

## Appendix A - Education Reform

OECD Recommendation	Scottish Government response	National and <a href="#">Local</a> progress to date
<b>Theme 1 - Balance CfE so children and young people can fully benefit from a coherent learning experience from 3-18</b>		
<p><b>Re-assess Curriculum for Excellence's (CfE) aspirational vision against emerging trends in education</b> to take account of evolutions in education and society: Scotland should consider updates to some of its vision's core elements and their implications for practice, in particular, the role of knowledge in CfE; and define indicators aligned to the vision to help understand students' progress across all four capacities set out in CfE.</p>	<p>We will work with Education Scotland, SQA, the teaching profession, learners, parents and other key partners to build on the work undertaken in 2019 to refresh Scotland's curriculum narrative. This will include re-examining core elements of its vision to take account of 20 years of curriculum design and delivery, and wider educational developments.</p> <p>We will work with stakeholders to ensure the role of knowledge, skills and attitudes are more explicit and better integrated in the capabilities and attributes of the four capacities, to help understand learners progress</p>	<p>On 21<sup>st</sup> September 2022 Scottish Government and CoSLA launched a <b>National Discussion</b> on the vision for education in Scotland: "Let's Talk Scottish Education". Professor Carol Campbell and Professor Alma Harris have agreed to act as independent facilitators for the National Discussion which will run between September 21 and December 5 and report in Spring 2023. The national discussion presents an opportunity for children, young people and all those who support them to have their voices heard.</p> <p><a href="#">The information about the National discussion and resources to support engagement with stakeholders has been shared with all Aberdeen City Council schools so that they can support the development of school responses. The Education Service engaged with key stakeholders (Parent Forum, Elected Members and Trade Unions) to inform the Council response to the consultation questions.</a></p>
<p><b>Find a better balance between breadth and depth of learning throughout CfE</b> to deliver Scotland's commitment to providing all learners with a rich learning experience throughout school education: Scotland could consider how the design of CfE can better help learners consolidate a common base of</p>	<p>We will work with partners including teachers, parents, young people, academics, and all parts of the system to find the point of balance between breadth and depth, considering how this evolves through the learner journey from the broad general education towards more knowledge</p>	<p>The Hayward Review is looking at how to support flexible approaches to assessment and all schools have been invited to contribute.</p> <p><a href="#">This recommendation is being considered as we develop ABZ Campus. Phase 1 of ABZ Campus will be in place from June 2023 with phase 2 planned for June 2024.</a></p>

<p>knowledge, skills and attitudes by the end of BGE, and nurture and hone this base for them to progress seamlessly through Senior Phase and the choices its offers.</p>	<p>and discipline based courses in the senior phase. We will provide guidance which supports schools to develop an approach which will work in their context.</p>	<p>Breadth and depth measures were discussed as part of our approach to secondary Attainment Reviews over September and October.</p>
<p><b>Adapt the Senior Phase to match the vision of CfE</b> Scotland could consider adapting the pedagogical and assessment practices and the structure of learning pathways in the Senior Phase to enhance learners' experience of upper-secondary education and help them develop CfE's four capacities continuously</p>	<p>The Scottish Government will build on the work undertaken in 2018 on the Learner Journey and subsequent discussions at the Education and Skills Committee in 2019/20. Specifically it will update senior phase approaches and learner pathways in order to enhance learners' experiences across the four capacities of Scotland's curriculum. This will include reviewing and updating guidance on learning and teaching and assessment practices where appropriate.</p>	<p>A Learning, Teaching and Assessment Conference was held for secondary schools in November 2022.</p> <p>The availability of learning pathways was raised during Attainment Reviews over September/October 2022.</p> <p>Shared approaches to transition from primary to secondary are being discussed with a focus on the transitions to adult services for those who are declared disabled.</p>
<p><b>Continue building curricular capacity at various levels of the system using research</b> By developing the environment of curriculum design support around schools, including in supporting exchange and collaboration between practitioners for curriculum design and experimentation within and across schools; and collaboration between schools and universities.</p>	<p>Teachers should be supported to take innovative decisions about the curriculum, based on the findings of relevant research and methods such as professional enquiry. Actions to support this will include reducing class contact time supporting ever greater collaboration between teachers and schools through regional improvement collaboratives and intensifying school empowerment.</p> <p>We will also consider whether existing professional learning in terms of curriculum can be enhanced while exploring how we can expand colleges</p>	<p>It is anticipated that this work will be progressed when the new agencies are established.</p> <p>ABZ Campus presents an opportunity for all secondary schools to collaborate to increase the range of learner pathways available and is being developed in collaboration with Further and Higher Education institutions.</p> <p>The Service is engaging with other Local Authorities who have highly effective college/school partnerships to see what can be learned and used to support our work locally.</p> <p>Trios are being used to support the effective sharing of practice across Primary schools.</p>

