
Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/02/20/RB
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Subject:	National Updates		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities Committee with an overview and summary of national updates.

2.0 SUMMARY

- 2.1 The paper contains updates on the following national initiatives, consultations and reviews:

- ASL Review
- Out of school care
- Learner journey review
- Senior phase review
- College improvement project
- Review of home education guidance
- Learning for sustainability
- PISA
- GIRFEC
- Age of criminal responsibility
- National thematic inspection: family learning
- Chief Education Officer

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the updates contained in this report.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 UPDATES

- 4.1 **ASL Review:** A review of the implementation of additional support for learning (ASL) in schools was announced in January 2019. The review is founded on a continued commitment to a presumption to mainstreaming and on the need to ensure that children and young people's additional support needs are met. This will enable them to reach their full potential, with learning provision that best suits their needs.

The review will consider current evidence, and engagement will be undertaken with a range of people and groups to identify good practice and areas for further improvement in the ways that children and young people with additional support needs progress in their learning. The review is being led by Angela Morgan. As part of the review process a survey has been issued.

The review will consider:

- how ASL works in practice, across early learning and childcare centres, primary, secondary and special schools (including enhanced provision, services and units);
- where children and young people learn within the balance of the provision set out above, recognising that not all authority areas have all of those provisions;
- the quality of learning and support, including overall achievement and positive destinations achieved post-school;
- the different approaches to planning and assessment to meet the needs of children and young people;
- the roles and responsibilities of support staff, teaching staff, leadership roles, education authorities and national agencies
- the areas of practice which could be further enhanced through better use of current resources to support practice, staffing or other aspects of provision.

Angela will gather views and experiences from October to December 2019. It is anticipated that a report with recommendations for next steps will be available in spring 2020.

- 4.2 **Out of School Care:** The Scottish Government has a draft framework on Out of School Care which sets out what they know about the out of school care sector in Scotland and asks questions about what the Scottish Government can do to support families in accessing high quality, flexible and affordable services which benefit children and parents and carers. They want future policies on Out of School Care to be shaped by the people who would benefit from them. They want to understand what children, parents and carers, professionals and experts think about the ways in which Out of School Care can give children opportunities to play and access life-enhancing experiences and support parents to work, train or study. The draft framework can be accessed at the following link and schools have raised awareness of this consultation with parents.

<https://www.gov.scot/binaries/content/documents/govscot/publications/consultation-paper/2019/08/out-school-care-scotland-draft-framework-2019/documents/out-school-care-scotland-executive-summary/out-school-care-scotland-executive-summary/govscot%3Adocument/out-school-care-scotland-executive-summary.pdf>

- 4.3 **Learner Journey Review:** The Scottish Government continues to take forward the Education Delivery Plan and Enterprise and Skills Review commitment to "review the learning journey for all 16-24 year olds to ensure that education provision for young people is as effective as possible and provides more stepping stones for those needing most support." A copy of the report can be found at <http://www.gov.scot/Publications/2018/05/4774>.

17 recommendations have been set out and are being taken forward by the Learning Directorate, the Advanced Learning and Science Directorate and the Fair Work Employability and Skills Directorate.

