



Department of
Education
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DEPARTMENT OF EDUCATION BUSINESS PLAN 2020/21

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A. Minister's Foreword



I welcome the opportunity to publish this Business Plan which sets out my Department's high level commitments and actions for the 2020/21 year. I am privileged to have been appointed as Education Minister and will do my utmost to ensure that we have a high quality education system.

It will come as no surprise that the outbreak of the COVID-19 global pandemic has significantly altered the plans my Department had originally set out for 2020/21. On 18 March, the Executive announced a package of measures to mitigate the worst effects of COVID-19 and protect the most vulnerable in society, including the closure of schools to most pupils from 20 March 2020.

The pandemic has placed unprecedented stresses and challenges right across our education system, with our education workforce responding effectively and innovatively to minimise the impact of disruption to schools and to maintain distance learning. Nonetheless, the pandemic has had a significant impact on children and young people, exacerbating existing challenges and creating fresh ones; it has brought new risks to children and young people's emotional and mental well-being, safety, educational achievement, social development and economic well-being.

On 12 May 2020 the Executive published a phased five-stage plan for slowly moving out of lockdown and on 3 June I announced plans for restarting education. As a consequence, the Department's Business Plan for 2020/21 is geared heavily towards providing a safe environment for teaching and learning, whilst mitigating the longer term impacts of the pandemic on our children and young people.

I recognise that school budgets are under severe pressure, with schools and teachers having to cope with increased demands and more complex and diverse student needs, with fewer and fewer resources over the last decade. I am doing everything I can to secure adequate funding to deal with the many challenges the education system is currently facing, not least in the wake of COVID-19.

I am pleased that work is already well underway to ensure that all involved in the identification, assessment and provision of Special Educational Needs are ready for the new SEN Framework that is being introduced. This new Framework will ensure that children with SEN are the main focus and allow them to reach their full potential during their school years.

I acknowledge that, even before the pandemic, principals, school staff and pupils were facing increasing levels of emotional difficulty. Providing support in tackling these challenges is therefore a key priority and my Department is working with the Department of Health, the Public Health Agency, the Health and Social Care Board and the Education Authority to develop an Emotional Health and Wellbeing Framework.

New Decade, New Approach sets out a challenging programme of action for the Executive. I will be setting up an external, independent review of education provision with a focus on securing efficiencies across the system while also raising standards. I will also establish an expert group to examine links between persistent educational underachievement and socio-economic background. This is an important piece of work as it represents an opportunity to make real progress in closing the attainment gap.

The Department will continue to work with all of its stakeholders in delivering the actions in this Business Plan, to implement the process of restarting the education system, and in pursuing my vision for a first class education system that delivers for all our children.

Peter Weir MLA

Minister of Education

B. About the Department

The Department of Education is responsible for setting policy, strategy and for the central administration of education and related services in Northern Ireland. It has a wide and complex range of functions, impacting on all areas of a child's wellbeing. As well as being responsible and accountable for the quality of education in grant-aided schools, youth organisations and those services offered by early years providers, it has responsibility for leading the development of the Executive's Children and Young People's Strategy and its Childcare Strategy. The Department is supported in delivering its functions by a range of Arm's Length Bodies (ALBs), each of which is accountable to the Department.

C. Programme for Government and Children and Young People's Strategy

The Department of Education's Business Plan for 2020/21 flows from the Draft Programme for Government, which was developed by the previous Executive, and the draft Children and Young People's Strategy. These set the strategic context for all the Department's work going forward.

Programme for Government

The Executive recently agreed that for the 2020/21 year, in lieu of a Programme for Government, an activity-based recovery programme would be developed as the basis for driving immediate recovery in the economic, health and societal sectors most severely impacted by the COVID-19 crisis. Although the Programme's primary focus will be on recovery, it will also be used to deliver immediate priorities in *New Decade*, *New Approach* and other agreed Executive priorities during 2020/21.

Alongside this, a new strategic Programme for Government is being developed for commencement from April 2021. Its focus will be on societal wellbeing and it will build on the outcomes-based approach that has been used as the basis for social policy development and public service delivery since 2016.

The 2020/21 Business Plan has therefore focussed on the framework of outcomes and indicators in the draft Programme for Government prepared by the previous Executive in 2016, which will form the basis of the new Programme for Government from April 2021.

The draft Programme for Government sets out the Executive's priorities for improving wellbeing for all by tackling disadvantage and driving economic growth and, using an outcomes-based approach, it details the most significant actions it is likely to take to address those priorities. Progress towards outcomes will be measured primarily through a series of population level indicators, with each outcome having a small set of supporting indicators.

The Business Plan describes how the high-level issues that the Department of Education will address in 2020/21 contribute to draft Programme for Government outcomes. Performance Measures show how the Department will monitor progress against each action and strategic objective. The draft Programme for Government Outcomes are as follows:

1. We prosper through a strong, competitive, regionally balanced economy
2. We live and work sustainably – protecting the environment
3. We have a more equal society
4. We enjoy long, healthy, active lives
5. We are an innovative, creative society, where people can fulfil their potential
6. We have more people working in better jobs
7. We have a safe community where we respect the law, and each other
8. We care for others and we help those in need
9. We are a shared, welcoming and confident society that respects diversity
10. We have created a place where people want to live and work, to visit and invest
11. We connect people and opportunities through our infrastructure
12. We give our children and young people the best start in life

While the Department of Education has a role to play in various Programme for Government outcomes and indicators, its main focus is on Outcome 12: **We give our children and young people the best start in life.** The Children and Young People's Strategy is the strategic framework around which all departments will work towards achieving this outcome. Its role in supporting a range of outcomes is evidenced throughout the Business Plan.

A key aspect of the Programme for Government is the need for government departments to work across boundaries. In some areas the Department of Education is leading on the improvement of population-level indicators and in others the Department will play a supporting role. Partnerships with other government departments have already been established to help deliver on Programme for Government outcomes. The Department also acknowledges the important role of its ALBs in supporting these outcomes.

Children and Young People's Strategy 2020 - 2030

The Children's Services Co-operation Act (2015) requires all government departments to co-operate to improve the well-being of all children and young people in Northern Ireland, and requires the Executive to adopt a strategy which would provide a framework around which departments would achieve and report progress on improvements. A draft strategy was agreed by the previous Executive and has been consulted upon. In the absence of the Executive, the document was published as a cross-departmental strategy in December 2019 and is currently securing Executive adoption.

The Strategy links directly to the draft Programme for Government outcomes and is the Executive's plan to make life better for all children and young people. While the Department of Education is responsible for developing, monitoring and reporting on the new Children and Young People's Strategy, the Strategy will outline how all Executive departments will work co-operatively to improve the well-being of children and young people and deliver positive, long-lasting outcomes. The strategy aims to improve the well-being of children and young people across eight outcomes as follows:

1. Children and young people are physically and mentally healthy
2. Children and young people enjoy play and leisure
3. Children and young people learn and achieve
4. Children and young people live in safety and stability
5. Children and young people experience (a) economic and (b) environmental well-being
6. Children and young people make a positive contribution to society
7. Children and young people live in a society which respects their rights
8. Children and young people live in a society in which equality of opportunity and good relations are promoted

The Business Plan identifies how the work of the Department will deliver improved well-being across many aspects of children's lives.

D. Education Restart Programme

The Department of Education established the Education Restart Programme, which, working alongside a wide range of stakeholders, put in place the detailed measures and guidance which enabled a safe phased reopening of educational settings from 24 August 2020.

This programme is led by the Department and its statutory education partners and has been informed by engagement with stakeholders, through a co-design process. The Department identified six priority work areas, which are being taken forward as interlinked projects:

- **Physical Protection** – We must protect the physical health our workforce and learners as they return to schools and settings – minimising the risk of COVID-19 transmission.
- **Well-being. Special Educational Needs (SEN) Services and Vulnerable Learners** – We must promote the mental health and emotional well-being of our workforce and learners as they adjust to a “new normal”. We must ensure the delivery of vital services to vulnerable learners, including SEN services.
- **Standards and Learning** – We must maintain (or redress) educational standards, provide continuity of learning and ensure appropriate assessment.
- **A new school day** – We must make practical arrangements to deliver a new school day which is consistent with public health guidelines.
- **Childcare** – We must work with colleagues in Department of Health (DoH) to ensure as far as possible, there is appropriate and adequate childcare provision to cope with increased demand and enable a return to work.

E. The Transformation Programme and Independent Review of Education

Prior to the COVID-19 pandemic, the Department had initiated an Education Transformation Programme. The high level aim of the Programme is to bring forward proposals for an education system that delivers a world class education for all children and young people; that equips children and young people with the skills they need to thrive in the modern economy; that is sustainable in the short, medium and long term, within which schools and settings are managed and governed effectively; and which utilises its resources efficiently. The Department of Education is focussed on transforming the system to ensure high quality, sustainable education for the 21st century.

The Programme is well established and involves a series of projects aimed at delivering better outcomes for children and young people, ensuring they can thrive in a modern and rapidly changing economy. The Programme also seeks to support the delivery of a more sustainable, effective and efficient system of education. The work involves collaboration with the Education Authority, the Council for Catholic Maintained Schools, the Council for the Curriculum, Examinations and Assessment and a wide range of other stakeholders.

The Programme has three core workstreams, each comprising a number of individual projects. These workstreams are:

- increasing efficiency and effectiveness;
- improving outcomes through transformation; and
- improving the delivery of services for schools and pupils.

The Programme will seek to inform proposals and policy options for consideration by the Minister of Education, building on the many existing areas of success and excellence within the system.

As part of New Decade, New Approach it has been agreed that “The Executive will establish an external, independent review of education provision, with a focus on securing greater efficiency in delivery costs, raising standards, access to the

curriculum for all pupils, and the prospects of moving towards a single education system". The political parties are in agreement that the education system is in need of transformation, modernisation and reform – we should always be looking to do better.

Work to commence the Independent Review of Education, along with the Department's Transformation Programme, has been temporarily suspended in light of the COVID-19 pandemic and the redeployment of resources to meet its challenges. The Department remains committed to delivering the Review, and will re-commence the Review of Education and the Transformation Programme once the resources allocated to the COVID-19 pandemic are available for redeployment.

F. Department of Education Vision and Corporate Goals

Our vision is for:

“A system that is recognised internationally for the quality of its teaching and learning, for the achievements of its young people and for a holistic approach to education.”

Our Corporate Goals

This Business Plan reflects the key priorities and objectives for the Department of Education under the following six corporate goals and 18 Strategic Objectives:

DE's Corporate Goals	DE's Strategic Objectives 2020/21
<p>1. Ensuring continuity of learning for children and young people during the COVID-19 pandemic</p> <p>Supporting schools to ensure curriculum resources are available and that arrangements are in place to support pupils who do not have access to remote learning facilities. Ensuring that appropriate IT provision is made to maximise the uptake of the wide range of online resources which are available, with a focus on disadvantaged children. Supporting staff to put protective measures in place to reduce the risks associated with the COVID-19 pandemic as attendance at education settings increases. Ensuring that fair grades are awarded in qualifications entered within the 2019/20 academic year.</p>	<p>1. To support education establishments to return to normal working, in line with scientific advice.</p> <p>2. To provide sufficient places for vulnerable children and children of key workers during school closures.</p> <p>3. To secure, as far as possible, the learning and progression of our children and young people during the COVID-19 pandemic.</p>
<p>2. Improving the wellbeing of children and young people, including supporting those who are vulnerable or who have special educational needs</p>	<p>4. To implement the Children's Services Co-operation Act (NI) 2015 (CSCA).</p> <p>5. To support and promote positive physical and emotional health & well-being in children and young people.</p>

