

ENGLAND

Office of the High Commissioner for Human Rights-United Nations and the Right to Education – DfE response to questionnaire

To work in schools as a qualified teacher you must hold Qualified Teacher Status which can be gained by taking a teacher training course with an accredited institution (accredited by the Training and development Agency, an executive agency of the Department for Education. To start teacher training you must hold:

Qualifications	Grades needed
A GCSE (or standard equivalent) in English	Grade C
A GCSE (or standard equivalent) in mathematics	Grade C
A GCSE (or standard equivalent) in a science subject if you want to teach primary or key stages 2/3	Grade C
A UK first degree (or equivalent qualification) if you want to take a postgraduate teacher training course	Pass

2. c (teacher qualification)

In 2007 a framework of professional standards for teachers was established.

An independent Review of Teachers' Standards has just concluded. As a result the Secretary of State has decided that their recommended new Teachers' Standards should be introduced from September 2012. These will replace the first two levels of the framework of professional standards, setting the standard against which new teachers qualify, and will also provide the baseline for all classroom teachers.

[Teachers' Standards from 2012](#)

The review has also made recommendation for a single higher level standard representing the very best teachers, but it is not yet clear when this will be implemented

Teachers and their professional development

The School Teachers Pay and Conditions Document requires that teachers participate in arrangements for continuing professional development, and, where appropriate, that of other teachers and support staff.

4 (other relevant initiatives and developments to promote quality in education)

Teaching schools

Teaching schools give outstanding schools a leading role in the training and professional development of teachers, support staff and head teachers, across schools in the area. The aim is to have a national network of around 500 teaching

schools established across the country by 2014. The first 121 teaching schools started their work in September 2011.

Scholarships

A National Scholarship Fund for Teachers was launched on 27th June 2011 to create expectations about the importance of scholarship throughout a teachers' career. The scheme is intended to encourage serving teachers to pursue knowledge independently to Masters level and to access Masters level CPD in their subject area or to access expert seminars, and to share learning, knowledge and expertise across the school system.

A separate Special Educational Needs (SEN) scholarship fund announced in the SEN Green Paper published on 9 March 2011 is also available. The SEN fund provides scholarships for teachers to extend their knowledge relating to SEN (including specific impairments) and disability.

The first awards of these scholarships were made on 12 December 2011.

Schools like any other employer have a legal obligation to ensure their staff work in safe and healthy environment and as such are bound by the relevant legislation.

School staff have a responsibility with regard to their own wellbeing and that of their colleagues.

School management including student and parent participation

Maintained schools

1. Governing bodies are responsible and accountable in law and in practice for all major decisions about the school and its future (Section 21, Education Act 2002). The school system is highly devolved with spending, staffing and key policies decided at school level. A great many of the powers and duties are conferred on governing bodies and not the headteacher. Governors have a legal responsibility to conduct the school with a view to promoting high standards of educational achievement. Governors are equal partners in leadership of the school with the headteacher and senior management team. They should not, however, stray into the day-to-day management of the school which is rightly the province of the head teacher and senior leadership team.

Key responsibilities include:-

- Setting strategic direction, objectives, targets and policies
- Reviewing progress against the budget, plans and targets
- Approving the school budget
- Acting as a critical friend to the head teacher by providing support and challenge (including managing the performance of the headteacher)
- Appointing the head teacher and reviewing their performance.

Governing bodies to determine their own size and composition within a framework of guiding principles based on *the stakeholder model* which ensures accountability (Section 19, Education Act 2002 & the School Governance (Constitution) (England) Regulations 2007). Governing bodies can vary between 9 and 20 members (or 22 in primary schools and 24 in secondary schools if sponsor governors are appointed). Parents, school staff, the LEA, the community and, for some schools, the foundation or relevant religious body, are represented on the governing body with parents making up at least one third of the membership of all governing bodies. Governors are appointed as follows:

Parents - elected by parents of registered pupils at the school

Staff - elected by the staff. The head teacher is an ex-officio governor

Community - appointed by the governing body

Local authority – appointed by the local authority

Foundation or partnership - appointed by the school's Foundation or Trust or relevant religious body (where schools have one)

Sponsor governors - the governing body may choose to appoint sponsor governors from persons who have given substantial support to the school.

Over 95% of schools already have a school council, where pupil views can be debated and brought forward to the governing body, and the vast majority of schools involve their pupils in different ways to promote their development and improve the effectiveness of the school. Students can serve as associate members on governing bodies. As associate members they can attend and speak at governing body meetings and can speak and vote on certain issues at committee meetings.

Under section 176 of the Education 2002 Act schools are currently required to have regard to statutory guidance on consultation with pupils on matters that affect them. The current guidance is entitled 'Working Together: Listening to the voices of children and young people' and was published in May 2008.

