



**CREATING  
A SMARTER  
SCOTLAND  
A DRAFT  
NATIONAL  
IMPROVEMENT  
FRAMEWORK  
FOR SCOTTISH  
EDUCATION**

## The National Improvement Framework



Scotland's children and young people are our greatest asset and investing in their education is essential to achieving their aspirations and our ambitions as a country.

We are taking the right steps to improve Scottish education and we are seeing positive results. The successful implementation of Curriculum for Excellence has been a major step forward and one which has attracted international attention. It gives teachers more flexibility, provides a broader education and sets higher standards for achievement than ever before. It has transformed the quality of children's learning, and their confidence and motivation. Excellent learning and teaching is key to raising attainment and closing the gap in attainment between those in our most and least deprived areas.

As we move to a new phase of Curriculum for Excellence, we have committed to developing and implementing a National Improvement Framework for Scottish education. This will ensure that our education system is continually improving, that all children are equipped with the skills they need to get on in the world, and that we are making progress in closing the gap in attainment. I am delighted to publish the first draft of the Framework today.

To make sure we are providing the support that all our children and young people need, we need to know much more, on a consistent and systematic basis, about the performance of our education system. The National Improvement Framework will allow us to see where we're succeeding and where we need to do more. By doing that, it will help us to raise standards more quickly. At its heart will be a new national standardised assessment for children in primaries 1, 4, 7 and in S3. This assessment will focus on progress in literacy and numeracy. We will also bring greater focus to improvements in the health and wellbeing of young people. This will bring consistency, transparency and robustness to the work currently taking place across the country and will inform teachers' professional judgement of children's progress within Curriculum for Excellence.

In developing a new approach to assessment and reporting, we will learn from our own experience of previous approaches and work with teachers to avoid the disadvantages often associated with rigid systems of testing. The curriculum is now broader and richer than ever before, and we want to ensure that our approach to assessment reinforces that. The most important aspect of the National Improvement Framework is that it will

drive improvements in learning for individual children and that information is gathered for a purpose - to take action where it is needed.

Every child and young person in Scotland should be clear on how they are progressing and what support is in place to help them succeed, and that support should be carefully planned to meet their needs. Every parent will have a clear understanding of how their child is progressing, and the information they need to help them play their key role in their child's education.

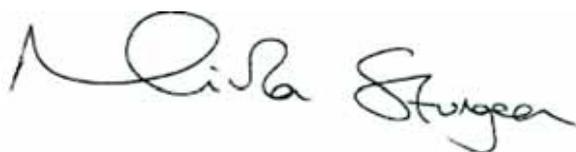
Teachers, schools and local authorities will have a clear understanding of the improvements required at a local level to enable children and young people to succeed. This new system will also help to reduce the burden of assessment, building on best practice and replacing the wide variety of approaches taken by local authorities with a new streamlined, consistent approach.

Support will be provided to schools and local authorities in using the range of data to plan further improvements. We will also provide clear exemplification of how a range of evidence, including the standardised assessment, can be brought together to inform teachers' professional judgement of children's progress.

To give the Framework the appropriate status and to enhance transparency, accountability and consistency we will look to amend the current Education (Scotland) Bill to place the Framework and reporting arrangements on a statutory footing. Our commitment is to report annually, using the information we gather from the Framework. These reports will allow us collectively to assess progress at a national level and also support improvement at local authority or school level where that is necessary. We will consult in the coming months about the publication of data and format of information to ensure everyone has the right access to the information they need to drive improvement.

The introduction of this Framework will bring about a cultural shift in Scottish education. I want to be absolutely clear about what, collectively, we want to deliver for Scotland's children. The combination of the strong foundations laid out by Curriculum for Excellence, the professionalism of our teacher workforce and the strong leadership that exists at a local and national level will put us in a good position to deliver on the huge ambition that I have for Scotland's children and young people.

During the remainder of 2015, we will undertake a series of national and regional engagement events to provide you with an opportunity to hear more, discuss and provide your views on the Framework. I will continue to listen to the views of local government, parents, teachers, children, and other key partners as the National Improvement Framework develops and is implemented.



**Rt Hon Nicola Sturgeon MSP**  
**First Minister of Scotland**

**September 2015**

## Education in Scotland

The central Purpose of this Government is to *create a more successful country with opportunities for all of Scotland to flourish, through increasing sustainable economic growth*. Through Curriculum for Excellence, there are four agreed purposes of education - that our young people are *successful learners, confident individuals, effective contributors and responsible citizens* – and this is also one of our National Outcomes.

We are committed to a fairer Scotland and ensuring that every child is able to develop the knowledge, skills and attributes they will need to flourish in life, learning and work.

There is a strong body of evidence about the key factors of a successful education system at classroom, school, local and national level. The most important factor is the belief that every young person matters and can achieve their full potential.

This matters to us as a nation. Scotland pioneered the idea of universal access to school education in the 17<sup>th</sup> and 18<sup>th</sup> centuries and a commitment to universal education has been part of our identity ever since. Excellence in education will be essential to our success as a nation in the future.

It is important that we recognise the strengths of our education system and the significant changes and improvements which have been made to our school system over the last 10 years. Strong, broad foundations on which we can build:

- We now have a more coherent, flexible and child-focused curriculum which sets higher standards for achievement than ever before with the development and implementation of **Curriculum for Excellence**
- We continue to invest in the quality of our teaching profession including through the implementation of **Teaching Scotland's Future** to ensure we have a professional and highly skilled teaching workforce
- We are improving the breadth of opportunities available to children and young people to experience high quality work-focussed learning and develop their skills for work throughout and beyond their school years through implementation of the **Youth Employment Strategy**
- We are building new schools and improving existing schools through our **Schools for the Future** programme.

In Scotland, children's life chances are often determined by their socio-economic background and by their attainment and achievement in their early years and at school. By improving educational outcomes for all children and young people we can support them to become confident, successful, responsible and effective learners prepared with the knowledge, skills and attributes required to be successful adults. This supports the economic growth of the country, improving lifestyles and opportunities for all. Nationally, it is essential for Scotland's future that we enable every child to achieve his or her potential.

## Our vision

Our vision for education is:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed. The Scottish Attainment Challenge will help to focus our efforts and deliver this ambition.

In doing so, we must:

- Ensure that **schools are at the heart of the communities that they serve**, working in partnership with local government, parents, carers, schools, colleges and the wider community, including employers
- **Improve information on our performance**, to drive further improvements for children and ensure public confidence in the system.

We have a strong foundation for further success. We are ambitious for Scotland and for our children and young people, we will:

- Ensure that every child is ready for school and able to succeed
- Have the right structures in place to deliver the improvements we need
- Help parents and communities to understand and to support children's education
- Continue to refine and adjust our curriculum to ensure that it remains relevant and prepares our children for a rapidly changing world
- Continue to set the highest expectations for our teachers and education leaders throughout their careers
- Identify and address barriers to parental engagement to ensure that all parents can be involved in their child's education.

## What is the National Improvement Framework?

The National Improvement Framework for Scottish education brings together key information to evaluate performance and informs the action taken to improve attainment and wider outcomes for every child in Scotland. It sets out our vision and priorities for Scotland's children, particularly for the most disadvantaged, and the drivers of improvement which support those priorities. It builds on the best practice within Curriculum for Excellence in using a range of data and evidence to report and plan improvements for children.

It will ensure that education in Scotland is continually improving and that all children are being equipped with the skills they need to get on in the world. Most importantly, it will ensure that we are making progress in closing the gap in attainment between those in our most and least deprived areas. The Framework will promote consistency and transparency, support diversity and give room for innovation in schools.

