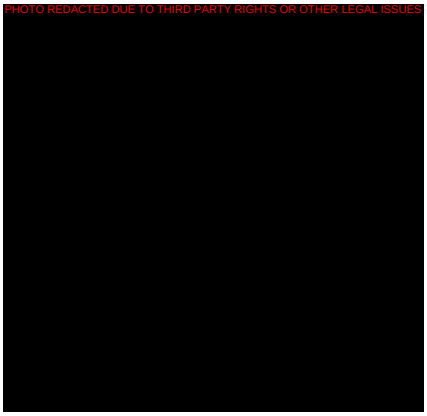
Education Scotland has reported that the majority of schools across the primary, secondary and special sectors inspected between August 2016 and June 2017 as part of the sample for the National Improvement Framework were evaluated as good, very good or excellent on 'leadership of change'. In many of these schools staff at all levels are taking on leadership roles and this points towards a developing culture of leadership responsibilities being distributed through schools. The number of teachers undertaking the Into Headship programme with the intention of becoming a headteacher was consistent with the intake to previous years' programmes and this now appears to have developed as an established national programme.

Improvement priorities for the year ahead

We are currently consulting on the legislative provision necessary to establish a Headteachers Charter which will set out the role of headteachers empowering them to be leaders of learning and teaching in their schools while giving them greater freedom in relation to curriculum, improvement, staffing and funding. We will take clear steps to provide support that will help the development of a school and teacher-led education system. Key within this, is our commitment to enhance the leadership support package that will help school leaders embrace their new and more empowered role. As part of this, we will continue to invest in the suite of programmes including Teacher Leadership, Into Headship and Excellence in Headship programmes.

Ensuring that the role of headteacher is attractive will also be an important part of our work and in 2018 we will work with the profession to develop a specific headteacher recruitment campaign while developing a mechanism to identify aspiring headteachers early in their career.

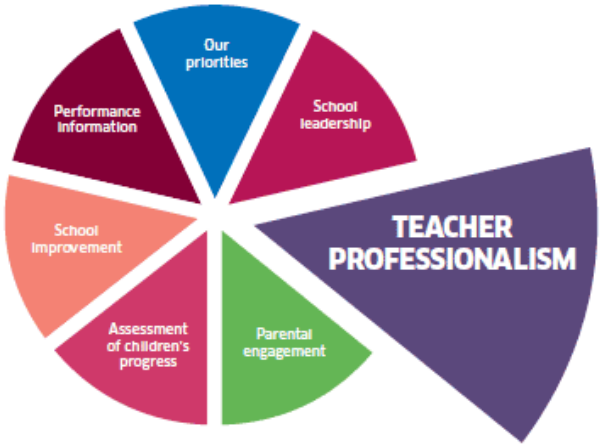
Case Study



Into Headship, Claire Slowther, Dunbar Grammar School

"I first heard about Into Headship through the CPD coordinator at my local authority. I'd never had any formal leadership training, and although I've benefited from a lot of mentoring, encouragement and support from those around me, a qualification had always been on my radar and something I really wanted to pursue before taking the next step in my career. Into Headship really appealed as a way to increase my academic knowledge and professional understanding. I considered it very carefully and decided that, yes, this was definitely something I'd benefit from and wanted to invest my time in. Into Headship helped me enormously as a leader. With increased knowledge and understanding of the national and international perspective, I now have a deeper appreciation of why we do things and, because my opinions and values are rooted in knowledge, I have far more conviction and self-belief. I've become less operational and more strategic."

Teacher professionalism



What is this?

Teacher professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children and young people's progress and achievement.

Why is this important?

The quality of teaching is a key factor in improving children and young people's learning and the outcomes they achieve. In Scotland we have a highly professional, graduate teaching workforce with high professional standards set by the General Teaching Council for Scotland (GTCS). We want to continue to improve the professionalism of our teachers and the quality and impact of their professional learning. The focus within the National Improvement Framework is on teacher professionalism, but we recognise that many other people make significant contributions to children and young people's learning and development.

How will this help to achieve excellence and equity for all children and young people?

There is a strong link between teachers' professional skills and competences and the quality of children and young people's learning experiences. Ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children and young people. Consistent, well-moderated teachers' professional judgement data on achievement of Curriculum for Excellence levels in literacy and numeracy will help us to focus accurately on the difference in attainment between the most and least disadvantaged children and young people, and take further action as a result. We want all new teachers to develop as enquiring professionals who are highly confident in teaching literacy and numeracy, supporting health and wellbeing, using technology and data effectively to enhance learning and teaching, and ensuring equality. This is critical to ensure the strongest possible progression in learning for all children and young people.

What is the evidence telling us?

We know from evidence gathered both in 2017 and in previous years that the level of engagement in professional learning is increasing. Also the number of teachers engaging with the Professional Update and being awarded professional recognition of their expertise is high. We also know that the numbers of teachers with masters qualifications is steadily increasing as the Scottish Government investment in this area is maintained. The evidence around initial teacher education is less clear with the report on Content of Initial Teacher Education courses showing a wide variance in time spent on key subjects between universities and types of programme.

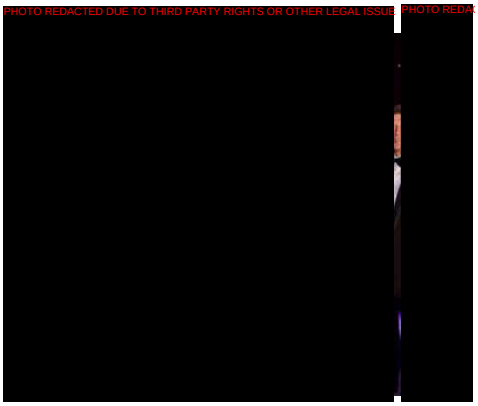
A further study on the preparedness of probationer teachers also shows mixed results. These studies point towards a continued need to better support teachers in the early phase of their careers.

Improvement priorities for the year ahead

As part of our reform agenda we will take a series of steps to ensure that teachers have the range of skills they need to do their jobs as effectively as possible. We will streamline and enhance professional learning to ensure a coherent package of learning for teachers. As part of this we will simplify the national support for professional learning and leadership development by placing these functions in the renewed and revitalised Education Scotland, working as part of the new regional improvement collaboratives. In addition we will continue to invest in high-quality masters level professional learning for teachers. The quality of Initial Teacher Education (ITE) programmes is an important area of interest, and Education Scotland will work with the university sector and the General Teaching Council for Scotland to develop a self-evaluation framework for ITE providers which focuses on literacy, numeracy, health and wellbeing and Additional Support Needs. This will be available in the current academic year. We are also taking a number of actions to address teacher shortages, including:

- Committing £88m in the local government settlement to make sure every school has access to the right number of teachers.
- Supporting universities in developing 11 new and innovative routes into teaching.
- Announcing £20,000 bursaries for career changers to train to become teachers of priority STEM subjects, starting in August 2018.
- Continuing to build on our successful "Teaching Makes People" recruitment campaign.
- Creating a further new route into teaching specifically designed to attract high quality graduates in priority areas and subjects

Case Study



North Ayrshire's Professional Learning Academy

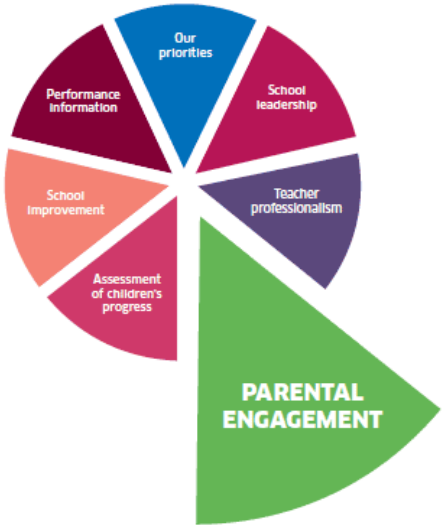
Based at Auchenharvie Academy, some of North Ayrshire's most highly-skilled teachers are developing and delivering programmes to their peers which will enhance the learning and teaching in establishments across the area. The Professional Learning Academy was funded through the Scottish Attainment Challenge and was awarded the General Teaching Council for Scotland's(GTCS) Excellence in Professional Learning Award in 2016. The ground-breaking facility was established by the Council to develop and enhance the skill-set of teachers and practitioners. This has resulted in more opportunities for professional dialogue as staff get the opportunity to meet with other teachers and work collaboratively. Staff are receiving different learning opportunities because they're coming back with new practices and modelling them in the classroom.

The academy offers targeted support, helping staff who teach our most vulnerable children. The increased confidence demonstrated by staff translates to the children too. The learning from the PLA provides more opportunities for success in the classroom and more breadth and challenge in the learning and teaching

John Butcher, Director of Education and Youth Employment, North Ayrshire

"The Professional Learning Academy is an innovative and creative approach to developing practitioners' skills and knowledge. Our teachers are our most valuable resource and their ability to deliver the curriculum in an interesting and innovative way is essential in enabling us to meet the needs of the children and young people of North Ayrshire."

Parental engagement



What is this?

Parental engagement focuses on ways in which parents, carers and families support and encourage their children's learning in school and in everyday life. Schools and partners can play a vital role in supporting families to do this effectively and with confidence. Schools involve parents and carers by enabling ongoing, two-way communications between home and school; supporting parents and carers to contribute to school improvement and making decisions that affect the school; and using the skills of parents and carers to enrich the curriculum.

Why is this important?

Research shows that when parents and carers engage in their children's learning, and when children and young people live in a supportive home learning environment, it improves children and young people's attainment and achievement. Family learning encourages family members to learn together, fostering positive attitudes to lifelong learning. We want to improve and increase the ways in which parents, carers and families can engage with teachers and partners to support their children and young people and increase the voice of parents and carers in leading improvements within schools.

How will this help to achieve excellence and equity for all children and young people?

Parental and family engagement is a key factor in helping all children and young people achieve the highest standards whilst reducing inequity and closing the attainment gap. Our 2016 review shows that family learning helps close the attainment gap through breaking the inter-generational cycles of deprivation and low attainment. Its effects can provide lasting impacts and improved outcomes. The information that we gather will inform our knowledge of where parental engagement and family learning and involvement is strong and where further attention is required. This will include monitoring levels of parental engagement and involvement in, and satisfaction with, learning provision in different communities.

What is the evidence telling us?

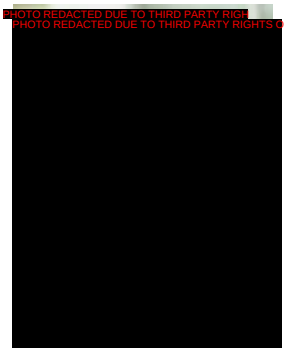
The evidence from the 2017 NIF Evidence report indicates that overall satisfaction levels with schools amongst the general population (measured via the Scottish Household Survey) have fallen over the last five years, however satisfaction levels amongst parents (measured via pre-inspection questionnaires) appear to be higher than amongst the general population.

Pre-inspection evidence (albeit with important caveats about the representativeness of the data) indicates there are fairly high levels of confidence amongst parents about approaching the school with questions. It also indicates that a large majority of parents feel they are being kept informed about the work of the Parent Council. This is broadly consistent with qualitative evidence and survey data obtained via a major review of parental involvement conducted by the National Parent Forum of Scotland and published in May 2017. The 2017 evidence report indicates that there is further room for improvement in parental understanding of what learning at home means and how to support learning in the home; the quality of information communicated from school to home about individual children and young people's progress and the quality, consistency and relevance of local authority parental involvement/engagement strategies.

Improvement priorities for the year ahead

We will take further action to support improvement across the parental engagement driver. Key priorities will be to modernise, strengthen and extend the Parental Involvement Act 2006 and to develop a long-term action plan on parental engagement and family learning. The legislative changes will modernise and update key definitions on parental involvement and engagement, laying the basis for a refreshed suite of guidance and improvement support. The improvement support will target the key areas (communication, support for learning at home) highlighted in the 2017 NIF Evidence Report. Learning at home and family learning will continue to be a key focus, with enhanced support from Education Scotland via a refreshed Toolkit. Further work will be conducted with partners to ensure that by 2019 every school has access to a home to school link worker to support parents and families who find it challenging to engage in their child's learning and feel excluded from the work and life of their child's school. Key national parental information and support campaigns (PlayTalkRead, Read, Write, Count) will be repositioned within a newly refocused "Parent Club" approach. The campaigns will continue to focus strongly on parental support to facilitate children's learning at home.

Case Study

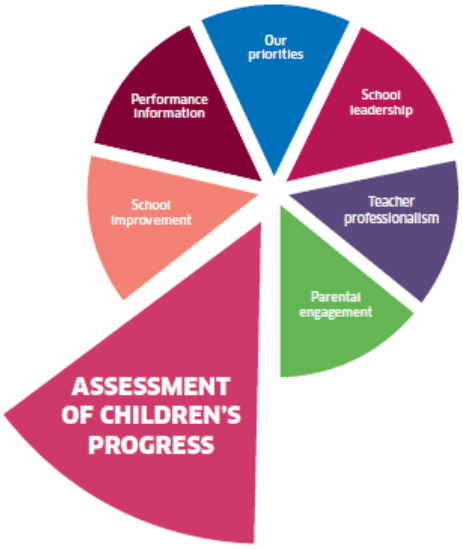


Anne Munro, headteacher, Bellshill Academy, North Lanarkshire

Engaging Families and Communities in Bellshill Academy

Bellshill Academy, in North Lanarkshire, has worked with parents to help them engage with their children's learning and to have high, shared ambitions, aspirations and expectations. The school has 44% of young people in Scottish index of multiple deprivation (SIMD) 1 and 2, and 72% in SIMD 1-3. The leadership of the headteacher, staff commitment and partnership working with parents and external agencies were central to Bellshill Academy's home-school partnership project entitled Working Together to Raise Standards and Transform Lives. Identifying attendance issues was very important in targeting young people and then selecting and developing the interventions which led to ensuring that young people were appropriately supported. Parental partnerships were centered on improving family learning. A sub-group of the Parent Council was engaged in evaluating existing practice and planning and developing a more focused approach to parental engagement. Young people's attainment, achievement and attendance increased as a result of effective, tailored interventions for individuals and groups based on a tracking approach. A comprehensive home-school partnership programme contributed to the school drive to develop an ethos of success and increased attainment and engagement with parents through family learning. The programme includes strategies for raising attainment, peer support, pupil support, key transitions, wider achievement and parental involvement.

Assessment of Children's progress



What is this?

Assessment of children and young people's progress includes a range of evidence on what children and young people learn and achieve throughout their education and how well this prepares them for life beyond school. This includes Curriculum for Excellence levels, skills, qualifications and other awards, and achievement of positive and sustained destinations. Progress in learning for children and young people with complex additional support needs are evaluated at an individual level, through agreed plans and personalised next steps.

Why is this important?

We all need more robust and consistent evidence which will help us in improving health and wellbeing, raising attainment and closing the poverty-related attainment gap. We need to know the size of the attainment gap at different ages and stages, across Scotland, in order to take the right action to close it and we need to know whether the attainment gap is narrowing over time in order to know whether the actions we are taking are the right ones. The annual collection of teachers' professional judgement data on the achievement of Curriculum for Excellence levels and, from August 2017, the use of national standardised assessments, will lead to more consistent assessment approaches within the broad general education. Other important measures within this driver include positive destinations and the quality of career information and guidance available to children and young people.

How will this help to achieve excellence and equity for all children?

Data gathered on children and young people's progress is essential to achieving excellence and equity. Improved data on children and young people's progress at key stages, including differences between those from the least and most deprived areas, will allow for planning further interventions to ensure that all children and young people achieve as well as they can. The quality of career information, advice and guidance and monitoring positive destinations will tell us about how successful young people are when they leave school. This will also tell us about the choices young people make and the difference in the levels of positive destinations for young people from the most and least disadvantaged backgrounds. This data will help teachers to identify areas where good practice exists and which high-impact interventions should be shared. This is equally important for children and young people who experience barriers to learning caused by additional support needs.

