

Teacher Panel

Meeting 10, Tuesday 4 September 2018

TG: 20/21, The Scottish Parliament, Edinburgh

Agenda

A networking lunch will be available from 12.00

1. Welcome and agreement of minute from the last meeting	12.00 – 12.10
2. Scottish National Standardised Assessments (SNSA)	12.10 – 12.40
3. Changes to Highers	12.40 – 12.50
4. 'D' Grades and Their Effect on School Statistics	12.50 – 13.00
5. Empowering Schools	13.00 – 13.10
6. National Improvement Framework – Statutory Review	13.10 – 13.20
7. Close	13.20 – 13.30

CHAIR'S BRIEF

Teacher Panel

Meeting 10, 12.00-13.30, Tuesday 4 September 2018

TG: 20/21, The Scottish Parliament

As the Panel meeting has been shortened to 90 minutes from the usual 2 hours, you may wish to prioritise some agenda items above others to ensure the required depth of discussion.

A buffet lunch will be available from 12.00

Due to this being a shortened meeting Panel members are welcome to enjoy their lunch as the meeting progresses.

1. Welcome and agreement of minute from last meeting [12.00-12.10]

Welcome attendees.

You may wish to inform attendees that two members have now left the Panel. Gerry Lyons has accepted a role at Glasgow City Council and Lynne Doyle has left due to increased work commitments and the undertaking of further study as part of East Dunbartonshire Council's *Aspiring Leadership* programme.

Invite Panel members to agree the minute from meeting 8.

Key points to note:

- Officials have once again asked Panel members to suggest agenda items for the meeting. A full list of items suggested by Panel members is provided in Annex A.
- You may wish to make reference to the extraordinary Teacher Panel meeting taking place in Atlantic Quay on 14 September 2018. It follows agreement at last December's meeting that the Panel should discuss our vision for the education of children and young people in Scotland with representatives from Education Scotland and the SQA.

2. Scottish National Standardised Assessments [12.10-12.40]

Introduce paper 10/01.

 SNSA Product Owner, is on hand to present the paper. It provides an extract from the recently published *Scottish National Standardised Assessments User Review: Year 1 – Session 2017/18* report. Panel members are invited to consider the content of the paper and offer their views.

CHAIR'S BRIEF

Key points to note:

- This discussion was requested by both [REDACTED] and [REDACTED]

3. Changes to Highers [12.40-12.50]

Introduce paper 10/02.

This paper provides the Teacher Panel with information on recent and forthcoming changes to both National 5 and Highers.

[REDACTED], Head of the Qualifications Team, will be on hand to either introduce the paper or contribute to the discussion if required.

Key points to note:

- This discussion was requested by [REDACTED]
- The paper invites Panel members to consider both the forthcoming changes to Highers and their preparedness in order to help guide discussion.

4. 'D' Grades and Their Effect on School Statistics [12.50-13.00]

Introduce paper 10/03.

This paper provides the Teacher Panel with data from the latest SQA results and includes details of grade D presentations and awards.

[REDACTED] will again be on hand to either introduce the paper or contribute to the discussion if you require.

Key points to note:

- This discussion was requested by [REDACTED]
- There is continued evidence of inappropriate presentation at National 5, signalled by the number of Grade D awards, and dual presentation at National 4 and 5. Many of these candidates who sat a National 5 did not have a 'near miss' and are unlikely to have had a good learning experience as a consequence of being entered for the wrong level of qualification. Panel members are asked to offer their thoughts.

5. Empowering Schools [13.00-13.10]

Introduce paper 10/04.

This paper provides the Panel with an update on the Scottish Government's development of an empowered school system.

CHAIR'S BRIEF

[REDACTED] Head of the Education Reform Programme, will be on hand to introduce the paper or contribute to the discussion if you require.

Key points to note:

- This discussion regarding our approach to taking forward the empowering schools work generally, and the Headteachers' Charter in particular, was requested by [REDACTED]

6. National Improvement Framework [13.10-13.20]

Introduce paper 10/05.

This paper provides the Panel with details of the proposals for the *National Improvement Framework and Improvement Plan 2019*. Panel members are asked to consider the paper and offer their views.

[REDACTED], Team Leader of the National Improvement Framework Unit, will be on hand to either introduce the paper or contribute to the discussion if you require.

Key points to note:

- This discussion was requested by [REDACTED]
- Scottish Government has a statutory duty to review the Framework and publish a plan on an annual basis. As part of that, consultation of education authorities, teachers, pupils and parents is required.
- The paper invites Panel members to consider the following in order to guide the discussion:
 - 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?

7. AOB [13.20-13.30]

Invite Panel members to raise any other business.

CHAIR'S BRIEF

You may wish to inform Panel members that officials will continue to work with them to try and ensure that they have a continued input into the agenda of future meetings.

Meeting to close at 13.30.

CHAIR'S BRIEF

Annex A

Agenda items suggested by Panel members

Suggestion	Panel Member	Included in the Agenda
Scottish National Standardised Assessments (SNSAs): both in general and in relation to their use at P1	[REDACTED]	Yes
Changes to Highers	[REDACTED]	Yes
'D' grades and their effect on school statistics	[REDACTED]	Yes

CHAIR'S BRIEF

Annex B

Attendees

Panel Member	Position	School
Andrew Travis	Headteacher	Meldrum Academy, Inverurie
Clare Bryden	Class Teacher	Oban High School (Area Principal Teacher, Literacy, Argyll and Bute)
Jenny Kerr	Class Teacher	Craigdhu Primary School
Stephen Ross	Headteacher	Craigroyston Community High School, Edinburgh
Pauline Walker	Headteacher	Royal High School, Edinburgh
Deborah Davidson	Joint Headteacher	Dulloch Primary School and Calaiswood School, Dunfermline
Gareth Surgey	Technologies Teacher	Queen Anne High School, Dunfermline
Scott Duncan	Acting PTC Social Subjects	The Waid Academy, Anstruther
Catrlona Chaimbeul	Depute Headteacher	Glasgow Gaelic School, Glasgow
James Cook	Depute Headteacher	Crown Primary School, Inverness
Ellen Turnbull	Headteacher	Our Lady and St Joseph's Primary School, Coatbridge
Sabrina McCreedy	Depute Headteacher	Inverclyde Academy, Greenock
John Reilly	Headteacher	Holy Cross High School, Hamilton

Official Support

Name	Title
[REDACTED]	National Improvement Framework Unit
[REDACTED]	Head of Qualifications Team
[REDACTED]	Head of Education Reform Programme
[REDACTED]	Team Leader, National Improvement Framework Unit
[REDACTED]	Deputy Director, Learning Directorate
[REDACTED]	Curriculum Unit (Secretariat)
[REDACTED]	Curriculum Unit (Secretariat)

TEACHER PANEL

SCOTTISH NATIONAL STANDARDISED ASSESSMENTS

Purpose

1. The Scottish Government has recently published the *Scottish National Standardised Assessments User Review: Year 1 – Session 2017/18* report. This paper provides the Panel with an extract of its executive summary. Panel members are invited to consider the content of this paper and offer their views.

Scottish National Standardised Assessments User Review: Year 1 - Session 2017/18

The Scottish Government (SG) commissioned the Scottish National Standardised Assessments (SNSA) as part of the National Improvement Framework.

This report summarises a range of evidence that the SG has analysed based on the year one experience of using the SNSA. These are part of the approach to assessing children's progress in Scottish schools.

The report draws on a range of sources of evidence. These include statistics from the SNSA system, feedback from stakeholders including schools, teacher professional associations, inspection evidence and local authorities.

