

Achieving Excellence and Equity in Scottish Education

Fiona Robertson and Graeme Logan



Scottish Government
Riaghaltas na h-Alba
gov.scot



Our work to build a high performing education system

- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence
- Reforms to improve teacher quality and professionalism
- Investing in modern, stimulating learning environments for our children
- Developing Scotland's Young Workforce
- Development of the National Improvement Framework
- More targeted interventions through the Scottish Attainment Challenge
- Governance Review

Our vision

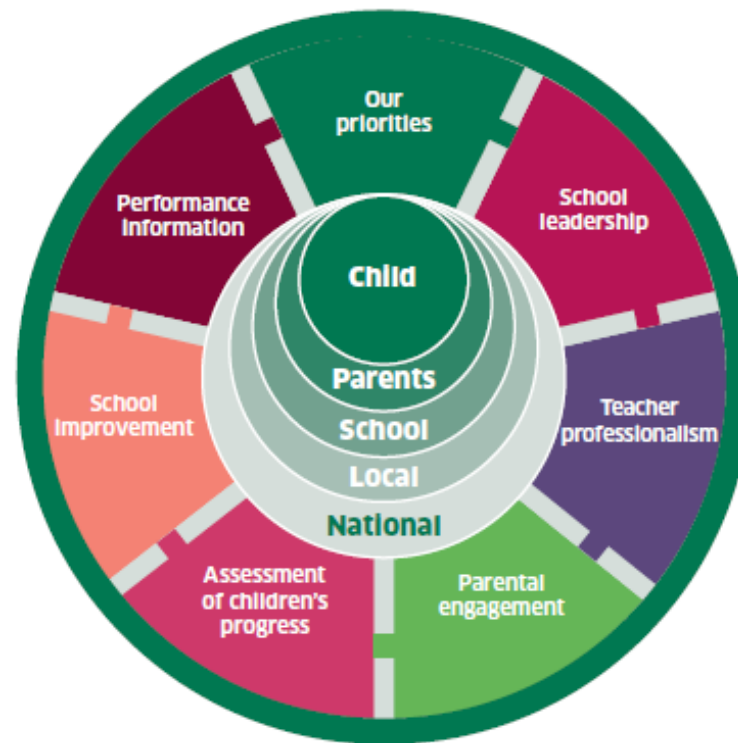
We have a clear **vision** for Scottish education set out in the new National Improvement Framework:

- **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 deprivation-related attainment gap

This has broad support across Scottish education.

Development of the National Improvement Framework

- A clear vision and set of priorities
- A comprehensive and integrated approach to evidence and evaluation
- Six key drivers of improvement
- New annual survey of achievement of literacy and numeracy levels through stages of primary and early secondary
- New health and wellbeing survey under consideration





- Strongly targeted approach, across literacy, numeracy and health and wellbeing
- Particular focus on highly concentrated areas of social disadvantage
- Promoting collaborative enquiry approaches within and between schools and authorities
- Key elements: learning and teaching, leadership, families and communities


Our current policy challenges

- Longstanding and persistent attainment gap
- Variation in performance and improvement across Scotland
- Concerns about teacher shortages and workload
- Ensuring the successful delivery of Curriculum for Excellence, including the new qualifications

Our priorities in response

The Delivery Plan sets out an ambitious range of actions across the 6 drivers of improvement within the National Improvement Framework and seeks to ensure we:

- Intensify efforts to close the attainment gap
- Refine and de-clutter the curriculum
- Empower our teachers, headteachers, practitioners, parents, communities and children and young people to deliver

A photograph of two young children in school uniforms. The child on the left is a girl with curly hair, wearing a black sweater over a red collared shirt, looking intently at an open book. The child on the right is a girl with long blonde hair in a braid, wearing a black and white striped shirt with a red tie, also looking at the book. They are sitting at a yellow table. The background is slightly blurred, showing a classroom setting.

“”Our data shows that it doesn’t matter if you go to a school in Britain, Finland or Japan, students from a privileged background tend to do well everywhere. What really distinguishes education systems is their capacity to deploy resources where they can make the biggest difference.”

Andreas Schleicher, Times Educational Supplement, 2013

Implementing the Scottish Attainment Challenge

- * Learning from 'Challenge' models around the world
- * First Challenge to focus on primary stages
- * Literacy, numeracy and health and wellbeing
- * £750m over 5 years
- * Targeted approach: regions, schools and individual families
- * Teams of attainment advisors in place in each region
- * Part of the overall Fairer Scotland strategy

Building on 'Improving Schools in Scotland: An OECD Perspective', December 2015

“Be rigorous about the gaps to be closed and pursue relentlessly “closing the gap” and “raising the bar simultaneously”

Improving Schools in Scotland: An OECD Perspective, 2015

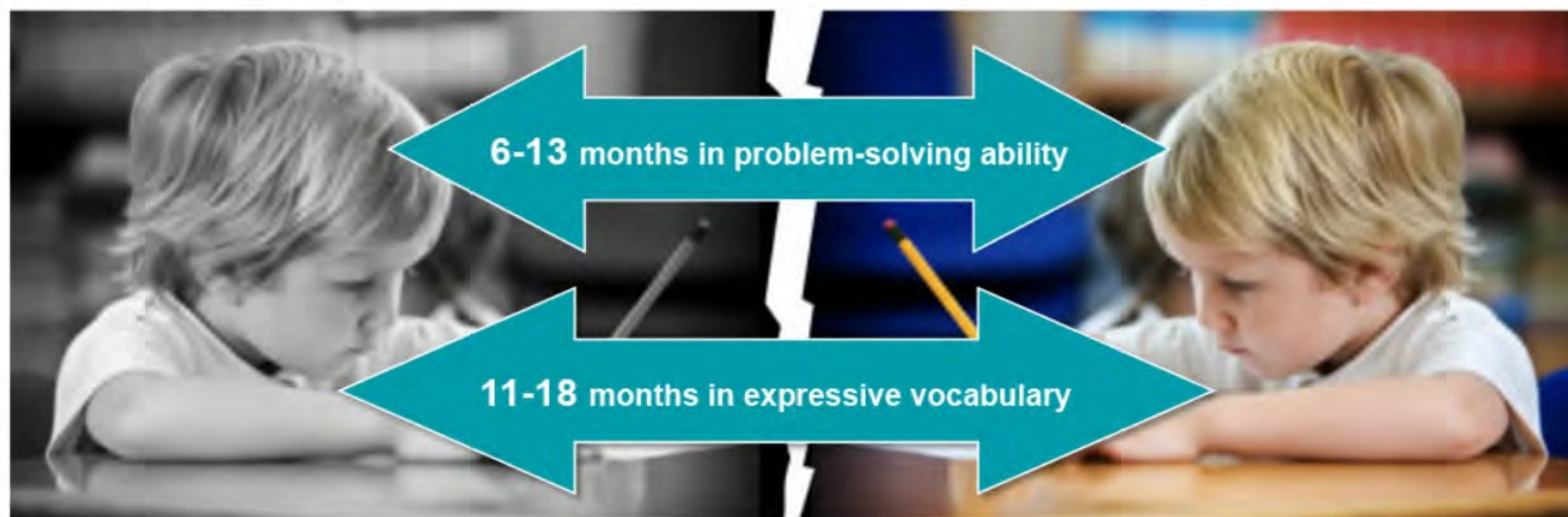
Which 'gaps' exist in your school?
How are they measured?
How will they be reduced?
How will you know?



‘Closing the gap’

- * A shorthand expression for all our work to break the cycle of deprivation for children and their families
- * We have set the ambitious target of closing the poverty-related attainment gap between the most and least deprived children in Scotland

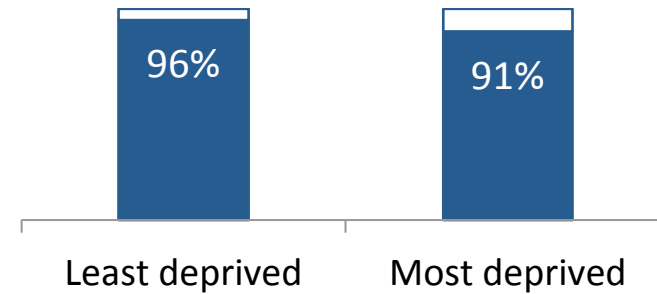
In Scotland, at age 5, the gap between children from the most advantaged and most disadvantaged families is already:



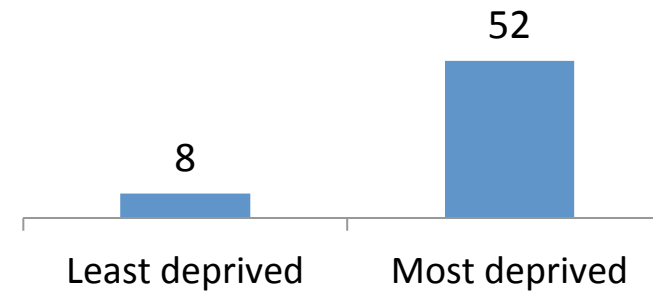
From Growing Up in Scotland

What do we know now? The national picture

- Attendance rates



- Exclusion rates



Closing the gap – how will we know at classroom and school level?

- Expected progress for all
- Excellent progress for many
- All SIMD bands proportionately represented in the 'excellent'
- In other words, no pattern of lower attainment for children in lower SIMD bands

2 key questions for every school

- To what extent are you ensuring excellence in learning, teaching and assessment ?**
- In what ways can you demonstrate improvements to equity for all learners?**

Principles for using data to tell the story

We need to use data as a treasure hunt for what's working, not a witch hunt for what's not (John Hattie, 2016)



National Improvement Hub

What is the NIH?

The National Improvement Hub will become a key gateway to educational improvement resources and support. It provides easy access to dynamic digital resources to help you improve your practice quickly and easily, increasing the quality of learners' experiences and their outcomes.


Most Read



Transforming lives through learning

ps://education.gov.scot/improvement/Pages/sac30whatworks.aspx

Scottish Attainment Challenge | What Works in Supporting ...

Favorites Tools Help

 **National Improvement Hub**

SUPPORT | ABOUT THE HUB | CONTACT US | GLOW   SK

Self-evaluation and improvement Knowledge and research Learning and assessment Practice exemplars Program

Search the National Improvement Hub

Search... **SEARCH**

POPULAR SEARCHES HELP

What Works in Supporting Children and Young People to Overcome Persistent Poverty? A Review of UK and International Literature (2013)

Last updated: 12 May 2016

What is this?

A research report which presents the findings of a literature review which explored the factors and interventions that could help disadvantaged children achieve a positive outcome in adult life. It also sought to identify the factors which enabled some disadvantaged children to 'buck the trend' and to identify strategies which could support the development of resilience among disadvantaged children.

Who is this for?



Search the National Improvement Hub

Search...

SEARCH

POPULAR SEARCHES HELP

How can schools develop a literacy-rich curriculum in P1-3 to help to close the vocabulary gap?

Last updated: 30 August 2016

What is this?

Strategies and interventions which can support teachers and practitioners A range of strategies, interventions, questions and examples to support the development of a literacy-rich curriculum in P1-3.

Who is this for?

This is for teachers and practitioners.

How to use this Learning and assessment resource to improve practice?

The questions can be used and adapted to reflect on current practice through professional dialogue with colleagues. You may also wish to create a bespoke set of questions for your context using [How good is our](#)

Related link

[Scottish Attainment Challenge](#)

Professional learning strategy

- Engaging directly with the profession and through professional associations
- Research strategy, including collaborative professional enquiry projects in all 32 local authorities
- National and local professional learning
- Engaging with other countries and world-leading experts through 'masterclasses'

Importance of parents and families

- Number of words spoken to children by adults by the age of 36 months

– In professional families:	35 million
– In other working-class families:	20 million
– In families on welfare:	10 million

- Kinds of reinforcements:

	positive	negative
– professional	500,000	50,000
– working-class	200,000	100,000
– welfare	100,000	200,000

Achieving equity – some of the ways forward....

- **Evaluation** using a range of data – know the gap before you can close it
- **Curriculum Design** – closing the vocabulary gap
- **Working with partners** – giving every young person the widest range of opportunities to achieve. 50 things to do before the age of 15.....
- Improving **literacy, health and wellbeing** and **numeracy** in a range of ways
- **Aspiration**, self-belief, networks and connections
- **Family learning**



Next steps for the Scottish Attainment Challenge

- Individual pupil funding scheme with £100m per year going directly to schools from 2017/18 onwards, bringing approximately 95% of schools into the funded programmes
 - Framework of evidence based interventions which are proven to work to close the gap publishing December 2015
 - Family learning programmes in place in Challenge Authorities by March 2017
- 