	and universities' interaction with schools.	Head Teachers share best practice locally and nationally.
<b>Theme 2 – Combine effective collaboration with clear roles and responsibilities</b>		
<p><b>Ensure stable, purposeful and impactful stakeholder involvement with CfE.</b></p> <p>System leaders at national and local levels could continue encouraging the involvement of stakeholders (and in particular, students) with CfE by better structuring each engagement initiative they offer, clarifying its purpose, designing it accordingly, and letting stakeholder input inform decision making</p>	<p>We will reconvene the Scottish Education Council, with a refreshed membership and renewed purpose, to support the delivery of the OECD's recommendations as well as wider education policy as we move on from Covid-19. Young people will have seats on that Council and, to ensure that the voices of those who are most affected by any changes in education are always heard loudly and clearly in strategic discussions, a Children and Young People's Education Council will be established to sit alongside the Scottish Education Council.</p> <p>The Children and Young People's Council will enhance and build on the Education Recovery Youth Panel.</p>	<p>The Scottish Education Council has been reconvened.</p> <p>A Children and Young People/s Education Council has been convened.</p> <p>The Education Service continues to engage with children and young people as key stakeholders as we prepare for the incorporation of the UNCRC. A report on our work to embed children's rights will be published following Committee approval in January. A review of next steps will be undertaken following publication of the Statutory guidance.</p> <p>Children's rights features in all School Improvement Plans.</p> <p>The quality improvement framework details accountability structures.</p>
<p><b>Revise the division of responsibilities for CfE.</b></p> <p>System leaders and stakeholders could revise the current allocation of responsibility for CfE, including responsibilities for its strategic direction, its reviews and updates, and the response to schools' needs of support</p>	<p>The Scottish Government agrees that it is vital that the various agencies and institutions responsible for each aspect of the curriculum have the capacity, resources and ability to fulfil their responsibilities. Linked to our implementation of Recommendation 3.2, we will work with stakeholders to simplify policies and responsibilities to</p>	<p>Professor Ken Muir considered this recommendation in his report '<i>Putting Learners at the Centre: Towards a Future Vision for Scottish Education</i>'. As a result, a new national qualifications body, new national agency for Scottish education and an independent inspectorate body are currently being developed. These will replace SQA and Education Scotland. Operating models are due to be developed by the end of 2022.</p>

<p>with curriculum issues. The revised allocation should be stable over time to fulfil Scotland's commitment to shared ownership of CfE</p>	<p>ensure greater clarity and coherence. Consideration around the division of responsibilities for the curriculum will be part of the reform of our national agencies.</p>	<p>A consultation on options for inspection of the ELC sector has been undertaken with a commitment to shared inspections (Education Scotland and Care Inspectorate) in the short term. <a href="#">The Local Authority engaged with this consultation.</a></p> <p>There will be a period of shadow operation for the new bodies before they become fully operational, with a view to new organisations becoming operational in 2024. In the case of the qualifications body we expect this to be following the completion of the 2024 exam diet. At these points, SQA and Education Scotland will cease to exist in their current forms</p> <p><a href="#">The Education Service continues to engage with HMle to review approaches to Inspection to ensure that valuable learning from the pandemic is retained and built upon.</a></p>
<p><b>Structure a coherent communication strategy to support developments of CfE</b></p> <p>System leaders, with the Learning Directorate and Education Scotland at the forefront, could develop a communication strategy in support of CfE's next developments and collaborate with practitioners, scholars and other CfE stakeholders as they do so</p>	<p>We are committed to timely and effective communication. We will work with practitioners and system experts to ensure that communication of changes related to these recommendations is clear, timely, coordinated and succinct. We will re-continue work, paused by Covid-19, to engage further with the sector and explore further how the existing suite of curriculum documentation can be revised and refined to enhance clarity and access. There are very close links between this recommendation and</p>	<p>Information is being shared on the work of Professor Hayward and of Professor Muir.</p> <p><a href="#">Information shared through ADES and directly with the service is being shared timeously with school staff.</a></p> <p><a href="#">Information on progress is being shared with Members.</a></p> <p><a href="#">Digital communication has been established across the service with opportunities for schools to share best practice with each other.</a></p>

