

National Improvement Framework

Consultation and Engagement Report

January 2016



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1. Purpose of the report

On 1 September the First Minister of Scotland, Nicola Sturgeon MSP, announced the creation of the National Improvement Framework and the publication of a draft Framework document as part of the Scottish Government's Programme for Government. To assist the development of the National Improvement Framework, an engagement period was held to seek the input of key stakeholders. These stakeholders included teachers, school leaders, parents, local authority representatives, union members and representatives, other interested parties and the children and young people who will be directly impacted by the introduction of the National Improvement Framework.

This report provides a detailed summary of the responses received to the draft National Improvement Framework document. It is published alongside the revised National Improvement Framework to enable stakeholders to read both documents in tandem and clearly see where the input of stakeholders has influenced the development of the Framework. A separate document, **You Said, We Did**, has also been published alongside this report and the revised Framework to further facilitate this read across both documents.

Section 2 of this report will provide an overview of the stakeholder engagement, specifically highlighting the range of stakeholders and locations the National Improvement Framework team visited and consulted with to inform the revised Framework. Section 3 analyses the data collected from this engagement, grouping the information into the following sections:

- Vision of the National Improvement Framework
- Priorities of the National Improvement Framework
- Role and responsibilities
- Benefits of the National Improvement Framework
- Main concerns raised about the National Improvement Framework
- Views on the drivers of improvement
- Support and information needs identified

Alongside this report the official responses received by the Scottish Government on the draft Framework are available to view online. Equally, where possible, the information analysed to produce this report is available, with personal information redacted, alongside a schedule of the engagement undertaken by the Scottish Government following the Programme for Government announcement. These documents can be found online at:

<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

2. Overview of the stakeholder engagement

As part of the on-going development of the National Improvement Framework, the Scottish Government has engaged with a wide range of stakeholders. This section describes who we engaged with and the various formats through which engagement took place.

Since publishing the draft Framework in September 2015, we have undertaken extensive engagement, reaching, and listening carefully to the views of children, young people, parents, teachers, educational professionals, academics and others. This engagement has identified widespread support for the priorities set out in the draft Framework and the vision for a better, fairer Scotland.

Alongside discussion of the broad aims of the Framework, detailed scrutiny of the draft National Improvement Framework document has been underway. This engagement period has highlighted many elements of the Framework which have been welcome and has also focused on several key areas of concern. This report will analyse both, with particular attention on the recommendations provided by our stakeholders which informed the revision of the National Improvement Framework.

Children and young people

We organised engagement activities for children and young people across Scotland, which reached over 900 children and young people. Two events were held in Dundee and Galashiels respectively with a separate Glow TV meet in Falkirk (with schools across Scotland participating). Notes were taken of the main points from children and young people's discussions. An online survey complemented this face-to-face engagement. The survey questions covered topics including assessment, feedback and contributing to school improvement, and are detailed in **Annex A**.

Official responses

Scottish Government officials received feedback on the Framework in meetings with a wide range of stakeholder organisations across Scotland. A full schedule of the engagement activities undertaken by the Scottish Government is available in **Annex B** of this report. Formal written responses were received from a number of organisations. Written submissions to the Committee on the Education (Scotland) Bill regarding the National Improvement Framework from several organisations were also included in the analysis.

- Teacher/professional organisations: Childhood Practice Providers Group, CLD Standards Council for Scotland, the Educational Institute of Scotland (EIS), the National Association of Schoolmasters Union of Women Teachers (NASUWT), Voice Scotland
- Parent organisations: National Parent Forum Scotland (NPFs), the Scottish Parent Teacher Council (SPTC)

- Children and young people's organisations: Centre for Excellence for Looked after Children in Scotland (CELSIS), LGBT Youth Scotland, the National Deaf Children's Society (NDCS), Scottish Network for Able Pupils (SNAP), Upstart Scotland
- Local government: Aberdeenshire Council, Convention of Scottish Local Authorities (CoSLA), East Renfrewshire Education Department
- Leadership organisations: Association of Directors of Education in Scotland (ADES), Scottish College for Educational Leadership (SCEL), Scottish Educational Leadership, Management and Administration Society (SELMAS)
- Academic: School of Education, University of Stirling; Moray House, School of Education, University of Edinburgh, the Learned Societies Group on Scottish Science Education; The Royal Society of Edinburgh, and individual responses from academics at the University of the West of Scotland, University of Dundee, University of Glasgow and University of Edinburgh
- Educational charities: the Royal Caledonian Trust, Scottish Book Trust, Scottish Council of Independent Schools (SCIS).

We have loosely grouped these varied organisations together in the categories above in this report.

Engagement events

Almost 600 adults attended nine targeted engagement events organised by the Scottish Government including: headteachers; depute headteachers; principal teachers and teachers; early years practitioners; attainment advisors; local authority representatives (heads of education/service, education support officers, quality improvement officers); representatives of unions and parent organisations; lecturers in higher education; and parents; Parent Council Chairs and members. Engagement events were held in various locations (Aberdeen, Edinburgh, Glasgow and Inverness). These events were part of the wider programme of engagement and meetings that are documented in **Annex B** of this report

Engagement events included a presentation on the purpose, priorities and drivers of the Framework, then table discussions. The discussion questions for these events are listed in **Annex A** of this report: discussions covered the benefits and challenges of the Framework as well as the six drivers of improvement. Detailed notes were taken of the discussions that took place at each event.

Surveys

In addition, an online survey was completed by 110 respondents. Responses were received from parents, Parent Council members, headteachers, depute headteachers, teachers, local authority representatives, academics and stakeholder organisations. The questionnaire included four open ended questions covering benefits, challenges and support needs of the Framework (the full questions are included in **Annex A**).

Correspondence received by the Scottish Government and other engagement activities which touched on the Framework, such as the Cabinet Secretary for Education and Lifelong Learning's Facebook Q&A in November 2015, were also included in the analysis reported here.

3. Findings from the stakeholder engagement

The National Improvement Framework outlines an overall vision and four key priorities for Scottish education, as well as roles and responsibilities for teachers, headteachers, parents, local authorities, the Scottish Government and partner organisations. The Framework places the child at the centre and focuses on six ‘key drivers’ of improvement which are essential to help that child achieve all they can. These six drivers are:

- Assessment of children’s progress
- Parental involvement
- School improvement
- Performance information
- School leadership
- Teacher professionalism

Views on the vision, priorities, roles and responsibilities, and potential benefits and challenges of the Framework are reported first. Then findings are discussed for each of the six ‘key drivers’ of improvement. Finally, support and information needs identified are highlighted.

3.1 Views on the National Improvement Framework

3.1.1 The vision

The box below presents the vision for education outlined in the draft Framework document:

- **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.

Respondents welcomed the broad vision of the Framework, with many mentioning the focus on raising standards or attainment as a benefit. Having a clear, shared vision for education in Scotland was seen as a key benefit of the Framework. For example, respondents at an engagement event noted the following benefits:

“Everyone is clear on the priorities; everyone has the same message. The clarity brought by the National Improvement Framework is welcome.” (Notes from Aberdeen afternoon engagement event)

In particular, many key stakeholder organisations stated their support for the vision, for example noting:

“Delivering change at a national scale requires a clear vision, and we welcome the Framework’s two-part focus on ‘excellence through raising attainment’ and ‘achieving equity’.” (Children and young people’s organisation 1)

“The group [gathered to discuss the Framework] was in agreement with the vision as expressed, of raising attainment and achievement for every child and achieving equity.” (Leadership organisation 3)

A few respondents felt that the way the term ‘equity’ is used in the Framework should be clarified and made suggestions about the way that equity should be conceptualised – in particular, that the focus should be not on equity of opportunity but equity of access or outcomes:

“The equity needs to be more focused on outcomes, rather than opportunities. That would involve explicit, targeted interventions to maximise the educational outcomes of those who are not succeeding so well in the current system.” (Academic 2)

It was noted that, if equality of outcomes is the focus of the Framework, clarity is required on which of the possible inequalities are to ‘equalised’ and the age at which the outcome is to be judged.

Overall, of those who mentioned the vision in their feedback, very few were critical. As a children and young people’s organisation noted:

“The overall aims behind the Framework are hard to disagree with...” (Children and young people’s organisation 3).

In fact, this was a point made by several key stakeholder organisations.

3.1.2 The key priorities

The key priorities underpinning the Framework are set out in the box below:

- Improvement in attainment, specifically in reading, writing and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in sustained school leaver destinations for all young people

Respondents were also generally very positive about having clear national priorities that everyone in education is working towards. The majority (of those who mentioned them) were very supportive of the key priorities outlined in the Framework, with some noting that these priorities reflected those of their own organisation. Addressing the

attainment gap was most commonly highlighted as a particular priority by respondents, and the focus on this issue in the Framework was welcomed:

“[Organisation name] shares the Scottish Government’s ambitions for the education system... [Organisation name] welcomes the particular priority given by the Scottish Government to work to narrow achievement gaps between disadvantaged pupils and their peers.” (Teacher/professional organisation 5)

Some key stakeholder organisations made suggestions about how the priorities might be further strengthened. A children and young people’s organisation felt that health and wellbeing should form the core of document:

“The current draft Framework places health and wellbeing secondary to attainment. We suggest reframing the document around health and wellbeing to align with the core Curriculum for Excellence subject that has the potential to influence the other core subjects. This reframing would set a clear message that the key educational goal is that pupils are ‘safe, healthy, achieving, nurtured, active, respected, responsible, and included’ [the SHANARRI indicators].” (Children and young people’s organisation 2)

Some suggested the document would benefit from further clarity on ‘what the [attainment] gap is and what the expectations are in this regard’ (local government 3), as well as more detail on how the twin aims of improving attainment overall and closing the gap relate to each other and, more specifically, how these and the other aims will be achieved. A children and young people’s organisation emphasised that careful consideration should be given to ‘how this initiative is implemented if we are to ensure that we are indeed closing the gap, rather than lowering attainment for our highly able students’ (Children and young people’s organisation 3).