<p>Improving the wellbeing of children and young people and ensuring that support is available to vulnerable children and young people during the COVID-19 pandemic and beyond; implementing new frameworks for Special Educational Needs and Emotional Wellbeing; addressing barriers to attendance for vulnerable children; promoting the health and safety of children, parents and staff.</p>	<p>6. To ensure tailored or specialist support is provided to those children & young people who need it.</p>
<p>3. Increasing access and improving the learning environment for all</p> <p>Ensuring that our services are planned effectively on an area basis to provide children and young people with full access to high quality learning experiences, both in formal and non-formal education and out of school. Ensuring there are sufficient school places for vulnerable children and for key worker parents to continue to work when schools are closed for normal business. Making sure that strategic investment supports the delivery of the area plans; that the premises in which young people grow and learn are safe, fit for purpose and conducive to learning; and that the environment provides opportunities for sharing and for building a more cohesive society.</p>	<p>7. To improve outcomes for families and children through high quality affordable childcare.</p> <p>8. To expand the network of sustainable schools.</p> <p>9. To encourage, facilitate and promote shared education and encourage and facilitate Integrated and Irish-medium education.</p> <p>10. To deliver effectively a prioritised capital works programme within timescale and budget, including progressing Shared Education Campuses and the Strule Shared Education Campus Programme.</p>
<p>4. Raising standards and tackling underachievement to ensure learners get the best possible education</p> <p>Ensuring that all young people enjoy and do well in their learning and that their achievements and attainment are appropriately recognised and celebrated. Addressing the underachievement that can hold our children and young people back; ensuring that young people who face</p>	<p>11. To strengthen and develop pre-school, school and youth education provision.</p> <p>12. To ensure optimum delivery of the statutory curriculum in the interests of children & young people.</p> <p>13. To improve developmental and learning outcomes for all children & young people, particularly those who are underachieving.</p> <p>14. To support families facing hardship as a result of the COVID-19 pandemic.</p>

<p>barriers or are at risk of social exclusion are supported to achieve to their full potential; ensuring that support is available to families who could experience hardship as a result of the disruption to education services caused by the COVID-19 pandemic.</p>	
<p>5. Developing the education workforce</p> <p>Recognising the particular professional role of early years providers, youth workers, teachers and school leaders/management committees in delivering an effective, age-appropriate curriculum and raising standards and also the important role of other education professionals and those who support them.</p>	<p>15. To secure the greatest effectiveness of the education workforce.</p> <p>16. To develop capacity and increased coherence in the arrangements for teacher professional learning.</p>
<p>6. Transforming the education system to ensure high quality, sustainable education for the 21st century</p> <p>Establishing an external, independent review of education provision; implementing an agreed Transformation Programme to ensure that the arrangements for governing and managing education here are modern, accountable and child-centred, and that education services are delivered efficiently and effectively in support of schools.</p>	<p>17. To review and transform the education system.</p> <p>18. To deliver the Department's corporate governance and finance responsibilities effectively and appropriately.</p>

G. Key Education Statistics: Schools and Pupils

The infographics shown overleaf provide a summary of the many statistics which are available about the education system in Northern Ireland. They include information on the number of schools, teachers and pupils and pupil qualifications and destinations.

School establishments and enrolments in Northern Ireland

2019/20



Grant-aided nursery, primary, post-primary and special schools

	Controlled	Voluntary	Catholic Maintained	Other Maintained	Controlled Integrated	Grant Maintained Integrated	Total
 Settings	527* 46.6%	61* 5.4%	449 39.7%	28 2.5%	27 2.4%	38 3.4%	1,130 100.0%
 Enrolments	137,367 40.3%	50,784 14.9%	123,352 36.2%	5,030 1.5%	7,351 2.2%	16,910 5.0%	340,794 100.0%

*Preparatory Departments are included separately from grammar schools settings

Grant-aided primary schools

	Controlled	Voluntary	Catholic Maintained	Other Maintained	Controlled Integrated	Grant Maintained Integrated	Total
 Settings	362* 45.0%	11* 1.4%	360 44.7%	28 3.4%	22 2.7%	23 2.8%	806 100.0%
 Enrolments	83,797 45.6%	1,544 0.8%	83,025 45.2%	4,059 2.2%	4,397 2.4%	6,889 3.7%	183,711 100.0%

*Preparatory Departments are included separately from grammar schools settings

Includes pupils in primary school years 1-7, preparatory departments, reception classes and nursery units

Grant-aided post-primary schools

	Controlled	Voluntary	Catholic Maintained	Other Maintained	Controlled Integrated	Grant Maintained Integrated	Total
 Settings	64 33.2%	50 25.9%	57 29.5%	2 1.0%	5 2.6%	15 7.8%	193 100.0%
 Enrolments	43,650 30.0%	49,240 33.9%	38,325 26.4%	895 0.6%	2,954 2.0%	10,021 6.9%	145,085 100.0%

Source: NI school census

Queries? Contact: statistics@education-ni.gov.uk

DEPARTMENT OF EDUCATION



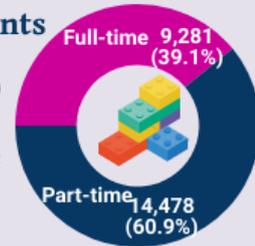
KEY STATISTICS



Pre-Schools

No. of Establishments Enrolments

A	Voluntary & Private Pre-Schools	380	8,080
	Nursery Schools	95	5,824
B	Schools with nursery classes	246	9,671
C	Schools with reception classes	45	184



Source: 2019/20 School Census



No. of Schools Enrolments Entitled to Free School Meals

Primary (Y1-Y7)	806	173,856	28.6%
Grammar	66	63,423	13.7%
Non-Grammar	127	81,662	37.8%
Special Schools	39	6,174	51.7%

