

# CfE 15/16 Implementation Plan

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level	
<b>Progression in learning and evaluating achievement 3-18</b>				
<b>Progression in learning</b>				
ES	Exemplification of progression in learning for each curriculum area. This will include further advice on assessment and exemplification of standards from early to fourth level	Jun 16	Staff are using the significant aspects of learning to monitor and track children and young people's progress through the Broad General Education (BGE).	
ES	Materials published to support primary schools with planning for progression; development of curriculum, self-evaluation; and monitoring and tracking progress	Jun-16	Schools have in place, effective approaches to recording, monitoring and tracking children and young people's progress and achievement across all curriculum areas and literacy and numeracy. Approaches also support evaluating children and young people's progress in Health and Wellbeing across the four aspects of the curriculum including taking account of learners evaluation of their own progress in this area.	
ES	Support published for very small primary schools (with a role of 25 or less)	Jun-16		
ES	Modelling effective approaches to monitoring and tracking progress within Broad General Education S1-S3 published	Jan-16	These approaches are based on effective arrangements to assess children and young people's progress, what level they are at and what their next steps in learning should be.	
ES	Promote the use of National Assessment Resource (NAR) to facilitate better local and national sharing of resources (exemplifying approaches to assessment to improve learning and assessment practice)	Jun-16	Approaches to monitoring and tracking support dialogue with children and young people so they develop awareness of themselves as learners including through their involvement in profiling.	
ES	Support the work of the Learning for Sustainability National Implementation Group and Working Group to deliver on the recommendations of the Learning for Sustainability Report including the entitlement to international education and global citizenship	Mar-16		
ES	Digital skills framework and annotated exemplification of digital skills progression framework published	Jun-16	Dialogue between head teachers / depute heads / principal teachers and practitioners about children and young people's progress and achievement is used to determine appropriate achievement pathways through the BGE.	
ES	BGE Computing Science progression framework published	Dec-15	Staff work collaboratively to develop a shared understanding of standards. They are increasingly engaged with activities within establishments, within authority and across authorities and with partners to develop their skills and confidence in assessment to support their judgements in evaluating progress and learning in achievement.	
ES	Annotated exemplification of BGE Computing Science progression framework published	Mar-16		
ES	Expected outcomes in modern languages within the Principles and Practice document reviewed to reflect 1+2 policy and published	Aug-15	Schools and their partners are developing their approaches to the provision of the entitlement of support, so that learners are involved in planning for next steps in learning and in making informed choices for progression resulting in improving outcomes and achievements.	
ES	Ongoing support to help primary teachers plan for progression and assess standards in Modern Languages as part of 1+2	Mar-16		
ES	Case studies published outlining 1+2 policy in secondary context	Jun-16	Schools and partners are developing personal opportunity for all children and young people. Schools are tracking opportunity for personal achievements as appropriate for all children and young people. Personal achievements promote learners' growth as citizens and develop the skills, attributes and capabilities of the four capacities.	
ES	Scots CfE briefing document published	Sep-15		
ES	Learning and teaching resources developed and published to support the teaching of Scots	Mar-16		
ES	Engage with stakeholders to share and discuss Education Scotland's "Advice on Gaelic Education"	Jun-16		
ES	Support the implementation of the Scottish Government's priorities for Gaelic Education as outlined in Programme for Government, including the Education (Scotland) Bill 2015	Jun-16		
ES	Support the implementation of the Scottish Government's priorities for Sciences, Technologies, Engineering and Maths (STEM) as outlined in Programme for Government	Jun-16		
ES	Evaluating and improving the curriculum - refresh and update exemplification of planning for learning across BGE. Resource materials published for those delivering the early level of CfE, as part of the BGE toolkit	Jun-16		
ES	Professional learning resource published to build capacity in the effective use of assessment, monitoring and tracking information to support progress in learning in the early years	Jun-16		
ES	Assess the Access to Education Fund to support schools' initiatives to improve attainment of children growing up in poverty	Jun-16	Staff in schools together with their partners monitor and evaluate the impact of curriculum change using a range of evidence of the impact on outcomes for learners. They use self-evaluation to evaluate and share good practice. They take the opportunity to reflect on the impact of school improvement on raising attainment and to what extent their curriculum supports all children and young people to achieve as well as they can and to provide a firm foundation for progression.	