Academy Governance Structure

Academy Trusts (they are all charitable companies limited by guarantee) have two layers of governance; the members, who operate at a strategic level (they are the owners of the company, rather like shareholders) and the governors (who together make up the governing body) who have the responsibility for day to day management and operation of the Academy Trust and the Academy/school. The constitution of an Academy is set out in its Articles of Association which are agreed with the Secretary of State. The Academy governance model is flexible and allows individual schools to constitute a governing body which meets the needs of their individual school.

The Academy Trust

Academy Trusts are constituted as charitable companies limited by guarantee and are registered with Companies House. As a legal entity in its own right, the Academy Trust is, for example, able to enter into contracts in its own right, to hold land, employ staff and to be a member and director of other companies. Because the Academy

Trust is both a company and a charity, the governors are also directors and charitable trustees and need to therefore comply with obligations under company and charitable Law.

The Academy Trust is formed by the principal sponsor or the individual subscribers to (those who sign) the Memorandum of the company, when it is first created. The Academy Trust, as a company, enters the Funding Agreement with the Secretary of State and is thus legally responsible both to the Secretary of State and to parents/pupils for the running of the Academy. However, the internal management of the school is the responsibility of the governors of (the governing body) who exercise the powers and carry out the duties of the Academy Trust.

The liability of the members of the Academy Trust is limited, as with any company limited by guarantee, by the amount of the guarantee undertaken by the member (this is set at £10 in the model Articles of Association).

The functions of the members of the Academy Trust include:

- Overseeing the achievement of the objectives of the company.
- Taking part in Annual and Extraordinary General Meetings.
- Appointing some of the governors.
- Signing off the company's financial accounts and annual report.
- Power to amend the Articles of the company and, ultimately, to remove the governors/directors.

Overall, members usually have much more limited practical involvement in the management of the company than the governors.

The Governors (the Governing Body)

In Academies, directors or trustees are often referred to as governors. Most day-to-day management decisions are made collectively through a board of directors typically referred to as the governing body.

The governing body manages the Academy on behalf of the Academy Trust and the key responsibilities are to:

- Ensure the quality of educational provision.
- Challenge and monitor the performance of the school.
- Manage the Academy Trust's finances and property.
- Manage the staff.
- Exercise reasonable skill and care in carrying out their duties.
- Ensure that the Academy Trust complies with charity and company law.
- Operate the Academy in accordance with the Funding Agreement that has been signed with the Secretary of State.

The table below shows the structure of a typical Academy Trust.

<p>Members</p> <ul style="list-style-type: none"> • Principal sponsor or subscribers to the Memorandum. • Principal Sponsor appointee(s) (if applicable). • Any other people/entities that may be named in the Articles. • Chair of Governors. • DfE appointee. <p>Governing Body</p> <ul style="list-style-type: none"> • Principal sponsor appointees or governors appointed by the Members of the Academy Trust. • Parent Governors. • LA Governor (optional). • Principal. • Staff Governor (optional) • Co-opted Governors (optional) • Additional/further governors (if appointed by the Secretary of State). 	<p>Members have very limited day-to-day power relative to the governors/directors/trustees.</p> <p>Principal sponsor (if it exists) or the majority of the members (if no principal sponsor) will appoint the majority of governors.</p> <p>Governors have three roles:</p> <ul style="list-style-type: none"> • Governors (of the Academy) • Directors (of the Academy Trust as a company) • Trustees (of the Academy Trust as a charity).
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Multi-Academy Trusts

The multi-Academy Trust model consists of a number of Academies that are all part of a single charitable company (a Multi Academy Trust) with one board of directors and with a local governing body or advisory body operating at a local level for each Academy.

There is always one overarching Academy Trust which is responsible for running multiple Academies. There will be a Board of Directors (equivalent to governors in a single academy trust and fulfilling the role of both company law directors and charity trustee) who are responsible to the members of the Multi Academy Trust and which has overall responsibility for the Academies. Under the Articles of Association, the Academy Trust may establish a Local Governing Body for each Academy and may delegate matters to those Local Governing Bodies.

The table below shows the typical structure for one Academy Trust running a number of Academies.

Members of the Academy Trust	Have the powers and functions set
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	out above
Board of Directors	This is the group with day to day management responsibility for all the Academies.
Local Governing Bodies (with delegated executive functions) or Advisory Bodies (no executive function, but will advise the Board of Directors)	The Chair of each Local Governing Body would also be a Director on the Board of Directors. The Local Governing Body, if given executive power by the Board of Directors, will normally operate as a sub-committee of the Board of Directors. Governors on the Local Governing Body will not, unless they are the Chair, be either directors at company law or trustees at charity law. It will be up to the Board of Directors to decide what matters to delegate to the Local Governing Body, and on what terms.