Several respondents note that the attainment gap is linked to broader inequalities, and argue that the focus on education, schools and school learning is too narrow. Similarly, the role of poverty in influencing life chances was also noted, including some scepticism that schools can themselves be an effective instrument in reducing poverty. An academic stakeholder underlined this view:

“It was recognised [by the group of educational researchers] that applying education interventions in isolation will not address the wider determinants of educational underachievement. The importance of ensuring that the Framework makes connections between education and other relevant contexts, including health, housing and employment, was emphasised.” (Academic 9)

Similarly, in relation to closing the attainment gap, some respondents suggested more focus on, and investment in, early years education and childcare was needed.

3.1.3 Roles and responsibilities

The roles and responsibilities set out in the Framework were less frequently commented upon than other sections. A few respondents noted that clarity in expectations was welcome:

“We welcome the Framework’s commitment to setting out clearly what all involved in a child’s education should expect (of each other, and themselves). This should help to inform and shape the dialogue about children’s learning and progress.” (Children and young people’s organisation 1)

Some thought that clarity is needed on the respective school and parental responsibilities. A leadership organisation suggested that a useful addition would be, ‘identifying the mechanisms that will be used to measure how effectively these roles and responsibilities are being carried out currently and expectations for the future’ (Leadership organisation 2).

Some respondents noted that the Getting It Right for Every Child (GIRFEC) approach should be fully reflected in the Framework. A children and young people’s organisation highlighted that:

“It is crucial that the National Improvement Framework is not regarded as an education-only function, and that the multi-sector approach of GIRFEC is reflected fully in the Framework. All partners and stakeholders take an appropriate level of ownership in its delivery and outcomes. The role of these partnerships particularly with services in the community needs to be elevated within the document to ensure the importance of this.” (Children and young people’s organisation 4)

Several responses mentioned that the community and wider partners needed to be included in the document, particularly in relation to the sections on parental involvement and school improvement:

“Some key partners are voluntary sector and business/Developing the Young Workforce. We need to plan what is important for our school community – it is vital that this is collaborative with all parents, children and partners.” (Notes from Edinburgh morning engagement event)

A leadership organisation felt that ‘the importance of partnership: between schools, across all sectors and with other agencies and stakeholders’ was a significant omission from the draft Framework. Some educational charities also noted this, highlighting key roles for Community Learning and Development (CLD) provision in achieving the ambitions of the Framework. The need to focus on the professionalism of other practitioners (early years, CLD), not just that of teachers, was also mentioned. An academic stakeholder stated that the Framework should recognise that universities are able to play a more significant role ‘through providing high quality research evidence and expertise to inform policy’ (Academic 1).

Some organisations commented on the division of responsibility between the national and the local. A teacher/professional organisation argued for a shift towards local responsibility and accountability in the Framework:

“More generally, the Framework appears to place a high degree of reliance on driving improvement from national level, whereas the changes sought need to actually happen in local communities and schools. This suggests that a shift towards a Framework with greater emphasis on a strong enabling role at national

level and on local responsibility and accountability could increase the influence of the Framework on improvements in learning while reducing bureaucracy.”
(Teacher/professional organisation 2)

Whilst local government organisations argued for further development of the Framework to be in partnership with local government:

“Local government is the critical partner in the development of the Framework, and we have a right to be involved in joint political decision making at the national level on matters that will directly affect local government.” (Local government organisation 1)

A leadership organisation suggested that the Roles and Responsibilities section could further develop the range of leadership roles outlined, in particular the role local authorities play in leadership development.

3.1.4 Benefits of the National Improvement Framework

Respondents at the engagement events and to the survey were asked to consider: “What are the benefits of the National Improvement Framework?” Other types of responses also highlighted aspects of the Framework they regarded as positive or beneficial. Some respondents explicitly noted that, in general, they welcomed the development of the Framework:

“A well structured National Improvement Framework, developed in consultation with all key stakeholders in Scottish Education could generate many benefits. It could help Scotland achieve its key priorities for children and young people... In short, it could help to improve the quality of learning and teaching and support for young people and ultimately improve outcomes for all of Scotland's children.”
(Response to survey: benefits, Local Authority)

“This table generally welcome the National Improvement Framework and the opportunities for greater consistency.” (Notes from Glasgow afternoon engagement event)

Parents/Parent Council members who mentioned a benefit most commonly highlighted raising standards or better understanding how their children are progressing as a potential positive of the Framework. For example, a survey respondent noted the following benefits:

“Assessing children on an individual basis so that we can understand where they are and how they are progressing and being able to use that information to help and support that child to achieve their full potential. Allowing parents to understand how their child is progressing against expectations, which currently are extremely vague.” (Response to survey: benefits, Parent council)

A minority of survey respondents specifically emphasised that they did not see any/many benefits from the Framework and focussed on the concerns they had in their responses. Also, some of those who wrote in with responses, including key stakeholders, did not specifically note any benefits.

Consistency, clarity and standardisation

The opportunity the Framework provides for clarity and consistency was most commonly identified as the key benefit across the engagement.

“[Benefits are] consistency across ages 3 to 18 in terms of expectations. Consistency across the country. Having four clear priorities is good for headteachers, staff and local authorities to work towards. It will help information to be shared more widely and fed into national priorities rather than being kept locally.” (Notes from Glasgow evening engagement event)

In terms of clarity, many comments welcomed that the Framework gives a ‘clear message’, provides ‘a vision’ or ‘focus’ or helps everyone be ‘clear on priorities’.

“[Benefits include a] consistent vision for education in Scotland.” (Response to survey: benefits, Primary headteacher)

Comments about ‘consistency’ covered a range of issues: consistency across Scotland or between primary and secondary; consistency in approach; expectations or standards; the ability to compare local authorities and share information between them; reducing ‘reinventing the wheel’; the need for level benchmarking; or streamlining and pulling together various documents.

“We welcome the concept of a Framework which will give national consistency; national consistency and reduced costs to schools are welcomed.” (Notes from Glasgow morning engagement event)

“It does look like it could provide a more cohesive, national approach. Curriculum for Excellence allows flexibility within settings but it could be that the national perspective and dynamic have been lost over the past few years.” (Response to survey: benefits, Primary headteacher)

Consistency was very commonly mentioned as a benefit by the local government organisations who responded. Some key stakeholder organisations also agreed that there is a need to consistently and systematically collect data across Scotland. A few respondents mentioned standardised assessments specifically as helping in providing consistency.

Tracking pupils and enhanced data

Further benefits related to greater standardisation and consistency that were mentioned by a few respondents were: more easily tracking pupils, enhancing the data available, identifying areas for improvement and increasing teacher confidence. Supporting transition between schools was mentioned as a key benefit:

“All authorities using the same assessments so students can move from school to school with more info on numeracy and literacy.” (Response to survey: benefits, Secondary teacher)

The availability of more ‘robust’ or ‘objective’ data was also discussed by some as a benefit. For example, a children and young people’s organisation highlighted that:

“Interrogation of this [comparable, national] data will be particularly valuable for disadvantaged groups of pupils and will allow their outcomes to be tracked more consistently” (Children and young people’s organisation 4).

Identifying development needs and areas where improvement is needed was another potential benefit linked to enhanced data.

“We welcome the development of a National Improvement Framework. Currently, as is the case with several other local authorities, we use standardised assessments in primary and secondary schools to support pupils’ progression and our planning for improvements. A national mechanism which supports a consistent approach is positive. A Framework which creates clear and reliable data and is used for benchmarking progress and supporting children and young people’s progress in attainment can be valuable in evaluating progress, planning improvements and recognising success.” (Local Government organisation 2)

A teacher/professional organisation noted their support for ‘the development of policy based on evidence derived from the proportionate collection and analysis of reliable data’ (Teacher/professional organisation 4); however, their response goes on to suggest that the Scottish education system is already ‘rich with such data’:

“...particularly at classroom and school level where it is most usefully deployed in supporting learning and teaching; [organisation name] would support the use of such data for the purposes of improving equity within the system through the sharing of good practice in ‘what works’ and through evidence-based targeting of additional resources.” (Teacher/professional organisation 4)

Enhanced data and clear benchmarks were seen by some as potentially helping to raise teachers’ confidence.

Some broader benefits were also raised in the survey responses, including welcoming the improved guidance and support for practitioners, and the importance given to parental engagement – these topics will be discussed in more detail in section 3.2 *Views on the drivers of improvement*.

3.1.5 Main issues and concerns raised

Survey respondents were explicitly asked what they thought the challenges of the National Improvement Framework were, whilst respondents at the engagement events and those who wrote in with their responses also discussed challenges and concerns they had. Some felt that the rationale for the proposed changes was not sufficiently explained:

“At present the National Improvement Framework provides no clear rationale for the proposed changes. No data/evidence is presented, there is no articulation of the implied issues that are being addressed, and no literature or other scientific substantiation is mentioned to support the various proposals... We suggest that an opening section be added to the Framework to explain the issues more precisely with some evidence.” (Academic 3)

It was questioned whether there is sufficient evidence for the changes proposed and, particularly, on whether the introduction of standardised assessment would help with the aims of closing the attainment gap, including the view that the OECD publications cited by the Scottish Government at the time do not themselves support standardised assessment regimes. General observations were made that the existence of local authority assessment does not itself validate the introduction of national assessment. These respondents felt either that local authority assessment was an indication of the imperfect implementation of Curriculum for Excellence (CfE), or it was put to different uses than those that might potentially be applied in the Framework.