ES	Round 2 of the Access to Education Fund with £1.5 million available to help reduce barriers to learning experienced by children from disadvantaged backgrounds	Nov-15		
ES	CfE Leadership event for Innovative Practice in special schools and units planned and held	Dec-15		
ES	Advice and guidance published on the entitlement of personal support within secondary CfE	Dec-15		
ES	Conference and events planned and held supporting developments in CfE in special schools and units. Further materials published after engaging with practitioners at events (materials will be relevant for social, emotional, behavioural needs provision schools and units for those with complex needs and omnibus special schools)	Dec-15		
ES	Publish in collaboration with partners (including the British council) support materials to help schools and centres to adopt whole school and community approaches to global citizenship	Sep-15		
<b>Supporting improvement</b>				
ES	Inspection advice note updated and issued to schools and relevant establishments and services - reflecting how national expectations will be evaluated in inspections, to reflect the national CfE implementation plan 2015-2016. This will include increased national focus on improving attainment and closing the gap in literacy and priorities for improving employability and skills (DYW)	Jun-15		Schools and partners are given the opportunity to share their successes in improving the curriculum in line with CfE and how this is impacting on raising attainment for all. Fieldwork visit findings are used to disseminate good practice and support school improvement partnerships.
ES	Inspections in early learning and childcare settings, schools and learning communities will contribute to professional learning and capacity building to support the implementation of CfE; and provide evidence on CfE implementation	Jun-16		
ES	Ensure Education Scotland guidance, briefings and inspections highlight the importance of effective engagement with parents	Ongoing	Local authorities and schools should review their approaches to self-evaluation and improvement planning to ensure that these are proportionate. Improvement plans should focus on a manageable number of priorities that clearly show better outcomes for learners.	
ES	Fieldwork visits to secondary schools carried out to determine the impact of curriculum design on raising attainment for all and reducing inequity in education	Jan-16		
ES	Secondary leadership events planned and held	Mar-16	Local authorities and schools should review their approaches to self-evaluation and improvement planning to ensure that these are proportionate. Improvement plans should focus on a manageable number of priorities that clearly show better outcomes for learners.	
ES	Curriculum review of interdisciplinary learning 3-18 fieldwork carried out and report developed and published	Jun 16 and ongoing		
ES	Curriculum, Learning, Teaching, Assessment and Support (CLTAS) forums in place to maintain the relevance of the curriculum and improve progression in learning	Jun-16		

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
ES	Revised version of How Good Is Our School (HGIOS) developed and published	Sep-15	
ES	Review of Community and Learning Development (CLD) partnerships to support the implementation of CfE	Mar-16	
<b>Literacy and Numeracy (including SSLN)</b>			
SG/ES	Literacy and Numeracy materials developed and published to support Read, Write, Count	Dec-15	<p>Each local authority, school and learning community should:</p> <ul style="list-style-type: none"> <li>• promote a positive and supportive attitude towards literacy and numeracy amongst parents and carers of children from P1 to P3</li> <li>• encourage a greater role for parents and carers in supporting their children to read, write and count – developing and building on the assets of parents and communities, providing them with the confidence to play a greater role</li> <li>• reinforce the idea of a joint endeavour for teachers, parents and carers and practitioners in supporting the development of strong skills in literacy and numeracy in early primary</li> <li>• each school will be expected to demonstrate a very clear strategy for raising attainment in literacy</li> </ul>
ES	National Literacy Across Learning conference planned and held to showcase resources, approaches and innovative practice	Sep-15	
ES	Literacy Across Learning web resource developed	Nov-15	
ES	Further annotated Literacy exemplars developed and published (in particular to illustrate Significant Aspects of Learning not yet covered by present exemplars)	Mar-16	
SG	Provide guidance and case studies on developing a whole school strategy for raising attainment and closing the gap in Literacy	Jan-16	
ES	Professional learning resources updated in response to SSLN (Literacy) results 2015. Stage by stage updating of resources for listening and talking (group discussion), reading and writing	Apr-16	