Source: 2019/20 School Census

School Leavers achieving 5+ GCSEs

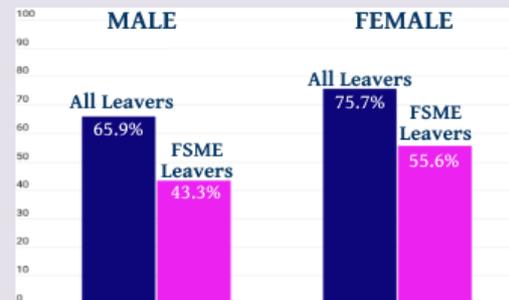
A*-C¹
All Leavers **81.7%**
FSME Leavers **66.0%**



¹ Including Equivalents

School Leavers achieving 5+ GCSEs

A*-C incl GCSE Eng & Maths
All Leavers **67.7%**
FSME Leavers **44.8%**



Source: 2018/19 School Leavers Data

Pupil Attendance



Primary Schools: 94.9% of half days attended

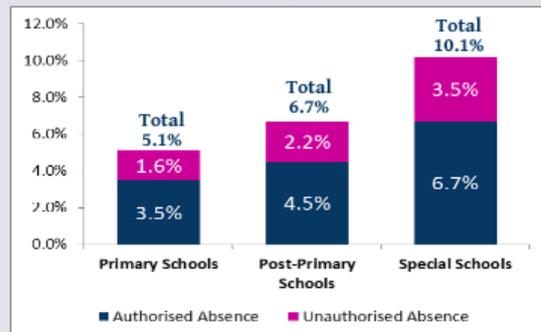
Post-Primary Schools: 93.3% of half days attended

Special Schools: 89.9% of half days attended

Examples of authorised absence include:
Bereavement, Suspension, Illness, Medical Appointments

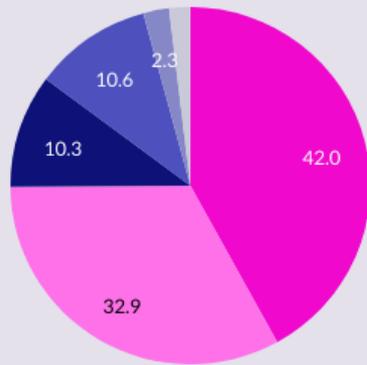
Examples of unauthorised absence include:
Family holiday not agreed, other absence not covered by another code, reason not acceptable to school, no reason provided, late (arrive after registration)

Absence



Source: 2017/18 Attendance Statistical Bulletin

Destinations of School Leavers



- Higher Education (42%)
- Further Education (32.9%)
- Employment (10.3%)
- Training (10.6%)
- Unemployment (2.3%)
- Unknown (1.9%)



Overall, 95.8% of school leavers were recorded by their school as entering Education, Employment or Training.

Source: 2018/19 School Leavers Data

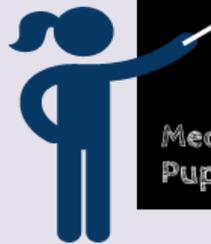
School Meals Uptake



- 96,686 pupils across all school types were entitled to Free School Meals (FSM); this represents 28.4% of all pupils
- 80.5% of those entitled to FSM availed of them on the day of the School Meals Census

Source: 2019/20 School Meals (Uptake) Census

Teacher Workforce



18,422.6 Full Time Equivalent (FTE) Teachers

Teacher Headcount -

19,904

Gender	Count	Percentage
Male	4,547	(22.8%)
Female	15,357	(77.2%)

Median Age of Teachers - 41.8

Pupil:Teacher Ratio 18.3

Source: 2019/20 Teacher Workforce Statistics in Grant Aided Schools

International Research

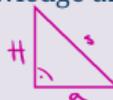
Programme for International Student Assessment (PISA) - PISA focuses on the ability of 15 year old pupils to use their knowledge and skills to meet real-life challenges



READING

The mean reading score for pupils in NI was significantly above the OECD average.

NI significantly outperformed the majority of countries in reading (52) and was outperformed by only 10 countries.



MATHS

The mean mathematics score for pupils in NI was not significantly different from the OECD average.

NI significantly outperformed the majority of countries in mathematics (46) and was outperformed by only 17 countries.



SCIENCE

The mean science score for pupils in NI was significantly below the OECD average.

NI significantly outperformed the majority of countries in science (46) and was outperformed by only 16 countries.

Significant refers to statistical significance

Source: PISA Survey 2018

H. Department of Education Senior Management

DEREK BAKER, PERMANENT SECRETARY

FIONA HEPPER, DEPUTY SECRETARY – EDUCATION AND CHILDREN'S SERVICES GROUP

Directorates

- Transport and food in Schools (Margaret Rose McNaughton)
- Curriculum, Qualification and Standards (Faustina Graham)
- Inclusion and Well-being (Ricky Irwin)
- Promoting Collaboration, Tackling Disadvantage (Alison Chambers)
- Transformation Programme (James Hutchinson)
- Early Years, Children and Youth (Paul Brush)

LIANNE PATTERSON, DEPUTY SECRETARY – RESOURCES, REFORM AND INFRASTRUCTURE GROUP

Directorates

- Sustainable Schools Policy and Planning (Janis Scallon)
- Corporate Services and Governance (Andrew Scott)
- Education Workforce (Mark Bailey)
- Finance and Analytical Services (Gary Fair)
- Internal Audit (Tracey McCavigan)
- Investment and Infrastructure (Philip Irwin)