The governance model for Academies is popular with sponsors and converting schools as it provides for a great degree of flexibility and choice as to who should be both members and governors. The flexible model allows Academy Trusts to constitute governing bodies that meet the needs of individual Academies and that reflect the size of the school.

Methods to evaluation student performance and assess learning outcomes (for children aged 5 to 14).

Background

1. The system of National Curriculum testing and assessment (for pupils aged 5 – 14) was developed to provide information about children’s attainment at different points in a child’s education.

Statutory Assessments in England

2. *The Early Years Foundation Stage (EYFS)* framework (age 5) was launched in 2007 and came into force in September 2008. It is the regulatory and quality framework for the provision of learning, development and care for children between birth and the academic year in which they turn five. Children's development at the end of the EYFS is assessed via the Early Years Foundation Stage Profile (EYFSP)

3. *Key Stage 1* tests and tasks (Year 2, age 7) were introduced in 1991. English and mathematics tests and tasks are administered informally as part of normal classroom activity, at any time during the year, so that children may not know they are

taking a test. The results inform teachers' overall assessment, which is reported to central Government.

4. *Key Stage 2* tests (Year 6, age 11) were introduced in 1995. Pupils take the English, mathematics and science tests in May to a specified timetable under secure conditions, as with general qualifications at age 16 and beyond. *Key Stage 2* tests are externally marked and performance in those tests is reported by Government in the Achievement and Attainment Tables.

5. From 2010 there have been no externally marked *Key Stage 2* tests in science. Science and ICT in *Key Stage 2* are assessed through teacher assessment; and assessment tasks will be developed for science. A small number of schools are required to administer a sample test in science. This is used to monitor national standards and is not used for school accountability.

6. From 2010, Government has published primary schools' teacher assessment data for pupils in year 6 in English, mathematics and Science, alongside test data for English and mathematics, in the Achievement and Attainment Tables.

7. Following an external review of *Key Stage 2* testing, assessment and accountability in 2011, changes will take place to the assessment of English writing. In 2012, pupils' writing results will be based on the teacher's assessment of their work across Year 6, with judgements informed by the pupil's result in a standard test. The test can be administered by schools at a time of their choosing and marked internally; alternatively, schools may prefer a test to take place in test week (as in previous years) and be externally marked. A sample of schools' teacher assessment judgements in writing will also be subject to light-touch external moderation. A new test of spelling, punctuation, grammar and vocabulary is due to be introduced in 2013.

8. As of 2009 children were no longer required to sit *Key Stage 3* (Year 9, age 14) tests. The compulsory national tests at the end of *Key Stage 3* have been replaced by improved classroom assessment by teachers and frequent reporting to parents in years 7, 8 and 9, with a stronger focus on one-to-one tuition and catch up support for children in the first years of secondary school.

Regulations and delivery arrangements

9. Schools have a statutory responsibility to administer the relevant assessment arrangements at each *Key Stage*, and local authorities have a statutory responsibility to ensure that schools do so. The Standards and Testing Agency, an executive agency of the Department for Education, is responsible for the development and delivery of statutory tests and assessments, develops new approaches to assessment to reflect Government priorities.

3. School Inspection and Quality of Education

All publicly funded schools are subject to inspection by Ofsted and these arrangements have been in place since 1992. Schools are judged on a four point scale 1. Outstanding, 2 Good, 3 Satisfactory, 4 Inadequate. Frequency of inspection is proportionate to risk and linked to previous inspection outcomes. From January 2012,

schools that were previously judged outstanding by Ofsted will be exempt from routine school inspection as long as they continue to perform to a high standard. These schools will still be risk assessed and will also be included in non-routine survey visits undertaken by Ofsted. Schools judged 'Good' at their last inspection will be reinspected within 5 years, satisfactory schools will be inspected within 3 years. Inadequate schools undergo frequent monitoring and inspection. Inspection assesses schools against four core areas:

- pupils' achievement;
- the quality of teaching;
- pupils' behaviour and safety
- the quality of leadership and management

In reporting on these areas, inspectors must consider—

- (a) the spiritual, moral, social and cultural development of pupils at the school;
- (b) the extent to which the education provided at the school meets the needs of the range of pupils at the school, and in particular the needs of—
 - (i) pupils who have a disability for the purposes of the Equality Act 2010, and
 - (ii) pupils who have special educational needs.”

Independent (private) schools are inspected under separate arrangements as part of the requirement for such schools to be registered. The Department for Education is the registration authority and sets the standards which independent schools must meet if they are to be registered. Regulations set out the standards that independent schools must meet which currently cover the following matters:

- quality of education
- spiritual, moral, social and cultural development of pupils
- welfare, health and safety of pupils
- suitability staff, supply staff and proprietors
- premises of and accommodation at the school
- provision of information
- manner in which complaints are to be handled

Frequency of inspection is determined by risk with schools being inspected at intervals of between 3 and 6 years. inspection. Ofsted is one of four inspectorates that undertake inspections of independent schools. The others are the Independent Schools Inspectorate, the Bridge Schools Inspectorate and the School Inspection Service, which inspect schools that are affiliated to particular associations or groups

SCOTLAND

Contribution to the UN OHCHR questionnaire on the Right to Education

1. The following is a list of the main education legislation but this is not fully comprehensive:-

- Teaching Council (Scotland) Act 1965, as amended
- The School Premises (General Requirements & Standards) (Scotland) regulations 1967
- The Schools General (Scotland) Regulations 1975 as amended
- Education (Scotland) Act 1980 as amended
- Education (School and Placing Information) (Scotland) Regulations 1982, as amended
- School Pupil Records (Scotland) Regulations 1990
- Children's (Scotland) Act 1995
- *The Education (Lower Primary Class Sizes) (Scotland) Regulations 1999*
- Standards in Scotland's Schools etc Act 2000
- The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- The Pupils' Educational Records (Scotland) Regulations 2003
- The School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004
- The Scottish Schools (Parental Involvement) Act 2006
- The Schools(Health Promotion and Nutrition) (Scotland) Act 2007
- Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008
- Education (Additional Support for Learning) (Scotland) Act 2009
- Schools (Consultation) (Scotland) Act 2010
- The Education (Lower Primary Class Sizes) (Scotland) Amendment Regulations 2010

2. The following paragraphs should broadly cover the other questions.

Infrastructure

3. The provision of publicly funded pre-primary and school education is the responsibility of the 32 unitary councils, known as Local Authorities (LAs). They have direct responsibility for schools, the employment of educational staff, the provision and financing of most educational services and the implementation of Scottish Government policies in education. Under the Concordat signed by Ministers and the Convention of Scottish Local Authorities (CoSLA) on 14 November 2007 they also have a shared role with Ministers in policy making and joint responsibility for the new National Performance Framework.

Class Size and Pupil Ratio

4. Class size for P1 is set by the *The Education (Lower Primary Class Sizes) (Scotland) Amendment Regulations 2010* at 25 pupils. Class size for P2 and P3 were both set at 30 by the *The Education (Lower Primary Class Sizes) (Scotland) Regulations 1999*. Class sizes for pupils in P4 to P7 and S1 to S2 were established at 33 through teachers' conditions of service following negotiation. The details of the agreement are set out in the are contained in the Scottish Negotiating Committee for Teachers Handbook of Conditions of Service

5. The relevant section from the Handbook which covers all class sizes is set out below:

Primary	Number of pupils	Secondary	Number of Pupils
P1	25	S1	33
P2	30	S2	33
P3	30	S3	30
P4	33	S4	30
P5	33	S5	30
P6	33	S6	30
P7	33	Practical classes	20
Composite classes	25		

Practical Classes

6. Practical classes are those in which the following subjects are taught: Administration, Art and Design, Biology, Chemistry, Craft and Design, Engineering, General Science, Graphic Communication, Home Economics, Land and Environment, Managing Environmental Resources, Physics, Practical Craft Skills, Product Design and Technological Studies.

Class Sizes for Special Schools and Units

Additional Support Needs arising from:	Number of pupils
Moderate learning difficulties	10
Profound learning difficulties	10 **
Severe physical impairment	8
Severe learning difficulties	8
Significant hearing impairment	6
Significant visual impairment	6
Language and communication difficulties	6
Social, emotional and behavioural difficulties	6

Note: ** This figure applies where teachers are complemented by support staff and councils are recommended to apply an adult/pupil ratio of 1:2.5.

Teachers

Qualifications

7. Any teacher teaching in a Scottish local authority school has to be registered with the General Teaching Council Scotland (GTCS). GTCS is an independent regulatory body which has the task of maintaining and enhancing teaching standards in Scotland. Teachers will only be registered if they have a relevant degree and a recognised teaching qualification. Teachers who have gained their teaching qualification in another country can't automatically teach in a Scottish local authority school. They need to apply for registration and may have to undertake a period of probation.
8. Since 1984 initial teacher education qualifications in Scotland have been delivered through degree level courses. All initial teacher education programmes need to be approved by Scottish Ministers under Regulation 4 of the Teachers (education, Training and recommendations for Registration) (Scotland) Regulations 1993, following advice from the GTCS. The aims and standards of initial teacher education are set out in policy and guidance published by the GTCS and the Scottish Government.
9. The Teacher Education Scheme introduced in 2002 offers all new teachers qualifying from Scottish universities a paid year long placement in a school in Scotland giving them support to achieve the Standard for Full Registration.
10. The GTCS also has responsibility for setting the Professional Standards for standards. There are currently standards for Initial teacher Education; Full Registration; Chartered Teacher and Headship although the GTCS is currently looking to revise these standards. Should any teacher fall short of the expected standards, whether due to misconduct, conviction or incompetence, the GTCS has the powers to remove that teacher from the register.