Summary of Key Findings

- More than 578,000 assessments were completed by children and young people in P1, P4, P7 and S3 which equates to 94% of the expected total.
- An equating and two norming studies were successfully undertaken with high levels of engagement.
- Training has reached more than 7,700 participants and help materials are available at all times on-line.
- The support desk has responded effectively to more than 6,000 enquiries.
- There is growing evidence that the information generated by the assessments and reports is being used to plan effective next steps in learning. This, in turn, will give teachers more confidence in assessing children's progress, with a more consistent understanding of the standards expected of CfE levels in literacy and numeracy.

There have also been a number of concerns raised about certain aspects of the assessments, in particular about P1 assessments.

A number of changes and enhancements have been made to the SNSA for session 2018/19 in response to the findings from the first year of operation (detail provided within [Appendix 1](#)).

Appendix 1

Key Enhancements to SNSA – August 2018

P1

- Questions have been re-ordered to ensure children receive less difficult questions early in the sequence. This will not alter the diagnostic value of the assessment.
- Questions have been re-designed to reduce the need for drag and drop.
- The practice assessments have been enhanced to ensure they reflect the full range of questions.
- Questions that have caused particular issues have been removed and replaced with a question of similar difficulty but with a more familiar context.
- Case studies on effective classroom management will be produced and shared with practitioners.
- A P1 Practitioner Improvement Forum will be established. This Forum will look at all aspects of the P1 experience.

All Assessment Stages

- Introduction of the long scale, that will show an individual's progress in literacy and numeracy throughout their school career at the key stages.
- Reports have been enhanced to take account of the new national norms established as part of the norming and equating studies.
- Around 1/3 of questions have been replenished.
- The public facing website will be updated to provide up-to-date information for parents and practitioners on the assessments.
- The SNSA training package has been refined and extended.
- Feedback from children and young people on their experience will be systematically collected at the end of each assessment.
- An annual survey of user feedback will be conducted.

- The accessibility guidance will be further expanded with a range of developments to enhance the experience for learners with ASN.
- Case studies will be shared with practitioners on interpreting the data provided by the SNSA and how this can be used for improvement purposes.

Assessment Summit

An assessment summit will take place in session 2018/19 and will enable SG to work with academics, stakeholders and partners to reflect on the BGE assessment model and the place of SNSA within this.

Conclusion

2. Panel members are invited to consider the content of this paper and offer their views.

Learning Directorate
August 2018

TEACHER PANEL

CHANGES TO HIGHERS

Purpose

1. This paper provides background information on recent and forthcoming changes to both National 5 and Highers. The Teacher Panel is invited to consider the content of this paper and offer views on the forthcoming Higher changes.

Background

2. The changes to National Qualifications via the removal of mandatory unit assessments will free teachers to teach.
3. The changes came into effect for National 5 in academic year 2017/18, and come into effect for Higher in 2018/19.
4. Under the revised arrangements, teachers will not now have to undertake formal unit assessments at, in most cases, three points during the year. This is what teachers and others told us was significantly contributing to unnecessary workload. The change was welcomed by teacher unions when they were announced.
5. The duration of exams has been extended to ensure that content, previously assessed by the units, is being covered appropriately. This was made clear when we announced the changes to the National Qualifications in September 2016. The increases are a reasonable and proportionate measure to compensate for the removal of a much greater level burden of assessment represented by the units.
6. SQA has assured the Scottish Government that teachers have all key information required to deliver Higher courses for the year ahead and updated assessment support materials were being made available between May and September 2018. The SQA has shared information earlier and has proactively engaged with teachers on the nature of these changes.
7. A significant question in respect of this year's results is the extent to which the changes to Higher will play out in attainment terms in 2018/19. If learners are being appropriately presented there should, in theory, be no impact on attainment. The standards at Higher will not change and what was previously assessed in the units will now be assessed through coursework and/or an extended exam by SQA, rather than by centres. However, we have seen lower performance for the new/existing element at National 5 which is now being externally assessed by SQA.
8. The four technology subjects – Computing Science, Graphic Communication, Engineering Science and Design & Manufacture – have similar changes at Higher to those at National 5. Coursework has been redesigned in these subjects

and has moved from being wholly internally assessed to either all of it being marked by SQA or, in the case of Design & Manufacture, a combination of internal and external assessment.