What is the evidence telling us?
The data being collected on children's progress continues to help inform a shared understanding at local and national level on areas where focused action is required to reduce the gap in attainment and health and wellbeing between children and young people from the most and least deprived areas. The evidence being gathered also confirms that teachers are becoming increasingly confident about making judgements on achievement of a CfE level, and the use of national standardised assessments going forward will help to support consistency in the approach to assessment within the broad general education. The vast majority of the sample schools inspected for the NIF by Her Majesty's Inspectorate of Education (HMIE) were evaluated as satisfactory or better in ensuring wellbeing, equality and inclusion; and latest statistics continue to show positive trends in the numbers of school leavers achieving qualifications, awards and going on to positive destinations.

Improvement priorities for the year ahead
Improving literacy and numeracy, particularly amongst those learners vulnerable to poorer outcomes, remains the key priority. We will take steps to improve information sharing in the early years and make it more systemic to improve support and protection for our most vulnerable children. Improvement activities in the school years will continue to focus on the quality and consistency of data collections for attainment and health and wellbeing, as well as on ensuring that support for learning, teaching and assessment is provided to school leaders and practitioners through the regional improvement collaboratives. Data literacy amongst teaching professionals will also continue to remain a key focus over the coming year and the use of the Scottish National Standardised Assessments, the Insight Senior Phase Benchmarking Tool and the soon to be launched BGE Improvement Tool will provide the means for supporting this activity. The priority now is to allow these improvement tools and approaches to bed in and to avoid further changes which could increase workload for teachers.

As part of the national approach to Getting It Right for Every Child, the Scottish Government is increasing its focus on better preventing and mitigating childhood adversity. The term adverse childhood experiences (ACEs) refers to stressful events occurring in childhood, including abuse, neglect and growing-up in a household in which there are adults experiencing difficulties such as parental separation, substance misuse, mental health conditions, domestic abuse, and imprisonment.

A focus on preventing ACEs and addressing their impact on children, young people and adults, is being embedded across the Scottish Government and its work with partners. This involves building on existing interventions (e.g. expansion of Health Visitor numbers, roll-out of Family Nurse Partnership and expansion of high-quality early learning and childcare and nurturing approaches in schools) and we will continue to develop further actions that better address ACEs in Scotland going forward.

Assessing children's progress plays a crucial role in addressing adversity at any point in a child or young person's life, by recognising where barriers exist and putting in place action to address the issues identified.

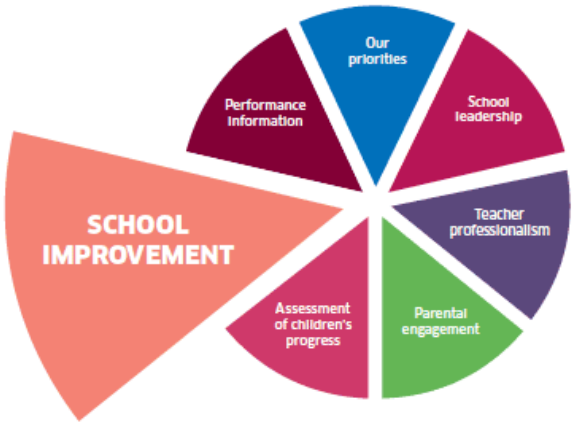
Case Study

Colin Grant, Director of Children, Young People and Lifelong Learning, Dumfries & Galloway

Closing the Literacy Gap in Dumfries and Galloway

A short-term, targeted intervention designed to accelerate progress in reading and writing and closing the literacy gap. Based on high quality pedagogy, specially trained Learning Assistants deliver one-to-one coaching sessions, four times a week, for a period of eight weeks. This uses a book-based approach, with opportunities to read and write in every lesson. Forty primary 2 children were supported by this intervention across eight different schools. The impact was carefully measured using both formative and standardised assessments. Parents were highly committed to supporting the programme and enjoyed sharing their children's success. All pupils, parents and Learning Assistants were motivated by rapid progress and success. Learners involved in the intervention made remarkable gains in their reading age, averaging 14 months in only eight weeks. This compares with learners in the control group who made an average gain of two months in their reading age. The children's average standardised scores in reading showed an improvement of 13 points, while learners in the control group made an average gain of only half a point. 24 learners 'closed the literacy gap' and 12 have significantly 'narrowed' it.

School improvement



What is this?

The overall quality of education provided by each school in Scotland and its effectiveness in driving further improvement.

Why is this important?

School improvement focuses on the quality of education, including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs. These are essential elements to raise attainment for all children and young people and close the poverty-related attainment gap. We have a good education system in Scotland, with schools achieving good outcomes for children and young people. We want to continue to improve this so that more children and young people experience very good and excellent education services, delivered by self-improving, empowered schools and key partners such as community learning and development professionals.

How will this help to achieve excellence and equity for all children and young people?

Evaluating learning, teaching and assessment and the quality of what goes on in classrooms will tell us how good the experience is for children and young people, as we strive towards excellence for all. We know that for children and young people from the most deprived backgrounds, the gap in learning can develop from a young age. Evaluating school improvement and how schools work with partners will help us to focus on early and sustained intervention and support for children and their families. School inspection, school self-evaluation and local authority reporting on attainment and achievement will tell us how well schools are achieving equity for all children and young people. This will include the school's success at raising attainment for all, whilst closing the attainment gap between the most and least disadvantaged children and young people. We expect that this self-evaluation will be carried out increasingly with partners and other services. Data on improving attendance and reducing exclusions are critical factors in ensuring that children and young people's time at school and their opportunities to succeed are maximised.

What is the evidence telling us?

Whilst the majority of the sample schools inspected by HMIE for the NIF were evaluated as good, very good or excellent on 'learning, teaching and assessment' around half were evaluated as being good or better on raising attainment and achievement. Their findings also confirmed that the use of data to support improvement is being increasingly well used by senior staff but that tracking and monitoring of learning is being used inconsistently to determine progress in closing the poverty-related attainment gap; and that both Scottish

Attainment Challenge and Pupil Equity Funding is being used to support improvement in professional learning for teachers and improved learning for children and young people.

Improvement priorities for the year ahead
The focus of improvement activity will be on supporting leaders and practitioners, through the regional improvement collaboratives, to further develop their skills to deliver professional learning for others, to drive innovation and improvement in learning and teaching, to use data to raise attainment and close the poverty-related gap, and to continue to improve the capacity of staff to self-evaluate for improvement.

This approach will have an impact on both the early years and school setting by ensuring the uptake of entitlement to Scottish Government funded early learning and childcare provision, increasing the emphasis on careers for children and young people in the broad general education, and ensuring that increasing numbers of vocational pathways are made available for young people in the senior phase.

Case Study

Pauline Stephen, Head of Schools, Angus Council

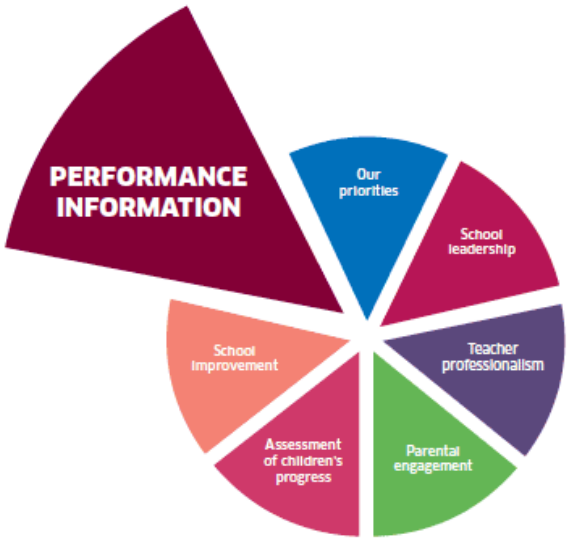
Actively Engaging Children in Shaping School Improvement

Northmuir Primary School, in Angus, actively engaged children in shaping their school improvement. It is important that the whole school community understands and shares the same aims around improvement so they created a child-friendly version of their school improvement plan. The child-friendly version includes targets which everyone is working towards and also success criteria. Children are encouraged to become 'learning detectives', evaluating, supporting and contributing to whole-school improvement. The School Pupil Council meet to discuss learning and also the school improvement plan.

Last year they focused on reading and were looking for ways to develop children's understanding of what they were reading and also their enjoyment of reading. Children identified understanding words as a barrier to learning and teachers gave more emphasis to developing vocabulary as a result. They also identified a lack of quiet places to read and they suggested reading tents which are placed around the school so that children can find somewhere quiet to read at break and lunchtime.

As a result of children being involved in the school improvement plan they have seen significant improvement in children's reading which is showing through in statistics and in practice.

Performance information



What is this?

All of the information and data we need to get a full picture of how well Scottish education is improving. We will gather together and analyse the data collected from each of the other key drivers of improvement.

Why is this important?

Evidence suggests that we must build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms there is no single measure that will provide a full picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve.

How will this help to achieve excellence and equity for all children and young people?

Through the National Improvement Framework and the annual Evidence Report we will build up a clear picture of progress across the key drivers and of overall progress towards our key priorities. Analysis of the evidence gathered will help us identify where things are working well and approaches that could be shared as good practice. It will also highlight areas for further improvement and where action is required. This activity will have a specific focus on excellence and equity for all and will inform school, local authority and national improvement planning. It will also be used to inform policy developments and decisions about priorities moving forward, including the allocation of resources and support.

What is the evidence telling us?

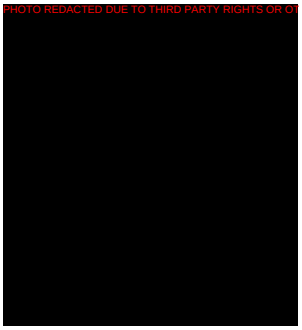
The 2017 NIF Evidence Report provides an overview of what we know about Scottish education and the context in which our children and young people learn. It brings together available current evidence on achievement, attainment, health and wellbeing and the wider education system, with a specific focus on differences between children living in the most and least deprived areas. This detail is reflected within the evidence tables for each of the drivers of improvement.

Improvement priorities for the year ahead

The increasingly rich and diverse range of data being collected through the NIF has brought into sharper focus the importance of supporting practitioners to use data intelligently at all levels of the system to help drive improvement.

In the year ahead we will continue to support use of the Insight senior phase benchmarking tool at local level and launch a BGE Improvement Tool for use by regional improvement collaboratives, local authorities and schools to support school improvement focused dialogue.

Case study



Carrie Lindsay, Executive Director of Education and Children's Services, Fife Council

Using Data to Support Improvements in Teaching Practice and Learning Outcomes Fife Case Illustration

Over the last decade Fife has developed a set of systems to support better outcomes for learners, based on a rigorous use of data to inform professional practice. In the broad general education phase these have been based on clear milestones for achievement, which were developed with the profession. These milestones have supported teachers' professional judgements and enabled professional learning to take place in support of better classroom practice. Fife has had longstanding practice in relation to standardised assessments, for both learned and developed abilities. This information has been used to support teachers in their classroom assessment of individual children's progress in learning. Information about the performance of cohorts and groups of pupils has also been used to help improve the moderation of teachers' judgements, and to provide schools with a view of the value added by their teaching over time. This information has triggered dialogue between head teachers and senior officers about school improvement and has also helped teachers and head teachers to identify priorities for future improvement. Fife's approach is an example of a data rich system, informing and supporting an evidence-based approach to practice and improvement.

The introduction of new national benchmarks is providing Fife with an opportunity to review and update this approach, providing an opportunity to moderate teachers' judgements with those of other local authorities for the first time. This has enabled Fife to refine the basis on which progression through the Curriculum is reported, whilst maintaining clear evidence of improving attainment.

The biggest successes Fife can document relate to our objective to close the attainment gap for Fife's most disadvantaged and vulnerable children and young people. Our data rich approach provides the authority with a rounded evidence-base showing that Fife has improved key outcomes and closed the attainment gap over recent years. For example, there has been an improvement in the literacy and numeracy of all primary pupils, and a significant closing of the attainment gap for key groups of disadvantaged and vulnerable children (including pupils living in SIMD deciles 1 and 2, pupils who are registered for free school meals, children with Additional Support Needs and looked after children). There is also evidence of improved outcomes and a significant closing of the attainment gap for a range of pupils in the senior phase (including literacy and numeracy outcomes at SCQF level 4).

Measuring the attainment gap

The Scottish Government has made clear its commitment to closing the poverty-related attainment gap between children and young people from the least and most disadvantaged communities. Ministers are committed to making demonstrable progress in closing the gap during the lifetime of this Parliament, and to substantially eliminate it in the next decade.

In line with the commitment set out in the 2017 NIF & Improvement Plan, we have worked with key stakeholders to explore and agree what specific measures were felt to drive improvement most usefully across all stages of a child or young person's life. We also consulted on proposals for measuring the gap and milestones towards closing it; focusing on the impact of the education system as a whole and using a range of measures that reflect key stages of the learner journey and the breadth of issues that can impact on attainment. These same proposals were based on the following key principles:

- considering the difference in attainment between those children and young people from SIMD quintiles 1 and 5. However, we recognise the importance of increasing attainment for all children and young people and therefore proposed setting stretch aims for all 5 SIMD quintiles;
- focusing on a single measure is neither helpful or meaningful and would provide a false and limited picture;
- measures and milestones should be relatively simple to measure and report against;
- there needs to be a clear line of sight from the agreed measures and milestones to the priorities set out in the National Improvement Framework;
- there should be a focus on literacy, numeracy and health and wellbeing;
- the focus should be across the age ranges – from 3-18;
- they should be a credible set of measures – understood to fairly reflect progress in closing the poverty-related attainment gap;
- the need to avoid perverse incentives through milestones or stretch aims.

The consultation closed on 20 November 2017 and the Scottish Government received 102 responses from a range of interests, including 10 local authorities, and 38 individuals.

Support was generally expressed for the approach we proposed: a basket of 8 key measures to assess progress, supported by a series of 17 sub-measures. Respondents agreed that a single measure could not describe the attainment gap appropriately.

There were concerns, however, that we had not identified sufficient key measures adequately to address the complexities of the education system. In particular, it was felt that while the proposed measures might measure attainment, they did not properly address health and wellbeing; and that a focus on the achievement of Scottish Credit and Qualifications Framework (SCQF) levels 5 and 6 risked excluding those young people who would never achieve level 5 from efforts to close the gap.

As a result, we have decided to include an additional three measures in the basket of key measures: two additional health and wellbeing measures, covering the social, emotional and behavioural development of children and young people (these were included as sub-measures in the consultation paper) and one new and additional measure around the achievement of one or more SCQF level 4 qualifications upon leaving school. This results in a basket of 11 key measures, supported by 15 sub-measures.

The majority of consultation responses supported the use of stretch aims, which will be retained much as set out in the consultation. The only changes to these are the inclusion of the 2016/17 achievement of a CfE level data as the baseline for the 4 broad general education achievement measures and the inclusion of stretch aims for the 3 new key measures.

The consultation also highlighted the need to do more to make the terms and concept of SCQF levels more accessible to parents, employers and the wider public. We are aware that this is an issue, and the SCQF Partnership has already undertaken to develop communications to raise the profile and understanding of the SCQF. We will work with the SCQF Partnership to develop a robust, effective communications strategy to allow those not directly involved in the school system to reach a fuller understanding of the SCQF.

A number of responses echoed the concerns highlighted in the consultation paper itself, of using the SIMD as our deprivation indicator. We recognise that SIMD is not a measure of individual circumstances, it is not sensitive to those children and young people from very disadvantaged backgrounds living in more affluent areas, nor does it capture rural deprivation particularly well.

A Research Strategy for Scottish Education (April 2017) committed to exploring work on "a study on the long-term development of a bespoke index of social background which will create individual-level (as opposed to area-based) data involving consideration of the data collected at school registration." This study to explore the feasibility of developing a new individual index of social background will be taken forward as a priority in 2018.

At present, however, we believe that using SIMD presents the best way forward. The use of stretch aims across all SIMD quintiles helps to mitigate the risk of leaving behind those disadvantaged children and young people living in affluent areas, by ensuring we seek to raise attainment for all, rather than focusing solely on particular SIMD quintiles.