Working Conditions

11. The conditions under which Teachers are employed are mainly governed by national level negotiations through the Scottish Negotiating Committee for Teachers (SNCT) a tripartite body comprising the employers, Scottish Government and recognised teaching unions. The agreed terms and conditions are set out in the SNCT Handbook of Conditions of Service. The Handbook came into effect on 1 August 2007. Teachers are also bound by the terms of the contract with their employer which includes general conditions of employment.

Teacher Learning Processes

12. As previously discussed teachers in Scotland must have completed their initial teacher education. Primary teachers must hold either a degree of a Post Graduate Certificate in education. Secondary teachers must hold a University degree in a relevant subject and a Post Graduate Certificate in Education of a BEd qualification. Teachers have an initial registration with the GTCS until they satisfactorily complete

their probationary year. Once completed they can then apply for full registration through the GTCS.

13. Teachers are entitled to continuing professional development throughout their career. Such a right is recognised in conditions of employment and the SNCT handbook:

14. *Teachers (other than short term supply teachers) have a contractual requirement to complete a maximum of 35 hours of Continuing Professional Development (CPD) per annum. Teachers on part-time contracts will complete CPD per annum on a pro rata basis, in accordance with the pro rata contractual arrangements that apply to the working week.*

15. A teachers' CPD should include a balance of personal professional development, attendance at nationally accredited courses, small scale school based activities and other CPD activities. This balance will be based on an assessment of individual need, taking account of school, local and national priorities and shall be carried out at an appropriate time and place. It is the employer's responsibility to ensure a wide range of CPD development opportunities and the teacher's responsibility to undertake a programme of agreed CPD.

16. There have been 2 important reports on teachers' employment and teachers' education which are relevant here: Teaching Scotland's Future a review of teacher education in Scotland was published in December 2010 and included 50 recommendations. The Scottish Government has accepted in whole or in part all of the recommendations and established a National Partnership Group jointly chaired by the Scottish Government, Association of the Directors of Education Scotland and the teaching Universities to take these proposals forward.

17. Advancing Professionalism in teaching - the Report of the Review of teacher Employment in Scotland was published in September 2011. The report is currently under consideration by the SNCT, where appropriate and the Scottish Government.

Curriculum

18. Scotland provides an education system that is equal in its provision for all but this does not, and cannot, mean that young people learn the same things at the same stage in every school. Every school and pupil is different and Curriculum for Excellence takes this into account so that the needs and abilities of the learner dictate the pace and nature of their progress through the Curriculum for Excellence experiences and outcomes. It is right that it is for schools and local authorities to develop their curriculum in light of local needs and circumstances; it is not for central government to determine this.

19. Every child and young person in Scotland is entitled to experience a broad general education. This takes place from age 3 to 15 and is represented by learning across all the 'experiences and outcomes' (national guidance on the curriculum) to the third curriculum level together with those selected for study at the fourth level, as far

as is consistent with each child and young person's needs. Every child is also entitled, as described in 'Building the Curriculum 3', <http://www.ltscotland.org.uk/buildingyourcurriculum/policycontext/btc/btc3.asp>

20. To support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide. This includes support to enable them to gain access to learning opportunities that will meet their needs and to prepare for changes and choices and be supported through these.

21. Curriculum for Excellence is a curriculum for all. It is not a static programme, but involves a continuous process of review to make sure that the curriculum remains up-to-date. It aims to be more flexible, offering a framework within which schools and teachers can work. A curriculum that will support them in developing a wider range of skills, as well as deeper knowledge and understanding which will enable them to develop skills for life, learning and work in an ever changing world, locally, nationally and globally.

22. Learners are entitled to a curriculum that includes a range of features at the different stages of learning. The entitlements ensure that children and young people are provided with continuous opportunities to develop skills for learning, skills for life and skills for work. It is the responsibility of schools and their partners to bring together the experiences and outcomes and apply these entitlements to produce programmes for learning across a broad curriculum.

