

**CURRICULUM FOR EXCELLENCE
MANAGEMENT BOARD MEETING**

26 March 2014

Lochend Community High School, Glasgow

DRAFT NOTE OF MEETING

LIST OF BOARD MEMBERS AND ATTENDEES

Board Members

Name	Organisation
Kay Barnett	EIS
Janet Brown	SQA
David Cameron	SDS
Mike Corbett	NASUWT
Iain Ellis	National Parent Forum Scotland
John Edward	SCIS
Grant Jarvie	Universities Scotland
Alan Johnston	Scottish Government
Terry Lanagan	ADES
Mhairi Laughlin	College Development Network Scotland
Graeme Logan	Education Scotland
Bill Maxwell	Education Scotland
Ann McIntosh	AHDS
Bill Miller	CLDMS
Fiona Robertson	Director of Learning (Chair)
Andy Smith	SLS
Andrew Sutherland	ADES
Others	
Robert Nicol	COSLA

Officials

Julie Anderson	Scottish Government (Secretariat)
Denise Brock	Education Scotland
Jeane Freeman	Scottish Government
Hugh McAloon	Scottish Government
Murray McVicar	Scottish Government

Apologies

Ann MacDonald	STEC
Ken Muir	GTCS

1. Welcome & apologies

1.1 Fiona Robertson (FR) welcomed Board members and thanked Geraldine Collins, Headteacher of Lochend Community High School, her staff and pupils for welcoming the Board to their school.

1.2 FR introduced: Andrew Sutherland, Executive Director, Learning and Leisure Services at North Lanarkshire Council who would be the second ADES representative on the Board; Bill Miller, Service Manager, Stirling Council who would be representing Community Learning and Development Managers Scotland (CLDMS); and Murray McVicar and Angela Davidson from Assessment & Qualifications Unit, who would be attending the meeting as observers.

1.3 Apologies had been received from Ken Muir, GTCS and Ann MacDonald, STEC.

1.4 FR noted that, with less than 5 weeks to go until the exams, it was a very busy and important time in Scottish education. Since the Board met last there had been a number of developments, including: a series of leadership events for Headteachers jointly organised by ADES, Education Scotland and School Leaders Scotland; and the announcement of a £5 million package of support for secondary schools, which included support for an additional in-service day during session 2014/15 to help the continuing implementation of national qualifications.

2. Note and actions from the last meeting

2.1 FR asked Board members to agree the note of the meeting in January 2014 and to the online publication of the papers from that meeting. Kay Barnett (KB) asked for it to be noted that, whilst it was an accurate record of the discussion, she did not agree with the points made at paragraphs 4.4 and 4.5.

2.2 Alan Johnston (AJ) provided an update on the actions from the January meeting and the key points raised in discussion were:

- It was agreed that there was a need for clear communications lines around why the pattern of presentation for qualifications was different and that there was a role for all Management Board members in sharing these messages. Denise Brock (DB) explained that a briefing pack was being produced, which would help partners to prepare parents and other stakeholders for the new qualifications. It was agreed that information on any communications activities between March and June would be circulated to the Board.
- The role of Insight (previously Senior Phase Benchmarking Tool) in showing the broader picture and also in setting the direction for SG work on publishing data was discussed. It was agreed that the Insight Team would provide further information at the Board meeting in June and that a proposal could also be brought to the Board in June about the publication of results data in August.

3. CfE Implementation Progress

3.1 FR invited Bill Maxwell (BM), Janet Brown (JB) and DB to provide the Board with updates on implementation and communications.

3.2 BM talked through paper 3.1 noting that the Implementation Group was confident that they were on track for delivery against the CfE work plan. He highlighted the following key developments since the Board met in January:

- The majority of the guidance on Assessing Progress and Achievement in the BGE had been published.
- Professional dialogue visits to secondary schools had been carried out, which focused on the implementation of CfE in the Senior Phase.
- A series of CfE Leadership events for Secondary Headteachers were held.
- There had been further work with NPFS on improving communications for parents.
- The College Development Network (CDN) was now represented on the Implementation Group and work was in hand to build the work of CDN into the CfE Implementation Plan. This would ensure a broader view of the Senior Phase across education sectors.
- The Implementation Group would be holding a workshop with Senior Accountable Officers to look at refreshing the risk register.
- As previously agreed by Management Board, the Implementation Group had been developing a revised format for the annual CfE Progress Report. This would be published alongside the 2014-15 Implementation Plan. Both would be shared in correspondence with the Board.

3.3 JB covered the following key developments on qualifications:

- The SQA liaison team were continuing to visit schools in response to specific requests for support.
- The Higher events had just been completed and had received positive feedback.
- SQA were still running CPD events for local authorities. They had offered approximately 170 and were halfway through.
- SQA had received feedback on the nature of verification approaches and, as part of the recent package of support, had announced changes to the verification process. The aim of this was to stop people assessing each individual piece of work.

3.4 DB noted the following key points on communications:

- There had been positive media coverage around the package of support..
- There had been a great deal of work undertaken with local media to promote good practice. The focus going forward would be on keeping the media well briefed and up to date on developments.
- A detailed media plan had been put in place for the run up to the exam diet and work was in hand with other organisations, such as Young Scot, to get information on qualifications shared as widely as possible.
- There was a focus on making sure parents knew what support was available and work was in hand to update Parentzone, making real time reporting a feature on the website.
- Work was also underway to make sure businesses were prepared for the new qualifications and ES staff were working with business groups and SDS to develop their understanding.

- Existing information for teachers was being consolidated.
- The GTCS magazine was being used to reach teachers and there was good coverage on CfE in the most recent edition.

3.5 The following key points were raised in the discussion that followed:

- Board Members asked about plans for following up on the Secondary Headteacher Leadership Events. Graeme Logan (GL) explained that there was a meeting to be held the following week to look at how to collate and share the information gathered at these events, in particular the 12 examples that were showcased. He also noted that there would be a report on the fieldwork visits produced which would cover the key messages coming from these visits, for example around the need to revisit the BGE. Education Scotland would be developing a self-help toolkit around this, building in the good practice that had been seen.
- A number of Board members highlighted that teachers were under significant pressure in the run up to the exams. Workload issues were significant as they sought to deliver for pupils at this time. Support had been welcomed, but further work was required to ensure standards were fully understood and over assessment was addressed.
- From a local authority perspective, it was felt that the scale of change across the education system from 3 to 18 and a lack of understanding on assessment in some areas, were leading to overwork. This was happening at the same time as wider budget restrictions. It was felt that there were clear pieces of development and implementation work that needed to be undertaken on BGE and on Wood, however the system needed capacity.
- All acknowledged that teachers were working hard to make CfE a success. SQA had been taking on board all feedback received and where possible, changes were made. Further modifications would be made in the next school session. On assessment and sharing standards, this was the first time that people had been nominated to work with SQA verifiers then return to schools to share standards. There had been issues about confidence levels in doing this, therefore there was a need to look at this approach for next year and consider how to support people to go back and share.
- Clearly there were some areas of significant change and work was in hand to address these. The aim was very much to align the whole qualifications, assessment and verification approach with the aim of CfE around making assessment part of learning. It was felt that there was a great deal of information on standards available, but an issue about how this was accessed.
- From an analysis of inspection evidence, 90% of teachers felt positive about the impact of CfE on the learning experience and in motivating young people. The route maps were intended to help teachers find a way through the information available. Moreover, the Bureaucracy Report had identified a range of work to be taken forward through inspections, the sharing of good practice etc that would help ensure the right support was in place going forward.
- The question of engagement with universities across the UK was also touched upon and the Board were informed that UCAS had just reviewed the new qualifications and the tariffs for Higher and Advanced Highers had risen.

3.6 FR noted that it was clear that there were concerns in the system and it would be important to respond to this collectively, through the national support package or direct work by Education Scotland and SQA. She emphasised the need to reflect on the past year then use this to move forward. She then invited AJ to present paper 3.2 on Management Board Process to June 2014.

3.7 AJ explained that, as schools were beginning to prepare for the next academic session, a sub-group of Management Board would be convened to look at the experience from the first year of the new qualifications, building on the feedback from Board members and others, and identify lessons for the future. This group would be set up before Easter and would complete its work in advance of the Management Board meeting on 17th June. The work of the group would supplement the CfE Implementation Plan.

3.8 It was noted that, in the medium term, the Management Board would also need to have a specific focus on assessment and on the Wood Commission recommendations but that these would be revisited in June. In addition, the need to consider the relationship between the Management Board and the CLTA forums was flagged.

4. Implementation in the Early Years and Primary

4.1 FR invited Ann McIntosh (AM) to talk through her recent letter to the Board regarding implementation in the Early Years and Primary and some of the issues impacting on these sectors.

4.2 AM noted that a number of the issues had already been raised but emphasised that primary staff were also under pressure, with similar issues arising around assessment and moderation. She noted that teachers were ambitious and keen to take forward CfE but funding issues and time were impacting on aspirations.

4.3 She also noted that AHDS had been working with Education Scotland to provide support for the Primary sector. This included: work with Headteachers and Depute Headteachers to look at assessment and moderation; a series of events for Primary Headteachers organised jointly by AHDS and EIS; work to pull together information on programmes and courses across the country; and work to gather examples of good learner progression.

4.4 GL also noted that ongoing support was being provided by Education Scotland to those schools in greatest need and that the range of support being provided nationally would be taken forward in 2014-15.

4.5 In the discussion that followed, the following key points were raised:

- There was an acknowledgement of the issues facing Primary teachers and an agreement that the Board needed to be aware of the impact that the focus on qualifications and the BGE in S1 to S3 was having on Primary staff.
- It was suggested that teachers in Primary also needed space created for their personal development and it was noted that the EIS would continue to request an additional in-service day for Primary teachers.
- It was agreed that the Board should not lose sight of the impact of GIRFEC and the Children and Young People's Bill on Primary schools.

4.6 In terms of action going forward, FR noted that support for the Broad General Education in Primary Schools would have a clear place in the CfE Implementation Plan for 2014-15 and that the Management Board would keep this issue in their line of sight.

5. Commission for Developing Scotland's Young Workforce

5.1 FR invited Hugh McAloon (HM) to give an update on the work of the Commission since the publication of the interim report in September 2013.

5.2 HM explained that he was not in a position to share the content of the final report but outlined the following key areas that it would cover:

- The focus of the final report would be on turning employers from passive consumers of education into active ones.
- It would be looking at how industry could support the development of young people and organise itself better to do this, which would cover the structures and infrastructures needed to support this and industry lead measures needed to build bridges between education and work.
- It would also cover measures needed to encourage employers to recruit more young people, for example Modern Apprenticeships.
- There would be no significant change to the interim report recommendations

5.3 FR then invited AJ and GL to provide updates on early plans for taking forward the recommendations from the Wood Commission.

5.4 AJ noted that the final report was still to come but told the Board that the messages from Wood were consistent with, and would be taken forward in line with, CfE. Initial planning was being based around 5 themes:

- A more intensive, industry-influenced focus on employability within the CfE broad general education
- Clearer vocational pathways, starting in the senior phase which lead to industry recognised qualifications
- A college system fully focussed on employability and responding to industry's skills needs at the regional and national levels
- Apprenticeship opportunities for young people to achieve a flexible set of qualifications up to and including degree level while in work.
- A system underpinned by industry engagement

5.5 AJ noted that there were some issues around the terminology in Wood for example on academic/ vocational, which were not terms frequently used in CfE. He also recognised that there would be variation across the country in how this was implemented. In terms of next steps, AJ noted that there would be a Summit on Wood on 31 March, the final report in May/ June, further work to engage with stakeholders around planning within the workstreams and a response from the Scottish Government following that.

5.6 In relation to the BGE theme, GL reiterated that the messages in Wood were very much the same story as CfE and added that the focus of work on the Broad General Education would be on providing resources, practical advice and support on how to take forward. He noted that there was already a focus on enterprise and entrepreneurship and that skills for learning, life and work were being developed across the curriculum. He also added that there were some very good examples of Senior Phase pathways that ES would be sharing.

5.7 The key points raised in discussion were:

- It was flagged that SDS was: developing a framework for education/employment engagement, which could improve consistency of practice in this area without limiting flexibility; simplifying Careers Information, Advice and Guidance and looking at

career management skills and employability; and looking at My World of Work, including information and approaches that were consistent with the Wood report. They would welcome other opportunities to be involved in taking this work forward.

- From a local authority perspective, it was felt that the Wood agenda offered a whole range of opportunities, but it would not be resource neutral. As such, support at a national level would be key. It was also noted that there was a real issue around terminology such as “parity of esteem” and “vocational “. It was felt that the only way to address this would be to ensure there was an emphasis on an entitlement for all young people and to show the value of this type of learning to higher level jobs.
- The importance of the role of staff in making this happen was also emphasised, in particular FE staff.
- It was also agreed that there needed to be collaborative approaches across all sectors and that CfE was not just about young people learning in schools, but wherever the best place for them was.
- For qualifications to be industry recognised they needed to be meaningful and valued and developed by people across a range of sectors.
- The work being undertaken by Forth Valley College and Falkirk Council to deliver HNCs to school age pupils was highlighted as a very good example of practice in line with Wood.
- The IT sector was flagged as a key area of interest to this work.
- It was noted that there was already good work going on which was in line with Wood but there needed to be consistency across the country.

5.8 FR noted that between now and the next meeting of the Board, the final Wood commission report would be published and the Board would have a key role in taking this forward.

5 AOB

6.1 Terry Lanagan gave a very brief update on key issues discussed at the last Learner Journey Sub Group meeting, noting that a priority for the Group was to look at S6.

6.2 In conclusion, FR emphasised that the Management Board would have a key role over the following weeks and months. She stressed the importance of them feeding in their views and working collectively to deliver. She noted that the work of the reflection group would be a key piece of work.

6.3 Finally, FR noted that this would be Kay Barnett’s last CfE Management Board, as she would be retiring from her EIS activities in early June after more than 30 years of EIS work locally and nationally. FR thanked her on behalf of the Board for all her work over the years.

7. Date of Next Meetings

Tuesday 17th June – 12-4pm - Cathedral Primary School, Motherwell.

CLOSE 16:00