Others noted that greater detail is required on how the aims of the Framework will be delivered and suggested that a fully costed implementation plan should have been finalised and published. More clarity was also suggested on the approach the Framework will take to using data to shape classroom practice in a diagnostic approach.

Timetable and consultation

A few individual respondents and many of the key stakeholder organisations, commented that they felt the speed of change was too fast, expressing doubts about whether there would be enough time to reflect, design a robust assessment, and consult properly, and asking for assurances that current standardised assessment could be used until it was clear that a new method was robust. The need for further engagement with all relevant stakeholders was strongly emphasised in many of the responses from key stakeholders:

“The Government should provide reassurance that there will be on going opportunities (with sufficient timescales) to contribute to the Framework as it evolves, particularly as more details on its implementation become available.”
(Academic 2)

General workforce and workload concerns

Broader concerns about the teacher workforce and workload were raised when discussing potential challenges to the implementation of the Framework, and these issues ran through responses to other areas of the Framework. Many respondents highlighted concerns with staffing, workloads and finding time for any new activities.

How would this be resourced in light of the impact of budget cuts? Willingness to bridge the gap but would need sufficient staffing to implement this. Continuity and core staffing is underestimated as an issue which could impact on the successful delivery of the National Improvement Framework. Workload will increase, because of the reality of change. (Notes from Glasgow morning engagement event)

The cost of implementing the programme and giving people the time and resources needed to do the role. (Response to survey: challenges, Secondary teacher)

These concerns were particularly highlighted by teacher/professional organisations. Feedback on these issues will be discussed in more detail in section 3.2.4 *School leadership and teacher professionalism*.

Introduction of standardised assessment

Overall, the proposed introduction of standardised assessment was the area that generated the majority of concerns across all response types.

“While the idea of uniformity of approach appears logical on the face of it, [organisation name] have serious concerns that the national collection and publication of data on attainment could lead to the exact opposite of what is intended, as schools would look to performing well in tests rather than focussing on individual pupil achievement.” (Teacher/professional organisation 1)

“I am concerned regarding the standardised assessment. I feel this will be a step backwards towards the old national testing format where schools will be under pressure and focus on assessment more than learning.” (Response to survey: challenges, Secondary teacher)

In particular, several respondents noted strong opposition to national standardised assessment for the purpose of high stakes school accountability due to potential unintended consequences.

A small number of respondents were unsure what the introduction of standardised assessment meant for the Scottish Survey on Literacy and Numeracy (SSLN). Some academic stakeholders mentioned concerns about discontinuing the SSLN, suggesting this could result in the loss of a valuable data set and the ability to undertake comparisons over time with the data. The purpose, type, timing and format of any assessment introduced were also topics that were commented upon by many respondents – these issues are discussed further in section 3.2.1 *Assessment of children’s progress*.

Use and publication of assessment data

By far the most common issue raised in relation to standardised assessments, amongst all groups, was uncertainty about the use and publication of assessment data. Many respondents were concerned about the publication of assessment data being used to create league tables.

“There was a lot of concern from teachers that these could drive teaching and lead to comparison tables.” (Notes from Aberdeen evening engagement event)

“The administration of this, the pressure it will put on teachers and head teachers if they aren't achieving. If it produces league tables like in England, will parents start moving to ensure they are in the catchment area for the high achieving schools?” (Response to survey: challenges, Primary headteacher)

“The intention to publish information about children’s progress in the Broad General Education phase at school, local authority and national levels could lead to unintended consequences where ‘league tables’ of performance are created.” (Local government 2)

A few also felt that the assessment data should be seen as one part of the Framework and worried that it would become the focus. Others mentioned that it was important to carefully consider how these data are presented to parents.

Another common comment about the use of assessment data was that it would be important that data are seen in context, with respondents noting that assessment results should be presented with appropriate contextual information and narrative.

Impact on teaching and consistency with Curriculum for Excellence (CfE)

Many respondents also raised concerns about the impact that standardised assessment might have on teaching and its relationship with Curriculum for Excellence (CfE), including potential inconsistency with a “growth mind set”. The main issues raised here were that the assessments might shape teaching and that teachers will start to ‘teach to the test’. This was of particular concern amongst teachers.

“Assessments influence the curriculum. The table worried that teachers will ‘teach to the test’.” (Notes from Aberdeen afternoon engagement event)

“Assessment should be supporting, not driving work.” (Notes from Glasgow morning engagement event)

“Protections need to be put in place to ensure that unintended consequences, such as league tables, are avoided, that perverse incentives which would subvert effective teaching and learning are not created and that the ‘test’ does not become prominent in assessing a child’s progress.” (Teacher/professional organisation 4)

It was underlined that care will need to be taken to identify and take precautions against unintended consequences including the, ‘distortion of teaching and learning, including teaching to the test and narrowing of the curriculum (which would be in tension with the philosophy of CfE)’ (Academic 5). An academic respondent noted that:

“...research undertaken by the Wellcome Trust has shown that since the abolition of science testing, almost two thirds of teachers surveyed felt that science was now regarded as being of lesser importance in their school when compared with Mathematics and English. Furthermore, Ofsted has directly linked a decline in science teaching with the fact that, whilst English and Maths were still subject to national testing, science was not.” (Academic 5)

Some respondents also noted that they were not sure whether standardised assessment would fit with CfE and expressed concern that it would undermine the 'philosophy' or 'ethos' of CfE.

"I am concerned regarding the introduction of standardised assessments as proposed. This does seem at odds with the 'whole person' approach apparently espoused by CfE which appeared to be concerned with fitting our children to be rounded citizens. My fear is that children will be labelled very early via these assessments and will be pigeon holed as a result of how they perform." (Survey: challenges, Parent)

"...the Framework needs to reconcile the philosophy of CfE (greater autonomy to schools and teachers; enhancement of teacher professionalism; and less prescriptive curricula) with the notion of national standardised assessment. In doing so, the Framework needs to more fully articulate its relationship with CfE." (Academic 11)

Concerns were voiced that there would be a move away from the current child-centred learning to a standardised pace of learning, leaving some children behind. Another unintended consequence raised was that school systems may turn to manipulation of data in order to appear in a good light.

3.2 Views on the drivers of improvement

Views of stakeholders on the six key drivers of improvement outlined in the National Improvement Framework are described below. Several respondents welcomed that the child is placed at the centre of the Framework. Respondents also noted areas that they did not think were sufficiently covered in the drivers; some wondered whether learning and teaching was sufficiently recognised as a driver and it was suggested that partnerships could be a driver.

3.2.1 Assessment of children's progress

The actions specified in the Framework under the assessment of children's progress driver are outlined in the box below.

Assessment of children's progress actions

- Standardised assessment in reading, writing and numeracy, aspects of which will be piloted in 2016, to be used in all schools from 2017
- Support for moderation and professional judgement to be increased by January 2016
- Improvements to the range and quality of information for children and parents by 2017.

Before discussing views on these actions in more detail, the experiences of and views on assessment of the children and young people consulted are outlined.

Children and young people's views on assessment

As described in the section on engagement activities, children and young people's experiences of and views on assessment were gathered through an online survey and three face to face engagement events, one of which also featured an online Glow TV meet.

How often are children and young people assessed?

The majority of children and young people who were surveyed reported undertaking some form of assessment on a weekly basis. A small proportion stated doing this monthly. From discussions at the engagement events, the frequency and level of summative assessment appeared to vary, but all groups mentioned that they undertook some form of summative assessment. Some groups referred to 'mini tests' which you have on a weekly basis, such as spelling, mental arithmetic or vocabulary tests. Larger assessments were thought to come at the beginning or end of a unit or termly. From the discussions of when the assessments had taken place, there appeared to be a lot of variability. There also seemed to be variation in

assessment by subject. For example, groups were more likely to mention that they were assessed in numeracy and literacy as opposed to humanities based subjects.

How do children and young people feel about assessment?

Children and young people expressed a range of feelings about assessment. Overall, they were more likely to associate assessment with positive feelings, such as feeling good or confident. Some of the benefits of assessments that were highlighted were that they let the pupil and teacher know areas of strengths/improvements and showed what progress had been made. Assessment was seen as particularly helpful where the teacher would discuss individual questions with the class. Others felt that assessments were not discussed in enough detail to be helpful. For example, where just a mark or score was given children and young people did not find this useful to improve their learning. Several groups highlighted that in some cases they were not given any feedback which, for some, was a source of frustration, as they wished to know how they had performed.

A significant minority associated assessments with negative feelings. The most commonly mentioned was feeling nervous. A minority also reported that it made them feel stressed or uptight. Children and young people also felt conflicted, depending on timing and the context of the assessment:

“Nervous before more confident after”. (Response to survey, Primary 7 Pupil)

“The assessments make me feel good if I get a good mark and stressed when I don’t do so well” (Response to survey, Primary 7 Pupil)

Children and young people were keen to find out about the content of the proposed assessments, including whether they would include broader learning such as physical activity, and how they would be carried out, e.g. with computers. They also asked how assessments would be adapted for those with additional support needs.

Views on learning intentions and success criteria

In most discussions children and young people said that learning intentions were useful. Several thought that there was often a clear learning intention articulated to them; however, some were less positive, stating that these are sometimes difficult to understand. Children and young people felt it was helpful when the learning intention was broken down into further chunks (for example, success criteria) and where the teacher gave regular reminders of the intention throughout the lesson. A small minority stated that they did not find learning intentions useful at all and too much time was devoted to explaining them.

