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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE  
ON 7 MARCH 2018**

**SUBJECT: ANALYSIS OF NATIONAL IMPROVEMENT FRAMEWORK  
TEACHER JUDGEMENT SURVEY 2017**

**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 2017 and provided to the Scottish Government at the end of August 2017 regarding Teacher Judgements on children and young people achieving Curriculum for Excellence (CfE). The Committee is asked to scrutinise and note the attainment of secondary schools in Moray for session 2016/17.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

**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 Curriculum for Excellence levels with curriculum component 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 Data collection was first undertaken in June 2016, whereby the data was described as “experimental”. This was reported to Committee at its meeting on 25 January 2017 (para 7 of the minute refers) where there was insufficient time to carry out robust quality assurance processes. The timescales provided by Scottish Government at that time did not allow for robust quality assurance procedures.
- 3.8 The Scottish Government published the second annual data collection in December 2017 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 additional Quality Assurance and Moderation Support Officers (QAMSOs) from all Local Authorities. We currently have 18 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 further training which will continue throughout the session. A Quality Improvement Officer (QIO) meets with them regularly so that practice can be shared across Moray. Authority wide in-service days in May 2017 provided a clear focus on learning and teaching and moderation and was presented jointly by central officers and the QAMSOs. This has been revisited in November 2017 in-service events and also complemented by curricular group events and support from Education Scotland.
- 3.9 Reports were brought to Committee on 9 November 2016 (paras 14 and 15 of the minute refer) providing information on achievement of a level as well as moderation with guidance and support materials to schools which was approved by the Local Negotiating Committee for Teachers.

## 3.10 Achievement of a Level Data for Moray 2015/16 and 2016/17

	Data Collection – June 2016				Data Collection – June 2017			
Stage	Literacy – Reading	Literacy – Writing	Literacy – Listening & Talking	Numeracy	Literacy – Reading	Literacy – Writing	Literacy – Listening & Talking	Numeracy
P1	72%	66%	76%	68%	75%	65%	82%	71%
P4	66%	61%	70%	60%	72%	63%	73%	61%
P7	60%	53%	60%	50%	68%	59%	74%	58%
S3 (3 <sup>rd</sup> level)	38%	42%	39%	23%	89%	88%	89%	87%
S3 (4 <sup>th</sup> level)	51%	46%	54%	64%	53%	49%	49%	61%

The data above displays the averages for Moray in each of the areas for Literacy and for Numeracy. The Northern Alliance collaborative initiative for Emerging Literacy and Numeracy are being disseminated and implemented which will display a positive improvement in the future and numeracy is an ongoing concern within Moray.

- 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.
- 3.12 There is also ongoing attainment improvement strategies being implemented within Moray through a cross sector Maths and Numeracy Attainment group which is also being complemented by Northern Alliance work on numeracy.

#### 4. **SUMMARY OF IMPLICATIONS**

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

The Policy was informed by the priorities within the Moray 2026 Plan and Moray Economic Strategy and in particular to Ambitious and Confident Young People and A Growing, Diverse and Sustainable Economy.

- Curriculum Design
- Learning and Teaching

**(b) Policy and Legal**

There are implications Policy and Legal arising directly 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 NIF 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 practitioners to attend local authority events and the subsequent supply cover availability.

**(f) Property**

Not applicable.

**(g) Equalities**

Not applicable.

**(h) Consultations**

Senior Officers in Education and Social Care, Deborah Brands, Principal Accountant, Legal Services Manager (Litigation and Licensing), Equal Opportunities Officer, Human Resources Manager and Tracey Sutherland, Committee Services 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: Karen Lees, Quality Improvement Officer

Background Papers:

Ref:

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