



# 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



# National Improvement Framework

## 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*

<http://www.oecd.org/edu/school/synergies-for-better-learning.htm>.



# 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

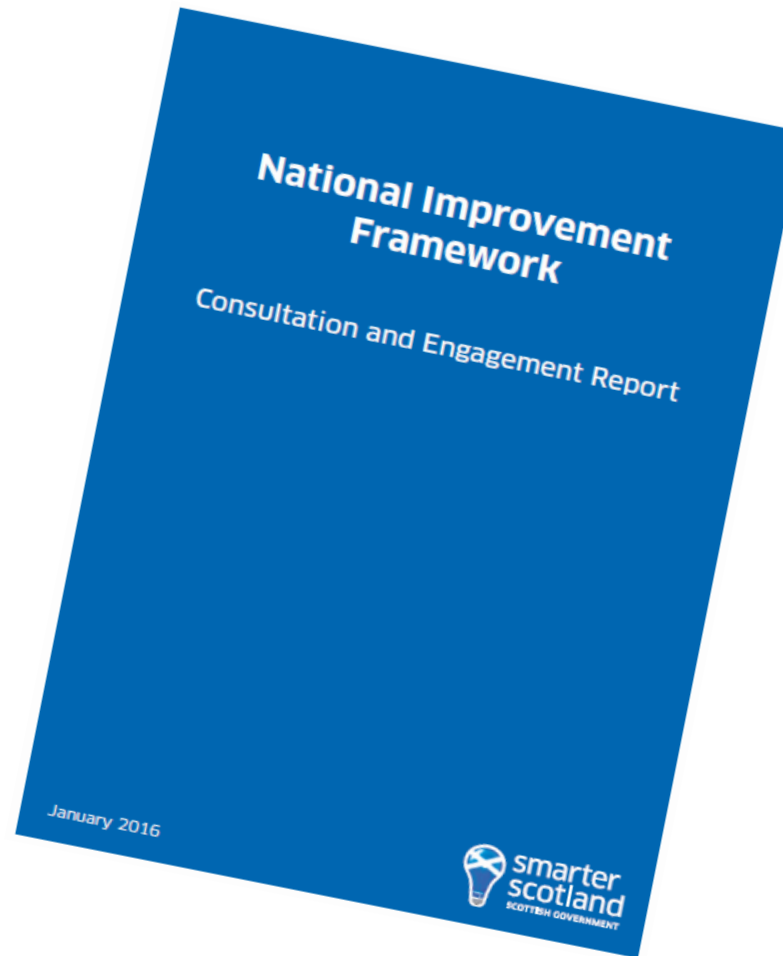


Your contribution to shaping the first National Improvement Framework for Scottish Education



# 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.**



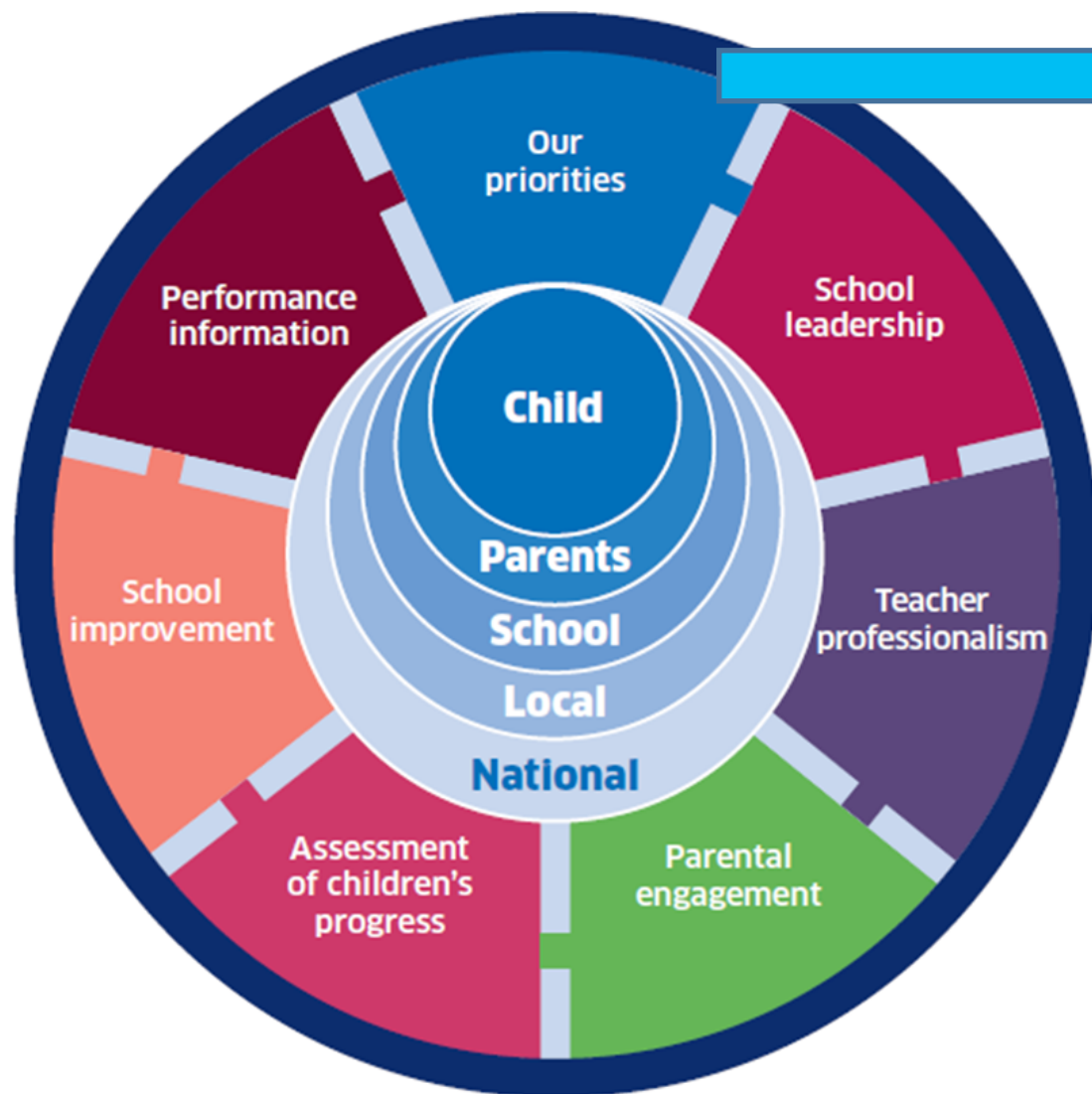


# National Improvement Framework

“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



# National Improvement Framework



## 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

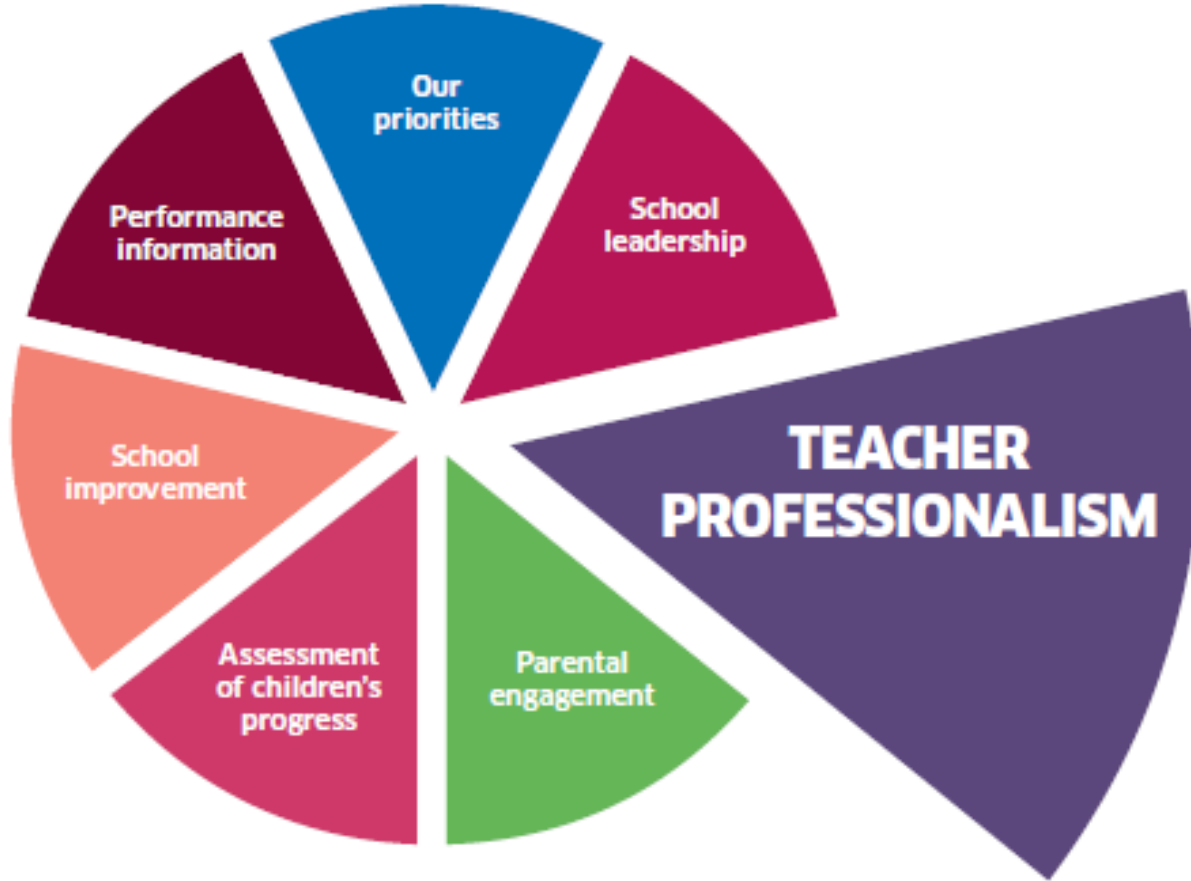
# School leadership

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



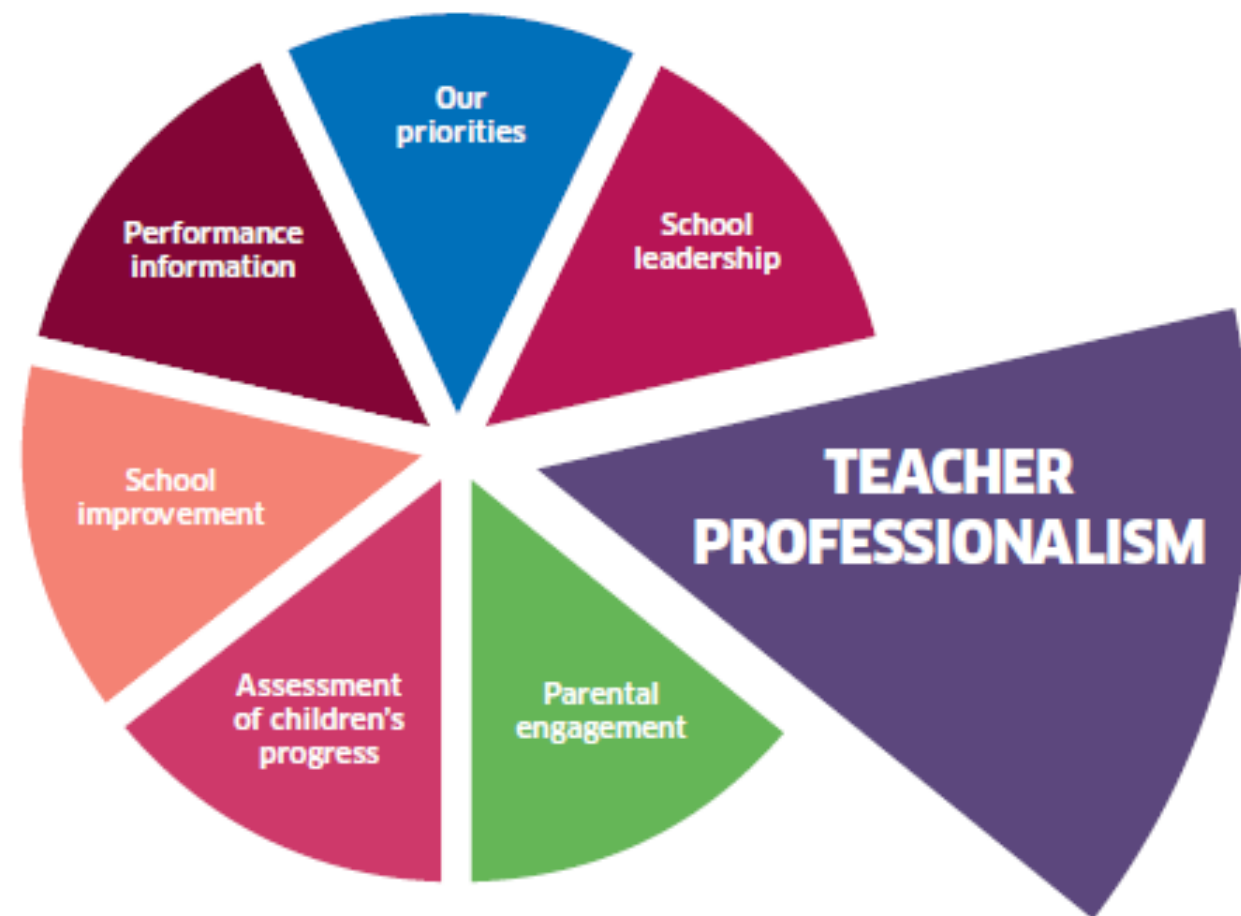
# Driver of improvement: Teacher professionalism



## 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.

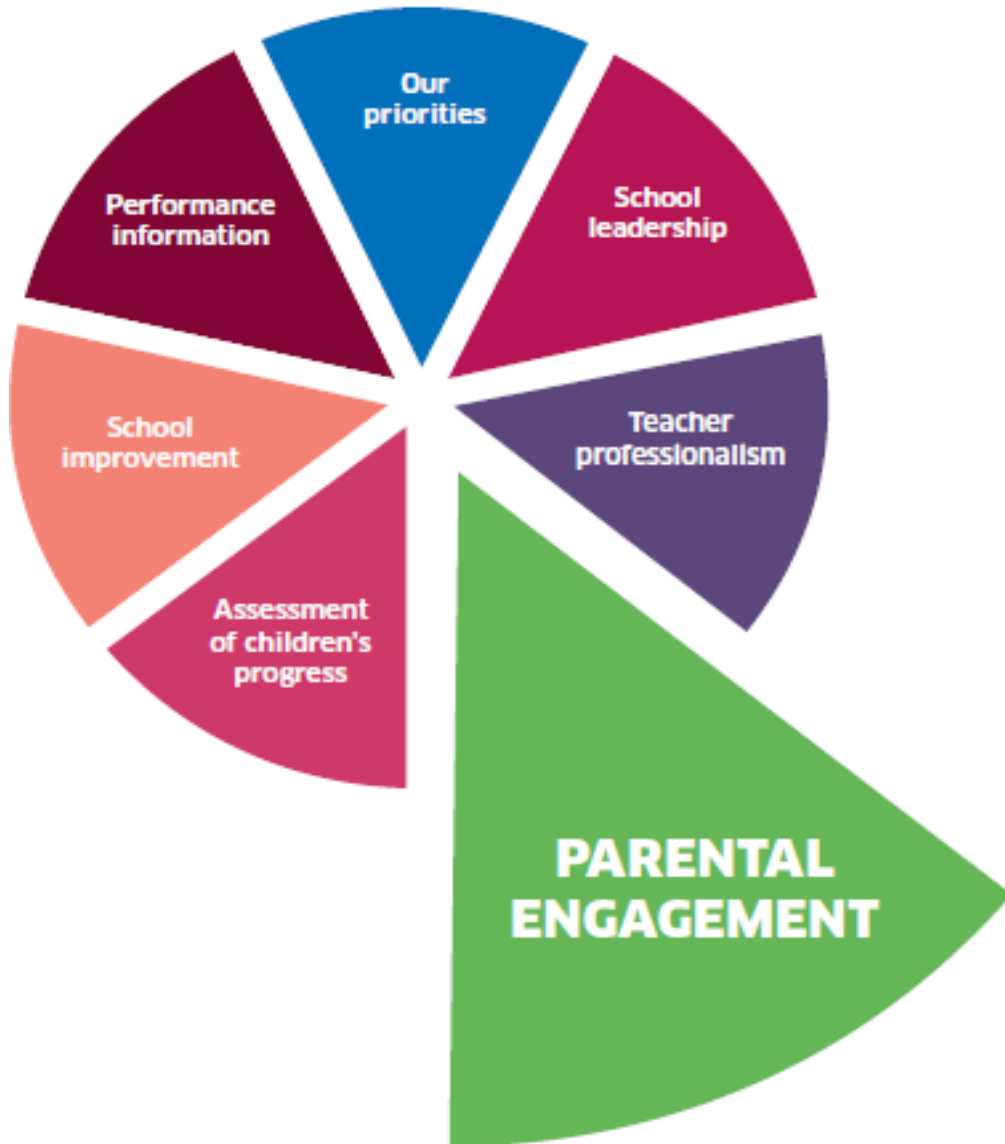
# Teacher professionalism



## 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

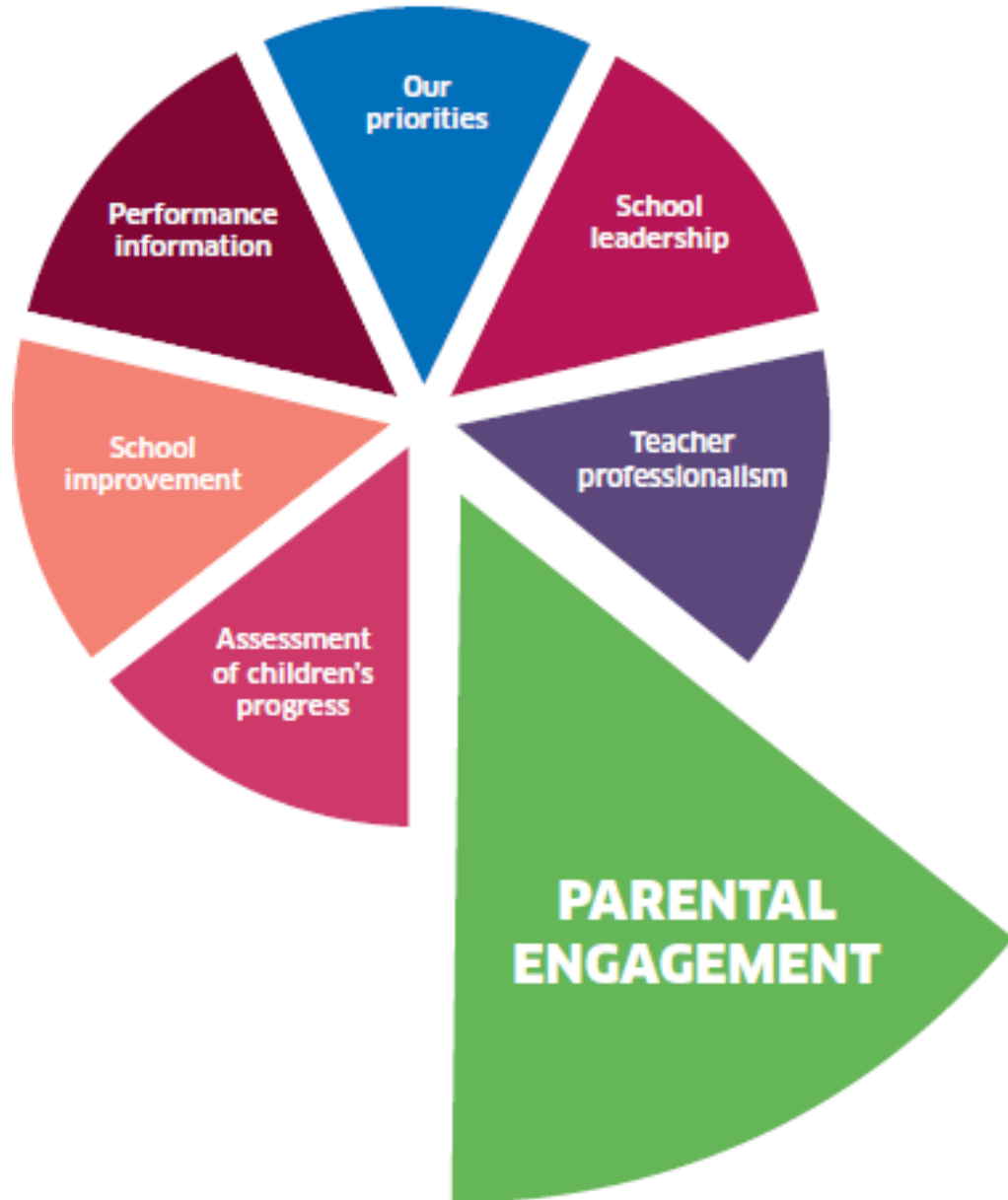


## What is this?

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.



# Parental engagement

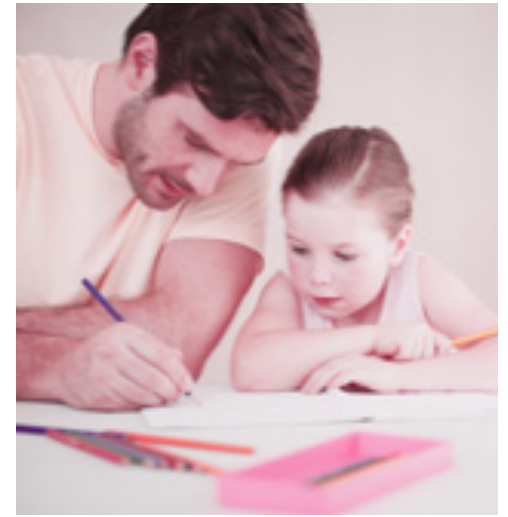