The majority of discussions highlighted that children and young people found success criteria very useful and that it was a regular feature of their lessons. A particular strength identified of the use of success criteria was that ‘it helps us to identify progression in our learning’. This was mentioned frequently in the

discussions, which provides some indication of the level of the use of success criteria. A small number of children and young people said that success criteria were not used or that they were sometimes used variably across different subjects (more so in literacy and English and numeracy and mathematics than in social studies such as geography, for example).

Current forms of feedback and future feedback

Children and young people's discussions were generally positive about the use of feedback given by their teachers. They discussed various ways that feedback was provided, the most common being the use of 'two stars and a wish'. Self and peer assessment were also frequently mentioned, although a small minority questioned its value. Some children and young people made reference to teachers providing them with a question that they had to respond to. A minority said that they were only provided with a mark rather than detailed feedback on how they could improve, which was not useful. A group commented that feedback was most useful where it was broken down into steps on how you could specifically improve your learning.

There were various ways children and young people suggested feedback should be given in the future. A large majority of children and young people surveyed reported that they would like to receive written feedback from the teacher. Receiving a mark or grade was also a fairly popular preference in the survey; however, the more in-depth discussions frequently highlighted the limitations of this approach. It was felt that more focused feedback should be given by providing customised individual comments. Feedback from parents or carers was a less popular option, and was only selected by a small minority.

Views on assessment of children's progress

As noted in the earlier section on the benefits and challenges of the National Improvement Framework, a lot of attention during the engagement was focussed on the introduction of standardised assessment, and many respondents raised concerns about its introduction and the potential unintended consequences highlighted in the above *Issues and concerns* section. It should be noted that other respondents welcomed, in principle, the proposed introduction of standardised assessment but many offered provisos around this view, e.g. that assessments should be diagnostic in nature.

The purpose of assessment

Some of the key stakeholder responses, particularly those from academic stakeholders, suggested there was a lack of clarity in the Framework on the purpose of assessment:

"A key question that needs to be addressed is whether the Framework is principally concerned with evaluating the performance of the school education

system or is it intended to provide a diagnostic assessment at the level of the individual child?" (Academic 5)

Another academic stakeholder expressed concerns about lack of clarity in the type of assessment to be undertaken, stating:

"...we [a group of teacher educators] do not believe that a national standardised assessment can provide an effective 'diagnostic child level assessment' in numeracy... We question whether the data from national standardised assessments can simultaneously function as a diagnostic tool for individual children, provide data for head teachers to drive school improvement, and capture a national picture of attainment in numeracy. Separate assessment instruments are needed, in our view, for these different functions." (Academic 4)

The point was also made that assessments themselves aren't necessarily measures of achievement.

Diagnostic assessment

The importance of any assessment introduced being diagnostic was highlighted by many, particularly during the engagement events. In general, these discussions stated that assessment must be diagnostic so that teachers can identify the child's strengths, weaknesses and areas to work on:

"We want individualised and diagnostic child-specific feedback so we can drill down, using the info to reflect into good practice and reporting to parents." (Notes from Edinburgh morning engagement event)

Some key stakeholder organisations also highlighted these points. For example a parent organisation underlined that:

"Parents are making it clear to us that they want assessment of their children to be used for diagnostic purposes which lead to improvements in their child's experience in school." (Parent organisation 2)

Some expressed the view that effective assessment needs to match what is learned, and therefore should be contextual, flexible and individual. Others noted that it is important the Framework acknowledges that children and young people's learning does not progress in a linear fashion. A couple of responses noted that diagnostic assessment could, however, be time-consuming.

Relationship with teachers' professional judgement

Another issue considered key by many respondents was the relationship any assessment would have to teachers' professional judgement. Factors other than standardised assessments were felt to be at least as important when assessing 'progress' and concern was expressed about whether teachers' professional judgement would be threatened or replaced. Some underlined the importance of standardised assessment not trumping or undermining teachers' professional judgement (including the assertion that assessment regimes effectively demonstrate lack of trust in teachers' professional judgement), or that standardised assessment

should be used to confirm teachers' professional judgement. Others wondered how standardised assessment and teachers' professional judgement would be weighted in reporting.

Some uncertainty was expressed throughout the engagement about teacher professional judgement and moderation. As mentioned in the *Benefits* section, some discussions about bringing consistency mentioned that it would be helpful to have a benchmark of 'what is a level?' and 'what achievement of a level looks like'. Also, some stated that they hoped the Framework would help confirm teachers' professional judgement and raise teacher confidence. The issues around teacher professional judgement and moderation will be discussed in more detail in section 3.3 *Support and information needs identified*.

Respondents also noted that it is important that any assessment introduced retains enough flexibility to be adapted to local contexts, with some noting that a 'bank of flexible assessment tools' might be appropriate.

Inclusion and Additional Support Needs (ASN)

Many respondents also raised questions about how standardised assessment would take learners with Additional Support Needs (ASN) into account, and felt that this area of the Framework was 'ill-defined'. An educational charity stated that, 'The Draft National Improvement Framework makes little reference to the complex needs of children and young people with Additional Support Needs' (Educational Charity 2). A parent organisation also notes that:

"The Framework contains little mention of how it will impact on children with additional support needs, and their parents. The prospect of testing is likely to create additional worry for parents of children with ASN. The only reference in the Framework to ASN is to children with complex additional needs, but ASN covers a far broader range of needs than this. Children with ASN should not be disadvantaged by a test that does not meet their needs." (Parent organisation 1)

Some respondents stated that teachers should be able to withdraw children and young people from assessments where they would not be appropriate. Another issue raised was about who would define which children and young people have complex enough support needs not to be included in the assessment. However, a children and young people's organisation highlighted that:

"The Framework should be explicitly clear that it is expected that learners with additional support needs participate fully in assessments. The principle that practitioners should have the same expectations for every learner should be strongly set out in the Framework and any accompanying guidance." (Children and young people's organisation 4)

A parent also raised concerns about the statement, 'Children with complex additional support needs should develop literacy and numeracy skills to achieve the targets set within their individual learning plans *where appropriate*.' This respondent

emphasised that ‘where appropriate’ should be deleted because: all children and young people have the right to ‘an education that supports the development of their talents, their abilities, and their personality to the fullest possible extent’; there is always room for improvement for all children and young people in education; the clause of ‘where appropriate’ seems to give services/professionals a choice whether improvements are made or not to what is on offer for children with complex ASN, and; there is a lack of guidance on how CfE could be interpreted for children and young people who remain at an early developmental stage.

There was concern that assessment would create particular anxiety for learners with ASN and their parents and teachers. Responses highlighted that standardised assessment needed to be ‘adaptive’ and ‘inclusive of all children’:

“Must be adaptive, cannot be a bad experience for less able.” (Notes from Edinburgh morning engagement event)

“In what sense is it adaptive? For highly gifted children and young people as well as those who might be struggling?” (Notes from Glasgow afternoon engagement event)

As in the above extract, some respondents suggested that being inclusive related to those with ASN, the less able and highly gifted children and young people. A children and young people’s organisation emphasised that the Framework materials and assessment should be accessible to every learner and that all communications should be inclusive (i.e. taking in to account learners whose first language is British Sign Language or who have English as an additional language).

Information and Communication Technology (ICT) issues

Many responses also mentioned some more practical issues around implementing standardised assessment. Several noted that, if the standardised assessments were to be online, then there were ICT issues to address. A teacher/professional organisation stated that:

“...any system implemented will require to be compatible with the IT infrastructure in place within schools. We are concerned that there will be significant difficulties in practice in this area.” (Response to Survey: challenges, Teacher/professional organisation 1)

Some noted that connectivity and access is not equal across the country.

“Standard of connectivity and access is a challenge – strain on schools. Need to address connectivity of ICT before can look at an ICT based standardised assessment.” (Notes from Aberdeen evening engagement event)

“Not all schools have good ICT resources - this needs to be consistent across schools.” (Response to survey: support needs, Secondary teacher)

There were concerns that digital technology might disadvantage some groups or individuals. Others highlighted that the online assessments needed to work properly

and be simple and intuitive to use. If digital technology is to be used in administering standardised assessments it has to be equally available and accessible to all.

Timing

The timing of assessment, both in terms of which school years they would take place in and at what time of year, was also a common topic of discussion. Some respondents just noted that the timing was a concern or that it needs careful consideration. Those who expressed an opinion had a range of views on this topic, although many were considering timing for a diagnostic assessment. Comments on the school year in which assessments would take place included:

- If assessments only happen in Primary 1, Primary 4 and Primary 7, what about the other stages?
- Assessing children and young people in Primary 1 is too early and children may not be ready.
- There is a need for data on entry to Primary 1.
- Whether Primary 1 and Primary 7 are the best time for a diagnostic assessment – Primary 6 might be better to concentrate on the needs of the child, and secondary schools assess learners at the beginning of Secondary 1 already.
- Concern about another assessment in Secondary 3 and the overlap with preparations for National 4 and 5.

In terms of timing during the school year, comments included:

- There is a need for some flexibility around children and young people's readiness to take assessments rather than having assessments that must take place at a set time.
- Schools/teachers should be given autonomy in deciding on the timing of assessments rather than this being set at central level – they should be able to use their judgement to decide when children and young people take assessments.
- Assessments need to be valid in terms of analysis of results – assessments should be sat on a set date.
- Assessments could be spread over the year for different year groups.
- Having the standardised assessment at the beginning of the school year, would mean it is not seen as an assessment at the end of the school year and could be seen more as a diagnostic tool for that year's teacher/s.
- Any assessments should be early enough to be informative/help make decisions (towards the beginning of the year would allow it to be used more helpfully used as a diagnostic tool).

Children and young people

Several responses noted that there was a need to be careful that standardised assessment does not cause stress for children and young people.

“Added stress for pupils as they already feel they are under a lot of pressure due to the assessment at National/Higher level due to unit assessments.” (Response to survey; challenges, Secondary teacher)

A children and young people’s organisation raised concerns that:

“...testing at four points (not including the National Qualifications at ages 15 and 16) could be disruptive to children’s education, introducing a testing climate which risks undermining the nurturing philosophy underpinning Curriculum for Excellence.” (Children and young people’s organisation 1)

A few respondents felt that the draft Framework does not currently include ‘true pupil voice or views’ (response to survey: support, Secondary teacher). For instance, an academic stakeholder suggested that:

“The section on children is very weak: their only contribution is to give their views on their progress and their impressions of school, and to take part in national assessments. ...The four bullet-points sound uninspiring and seem to suggest a much diminished, attenuated, form of schooling.” (Academic 2)

Several responses also discussed issues around communicating about results to children and young people. These discussions covered a range of issues:

- Respondents discussed how assessment data might be used in discussions with children and young people and what it is appropriate/meaningful to share with them.
- They noted that assessment data could create opportunities for dialogue and discussion with children and young people around target setting.
- Some stated that children and young people are already able to articulate their learning well.

A need to further engage with children and young people in the Framework process was identified. Improvements in information for parents will be discussed further in the next section on parental involvement.

Wellbeing

As noted above, many respondents welcomed the Framework’s focus on monitoring health and wellbeing. An educational charity underlined that:

“The fact that the Scottish Government is placing a greater focus on the health and wellbeing of children and young people is very welcome and means that mental health problems may be resolved earlier... Schools are on the frontline and, with the right assessment tool and resources, will be able to recognise and address such issues earlier, either within the school or via a better targeted referral if the case is more severe.” (Educational charity 4)

Several noted that how this priority will be applied in practice needs to be expanded upon. The need to make more explicit links with health and wellbeing in the Framework, and for further thought to be given to developing this topic, was raised by a leadership organisation (leadership organisation 1). An educational charity

noted that it would be a challenge to ensure a consistent and cost-effective approach to assessing health and wellbeing in all schools (Educational charity 4).

A few respondents noted that they welcomed the planned children and young people's health and wellbeing survey. A children and young people's organisation suggested that the survey include questions across each SHANARRI indicator as well as specific questions on experiences of prejudice based bullying (Children and young people's organisation 2). They felt that anonymous surveys should capture demographic information for each pupil across the protected characteristics in order to understand how experiences of prejudice based bullying affect pupil health and wellbeing, and how different health and wellbeing indicators are experienced differently across groups. Others questioned the necessity of collecting further health and wellbeing data, noting that the Growing Up in Scotland (GUS) survey already collects data on young people's health and wellbeing.

3.2.2 Parental involvement

The box below presents the actions outlined in the Framework under the parental involvement driver.

Parental involvement actions

- To realise year on year improvement in levels of parental satisfaction measured through annual inspection questionnaires.
- As part of this, to realise year on year improvement in positive responses to the following statements:
 - “My child’s learning is progressing well”
 - “My child is encouraged to work to the best of their ability”
 - “The school keeps me well informed about my child’s progress”.

Children and young people’s views on parental involvement are described below, and then the views of stakeholders on the parental involvement driver are outlined.

Children and young people’s views on parental involvement

Children and young people were asked their views on parental involvement at the engagement events. The discussions highlighted that there were numerous ways that parents were involved with the school. Parents’ evening and school trips were the most commonly mentioned forms of involvement. The use of school diaries and planners were also frequently discussed. Other, less commonly mentioned, forms of involvement were social media engagement (Twitter and Facebook), open mornings/afternoons, parents/carers discussing their employment, and surveys. School newspapers and letters were also used to keep parents informed. Various engagement events, such as charity fundraisers were also mentioned as ways of engaging parents:

“Some people came in to talk about Macmillian coffee morning because a group was organising one. We raised over £100. (Notes from Dundee children and young people’s engagement event)

The use of telephone communication to highlight if there had been any issues was also mentioned. The challenges schools face involving parents were highlighted by children and young people. It was felt that some parents did not see it as part of their role to be involved in school life.

Children and young people were asked how they felt parents could be further involved in school life. A small minority thought that there was already significant involvement of parents and they were not sure how this could be further improved. Many suggestions were made about increasing the frequency of ways that schools already seek to involve parents such as more frequent parent-based assemblies,

coffee mornings and learning walks. Having parents visit school to talk about their careers more frequently was discussed by several groups.

“More use of parents to come in and talk about their careers. Would help subject choices” (Notes from Dundee children and young people’s engagement event)

Some of the discussions suggested that too much reliance was placed on parents’ evening, particularly in terms of giving feedback. Children and young people would have liked to have seen more frequent and informal engagement with their parents throughout the year. Several discussions made reference to increasing electronic forms of communication. For instance, a pupil suggested that weekly ‘Accelerated Reader’ assessment results could be shared with parents, so they know when their children and young people need support or are doing well. Improved use of school websites was also mentioned, particularly electronically sharing more details about what children and young people are currently learning and placing photos illustrating this on school websites. Some discussions suggested that parents need to take more responsibility for engaging with the school themselves, particularly as children and young people got older, as parents were seen as less likely to feel the need to be involved in school life.

There were a variety of ways that children and young people thought that their schools currently collected information from parents about how their school could improve, although this was not as extensively discussed as other topics. These included: the Parent Council, questionnaires, workshops, communication through the school office, letters home, parents’ suggestions boxes and an open invitation to parents. A group felt that the school always tries to understand what is happening at home. There was limited discussion around how schools could improve the way they gather the views of parents. Some made suggestions about the school making greater use of electronic methods to engage with parents, especially social media. Other discussions put the onus on parents themselves to engage with schools.

Children and young people were asked specifically how their schools communicated progress with parents at the engagement events. Parents’ evenings and report cards were the most frequently referenced form of communication about progress. Text messages, homework, diaries and letters were also mentioned. Informal discussions after school were also mentioned by several groups.

Views on parental involvement

Parental involvement is important, but challenging

Several respondents noted that parental involvement is very important, and they welcomed the focus on it in the diagram.

“Really key that parents/carers are at the heart of this. Parental knowledge base is important.” (Notes from Glasgow morning engagement event)

A parent organisation noted that they are, 'happy that parental involvement has its own basket... and also that parental involvement is mentioned throughout the other "baskets"' (Parent organisation 1). However, many also underlined that there were challenges for schools and teachers around engaging with parents. A children and young people's organisation, for example, noted that 'from our experience, this objective, while critical to improving children's educational achievement and attainment, represents a significant challenge' (Children and young people's organisation 1), whilst a parent organisation suggest that 'at present there is considerable variation across the country with regards to the quality of parental involvement and how information is shared with parents' (Parent organisation 1). Key challenges identified during the engagement events include:

- Parents do not have a lot of time to be involved/are not interested
- There are a wide range of expectations – these can be difficult to meet
- Involvement can be challenging in more deprived areas
- Ensuring that involvement is appropriate and meaningful is difficult
- More support is needed to help parents engage.

Information that parents need

Responses also covered what information parents were considered to want or need. A parent organisation stated that:

"Parents want to be informed of the base line (where our children are now), what our children are expected to achieve (added value), particularly understanding what our child is learning, why and how we can support them. We need to look at how best to achieve this." (Parent organisation 1)

Individual responses also highlight that parents want reassurance about their child's progress, what action is being taken, and how they can help. Others mentioned a need to focus on the quality of information rather than the quantity/ frequency, and that parents wanted time to discuss their child's progress.

Language

Related to this, many responses mentioned the need for clear, concise language and ensuring that no jargon is used (e.g. respondents highlighted that parents may not understand 'language of secure/control', 'levels' or 'moderation'), and a few respondents noted that the 'technical terminology' in the Framework was difficult for their Parent Council:

It is important to make sure that what is conveyed to parents is easy to understand: concise; no jargon; meaningful. Think about those with literacy difficulties. (Notes from Glasgow afternoon engagement event)

A Chair of a Parent Council sent a written response to explain how difficult they had found the Framework document to engagement with, and to engage parents in the school with. The Chair felt that the language used was not accessible and

highlighted that parents are interested in specifics, not generalities, and that they want to know how their own children are going to be affected.

The focus of the ‘parental involvement’ driver

Many respondents also made comments about how parental involvement is conceptualised in the Framework. Some observed that the driver was measuring parental satisfaction only, rather than the broader notion of involvement suggested in the title. Others noted that there should be a greater focus on partnership with parents, or better engaging them with the ‘life of the school’. In a similar vein, some stakeholders felt that the language used to describe the role of parents was too ‘passive’ or ‘reactive’ – a parent organisation stated this most strongly:

“[The Framework] fails to recognise the contribution and involvement of parents, young people, communities and the myriad of others who all play a part in – and have a stake in – our young people’s education and long term success... It alternatively places ‘duties’ on parents and treats them as consumers rather than partners in their children’s education.” (Parent organisation 2)

Another parent organisation raised concerns about the expected level of parental involvement. Others pointed out that this indicator should be described more broadly as ‘parent/carer involvement’, or that communities should be included somewhere in the Framework also.