JOHN SMITH, DEPUTY SECRETARY

- Strule Shared Education Campus Programme Directorate

[VACANT], CHIEF INSPECTOR

- Education and Training Inspectorate

I. Department of Education Business Plan 2020/21 - Commitments/Actions

Corporate Goal 1 – Ensuring continuity of learning for children and young people during the COVID-19 pandemic				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
1. To support education establishments to return to normal working, in line with scientific advice.	1.1 Progress the Restart Programme, subject to Ministerial Direction, to ensure a safe and effective return to education when conditions allow.	11, 12	3	Robust governance arrangements in place by 30 June 2020 to support the work of restarting the education system. A robust Communications and Stakeholder Strategy in place by 30 June 2020. Critical Milestone Map in place by 31 July 2020. School attendance rates (staff and pupils) from w/c 24 August onwards.
	1.2 For school settings, co-design with Practitioner Group, develop and publish strategic guidance on New School Day by June 2020 and review/revise as required in line with changing medical and scientific advice and Executive’s Coronavirus (COVID-19) 5-stage plan.	12	3, 4	All schools open in line with the NI Executive’s roadmap and the Minister’s direction on education restart.
	1.3 Oversee co-design between Education Authority, youth sector and young people, development and publication of supplementary guidance on restarting youth services.	12	3, 4	Supplementary guidance for youth sector published by July 2020.

Corporate Goal 1 – Ensuring continuity of learning for children and young people during the COVID-19 pandemic				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
				Plan for restarting youth services, subject to health guidance as restrictions in place for implementation from September 2020.
	1.4 For pre-school settings, co-design with Practitioner Group and publish guidance on the pre-school New School Day by June 2020, keep guidance under review in line with changing medical and scientific advice and Executive's Coronavirus (COVID-19) 5-stage plan.	12	3, 4	All pre-school settings open in line with the NI Executive's roadmap and the Minister's direction on education restart.
	1.5 Work with the Education Authority (EA) and other key stakeholders so that vulnerable children and young people, including those with Special Educational Needs (SEN) transition back into their educational setting by 24 August 2020.	12	3, 4	Weekly report received from the EA on support provided to vulnerable children and young people from April – June followed by a monthly report at the end of July and August. Supplementary guidance and information published on special schools and EA SEN services by July 2020.
	1.6 Maximise the number of eligible pupils who are able to receive suitable home to school transport to enable them to attend school in line with schools' attendance patterns.	12	3	Options prepared for Minister to address any shortfall in transport capacity by 31 July 2020. Guidance published under New School Day by 10 August 2020.

Corporate Goal 1 – Ensuring continuity of learning for children and young people during the COVID-19 pandemic				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
	1.7 Maximise the number of pupils, including those entitled to free school meals (FSM), who are able to receive a school meal while at school and secure provision for those entitled to FSM when not due to attend school, in line with schools' attendance patterns.	12	3	Options prepared for Minister to address provision for those entitled to FSM when not due to attend school by 31 July 2020. Guidance published under New School Day by 10 August 2020.
2. To provide sufficient places for vulnerable children and children of key workers during school closures	1.8 Work with Education Authority and schools to develop, implement and monitor impact of key worker and vulnerable children support arrangements.	8	1, 3	Metrics include: <ul style="list-style-type: none"> • Number of schools open to offer places to vulnerable children and children of key workers; • Number of vulnerable children and children of key workers accessing places; • Number of clusters of schools offering places to vulnerable children and children of key workers.
	1.9 Deliver a joint education / health planning process for children with complex and severe needs during the COVID-19 pandemic.	8	1, 3	Number of special schools open and children attending during lockdown.
3. To secure, as far as possible, the learning and progression of our children and young people	1.10 Work with education stakeholders to ensure that high quality and timely advice and guidance is available to schools, parents and learners.	12	3	Advice and guidance published in a timely way to support distance, online and blended learning.
	1.11 Work with the Education Authority to ensure schools have access to IT resources	12	3	IT infrastructure and resources which function effectively.

Corporate Goal 1 – Ensuring continuity of learning for children and young people during the COVID-19 pandemic				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
during the COVID-19 pandemic.	and infrastructure which support delivery of the curriculum.			<p>Metrics: RAG status of service delivery relating to:</p> <ul style="list-style-type: none"> • users' access to C2k functions; • service desk response; • resolution of field engineering calls. <p>Devices and broadband connectivity for disadvantaged and vulnerable learners at key transition points in their education procured and distributed by September.</p>
	1.12 Work with the Council for the Curriculum, Examinations and Assessment (CCEA) and other UK awarding bodies and Regulators, to ensure that young people are awarded fair and robust qualification outcomes that will facilitate progression.	12	3	<p>By April 2020 guidance published on alternative awarding arrangements for CCEA qualifications for summer 2020 following the cancellation of exams.</p> <p>Appropriate legislative cover provided, by way of Ministerial direction to allow for alterations to awarding arrangements.</p> <p>By August 2020 final outcomes awarded in respect of qualifications offered in schools.</p> <p>By September 2020 detailed guidance provided to schools on any changes/adaptations to examinations in the 2020/21 academic year.</p>

Corporate Goal 1 – Ensuring continuity of learning for children and young people during the COVID-19 pandemic

Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
	<p>1.13 Through the Continuity of Learning Project ensure professional learning opportunities are available to teachers and school leaders focused particularly on online, remote and blended learning and the effective use of digital technologies to support learning.</p>	<p>12</p>	<p>3</p>	<p>Webinars to support Teacher Professional Learning (TPL) in distance learning developed and delivered in term three of 2019/20 academic year.</p> <p>By the start of the 2020/21 academic year, an outline of professional learning opportunities for use in term one provided and TPL resources made available to schools.</p>

Corporate Goal 2 – Improving the wellbeing of children and young people, including supporting those who are vulnerable or who have special educational needs

Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
4. To implement the Children's Services Co-operation Act (NI) 2015 (CSCA).	2.1 Implement monitoring and reporting arrangements for the CSCA and publish the Executive Children and Young People's Strategy 2020-2030 (CYPS).	2-12	1-8	<p>Executive CYPS published by October 2020.</p> <p>First CYPS three-year Delivery Plan published by March 2021.</p> <p>Monitoring and reporting structures for the CYPS in place by December 2020 and reporting guidance issued to children's authorities by March 2021.</p>
5. To support and promote positive physical and emotional health & well-being in children and young people.	2.2 Make a Commencement Order for the Addressing Bullying in Schools (NI) Act 2016.	3, 8,12	1, 3, 4	<p>Addressing Bullying in Schools Act commenced by January 2021.</p> <p>Schools' compliance with the legislation requirements monitored through the Education and Training Inspectorate's schools' inspection process.</p>
	2.3 In collaboration with health and education partners, agree and commence implementation of an Emotional Wellbeing Framework for the future delivery of coherent and complementary services and support.	4, 8, 12	1, 3	<p>Framework and action plan agreed by December 2020.</p> <p>Wellbeing projects commenced from September 2020.</p> <p>By March 2021 a set of wellbeing indicators identified and agreed with relevant partners for baseline purposes.</p>

Corporate Goal 2 – Improving the wellbeing of children and young people, including supporting those who are vulnerable or who have special educational needs				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
				During the lifetime of the Framework there will be a decrease in the number of children and young people requiring specialist intervention from Mental Health Services.
	2.4 Provide youth services to support vulnerable young people during the COVID-19 pandemic.	12	1, 4	Between April and June 2020 receipt of weekly report from Education Authority on services provided including: <ul style="list-style-type: none"> • Number of young people with poor mental health receiving support through Facilitating Life and Resilience Education (FLARE) service. • Number of young people at risk from paramilitaries receiving support through Steering Teenagers Away from Recurrent Trouble (START) programme. • Number of young people receiving support through Stay Connected. • Number of young people in receipt of weekly food box through Eat Well, Live Well service.
6. To ensure tailored or specialist support is provided to	2.5 Monitor EA implementation of a Strategic Special Educational Needs (SEN) Programme of Improvement to address failings in the SEN process.	3, 12	3	SEN Governance Group chaired by Permanent Secretary established and meeting regularly.

Corporate Goal 2 – Improving the wellbeing of children and young people, including supporting those who are vulnerable or who have special educational needs				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
those children & young people who need it.				By August 2020 a single high level plan of SEN improvement developed, to include – <ul style="list-style-type: none"> • NI Commissioner for Children and Young people report • NI Audit Office reports • Transformation report • SEN Audit of Practice • SEN Early Years • SEN Area Planning
	2.6 Deliver a new Special Educational Needs Framework to support young people with special educational needs to achieve their full potential.	3, 5, 8, 12	3, 6, 7	A public consultation on the draft new Regulations and associated Code of Practice launched by Autumn 2020. Earmarked funding to aid the effective implementation of the SEN Framework allocated to schools by November 2020. Draft SEN Regulations, associated Code of Practice and a Consultation Summary Report presented to the Committee for Education by March 2021.
	2.7 Publish a revised Newcomer Policy.	3, 5, 12	3, 7, 8	Newcomer policy published by September 2020.

Corporate Goal 2 – Improving the wellbeing of children and young people, including supporting those who are vulnerable or who have special educational needs				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
				Measures will be defined as part of the policy development and implementation process and will be reflected in a Report Card.
	2.8 Establish 15 new Nurture Groups in primary schools and provide access to a Nurture in Education programme across all educational settings.	3, 5, 12	1, 3	New Nurture Groups operational by January 2021. Online Boxall Profile will measure pupil progress. Nurture in Education programme operational by November 2020.

Corporate Goal 3 – Increasing access and improving the learning environment for all				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
7. To improve outcomes for families and children through high quality affordable childcare.	3.1 Finalise and Publish the Executive Ten Year Childcare Strategy based on confirmed resource commitments.	3, 6, 12	3, 5	<p>The Executive Childcare Strategy published by March 2021, subject to budget and Executive approval.</p> <p>Strategy Action Plan developed by March 2021, subject to confirmation of staffing resources and budget.</p> <p>Performance measures and report cards developed for each strategic action when approved.</p>
	3.2 Provide emergency support to the childcare sector during the COVID-19 pandemic which supports its sustainability and recovery.	3, 6, 12	3, 5	COVID-19 Childcare Recovery Funding Scheme provided to childcare sector in July and August 2020.
8. To expand the network of sustainable schools.	3.3 Plan and implement the recovery of area planning structures and processes by October 2020 and work with Education Authority, Council for Catholic Maintained Schools and sectoral bodies to deliver the Strategic Area Plan and resulting Annual Action Plans (AAPs) and remove obstacles to effective area planning.	12	3	<p>By 31 October 2020 restoration of area planning structures and re-commencement of Case for Change and Development Proposal processes.</p> <p>Work-streams and actions within AAPs are monitored effectively and the AAP demonstrates:</p> <ul style="list-style-type: none"> • A reduction in number of unsustainable schools; • A decrease in number of available places (surplus spaces);

Corporate Goal 3 – Increasing access and improving the learning environment for all				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
				<ul style="list-style-type: none"> A reduction in Development Proposal timescales. <p>Annual performance will be measured by way of a Report Card.</p>
	3.4 Work with the Education Authority to finalise a framework for assessment of proposals to shape special education provision in special and mainstream settings.	12	3	Strategic framework for assessment of proposals for special education provision in special and mainstream schools is fit for purpose.
9. To encourage, facilitate and promote shared education and encourage and facilitate Integrated and Irish-medium education.	3.5 DE delivers its statutory duty in relation to Integrated and Irish-medium education by: <ul style="list-style-type: none"> bringing forward proposals on implementing actions and approaches to Integrated education support arising from the Review of Integrated Education; and bringing forward proposals on implementing actions and approaches to Irish-medium education support arising from Comhairle na Gaelscholaiochta's (CnaG's) Sectoral Plan on the Development of Irish-medium education; and working with NI Council for Integrated Education and CnaG to address relevant issues for the Integrated and Irish-medium sectors in relation to the impact of the COVID-19 pandemic. 	3, 9, 12	8	<p>By March 2021, increase in the numbers of children and young people accessing Integrated and Irish-medium education in sustainable viable schools, in line with parental demand.</p> <p>School, pupil and parental support accessed from across DE and its Arm's Length Bodies to support pupils' return to schools in the Integrated and Irish-medium sectors for the 2020/21 academic year.</p>