- 4.4 **Senior Phase Review:** The Scottish Government will be conducting an independent review of the senior phase of Curriculum for Excellence. The review will explore how Curriculum for Excellence is being implemented for young people in S4 – S6. The Scottish Government has asked the OECD to lead this review to ensure that it is independent, however a practitioner forum will also be convened alongside the OECD team. It is proposed that the forum will be led by Tony McDaid, Executive Director of Education Resources, South Lanarkshire Council.
- 4.5 **The College Improvement Project (CIP):** This is using quality improvement methodology to target improvements for the learner where they are most needed in order to increase retention and attainment. Work is underway in 5 colleges (Dundee and Angus, Edinburgh, Inverness, New College Lanarkshire and West College Scotland). Staff and students in each college have formed local improvement teams.
- 4.6 **Review of Home Education Guidance:** A review of the current Home Education guidance is underway with a discussion paper issued to interested parties in July. Revised guidance will be prepared for a formal consultation with the aim of publishing updated guidance in summer 2020. It should be noted that no changes to the legislation is being proposed.
- 4.7 **Learning for Sustainability:** On 19 June 2019 the Scottish Government launched the Learning for Sustainability Action Plan which sets out how the Scottish Government will implement the recommendations of the Vision 2030+ report over the next 3-5 years. To aid the delivery of the action plan a Learning for Sustainability Policy and Stakeholder Network has been convened.
- 4.8 **PISA – The Programme for International Student Assessments (PISA) results were published on 3 December 2019. A sample of 15-year-old students in Scotland took the assessments in reading, mathematics and science. Scotland’s scores in the 2018 PISA assessments were above the OECD average in reading and similar to the OECD average in maths and science. In the previous survey in 2015, Scotland was similar to the OECD average in reading, maths and science.**
- Scotland’s own overall performance compared to 2015 improved in reading and was similar in maths and science.
 - Scotland’s relative performance compared to other countries, including UK administrations, improved in reading, stayed similar in science and declined in maths when measured by the number of comparator countries that were above and below Scotland.
 - The proportion of pupils performing at highest levels of achievement (“Level 5 and above”) was higher in Scotland than the OECD average in reading and similar in maths and science. The proportion of pupils performing at the lowest levels of achievement (“below Level 2”) were lower in Scotland than the OECD average in reading and similar in maths and science.
 - The gradient and strength of relationship between performance and social background was similar to 2015. However, despite an improvement in reading performance, the gradient and strength of relationship remained below the OECD average. The strength of relationship between performance and social background in maths was lower than the OECD average in 2018.
- 4.9 **GIRFEC – The Scottish Government has confirmed that it will no longer pursue legislation to underpin the named person and child’s plan; and, has reaffirmed its commitment to getting it right for every child (GIRFEC) as Scotland’s approach to helping children get the right support at the right time. An open letter was issued by senior leaders confirming Scotland’s commitment to key messages of GIRFEC. The open letter is attached to this paper as Appendix 1.**
- 4.10 **Age of Criminal Responsibility – As of 29 November 2019, children under 12 cannot be referred on offence grounds to a children’s hearing by the Principal Reporter. This will mean that from this date onwards there will be no new convictions or criminal records for children under 12.**

4.11 National Thematic Inspection: Family Learning

Education Scotland are taking forward a national thematic inspection of family learning as part of their Annual Programme of Scrutiny. HM Inspectors will visit a sample of early learning and childcare settings, primary, special, and secondary schools, and community settings between 13 January and 28 February 2020. Each authority has been asked to nominate 3 educational establishments and Education Scotland will use these visits to gather more in depth evidence around approaches to family learning. Each visit will last a day and will include a maximum of two HM Inspectors.

This thematic inspection will focus on exploring two key questions:

1. How schools/settings engage families in family learning activities?
2. How are approaches to family learning leading towards positive outcomes?

4.12 **Chief Education Officer:** Although the Education Governance review – next steps document indicated the direction of travel to ensure that each local authority had a Chief Education Officer, this aspect of the governance review was not taken forward in legislation. In November 2019, the Deputy First Minister announced at the ADES conference that this role would be taken forward through legislation.

5.0 IMPLICATIONS

5.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.2 Legal

N/A.

5.3 Human Resources

N/A.

5.4 Equalities

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
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NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.

NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

5.5 Repopulation

N/A.

6.0 CONSULTATIONS

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.



16 October 2019

Colleagues,

This is an open letter to managers, headteachers and practitioners in children's services, from senior leaders responsible for standards and practice in health, social work, social care and education. We come together to reaffirm our commitment to Getting it right for every child (GIRFEC). We want Scotland's children to grow up loved, safe and respected, so that they can reach their full potential.

GIRFEC is special and world leading, in being a long lasting multi-disciplinary strategy for enhancing the wellbeing of a nation's children. It has the support of successive Government administrations, both in local and national Government, and of professional bodies across the range of disciplines, as reflected in the signatories to this letter.