Another issue raised was that the Framework does not give enough detail on what parental involvement involves and how it will be achieved. A children and young people’s organisation make this point:

“[The Framework] does not provide detail about how [supporting parents and carers to understand and support children’s education] will be done... Addressing issues linked to, for example, adult literacy and numeracy, requires the deployment of resources from both the child and adult sectors. The Framework would be strengthened by the inclusion of more detail about how relevant services are going to be equipped to realise this (and related) objectives.” (Children and young people’s organisation 1)

Some specific comments were also received on the indicators chosen to measure parental involvement. Several did not think that inspection questionnaires were a good measure of parental involvement. Alternatives suggested included:

“Could we measure attendance at parents’ evenings?” (Notes from Aberdeen evening engagement event)

“In one school they do a parent questionnaire every year. It is local authority-wide. One school phones parents to get them to fill in the questionnaire. It is very time consuming.” (Notes from Glasgow morning engagement event)

“Focus groups (supported discussions) are a suggested solution.” (Notes from Glasgow evening engagement event)

A number of alternative questions/statements that could be used in surveys were put forward:

“Do you feel you are part of the school community? Do you get the information you require?” (Notes from Aberdeen afternoon engagement event)

“I have the information I need to help me help my child’s progress; I have an opportunity to be part of the school community to better understand the progress of my child.” (Notes from Aberdeen afternoon engagement event)

“I am better equipped to help my young person”. (Notes from Aberdeen afternoon engagement event)

“The school involves me in my child’s learning”/“The school provides opportunities for me to be involved in my child’s learning” (Notes from Inverness evening engagement event)

3.2.3 School improvement / performance information

As the 'school improvement' and 'performance information' drivers overlap frequently in responses, the issues relating to these drivers will be discussed in the same section. The actions included in the draft Framework under these drivers are outlined in the boxes below.

School improvement actions

- All schools to self-evaluate and report annually on their work to raise attainment, specifically in relation to the priorities of the National Improvement Framework from 2016
- Schools and parents to work together to agree School Improvement Plans which are linked to the National Improvement Framework by 2016/2017
- This activity to realise a year on year increase in the proportion of schools evaluated as being "good" or "better" at "self-evaluation for self-improvement" and "raising attainment and achievement"
- All education authorities to report annually on raising attainment, specifically in relation to the priorities of the National Improvement Framework from 2016

Performance information actions

- Annual report to set out overall performance against the key priorities
- Proactive use of data and information to identify areas of good practice and areas of concern
- Good practice disseminated and spread and plans developed to address concerns
- Progress reviewed and support to schools and local authorities implemented in relation to all drivers of improvement

Views on school improvement and performance information

Reporting processes

In many comments on these drivers, a need for greater clarity on the purpose, scope, content and production process of various reporting processes was highlighted. Respondents raised the following questions:

- Who are the reports for?
- Who are the School Improvement Plans for?
- What data will be included in annual reports and how will different sorts of evidence will be aggregated to get a national picture?

- Will the reporting be national or by local authority?
- How will local priorities be reflected? Who would be responsible for producing reports?
- What level of detail will different stakeholder groups receive and who from (i.e. local council, school etc.)?

Suggestions included that there should be a focus on levels and teachers' professional judgement, not standardised assessment, and that a standardised format or template for reports is needed. Whilst some were keen to establish a national format for reporting, others were concerned that the format of reporting could detract from local (school) priorities and creativity.

Related to the need for clarity, many also highlighted that consideration should be given to the relationship of the suggested reporting to existing reports. It was felt that there should be consistency between the School Improvement Plan, How Good Is Your School, 4th Edition (HGIOS4) and the Framework. A local government organisation welcomed the amendments in the Education Bill that mean that:

“...councils will not have to deal with two different pieces of legislation when planning for educational improvement...[and the impact that they] will need to produce one annual report on how they are delivering on the national priorities in the Framework and what their plans are for the coming year.” (Local government organisation 1)

A few respondents linked additional reporting considerations to workload issues:

“Whilst there would appear to have been an acceptance by Scottish Government, in recent times, about the challenge of excessive teacher workload... with regards to the proposed new reporting arrangements, [organisation name] would have significant concerns if these placed additional bureaucratic workload burdens on head teachers, teachers and schools” (Teacher/professional organisation 4)

“...is this ANOTHER report? Care required with over-reporting... Need more support from local authority around these reports.” (Notes from Glasgow evening engagement event)

A few did note that much of the work suggested by these drivers already took place in schools.

“These two drivers are less intimidating than others because a lot of this work is already done in schools.” (Notes from Aberdeen evening engagement event)

It was also noted that plans and reports should be easily understood by parents.

Context and added value

As was noted in comments on standardised assessment, there was a strong feeling that it is important that any data reported is set within the appropriate context, and ill-

informed comparisons are avoided. Several respondents suggested that annual reports should capture the progress made by, and the 'added value' of, schools.

"Annual reports should include all areas: strengths, improvements, who is bucking the trend? The focus for following year. They should set the measures within context – English as Another Language/Looked After Children/Scottish Index of Multiple Deprivation/Attendance/Additional Support Needs – all of this is in the system. Need the story when reporting rather than just data." (Notes from Aberdeen morning engagement event)

"Concern over data being misused or misunderstood. Schools need support to be able to tell a more rounded story about 'value added' and parents supported to understand that." (Notes from Glasgow evening engagement event)

A few respondents from the Aberdeen and Inverness events noted the impact that small numbers (in small schools) could have on overall data.

A few respondents also suggested that data on 'wider achievement' should be included as well as attainment, for example skills, attitudes etc. A parent organisation underlined that, in research they conducted with parents, they found that:

"...parents would like to see wider achievement included in the definition of attainment. Attainment should encompass a "whole child" approach: that is, there is a need to recognise the strengths and aptitudes and interests of each child in the round and provide experiences that help them identify opportunities to take these forward (e.g. FE/HE, work experience, volunteering opportunities and outdoor experiences)." (Parent organisation 1)

Is year on year improvement realistic?

Some respondents questioned whether reporting should be annual, and whether the expectation of 'year on year' improvement was realistic, especially for schools that are already high performing.

"We don't want quick fixes. There is a need to embed something without measuring year on year. Year on year improvement - is this really realistic? Need 3-4 years to show improvement." (Notes from Glasgow morning engagement event)

A teacher/professional organisation, for example, make the point that, on the relationship between nationally set "drivers" and how these would articulate with local authority plans and then school improvement plans, the Framework does not take into account current development cycles:

"The current 3 year development cycle adopted by schools and Councils in order to ensure that developments are well planned, sustainable and focussed on school imperatives rather than schools becoming a battleground for competing political platforms." (Teacher/professional organisation 4)

Parental involvement and Parent Councils

As with parental involvement generally, respondents discussed opportunities and challenges in engaging parents, as well as whether engaging parents in School Improvement Plans would be workable. Some welcomed this idea whilst others were not sure if it was realistic. Involving parents in School Improvement Plans through Parent Councils was one suggestion. However, a teacher/professional organisation felt that insufficient consideration had been given to this, noting concerns over whether:

“...existing school level structures for securing parental involvement would have the capacity and willingness to engage effectively with school improvement processes” (Teacher/professional organisation 5).

On the other hand, a parent organisation underlined that Parent Councils ‘must be involved in the writing of the School Improvement Plan’ and that schools:

“...need to have open and frank discussions [with parents] on what the school is doing and how it is or isn't achieving to reach targets set out in the School Improvement Plan.” (Parent organisation 1)

As with the previous section on parental involvement, there was a sense that wider issues around parental engagement need to be addressed, before this more detailed involvement is successful.

Sharing good practice

The focus on sharing good practice was welcomed by several respondents. Support on how best to do this was suggested, for example:

“Schools with the same priorities for improvement could be brought together to work collegiately. If schools/teachers are buddied up to form professional learning communities based on actual need, this could be measured by professional learner discussions between the Quality Improvement Officer, headteacher and teachers on value added to pupils learning and practitioners’ professional learning.” (Notes from Aberdeen evening engagement event)

Collegiate working was emphasised for this topics, as well as in comments about professional development below.

3.2.4 School leadership / teacher professionalism

Much of the feedback around the final two drivers was, as with the previous section, somewhat overlapping so school leadership and teacher professionalism will be addressed together in this section. The actions identified in the draft Framework for each of these two drivers are displayed below in the boxes.

School leadership actions

- All new headteachers to hold the Standard for Headship by 2018/2019
- The Framework for Educational Leadership to provide learning opportunities in leadership for all teachers no matter their sector, subject or location by August 2017.

Teacher professionalism actions

- The uptake and offer of quality professional learning at SCQF Level 11 (Masters) for teachers to be increased by August 2017
- Support for teacher professional learning and evaluation of its impact to be strengthened during 2015/16
- New resources and support for teachers to enhance data literacy skills and improve literacy and numeracy by September 2016 – to be used in professional learning opportunities (including in service days), teacher induction and initial teacher education

Views on school leadership and teacher professionalism

As noted earlier, workforce and workload issues were recurrent areas of concern throughout much of the feedback. They were particularly pronounced when discussing these drivers.

Recruiting headteachers

Many responses raised the issue of recruiting headteachers, either noting that recruiting headteachers was already an issue and/or expressing concern that introducing the requirement to hold the Standard for Headship would put people off going for headship:

Concern about the amount of people who go for the posts. The Scottish Qualification for Headship will put people off. Difficulty in attracting people to the role at the moment – due to isolation, level of responsibility, lack of support, lack of respect for the profession, long hours etc. (Notes from Glasgow morning engagement event)

We support relevant qualifications and training opportunities, but believe a need for a Masters will cause many good teachers to be lost to the profession.
(Response to survey: challenges, Parent Council)

Several thought that the requirement for all headteachers to have achieved the Standard for Headship by 2018/19 was not achievable and should be rethought. Alternative suggestions included: introducing the requirement over a longer period; requiring a percentage of headteachers, rather than all new headteachers, to have achieved the Standard in the timescale; and having new headteachers sign up to completing the learning over an agreed period as with Professional Update. There were also questions regarding whether the requirement to have the qualification would apply to all headteachers or only new headteachers.

Concern over having the time and capacity to undertake qualifications

Whilst some expressed support for the idea of Masters level learning and saw the benefits of the Standard for Headship, several respondents questioned whether headteachers and teachers would have the time and capacity to undertake further qualifications. For headteachers, the demands of the job and the ability to get cover were mentioned as issues; similarly, finding time, energy and getting cover were also mentioned in relation to teachers.

“The Scottish Qualification for Headship is valuable but it is difficult to balance this with in-post workload.” (Notes from Glasgow morning engagement event)

“How do we sustain the energy to sustain the day job and study? There is a need to consider the amount of support required to complete qualifications – is there enough staffing to release people?” (Notes from Aberdeen afternoon engagement event)

“Masters level learning cannot be achieved under current workload without significant impact on work/life balance. Need to tackle bureaucracy first.”
(Response to survey: challenges, Local authority)

Funding was also highlighted as an issue in relation to obtaining qualifications. Many respondents said either that having to pay to undertake learning was a barrier, financial support was needed to get through a qualifications, or asked whether there would be funding provided. Some felt that it is wrong to require people to pay for their own professional development when this should be an entitlement.

Some respondents also noted the need for flexible routes to achieving qualifications to enable those in a range of circumstances to undertake them.

Qualifications should focus on practical experience

Some respondents also questioned whether the Headship qualification would ensure successful leaders and whether this would improve outcomes for children and young people. This uncertainty was linked in some of these discussions to whether the qualification would enhance practice and comments about the importance of

practical experience over additional academic achievement. Several discussions about qualifications noted the importance of practical experience and on the job training in professional learning.

Leadership: SCEL is very essay driven rather than on the job – needs to be about learning on the job. Masters level learning: should be absolutely focused on improving outcomes for the children in front of you, not about time in a university. Must be practical. (Notes from Aberdeen afternoon engagement event)

While I see the benefits of a Standard for Headship, I think it's important that we recognise that successful leadership and management has to do with relationships as well as qualifications; skills and attitudes as well as knowledge. (Response to survey: additional comments, Primary headteacher)

Some argued that teachers are being encouraged to take on additional qualifications or responsibility for career progression before they have accrued appropriate and sufficient experience. Responses highlighted that it is important that masters level learning not be too 'essay driven' or 'paper-based', but should be grounded in practice and about learning on the job. Other skills were felt to be at least as important as qualifications, as was getting the right people into headteacher development programmes. For headteachers in particular, the importance of varied experience and 'soft' skills were highlighted.

Leadership

The focus in the Framework on quality of leadership was welcomed; some stakeholders, however, felt that this issue was not covered in enough detail. A leadership organisation noted that this should be considered in the context of local authority and political leadership. Another suggested that:

“...the draft Framework is limited in its reference to actions around leadership and we would recommend including reference to broader aspects of educational leadership including the impact on the wider school community.” (Leadership organisation 2)

The focus on leadership at all levels was seen as positive and something that should be further developed or made more explicit within the Framework. A leadership organisation suggested an expansion of what is intended regarding empowering leadership at all levels and further thought on the measurement of impact of these areas of work (Leadership organisation 2).

Professional learning

Strengthened support for professional learning was seen as important by many, and the emphasis on this in the Framework was widely welcomed. A leadership organisation, however, considered that this should be further developed, both by acknowledging more explicitly the ongoing work around teacher professionalism and professional learning as a result of Teaching Scotland's Future, and by identifying

the 'support required to ensure that the aims of the policy become effective practice' (Leadership organisation 2).

As with discussions of master's level learning, several respondents highlighted the difficulties they had finding the time for professional development, with some mentioning that staff shortages were making this particularly difficult. Some felt that support for professional learning at all stages of a teacher's career from local authorities and universities was inconsistent across the country. Active research, collaborative learning, professional dialogue and networking were acknowledged to be important factors in professional development and school improvement, but it was argued by some that current working time arrangements do not adequately recognise these or allow for sufficient time to be dedicated. Having protected time for professional development, cluster collegiate time, support from school leaders, financial support for supply cover to release teachers, flexibility for schools to direct support where it is needed to support professional learning, standardising the quality of professional development opportunities across local authorities, and making resources available in a range of ways, were suggestions made to help enable professional learning. Opportunities for coaching and/or mentoring were highlighted in quite a few comments as worthwhile for new headteachers:

Mentoring/coaching should be a key aspect to be recorded and built into the drivers so it is not left up to local authorities to decide this. These coaches should be at local level. (Notes from Aberdeen evening engagement event)

A leadership organisation underlined that:

"...it should be acknowledged that professional development is about much more than obtaining qualifications or indeed the support of 'experts'. School staffs have within them a vast array of skills and talents, which emerge when teachers have opportunities to work and learn together within and across schools and sectors. This is a cost effective model for professional development and it is one which enables teachers to exercise autonomy rather than develop." (Leadership organisation 3)

The value of time to share experience and expertise emerged in many responses.

Initial Teacher Education

The quality of Initial Teacher Education (ITE) and newly qualified teachers was also raised as an issue by some respondents. Consistency of training between universities, knowledge of pedagogy, literacy and numeracy, and practice experience were specific issues raised. An academic stakeholder stated there is a need for focus on ITE in science as well as literacy and numeracy, and that there is a risk of disproportionate support and resource being allocated to those areas that are being assessed (Academic 2).

3.3 Support and information needs identified

Many key issues running through the engagement were highlighted as having support needs: time and resources, teachers' professional judgement, data literacy, time for professional development and professional dialogue, and support in better engaging parents/carers/families.

The need for sufficient funding, resources, time and staff generally, and to implement the changes in the Framework, was again highlighted in discussions about support. Specific issues highlighted were the need for classroom assistants to help with literacy and numeracy, a shortage of Quality Improvement Officers, and time for staff to prepare for and implement the Framework. There was also the suggestion that good quality teachers should be prioritised for deprived areas.

Time and good quality opportunities for professional learning was another area raised again under support needs, both as a general need and in relation to the Framework. Specifically, professional learning time around teaching and assessing literacy and numeracy, raising attainment, using data, and to plan for the most effective use of assessments was suggested. As noted previously, enhanced collegiate time and time to engage in professional discussion were seen as important for the implementation of the Framework. It was also suggested that the support and development outlined in the Framework should be provided to other key partners involved in young people's education (e.g. CLD professionals).

Data literacy skills

Data literacy skills were frequently highlighted as a very important area for support and professional development – many respondents highlighted the importance of knowing what data is available, how to analyse it and understanding what that data means for their practice and school.

“Data literacy skills – YES PLEASE!” (Notes from Glasgow afternoon engagement event)

“We like the focus on data literacy – staff need to understand what data they have and how to use it. There is a need to have information on what to extrapolate.” (Notes from Aberdeen evening engagement event)

The need for teachers to be data literate was discussed in relation to a range of different sections of the Framework, including using and communicating assessment data, reporting on performance and identifying good practice, and as a benefit, challenge and support need of the Framework. Data literacy was also seen as important for communicating with parents about the results of standardised assessments. A need to help parents understand data, and also what progress in learning looks like, was also highlighted.

Teachers' professional judgement and moderation

A support need that reoccurred throughout the engagement feedback was around teachers' professional judgement and moderation. A leadership organisation highlighted that:

"Moderation plays an important role in assessing learning. We acknowledge that there is a clear need for more support in moderation and developing professional judgement. Local authorities play a significant role in ensuring that clear processes and opportunities for moderation exist and that the impact of this is being measured." (Leadership organisation 2)

Respondents noted that there was still some uncertainty about achievement of a level and the need for more guidance on levels:

Still some confusion about what an achievement of a level looks like. A national Framework would bring confidence to teachers about judgements. Teacher professional judgement is subjective so a Framework would help. (Notes from Glasgow morning engagement event)

A headteacher underlined the need for clear advice to schools about expectations and clearly defined baseline standards at key points, whilst another suggested that moderated exemplars of standards at each assessment point would be helpful. Many also said they would welcome time and support for developing teacher professional judgement and moderation.

Have to have robust moderation – focus on teacher professional judgement – staff is worried about this. How do we know that teachers' professional judgement is consistent class to class? It depends on the quality of staff. (Notes from Glasgow evening engagement event)

A systematic programme of support for teachers with a clear focus on moderation and time to engage in professional discussion. (Response to survey: support, Secondary teacher)

As noted in the above quote, making time for professional dialogue was seen as an important part of sharing understandings of standards and building confidence in this.

Information and guidance

Some survey responses also noted support needs more specifically focussed on the Framework. This generally focussed on clear information and guidance on the Framework, clear roles and expectations for all partners, and making sure these roles and expectations are understood by all stakeholders. Again, opportunities for discussions about the Framework were highlighted as useful. Similarly, many respondents mentioned a need for clear messages to, and further engagement with, parents and teachers around the Framework.

Parents need more information and clarification on the National Improvement Framework. They are not sure how they can contribute. There is a lack of

understanding amongst the parent body of what the Framework means and their role. (Notes from Glasgow morning engagement event)

As with all initiatives the challenge is getting everyone on board through their being properly informed, trained and able to carry forward the aims and targets. (Response to survey: support, Primary depute headteacher)

This highlighted that clear guidance is needed on how, particularly parents, can engage with the Framework. Additional Support Needs and health and wellbeing were areas of the Framework considered to particularly require development. A need for cross-referencing with other relevant guidance, a clearer outline of the steps that will need to be taken, and the proposed timetable were also noted.

Appendix A

Questions asked in the children and young people's survey

1. How do you know how well you are doing in your learning? *(Tick all that apply)*
 - Written feedback on your work from your teacher
 - Assessment
 - Test
 - One-to-one meeting with your teacher
 - Parents/carers tell you
 - Don't know
2. How often do you do assessments/tests?
 - Weekly
 - Monthly
 - Don't know
 - Other – please specify
3. How do these assessment/tests make you feel? *(Free text box)*
4. How would you like to get feedback in future on how you are doing in your learning? *(Tick all that apply)*
 - Written feedback on your work from your teacher
 - Mark or grade
 - One-to-one meeting with your teacher
 - Parents/carers tell you
 - Other – please specify
5. In what ways would you like to be asked about how your school can improve?
 - Through your Pupil council
 - Speaking to your teacher/headteacher
 - Speaking to your parent/carer
 - Other – please specify
6. How do you think everyone in your class could be helped to achieve their best? *(Free text box)*

Discussion questions from the stakeholder engagement events

Discussion 1: Assessment of children's progress and parental involvement

General

- What are the benefits of a National Improvement Framework?
- How will a National Improvement Framework support improvements for children and young people?

Driver

- Is there anything further that should be included in these drivers?
- Is there anything that needs changed or amended in these drivers?
- What measures would help us know how we are doing in these drivers?
- What support is needed to take forward this driver?

Discussion 2: School leadership and teacher professionalism

- Is there anything further that should be included in these drivers?
- Is there anything that needs changed or amended in these drivers?
- What measures would help us know how we are doing in these drivers?
- What support is needed to take forward this driver?

Discussion 3: School improvement and performance information

- Is there anything further that should be included in these drivers?
- Is there anything that needs changed or amended in these drivers?
- What measures would help us know how we are doing in these drivers?
- What support is needed to take forward this driver?

Questions asked in the stakeholder survey

1. What are the benefits of a National Improvement Framework?
2. What are the challenges?
3. What support is needed to ensure the National Improvement Framework improves outcomes for children?
4. Any additional comments?

Appendix B

Table 1: List of engagement activities

	Name of Event/Meeting	Attendees	Date
1	September AHDS Executive Group	AHDS National Council	05/09/2015
2	Moving Forward: West Lothian Council Headteacher Event	West Lothian Council headteachers	11/09/2015
3	Design Specification Group Meeting	ADES, Local authority representatives, Strathclyde University, CoSLA, NPFS	15/09/2015
4	National Improvement Framework Follow-Up Meeting	ADES Directors, EIS, NPFS	15/09/2015
5	Stakeholder Group Meeting	Cabinet Secretary for Education and Lifelong Learning, ADES, AHDS, Children in Scotland, CoSLA, EIS, National Improvement Service, NPFS, SCEL, SLS, SSTA, University of Glasgow	16/09/2015
6	Principal Teacher Mathematics Forum	Principal teachers	16/09/2015
7	Draft National Improvement Framework - meeting with Shetland Council Education Officers	Shetland Council Education Officers	16/09/2015
8	Curriculum Learning, Teaching and Assessment - Numeracy and Mathematics Forum	Numeracy and mathematics professionals	17/09/2015
9	Scottish Learning Festival - National Improvement Framework Workshop	Range of stakeholders	23/09/2015
10	National Improvement Framework Discussion Edinburgh (AM)	Teachers, parents and local authorities	29/09/2015
11	National Improvement Framework Discussion Edinburgh (PM)	Teachers, parents and local authorities	29/09/2015

	Name of Event/Meeting	Attendees	Date
12	Curriculum for Excellence Management Meeting, Her Majesty's Young Offender Institution Polmont	Curriculum for Excellence Management Board	30/09/2015
13	National Improvement Framework Strategic Group	Local authority representatives, CoSLA, EIS, Improvement Service, ADES, University of Glasgow	02/10/2015
14	National Improvement Framework Discussion Glasgow (AM)	Teachers, parents and local authorities	05/10/2015
15	National Improvement Framework Discussion Glasgow (PM)	Teachers, parents and local authorities	05/10/2015
16	National Improvement Framework Discussion Glasgow (PM)	Teachers, parents and local authorities	05/10/2015
17	Dashboard Group Meeting	ADES, Local authority representatives, Strathclyde University, CoSLA, NPFS	06/10/2015
18	National Improvement Framework Discussion Inverness (PM)	Teachers, parents and local authorities	07/10/2015
19	National Improvement Framework Discussion Inverness (PM - 2)	Teachers, parents and local authorities	07/10/2015
20	National Improvement Framework Discussion Aberdeen (PM)	Teachers, parents and local authorities	08/10/2015
21	National Improvement Framework Discussion Aberdeen (PM - 2)	Teachers, parents and local authorities	08/10/2015
22	Meeting on Attainment	COSLA, ADES, SOLACE, Improvement Service	15/10/2015
23	ADES Performance and Improvement Network Meeting	ADES Directors	21/10/2015
24	Meeting with SCIS	SCIS	26/10/2015
25	Parent Organisations Meeting	NPFS, Children in Scotland	26/10/2015
26	Children in Scotland Roundtable	Children in Scotland	26/10/2015
27	ADES Directors meeting	ADES Directors	27/10/2015

Name of Event/Meeting		Attendees	Date
28	Strategic Group	Local authority representatives, CoSLA, EIS, Improvement Service, ADES, University of Glasgow	28/10/2015
29	Meeting with the Advisory Group for Additional Support for Learning (AGASL)	EIS, Education Law Unit, Local authority representatives	30/10/2015
30	SCEL Event	SCEL	02/11/2015
31	Cabinet Secretary for Education and Lifelong Learning Facebook Q&A	Range of stakeholders	03/11/2015
32	NPFS hosted parental engagement event	NPFS	03/11/2015
33	Inclusion Scotland 2015	Teachers, headteachers, local authorities, Additional Support Needs experts	04/11/2015
34	Royal Society of Edinburgh Roundtable	Academics	04/11/2015
35	AHDS Annual Conference - 40th year	AHDS Directors	05/11/2015
36	Association for Educational Assessment (AEA) Europe 16th Annual Conference Assessment and Social Justice	International assessment experts	05-07/11/15
37	ADES Curriculum and Qualifications Network	ADES Directors	06/11/2015
38	Parent Conference Inverness	Parents	07/11/2015
39	GLOW TV Meet for Children and Young People	Children and young people, Cabinet Secretary for Education and Lifelong Learning	09/11/2015
40	Dundee Children and Young Peoples' Meeting	Children and young people, Teachers, Minister for Learning, Science and Scotland's Languages	11/11/2015

	Name of Event/Meeting	Attendees	Date
41	CoSLA leaders meeting	CoSLA, Cabinet Secretary for Education and lifelong learning	12/11/2015
42	South Lanarkshire Headteacher Meeting	South Lanarkshire headteachers	12/11/2015
43	Expert Group – Curriculum for Excellence and Assessment of Pupils Progress	NASUWT, ADHS, SQA, Strathclyde University, EIS, SCEL, West Lothian Council	13/11/2015
44	NPFS Annual Conference	NPFS	14-15/11/15
45	Scottish Teacher Education Committee (STEC) Meeting	STEC members	16/11/2015
46	Expert Group - Driver for school improvement	CoSLA, ADES, Improvement Service	16/11/2015
47	National Improvement Framework Strategic Group Meeting	Local authority representatives, CoSLA, EIS, Improvement Service, ADES, University of Glasgow	16/11/2015
48	Sgoil Lionacleit, Benbecula	Teachers, parents and local authorities	18/11/2015
49	Caladh Inn, James Street, Stornoway	Teachers, parents and local authorities	18/11/2015
50	Dashboard Group Meeting	ADES, Local authority representatives, Strathclyde University, CoSLA, NPFS	18/11/2015
51	Western Isles Education Centre, Stornoway	Teachers, parents and local authorities	19/11/2015
52	Galashiels Children and Young Peoples' Meeting	Children and young people, teachers, Minister for Children and Young People	19/11/2015
53	ADES Conference - 19-20 Nov	ADES Directors	19-20/11/15
54	Meeting with Professional Organisations	SSTA, AHDS, EIS, NASUWT, SLS	23/11/2015
55	Expert Group - Drivers for school leadership and teacher professionalism	SCEL, STEC, SLS, AHDS, EIS, SSTA, COSLA, GTCS	25/11/2015

Name of Event/Meeting	Attendees	Date
56 Fife Headteacher Meeting	Fife Headteachers	25/11/2015
57 Expert Group - Parental involvement	SPTC, NPFS, FNF, Children 1st, SMPA, ADES	01/12/2015

List of organisation abbreviations

- ADES: Association of Directors of Education Scotland
- AHDS: Association of Headteachers and Deputes in Scotland
- CoSLA: Convention of Scottish Local Authorities
- EIS: Educational Institute of Scotland
- FNF: Families Need Fathers Scotland
- GTCS: General Teaching Council of Scotland
- NASUWT: National Association of Schoolmasters Union of Women Teachers
- NPFS: National Parent Forum Scotland
- SLS: School Leaders Scotland
- SMPA: Scottish Muslim Parents Association
- SCEL: Scottish College for Educational Leadership
- SCIS: Scottish Council of Independent Schools
- STEC: Scottish Teacher Education Committee
- SPTC: Scottish Parent Teacher Council
- SQA: Scottish Qualifications Authority
- SSTA: Scottish Secondary Teachers' Association
- SOLACE: Society of Local Authority Chief Executives



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