ES	A new package of professional learning resources for schools to use during their in-service time. This will focus on helping teachers understand the challenging standards in place for literacy across all subject areas. Resources will include case studies of good practice and planning exemplars	Jun-16	
ES	Education Scotland inspections to focus on raising attainment in literacy	Sep-15 and ongoing	
ES	Round 2 of the Access to Education Fund with £1.5 million available to help reduce barriers to learning experienced by children from disadvantaged backgrounds	Nov-15	
ES	National numeracy and mathematics hub broadcasts (via Glow) throughout the year	Sep-15 and ongoing	
ES	Numeracy across learning resource published to support implementation in establishments	Sep-15	
ES	Programme of training and support delivered to national numeracy hub champions	Mar-16	
ES	Work with partners, key stakeholders and the community learning and development sector to raise awareness and support families in Read, Write, Count	Mar-16	
ES	National Principal Teacher / Faculty Head mathematics forums planned and held to support local authorities	Jun-16	
CDN	Document published identifying the opportunities for numeracy development as part of learning and teaching across the five key economic sectors highlighted by Scottish Government	Aug-15 to Jun-16	Colleges will use the document to highlight opportunity for numeracy development across learning and teaching across key economic sectors. This information will be shared with students, parents and carers. CDN will signpost colleges to online resources available from Education Scotland/SQA for learning and teaching.
SG	SSLN numeracy results published	May-16	Schools use the SSLN results and professional learning resources for both numeracy and literacy to improve outcomes for learners in these areas.
<b>Career-Long Professional Learning (CLPL)</b>			
ES	<p><b>Food and Health/Food for Thought Fund</b></p> <ul style="list-style-type: none"> <li>• Career-long professional learning planned and delivered for Home Economics Lead Officers</li> <li>• Phase 3 Food for Thought funding assessed, distributed and projects completed</li> <li>• Showcase event planned and held at Scottish Learning Festival</li> </ul>	Mar-16	<p>Career-Long Professional Learning (CLPL) key initiatives across major aspects of education reflects fully the principles of CLPL.</p> <p>Local authorities and learning communities will continue to work with and promote the work of a range of national partners, such as Education Scotland, the Scottish College for Educational Leadership (SCEL) and the General Teaching Council for Scotland (GTCS); keeping abreast of national developments and sharing information as appropriate within local contexts.</p>
ES	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Career-long professional learning planned and delivered for Physical Education Lead Officers and in relation to Better Movers and Thinkers and Dance and Gymnastics</li> <li>• Phase 4 core Physical Education funding assessed, distributed and projects completed</li> <li>• Physical Education inclusion programme delivered in partnership with Scottish Disability Sport</li> </ul>	Mar-16	<p>Local authorities and learning communities will ensure that effective systems are in place for Professional Review and Development and Professional Update.</p> <p>Local authorities and learning communities will encourage and provide opportunities for staff development; building leadership capacity and enabling staff to develop their skills and abilities, as well as their professional knowledge and understanding.</p>
ES	<p>Support the development of strategy, policy and practice for the promotion of positive relationships / behaviour and environments for learning as indicated in the national guidance</p> <ul style="list-style-type: none"> <li>• meetings with local authority link officers</li> <li>• contributing to the development of policy and strategy</li> <li>• support the implementation of the strategy through delivery of career-long professional learning to build capacity</li> </ul>	Jun-16	<p>Local authorities and learning communities will promote Masters-level learning and encourage aspirant Head Teachers to undertake the new Into Headship qualification.</p> <p>School leaders will promote and encourage a climate and culture of career-long professional learning; providing opportunities for staff to lead and to work collaboratively with colleagues and others. Enquiry and research are used effectively to enhance improvements.</p> <p>School leaders should ensure that systems for Professional Review and Development and Professional Update are in place, are valued, and are used to support staff in planning professional learning.</p>
