National Improvement Framework for Scottish Education
The National Improvement Framework

Aim
To share the purpose of and engage with the National Improvement Framework for Scottish Education
The National Improvement Framework - vision

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and

- **Achieving equity:** ensuring every child has the same opportunity to succeed. The Scottish Attainment Challenge will help to focus our efforts and deliver this ambition.

“Be rigorous about the gaps to be closed and pursue relentlessly “closing the gap” and “raising the bar simultaneously”” Improving Schools in Scotland: An OECD Perspective 2015
Purpose

• Drive improvement for children, with a clear focus on raising attainment and closing the gap.

• Set out the priorities that everyone needs to be working towards, and the measures and support that will help deliver these.
Building on a strong record of improvement

- Getting It Right for Every Child
- High quality Early Learning and Childcare
- Curriculum for Excellence
- Scotland’s Schools for the Future
- National Youth Work Strategy
- Youth Employment Strategy
- Teaching Scotland’s Future
National Improvement Framework

• Brings together key performance information to improve outcomes for every learner in Scotland.
• Builds on the best practice in Scotland in using a range of data and evidence to report and plan improvements for children.
• Sets out Scottish Government’s renewed vision and priorities for Scotland’s children, particularly for the most disadvantaged and the drivers of improvement which support those priorities.

OECD research on *Synergies for Better Learning*
Building on ‘Improving Schools in Scotland: An OECD Perspective’, December 2015

“Be rigorous about the gaps to be closed and pursue relentlessly “closing the gap” and “raising the bar simultaneously”
*Improving Schools in Scotland: An OECD Perspective*, 2015

“Scotland has the opportunity to lead the world in developing an innovative national assessment evaluation and improvement framework”
*Improving Schools in Scotland: An OECD Perspective*, 2015
Building on ‘Improving Schools in Scotland: An OECD Perspective’, December 2015

- **Quality and Equity**
  - be rigorous about the gaps to be closed
  - develop metrics that do justice to the full range of CfE capacities
  - take a consolidated and evidence-informed approach to equity

- **Decision-making and governance**
  - create a new narrative for CfE
  - strengthen professional leadership and ‘the middle’
  - simplify and clarify core guidance

- **Schooling, teachers and leadership**
  - focus on quality of implementation in schools
  - develop targeted, networked, evaluated innovation in secondary school
  - develop coherent strategy for building social capital

- **Assessment and evaluation**
  - develop integrating framework for assessment and evaluation at all levels
  - strike more even balance between formative assessment and evidence base
  - strengthen evaluation & research
National Improvement Framework

Your contribution to shaping the first National Improvement Framework for Scottish Education
National Improvement Framework

• Consultation and engagement report

• You said, We did

“Wide engagement of different stakeholders and a strongly consensual approach” Improving Schools in Scotland: An OECD Perspective 2015
Framework consultation and engagement feedback

More than 5000 teachers, parents and young people shared their views, including:

- There are already lots of good policy building blocks in place in Scotland – a narrative needs to be employed to stitch these together.
- The focus on parental involvement is good but what is really required is parental engagement.
- The publication of standardised assessment results will lead to league tables.
- There needs to be guidance on what achieving a Curriculum for Excellence level actually looks like – for teachers and for parents.
- The Framework should focus on the value of sharing good practice and on the support provided to facilitate this.
“This Framework has the potential to provide a robust evidence base in ways that enhance rather than detract from the breadth and depth of the Curriculum for Excellence” Improving Schools in Scotland: An OECD Perspective OECD, 2015
Our Priorities

• Improvement in attainment, particularly in literacy and numeracy;

• Closing the attainment gap between the most and least disadvantaged children;

• Improvement in children and young people’s health and wellbeing; and

• Improvement in employability skills and sustained, positive school leaver destinations for all young people.
Driver of improvement: School leadership

What is this?
The quality and impact of leadership within schools and at all levels – including members of staff.
School leadership

Evidence we will gather

- Through school inspection, percentage of schools graded as “good” or better for leadership of change
- Number of new headteachers who meet the standard for Headship, and numbers of experienced headteachers who continue to meet Standard for Leadership and Management
- Local authority self-evaluation reports on leadership of change
Driver of improvement: Teacher professionalism

What is this?
Teacher professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children’s progress and achievement.
Teacher professionalism

Evidence we will gather

• Increase the range of quality professional learning at SCQF Level 11 (Masters) and the level of engagement amongst teachers.

• Percentage of teachers in local authority and independent schools, within the annual cohort, having their professional learning successfully signed off by GTCS.

• Information from the GTCS on teacher induction and teacher views on teaching literacy and numeracy, health and wellbeing and opportunities for professional learning.

• Through school inspection and local authority self-evaluation reports, effectiveness of moderation of teacher judgement of Curriculum for Excellence levels in literacy and numeracy.
Driver of improvement: Parental engagement

What is this?
Parental engagement focuses on ways in which parents, families and professionals work together to support children’s learning.
Parental engagement

Evidence we will gather

- From local authority self-evaluation reports, percentage of schools which work with partners to develop and offer family learning programmes.

- Pre-inspection questionnaires.

- Evidence on the impact of parents and the Parent Council in helping schools to improve.
National Improvement Framework – what does it mean for parents / carers?

