

## National Improvement Framework – Consultation and Engagement

### You Said, We did

In order to further facilitate a read across the revised National Improvement Framework and the Consultation and Engagement Report, we are publishing a document outlining what you said to us during the engagement period and what we did to respond to your feedback. **You Said, We Did** very simply and clearly outlines how we have addressed the key issues raised during the engagement period on the draft Framework document in the revised National Improvement Framework.

<b>You said...</b>	<b>...we did</b>
The Framework is too focussed on assessment – the assessment data should be seen as one part of the Framework, not the focus.	The revised draft focuses more on the child and improvement rather than just on assessment. It also strongly recognises the crucial role of and professional judgement of teachers.  In assessment of children’s progress, the main evidence that will be used to evaluate performance is the annual return of teacher professional judgement data (informed by a range of evidence including a new standardised assessment).
The Framework is at odds with the principles of Curriculum for Excellence	The links with Curriculum for Excellence have been brought out much more clearly in the revised document.
The publication of standardised assessment results will lead to league tables	We have been clear that we want to avoid high-stakes testing. We have said that the evidence we will publish will be based on teacher judgement data. The Framework clearly sets out the full range of evidence that will be gathered so that no one single measure will be used to show progress.
The Framework is too focussed on data, and creating data rich schools, and not enough on outcomes	We have made it clearer that it is an Improvement Framework not a Data Framework (data informs and supports rather than drives improvement). There is more detail on approaches to improvement in the revised document

The focus on parental involvement is good but what is really required is parental engagement.	We have changed the driver to 'parental engagement' and are prioritising the idea of parent and family learning so that parents get the information and help to support their child's learning at home.
There needs to be guidance on what achieving a Curriculum for Excellence level actually looks like – for teachers and for parents.	Education Scotland will produce clear guidance on the achievement of a level to support teacher professional judgement.
Children and young people must be included in their education and aware of the support they can access.	We have listened carefully to the views of children during the consultation. As we move forward with implementation their views on how they want feedback and what support is in place to help them succeed will remain at the forefront of our plans.
Assessments cannot cause additional stress for children and young people.	We will ensure however that the impact on children of any new assessments is monitored closely.
Assessments must be adaptive and inclusive, accommodating for ASN and less gifted/highly gifted children.	The design specification for the new assessments will ensure that these principles are included.
Added value, wider achievements and the context a child/ young person is achieving in should be reflected in the report.	There will be links to wider achievements and how they are recognised within CfE. We will consider how best we can include wider evidence of achievement and the four capacities and health and wellbeing in reporting and implementation.
The Framework should focus on the value of sharing good practice and on the support provided to facilitate this.	Part of the implementation and improvement planning process will be to identify and share innovation and good practice – ie what works, as well as what is not working.
Teachers need data literacy training to help them better interpret and act upon the information standardised assessments will give them.	This will be included in plans for support for existing teachers as well as in Initial Teacher Education.
There needs to be greater focus on Getting It Right for Every Child (GIRFEC).	This is now included much more clearly in the revised document.
Greater focus required on Community Learning Development and life beyond school	The role of Community Learning and Development is recognised as crucial to improving outcomes and further consideration as to how this can be captured will be considered as part of Phase 2 of the development of the Framework.

Health and Wellbeing needs to be at the centre of the Framework, not an afterthought	Health and wellbeing is one of the four priorities identified in the Framework. We are already considering existing evidence but will continue to develop this further in Phase 2 including the development of a new health and wellbeing survey.
The Framework needs to strengthen evaluation and research, including independent knowledge creation.	The involvement of the research and academic community has been a key part of the development phase of the Framework and we will look to build on this collaboration as we move forward with implementation.
The Framework does not present an opportunity for the voice of children to be heard	Children's voices are very much at the centre of the revised document and will continue to be going forward. We would certainly expect the voices of children and young people to be heard in the development of local plans and reports.
There must be a fully costed implementation plan for the Framework	The implementation plan for the Framework will be published in 2016 and will outline the costs associated with delivering the Framework.
There are already lots of good policy building blocks in place in Scotland A narrative needs to be employed to stitch these together.	A clear narrative on the context of education in Scotland has been included in the revised draft. In addition, as part of the work to take forward the OECD Review, we will be developing a new narrative for Scottish education that will make the links across all of the key policy building blocks.
The purpose of the assessment is not clear – academics especially would like clarity on the role it will play.	The revised Framework clearly outlines the purpose of the assessment.
It is important that any assessment is diagnostic	This is the purpose of the assessment – to assist teacher judgement and to provide teachers, parents and learners with information on improvement. Teachers can use their professional judgement as to how and when during the year to use the standardised assessments to best support a child's progress in learning.
Teachers should be empowered to judge which children at which time sit an assessment and at what level	Teacher judgement will be at the heart of the Framework and the revised document clearly enshrines.

<p>Need for clear, concise language throughout to remove jargon from – focus on areas specific to individual pupil and remove generalities</p>	<p>We have worked hard to ensure the language in the revised Framework is accessible. Parent and child versions of the Framework have also been produced. We will continue to develop communications for different audiences as we progress with implementation.</p>
<p>The on-going work around teacher professionalism and professional learning should be more explicitly acknowledged.</p>	<p>This has been clearly acknowledged in the revised Framework.</p>
<p>The importance of partnership working should be more fully recognised in the revised Framework.</p>	<p>The revised Framework places greater emphasis on partnership working and the vital role these partnerships play in the Scottish education system.</p>
<p>More time and support for developing teacher judgement and moderation would be welcome.</p>	<p>Education Scotland is developing a package of measures to support implementation of the Framework. We will also work with partners including ADES, teacher organisations, GTCS and SCEL to develop support. This issue is one of many being considered.</p>
<p>There should be more consistency between reporting for the Framework and the work already undertaken in HGIOS4 and school improvement plans</p>	<p>We have ensured that reporting under the Framework can be aligned with HGIOS 4 and other reporting frameworks. We will be consulting during 2016 on the detailed reporting arrangements which will commence in 2017. and the support for implementation</p>