We have based the Framework on the best practice which exists internationally on the use of data and intelligence to improve education at national, local, school and individual child level. Our work has been informed by the OECD research on *Synergies for Better Learning* <http://www.oecd.org/edu/school/synergies-for-better-learning.htm>.

Providing the support that all our children and young people need is at the heart of the Framework. To do that we need to know much more, on a consistent and systematic basis, about the performance of our education system. The National Improvement Framework will allow us to see where we are succeeding and where we need to do more. By doing that, it will help us to raise standards more quickly. At its heart will be a new national standardised assessment for children in primaries 1, 4, 7 and in S3. This assessment will focus on progress in literacy and numeracy. We will also bring greater focus to improvements in the health and wellbeing of children and young people. We intend to start publishing information about children's progress at the different levels of Curriculum for Excellence in primary and lower secondary school – just as we do already for the senior years of secondary school. We will consult on the detail and format of publication to ensure that we are providing it in the appropriate context.

This will bring consistency, transparency and robustness to the work currently taking place across the country and will inform teachers' professional judgement of children's progress within Curriculum for Excellence.

## **What the Framework will mean:**

### **For children:**

- I will have teachers who help me learn and progress and give me the help I need
- I will give my views and thoughts on how well I am doing and what school is like for me
- My teachers will gather information in different ways about what I do at school to let me know how well I am doing
- I will take part in national assessments at P1, P4, P7 and S3.