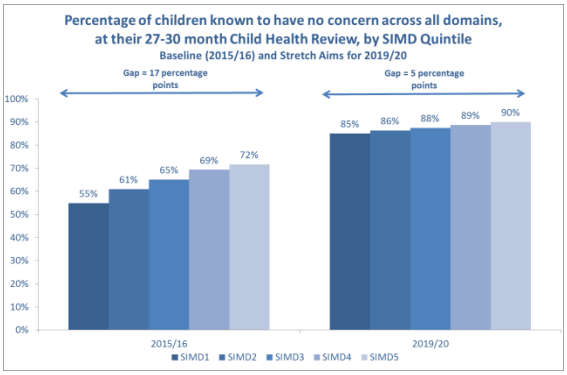
Some responses raised concerns about the use of the achievement of a CfE level data as a measure of the gap, given that it is based on teachers' professional judgement rather than a test or assessment. We consider that achievement of a CfE level is the key outcome indicator for children and young people's progress in the broad general education and that any sort of test or assessment cannot fully encapsulate the full range of learning that pupils should demonstrate in order to reach the appropriate CfE level for their stage. This includes the Scottish National Standardised Assessments (SNSA). Only a wide range of evidence, including observations in the classroom, written or course work, etc can provide this. The potential variation in standards applied did, however, provide the rationale for the introduction of SNSA, the development by Education Scotland of the curriculum benchmarks and the work led by Education Scotland on moderation of teachers' professional judgements and assessment, all of which is designed to support more consistent judgements. Given this activity and the growing confidence expressed by local authorities in the consistency of teachers' professional judgement, we have retained the 4 broad general education achievement measures in the basket of key measures.

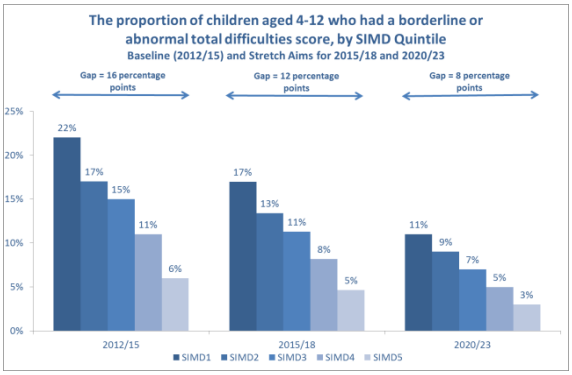
The finalised basket of key measures, sub-measures and stretch aims are shown below:

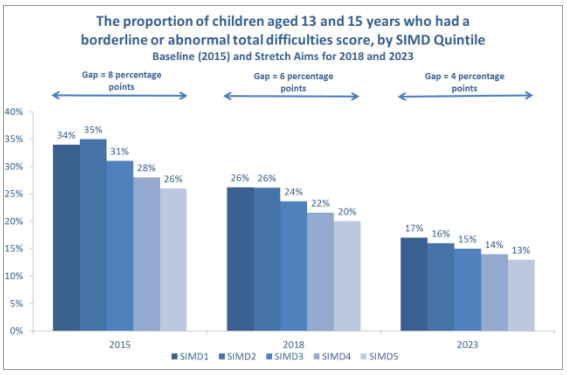
Table 1 – key measures (11)				
Measure	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap (percentage points)
27-30 month review (Children showing no concerns across all domains)	63.7	54.8	71.7	16.8
HWB: Children total difficulties score (age 4-12)	14	22	6	16
HWB: Children total difficulties score (age 13&15)	31	34	26	8
Primary – Literacy (P1, P4, P7 combined)	69.2	59.8	81.5	21.8
Secondary Literacy (S3, 3rd level or better)	87.1	80.8	94.4	13.6
Primary – Numeracy (P1, P4, P7 combined)	76.4	69.2	86.5	17.3
Secondary Numeracy (S3, 3rd level or better)	88.2	80.7	95.5	14.8
SCQF 4 or above (1 or more on leaving school)	96.3	92.8	98.8	6
SCQF 5 or above (1 or more on leaving school)	85.6	74.4	94.7	20.3
SCQF 6 or above (1 or more on leaving school)	61.7	42.7	81.2	38.5
Participation measure	91.1	84.8	96.3	11.5

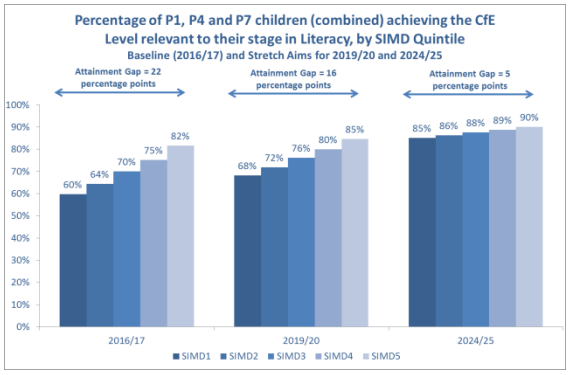
Table 2 – sub measures (15)				
Measure	All children %	Most disadvantaged (bottom 20% SIMD) %	Least disadvantaged (top 20% SIMD) %	Gap (percentage points)
Detailed attainment sub-measures				
P1 – Literacy	74	65	85	20
P4 – Literacy	68	58	80	22
P7 – Literacy	66	56	79	23
P1 – Numeracy	83	78	92	14
P4 – Numeracy	75	67	85	18
P7 – Numeracy	70	62	82	21
Sub-measures known to impact on attainment				
HWB: 27-30 month review uptake	88	86	89	3
HWB: Mental wellbeing score: 13 year old boys	51.4	49.9	52.6	2.7
HWB: Mental wellbeing score: 13 year old girls	48.2	47.2	49.1	1.9
HWB: Mental wellbeing score: 15 year old boys	50.1	49.3	50.6	1.3
HWB: Mental wellbeing score: 15 year old girls	44.4	43.7	45.8	2.1
Primary attendance rates	95.1	93.3	96.7	3.4
Secondary attendance rates	91.8	88.7	94.5	5.8
Primary exclusion rates (rates per 1000 pupils)	9.0	19.0	2.1	16.9
Secondary exclusion rates (rates per 1000 pupils)	49.6	95.2	15.2	80

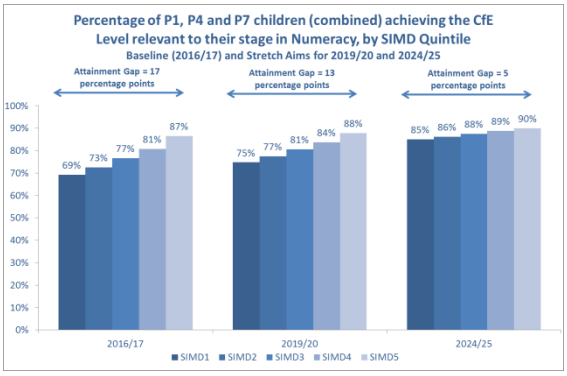
Stretch Aims

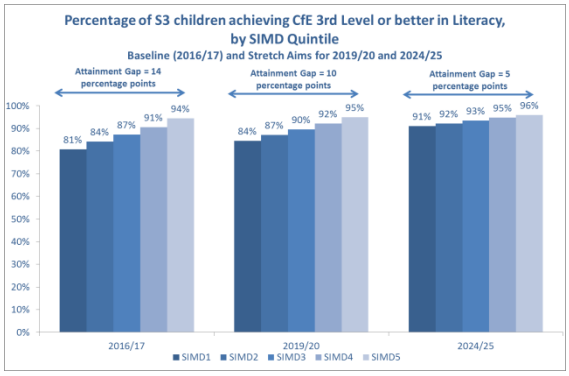


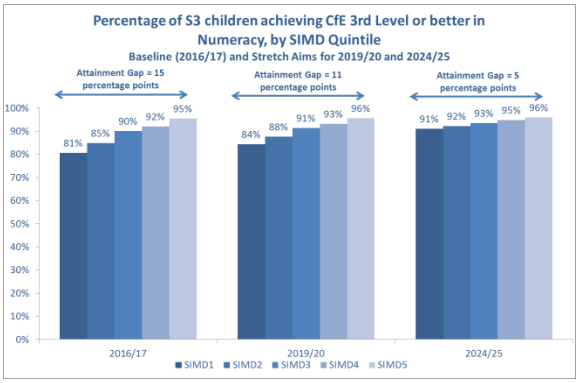


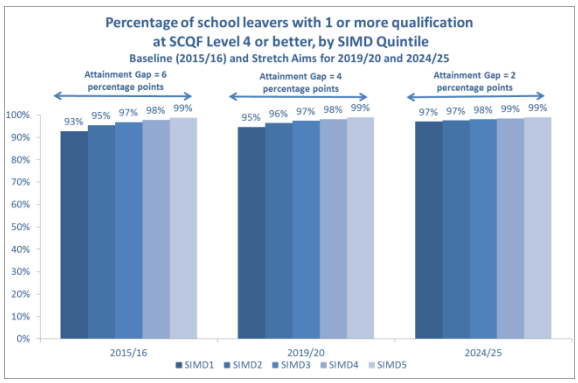


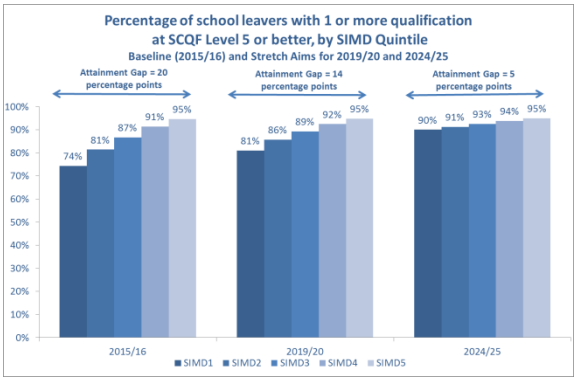











Percentage of school leavers with 1 or more qualification
at SCQF Level 5 or better, by SIMD Quintile
Baseline (2015/16) and Stretch Aims for 2019/20 and 2024/25
Attainment Gap = 20 percentage points
Attainment Gap = 14 percentage points
Attainment Gap = 5 percentage points
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
74%
81%
87%
91%
95%
81%
86%
89%
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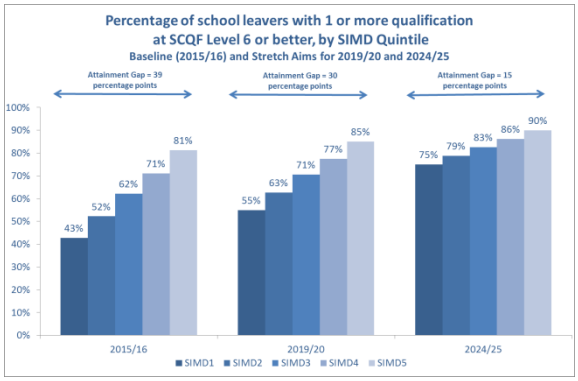
94%
95%
2015/16
2019/20
2024/25
SIMD1 SIMD2 SIMD3 SIMD4 SIMD5


Percentage of school leavers with 1 or more qualification
at SCQF Level 6 or better, by SIMD Quintile
Baseline (2015/16) and Stretch Aims for 2019/20 and 2024/25
Attainment Gap = 39 percentage points
Attainment Gap = 30 percentage points
Attainment Gap = 15 percentage points
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
43%
52%
62%
71%
81%
55%
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86%
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2015/16
2019/20
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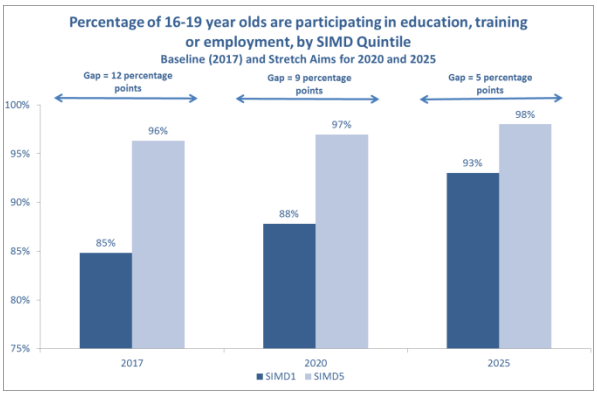
SIMD1 SIMD2 SIMD3 SIMD4 SIMD5


Percentage of 16-19 year olds are participating in education, training
or employment, by SIMD Quintile
Baseline (2017) and Stretch Aims for 2020 and 2025
Gap = 12 percentage points
Gap = 9 percentage points
Gap = 5 percentage points
100%
95%
90%
85%
80%
75%
85%
96%
88%
97%
93%
98%
2017
2020
2025
SIMD1 SIMD5

Conclusion

The 2018 National Improvement Framework and Improvement Plan presents the most comprehensive understanding of the data, evidence and current action in the Scottish education system we have seen. But bringing this data together is not enough by itself. We need to use that data intelligently, consistently and coherently, on a day to day basis, to help us improve our understanding of what is working well and to drive improvement at all levels of the system.

Education and improving outcomes for all young people are the top priorities for this Government. There is excellent practice in our system and many children and young people achieve their potential. The challenge for all those involved in Scottish education is to make that level of practice and those outcomes the reality for all. Collaboration and effective action at all levels of the system are key to driving improvement in literacy, numeracy and health and wellbeing and ensuring that all children and young people are able to reach their potential.

Our collective understanding will continue to evolve in coming years and will be helpfully informed by future engagement with the Scottish Education Council. The new, reformed arrangements for the delivery of improvement support for Scottish education will help to secure improvement across all of the drivers of the National Improvement Framework.

Annex A

Detailed evidence and improvement activity

School leadership

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/ already underway	Lead
Local authority information on the quality of school leadership of change including the percentage self-evaluating as good or better for QI 1.3 Leadership of Change.	Local authorities reported that across Scotland the quality of leadership of change was self-evaluated as good or better in 75% of schools.	Education Scotland is committed to working with local authorities and schools through regional improvement collaboratives during 2017/18, and to continue to analyse inspection and other forms of local intelligence to improve school self-evaluation and build capacity for school leadership further.	ES
Data on the percentage of school inspections where QI 1.3 Leadership of Change is evaluated as 'good' or better.	HM Inspectors looked at the approaches and impact of collaborative leadership at all levels. They evaluated the pace of change to ensure it was having a positive impact for children and young people and the approach taken to ensure that the vision and values were clearly linked to the context of the establishment and its community. Of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017, m*ost schools were evaluated as satisfactory or better (87%). The majority* were evaluated as good, very good or excellent on 'leadership of change' (52%) In many of the schools staff at all levels are taking on leadership roles. Schools are taking positive steps to increase their knowledge and understanding of the socio – economic profile of the school community and use this information to develop their vision, values and aims. In the most effective schools, collaborative working within schools and between schools and their partners is having a positive impact on learners. There is some progress in the way that staff are using data to inform their planning and practice.	The transfer of the functions of the Scottish College for Educational Leadership (SCEL) to Education Scotland is now underway. Education Scotland will develop leadership programmes that help current and future leaders improve the quality of education. Education Scotland will publish a young person's version of How Good is our School? to support learner participation in self-evaluation **by April 2018.** Education Scotland will establish a young inspectors programme to help support improvement in learning **by the end of 2018.**	ES

	In the secondary sector there is increasing use being made of socio-economic profile information to inform and influence the curriculum at the senior phase. There is a need for similar improvements in use of data in the special schools sector. There is a need to continue to improve collaborative leadership at all levels and develop further the involvement of children and young people in the planning and implementation of change. Further focus is required in the primary and special school sectors to monitor the impact of improvements and interventions on improving outcomes for children and young people.		
Data on the number of headteachers and those in other posts, who have achieved the Standard for Headship through completing the Flexible Route to Headship, the Scottish Qualification for Headship programme, or the Into Headship programme since 2011.	An increased percentage of the teaching population have a qualification preparing them for headship roles. The Standard for Headship asks leaders to apply their enhanced knowledge and understanding of research and developments in education policy to support their schools. Now that we can see more skills, knowledge and expertise within the headteacher cohort we need to ensure we use these to improve attainment.	Next Steps commits both SG and ES to developing the Headteachers Charter and to consulting on a proposed approach to the legislation to underpin this, in time for the introduction of an Education Bill **by June 2018**. Given commitment to bring forward the Charter, it will also be necessary to review the content of the Into Headship qualification.	SG/ES
Data on the number of practitioners undertaking the Into Headship programme.	So far 504 teachers have either completed the programme or are currently undertaking it.	Next Steps commits SG/ES to developing a mechanism by **end of 2018** to identify aspirant headteachers early in their career and develop a programme of professional learning and work experiences to lead them to the Into Headship course – this will provide a fast-track leadership route for talented teachers providing a clear pathway to headship. Development of a specific recruitment campaign for headteachers in **spring 2018,** building on the Teachers make People campaign.	SG/ES
Data on the number of headteachers and others in local authority schools who are enquiring and engaging reflectively with the GTCS Standards for Leadership and	The data tells us that many headteachers have a strong skill set that can be used more effectively within the system. The Standard for Headship asks leaders to apply their enhanced knowledge	Next Steps commits SG/ES to:- Enhancing the leadership support package to build the capacity and culture for teachers and headteachers to take on their new	SG/ES

