

TEACHER PANEL

SCOTTISH ATTAINMENT CHALLENGE – MAXIMISING IMPACT TO 2021

Purpose

1. To seek views from the Teacher Panel to inform the joint work of the Scottish Government and Education Scotland to maximise impact of the Scottish Attainment Challenge over the period to the end of the Parliament.

Background

2. As we move into the fifth school year since the Scottish Attainment Challenge began we are gathering a substantial volume of evidence at school, local and national level relating both to processes and, more recently, progress and impact. This information can be used to sharpen our focus and inform how we enhance support and challenge over the next period to the end of this Parliament.
3. The Scottish Government and Education Scotland will continue to work in partnership with local authorities, schools and other key stakeholders to facilitate, broker and support action across five key areas. These are set out across three themes below and are intentionally high level to facilitate discussion with partners.

Expertise and support will be channelled to schools and areas where it is most needed.

- A. Tailored additional support will be targeted where the latest evidence shows that the pace of progress could be increased. This will involve:
 - Effective analysis and use of authority and school level data across the National Improvement Framework (NIF) measures and sub-measures, as well as bespoke local data sets, to strengthen our collective understanding of where success is being achieved and where more targeted support is required.
 - Analysis of inspection evidence and other sources to identify where additional support is required and what effective practice can be shared.
 - Working collaboratively to develop and provide challenge and support through the local authorities, Regional Improvement Collaboratives (RICs) and Education Scotland's regional improvement teams.
- B. Every school and every teacher will have access to and understand what the data and evidence says and have the skills to use this to improve children and young people's learning, progress and achievement. This will involve:
 - Developing a shared understanding of appropriate outcomes and measures and how these might be used to demonstrate impact at child, classroom and/or school level.

- Continuing to strengthen practitioner engagement with research, collaborative enquiry and use of other evidence to underpin decisions about improving practice and reviewing improvement priorities.
- Effective engagement of all stakeholders with expertise in data literacy and improvement methodologies.
- Ensuring that every school has access to relevant high quality professional learning and a network of support to develop data literacy skills.

We will work with teachers and schools to enhance their professional practice by empowering them to embed successful approaches into the curriculum.

- C. Specific approaches which are making the biggest contribution to improving children's progress and attainment in literacy, numeracy and health and wellbeing will be identified and systematically shared. This will involve:
- Attainment Advisers, RIC and authority staff working together to identify and validate effective approaches.
 - Developing more systematic and collective approaches to sharing expertise and supporting innovation through authorities, RICs, Education Scotland and other stakeholders.
- D. There will be an enhanced focus on working with schools to develop sustainable approaches to improvement and ensure lasting results. This will involve:
- Delivering the strategy to embed Scotland's curriculum narrative to ensure a renewed, shared impetus in achieving the aspirations of CfE.
 - Building leadership capacity to ensure a strengthened focus on equity within school culture, ethos and professional learning.
 - Engagement with third sector and other partner organisations to explore the most effective approaches and how to build sustainability.

We will increase our collective efforts across all levels of government to improve the outcomes of children living in poverty.

- E. Working together at national, regional and local level, we will build on the momentum of empowerment and collaboration, to identify, take responsibility for and tackle the causes for the attainment gap at all levels. This will involve:
- A whole systems approach, delivered collaboratively and building on our shared understanding and agreement of NIF and NPF priorities.
 - Ensuring coherent approaches and expectations around planning at authority level including Local Outcome Improvement Plans, NIF plans, RIC plans, Children Services plans, to ensure everything is effectively aligned to achieving equity and excellence.
 - Using a social justice lens to work across Scottish Government policy boundaries to ensure a coherent approach to tackling child poverty and its effects, maximising the effectiveness of policies focused on school, households, communities and regions.

Points for discussion

4. Teacher Panel members are invited to consider the five actions outlined above and offer their views on how we intensify progress to the end of this Parliament and beyond at i) school level and ii) local authority level.

**Learning Directorate
August 2019**