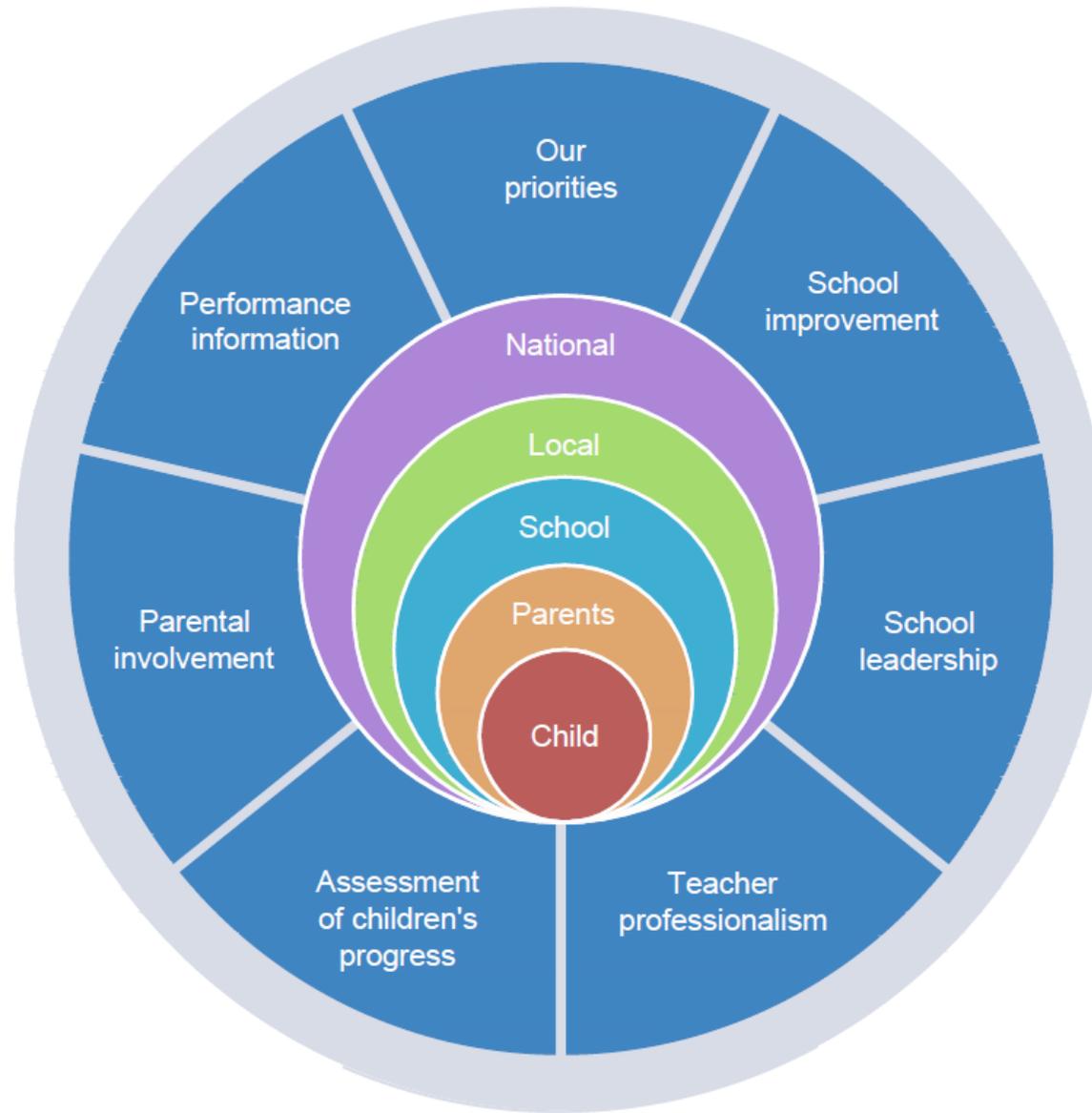
### **For parents:**

- I will have the information I need to help my child progress
- I will have confidence that schools in Scotland are all working to improve reading, writing and numeracy for my child and for every other child
- I will get better information on my child's progress including feedback on national assessments carried out at P1, P4, P7 and S3.

### **For teachers:**

- I will make clear judgements about children's progress, drawing on a range of evidence including the results of national assessment
- I will use this evidence to work with colleagues to lead and drive improvement for individual children and at a local level
- I will have the information I need to support me to close the gap in attainment.

# The National Improvement Framework



## **Our priorities**

The Framework sets out clear priorities. Everyone working in Scottish education should be clear about what they are trying to achieve and focussed on delivering against the priorities. These priorities will cover the reach of Curriculum for Excellence.

The priorities may change over time depending on what the evidence is telling us. Our current key priorities are:

- **Improvement in attainment, specifically in reading, writing 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 sustained school leaver destinations for all young people**

## **Drivers of improvement**

The Framework and our key priorities will be supported by a number of drivers of improvement which are based on the recommendations of the OECD when developing a national framework of this kind. These drivers of improvement will build on much of the positive work already underway in Scottish education.

- School improvement
- School leadership
- Teacher professionalism
- Assessment of children's progress
- Parental involvement
- Performance information

We will take action under each of these areas.

### **School improvement**

- All schools to self-evaluate and report annually on their work to raise attainment, specifically in relation to the priorities of the National Improvement Framework from 2016
- Schools and parents to work together to agree School Improvement Plans which are linked to the National Improvement Framework by 2016/2017
- All education authorities to report annually on raising attainment, specifically in relation to the priorities of the National Improvement Framework from 2016
- This activity to realise a year on year increase in the proportion of schools evaluated as being "good" or "better" at "self-evaluation for self-improvement" and "raising attainment and achievement".

## **School leadership**

- All new headteachers to hold the Standard for Headship by 2018/2019
- The Framework for Educational Leadership to provide learning opportunities in leadership for all teachers no matter their sector, subject or location by August 2017.

## **Teacher professionalism**

- The uptake and offer of quality professional learning at SCQF Level 11 (Masters) for teachers to be increased by August 2017
- Support for teacher professional learning and evaluation of its impact to be strengthened during 2015/16
- New resources and support for teachers to enhance data literacy skills and improve literacy and numeracy by September 2016 – to be used in professional learning opportunities (including in service days), teacher induction and initial teacher education.