Management and considering the impact of their professional learning in this area, as part of Professional Update processes.	and understanding of contemporary developments in society and consider the implications for their leadership. This level of skills and knowledge can be harnessed to lead not just schools but system level change.	more empowered roles. This is an ongoing commitment but one we have started working on from **August 2017.** Developing by the **end of 2018** new Executive Consultant Head and Cluster Leader roles with partners to strengthen school leadership. Developing by the **end of 2018** a new Systems Leadership role to provide clear progression opportunities and to strengthen educational leadership at all levels in the system. The Standards, including Standard for Headship, are currently under review by GTCS. SG will work with GTCS to ensure that the revised Standard for Headship takes into account the headteachers Charter.	
Information on the range and quality of professional learning for leadership being undertaken by those in teacher, middle, school and system leadership roles.	In January 2017 SCEL launched a survey on the range and effectiveness of professional learning in leadership. Results suggested that perceived barriers to professional learning included time, finance and workload. Respondents also reported that professional learning in leadership is accessed from local authorities, universities and their own schools. Respondents also indicated they prefer to learn professional reading, practice based learning and self-directed learning.	Enhancing the leadership support package to build the capacity and culture for teachers and headteachers to take on their new more empowered roles. This is an ongoing commitment but one we have started working on from **August 2017.**	SG/ES

Teacher professionalism

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/ already underway	Lead
Data on the number of teachers, since 2011, who have gained 60, 120 or 180 credits at SCQF Level 11 (including Chartered Teacher).	Year on year a greater proportion of the teaching profession have masters level qualifications. Since 2011 over 5,283 teachers have gained level 11 qualifications at either PG Certificate, PG Diploma or PG Degree level, a rise on over 2,000 from last year. Evidence suggests a strong appetite for masters level learning amongst teachers which in time will lead to a profession with a wider skills base.	The intention remains to fund professional learning for teachers in this area including at school leadership level. Next Steps confirms that SG will work with our partners and particularly the profession, to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles. We started these discussions **in September 2017.**	SG
Data on the number of local authorities which are offering professional learning which has been benchmarked at SCQF level 11.	The data collected was not an effective indicator of the quality of professional learning on offer. That being the case, universities, GTCS and ES agreed the data collection had very limited value and should be stopped.	The Strategic Board for Teacher Education (membership includes ES, local authorities, universities, trade unions and the GTCS will continue to consider the quality of professional learning available to teachers.	SBTE
Data on the number of teachers, since 2011, who have been awarded Professional Recognition by the GTCS and the focus of their work to achieve this.	Since 2011, 2,569 teachers have gained Professional Recognition in a variety of subjects and topic areas. This year alone 864 teachers received Professional Recognition. This is indicative of the quality of the professional learning and teachers interest in this type of award. Evidence suggests a strong appetite for professional recognition amongst teachers which in time will lead to a profession with a wider skills base.	Number of programmes resulting in professional learning is steadily increasing. Next Steps confirms that SG will work with our partners, and particularly the profession, to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles. We started these discussions **in September 2017.** We will continue to work with our partners, and particularly the profession, to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles.	SG/ES
Percentage of teachers in local authority and independent schools, within the annual cohort, having their professional learning successfully signed off by GTCS.	As of December 2017, 96.1% of the 2016/17 professional update cohort have had their professional understanding confirmed by their line manager and recorded by the GTCS. High level of engagement with the professional update process and with professional learning as a result.	We will streamline and enhance professional learning so that there is a coherent learning offer to teachers which is focused on curriculum area and sector specific issues. More professional learning will be provided by teachers, for teachers, through the regional improvement collaboratives.	SBTE

	Given the need to evidence that relevant standards are being met, teachers must have a choice of high-quality professional learning that is continually developed to meet changing needs.	This work is now underway and is being led by the Strategic Board for Teacher Education (SBTE).	
Data on the views of newly qualified teachers, schools and local authorities on how well newly qualified teachers are prepared to teach literacy and numeracy, support children's health and wellbeing, use technology effectively to enhance learning and teaching and ensure equality.	This suggests the level of confidence amongst probationers in terms of key skills is mixed and that the majority of probationer teachers feel that they are confident in their knowledge and ability to teach literacy, numeracy and contribute to health and wellbeing to support pupil outcomes. Confidence in relation to equality appears to be more challenging than other areas.	Some early work being done by COSLA and GTCS to broaden evidence base. We will take steps to ensure initial teacher education prepares students to enter the profession with consistently well-developed skills to teach areas such as literacy, numeracy and health and wellbeing – **ongoing** Education Scotland to develop self-evaluation tools for ITE programmes in conjunction with GTCS and the universities. This tool will be available for use in the current academic year - **by April 2018**.	SG
Information on initial teacher education programmes coverage of literacy, numeracy, health and wellbeing and social justice.	This shows a wide variance in time spent on literacy, numeracy, health and wellbeing, equalities and data literacy across universities and programmes. It raises a question as to whether the level of variance is acceptable and whether steps should be taken in terms of course accreditation/quality assurance.	GTCS have strengthened accreditation procedures and are also reviewing the professional standards which, in time, are likely to require ITE courses to be amended. We will take steps to ensure initial teacher education prepares students to enter the profession with consistently well-developed skills to teach areas such as literacy, numeracy and health and wellbeing. With this in mind the Scottish Government has invited Education Scotland to develop self-evaluation tools for Initial Teacher Education (ITE) programmes in conjunction with GTCS and the universities. This tool will be available for use in the current academic year - **by April 2018.** We are exploring ambitious and innovative new routes into teaching, specifically for high-quality new graduates or those who are considering a career change.	SG/ES

Data on the number of teachers in local authority schools who are enquiring and engaging reflectively with the GTCS Professional Standards and considering the impact of their professional learning, as part of Professional Update processes.	The GTCS found that the Standard for Career Long Professional Learning was used by most teachers and 79.9% of teachers reported they found this useful in guiding their professional learning. This, and other findings from the GTCS Professional Update evaluation report, indicate that teachers are engaging with the Standards and are finding them useful.	Next Steps confirms that SG will streamline and enhance professional learning so that there is a coherent learning offer to teachers which is focused on curriculum area and sector specific issues. More professional learning will be provided by teachers, for teachers, through the regional improvement collaboratives.	SG/ES.
Evaluation of impact of Scottish Government investment in masters level learning.		Evaluation of professional learning will be considered by the Strategic Board for Teacher Education (SBTE) going forward to ensure that investment in professional learning is evaluated appropriately in the round. We also expect regional improvement collaboratives to inform that process. We believe that teachers engaging in masters level learning will gain valuable skills in terms of enquiry and research and in turn this will translate into stronger practice.	SG/ SBTE

Parental engagement

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/ already underway	Lead
Local authority information on work with partners to develop and deliver family learning opportunities.	Responses indicated that local authority schools are at varying levels of planning for family learning. There requires to be further understanding of the differences between parental engagement in children's learning and family learning to develop both effectively. Information provided by the Attainment Challenge authorities suggests they are making strong progress. Most authorities report that many of their schools are using Pupil Equity Funding to develop aspects of family learning. Almost all authorities have well-established links with Community Learning and Development (CLD) and most have development or strategic groups which include partners such as health, library services and, in some instances, the third sector. Many schools are using QI 2.5 Family Learning from *How Good is Our School?* 4 to evaluate their progress. The development of family learning is often cited as a priority within school improvement plans. Support is required to assist local authorities and schools to measure the impact of family learning on outcomes for children, young people and their families. Schools require continued support to extend their approaches to engaging families from parental engagement in learning, to also including family learning approaches. Development of strategies is needed to improve partnership approaches which will improve availability and consistency for families accessing family learning programmes.	Publication of case studies on the National Improvement Hub to support the evaluation of family learning in each sector **by March 2018.** National Family Learning Network Event **by December 2017.** Framework for Family Learning to be published on National Improvement Hub **by March 2018.** Early Learning and Childcare Quality Action Plan includes a commitment to increase support for evidence-based family learning to embed this in the early learning offer for families facing disadvantage. Published in March 2017 an additional study relevant to the role of fathers in children's development and their engagement in school: Growing Up in Scotland: Father-child relationships and child socio-emotional wellbeing	ES

From parents' pre-inspection questionnaires, the percentage of parents who are satisfied with their engagement and involvement with the school as indicated across a range of measures/questions[1].	The following results are not representative of all parents across Scotland. 4,603 parents of pupils in primary, secondary, all-through and special schools completed the questionnaire between January and June 2017. This confirmed that: • 70% agreed that the school gave them advice on how to support their child's learning at home. • 50% agreed that the school organises activities where they and their child can learn together. • 59% agreed that the school takes their views into account when making changes. • 85% agreed that they felt comfortable approaching the school with questions, suggestions and/or a problem. • 78% agreed that they are kept informed about the work of the Parent Council and/or parent association. • 70% agreed that they felt encourage to be involved in the work of the Parent Council and/or parent association. • 80% agreed that they would recommend the school to other parents. • 83% agreed that they were satisfied with the school.	The main focus will be on improving the legislative and guidance framework underpinning parental involvement and engagement. The forthcoming 2018 Education Bill will clarify definitions and key requirements, strengthening the duties on headteachers to involve and engage parents. There will be a requirement for every school to identify a teacher or professional with responsibility for promoting parental, family and community engagement. There will be a requirement that every school pursues the key principles of pupil participation. In tandem with the strengthened legislative framework Education Scotland will: • work with local authorities and schools through regional improvement collaboratives **during 2018/19**, to help them further develop approaches to parental engagement and family learning. • update the Engaging with Parents and Families Toolkit for practitioners **by March 2019.** • support professional learning on parental engagement locally and regionally **by March 2019.** • continue to promote and share good practice in family learning and parental engagement through local and regional activity and practice sharing on the National Improvement Hub **by March 2019.**	SG/ES

[1] Before school inspections take place, HM Inspectors issue questionnaires to parents. These give an indication of parents' satisfaction with various aspects of the school to inform the inspection. During the 2016/17 academic year Education Scotland reviewed the range and content of the pre-inspection questions and piloted a new online questionnaire system. The pilot ran from January to June 2017 and the results of this pilot are provided in this table.

		Scottish Government will work with partners to ensure that **by 2019** every school has access to a home to school link worker to support parents and families who find it challenging to engage in their child's learning and feel excluded from the work and life of their child's school. A national Parental Engagement and Family Learning Action Plan **by June 2018** that will contain detailed next steps in relation to provision of guidance, workforce support, access to family learning, digital and research across 3-18.	
From parents' pre-inspection questionnaires, the percentage of parents who are satisfied with their child's progress with learning, and the quality of reporting about their child's progress as indicated across a range of measures/questions.	• 81% agreed that they receive helpful information about how their child is doing e.g. informal feedback, reports, learning profiles. • 76% agreed that the information they receive about how their child is doing reaches them at the right time. • 73% agreed that they understood how their child is assessed. • 81% agreed that their child receives the help they need to do well.	Through the regional improvement collaboratives, Education Scotland will provide advice and support staff to develop their understanding and use of a range of evidence, data and information to bring about improvements in the progress children and young people make in their learning.	SG/ES
From the Scottish Household Survey, parental satisfaction rates.	• The Scottish Household Survey asks adults (not only parents) how satisfied they are with a number of local services, including schools. The 2016 survey reports that: • 73% of adults were very or fairly satisfied with the quality of local schools in 2016. • The percentage of adults very or fairly satisfied with local schools has fallen over the last 5 years, from a high of 85% in 2011 to the current level of 73%. • 88% of adults who have used schools, i.e. those who have children in school, were very or fairly satisfied with the quality of local schools in 2016. Satisfaction of service users is also more stable over time than that of all adults.	Parents will be able to access an improved range of high-quality, easily accessible, school level data for parents **by August 2018.**	SG

In the 2017 Evidence Report only, pupil survey data from the Scottish Survey of Literacy and Numeracy on school and home.	Trend data (2011-2016) on parental engagement about learning at home confirmed a fairly stable picture over time in relation to: • Parents asking what children did at school • Helping with homework • Reinforcing the importance of working hard at school The 2016 SSLN survey data (published 2017) confirmed that 26% of P4 children reported that their parents "hardly ever or never" read with them, indicating the need for further targeted advice and support in this area.	Key national parental information/support campaigns (PlayTalkRead, Read, Write, Count) will be repositioned within a newly refocused "Parent Club" approach, designed more closely around parent support with children's behaviour, practical support at home etc. This shift in approach will be implemented **up to Dec 2018 and beyond.** Information and advice for parents on the annual data collection and the related messages on the importance of their role and supporting learning at home to be published on Parentzone Scotland website by **March 2018**. As part of the legislative changes to the 2006 Parental Involvement Act (**due to be commenced 2019 at the earliest**), there will be a new focus on schools' responsibilities to provide simple, practical advice on learning in the home.	SG/ES
Data from IPSOS Mori research was produced as part of the National Parent Forum's review of the 2006 Parental Involvement Act.	The IPSOS Mori Research found: • Substantial variation between local authorities in terms of the ease with which parents and members of the public can access their strategies for parental involvement. All strategies followed the relevant best practice guidance but very few were up to date. • General satisfaction with type and level of communication from school. (More detailed findings in relation to preferred formats and timing from parents) • Parents of children in primary schools more likely to get involved in life/work of school than secondary. Events focused on learning and teaching not always taken up. • Most parents have limited knowledge of what learning at home means. Head teachers generally felt that schools need to improve in this area. • Awareness of Parent Councils is generally high. Mixed views on quality of Parent Councils' interaction with wider parent forum. Gender balanced Parent Councils remain uncommon. Difficulties in recruiting Parent Council members from more deprived backgrounds.	Practical guidance to schools and Parent Councils will be **updated by 2019** to reflect an amended Parental Involvement Act. This is expected to include: • renewed focus on gender balance and equalities characteristics • practical advice on how to ensure a substantive focus on improvement by Parent Councils • practical advice on how to support engagement across the Parent Forum as a whole • clear definitions of family learning and learning in the home. Scottish Government to work with the GTCS/Scottish Education Workforce Council to review and improve the Initial Teacher Education and Continuing Professional Development offer to headteachers in relation to parental engagement. Detailed commitments will be contained a National Action Plan on Parental Engagement and Family Learning **by June 2018** Local authorities to update their engagement strategies to respond to the LA recommendations within the National Parent Forum's Review of Parental Involvement and to consider cross-authority	SG/ES

		regional improvement strategies.	