Most of the time, most children get all of the support they need from their family, with help from universal health and education services. But many children and families look for advice or extra support at some time. The GIRFEC approach should make that easy to access, ensuring a prompt and proportionate response to meeting needs.

You will be aware that the Deputy First Minister has recently agreed the recommendations of the GIRFEC Practice Development Panel, which had been established to develop an authoritative Code of Practice for information sharing. The Panel concluded that while it was possible to produce a code of practice that properly reflects the relevant legal requirements, the detail that such a code would require means it would not be user friendly in practice and would not be helpful. Moreover, the Panel indicated that the likely unintended consequence would be to stifle the consideration and process of necessary and proportionate information sharing, which would lead to reduced opportunities to offer support to children and families.

On behalf of the Government, Mr Swinney endorsed the Panel's conclusion that practical guidance can best support and sustain the GIRFEC approach under existing legislation. Accordingly, while parts of the Children and Young People (Scotland) Act 2014 will not now come into force, the Government remains fully committed to Getting it right for every child, and this support should be available to all children and families.

This was made clear in the letter of 19 September from Michael Chalmers, Director for Children & Families, where he stated that "our primary consideration going forward is to support practitioners to confidently handle information in a way that respects the rights of the individual and ensures that children, young people, and families get access to the right support at the right time in line with the GIRFEC approach."

We welcome that assurance. GIRFEC means that more children and families are getting earlier support, that fewer children require compulsory measures, and also that better co-ordinated planning and support is in place for those who need it.

As the DFM acknowledged, most Community Planning Partnerships have already embedded many elements of the GIRFEC practice model, and are using the wellbeing indicators, My World Triangle, single planning process, lead professional and named person roles, and other tools to provide easy access and support for families.

We need to ensure that consistent good practice is sustained across all of our agencies. The implementation of GIRFEC is dependent on professionals working in partnership with children and families, and with each other. There is a responsibility on all partners, managers, headteachers and practitioners to ensure that this is in place.

The refresh of the practice guidance has commenced, and consultation with professional groups will follow in coming months. This refresh will incorporate current best practice and the work and findings of the Practice Development Panel. It will reaffirm GIRFEC as a rights-based strategy. Effective, early intervention should be based on a consensual approach, and easy access to advice and further support. This means good engagement with children and families about any concerns, and it involves families and practitioners working together to address those concerns.

Practitioners should be assured that if they have a genuine concern about a child's wellbeing, provided it is lawful and proportionate in the individual circumstances, they can share necessary information to support children and families to get the right help, from the right service at the right time.

Of course, where there is reasonable concern that a child may be at risk of harm, we all have a responsibility to act to make sure that they are safe and protected, and relevant information can be shared without consent, provided it is proportionate, necessary and lawful to do so. In such circumstances, practitioners should follow local inter-agency child protection guidance.

We believe in Getting it right for every child, because it works. GIRFEC has succeeded, where similar strategies elsewhere have not, because it has been built from the bottom-up. It has been developed and delivered by practitioners who want to make a difference in the lives of children and families, and who understand the value and importance of partnership working.

As professional and senior policy leads in Government and across the sector, we are fully committed to the delivery and continued development of GIRFEC and the national practice model. We look forward to engaging with stakeholders in the policy and guidance refresh, to make sure that we are Getting it right for every child for many years to come.



Catherine Calderwood, Chief Medical Officer, Scottish Government



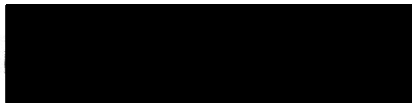
Iona Colvin, Chief Social Work Advisor, Scottish Government



Gayle Gorman, Chief Executive, Education Scotland



Ben Farrugia, Director, Social Work Scotland



Maureen McKenna, President, Association of Directors of Education in Scotland



Fiona McQueen, Chief Nursing Officer, Scottish Government

c.c. Sally Loudon, Chief Executive, COSLA

Angela Leitch, Society of Local Authority Chief Executives, SOLACE