## **Assessment of children's progress**

- Support for moderation and professional judgement to be increased by January 2016
- Standardised assessment in reading, writing and numeracy, aspects of which will be piloted in 2016, to be used in all schools from 2017
- Improvements to the range and quality of information for children and parents by 2017.

## **Parental involvement**

- To realise year on year improvement in levels of parental satisfaction measured through annual inspection questionnaires
- As part of this, to realise year on year improvement in positive responses to the following statements:
  - My child's learning is progressing well
  - My child is encouraged to work to the best of their ability
  - The school keeps me well informed about my child's progress.

## **Performance information**

- Annual report to set out overall performance against the key priorities
- Proactive use of data and information to identify areas of good practice and areas of concern
- Good practice disseminated and spread and plans developed to address concerns
- Progress reviewed and support to schools and local authorities implemented in relation to all drivers of improvement.

## Development of the Framework

We recognise that the Framework will represent a substantial change to the way in which we understand Scottish education. For that reason, we will consult on the development of the Framework until the end of November 2015 and will publish the Framework itself in December 2015.

We will also phase in the Framework, developing all of the interconnected elements over time. We have already made considerable progress in several areas identified in the Framework, so we will continue to develop these, accelerating current arrangements.

We have also identified two areas of specific priority for Stage 1 of the work:

- The clear statement of our specific priorities and how we will measure progress towards achieving them.
- The introduction of the standardised assessment for aspects of reading, writing and numeracy for P1, P4, P7 and S3 along with the development of health and wellbeing measures to support the measurement of our priorities. Measurement will also encompass progress towards the achievement of Curriculum for Excellence levels and existing senior phase qualifications results and leaver destinations.

Starting in school year 2017-18, Stage 2 of the Framework will add additional elements – in particular to introduce data on the early years. Over time, the new assessment will replace the Scottish Survey of Literacy and Numeracy. The new assessment will provide better information for teachers, local authorities and nationally about how our children are progressing and highlight where action is required.

The table in the Annex sets out the proposed timetable for development and implementation of the Framework and more detail is provided below. Relevant and appropriate links with Getting it Right for Every Child will also be included.

### Stage 1: 2015-2017

In the first stage we will focus on the school years, and the skills which underpin successful learning in all areas.

#### Setting out our specific priorities

Within the broad general education, achievement of curriculum levels in reading, writing and numeracy are essential features of becoming literate and numerate. These are the aspects we will focus on for collecting attainment data.

The specific priorities for Stage 1 are:

- **Year on year improvement in attainment, specifically in reading, writing and numeracy**
- **Year on year improvement in closing the attainment gap**
- **Year on year improvement in children's health and wellbeing**
- **Year on year improvement in sustained leaver destinations for all young people**

Our ambition is for all children to achieve the very high standards set out within Curriculum for Excellence levels in literacy and numeracy. However, to ensure that all children are equipped with the skills they need to get on in the world, every child should leave primary school with a functional reading age and numeracy skills. We recognise that reading skills and numeracy unlock learning in all other areas and a top priority for all primary schools must be to deploy all available resources and support to ensure that children develop the skills they need for further learning. Children with complex additional support needs should develop literacy and numeracy skills to achieve the targets set within their individual learning plans where appropriate.

### **The role of standardised assessment for the Framework**

Almost all local authorities use standardised assessment – but they use different approaches which makes sharing amongst local authorities and schools to help bring about improvement difficult, and collecting information and analysis at a national level unreliable.

To ensure a greater degree of consistency in the information and data in the Framework the Scottish Government is working with teachers, local government and other partners to commission a new Scottish standardised assessment. This will provide a diagnostic child level assessment, which will help teachers to drive forward improvement by identifying children's strengths and areas for development. This new, streamlined assessment will focus on aspects of reading, writing and numeracy. These are essential elements within Curriculum for Excellence and will support the skills children need to succeed. The new standardised assessment will also aim to reduce the overall burden for teachers and children.

