



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
25 JANUARY 2017**

**SUBJECT: INITIAL ANALYSIS OF NATIONAL IMPROVEMENT
FRAMEWORK TEACHER JUDGEMENT SURVEY 2016**

BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

- 1.1 This report provides Committee with a summary of the data collected in June 2016 and provided to the Scottish Government at the end of August 2016 regarding Teacher Judgements on children and young people achieving Curriculum for Excellence (CfE) levels which appear in the National Improvement Framework annual report published in December 2016.
- 1.2 This report is submitted to Committee in terms of Section III (C) 1 of the Council's Scheme of Administration relating to exercising all of the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary and secondary education.

2. RECOMMENDATION

- 2.1 It is recommended that Committee scrutinises and notes the report.**

3. BACKGROUND

- 3.1 A report on the Scottish Attainment Challenge and at the time draft National Improvement Framework (NIF) was presented to Committee on 9 December 2015 (para 8 of the minute refers).
- 3.2 The Scottish Government published the NIF for Scottish Education in January 2016. The First Minister described the document as being "... key in driving work to continually improve Scottish Education and close the attainment gap, delivering both excellence and equity". The framework consists of a vision for education in Scotland, underpinned by a set of key principles and priorities. It identifies a number of key drivers of improvement which will be instrumental in addressing the priorities. These are:
- School Leadership
 - Teacher Professionalism
 - Parental Engagement
 - Assessment of children's progress
 - School improvement
 - Performance Information

3.3 The drivers provide a focus and structure for gathering evidence which can then be analysed to identify where we can make further improvements. Headteacher meetings this session are focussed around the drivers ensuring that there is a shared understanding of expectations as well as sharing practice across Moray.

3.4 The fourth driver above relates to the assessment of children's progress in learning, which should be based on a wide range of progress measures used at school level across the curriculum. This includes teacher judgement data on achievement of CfE levels with codes as shown in brackets:

Literacy – reading (R)

Literacy – writing (W)

Literacy – listening and talking (LT)

Numeracy (N)

3.5 To support this, the Scottish Government has initiated an annual data collection, namely the Teacher Judgement Survey involving all publicly funded schools. Schools are required to submit data on CfE levels for each child in primary schools stages P1, P4 and P7 and each young person in secondary school stage S3. The levels reported are Early, First, Second, Third and Fourth. The curriculum component code i.e. R was combined with a code to indicate the level achieved i.e.:

Early level (E)

First level (01)

Second level (02) and so on

Therefore a child who achieves Early level reading would have the code ER whereas a young person achieving Writing at fourth level would have the code 04W. Additional codes were available to indicate "not yet achieved Early Level (00), "not assessed (99 - where a child or young person is newly enrolled in the school and no information is available or time to assess) and "learning measured by individual milestones rather than CfE levels (98 – this is designed to be used for those children whose complex additional support needs determine that progress in learning is more effectively gauged in terms of individual learning milestones rather than CfE levels.

3.6 The data collected referred to the anticipated levels of attainment at the following levels, as detailed from Education Scotland.

Level	Stage
Early	The end of P1
First	The end of P4
Second	The end of P7
Third	The end of S3
Fourth	Some pupils will achieve this by the end of S4

3.7 The data was collected in June but there was insufficient time to carry out robust quality assurance processes due to the fact that this is the first year that we have collected data from our schools and also that headteachers were

on holiday over the summer. The timescales provided by Scottish Government did not allow for robust quality assurance procedures.

- 3.8 The Scottish Government published the data in December 2016 at school, authority and national levels. It was clearly published as “experimental” data due to the fact that there has been a lack of moderation at a national level. To address this they have recruited Quality Assurance and Moderation Support Officers (QAMSOs) from all Local Authorities. We currently have 12 practitioners within Moray who are part of this programme; they are from both primary and secondary sectors and have received national training and practice which will then be disseminated within the authority. They have undergone initial training which will continue throughout the session. A Quality Improvement Officer (QIO) meets with them regularly so that practice can be shared across Moray. The first of the two in-service days in May will have a clear focus on learning and teaching and moderation and will be presented jointly by central officers and the QAMSOs.
- 3.9 Reports were brought to Committee on 9 November 2016 (paras 14 and 15 of the draft minute refer) providing information on achievement of a level as well as moderation with guidance and support materials to schools which has now been approved by the Local Negotiating Committee for Teachers.
- 3.10 Achievement of a Level Data for Moray 2015/16

Stage	Literacy – Reading	Literacy – Writing	Literacy – Listening & Talking	Numeracy
P1	72%	66%	76%	68%
P4	66%	61%	70%	60%
P7	60%	53%	60%	50%
S3 (3 rd and 4 th level)	89%	88%	94%	87%
S3 (3 rd level)	38%	42%	39%	23%
S3 (4 th level)	51%	46%	54%	64%

The data above displays the averages for Moray in each of the areas for Literacy and for Numeracy. Further comparison will be available upon publication of national data and this will inform targeted areas for improvement. The Northern Alliance collaborative initiative for Emerging Literacy is being disseminated and implemented which will display a positive improvement in the future and numeracy is an ongoing concern within Moray. The Northern Alliance plan to take the learning from the Literacy project and transfer this to a similar one for Numeracy. The department has yet to appoint a new QIO with the Responsibility of All strategic lead who will provide much needed support and advice on progression in Literacy, Numeracy and Health and Wellbeing.

- 3.11 As an ongoing response to ensuring valid data for the reporting of the Achievement of a Level, progress in moderation procedures and practice is moving forward briskly within Moray, as well as participation from a range of staff on national groups. This will support teacher confidence in assessment,

moderation and teacher professional judgement. This includes ad hoc training to schools and associated schools groups, curriculum groups (secondary currently) and planned in-service day in May.

4. SUMMARY OF IMPLICATIONS

(a) Moray 2026: A Plan for the Future and Moray Corporate Plan 2015-17

This report was informed by the 10 Year Plan (Moray 2026) in that it relates to ambitious and confident young people. It also relates to the revised 2015-18 plan for Schools and Curriculum Development in respect of:

- Curriculum Design
- Learning and Teaching

(b) Policy and Legal

None arising from this report.

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are risk implications if we cannot support national expectations and requirements in relation to this key national policy directive. The risks associated with failure to support expectations and requirements are the potential negative impact on school inspection reports and in the failure to improve learner achievement and attainment. This would have a direct impact on any reporting to the Scottish Government on National Improvement Framework areas. Our baseline assessment indicates that attainment in Numeracy could be better.

(e) Staffing Implications

There are no staffing implications, although there are considerations regarding the release of the QAMSOs to attend the national events and the subsequent supply cover availability.

(f) Property

Not applicable.

(g) Equalities

Not applicable.

(h) Consultations

Senior Officers in Education and Social Care, Grant Cruickshank, Senior HR Adviser, Deborah Brands, Principal Accountant, Margaret Forrest, Legal Services Manager (Litigation and Licensing), Caroline Howie, Committee Services Officer, and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

5.1 It is recommended that Committee scrutinises and notes the report.

Author of Report: Vivienne Cross, Head of Schools and Curriculum Development

Background Papers:

Ref: