

TEACHER PANEL

NATIONAL IMPROVEMENT FRAMEWORK – STATUTORY REVIEW

Purpose

1. To ask the members of the Teacher Panel for their views on the proposals for the National Improvement Framework and Improvement Plan 2019.

Background

2. The primary purpose of the National Improvement Framework (NIF) is to improve the quality and consistency of data and to extend understanding of what works to drive improvements for children and young people across all parts of the Scottish education system.
3. The annual NIF and Improvement Plan provides a single, definitive document that explains how we will secure educational improvement. It sets out the vision and priorities that everyone needs to be working towards, as well as the improvement activity that needs to be undertaken to deliver those key priorities.
4. We published the 2018 NIF and Improvement Plan on 12 December last year. We have a statutory duty under the Education (Scotland) Act 2016 to review the Framework and publish a plan on an annual basis. As part of the review, we have to provide education authorities, teachers, pupils and parents with the opportunity to express their views, and to have regard to any such views.
5. This paper sets out proposals for the broad structure and focus of the NIF and Improvement Plan 2019.

Structure

6. Following the consultation process last year, the general consensus was that significant change to the content of the NIF would not be welcome. Consultees felt that the NIF priorities were still relevant, with the professional associations, COSLA and other local authority representatives adding that continuity would support on-going improvement planning and reporting. Those consulted were also broadly content with the drivers of improvement.
7. The structure of the NIF and Improvement Plan was changed in 2018 to set out more clearly, in an Annex, the evidence that would be gathered, and the improvement activity that would be undertaken, over the course of the year.
8. We are proposing that the structure of the 2019 NIF and Improvement Plan should remain broadly the same as that agreed in 2018. However, we do need to consider whether there should be any changes to the NIF priorities and drivers, taking into account the importance of retaining continuity in order to support improvement planning.

9. Retaining the existing priorities and drivers would not prevent a broadening of the focus of the NIF if that was seen to be helpful. For example, at the moment there is only limited information on areas such as early learning and childcare and health and wellbeing in terms of improvement activity under each NIF driver. For the 2019 NIF we think there should be more focus on these issues in order to stress the coherent and continuous nature of the Scottish education system from 3-18, and the importance of health and wellbeing in the wider NIF priorities.
10. The current NIF vision, priorities and drivers are set out below:

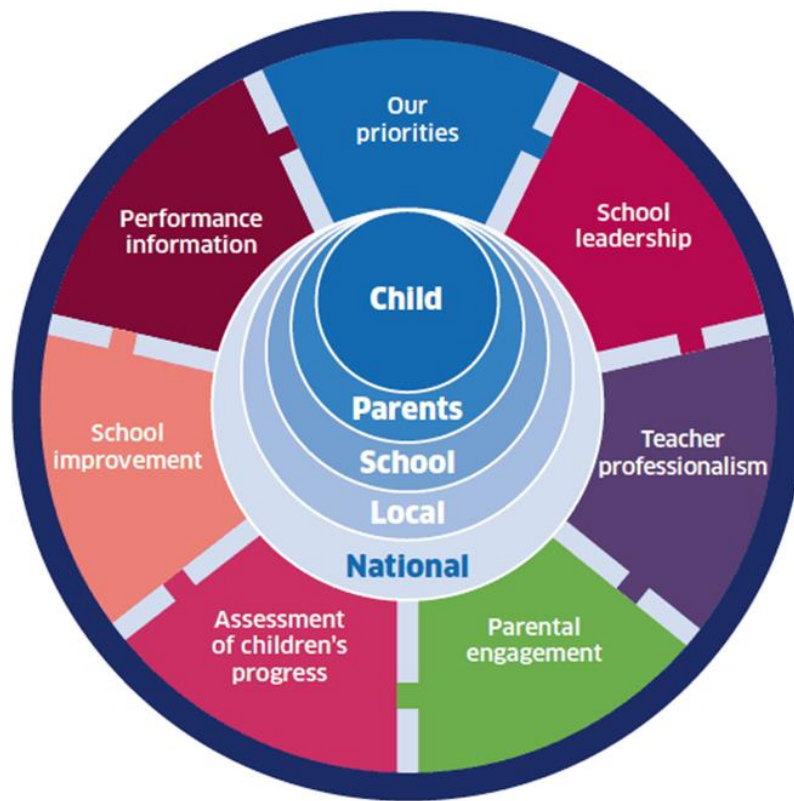
NIF Vision

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap

NIF Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Drivers of Improvement



Conclusion

11. It would be helpful for the Teacher Panel to provide its views on the following:

- Whether there need to be any changes to the NIF priorities and/or the drivers of improvement
- Which (if any) of the drivers has had the greatest impact on delivering improvement?
- Are there further improvement activities needed? If so, what are they and can they be measured?
- Are there gaps in the evidence to help us to understand what is working?
- Should there be more information on early learning and childcare and health and wellbeing in the NIF?