Assessment of children's progress

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/ already underway	Lead
Data from health visitor reviews (27-30 month).	More than one in four children from the most deprived areas (26%) had at least one developmental concern identified in the 27-30 month review compared to one in nine for the least deprived areas (11%). Children from the most deprived areas in Scotland are more than twice as likely to have at least one developmental concern compared to those from the least deprived. Children in the most deprived area in the 2015/16 review were over three times as likely to display a concern in any developmental domain compared to those in the least deprived area. The percentage of children displaying at least one developmental concern has shown a slight reduction compared to the previous years for both the most deprived and least deprived areas. While there is a slight trend toward children in the most deprived areas showing fewer developmental concerns, the current data shows a clear existing disparity for those living in deprived areas. Analysis undertaken for the Child Poverty Strategy identifies a few areas for consideration: living wage, numeracy levels for children, screen time, peer relationships, housing costs. The Child Poverty Strategy – Measurement Framework outlines current activities and progress using the 3 P's approach: Pockets, Prospects & Places. The 2016 report highlights several key areas and relative performance of reaching these milestones. Pockets – maximising financial resources of families on low incomes Prospects – improved life chances of children in poverty Places – children from low income households live in well designed,	The Child Poverty Strategy for Scotland 2014 is now in its third annual report; the improvement activities are centred around this strategy and the most recent (2016) report. **From April 2018**, we will also draw upon the Care Inspectorate's inspections data to assess the extent to which graduate-level practitioners are improving outcomes for children. **From 2020**, we will also draw upon two additional health visitor assessments at 13 months and at around 54 months. **From 2021**, we anticipate a revised ELC census that will provide additional data on some of the drivers of children's outcomes. Work is ongoing in all of these data development areas. However, the main data gap is around health and wellbeing in the younger primary years. Recent evidence, particularly from Growing Up in Scotland (GUS), has highlighted the importance of quality to ensure better outcomes for children. It showed that the most important factor is that early learning and development is delivered by a profession that is dedicated to the care, learning and development of our youngest children. This is being drawn upon in taking forward actions from the ELC Quality Action Plan. SG is carrying out an exercise to understand how information is currently shared and whether there are any existing barriers. As part of this, we will be identifying examples of good practice with a view to sharing these more widely. We will also consider what action can be taken to address any variability in take up rates of the 27-30 month review across authorities.	SG

	sustainable places.		
Data from all 32 local authorities on children and young people's achievement of Curriculum for Excellence levels in literacy and numeracy at P1, P4, P7 and S3.	The Scottish Survey of Literacy and Numeracy (SSLN) 2016 literacy results found that performance remained strong in a number of key respects, although it declined slightly in some. There were performance gaps at some stages of broad general education linked to the gender and the levels of deprivation experienced by young people. The Achievement of CfE Levels 2016/17 data collection confirms that: At primary stages, the percentage of pupils achieving the expected CfE level is highest in P1 and slightly decreases throughout the stages: • P1 reading 80%, writing 77%, listening and talking 85%, numeracy 83% • P4 reading 77%, writing 71%, listening and talking 83%, numeracy 75% • P7 reading 76%, writing 69%, listening and talking 81%, numeracy 70% At S3, the percentage of pupils achieving Third Level or better is high across all organisers: • Reading 90%, writing 89%, listening and talking 91%, numeracy 88% Around half of S3 pupils have achieved Fourth Level in each organiser: • Reading 51%, writing 48%, listening and talking 51%, numeracy 56%	Improvement in literacy and numeracy attainment, particularly among those pupils that are vulnerable to poorer outcomes, remains the key priority of the Scottish Government. A wide range of activity is underway across Scottish schools, supporting teachers to improve literacy and numeracy. Identifying and promoting good practice and innovation will be vital in further raising attainment, promoting excellence and equity and in appraising what makes a difference. Parental involvement and enjoyment of literacy and numeracy is being promoted through the Read, Write, Count initiative, the First Minister's Reading Challenge, Maths Week, and the Deputy First Minister's Holiday Maths Challenge. Consideration of options for driving improvements in literacy and numeracy has been included in the draft work plan of the Curriculum and Assessment Board.	SG
Data from a range of surveys on health and wellbeing showing changes over time.	Behaviour in Scottish Schools Research (BISSR) 2016 is the latest in a series of research projects, and builds on research carried out in 2012, 2009 and 2006. The overall aim of the research is to	BISSR 2016 has been signed off by members of the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) and the final report was published on 12 December	SG/ES

	provide a clear and robust picture of relationships and behaviour in publically funded mainstream schools; current policy and practice in promoting positive relationships and behaviour; and behaviour management approaches that are used in schools.	2017. Scottish Government and SAGRABIS will issue a joint response to the report's findings which sets out priority actions for local authorities, schools, Scottish Government and SAGRABIS members to undertake. Education Scotland are currently undertaking a review of Personal and Social Education in schools. The review commenced in July 2017 and is split into 3 phases. Phase 1 – a literature review of guidance available to teachers – was completed **in August 2017**. Phase 2 commenced in October 2017 and is expected to be complete **by spring 2018.** Phase 3 – which analyses findings and develops recommendations is expected to commence in June 2018. It is expected that the overall review will be completed **by the end of 2018.**	
Data on the senior phase qualifications and awards obtained by school leavers.	Higher passes have exceeded 150,000 for the third year in a row. Results included in excess of 50,000 skills-based awards and achievements (based on August 2017 data[2]). There is a greater rate of increase in the proportion of young people attaining 1 or more qualifications[3] at SCQF levels 4, 5 and 6 in the most deprived SIMD areas than in the least deprived. In 2015/16, 10.7% of school leavers left with one or more vocational qualifications[4] at SCQF level 5 or better, compared with 9.0% in 2014/15 and 7.3% in 2013/14. During 2015/16 the percentage of school leavers attaining vocational qualifications also increased at SCQF levels 2 to 7.	The 15-24 Learner Journey Review has been underway throughout 2017, looking at how to make young people's learning from 15-24 more relevant, coherent and effective. The outcomes from Stage 1 of the review will be published in 2018, with options for future implementation. Continue to support use of the Insight senior phase benchmarking tool at local level to secure improvements in learner outcomes through the provision of ongoing training and support from the Insight Professional Adviser Team and newly established network of local authority Insight leads – **ongoing.**	SG
Data on school leaver destinations, including participation in learning, training and work.	The participation measure (PM) data tells us the learning, training and employment status of 16-19 year olds. This is used to understand what activities individuals progress on to when they have completed a course of learning, training or a period of employment.	Two significant areas of development are underway. The first is to improve the data set by including employment data. Scottish Government and SDS are working with HMRC to develop solutions that will allow individual level employment data to be shared to support service delivery and service reform. The	SG, SDS, LAs, colleges and the SFC.

[2] https://www.sqa.org.uk/sqa/63001.8312.html
[3] http://www.gov.scot/Publications/2017/06/9699
[4] http://www.gov.scot/Publications/2017/06/9699

	The data is telling us that the learning and training system works well for the majority of 16-19 year olds, however, particular groups still do not successfully progress through learning and training and in to work. Local authorities, Skills Development Scotland (SDS) and colleges using the data that underpins the PM to identify individuals who need help to sustain or access learning, training or employability support. Scottish Government will consider the findings of this analysis and identify whether there are policy implications.	aim is to have these arrangements in place **by Autumn 2018.** The second is ongoing capacity building with partners who access the data set to help them understand the breadth of information available, how to best interrogate it and how to use it to challenge service delivery and planning. SDS is leading on this work with local authorities and colleges with support from the Scottish Government.	
Data on the percentage of school inspections where QI 3.1: Ensuring wellbeing, quality and inclusion is graded as good or better.	HM Inspectors evaluated the impact of the service's approach to wellbeing, equality and inclusion which underpins children and young people's ability to achieve success. There is a focus on how positive learners and staff feel and how well they are listened to and how effectively legislative duties are understood and met. Of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017, *almost all schools were evaluated as satisfactory or better (91%). The majority were evaluated as good, very good or excellent (68%) on 'ensuring wellbeing, equality and inclusion'.* Across schools, staff continue to have positive relationships with children and young people and they are increasing their use of wellbeing indicators. Children and young people have an increasing voice and feel included in decision-making. Positive progress is being made in how schools identify barriers to learning. There now needs to be an increased focus on ensuring the impact of interventions on improving outcomes for children and young people and a more strategic approach to improving their wellbeing.	Education Scotland will work with regional improvement collaboratives to support leaders and practitioners to identify and use effective learning, teaching and assessment strategies which promote inclusive practices, improve achievement and raise attainment aligned with regional improvement plans.	ES working with RICs
Through Education Scotland's external review of careers information, advice and guidance services, percentages of these services graded as 'good' or better for the quality element 1.1: How effective are service providers at achieving and	Of the 5 Careers Information**,** Advice and Guidance (CIAG) inspections carried out between August 2016 and June 2017, 100% were graded as good or better against 'Customer progression and achievement of relevant high quality outcomes'. Data shows that	To ensure further improvement in levels of service delivery, SDS is: • working with schools and authorities to improve the participation measure; and • engaging in activities to	ES

maintaining high levels of service delivery?	local authority secondary schools are working with SDS careers staff through the School Partnership Agreement, and other activities, to help improve the participation measure in schools and the positive destinations for young people.	include learners with additional support needs, disengaged learners and mainstream learners in all services.	
Local authority self-evaluation data on the effectiveness of moderation of teachers' professional judgement of Curriculum for Excellence levels in literacy and numeracy.	Evidence from the majority of local authorities suggests that teachers are becoming increasingly more confident about making judgements of a CfE level. Learning from the Quality Assurance and Moderation Support Officer programme is being used in a variety of ways across almost all authorities to support teachers to better understand the CfE benchmarks and develop a consistent approach to moderation. Education Scotland's Moderation hub is beginning to be used to improve the consistency of evaluations further. Authorities that use standardised assessments use them well to provide additional assessment information to support teachers' professional judgements. Overall, moderation continues to be a focus across all authorities. However, there is a growing confidence that the processes being developed are leading to greater consistency of teachers' judgements of CfE levels in literacy and numeracy, particularly in primary schools. There remains the need for continuing support.	Education Scotland will continue to provide support to improve the consistency and effectiveness of moderation of teachers' professional judgement further across the country.	ES working with RICs
School inspection data on the effectiveness of moderation of teachers' professional judgement of Curriculum for Excellence levels in literacy and numeracy.	In September 2016, Education Scotland commenced a new model of inspection in primary and secondary schools, using new Quality Indicators (QI). Evaluation of the process of moderation is gathered within learning, teaching and assessment. Evaluation of the impact of moderation is gathered within raising attainment and achievement. This evidence is detailed in the National Improvement Framework evidence report published in December 2017.	Education Scotland will continue to provide support to improve further the consistency and effectiveness of moderation of teachers' professional judgement across the country.	ES

ADDITIONAL EVIDENCE TO BE INCORPORATED INTO NIF IN FUTURE YEARS

Evidence we will gather	What it will tell us	Additional improvement activity needed/planned/ already underway	Lead
Scottish Funding Council National Measure 2(c) - Volume and Proportion of Credits, delivered to learners at S3 and above as part of school.	This will tell us if we are increasing opportunities for young people in the senior phase to study vocational qualifications in college.	Three Developing the Young Workforce (DYW) Regional events for Directors of Education and College Principals are being delivered jointly by SFC and SG in order to consider barriers to growing school college vocational pathways. The outcome of these events will determine next steps, to include consideration of any additional measurements required. The Outcome Agreement process has been intensified, ensuring expectation of greater collaboration within regional partnerships and a step change in provision of vocational programmes in the senior phase. Expansion will be captured under current SFC measurements.	SG/ SFC
Evidence of the number of employers engaged with education (ranging from single engagements through to strategic partnerships) to support young people of all ages to understand career opportunities, and develop skills for work (including career advice, work inspiration, work experience etc).	This will tell us whether we have been successful in exposing young people to employers while still at school with activities designed to improve their educational attainment and/or employment outcomes.	A network of 21 Regional DYW Groups have been established to bridge the gap between employers and education. This network also links with the network of DYW local authority leads. A formative evaluation of 4 of these Regional DYW groups will be undertaken in 2017/18 to support the continuous improvement of the network, providing recommendations for areas of improvement across all Regional Groups, including driving and measuring performance and creating efficiencies.	SG

School improvement

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/ already underway	Lead
Data on the percentage of school inspections where QI 2.3: learning, teaching and assessment is graded as good or better.	Evidence in Education Scotland's Quality and Improvement in Scottish Education report highlighted that the quality of learning and teaching was too variable. As part of inspections from August 2016 HM Inspectors evaluated a new quality indicator: 'Learning, Teaching and Assessment'. They evaluated the extent to which all children and young people experienced consistently high-quality learning. HM Inspectors had an increased focus on the effectiveness of assessment approaches, including shared expectations of standards and arrangements for moderation across stages and the curriculum. Of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017, almost all were evaluated as satisfactory or better (96%). The majority (52%) of them were evaluated as good, very good or excellent on 'learning, teaching and assessment.' Children and young people continue to be engaged and motivated in their learning. Overall, there remains variability in the quality of learning children and young people experience. There is still scope for them to be more engaged in planning and developing their learning. Schools are taking positive steps to improve approaches to using a range of assessments. Schools are beginning to engage in moderation activities to help share the standard of expectations. More needs to be done to improve the effective use of assessment as an integral part of planning learning and teaching. While there is progress in working in partnership with other services, business and agencies to enrich learners experiences, more needs to be done to ensure that learning across settings is coherent.	Education Scotland will support leaders and practitioners to develop their skills in providing professional learning for others through the regional improvement collaboratives which is focused on learning, teaching and assessment in and across curriculum areas and sectors. Education Scotland will promote collaborative practitioner enquiry in and across services and regions to support leaders and practitioners to drive innovation and improvement in learning and teaching. Professional learning materials for schools linked to improving learning, teaching and assessment are planned for inclusion on the National Improvement Hub by the **end of March 2018.**	ES

Data on the percentage of school inspections where QI 3.2: raising attainment and achievement is graded good or better.	HM Inspectors evaluated the school's success in achieving the best possible outcomes for all children and young people. This focused on children and young people's attainment across all areas of the curriculum and the service's ability to demonstrate improvements in children and young people's achievements in relation to skills and attributes. Of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017, almost all schools were evaluated as satisfactory or better (92%) and around half were evaluated as good, very good or excellent (49%). Overall, children and young people's attainment and achievement continues to be too variable. School staff have an increased focus around data and the identification of 'gaps' in attainment and achievement. In most sectors this data is increasingly well used by senior staff to develop strategies. There is a need for more consistent use of tracking and monitoring of children and young people's learning to improve attainment and achievement.	Education Scotland is committed to working with local authorities and schools through regional improvement collaboratives **during 2017/18,** to help them further develop the use of data to continually raise attainment and achievement and close the poverty-related attainment gap.	ES
Level of attendance and number of exclusions per school.	93.3% was the total attendance rate recorded for 2016/17. This is very similar to previous years. The attendance rate was higher for primary schools (94.9%) than secondary schools (91.2%) and special schools (90.3%). Children and young people living in the 20% most deprived areas had an attendance rate that was 6.6 percentage points lower than the pupils living in the 20% least deprived areas. The exclusion rate for all pupils in 2016/17 was 26.8 per 1,000 pupils. This has been falling year on year since 2006/07. Rates of exclusions per 1,000 pupils for pupils living in the 20% most deprived areas were 48.5 per 1,000 pupils compared with 9.1 per 1,000 pupils living in the 20% least deprived areas.	We refreshed and released updated guidance on managing school exclusions 'Included, Engaged and Involved Part 2' in June 2017. We plan to undertake a review of 'Included, Engaged and Involved Part 1' in January 2018, with the aim of publishing findings by October 2018.	SG/ES

The percentage of schools which self-evaluate as good or better for Q.I. 2.3 – learning, teaching and assessment and Q.I. 3.2 – raising attainment and achievement; and for progress with the priorities set out in the NIF.	Local authorities reported that across Scotland the quality of learning, teaching and assessment was self-evaluated by schools as good or better in 74% of all schools. Local authorities reported that across Scotland the quality of raising attainment and achievement was self-evaluated by schools as good or better in 70% of all schools.	Education Scotland is committed to working with local authorities and schools through regional improvement collaboratives during 2017/18 to improve school self-evaluation further and continue to build capacity for improvement in these areas.	ES
Local authority information on their capacity and impact on improvement in learning, teaching and assessment, and raising attainment and achievement; and their progress with the priorities set out in the NIF as good or better.	Self-evaluation evidence from almost all authorities suggests that there is a strong capacity to continue to make progress with the NIF priorities. A few local authorities provided evidence that a shortage of teaching staff presents problems in supporting improvement. Authorities have identified their poverty-related attainment gaps but they are at various stages in tracking and monitoring how well the gaps are closing. Most authorities can demonstrate improvement in closing the poverty-related attainment gap in literacy and numeracy. However, in most cases, the pace of progress is too slow. Getting It Right for Every Child continues to be the key driver behind improving health and wellbeing. Authorities report that partnership working is increasing as schools recognise that they are not able to mitigate fully the impact of deprivation by themselves. There is an increased emphasis on careers in the broad general education and increasing partnership working to provide appropriate positive destinations. Secondary schools continue to look for ways to develop vocational pathways but progress in this area is inconsistent. Most authorities provided evidence of how SAC and/ or PEF funding is supporting or beginning to support improved professional learning for teachers and improved learning for children and young people. Almost all authorities have developed their Standards and Qualities reporting to reflect the NIF priorities.	Education Scotland is committed to working with local authorities and schools through regional improvement collaboratives during 2017/18, to continue to improve the capacity of staff to self-evaluate for improvement. Education Scotland will continue to support the effective use of funding to raise attainment and close the poverty-related attainment gap.	ES

