Item 4

7th March 2024

Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of Education Services

Contact: Douglas Hutchison Ext: 74551
Andrea Reid Ext: 70204

NATIONAL EDUCATION REFORM

Purpose of Report:

To provide Committee with an overview of Education Reform

Recommendations:

The Committee is asked to note the content of the report.

Ward No(s): Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

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1 Background

1.1 Scottish Government National policy takes cognisance of reports from, for example, the Organisation for Economic Development and Co-operation (OECD), an international organization who work together with governments, policy makers and citizens, on establishing evidence-based international standards and finding solutions to a range of educational challenges.

1.2 The International Council of Education Advisers (ICEA) was established in 2016 to advise Ministers on how best to achieve excellence and equity in our Scottish education system. The ICEA's role is to advise on the Scottish Government's priorities for education and to ensure that policy and practice is informed by international best practice to advise on the reporting and planning cycle of the National Improvement Framework (NIF).

1.3 Recently a range of significant national discussions and reports have been published on Education Reform.

1.4 Our Council Strategic Plan articulates its purpose through being structured into Grand Challenges and their supporting Missions.

1.5 These Grand Challenges and their Missions are underpinned by Commitments which Education Services are undertaking, to work towards the goal of each Mission.

1.6 In turn Glasgow Education Services secures improvement through working to consolidate our systems and institutional policy and guidance into a coherent whole within the national vision, frameworks, and parameters, at the same time ensuring a clear understanding of the context of our city and the council's priorities.

1.7 In terms of education reform in Glasgow we are focused on collaboration, leadership from the middle layers and networked learning systems as key levers for improvement. We are clear that our work is a long-term programme and central is the pedagogical core.

1.8 Education Services All Learners All Achieving sets out at a high level the challenges we are addressing through our Education Services plan. They are sufficiently high level to ensure flexibility at school level but are specific enough to ensure we do not drift. We have already come a long way on our journey and our identified areas of work offer the most promise in achieving our vision of a world class learning city founded on nurture principles.

1.9 The following detail focuses on documentation core to Education Reform.

2 Three Pillars

2.1 Three key areas are core to national policy, guidance, and legislation. These are:

- a pillar for what and how children learn - Scotland's Curriculum - Curriculum for Excellence (CfE);
- a pillar to support children's well-being – Getting It Right for Every Child (GIRFEC);
- a pillar to support children and young people into meaningful work – Developing the Young Workforce (DYW).

3 National Improvement Framework

3.1 The National Improvement Framework (NIF) sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities. That information can then be used to support and inform improvement planning at regional, local authority and school or early years' level.

3.2 The stated vision for Scotland is:

- **Excellence through raising attainment and improving outcomes**: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge, and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors.

- **Achieving equity:** ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on losing the poverty related attainment gap.

Key priorities of the National Improvement Framework are:

- Placing the human rights and needs of every child and young person at the centre of education.

- Improvement in children and young people's health and wellbeing.

- Closing the attainment gap between the most and least disadvantaged children and young people.

- Improvement in skills and sustained, positive school-leaver destinations for all young people.

- Improvement in attainment, particularly in literacy and numeracy.

3.3 The National Improvement Framework enables the use of a set of National Indicators to evaluate progress in relation to the national priorities.

4 Scotland's Curriculum for Excellence Into the Future OECD 2021

4.1 "This report analyses the progress made with CfE since 2015, building upon several months of observations in Scotland, the existing literature and experiences from other OECD countries. The OECD analysis and recommendations aimed to support Scotland as it further enhances CfE to achieve its potential for the present and future of its learners. Just as Scotland's Curriculum for Excellence was among the pioneers of 21st century learning, its most recent developments hold valuable lessons for other education systems and their own curriculum policies." OECD, June 21, 2021.

5 Putting Learners at the Centre: Towards a Future Vision for Scottish Education

5.2 Published 9 March 2022 the "Muir" report provided, as a follow up to the 2021 OECD report, this contains recommendations on the replacement of the Scottish Qualifications Authority, reform of Education Scotland and removal of its inspection function.

6 All Learners in Scotland Matter - national discussion on education: final report

6.1 Professor Carol Campbell and Professor Alma Harris produced this report on 31 May 2023 for the government after seeking out and listening to voices across Scotland, importantly taking into account the voice of children and young people. It contains a call to action which comfortably aligns with Glasgow's All Learners, All Achieving which we had published prior to the report.

7 Fit for the Future: developing a post school learning system to fuel economic transformation

7.1 Delivered to Scottish Ministers by James Withers. The Review considered skills functions and remits of Scotland's national public bodies, making fifteen recommendations for future adaptations to support the National Strategy for Economic Transformation.

8 It's Our Future – Independent Review of Qualifications and Assessment Report

8.1 Published in 22 June 2023, Professor Hayward's report looks to how we best support our learners with qualifications to enable them to thrive in their next stage of life.

9 International Council of Education Advisers (ICEA): third report 2021 – 2023

9.1 This third ICEA report published 7 November 2023 provides the government with 6 specific recommendations. Notably number three states: "Improve the alignment of assessment to better support progression of knowledge and skills through each level of education (notably in the senior phase). Promote access to the wider suite of qualifications and accreditation for young people."

10 Policy and Resource Implications

Resource Implications:

Financial:	N/A within ongoing finances and grants
Legal:	N/A
Personnel:	N/A
Procurement:	N/A

Council Strategic Plan:

- Specify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed.

For the purpose of this report the focus is on Grand Challenge 2: Increase opportunity and prosperity for all our citizens, focusing on Mission 3 and related commitments:

- Mission 3: Raise attainment amongst Glasgow's children and young people.

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.	Yes
What are the potential equality impacts as a result of this report?	Positive in relation to attainment, achievement and access e.g. outcomes 12, 13, 14.
Please highlight if the policy/proposal will help address socio-economic disadvantage.	Outcomes for children and young people impacted by poverty are central to work.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:	NA
What are the potential climate impacts as a result of this proposal?	NA
Will the proposal contribute to Glasgow's net zero carbon target?	NA

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report N

11 Recommendations

11.1 The Committee is asked to note the content of the report.