## Evidence we will gather

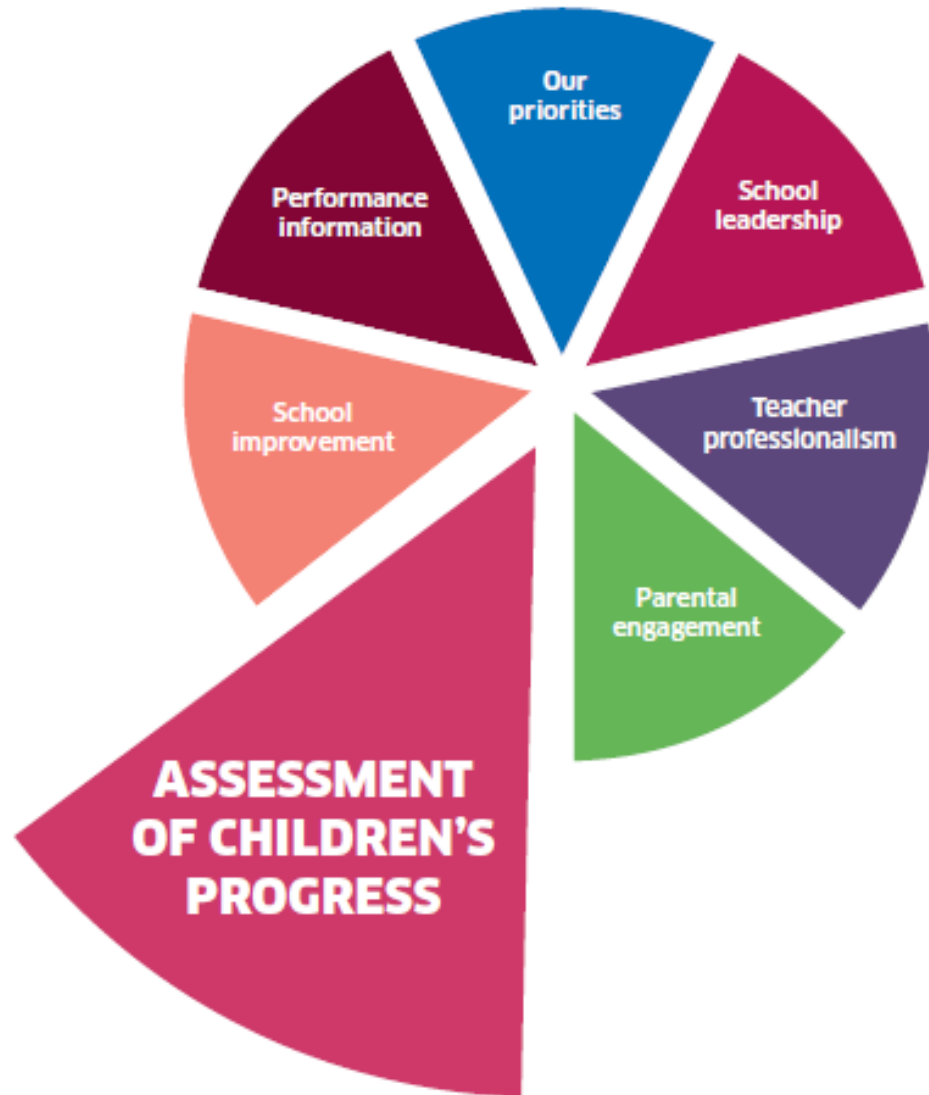
- From local authority self-evaluation reports, percentage of schools which work with partners to develop and offer family learning programmes.
- Pre-inspection questionnaires.
- Evidence on the impact of parents and the Parent Council in helping schools to improve.