The percentage of primary schools which are using technology to support effective learning and teaching across the curriculum, as indicated through the Digital Schools Award Scotland Framework.	Launched in September 2016, to date 415 primary schools have registered with 43 of them having achieved the award. A secondary framework was launched in September 2017. To date 77 secondary schools have registered with 1 having achieved the award already.	We will obtain a detailed report from the framework which will provide an insight into progress for those schools registered as well as the areas in which schools are having difficulty and require further support. This will be used to influence the Digital Learning and Teaching programme for 2018/19.	SG
Number of registrations for funded early learning and childcare.	Based on the 2016 summary statistics for Scotland, there is a large disparity for uptake rates between eligible 2 year olds and 3 & 4 year olds. While an estimated 99% of 3 & 4 year olds registered for local authority funded ELC in 2016 (97% in 2015), only 9% of 2 year olds were registered (7% in 2015). This represents around 35% of the eligible population. We commissioned research to look at the barriers to uptake for 2 year olds. The research, which was conducted by Ipsos MORI and published in early 2017, suggested that the main barrier to uptake was awareness of the entitlement.	As part of the Early Learning and Childcare Expansion Blueprint Action Plan for 2017-18 we committed to providing dedicated support to local authorities to assist them in improving uptake amongst eligible 2 year olds. We are also exploring options through UK legislation to enable the sharing of data by DWP and HMRC to allow local authorities to identify eligible families. This should assist with increasing registrations of 2 year olds. .	SG

Performance Information

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/ already underway	Lead
Data from each of the key drivers.	Refer to NIF Evidence Report		SG
Progress towards achieving the priorities set within the Framework, drawing on all the evidence gathered.	Refer to NIF Evidence Report		SG
Information on initial teacher education programmes coverage of data literacy.	Covered as part of the content analysis of ITE published in May 2017. This shows a wide variance in time spent on data literacy across and programmes. It raises a question as to whether the level of variance is acceptable and whether steps should be taken in terms of course accreditation/quality assurance.	We will take steps to ensure initial teacher education prepares students to enter the profession with consistently well-developed skills to teach areas such as data literacy. Education Scotland are developing a self-evaluation framework for universities to use. This will highlight effective practice and be available **in 2017/18.**	SG
Data on the views of newly qualified teachers, schools and local authorities on how effectively newly qualified teachers use data to enhance learning and teaching.	The findings suggests the level of confidence amongst probationers in terms of data literacy is mixed.	As above	SG

ANNEX B

Summary of ongoing/completed activity from the 2017 Improvement Plan

Action	Current Position
School Leadership	
We will work with partners across Scottish education to support more teachers to take the step to headship including publishing a nationally agreed action plan by **June 2017**, further to the conclusion of the Working Group on Headteacher Recruitment.	**Ongoing** The Working Group met until June 2017, at which point its work was paused to take into account the commitments made in *Education Governance: Next Steps - Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for Our Children* published in June 2017. The Working Group is now being reconvened with renewed membership and remit, with the intention that members continue to consider headteacher recruitment alongside the development of a leadership support package and the implications of the proposed Headteachers Charter. Programme for Government also gives a commitment to develop and run a headteacher recruitment campaign in 2018.
Further to the conclusion of the governance review consultation in **January 2017**, we will consider leadership throughout the system, building on existing models and supporting the development of school clusters and regional models. This will support a strengthened middle and highlight the importance of collaborative leadership.	**Ongoing** The Next Steps paper set out our plans for a range of reforms, including work to empower and support school leaders and a strengthening of support for them to take on that role. We are consulting on the legislative provision necessary to establish a Headteachers Charter which will set out the rights and responsibilities of Headteachers to empower them to be leaders of learning and teaching in their schools. It will give them greater freedom in relation to curriculum, improvement, staffing and funding. We have worked in partnership with Education Scotland and Local Government to establish 6 Regional Improvement Collaboratives where Local Authorities will work with one another and with national agencies to support improvement on a regional basis. Regional Improvement Leads have been appointed and initial Regional Improvement Plans will be in place by January 2018. The Leading Systems Change programme has been developed jointly between SCEL and ADES and was launched in November 2017. The programme is premised on the belief that those providing direct support to schools at the system level should have an in-depth understanding of effective school leadership practices and also understand how effective school systems operate and what enables effective system wide leadership. The programme is aimed at those who are responsible for ensuring system wide improvement through the provision of direct, day-to-day support to schools in a locale.
We will publish information about the range, quality and impact of professional learning for leadership across Scotland's schools by **June 2017.**	**Complete** This survey was undertaken and completed by SCEL in June 2017. Its findings will be considered as part of the Scottish Government's commitment to develop an enhanced school leadership package.
We will continue to support the Scottish College for Educational Leadership in its vital role in supporting leadership development for all education practitioners across Scotland. This will include new packages of support for aspiring, new and experienced Headteachers. The Excellence in Headship programme for experienced Headteachers will be in place by **March 2017** and will include professional learning opportunities to strengthen and expand school leadership skills, an international exchange programme for school leaders, and the development of a network of local champions to support Headteachers to draw on local expertise and work in partnership with the wider community.	**Ongoing** SCEL now has a range of professional learning programmes for leadership in place, including Excellence in Headship which incorporates Columba 1400 Leadership Academies for headteachers. The Scottish Government, Education Scotland and SCEL will build on this and will develop an enhanced support package in 2018 to build the capacity of teachers and school leaders.

We remain committed to supporting the Into Headship programme which supports up to 160 aspiring Headteachers each year through 2018/19. This will represent an investment of £1.5m from 2016 onwards.	**Ongoing** 176 teachers are currently on cohort 3 of the Into Headship programme and are being supported with £528,000 of Scottish Government funding. We are committed to supporting teachers who want to take the step to headship and we will continue to fund the Into Headship programme.
We will make holding the Standard for Headship mandatory for all new Headteachers by **August 2019**. We are currently consulting on the legislation that will achieve this.	**Ongoing** Consultation on draft regulations closed on 20 March 2017. Further to representations from local authorities the Scottish Government agreed to delay the regulations coming into force until August 2020 to allow more teachers to have completed the Into Headship programme and for employers to plan at a local level.
We will collect and analyse relevant information on school leadership from inspection and local authority self-evaluation by **December 2017**.	**Ongoing** We will continue to collect and analyse relevant information on school leadership from inspection and local authority self-evaluation and use this on an ongoing basis to inform targeted support and engagement through regional improvement collaboratives.
Teacher Professionalism	
In **2017**, we will take forward a range of actions under our STEM strategy to raise levels of STEM enthusiasm, skills, and knowledge including new and enhanced STEM Career-Long Professional Learning for practitioners. This will include a greater emphasis on connecting STEM learning in schools and centres and development of STEM skills to the world of work.	**Ongoing** Scotland's STEM Education and Training Strategy was published on 26 October 2017. Spanning the period from 2017 to 2022, the strategy outlines actions designed to inspire enthusiasm for STEM among all sectors of society. Key measures include strengthening the delivery of STEM education, addressing unconscious bias and gender stereotyping, and ensuring the development of skills that meet employers' needs
109 teaching students at Universities of Edinburgh and Strathclyde took up the offer of studying for the Catholic Teacher Certificate during 2016 and building on this success we will again look to support this initiative **in 2017**.	**Ongoing** We are currently discussing with the University of Glasgow the possibility of repeating the programme in 2018 while extending its reach to a wider range of Scottish Universities.
We will 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. In **early 2017** we will extend our teacher recruitment campaign, building on the positive work of the current campaign, to address these issues.	**Ongoing** A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017-18 Action Plan' published in March 2017 sets out the actions being taken to attract a high quality and diverse workforce into Early Learning and Childcare. For example, phase one of the recruitment campaign, to attract additional high quality and diverse workers to the sector, was launched in October 2017. The campaign will continue throughout 2018 and beyond. The Plan also includes a commitment to develop a national on-line continuous professional learning module on staff skills, knowledge and confidence in delivering learning in STEM. Our teacher recruitment campaign "Teaching Makes People" commenced in February 2017, specifically targeting undergraduates studying STEM subjects, as well as people currently working in STEM industries. A refreshed campaign was launched on 30 August 2017 which continues the focus on STEM subjects, while also targeting English and Home Economics. Student teacher numbers have risen by 7.5% between 2016 and 2017, building on a 19% increase from the previous year.
From **Autumn 2018** we will extend support for Masters in Early Years to provide leadership in this sector.	**Ongoing** We have funded the Masters in early years pedagogy courses at Strathclyde and Aberdeen universities for a further year to August 2018. We are working with both universities to consider what increased support would be helpful from August 2018. That will be informed by a survey of past and present masters students to understand the benefits to their practice of undertaking the masters course and their career destinations.

We are working with the University of Edinburgh to develop a Scottish Masters programme for Initial Teacher Education in **2016/17** covering primary and secondary allowing a clear focus on transition between primary and secondary.	**Complete** This programme has now started with the first cohort of 31 students starting their studies in August 2017.
In 2016 we supported teachers' professional learning through an investment of close to £1 million in Masters level learning. In 2017 we will again consider how best to support high quality professional learning for teachers. We will also carry out a research project to be completed by **December 2017** to evaluate the impact of this substantial long-term investment in masters level learning for teachers.	**Ongoing** A research project on masters level learning has not yet been taken forward. Evaluation of professional learning, including masters level learning, will now be considered by the Strategic Board for Teacher Education (SBTE) to ensure that investment in this area has the maximum impact. We will ensure regional improvement collaboratives inform that process.
Alongside this work, we will significantly streamline the current range of guidance and related material on Curriculum for Excellence, 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.	**Complete** Benchmarks were published on Education Scotland's National Improvement Hub on 23 March 2017 with accompanying guidance and exemplification. ES will continue to refine, refresh and update guidance and support materials to make them as useful and accessible as possible.
We will introduce a new training and induction programme for childminders to support the development of skills and training for all childminders working in the early learning and childcare sector **by September 2017**.	**Complete.** *Your Childminding Journey – a learning and development resource* was published on 26 September 2017. This resource will help potential childminders identify the skills and knowledge needed for the role and guide them through the registration process. It will also support existing childminders by helping them to identify areas for professional development.
We will work with Education Scotland and GTCS 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.	**Ongoing** The content analysis of teacher education in Scotland was published in May 2016. The Scottish Government has now asked Education Scotland to work with the universities and GTCS to develop a self-evaluation framework for quality in ITE focusing on literacy, numeracy, health and wellbeing and additional support needs. This will be available in the current academic year.
We will work with Initial Teacher Education providers, GTCS and other key partners to address issues of staffing supply and capacity at a national level in order to support the Scottish Attainment Challenge. On 30 November 2016 we announced that 11 new routes to teaching would be developed targeting shortage subjects including STEM, and geographical areas by Scottish universities, and that this development work would be supported by £1 million of Scottish Government funding. These new routes will be developed with the expectation that students will be recruited to them **in 2017** and will include accelerated teacher education, expanded distance learning opportunities, a focus on strengthening skills of primary teachers in science and developing specialisms in transition between primary and secondary schools.	**Ongoing** In November 2016 the Deputy First Minister announced that £1m of Scottish Attainment Challenge funding would be provided to develop new routes into the teaching profession – particularly focusing on priority Science, Technology, Engineering and Maths (STEM) subjects, targeted help for former teachers looking to return into the profession and the development of teachers able to work in both primary and secondary schools. By the end of January 2018 around 280 students will be studying on one of the new routes. In 2018 we will continue to consider ways in which routes into teaching can be diversified.
We will develop a new teacher education training route which is focused on getting high quality graduates into priority areas and subjects. This will be in place by **Summer 2017**. This will build on the model developed in partnership with the University of Aberdeen to attract career changers to the profession.	**Ongoing** Across 2017 we have invested in creating 11 new routes to teaching involving all universities in Scotland that offer initial teacher education courses. A tender process for this additional new route is now underway and we expect to award a contract in January 2018.
We will provide development funding for the **2017/18** academic year to the University of the Highlands and Islands to build on its model of delivering Initial Teacher Education through local colleges.	**Ongoing** We have supported UHI to deliver a new route to teaching for Home Economics bases in Perth College. This will start in August 2018 and will primarily recruit students from existing college programmes.

We will maintain our strong focus on Gaelic teacher supply with promotional campaigns which will be led **in 2017** by Bòrd na Gàidhlig; innovative courses such as Gaelic Immersion for Teachers (GIFT) and Streap, which support teachers who wish to transfer to Gaelic teaching; and new routes into Gaelic teaching being introduced by the University of Edinburgh, Sabhal Mòr Ostaig and the University of the Highlands and Islands.	**Ongoing** This work continues. Working with Bòrd na Gàidhlig and partners we will: • increase immersion opportunities on innovative courses such as Gaelic Immersion for Teachers (GIFT) and Streap; • support routes into Gaelic teaching being taken forward at the University of Edinburgh, Sabhal Mòr Ostaig and the University of the Highlands and Islands; • work to identify further opportunities to provide teacher training and CPD through e-Learning, such as eSgoil; • fund the Teacher Recruitment Officer post at Bòrd na Gàidhlig. With these measures in place we have 30-35 new teachers coming through annually.
We will develop professional standards for employability and enterprise by **June 2017** to support practitioner learning in relation to Developing the Young Workforce 2016/17.	**Complete** Professional standards are in place.
We will work with GTCS to provide more support to teachers on equality issues through Career Long Professional Learning to be in place **by August 2017.**	**Ongoing** This work is now being taken forward as part of the SG response to the Time for Inclusive Education (TIE) campaign
Parental Engagement	
Education Scotland will continue to provide support on family learning, taking full account of its review of the evidence on family learning programmes, expected to report in **December 2016**.	**Ongoing** The family learning review was published in December 2016. ES has provided ongoing support for local authorities and education practitioners on family learning throughout 2017. This has included, for example, the delivery of learning events within authorities and the provision of online professional learning resources through the National Improvement Hub.
Education Scotland will introduce revised pre-inspection questionnaires for parents from **January 2017**. This will help improve the range and quality of the feedback from parents on their involvement in and satisfaction with their child's early learning and childcare setting or school.	**Complete** Education Scotland has introduced revised pre-inspection questionnaires for parents in 2017. These include questions which will improve the range and quality of the feedback from parents on their involvement in and satisfaction with their child's early learning and childcare setting or school.
We will respond in full to the National Parent Forum of Scotland (NPFS) review of the Scottish Schools (Parental Involvement) Act 2006 – final recommendations are expected in **March 2017**. The Scottish Government's response will be considered in the context of our education governance review, which will have a strong focus on supporting parents to play a full role in the life and work of their child's school.	**Ongoing** The Deputy First Minister welcomed the NPFS's report at its launch in May 2017. The Next Steps paper contains a clear commitment to modernise, strengthen and extend Scotland's parental involvement legislation in line with Recommendations 1 and 2 of the NPFS's report. This was followed by a formal initial response to the National Parent Forum, issued in September 2017, which accepted all of the national recommendations and committed to develop a National Action Plan on Parental Engagement and Family Learning. The same commitment was contained within the 2017/18 Programme for Government. The Action Plan will set out detailed actions to deliver the recommendations from the 2006 Act Review. The Scottish Government is currently working with NPFS, ADES, COSLA, GTCS and other key partners to develop the content of the Action Plan, which will be published in Spring 2018.
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**.	**Ongoing** Work is underway to introduce an Education Bill in the second year of this Parliament. The Bill will put in place the legislative underpinning necessary to support the implementation of the Next Steps paper. A consultation on the proposed provisions of this Bill is underway and closes on 30 January 2018.
We will promote the opportunities afforded by the development of extended childcare to provide family and employability support for parents by **June 2017**. We will also work with local authorities to understand	**Ongoing** This work is progressing as part of the development of wider policy design. It will explore, including through the programme of early learning and childcare (ELC) delivery model trials (which commenced from January 2017), potential delivery models that