Conclusion

9. The Teacher Panel is invited to consider the content of this paper and offer views on both the forthcoming changes to the Highers and their preparedness.

Learning Directorate
August 2018

TEACHER PANEL

GRADE 'D' AWARDS AND THEIR EFFECT ON SCHOOL STATISTICS

Purpose

1. This paper provides background information on the latest SQA results including details of grade D presentations and awards. Panel members are invited to consider the content of this paper and offer their views.

Background

2. SQA results were published on 7 August 2018.
3. This year we have seen a large growth in the number of D grades at National 5 due to the increase to the range of Grade D that was introduced this year. This decision was taken as part of the changes to the National Qualifications to ensure that those young people who missed out on achieving a pass (A-C) receive appropriate recognition of their achievement at SCQF level 5.
4. The extension of Grade D to a notional 40-49% was agreed in March 2017 by the Assessment and National Qualifications Group, which included teachers, head teachers, and other education experts.
5. There has also been a significant reduction in the number of entries achieving a National 4 as a result of fall-back from National 5 (RPA). This is not a surprise and is in part explained by the increase in the grade range of grade D at National 5; in previous years entries achieving less than 45% would be eligible for a National 4 by fall-back (if they had completed the necessary range of units), whereas this year only entries achieving less than 40% are eligible for this route.
6. The number of 'true' presentations for National 4 has increased by over 3,000. This, combined with the reduced use of RPA, means that proportionately more young people are being proactively presented for National 4 rather than receiving it as a result of not having achieved an award at National 5. This is a positive step forward.
7. These issues highlight the importance of sound presentation policies. As with all aspects of Senior Phase curriculum design, presentation policies have to be local decisions taken by those best-placed to advise learners.
8. However, it is crucial that pupils are presented at the correct level of qualification to meet their educational needs. This also avoids assessment becoming over-bureaucratic for teachers.

Conclusion

9. This illustrates **some** evidence of the system change we were anticipating as a result of the removal of National 5 unit assessments and adherence to the ANQ

guidance around the use of 'exceptional circumstances', but not to the extent we were anticipating. It might be helpful to remind Panel members of the request from Education Scotland to review presentation decisions at a local level.

10. There is continued evidence of inappropriate presentation at National 5, signalled by the number of Grade D awards, and dual presentation at National 4 and 5. Many of these candidates who sat a National 5 did not have a 'near miss' and are unlikely to have had a good learning experience as a consequence of being entered for the wrong level of qualification. Panel members are asked to offer their thoughts.

Learning Directorate
August 2018

TEACHER PANEL

EMPOWERING SCHOOLS

Purpose

1. This paper provides an update on the Scottish Government's development of an empowered school system.

Background

2. In *Education Governance: Next Steps* published in June 2017, the Scottish Government set out our vision to deliver a teacher-led and empowered education system. This included commitments to ensure the decisions which most affect learning and teaching in schools, and therefore the outcomes for children and young people, are made in consultation with them and by those closest to them.
3. We remain committed to empowering our schools to improve outcomes for their children and young people. International evidence shows that empowered schools are more likely to achieve excellence and equity.

Consideration of Stakeholder Views

4. An extensive consultation on how best to empower and support schools was conducted over the period November 2017 to January 2018. The result of this was a clear message from education professionals, local authorities, parents and pupils that they strongly support the principle of empowering schools. However, there remained a concern that new legislation at this time could create an unhelpful distraction, take some time to take effect and be a burden to the sector.
5. It has always been recognised that legislation alone would not drive the changes to culture and practice we need – that takes a balanced combination of culture change, enhanced capacity and a supporting structure. Ministers therefore decided to place legislation on hold whilst pursuing with partners non-legislative approaches to achieving reform.