# 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



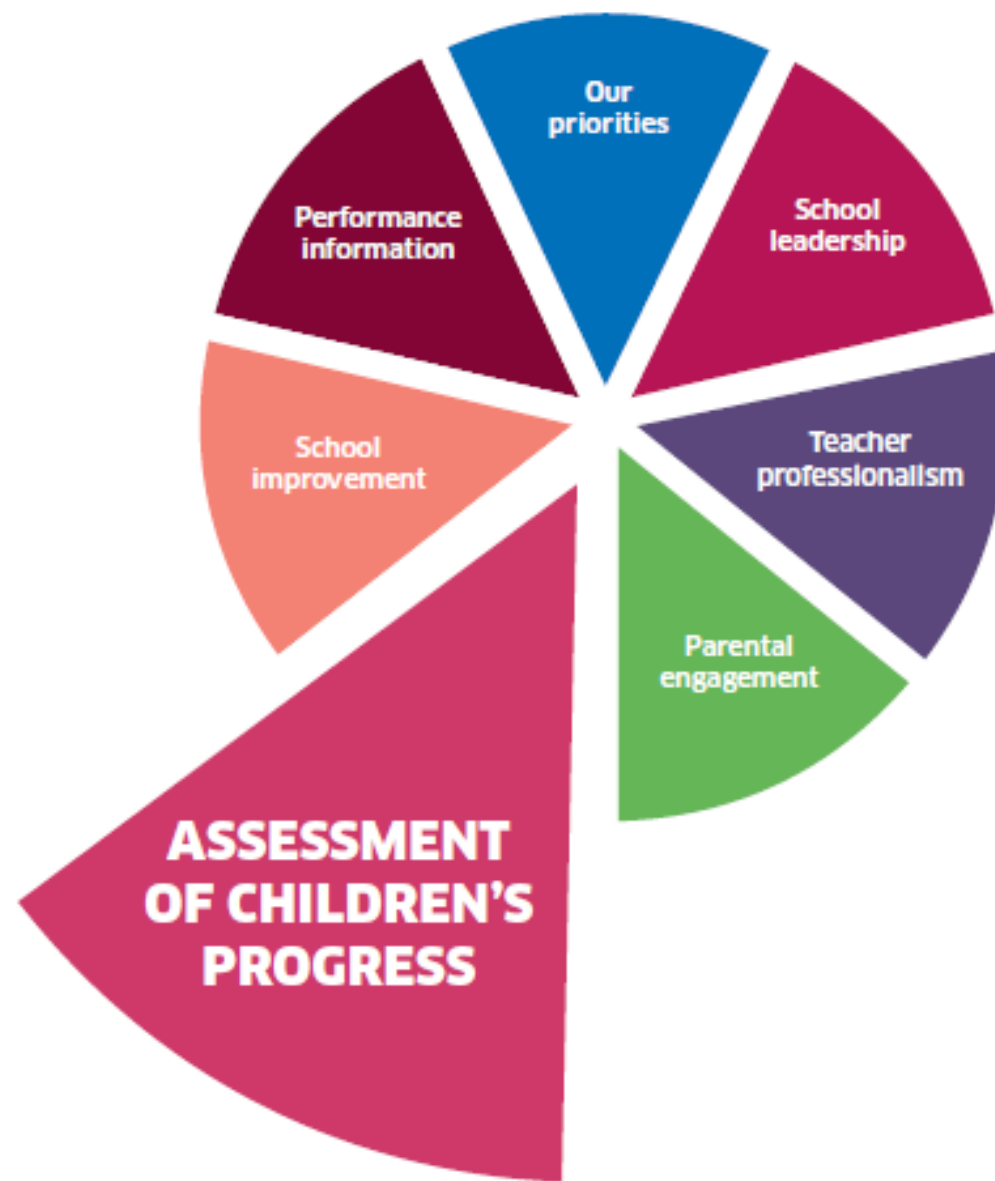
## What is this?