ES	<p>Support the readiness of education authorities, schools and establishments to implement aspects of the Children and Young People Scotland Act (2014) in relation to rights and wellbeing through</p> <ul style="list-style-type: none"> <li>• delivering career-long professional learning in children's rights</li> <li>• supporting local authorities to implement Getting it Right for Every Child (GIRFEC) through a self-evaluation task involving a cluster of schools in each local authority</li> </ul>	Jun-16	<p>The General Teaching Council for Scotland Professional Standards will be promoted and used by all staff to critically self-reflect on practice and to plan and evaluate professional learning. The Standards will form the basis of on-going dialogue between colleagues throughout their careers.</p> <p>The impact of career-long professional learning on outcomes for pupils will always be a focus of school planning and discussion.</p>
ES	<p>Support transitions for children aged 0-5, as they move into and through the BGE through</p> <ul style="list-style-type: none"> <li>• professional learning opportunities</li> <li>• building on and making the links between the guidance in Pre-birth to Three, CfE and Building the Ambition</li> </ul>	Jun-16	<p>School leaders will have an awareness of national resources which support career-long professional learning and will promote and share these with staff. The Model of Professional Learning, as exemplified on the General Teaching Council for Scotland and Education Scotland web resources, should inform all professional learning.</p> <p>Schools will align the needs of School Improvement Plans with teachers' plans when providing and facilitating career-long professional learning.</p>
<b>Support for engaging parents and carers</b>			
ES	National strategic conference planned and held on the role of parental engagement to support learners	Nov-15	Continue to engage with local authorities, schools, parents and carers on the development of national qualifications. Parents and carers will have relevant and useful information to help them understand the national qualifications and assessments.

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
ES	Presentation of school leaver performance data further developed for parents and other stakeholders on Parentzone Scotland	Mar-16	<p>Each local authority, school and learning community should ensure:</p> <ul style="list-style-type: none"> <li>• parents and carers have access to the information they need about CfE (including on the new qualifications)</li> <li>• Parent Councils are involved in school improvement planning, including curriculum development</li> <li>• schools and early learning and childcare settings continue to develop approaches to involve parents and carers in supporting all children and young people in their learning</li> <li>• all parents and carers are informed about and encouraged to engage with children and young people's learning. Their views are represented at school, local and national level.</li> </ul> <p>Schools should involve parents in developing more simple and effective means of reporting that emphasise quality of engagement rather than reams of paperwork.</p>
ES	Pathfinder work undertaken in partnership with the National Parent Forum of Scotland (NPFS) and two local authorities (to increase parental engagement to support learning)	Jun-16	
ES	Advice for parents on Parentzone Scotland reviewed and further developed (areas of focus to include Developing the Young Workforce (DYW), Senior Phase Pathways and the home learning environment)	Jun-16	
ES	"One-stop shop" developed for practitioners on family engagement in learning through the bringing together of the Education Scotland and Scottish Government web resources in this area	Jun-16	
ES	Undertake and share findings of research project to explore the role of the third sector in supporting family engagement in learning in Scotland	Jun-16	
ES	Relevant recommendations of the early learning and childcare workforce review implemented	Jun-16	
NPFS	Continue to support national bodies and schools to explain the values of Nationals 1-4 and the full range of qualifications and awards to parents	Jun-16	
NPFS	Continue to monitor parental experience of the new qualifications and assessment experiences	Jun-16	
NPFS	Support parents with information which helps them engage with their child's school to understand the arrangements that are being put in place	Jun-16	
<b>Senior Phase Pathways</b>			
ES	Exemplification and modelling flexible pathways through the Broad General Education (BGE) into Senior Phase and beyond published	Jan-16	Learning in the senior phase builds directly from BGE in a joined-up, seamless way to offer a range of flexible achievement pathways which ensure personalisation and choice.
SG	Initial baseline established for current Senior Phase vocational provision	Sep-15	Schools work with a range of partners to broaden the range of achievement pathways.
SG	Evaluation of drivers for and barriers to the delivery of Senior Phase vocational pathways complete	Jan-16	The curriculum pathways are designed to ensure all young people gain qualifications within a timeframe planned around their needs and prior achievements ensuring more time is spent on challenging learning at higher levels. These pathways include opportunities for young people to continue to develop the important skills, attributes and capabilities of the four capacities.
SG	Experience from the Scottish Funding Council Early Adopter activity used to support and inform development of Senior Phase vocational pathways	Jun-16	Schools are given the opportunity to share their successes in improving the curriculum in line with CfE and the impact of their actions in raising attainment for all.
SG	Exemplify and model innovative Senior Phase vocational pathways	Jun-16 and ongoing	Schools to increase number of young people achieving industry recognised vocational qualifications at SCQF level 5 or above.
ES	Clear overview developed which links Senior Phase pathways to Developing the Young Workforce in 32 local authorities to share and track progress	Dec-15	Local authorities and colleges have partnerships in place to facilitate and support partnership working and senior phase pathways planning.
ES	Guidance published to support extending and further developing progression opportunities available to young people in custody, with flexible pathways in the senior phase learning offer	Dec-15	Local authorities and training providers have partnerships in place to facilitate and support partnership working and senior phase pathways planning.
ES	Series of Higher Computing Science National Qualifications events hosted in partnership with SQA	Mar-16	Schools and partners are developing the curriculum to ensure coherence and progression in learning and assessment to provide progression and continuity in learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school.
ES	Build capacity for youth work and schools partnerships to support senior phase pathways in curriculum planning and profiling through regional professional learning events and development and publication of resources	Mar-16	Approaches to monitoring and tracking young people's progress and achievement provide evidence of standards of achievement and trends over time. Approaches are manageable and not overly bureaucratic.
CDN	Vocational pathway and routemap published for careers in food manufacture from SCQF Level 5 to SCQF Level 8 and beyond	Mar-16	
CDN	In partnership with College Liaison in Association with Scottish Schools (CLASS) and Energy Skills Partnership (ESP), two-day residential event planned and held with focus on Sciences, Technologies, Engineering and Maths (STEM) in the college curriculum	Mar-16	The CLASS event will enable colleges to consider an appropriate focus on STEM subjects in the curriculum and current labour market intelligence. Early adopter activity showcasing will allow colleges to consider the range of options available and potential for appropriate senior phase pathways.
CDN	Opportunities for Young People in College brochure developed and published (including key facts and figures aligned to college sector)	Dec-15	Colleges and schools will have access to the brochure and use the contents to inform students, parents and carers of the potential senior phase pathways. School-college liaison officers will use the brochure at information evenings and use it to inform school practitioners and parents/carers.
CDN	Up to six webinars and four half-day workshops delivered to update the sector on learning, teaching and assessment approaches	Jun-15 to Jun-16	College practitioners will use webinar content to develop practice and connect to the Professional Standards for college lecturers with focus on facilitating learning and teaching and assessment standards.
CDN	Two events planned and held on technologies for learning in partnership with Joint Information Systems Committee (JISC)	Mar-16	College staff will use the technologies for learning events to develop thinking and practice in using technology to enhance learning - for creating, presenting and communicating and to showcase creative use of technology in learning and teaching.
CDN	Lessons learned from early adopter activity (DYW) article in CDN publication – disseminating emerging practice across both the school and college sectors highlighted at Education Scotland DYW conversation events	Apr-16	Colleges will be able to use the showcasing to help them realise the ambitions of DYW. Vocational pathways brochure will enable colleges to develop curriculum offer in the identified areas and strengthen the school-college partnership opportunities. There is genuine potential in the activity to facilitate joint CPD opportunities with school and college practitioners.
CDN	Developing the Young Workforce Learner Journey brochure published showcasing vocational pathways in four curricular areas	Jun-15	
<b>Employability and Skills (DYW) delivered in partnership with Skills Development Scotland and Scottish Funding Council</b>			
ES	Consultation with key delivery partners and stakeholders to identify appropriate support for senior staff in schools to facilitate key deliverables from the Youth Employment Strategy (Dec14)	Jun-15	DYW programme reflected in local authority strategic plans
ES	Development and implementation of support package for early years practitioners, primary and secondary school teachers to facilitate key deliverables from the Youth Employment Strategy (Dec14)	Mar-16	Local authorities, schools, colleges and partners integrate Developing the Young Workforce activity into improvement plans.