- Recognition that parental engagement is crucial
- Clearer information of successful learning and teaching
- Better feedback on their child's progress
- Consistent information across schools and local authorities
- Standardised assessment information which helps them understand their child’s next steps in learning
- Greater Involvement in their child’s learning
- Support to help them help their child
- Parent Councils recognised as key to improvement
- Evidence of parent views gathered
Driver of improvement: Assessing children’s progress

What is this?
Assessment of children’s progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.
Assessment of children’s progress

Evidence we will gather

• The percentage of children achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3 by school, local authority and nationally.
• Data from a range of surveys on health and wellbeing showing changes over time.
• Senior phase qualifications and awards data.
• The percentage of school leavers in positive and sustained destinations.
• Through external review of careers information, advice and guidance services, percentages of these services graded as ‘good’ or better.
Assessment of children's progress

• Aim to streamline, clarify and reduce the burden of assessment
• Support for moderation and professional judgement to be increased from January 2016
• Teachers will continue to make judgements on the achievement of CfE levels, supported by a range of assessment evidence
• Standardised assessment in literacy and numeracy, aspects of which will be piloted in 2016, to be used in all schools from 2017
• SSLN (Literacy) will take place in May 2016
• Assessments will be adaptive, accessible and inclusive.
• Dashboard will bring together all the data needed for improvement, learning lessons from the development of Insight for the senior phase
• Improvements to the range and quality of information for children and parents by 2017.
National Improvement Framework – ASN

- Clear links with GIRFEC
- Sets high expectations for all children
- Framework will support us all at looking at the progress of ALL children
- Recognises the individual and personalised planning needed for some children
- Range of needs but want excellence and equity for all

All drivers are equally important – but key areas of Framework to highlight:

- Teacher professional judgement
- Use of range of assessment information to plan next steps – if appropriate this can include the new standardised assessment
- Use of data/dashboard at school, local, national to drive improvement
- Literacy, numeracy, health and well being, positive destinations apply to all children
- Need to improve parental engagement applies to all sectors
Driver of improvement: School improvement

What is this?
The overall quality of education provided by each school in Scotland and its effectiveness in driving further improvement.
Evidence we will gather

- Through school inspection, percentage of schools graded as ‘good’ or better for learning, teaching and assessment.
- Through school inspection, percentage of schools graded ‘good’ or better for raising attainment and achievement.
- Level of attendance and number of exclusions per school.
- The number of schools who report positive findings in its school self-evaluation on raising attainment and achievement, and progress with the priorities set out in the National Improvement Framework.
- Local authority self-evaluation reports on raising attainment and achievement and progress with the priorities set out in the National Improvement Framework.
Driver of improvement: Performance information

What is this?
All of the information and data we need to get a full picture of how well Scottish education is improving. We will gather together and analyse the data collected from each of the other key drivers.
Performance information

Evidence we will gather

• Data from each of the key drivers.

• Progress towards achieving the priorities set within the Framework, drawing on all the evidence gathered.

“The full implementation of the National Improvement Framework will be phased in over time. Not all the evidence under each driver will come on stream at the same time.”
Performance information; National reporting

- 2015 Interim Report
- Overview of what we know about Scottish education and the context in which our children and young people learn
- Presents an objective picture of Scottish education, based on a wide range of sources
- Future reports will draw in further evidence as it becomes available
National improvement Framework annual cycle of improvement

- Collection of national and local data and evidence
- Joint analysis of data and evidence
- Publication of local and national data and evidence
- Review Framework document and priorities and publish revised Framework
- Develop joint implementation action plan
- Regular review of Implementation Plan, reflecting school improvement plans
What’s next?

2016

Assessing children’s progress

• Development and piloting of new national standardised assessments
• Publication of advice and guidance on achievement of a CfE level in literacy and numeracy
• Increased moderation and support for teacher professional judgement
• Further work to develop evidence from early years activity and alignment with school years

Reporting arrangements

• Interim reporting arrangements for schools and local authorities
• Work with local authorities and parent organisations to improve the consistency of reporting to parents of children’s progress
• Development of statutory guidance on reporting duties under Education (Scotland) Bill

Performance information

• Inclusion of Key Performance Indicators from Developing Young Workforce programme
• Consideration of a wider range of awards and achievements including those gained from Community Learning and Development
What’s next?

2017
Assessing children’s progress
• Introduction of new national standardised assessments in school
• Introduction of more evidence on early years

Reporting
• New reporting duties under Education (Scotland) Bill
• First statutory Framework reporting for schools and local authorities

2018
Assessing children’s progress
• Development of standardised assessments for Gaelic Medium Education
• Consideration of evidence of children’s progress in other curricular areas

Performance information
• Dashboard for school, local authority and national use
The purpose of the framework is to enable all young people to achieve their full potential no matter their background. And each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.
Discussion Questions

- What do the six drivers mean for parents?

- How do you think you can play a role in school improvement planning?

- What further support is needed to support parents with learning at home, particularly in literacy, numeracy and wellbeing?
Background links

• National Improvement Framework, Consultation and Engagement Report, 2015 and You said, we did:  
  http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework/Consultation

• NPFS Parent Nutshell – National Improvement Framework: Sharing information for better learning:  

• Children and Young People’s Storyboard:  

For more information please go to:  
www.gov.scot/NationalImprovementFramework