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

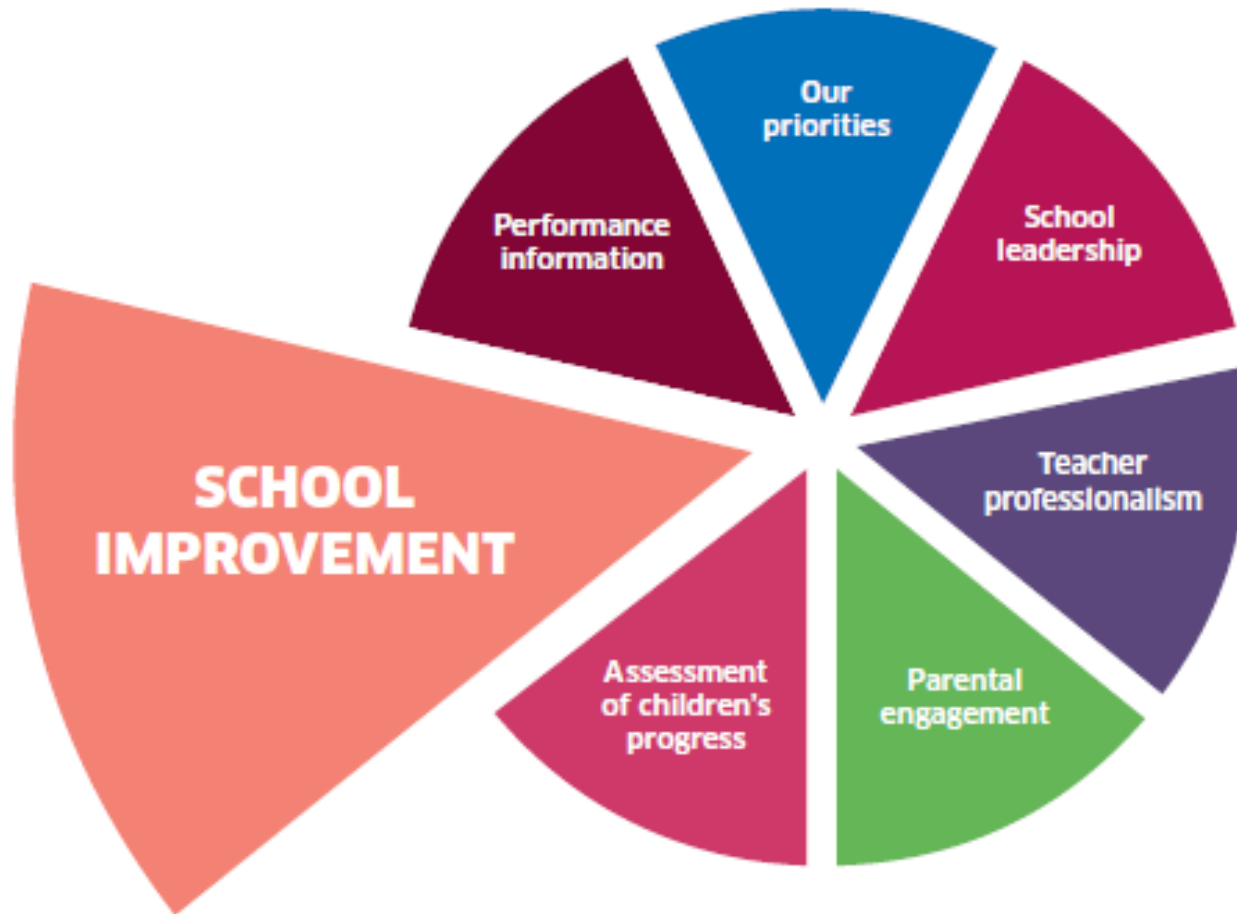


- Clear links with GIRFEC
- Sets high expectations for all children
- Framework will support us all at looking at the progress of ALL children
- Recognises the individual and personalised planning needed for some children
- Range of needs but want excellence and equity for all

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

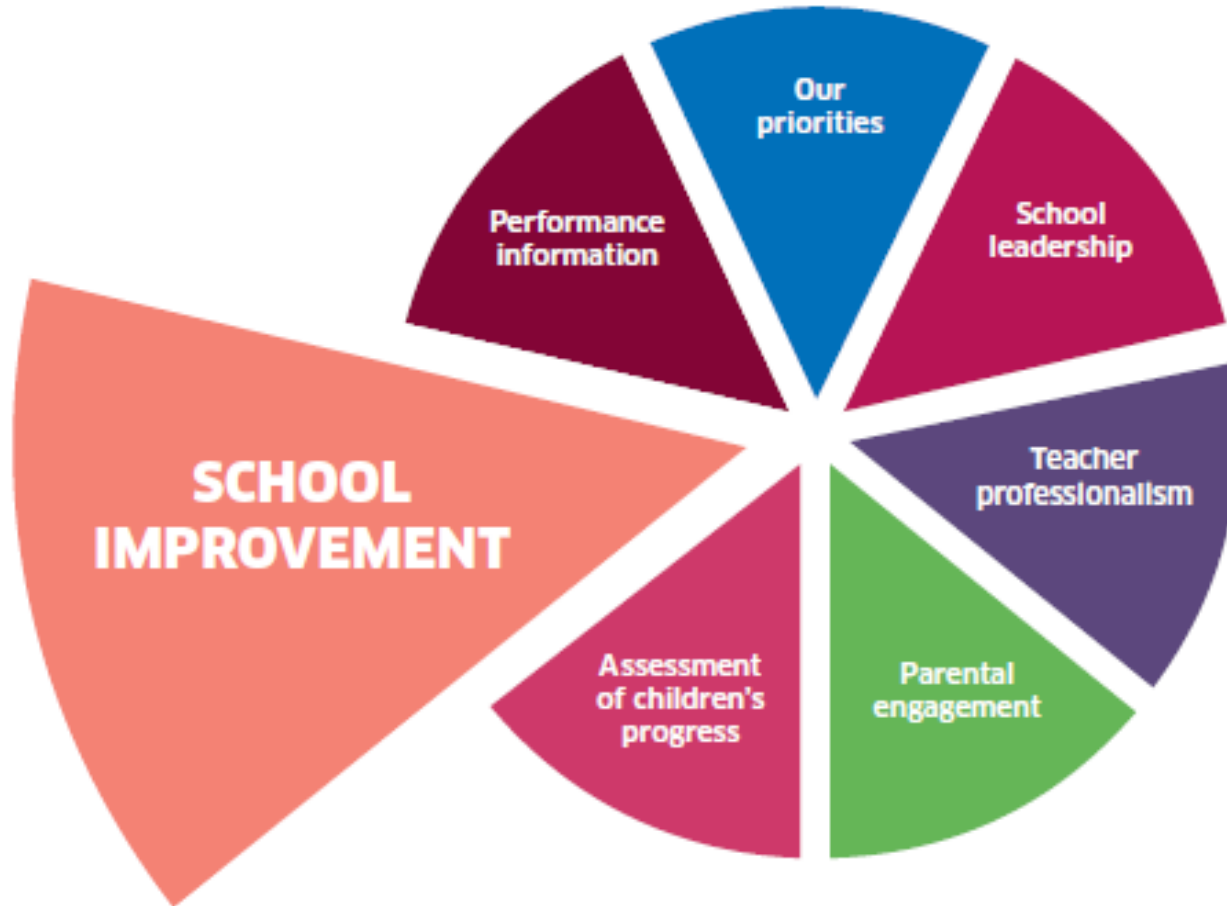
# Driver of improvement: School improvement



## What is this?

The overall quality of education provided by each school in Scotland and its effectiveness in driving further improvement.