ES	Develop a network of support through the delivery of a series of national learning events	Mar-16	Local authorities and colleges have partnerships in place to widen provision of senior phase options available.
ES	Package of training and support developed and published to ensure practitioners have clear guidance on how children and young people by S3 can access information about the process of finding, applying for and successfully getting and sustaining a job	Jun-16	Increase in schools offering Vocational Qualifications in the Senior Phase.
ES	Establish and share a baseline of work related practitioner learning opportunities in each local authority	Dec-15	There is sufficient capability and capacity within schools and colleges to increase the range of high quality vocational options available, building on framework for Educational Leadership, Professional Standards and Priorities.
ES	School / industry professional learning partnership established and plan agreed	Dec-15	Range of career and work experience options in place for children and young people with additional support needs.

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
ES	Package of training and support developed and published to ensure practitioners have clear guidance on what should be known about Skills for Work progression from 3-18	Jun-16	
ES	Findings from My World of Work aspect review published and guidance provided on the use of the resource 3-18	Dec-15	
ES	Quality assurance programme in place for careers services	Oct-15	
ES	Agreed standard for careers guidance in place - developed in partnership with Skills Development Scotland and existing local authorities (schools), colleges and business / employers networks	Jan-16	
ES	Agreed standard for work experience for local authorities , schools, colleges and employers developed and published	Jun-16	
SG	All key stakeholder input, on additional vocational qualifications to be added to DYW KPI 3, has been captured	Feb-16	
SG	DYW Communications and Stakeholder Engagement Plan (all school focussed elements) incorporated into CfE Communications and Stakeholder Engagement Plan	Jun-15	
SG	Ongoing engagement with Higher Education sector to ensure understanding of DYW in context of CfE	Jun 2016 and ongoing	
SG	There is sufficient capability and capacity within schools and colleges to increase the range of high quality vocational options available, building on framework for Educational Leadership, Professional Standards and Priorities for Professional Learning	Jun-16	
SG	Framework for local authorities/Employers Partnerships published	Sep-15	
CDN	Promotion of Certificate of Work Readiness Award (SCQF Level 4) in college courses where there are significant amounts of work experience placement	Jun-15	Colleges will have access to support and materials for certificate of work readiness award. CDN Health Education development Officer will progress the Certificate through subject Networks and enable colleges to consider relevance of the award and explore opportunities where there is already a significant work experience element in vocational areas.
CDN	Work in partnership with relevant stakeholders to agree action plans for improving gender balance and ensuring appropriate support for groups currently experiencing inequalities in vocational education. Gender balance plans published	Jun-16	Colleges will use gender action plans to implement key issues and evidence of progress. Gender action plans will be shared across sector for colleges to consider next steps.
CDN	Employer engagement event held for college sector - opportunities for closer connections between college curriculum and employers	Mar-16	Colleges will use this intelligence for continual improvement of employer engagement in curriculum design and delivery. Labour market intelligence from such events will be used by CDN Development Committee to shape up staff development requirements for college staff. Colleges will be able to use the Employer Engagement submissions for CDN Annual Awards to strengthen employer engagement.
<b>Using data to support improvement</b>			
SG	Further development of Insight support materials (e.g. additional user guides, templates, case studies) to assist data interpretation by schools and provide a platform for improvement dialogue	Jul-15 and ongoing	Local authorities and schools will have access to a range of online support materials and use these to add value to the functionality of the Insight tool. Local leads will promote awareness of them and help familiarise staff new to Insight with its potential for building understanding for professional reflection on where schools are having success and where improvements can be made. There will be ongoing work with users around the development of further resources to support the effective use of the tool for improvement. Engagement with stakeholders around using and developing the tool will also explore how it might support the wider policy agenda around Developing the Young Workforce and tackling inequalities.
SG	Review, with stakeholders the Insight tariff score methodology, to inform any appropriate methodological enhancements in due course	Jul-15 and ongoing	Insight tool users will have a clear understanding of the methodology underpinning its analytical outputs and apply this understanding for appropriate local interpretation to assist with improvement planning processes.