Corporate Goal 3 – Increasing access and improving the learning environment for all				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
	3.6 DE complies with its statutory duty in relation to Shared Education by bringing forward proposals for advancing Shared Education from September 2020.	3, 9, 12	8	<p>Shared Education Report laid in the Assembly by June 2020.</p> <p>By August 2020 Shared Education programmes evaluated to help inform future arrangements.</p> <p>Mainstreaming plans developed in time for implementation in the 2021/22 academic year.</p>
10. To deliver effectively a prioritised capital works programme within timescale and budget, including progressing Shared Education Campuses and the Strule Shared Education Campus Programme.	3.7 Progress and continue with Shared Education Campuses (SEC) projects from 1st & 2nd Calls for respective business cases and design phase commitments and subject to confirmed resource funding to initiate SEC Projects identified from the 3rd Call.	3, 7, 9, 12	8	<p>By March 2021 construction phase of Limavady SEC to have commenced; Ballycastle to have completed its design phase; Moy SEC to have appointed an Integrated Consultant Design Team to commence a design; Brookeborough SEC and Duneane/Moneynick SEC to have respective Business Cases completed and submitted for approval if appropriate.</p> <p>By March 2021, a baseline report card developed to capture the progress of SEC Projects and the scope and depth of sharing within each Shared Campus.</p>
	3.8 Progress the development of the Strule Shared Education Campus site and associated infrastructure.	12	3	Main Works Contract Procurement re-launched with industry consultation by

Corporate Goal 3 – Increasing access and improving the learning environment for all				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
				<p>October 2020 and Invitation to Tender released by November 2020.</p> <p>Full planning permission for Gortin Road widening scheme attained and procurement with Department for Infrastructure recommenced by November 2020.</p> <p>Grass Pitch and Bridge contract awarded by February 2021.</p>
	<p>3.9 Deliver a programme of prioritised capital works in conjunction with the Education Authority (whether Executive or Fresh Start funded). This will include major works, school enhancement programme, minor works, early years and youth projects.</p>	12	2, 3	<p>Business Cases approved for 10 major works projects by March 2021.</p> <p>5 Major capital works and 2 school enhancement projects completed by March 2021.</p> <p>10 contractors appointed.</p> <p>3 designs completed and 30 business cases approved for School Enhancement Programme Projects by March 2021.</p> <p>Minor works and Youth Capital programmes progressed in line with plans by March 2021.</p>

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
11. To strengthen and develop pre-school, school and youth education provision.	4.1 In line with the school improvement policy, work with the Education and Training Inspectorate, Education Authority and Council for Catholic Maintained Schools to identify and support schools in addressing areas for improvement, specific to their individual needs.	12	3	By March 2021, an inspection strategy agreed and introduction commenced to support implementation of Every School a Good School in light of the end of Action Short of Strike and the pause in inspection as a result of the COVID-19 pandemic. Schools in the follow up inspection process are monitored and given the opportunity to demonstrate improvement.
	4.2 Promote improvement in the quality of provision for all children and young people through the Education and Training Inspectorate (ETI) transition and recovery plan.	12	3	By March 2021, completion of support and recovery planning commitments and related activity, identified in the ETI transition and recovery plan on a proportionate risk-based approach.
	4.3 Education and Training Inspectorate (ETI) to provide advice and guidance to pre-school, school and youth settings to support improvement in the quality of provision.	12	3	Advice and support provided to the Department on request based on district inspector activity during school closure and during the response phase from August/September 2020. District Inspector and survey/evaluation visits carried out during the response phase from August/September 2020. Resumption of inspection and completion of pre-school, school and youth inspections

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
				identified within the ETI business plan through risk-based analysis by March 2021.
	4.4 Work with Education Authority to ensure a Pre-School education place is available for every child in their immediate pre-school year whose parents want it.	12	3	All target age children whose parents want a funded pre-school education place and fully engage with the admissions process are able to access a place by September 2020.
12. To ensure optimum delivery of the statutory curriculum in the interests of children & young people.	4.5 Undertake a project to improve the quality of the delivery of the curriculum in schools across Northern Ireland.	3, 5, 12	3	<p>By June 2020, resources supporting review of curriculum delivery disseminated to post-primary schools involved in the project.</p> <p>By January 2021, 90% of the schools in cohort one of the project (90 schools) have carried out a review of their current KS 3 provision, and have agreed areas for development.</p> <p>By March 2021, 50% of the schools in cohort two of the project (90 schools) have carried out a review of their current KS 3 provision and have agreed areas for development.</p>
13. To improve developmental and learning outcomes for all children & young	4.6 In collaboration with Department of Health, agree and implement the joint Strategy for Looked After Children.	3, 5, 8, 12	1, 3, 4	<p>Joint Strategy for Looked After Children launched by September 2020.</p> <p>Year 1 actions implemented by March 2021.</p>

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
people, particularly those who are underachieving.				Improved educational outcomes for looked after children.
	<p>4.7 Address persistent educational underachievement linked to socio-economic background through delivery of:</p> <ul style="list-style-type: none"> • “New Decade, New Approach” priority of establishing an Expert Group / development of Action Plan; • Extended Schools; Full Service programmes; North Belfast Pilot, Wrap Around Education Programme (WRAP) and associated media campaigns. 	12, 3, 5	3, 6, 8	<p>By October 2020, an Expert Group established and a date agreed by which an action plan will be produced.</p> <p>Continued reduction in the gap between Free School Meals Entitled (FSME) and non-FSME school leavers achieving 5+ GCSEs (A*-C) including equivalent qualifications, including GCSE English and Maths.</p> <p>Continued improvement in the percentage of pupils who achieve 5+ GCSEs (A*-C) including equivalent qualifications, including GCSE English and Maths.</p> <p>Increase in parents’ understanding of the importance of regular attendance at school.</p> <p>Performance of Extended Schools & Full Service Programmes and media campaigns will be measured by way of Report Cards.</p>