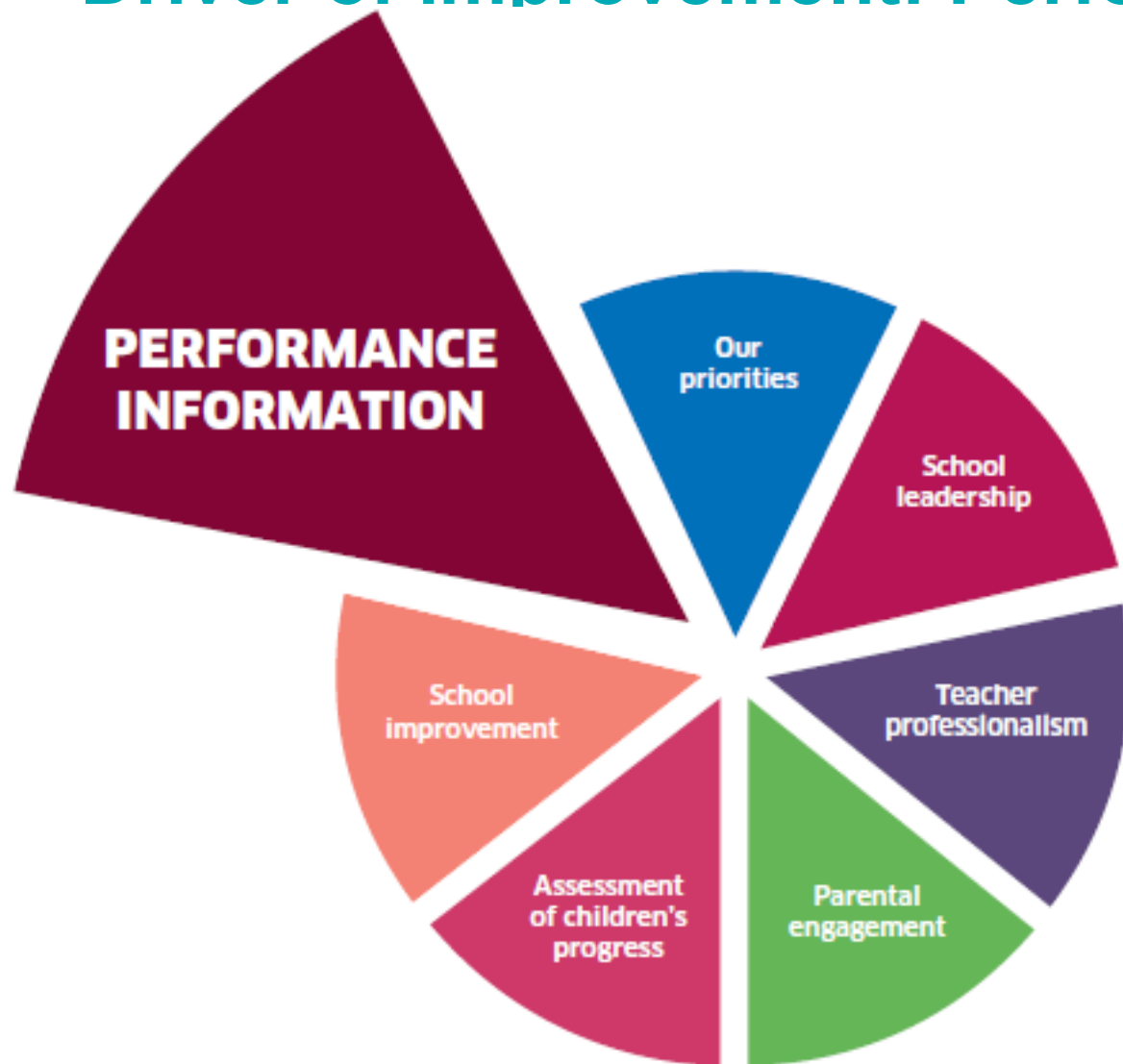
# School improvement



## 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

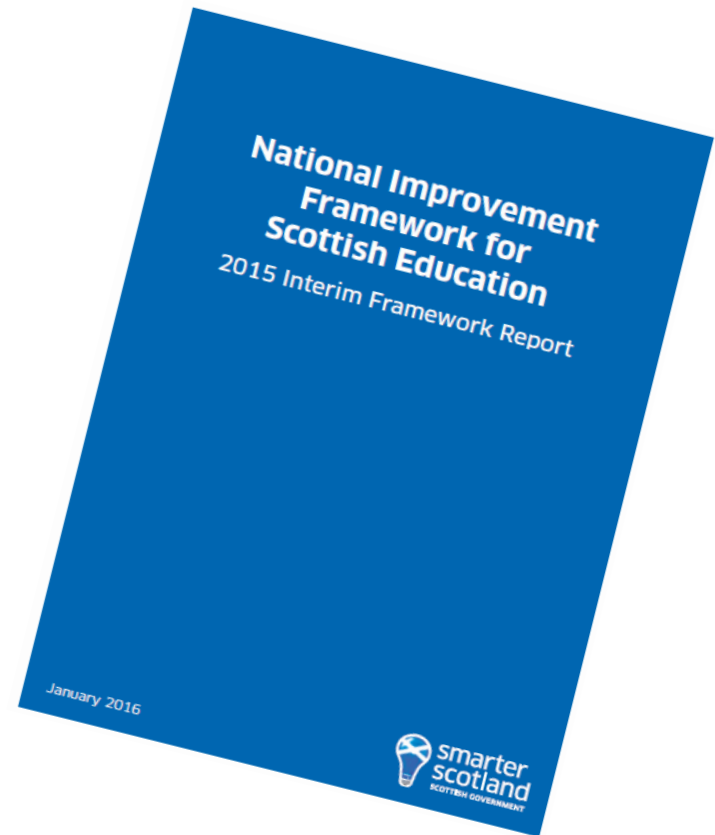
- Data from each of the key drivers.
- Progress towards achieving the priorities set within the Framework, drawing on all the evidence gathered.

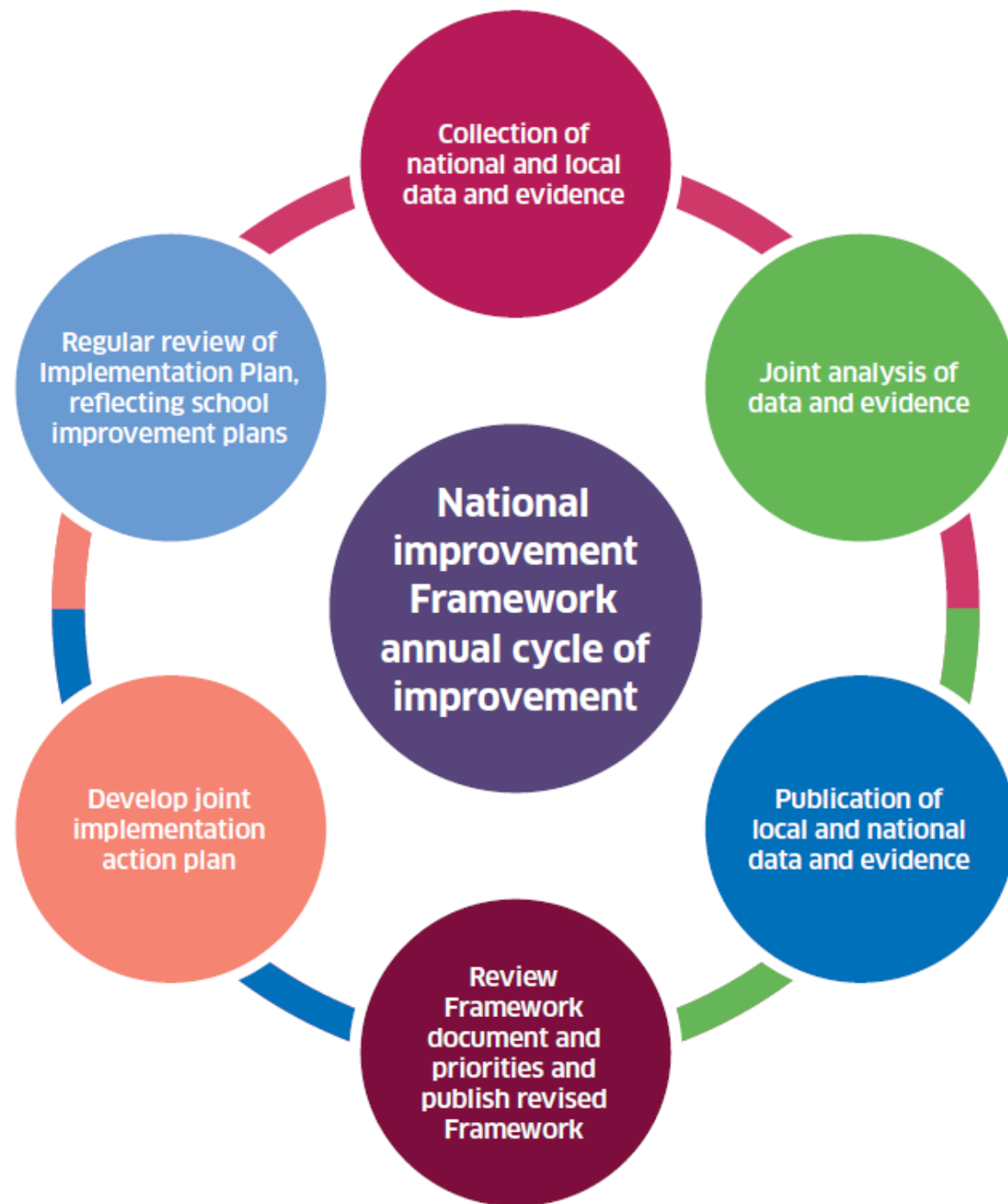
*“The full implementation of the National Improvement Framework will be phased in over time . Not all the evidence under each driver will come on stream at the same time.”*



# 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





# 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**

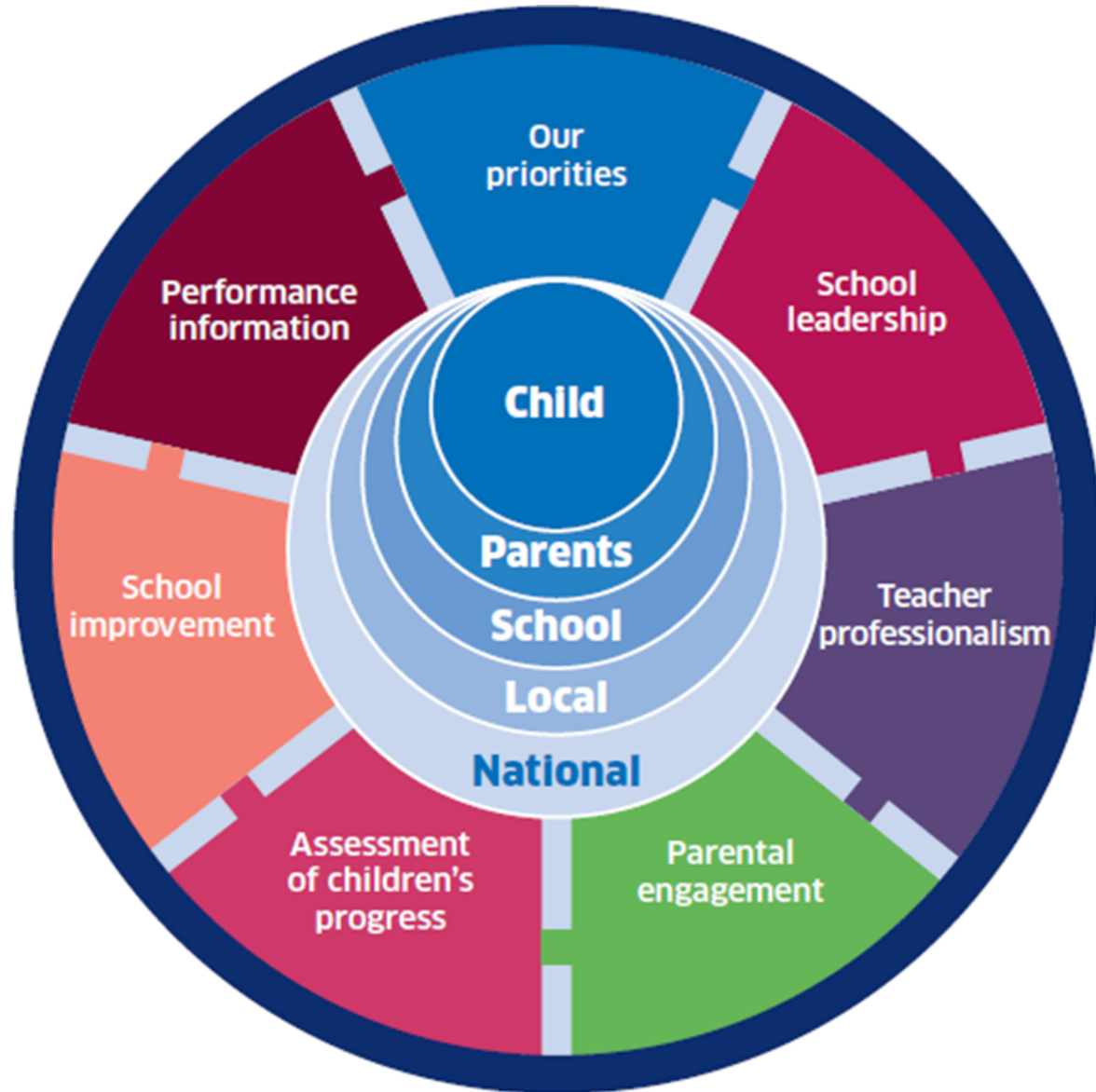
## **Assessing children's progress**

- 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 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:** [http://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](http://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf)
- **Children and Young People's Storyboard:**  
<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework/CYPFrameworkStoryboard>

For more information please go to: [www.gov.scot/NationalImprovementFramework](http://www.gov.scot/NationalImprovementFramework)