	others, and therefore we will work to implement those recommendations as a coherent package	
<b>Theme 3 - Consolidate institutional policy processes for effective change</b>		
<p><b>Provide dedicated time to lead, plan and support CfE at school level.</b></p> <p>In support of the next phase of development of CfE, Scotland could consider the provision of additional dedicated and ring-fenced time for all teachers, for curriculum planning, for monitoring of student achievement and in support of moderation of assessment outcomes</p>	<p>We want teachers to have more time in the working week to support the creation of a curriculum that suits the needs of their school and pupils. The Scottish Government has already committed to seeing teachers' class contact time reduce by 1.5 hours per week, and we will work with our partners in the Scottish Negotiating Committee for Teachers (SNCT) to take forward discussions as to how this can best be achieved</p>	<p>Initial work with ADES to look at the implications of this in terms of staffing requirement to help inform the timing of this change.</p> <p>Work on moderation continues.</p> <p>Work to develop tracking and monitoring arrangements continues.</p>
<p><b>Simplify policies and institutions for clarity and coherence.</b></p> <p>To align the institutional structures with clear ownership of CfE, Scotland could explore assigning leadership and development responsibilities for curriculum (and perhaps assessment) to a specialist stand-alone agency; and consider refreshing the remit of an inspectorate of education regarding CfE</p>	<p>In addition to this recommendation itself we note, in particular, the OECD's view that having the inspectorate as part of an organisation that is also responsible for supporting school leaders, curriculum design and support, teacher professional learning and a range of other initiatives is an "unusual configuration".</p> <p>Therefore, we will:</p> <ul style="list-style-type: none"> <li>• Move the role of inspection out of Education Scotland in a way that maximizes impact and helps to balance the dual need for local flexibility of provision alongside</li> </ul>	<p>Professor Ken Muir considered this recommendation in his report '<i>Putting Learners at the Centre: Towards a Future Vision for Scottish Education</i>'. As a result, a new national qualifications body, new national agency for Scottish education and an independent inspectorate body are currently being developed. These will replace SQA and Education Scotland. Operating models due to be developed by the end of 2022.</p> <p>The Education Service continues to prioritise simplifying and aligning policies to ensure that staff have a clear understanding of expectations. This work will continue.</p>

	<p>national consistency in outcomes.</p> <ul style="list-style-type: none"> <li>• Consider replacing the SQA with a new, specialist agency responsible for both curriculum and assessment to ensure alignment in these functions.</li> </ul> <p>We have appointed Professor Ken Muir to lead the work on how this recommendation should be implemented. Professor Muir will work with a dedicated and diverse advisory panel with a view to consulting widely and, ultimately, ensuring our agencies are designed in a way that maximizes support of excellence and equity for our children and young people</p>	
<p><b>Align qualifications, system evaluation and curriculum to deliver on the commitment of Building the Curriculum 5.</b></p> <p>Scotland could first identify modes of student assessment that could be used in school and external settings at Senior Phase levels, in alignment with the four capacities and CfE philosophy; and second, re-develop a sample-based evaluation system to collect robust and reliable data necessary to support curriculum reviews and decision making</p>	<p>The Scottish Government notes the need to develop approaches to qualifications and assessment which are better aligned with the four capacities and CfE philosophy. We look forward to the publication in August of the OECD's working paper outlining possible options to enhance assessment and qualifications moving forward.</p> <p>This recommendation links to work currently underway to respond to recommendations made by Audit Scotland regarding BGE data and</p>	<p>The Scottish Government has launched the Hayward Review to reform qualifications and approaches to assessment. Phase one of the review developed a shared vision and set of principles to be used to ensure that practice remains consistent with original intentions.</p> <p>Phase 2 will generate different ideas about what the Vision and Principles might look like in practice with phase 3 looking at the practical implications. All schools have been invited to contribute to Phase 2 of the review.</p>

	<p>health and wellbeing, and we are considering with partners as to whether/how we can change what data we collect to better reflect the 4 capacities.</p> <p>Action in response to this recommendation will also include consideration of the status and role of the Inspectorate, Education Scotland and the SQA. The intention to reform these agencies was announced by the Cabinet Secretary for Education and Skills on 2 June 21</p>	<p>The education service actively engaged with the consultation and continues to develop our senior phase curriculum with partners.</p>
<p><b>Develop a systematic approach to curriculum review.</b></p> <p>Scotland could consider establishing a systematic curriculum review cycle with a planned timeframe and specific review agenda, led by the specialist stand-alone agency</p>	<p>We have periodically reviewed elements of the Curriculum for Excellence - for example, the review of Technologies experiences and outcomes in 2016/17. Three reviews are ongoing at present on topic specific issues (race equality, LGBT equality, and rights education in the light of the incorporation of the UNCRC). These processes offer insights which we will use to develop an overarching review process for Scotland's curriculum. Once implemented, the new review cycle would support our ongoing ambition for CfE to remain relevant and, as recommended in the OECD report, will reduce the need for ongoing</p>	<p>Work by the Inspectorate to undertake a thematic review focussed on positive behaviour management.</p> <p>Two schools positively engaged in phase 1 of the thematic review with both now developing a case study for publication.</p>

	<p>guidance and clarifications, giving the system greater stability overall.</p> <p>We will ensure all key partners are engaged in the design of the review process, and will ensure that it seeks to streamline processes and communication to prioritise the efficient operation of the system in schools and other education establishments.</p>	
<p><b>Theme 4 - Lead the next steps of CfE with a long-term focus</b></p>		
<p><b>Adopt a structured and long-term approach to implementation.</b></p> <p>Building on the system's existing strengths, Scotland should consider how to take on board the recommendations in this report as a coherent package rather than individual policy actions for the next steps.</p>	<p>We will work with practitioners, learners, parents and other key stakeholders to co-design a detailed implementation plan. The Curriculum and Assessment Board will play a key role in driving this work, alongside the Scottish Education Council and the new Children and Young People's Education Council.</p> <p>This implementation plan will set out the roles and responsibilities of all involved in delivering improvements, and the indicators to be used to measure progress and undertake systematic reviews of implementation</p>	