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. This will include the development of opportunities for further integration with additional hours and out-of-school care and the provision of family and employability support to parents by **June 2017**.	more closely link expanded ELC provision with wider family services (including employability support). An evaluation of the trials will be published by summer 2018. We have been engaging with all local authorities both individually and through a series of workshops to support them with their expansion plans, including increasing flexibility and how this is integrated with additional hours and out of school care. Local authority delivery plans should be informed by their local consultation. In summer 2017 we commissioned a national parent survey to understand current and future demand for ELC. The results will be published in December 2017 and learning shared with local authorities.
We will roll out the new Baby Boxes programme from **January 2017** as another route to ensure that materials and advice are provided to new parents. This pilot starts in two local authorities in January 2017. The full programme starts in **June 2017**.	**Ongoing** Registration for Scotland's Baby Box opened on 15 June. Delivery began on 15 August with parents across Scotland now receiving Baby Boxes at least 4 weeks before the baby's due date. Year Two procurement is now underway. The launch of 'Baby Box 2' is planned for next Autumn with national roll-out of the new design and contents on target for delivery from November 2018.
We will further improve ParentZone – the national online resource for parents – by **August 2018**. 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.	**Ongoing** We will introduce enhancements to the reporting of school level information through ParentZone Scotland in early 2018, significantly ahead of the scheduled August 2018 deadline.
By the end of **January 2017**, we will provide national guidance to local authorities and schools to improve the consistency and quality of reporting to parents about their children's progress and achievement.	**Complete** In January 2017 we provided national guidance to local authorities and schools to improve the consistency and quality of reporting to parents about their children's progress and achievement.
We will continue to deliver and improve our national campaigns and gifting programmes to parents and families across Scotland – Bookbug, PlayTalkRead and Read, Write, Count – providing advice and materials to parents to support their children's learning from an early age and extend the Read, Write, Count Programme into P4-7 in areas of high deprivation from **April 2017**.	**Ongoing** The 2017 gift packs for Bookbug and Read, Write, Count were distributed on schedule to local authorities and schools. The majority of gift packs were gifted home to families during Book Week Scotland (late November/early December 2017). Further social marketing activity for Read, Write, Count progressed during autumn 2017, linking with the broader Parent Club campaign.
We will continue to implement our Parental Communication Plan for the National Improvement Framework. This will include collaborative work with the National Parent Forum of Scotland in early 2017 to make available a range of parent-friendly information about the Framework and the drivers of improvement.	**Ongoing** The development of specific guides on each driver within the NIF was postponed in order to reflect any updates to the NIF arising from the annual review of it. Further actions were delivered to support parent-friendly information about the NIF, including: • On-going promotion of the NPFS' "Nutshell" publication on the NIF to a variety of networks and forums and to schools via the National Improvement Hub. • In order to support two-way communication with parents about the NIF, the Scottish Government and the NPFS issued a parent-friendly NIF questionnaire in autumn 2017, receiving 2,477 responses. The evidence gathered from the questionnaire will also help to inform future communication plans about the NIF. • The website for the Scottish National Standardised Assessments includes a range of practical information for parents. This information reflects the principles within the NIF Communication Plan as well as earlier Scottish Government Q&A documents. • Scottish Government and Education Scotland engaged with a variety of parent organisations throughout 2017 in order to provide updates and information about the NIF.
We will work with Scottish Attainment Challenge authorities to develop progressive family learning	**Ongoing** All Scottish Attainment Challenge Authorities have developed and

programmes by the **end of 2017** and roll out this approach **by the end of 2018**.	are implementing progressive family learning programmes to close the poverty-related attainment gap. We will continue to work with other authorities to roll out this approach in 2018.
Assessment of children's progress	
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 from **August 2018**.	**Ongoing** 435 additional teachers or graduates will be required to deliver the commitment, with all local authorities receiving at least 1 additional Full-Time Equivalent staffing resource. In order to deliver this, the Scottish Government is investing £1.5m in 2017-18 to fund additional places for teacher training and the BA Childhood Practice award and will provide ongoing revenue funding. To ensure that this commitment benefits as many children as possible, local authorities have flexibility in how they allocate their additional teachers or graduates across settings - all local authorities have prepared Action Plans setting out how they plan to do this. Local authorities will provide two implementation progress updates (by end February 2018 and by end June 2018) ahead of the roll out of the commitment in August 2018.
By August 2017, we will develop and implement a package of support for all schools in Scotland to strengthen attachment, resilience and mental wellbeing in children and young people. This will be evidence-based and include interventions that support the link between physical activity and mental wellbeing.	**Ongoing** The Mental Health Strategy was launched 30 March 2017 and includes an action to review personal and social (PSE) education and the role of pastoral guidance in schools, and services for counseling for children and young people. The remit and scope for this review has been agreed. Phase 1 of the review is complete with the publication of a desk study on guidance available to teachers on personal and social education. The school visit review process commenced in October with the aim of visiting a number of school and early year facilities by the end March 2018. Following the visits, analysis will be undertaken and draft improvement actions and recommendations will be offered to Ministers. Overall the plan is to complete this review by the end of 2018.
In addition to the benchmark guidance for literacy and numeracy published in August, we will provide similar advice on the achievement of curriculum levels for the remaining curriculum areas, by the end of 2016.	**Complete** Benchmarks were published on the National Improvement Hub on 23 March 2017 with accompanying guidance and exemplification.
From **April 2017** an additional £100 million per annum will be allocated directly to schools on the basis of free school meals eligibility. This new funding will reach at least 95 per cent of schools in Scotland and will be supported by: • an operational framework which will support schools in their spending decisions and set out our approach to distribution, monitoring impact and reporting on improving individual children's progress; • development of a Scotland specific learning and teaching toolkit providing strategies which are proven to help to close the poverty-related attainment gap; • a series of regional engagement events which every Headteacher in Scotland will be invited to. These events will take place in **February and March 2017.** This will enable us to work with Headteachers directly and give them advice and support on using pupil equity funding to close the poverty-related attainment gap in their context.	**Ongoing** In April 2017, £120m of Pupil Equity Funding (PEF) was allocated directly to schools for Headteachers to spend at their discretion on additional staffing and resources targeted at closing the poverty-related attainment gap. Every council area is benefitting from PEF and 95% of schools in Scotland have been allocated funding for pupils in P1-S3. It is supported by: • PEF National Operational Guidance which sets the guidelines and supports schools to plan how they will most effectively invest their PEF allocation to improve the educational outcomes of children affected by poverty. • a Scotland specific learning and teaching toolkit providing strategies which are proven to help to close the poverty-related attainment gap was made available in February 2017. • seven PEF regional Headteacher events took place in February and March 2017. These events – which every Headteacher in Scotland was invited to attend - enabled the Scottish Government to work with Headteachers directly and give them advice and support on using PEF to close the poverty-related attainment gap in their context. A further series of PEF events will take place in February and March 2018 – seven events across the six regional improvement collaboratives who will be heavily involved in shaping them. By this time individual school PEF allocations for 2018/19 will be confirmed.

We will continue to support the Scottish Attainment Challenge authorities and schools and a number of national programmes, including staffing supply and capacity, professional learning and school leadership with £50 million per annum from the Attainment Scotland Fund.	**Ongoing** In July 2017 the Deputy First Minister announced £45m of funding to support nine Scottish Attainment Challenge Authorities and 72 individual schools on the Schools Programme. Each has developed improvement plans tailored to their own circumstances, detailing the actions they will take to close the poverty-related attainment gap.
We will implement the Getting it Right for Looked After Children Strategy in full. We will 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**.	**Ongoing** The Getting It Right for Looked After Children and Young People Strategy sets out our approach to improving outcomes for looked after children, and the Programme for Government details how we will continue to improve support and protection for our children and young people. 2015/16 data on educational outcomes for looked after children shows 71% in positive follow up destinations 9 months after leaving school. This is an increase of 2 percentage points from 2014/15. 2016/17 data will publish in June 2018. We will continue to focus on improving the outcomes for those with care experience, through Developing the Young Workforce, our youth employment strategy, and the implementation of the recommendations of the Commission on Widening Access.
We will implement our refreshed youth justice strategy: Preventing Offending – Getting it Right for Children and Young People. Our priorities will be to advance the whole system approach, improving life chances and developing capacity and improvement in the workforce. We will report on progress by **June 2017**.	**Complete** The importance of prevention and early intervention to improve life chances for children and young people involved in or at risk of offending has been reaffirmed by the progress report on implementation of the youth justice strategy, published in June, and Justice in Scotland: Vision and Priorities, published in July. An evidence led approach focussing on the impact of trauma and adverse childhood experiences is a key part of collaborative work with partners through the Youth Justice Improvement Board and community based partnerships.
We will begin work in **2016/17** on a strategy for families with disabled children, linking to activity to develop the Child and Adolescent Health and Wellbeing Strategy.	**Ongoing** The content of the "Supporting Disabled Children, Young People and their Families Framework" will go forward to public consultation in early 2018 with a specific focus on engagement with disabled children and young people and those with multiple protected characteristics. The Framework itself will be published in Autumn 2018 as part of the Year of the Young Person.
From January 2017 we will implement the Making Maths Count report recommendations to encourage greater enthusiasm for, and a greater understanding of, the value of mathematics amongst children and young people, their parents, carers and the wider public.	**Ongoing** The ten Making Maths Count recommendations are at different stages of implementation. A significant milestone was reached with the successful delivery of the first annual Maths Week Scotland in September 2017. The Scottish Government and Education Scotland are working with a range of partners on delivering the recommendations and the National Profile-Raising Group for Mathematics, which continues to meet to monitor implementation.
We will drive forward the actions in our new Digital Learning and Teaching Strategy **throughout 2017**, with a view to delivering the Strategy's vision of using technology to improve attainment across the Curriculum in the next 3-5 years.	**Ongoing** In March 2017, Education Scotland published refreshed curriculum guidance on digital technology including, for the first time, explicit expectations relating to Digital Literacy. We continue to work in partnership with key organisations to bring improvements to school connectivity and teacher confidence in the use of technology.
We will deliver the new Universal Pathway for Health Visitors including the new Child Health Reviews to support early intervention and prevention in those crucial early years. This work is already underway. **During 2017** and within the parameters of legislation, we will examine arrangements for information sharing to facilitate appropriate data sharing between professionals on children's progress from the early years onwards.	**Ongoing** We continue to monitor the progress of implementation of the new Universal Pathway for Health Visitors including all Child Health Reviews to support early intervention and prevention in those crucial early years. We are working with NHS Boards to explore how uptake of the 27-30 month review can be further improved, and where variation in uptake across Scotland can be reduced. We know that there is no legal impediment to the sharing of information from the 27-30 month review with early years settings where there are concerns about a child. We know that this information sharing already happens in some cases – most commonly with parental consent. We need to make that information

	sharing more systemic in order to better support and protect our most vulnerable children. We will do further work in 2018 to build on examples of existing good practice both in improving uptake and addressing concerns identified, and testing how to work in partnership with parents to share appropriate and proportionate information with nurseries and early years partners. Good practice guidance will be influenced and refined in light of the work being taken forward by the Getting it Right for Every Child Practice Development Panel who are overseeing the development of a Code of Practice on information sharing.
Carry out implementation testing of new standardised assessment materials in schools across Scotland between **December 2016 and May 2017**. The results will inform teachers' professional judgement of children's achievement of Curriculum for Excellence levels.	**Complete** Implementation testing began in local authorities in December 2016. Further trialing of the IT platform and assessment materials took place in schools in some local authorities in February 2017. This informed the development of the system which was further showcased across local authorities before the assessments were available to schools in August 2017.
We will consider and agree requirements for standardised assessment for Gaelic Medium Education by **June 2017**. These assessments will be available in **August 2018**.	**Ongoing** Specification for Gaelic Medium Education National Standardised Assessments was agreed in summer 2017 and tendering for a contractor is almost complete. Contract award for delivery of assessments will be made during December 2017 and we remain on track to have GME National Standardised Assessments available to schools in August 2018.
We will provide moderation and support for teachers' professional judgement **from October 2016**; ensuring that practitioners have a common understanding of expectations in literacy and numeracy across all curriculum areas.	**Ongoing** and on track. Education Scotland will continue to provide support to improve further the consistency and effectiveness of moderation of teachers' professional judgement across the country.
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.	**Ongoing** Ministers have agreed that work toward introducing a new Health and Wellbeing data collection of children and young people in late primary stages upwards should be progressed throughout 2018, with the aim of first conducting this exercise in the 2019/20 academic year.
We will develop a framework for educational interventions and strategies to improve attainment **in December 2016**, including practical strategies and approaches to building positive attitudes, confidence and capability in literacy and numeracy for all children and young people regardless of background and circumstance.	**Ongoing** In January 2017 the Deputy First Minister announced the establishment of Interventions for Equity, an online framework on the National Improvement Hub which has been developed to support schools in the use of Scottish Attainment Challenge Pupil Equity Funding. It is based on a range of interventions and approaches that are currently being used in schools across Scotland. Additionally, in February 2017 the Scottish Government partnered with the Education Endowment Foundation to launch a Scottish specific version of their Teaching and Learning toolkit. In the coming year this toolkit will continue to evolve and be refreshed with links to Scotland specific examples on top of wider international evidence.
We will appoint an independent Commissioner for Fair Access to act as a powerful voice for our most disadvantaged learners. We will ensure that **by 2030**, students from the 20 per cent most deprived areas make up 20 per cent of higher education entrants	**Ongoing** The Commissioner for Fair Access will publish his first annual report in December 2017. Implementation of the recommendations of the Commission for Fair Access is being taken forward by the newly established Access Delivery Group, which is chaired by the Minister for Further Education, Higher Education and Science. The Scottish Funding Council's University Outcome Agreement guidance has been updated to reflect the Government's targets for progress.

We will retain the Education Maintenance Allowance (EMA) as an entitlement to ensure that school pupils, college students and young people on Activity Agreements from financially disadvantaged households can receive support to overcome any financial barriers to remain in learning.	**Ongoing** EMA is a demand-driven entitlement and Scottish Ministers continue to provide support to all young people who are eligible. The programme was expanded in January 2016 to increase household income thresholds and also include part-time college students for the first time.
We will continue to provide, through the Developing the Young Workforce programme, 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 school year **2020/21**.	**Ongoing** The Scottish Government has committed to further expansion of college provision for school pupils, including Foundation Apprenticeships. There has been a positive increase in the number of school leavers achieving vocational qualifications since the start of the programme. 7% of 2013/14 school leavers achieved a vocational qualification. This increased to 9% of school leavers in 2014/15 and increased again to 10.7% of 2015/16 school leavers. This data is published annually in June each year.
School improvement	
We will publish a Quality Action Plan for Early Learning and Childcare (ELC) **in summer 2017** to underpin the expansion of ELC entitlement to 1,140 hours by 2020. This will include actions on vital issues including the coherence of the Early Level, Transitions, Play and links between ELC and parent/family support.	**Complete** Quality Action Plan for Early Learning and Childcare (ELC) was published at the end of October 2017. Developed in close consultation with a Quality Reference Group, it sets out 15 actions to strength the quality of the child's ELC experience and ensure that the ELC offer helps close the poverty-related gap in child outcomes.
We will remove mandatory unit assessments for National 5, Highers and Advanced Highers on a phased basis over a three-year period from school year **2017/18**. This will reduce workload for teachers and young people.	**Ongoing** The removal of mandatory unit assessment for National 5, Higher and Advanced Higher was announced in September 2016. Mandatory unit assessments have been removed from National 5 for 2017/18, and preparations are underway for the removal of unit assessments from Higher from 2018/19 onward.
From **January 2017**, we will work with teachers and local authority colleagues to gain a clear understanding of Curriculum for Excellence achievement of a level data and senior phase assessment data available through Insight. Using this data we will work together to drive improvements in learner outcomes at local level, particularly through the Children and Young People Improvement Collaborative.	**Ongoing** The Insight benchmarking tool continues to support the evaluation of improved outcomes for young people in the senior phase and is contributing to understanding the impact of curriculum design in Broad General Education. Work is ongoing to increase capacity and capability across Scotland's professional education sector in the use of Insight, as well as helping to inform and embed school improvement activity at local level. A BGE Improvement Tool is also in development. This will allow local authorities and regional improvement collaboratives to analyse achievement of CfE level data in a consistent way, using a number of pupil characteristics considered to have an influence on attainment. The Tool will be launched in early 2018. November 2017 saw the second Children and Young People Improvement Collaborative Learning Session, which brought together over 700 teachers, leaders and professionals to share learning to deliver improvement. Data is key to improvement methodology and school level data is being used to drive improvements in learner outcomes in schools and local authorities.
Throughout **2017**, we will intensify our programme for reducing workload in schools based on ideas contributed by teacher associations and other partners in education. Inspection teams will 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 by **June 2017.**	**Ongoing** ES published a review of local authorities' actions to tackle unnecessary bureaucracy and undue workload in schools in September 2016. Inspection teams continue to challenge unnecessary bureaucracy within schools and local authorities, particularly in areas such as planning and reporting. Education Scotland advice on school improvement planning, published in December 2016, had a clear focus on ensuring manageable, measurable improvement planning is in place. Advice clearly states that 'an effective improvement plan will consist of a small number of well-considered priorities'.