SG	Summer Insight data update, to include the August 2015 results (with the new Highers), together with user enhancements and specific outputs for local authorities	Sep-15	Local authorities and schools use the updated Insight data to identify the areas where schools are having the most success for pupils in the senior phase and also where improvements can be made. The tool will be used for professional reflection at an individual, departmental, faculty and whole school level. It will be used in the improvement planning process.
SG	Spring Insight data update, to include 2015 Leavers' destinations data, and take account of any changes arising from the post-results administrative review of August 2015 results together with further enhancements	Mar-16	
ES	Work with national Insight group to implement appropriate arrangements for effective use of data and information for special schools and units and inclusive practices	Mar-16	
SG	Develop and publish a new national improvement framework for school education. This will cover all data required at local and national level to improve school performance	Jun-16	
CDN	Insight showcased to five subject networks in college sector. Webinar delivered with Scottish Government Insight team	Mar-16	Colleges will use the input to consider college relevance and appropriateness.
<b>Tackling bureaucracy</b>			
ES	Work with parent groups to develop understanding and publicise more streamlined and effective reporting systems	Ongoing	Schools and staff should: <ul style="list-style-type: none"> <li>ensure time for professional dialogue and support the development of staff confidence and professional trust in teachers</li> <li>review forward planning procedures to ensure that they are proportionate and support professional dialogue</li> <li>avoid excessive planning based upon assessing, recording and reporting at the level of individual Experiences and Outcomes</li> </ul>
ES	Inspection teams continue to challenge unnecessary bureaucracy and offer practical assistance to schools and local authorities including supporting the use of School Improvement Planning to tackle bureaucracy	Ongoing	Each local authority and learning community should: <ul style="list-style-type: none"> <li>challenge unnecessary bureaucracy in education services and schools</li> <li>take practical steps to improve school leadership skills and staff confidence in planning for learning with a view to discouraging excessive paperwork</li> <li>ensure that audit and accountability arrangements focus only on the most valuable information to make the greatest improvement</li> <li>regularly review the efficiency of ICT systems for planning and reporting, ensuring that they are fit-for-purpose and do not unnecessarily take time away from teaching</li> </ul>
ES	Support improvement through professional dialogue and promote sharing and exemplification of good practice. This includes working with teacher associations and ADES on a series of workshops to provide practical guidance and exemplification to reduce bureaucracy	Ongoing	
ES	Case studies published illustrating approaches to planning learning, teaching and assessment within the Broad General Education and senior phase	Jun-16	Staff plan approaches to learning and teaching and assessment to ensure more streamlined approaches to assessment as a more natural part of the learning Schools and local authorities should simplify their procedures to ensure that forward planning is high-level and less time consuming. In particular, forward planning should not be undertaken at the level of each and every Experience and Outcome.
<b>Supporting the new National Qualifications</b>			
SQA	2014/2015 Understanding Standards Packs Unit Assessment Release 4 National 1 to Higher - all identified Understanding Standards Pack priorities for each Course and level published on SQA secure website	Jun-15	Centres and education authorities will adapt national resources to support local arrangements for implementation of National 1 to Advanced Higher.