23. Children and young people are **entitled** to a curriculum that includes a range of features at the different stages. The framework expands on these; in summary, children and young people are entitled to experience:

- a curriculum which is **coherent** from 3 to 18
- a **broad general education**, including the experiences and outcomes which are well planned across all the curriculum areas, from early years through to S3
- a **senior phase** of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities
- opportunities for developing **skills for learning, skills for life and skills for work** with a continuous focus on **literacy, numeracy and health and wellbeing**
- personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide
- support in moving into **positive and sustained destinations** beyond school.

24. It is the responsibility of schools and their partners to bring the experiences and outcomes together and apply the national entitlements to produce programmes for learning across a broad curriculum, covering science, languages, mathematics, social studies (including Scottish history), expressive arts, health and wellbeing, religious and moral education and technology.

25. Throughout this broad curriculum it is expected there will be an emphasis on Scottish contexts, Scottish cultures and Scotland's history and place in the world. This planning should demonstrate the **principles for curriculum design**; challenge and

enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance.

26. Schools are currently planning for the delivery of their senior phase (ages 16 to 18) and are considering a range of different models which enable progression from the broad, general education phase. Some schools will plan for five or six subjects in S4 (age 15/16), viewing it as a way of facilitating deeper learning, providing scope for taking qualifications over different timescales. Other schools may prefer to offer eight courses of study in S4 with the option of being presented for all eight in S4 or deferring several subjects in S4. Similarly, some pupils may defer presentation in a subject in S5 until S6. The guiding principle is that qualifications are taken at the appropriate stage for the individual young person over the three years of the senior phase.

27. Decisions about the provision of courses remains a local matter and individual schools and local authorities, together with their partners, have responsibility for planning and delivering the curriculum in Scotland, taking into consideration the needs of the learners and local circumstances.

28. The Curriculum for Excellence Management Board issued a statement in May 2011 outlining the vision, principles and framework for delivery of the senior phase in Curriculum for Excellence. This provides clarification on a number of issues relating to the senior phase and can be found at: <http://www.scotland.gov.uk/Resource/Doc/920/0118153.pdf>.

29. Ultimately, the aim is to make our education system fit for the modern world and improve our children's achievements, attainment and life chances; through nurturing **successful learners, confident individuals, responsible citizens and effective contributors**: the four capacities which underpin all learning under Curriculum for Excellence.

Parental Involvement

30. The Scottish Schools (Parental Involvement) Act 2006 modernises and strengthens the framework for supporting parental involvement in school education. It aims to help schools, education authorities and others to engage parents meaningfully in the education of their children and in the wider school community. It requires Scottish Ministers and education authorities to promote the involvement of parents in children's education at all publicly funded schools. It aims to help all parents to be:

- involved with their child's education and learning
- welcomed as active participants in the life of the school, and
- encouraged to express their views on school education generally and work in partnership with the school.

<http://www.legislation.gov.uk/asp/2006/8/contents>

31. The Parental Involvement Act makes provision for Parent Councils to play an active role in supporting parental involvement in the work and the life of the school, while also providing opportunities for parents to express their views on children's education and learning. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education. In all cases,

parents and the Parent Council can expect to influence decisions, to be listened to and be taken seriously. For example, it has an important role to play in the recruitment process for appointing the head and deputy head teacher of the school.

32. The Act sets out a range of functions for Parent Councils which fall broadly within the following four areas:

- supporting the school in its work with pupils
- representing the views of parents
- promoting contact between the school, parents, pupils, providers of nursery education and the community
- reporting to the Parent Forum

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Assessing Learning Outcomes

33. All teachers assess children and young people's progress and during the broad general education to the end of S3 is based on a teacher's assessment of their knowledge and understanding, skills, attributes and capabilities which are described in the experiences and outcomes. Quality assurance and moderation is a core element of the assessment approaches to raise standards and support consistency in teacher judgements. Guidance and support through an online National Assessment Resource, as well as quality assurance and moderation and continuing professional development ensure that teachers develop a shared understanding of standards and expectations and apply these consistently. Further information can be viewed on the Education Scotland website: <http://bit.ly/eA1f2J>;

34. All teachers are expected to include achievement beyond formally assessed learning in the classroom in their reporting practice. Profiles which will provide a snapshot of a learner's best achievements in P7 have been introduced in 2011/12 and profiles in S3 will be introduced in 2012/13. Ongoing reporting to parents supports and improves learning, recognising the individual needs of the learner.

35. The Scottish Survey of Literacy and Numeracy monitors national performance in literacy and numeracy at P4, P7 and S2 in alternate years and over time. It will also provide information which will inform learning and teaching. The first numeracy survey took place in May 2011 with the report being published in Feb 2012 following that learning and teaching materials will be made available. The first literacy survey will be in May 2012.