School inspections and other Education Scotland evaluative activity will, from **September 2016**, 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.	**Ongoing** In September 2016, Education Scotland commenced a new model of inspection in primary and secondary schools, using new Quality Indicators (QI). HMI use these QIs in each inspection to gather robust evidence on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the leadership of change. This is included in the 2017 NIF Evidence Report.
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**.	**Complete** Legislation granting new rights for parents was introduced in February 2017. We continue to support the continuing growth of GME in schools by implementing new rights for parents, working with Bòrd na Gàidhlig to produce Statutory Guidance on Gaelic Education and providing resources for teachers and learners.
Inspections in early learning and childcare settings, schools and learning communities will contribute to professional learning and capacity building to support the implementation of Curriculum for Excellence; and provide evidence on implementation by **June 2017.**	**Ongoing** Professional dialogue to support continuous improvement is a central part of ES inspection practice. This takes place with staff, pupils, parents and partners. Dialogue with senior leaders is a daily part of work to understand the context of the school and to provide appropriate support and challenge for continuous improvement. Dedicated time for professional dialogue with practitioners and teachers is built into each inspection model, providing specific time for inspectors to support and challenge the thinking of teachers and practitioners and help them plan next steps for improvement. Education Scotland and the Care Inspectorate will develop a single shared inspection model for early learning and childcare and ensure that each service will only be subject to a single inspection per cycle - **by the end of 2018.**
We will expect all schools to have clear strategies in place across the curriculum in school year **2016/17** to reduce the attainment gap in their context.	**Complete** This expectation has been shared widely though bulletins, conferences, network events and professional dialogue. Inspectors evaluate how well schools are at raising attainment and achievement on each inspection, including a theme of equity for all learners. Education Scotland supports all local authorities through Attainment Advisors and others working strategically with authorities and collaboratively with schools. A strong focus has been on developing staff confidence to use a range of relevant data in order to make better informed decisions regarding the approaches needed to improve levels of attainment in literacy and numeracy. Health and wellbeing is being progressed through a range of approaches, including nurture and nutrition. A growing focus on families and communities continues to evolve as an important component within planning. Attainment Advisors have been instrumental in establishing positive relationships and professional partnerships in order to facilitate decision-making.
Developing the Young Workforce will continue to be a focus of inspection and review activity across all sectors. In school year **2016/17** there will be a specific focus on how well the Career Education Standard (3-18) and the Work Placements Standard are being implemented.	**Ongoing** This has been an ongoing feature of ES inspection work over 2016/17. A copy of the full report is available here. Key findings include that senior staff in schools, local authorities and SDS careers staff are using the Career Education Standard 3-18 (CES), the Work Placement Standard (WPS) and Guidance on School/Employer Partnerships as a platform to promote and develop DYW in their schools. The use of the standards and the guidance to align and co-ordinate activity is still at an early stage. There is a need to increase the pace of implementation in the use of the standards and guidance.
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.	**Ongoing** ES has commenced the new model of inspection in primary and secondary schools, using new Quality Indicators (QI). HMI use these QIs in each inspection to gather robust evidence on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the leadership of change.

We will extend the reach and impact of the Attainment Advisers, through regional alignment, to promote collaboration and joint delivery across local authorities from **October 2016**. Using the data available from the Framework, the Attainment Adviser 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 Chief Adviser role.	**Ongoing** An online Scottish Attainment Challenge Community on Glow Yammer is being used to encourage the sharing of ideas and projects. ES are working with Attainment Advisors to consider how best to work in the suggested regional improvement collaborative areas and to better share practice, skills and expertise. This is being considered in the wider context of ES moving to increase its regional focus and consideration will be given to other resources and staff and how best to deploy them alongside Attainment Advisors. Educational leadership of the programme was extended initially through the use of senior ES staff until the appointment of an interim Chief Inspector in June 2017 and very recently appointed Chief Inspector (December 2017).
We will develop by **June 2017** a new Standards and Evaluation Framework, which will set out clear expectations for schools and the focus and frequency of school inspection.	**Ongoing** ES is planning to finalise the SEF early next year. This will enable ES to engage with key stakeholders (eg ADES & COSLA) on the document and ensure it aligns with other key documents.
We will, by the **end of 2017**, support the publication of school-level reporting for parents and communities against their own action plans.	**Ongoing** ES will publish support for school-level reporting for parents and communities in early 2018. This guidance will emphasise the need for reports to be based on a range of evidence and created in collaboration between schools and their partners. These reports will address the new requirements arising from NIF, Scottish Attainment Challenge and the Statutory Guidance published in March 2016.
Performance information	
From **February 2017**, we will roll out training in the use of the standardised assessment tool to equip teachers with the necessary data literacy skills to identify areas for improvement.	**Ongoing** Tailored training packages for local authorities have been developed with SCHOLAR, who are part of the ACER partner group delivering the Scottish National Standardised Assessments. Training is taking place across all 32 local authorities in 2017/18 at times agreed with individual local authorities to ensure they have the training they need at the time they need it.
We will engage with key stakeholders by end **June 2017** to discuss plans to reduce the attainment gap, together with any possible milestones towards delivery.	**Complete** Consultation paper on proposals for measuring the poverty-related gap and milestones towards closing it issued in October 2017 and closed on 20 November 2017. Proposals for taking this important work forward have been published within the 2018 NIF & Improvement Plan.
We will publish by December 2016 a research strategy that makes clear the gaps in our evidence base and how these gaps will be filled. 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 the research strategy. 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, informed by the International Council of Education Advisers.	**Ongoing** Strategy published in April 2017. First meeting of the Research Strategy Reference Group held in October 2017.

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 for those needing most support from **September 2016**.	**Ongoing** The 15-24 Learner Journey Review has been underway throughout 2017, looking at how to make young people's learning from 15-24 more relevant, coherent and effective. The outcomes from Stage 1 of the review will be published in 2018, along with options for future implementation.
We will share evidence by February 2017 of what is working in helping us achieve the four key priorities and where further research or evaluation is needed.	**Complete** NIF Evidence report published in December 2016.
We will publish in **May 2017** 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 provides, this is the final set of results from the SSLN	**Complete** The final set of SSLN results were published in May 2017. The new national measure of literacy and numeracy performance in the Broad General Education is Achievement of Curriculum for Excellence Levels data.
We will consider further evidence in particular from early years, Developing the Young Workforce and on health and wellbeing to use in the National Improvement Framework by **December 2017**.	**Ongoing** We have considered further evidence in particular from early years, Developing the Young Workforce and on health and wellbeing to inform the 2018 NIF and Improvement Plan. As part of the Child and Adolescent Health and Wellbeing Action Plan we are looking at what we can do to improve the quality and accessibility of evidence across the life course with respect to health and wellbeing. This will be published during the 2018 Year of Young People.
We will publish a draft information 'dashboard' covering the broad general education by **summer 2017**, making detailed performance information available to teachers and local authorities.	**Ongoing** The focus of activity has been on ensuring that a school level information dashboard is ready for launch in early 2018. This is on track. It has involved extensive consultation with key stakeholder interests and the focus has been on refining the final version rather than on development of an early, incomplete and potentially misleading draft.
We will host an international conference on improvement and the use of performance information **before July 2017** to learn about other approaches to using knowledge and high quality data for improvement.	**Complete** The first international conference on improvement was held at the Glasgow Science Centre on 22 September 2017. Speakers included members of the Scottish Government's International Council of Education Advisers, and the overall feedback from those who attended the event was extremely positive.
To support current legislation we will publish, in March 2017, 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.	**Complete** The statutory guidance was published on 27 March 2017 titled "Standards in Scotland's Schools etc. Act 2000 ".

ANNEX C

References and useful links

Assessing Children's Progress – information for parents and parents http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework/NatonalImprovementFramework

Curriculum for Excellence https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?

Curriculum for Excellence: Building the Curriculum 5: A Framework for Assessment, Scottish Government, February 2011, ISBN: 978-0-7559-9941-5 (web only) https://www.education.gov.scot/Documents/btc5-framework.pdf

Developing the Young Workforce – Scotland's Youth Employment Strategy, Scottish Government, December 2014, ISBN 978-1-7854-4033-5 https://beta.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/

Education Working for All! : Commission for Developing Scotland's Young Workforce Final Report, Scottish Government, June 2014 ISBN 978-1-7841-2523-3 https://beta.gov.scot/publications/education-working-commission-developing-scotlands-young-workforce-final-report/

Empowering teachers, parents and communities to achieve Excellence and Equity – a governance review :https://beta.gov.scot/publications/empowering-teachers-parents-communities-achieve-excellence-equity-education-governance-review/

GIRFEC http://www.gov.scot/Resource/Doc/1141/0065063.pdf

Health and Wellbeing in Curriculum for Excellence http://www.gov.scot/Topics/Education/Schools/HLivi

How Good is Our School? 4th edition, Education Scotland, September 2015, ISBN 978-0-7053-1889-1 https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Insight http://www.gov.scot/insightbenchmarking

International Council of Education Advisers https://beta.gov.scot/groups/international-council-of-education-advisers/

OECD Education Policy Outlook 2015, Making Reforms Happen http://www.oecd.org/edu/education-policy-outlook-2015-9789264225442-en.htm

OECD Report Improving Schools in Scotland: An OECD perspective http://www.oecd.org/edu/school/improving-schools-in-scotland.htm

Parental Involvement Act: http://www.gov.scot/Topics/Education/Schools/Parents

Parent Communications Plan https://beta.gov.scot/publications/national-improvement-framework-parent-communication-plan/

Parentzoneh https://education.gov.scot/parentzone/

Scottish Attainment Challenge http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment

Synergies for Better Learning: An International Perspective on Evaluation and Assessment, OECD Reviews of Evaluation and assessment in Education, Organisation for Economic Development (OECD), April 2013, OECD Publishing, Paris ISBN: 9789264190641 http://www.oecd.org/edu/school/synergies-for-better-learning.htm

Teaching Scotland's Future http://www.gov.scot/Publications/2011/01/13092132/0

Education (Scotland) Act 2016 http://www.legislation.gov.uk/asp/2016/8/contents/enacted

Education Governance: Next Steps – Empowering our teachers, parents and communities to deliver excellence and equity for our children http://www.gov.scot/Resource/0052/00521038.pdf

Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill
http://www.gov.scot/Resource/0052/00521038.pdf

Standards in Scoltand's Schools etc. Act 2000 statutory guidance
http://www.gov.scot/Resource/0052/00521038.pdf

Scottish Survey of Literacy and Numeracy 2016 (Literacy)
http://www.gov.scot/Publications/2017/05/7872/downloads

Growing Up in Scotland: Father-child relationships and child socio-emotional wellbeing
http://www.gov.scot/Publications/2017/03/5231/downloads#res515142

Driving Excellence and Equity: Advice on School Improvement Planning 2017/18
https://education.gov.scot/improvement/Pages/nif-driving-excellence.aspx

National Improvement Framework: Consultation on measuring the attainment gap and milestones towards closing it
https://consult.gov.scot/national-improvement-framework/measuring-the-attainment-gap/user_uploads/sct10171411861-3.pdf

National Parent Forum's review of the 2006 Parental Involvement Act https://www.npfs.org.uk/wp-content/uploads/2017/05/Final-E-versionpdf.pdf

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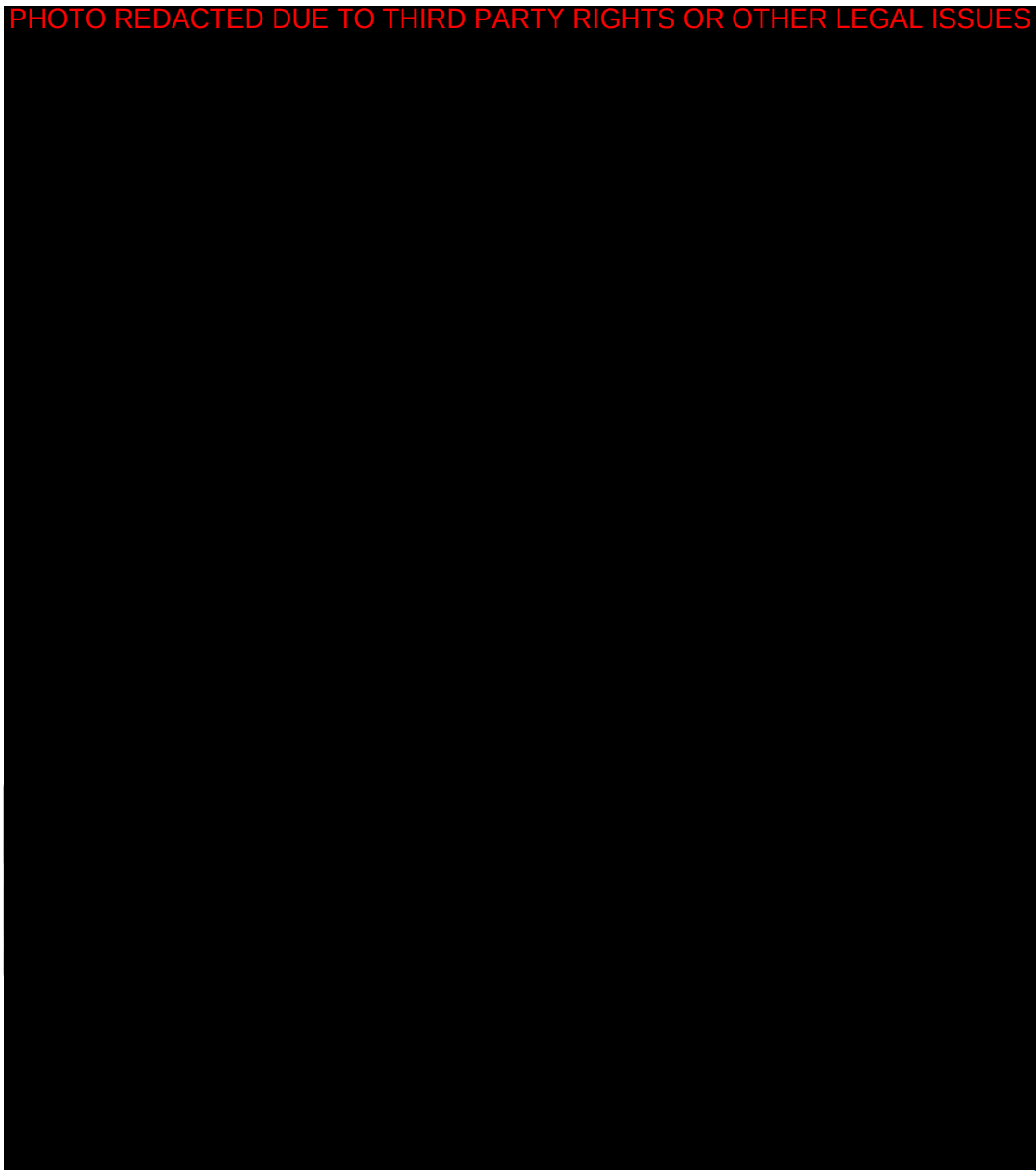
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