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
SQA	Publish all 2014/2015 Prior Verified Assessments (National 1 - Higher) on SQA secure website (for use in following session)	Jun-15	<p>Centres and education authorities to:</p> <ul style="list-style-type: none"> <li>• ensure high quality learning and teaching to deliver the new qualifications for all learners;</li> <li>• carry out robust and appropriate assessment to national standards; and</li> <li>• be confident in ensuring appropriate level of presentation for all learners.</li> </ul>
SQA	Provision of results to candidates - includes first certification of new Higher and final certification of Intermediate 1 & 2, current Higher and current Advanced Higher	Aug-15	
SQA	Unit Support Notes for new National 2 freestanding Units published on SQA website	Aug-15	
SQA	Unit Assessment Support for new National 2 freestanding Units published on SQA website	Aug-15	
SQA	Unit Support Notes for new National 2 ESOL (English for Speakers of Other Languages) Units published on SQA website	Aug-15	
SQA	Unit Assessment Support for New National 2 ESOL (English for Speakers of Other Languages) Units published on SQA website	Aug-15	
SQA	2015/2016 Understanding Standards events completed - Unit Assessment (National 1 to Advanced Higher)	Oct-15	
SQA	2015/2016 Understanding Standards event materials - Unit Assessment National 1 to Advanced Higher - Presentations and materials from Understanding Standards events published on SQA subject pages	Nov-15	
SQA	2015/2016 Understanding Standards Packs Unit Assessment Release 5 National 1 to Higher - all identified Understanding Standards Pack priorities for each course and level published on SQA secure website	Nov-15	
SQA	Exemplar Question Paper including Marking Instructions for new Advanced Higher Qualifications published on SQA website	Dec-15	
SQA	2015/2016 Understanding Standards Events completed - Course Assessment (Higher)	Jan-16	
SQA	2015/2016 Understanding Standards Packs (Unit Assessment Release 6 Advanced Higher) - All identified Understanding Standards Pack priorities for each course and level published on SQA secure website	Jan-16	
SQA	2015/2016 - Course Assessment (Internally and Externally Assessed Components) (Higher) on Understanding Standards published on SQA secure website	Feb-16	
SQA	2015/2016 Understanding Standards Event Materials - Course Assessment Higher - Presentations and materials from Understanding Standards events published on events pages	Feb-16	
SQA	All 2015/16 Prior Verified Assessments (National 1 - Advanced Higher) published on SQA secure website (for use in following session)	Jun-16	
SQA	2015/2016 Understanding Standards Packs (Unit Assessment Release 7 National 1 to Advanced Higher) - All identified Understanding Standards Pack priorities for each Course and level published on SQA secure website	Jun-16	
ES	Route maps through learning, teaching and assessment developed and published for all Advanced Higher courses	Jun-15	
ES	Materials already published (to support subjects from National 1 through to Advanced Higher in all curricular areas) reviewed to check for coherence and progression	Oct-15	
ES	Continue to provide opportunities for cross-authority collaboration and co-development of classroom resources to support the implementation of the sciences national qualifications and enhance learning and teaching in the Broad General Education (BGE)	Mar-16	
ES	Further National 1 through Advanced Higher materials developed and published (based on findings from curricular area review)	Apr-16	
ES	Work in close partnership with Scottish Schools Equipment Research Centre (SSERC) to support their Primary Science Cluster Programme and provide ongoing support for NQ sciences	Jun-16	
ES	Series of sharing practice events planned and held for secondary practitioners to support the implementation of the new national qualifications and deliver key outcomes for Sciences, Technologies, Engineering and Maths (STEM)	Jun-16	
CDN	Creative approaches to assessment - two practical workshops held for teachers and lecturers delivering National 4 & 5 and Higher Qualifications	Dec-15	Colleges will have access to a range of showcase materials to develop approaches to assessment. The content will allow college practitioners to reflect on the range of assessment approaches and how to generate digital evidence across Curriculum for Excellence qualifications.
CDN	In partnership with College subject networks (curriculum) share learning, teaching and assessment approaches in delivery of CfE qualifications, including National Progression Awards (NPAs) National Certificates (NCs), Higher National Certificates (HNCs) and Wider Achievement and Employability Awards. This will be delivered through four national events	Jun-16	<p>Current SQA updates and relevant information available through CDN website - colleges will access information and the expertise of CDN qualifications advisor to develop assessment approaches.</p> <ul style="list-style-type: none"> <li>• practical workshops will provide joint school/college practitioner CPD and facilitate professional dialogue focused on assessment approaches and sharing of practice. National events will facilitate sharing of practice in learning, teaching and assessment.</li> <li>• CDN annual awards submissions in learning, teaching and assessment will be showcased and disseminated to sector.</li> <li>• Colleges can use the practice highlighted in annual awards to develop thinking and practice in curriculum design and delivery. Use of SCQF Credit-rated provision to deliver active tourism award will be developed and highlighted in schools and colleges for relevant curriculum potential.</li> </ul>