Collaborative Approach to Achieving Empowerment

6. The Scottish Government and local government partners have worked intensively to reach agreement on implementation of two key elements of the reform agenda:
 - a Joint Agreement on Regional Improvement Collaboratives with regional leadership, collaboration with Education Scotland and initial regional improvement plans now in place and more detailed plans provided in September – all achieved at pace, in partnership and with no legislation; and
 - a landmark agreement which will see the Headteachers' Charter and meaningful school empowerment, collaboration and pupil and parent participation happening across Scotland this year.

7. The agreement on school empowerment was published on 26 June, along with a full draft Education (Scotland) Bill and accompanying documents which could be introduced to Parliament in future if required to ensure the empowerment of schools. However, agreement has been reached that real change can be achieved through greater partnership working and collaboration across the system and there is a shared commitment to giving that approach the best chance to be impactful. Progress towards achieving our ambition for an empowered school system will be reviewed at the end of the 2018/19 school session.

Progress Since Announcement

8. The joint agreement commits the Scottish Government and local government to deliver at pace through non-legislative means:
 - school empowerment through the establishment of a Headteachers' Charter and associated guidance;
 - a local authority self-evaluation framework to review school empowerment; and
 - a strategy for the evaluation of progress towards an empowered school system.
9. Work is already under way to progress the joint agreement through a steering group chaired by the Chief Inspector of Education. The steering group involves the key bodies responsible for delivering the joint agreement (the Scottish Government, COSLA, SOLACE, ADES, Education Scotland) with the addition of the GTCS, the Improvement Service, the Chief Social Work Adviser and a number of practising headteachers.
10. There is a collective commitment to working quickly and collaboratively to provide clarity and support to schools.

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:

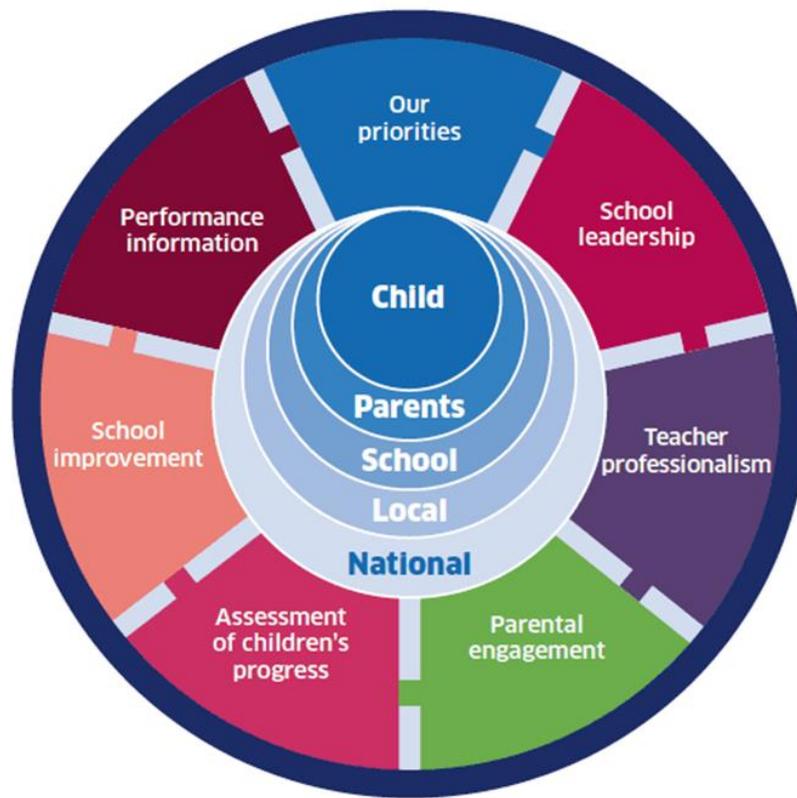
NIF Vision

- 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?