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
	4.8 Provide early years education support to children (aged 0-3) and their families in the most disadvantaged areas in Northern Ireland.	12	1, 3	<p>Improved development of a sample of children supported by the Sure Start programme from April 2020 - March 2021.</p> <p>Improvements in positive behaviour of a sample of children supported by the Sure Start programme from April 2020 - March 2021.</p> <p>Performance will be measured by way of a Report Card.</p>
	4.9 Deliver the Getting Ready to Learn programme in pre-school education settings to promote consistent, strong early child development messages and support for parents.	12	3	<p>Over 75% of Department of Education funded pre-school education settings participating in the Getting Ready to Learn programme during 2020/21.</p> <p>Parents of pre-school children are supported to create and sustain positive home learning environments.</p> <p>Performance will be measured by way of a Report Card.</p>
14. To support families facing hardship as a result of the	4.10 Provide financial assistance to families whose children are entitled to free school meals during term time to ensure access to food while schools are closed.	3, 4, 12	1, 8	By June 2020 to have made payments to 56,431 families, representing 100,126 children, entitled to Free School Meals from 23 March to 30 June.

Corporate Goal 4 – Raising standards and tackling underachievement to ensure learners get the best possible education				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
COVID-19 pandemic.				By June to have made payments under the Aspen Card to 48 Asylum Seeker families representing 84 children from 23 March to 30 June.
	4.11 Establish a summer food scheme to alleviate hardship over July and August for the families of children entitled to free school meals.	3, 4, 12	1, 8	By 3 August to have made two monthly payments for 1 July to 31 August for all children entitled to Free School Meals as of 30 June.

Corporate Goal 5 – Developing the education workforce				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
15. To secure the greatest effectiveness of the education workforce.	5.1 Working with education sector employers, develop strategies, processes and practical actions to improve the health and wellbeing of school-based staff and monitor performance against teaching and non-teaching sickness absence targets.	12	3	By March 2021, deliver agreed actions from the Managing Attendance Strategy and Action Plan to improve teaching and non-teaching attendance levels. Agreed absence target for teachers is 9.3 working days lost. Target for non-teaching staff is 6.0% of available working days.
	5.2 Engage with employers, sectoral bodies and teachers' unions on teachers' terms & conditions matters under review following dispute resolution.	12	3	Implementation of agreed actions from Pay and Workload Agreement 2017-19. Measures agreed to be progressed urgently by March 2021. Plans agreed for progressing the 9 reviews by December 2020 and 6 of the reviews started by March 2021.
16. To develop capacity and increased coherence in the arrangements for teacher professional learning.	5.3 Promote greater awareness of Learning Leaders (LL), develop a framework for Teacher Professional Learning (TPL) and induction and early professional development of Newly Qualified Teachers, which are aligned with LL principles.	5, 12		By January 2021, have completed the drafting of new strategic Framework documents applying LL principles to teacher competences, professional learning processes and standards, and new support arrangements for beginning teachers. By March 2021, to have completed initial focus group testing of these documents and have plans in place for wider consultation in 2021/22.

Corporate Goal 5 – Developing the education workforce				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
				By March 2021, to have overseen Education Authority delivery of a TPL programme specifically targeting skills needed to support DE's Restart plans.

Corporate Goal 6 – Transforming the education system to ensure high quality, sustainable education for the 21st century				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
17. To review and transform the education system.	6.1 Consider and review delivery of the Transformation Programme and how it will relate to the new way forward for education post-COVID-19.	12	3	By March 2021, agree with the Minister the remit of the Transformation Programme and how it will interrelate with the Review of Education Provision as set out in “New Decade, New Approach”.
	6.2 Establish and manage an Independent Review of Education Provision as set out in “New Decade, New Approach”.	12	3	The requirements and terms of reference of the review agreed with the Minister by March 2021. The funding requirements of the review agreed with the Minister by March 2021.
18. To deliver the Department's corporate governance and finance responsibilities effectively and appropriately.	6.3 Manage the Department's budget to optimise the use of available resources and make sure that education bodies are not in breach of the financial control framework.	12	3	All positive actions taken to mitigate the risk of overspend and, if possible, Departmental budget managed within 1% underspend.
	6.4 Use funding to maximise the benefit to schools, to address the well documented resourcing pressures, as outlined in the commitment within the “New Decade, New Approach” agreement.	12	3	In conjunction with the Education Authority, actions agreed and taken by schools to reduce the projected rate of increase of deficits. Schools' surplus drawdown requirements reduced.

Corporate Goal 6 – Transforming the education system to ensure high quality, sustainable education for the 21st century				
Strategic Objective	Commitment / Action	Links to which PfG Outcome(s)	Links to which CYP Strategy Outcome(s)	Performance Measures
	6.5 Put in place new Partnership Agreements promoting a new style of collaboration with DE's Arm's Length Bodies and a focus on honest, open and constructive relationships.	12	3	By March 2021 have agreed a timetable with each Arm's Length Body for the replacement of the existing Management Statement and Financial Memorandum (MSFM) with a new Partnership Agreement.
	6.6 Monitor arm's length bodies' adherence to the requirements of the governance and accountability framework, as set out in the DE sponsorship manual, within set deadlines.	12	3	Throughout 2020/21, full compliance with public sector governance requirements as detailed in DE guidance and ALB Management Statements and Financial Memoranda.