Health Promotion

36. The Schools (Health Promotion and Nutrition)(Scotland) Act 2007 places a duty on schools and local authorities to ensure that health promotion is at the heart of a school's activities. The Act also ensures that all food and drink provided in schools meet tough nutritional standards – as set out in the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 - that will help to change eating

habits in Scotland. The Scottish Government published Health Promotion guidance as well as guidance on implementing the nutritional requirements regulations.

37. Local authorities are expected to undertake internal monitoring and evaluation to demonstrate compliance with the Act. This is complemented by external evaluation through Education Scotland's (formerly Her Majesty's Inspectorate of Education) inspection activities. In a proportion of inspections a Health and Nutrition Inspector evaluates and reports on a school's progress in implementing specific duties, including those in the Act related to school meals, and compliance with nutritional regulations. School catering services provide nutritional analysis data based on food provision. Health and Nutrition Inspectors also report on progress with other aspects of health and wellbeing in line with Curriculum for Excellence (CfE) for Scottish Ministers and public accountability and offer advice on how to make improvements where necessary.

38. Curriculum for Excellence (CfE) acknowledges the strong connections between effective, successful learning and health. Through a specific health and wellbeing curricular area, CfE takes a holistic approach of health and wellbeing. It provides a framework to enable children and young people to develop skills, knowledge and understanding in all aspects of health including food and health.

Scottish Government
Learning Directorate

January 2012

NORTHERN IRELAND

SECTION 1

FUNCTIONS OF THE DEPARTMENT

The primary statutory duty on the Department of Education is to promote the education of young people and to ensure the effective implementation of education policy within the jurisdiction of Northern Ireland.

The Department's main areas of responsibility are in Early Years provision, Pre-school, Primary, Post-primary and Special Education; the Youth Service; the promotion of Community Relations, Equality and Diversity within and between schools; and Teacher Education and Teachers' Pay and Pensions.

SECTION 2

average class size

In 2011/12, the average class size in primary schools (within Northern Ireland) was 23 pupils. This figure includes pupils in year 1 to 7 only and excludes pupils in special units.

Average class sizes for post-primary schools are not calculated, as numbers in classes may vary with subject.

The Department of Education's policy is to keep classes for youngest pupils at 30 or fewer.

This policy covers Foundation and Key Stage 1 (Years 1-4).

Beyond the requirements that apply to Foundation and Key Stage 1 pupils, pupil:teacher ratios are not determined by the Department as it is for the Board of Governors and Principal of each school to determine the setting of teaching and non-teaching staff complements through use of their delegated budget.

TEACHER QUALIFICATIONS

The entry requirements for admission to Initial Teacher Education courses were updated in the Department's Circular 2010/03:

http://www.deni.gov.uk/ite_approval_of_programmes_circular_-_english_version-2.pdf

Section R1 in the Annex to the Circular sets out the entry requirements in detail. The General Teaching Council for Northern Ireland has a statutory duty to determine who should be a member of the teaching profession in Northern Ireland.

The Department of Education Circular 2007/22 <http://www.deni.gov.uk/dc2007-22.pdf> provides guidance on the qualifications required to teach in grant-aided nursery, primary, secondary and special schools in Northern Ireland.

Pay and Conditions of service

In Northern Ireland agreement on teachers' pay and conditions of service is reached through the [Teachers' Salaries and Conditions of Service Committee \(Schools\), Constitution PDF 66 KB](#) which comprises the employing authorities/employer representatives, the Department of Education(DE) and the five recognised teachers' unions (Irish National Teachers' Organisation, National Association of Schoolmasters and Union of Women Teachers, Ulster Teachers' Union, Association of Teachers and Lecturers, and National Association of Headteachers).

Following negotiations, the Department determines teachers' pay in accordance with the provisions of Article 69 (1) and (6) of the Education and Libraries Order 1986. In doing so it issues Pay Determinations/Circulars which give legal effect to salary changes.

[Teachers' \(Terms and Conditions of Employment\) Regulations \(Northern Ireland\) 1987 No. 267 \(and Amendment Regulations 1988 No. 299\) PDF 441 KB](#) make provision as to the terms and conditions of employment of teachers in grant-aided schools and to peripatetic teachers.

Other [contractual changes, and agreed schemes and procedures](#), are normally issued by the employing authorities/employer representative bodies.

School Management

The role of the Board of Governors is to fulfil its statutory functions in relation to the school and to be accountable for ensuring that its decisions support the best interests of the school and its pupils. Governors bring their experience, life skills and common sense to this task. In everything they do, they should aim to raise expectations of what can be achieved by all pupils and strengthen the involvement of parents and the community. This involves

- setting the school's vision and aims;
- establishing and maintaining the school's ethos;
- setting the school's plans and policies;
- monitoring and evaluating school performance; and
- promoting self evaluation to sustain school improvement

School Council

The Department of Education is keen to support all schools in its jurisdiction to establish a School Council using the Democra-School programme designed by the Commissioner for Children and Young People (NICCY).

The programme is designed to support and encourage the development of meaningful school councils and the practice of democracy in the school environment.

Education and Training Inspectorate

In addition to the core work of the Education and Training Inspectorate (ETI) through its programme of inspections and follow-up inspections of educational organisations, ETI-initiated surveys and corporate development work they also provide the Department with evaluations and evidence-informed advice.

SECTION 3

data, research and information

The Department's Statistics and Research Branch updates and maintains detailed datasets relating to publicly funded schools. Various data are held about pupils, such as gender, religion, ethnicity (including Travellers), Special Educational Needs and entitlement to free school meals.

The statistics enable comparisons to be made between different school management systems and also allow comparisons to be made at a pupil level, for example by gender or religion.

SECTION 4

The Revised Curriculum

The revised curriculum was introduced on a phased basis between September 2007 and June 2010 and is now in place for all year groups in all grant-aided schools.

The revised curriculum has at its heart a clear focus on helping pupils to develop the vital, lifelong skills of talking and listening, reading, writing and maths. It also ensures that at each Key Stage, children will learn a range of subjects as well as being given the opportunity to develop important skills for life, such as being able to solve problems or to use technology.

The revised curriculum is supported with assessment arrangements that are designed to assess pupils progress in each of the Areas of Learning and in the development of their Thinking Skills and Personal Capabilities. More formal assessment, particularly of literacy and numeracy, at the end of each Key Stage from KS1-KS3 also provides important information to school leaders, school management bodies, the Department and indeed the public about the impact of the teaching and learning in schools in improving outcomes for pupils in literacy and numeracy. From 2012, new assessment arrangements will be in place to allow teachers to assess the progress of pupils at the end of each Key Stage in the critical cross-curricular skills of Communication, Using Mathematics and (from 2013) Using ICT.

The revised curriculum is designed to provide schools and teachers with greater flexibility over how they deliver the curriculum to meet children's needs. It is therefore a matter for schools to decide if a resource or programme (provided by an external body) might enhance teaching and learning.

The Entitlement Framework

The Entitlement Framework is the counter-balance to the reduced core of revised curriculum at and above Key Stage 4 (KS4) and is designed to ensure that, regardless of the geographical location or type of school pupils attend, when they reach the age of 14 and start making choices about subjects to study in Key Stage 4 and post-16, all young people will have access to a much broader, more balanced and economically relevant curriculum.

Schools are working to provide all pupils with access to a minimum number of courses at KS4 (current target 24) and minimum number of courses at post-16 (current target 27). In both cases at least one-third of the courses must be general (academic) and at least one-third applied (vocational/professional/technical).

Every School a Good School – a Policy for School Improvement

Every School a Good School – a policy for school improvement (ESaGS) was launched in April 2009 and is the overarching policy for raising standards and tackling underachievement.

ESaGS is a pupil-centred policy and is based on the premise that every school is capable of improvement and that schools themselves are best placed to identify areas for improvement and to implement changes that can bring about better outcomes for pupils.

The policy reflects that, too often, underachievement is related to socio-economic disadvantage and compounded by poverty of aspiration; it therefore stresses the importance of having high expectations for every child and promoting a culture of aspiration and achievement.

The policy puts a clear focus on high-quality support to help schools improve and to help teachers overcome the various barriers to learning faced by children in the classrooms.

There will also be a need for more-formal Intervention in cases where inspection evidence shows that provision is less than satisfactory to safeguard the educational interests of pupils.

Every School a Good School - Count, Read: Succeed - A Strategy to Improve Outcomes in Literacy and Numeracy

The strategy sets out how teachers will be supported in ensuring pupils develop the literacy and numeracy skills that are fundamental to their education and future employment prospects. Literacy and numeracy are at the heart of the revised curriculum and its assessment arrangements. The strategy stresses the importance of early intervention to address underachievement and to support pupils with special educational needs or who face barriers to learning (such as disadvantage). It also emphasises the importance of linking with parents, families and communities to help them support their children.

The strategy sets out long terms targets for improving educational outcomes and an action plan covering the 2011/12 to 2014/15 period. The Department, through the Education and Training Inspectorate, will evaluate progress against the action plan in 2013/14 and 2015/16.

Education and Training Inspectorate

In addition to the core work of the Education and Training Inspectorate (ETI) - through its programme of inspections and follow-up inspections of educational organisations, ETI initiated surveys and corporate development work - they also provide the Department with evaluations and evidence-informed advice.