From 2017, teacher judgement will be informed by the new national assessment – this will ensure more consistency and reliability. Aspects of this assessment will be piloted in the 7 local authorities taking part in the Scottish Attainment Challenge during 2016 and used by all local authorities from 2017.

Consideration will be given to the nature and type of assessment, to ensure that it reflects the different age and stage of children. For example:

- **At P1** a short assessment will focus on a range of early reading, writing and numeracy skills. For example, recognising sounds, letters and common words. In numeracy this could include ordering numbers and grouping of 2D shapes and 3D objects.
- **At P4** the assessment will focus on a greater range of reading and writing. For example, using a variety of punctuation and sentence structures to convey meaning and using strategies to spell familiar and unfamiliar words. In numeracy this could include rounding numbers, relative size of fractions and using scales for measurement including time.
- **At P7** more advanced reading and writing skills will be assessed. For example, answering literal, inferential and evaluative questions about a text and using a range of spelling strategies to ensure writing is accurate. In numeracy this could include multiples and factors of numbers and relationship between fractional numbers, decimal fractions and percentages.

- **At S3** the final assessment before young people complete the broad general education and move into the senior phase will focus on advanced literacy and numeracy skills. For example, recognising persuasive techniques and evaluating the reliability and relevance of sources with increasing independence. In numeracy this could include prime numbers, effect of operations on fractional and negative numbers and proportion.

The new standardised assessment will help to support teachers as part of their approach to assessing children's progress. The assessment results should not be considered in isolation – they are only one part of the story of a child's progress in learning. The assessment results will be one of a range of sources of evidence that teachers will consider when judging if a child has achieved a Curriculum for Excellence level in literacy and numeracy. As well as assessment results, this evidence could include, for example, on-going classwork, written work in jotters, observations and presentations. No one source of evidence will override teacher judgements on when children achieve Curriculum for Excellence levels. These judgements will continue to be quality assured through moderation at local and national level.

### **Learning lessons**

We want to learn lessons from previous approaches to gathering and publishing school performance data, as well as from those countries where high-stakes testing is used to judge the effectiveness of schools. Particular attention will be given to identifying and addressing any unintended effects of assessment activity so that the results of the new assessment are used diagnostically and to bring improvements for children.

### **Improvement in attainment – reading, writing and numeracy**

From 2015/16 we will collect data on the achievement of Curriculum for Excellence levels in reading, writing and numeracy based on teacher judgement, supported by a range of assessment evidence available locally. Teacher judgements will be validated locally through moderation between teachers and schools. We will collect the following:

- The percentage of children in P1 who are achieving CfE early level in reading, writing and numeracy
- The percentage of children in P4 who are achieving CfE first level in reading, writing and numeracy
- The percentage of children in P7 who are achieving CfE second level in reading, writing and numeracy
- The percentage of young people in S3 who are achieving CfE third level in reading, writing and numeracy.

Within the senior phase, there are a wide range of qualifications and awards within literacy and numeracy that young people can achieve.

We currently report on these qualifications to local authorities and schools through our Insight benchmarking tool. We will include within the Framework data on:

- The percentage of school leavers achieving SCQF level 4 or better in literacy and in numeracy
- The percentage of school leavers achieving SCQF level 5 or better in literacy and in numeracy.

### **Closing the attainment gap**

Using the data on teacher judgement collected from 2015/16 onwards, where it is possible, we will produce a breakdown of teacher judgement of pupil progress by the Scottish Index of Multiple Deprivation (SIMD) to enable us to report on performance across SIMD.

Specifically we will measure:

- The percentage point gap between pupils in SIMD quintile 1 (pupils in the 20% most deprived areas) and all other pupils (SIMD quintiles 2-5, pupils in the other 80% of areas) in terms of their attainment in each of the P1, P4, P7 and S3 measures
- The percentage of pupils in each SIMD quintile (1-5) achieving the measures.

### **Improvement in health and wellbeing**

A new children and young people's health and wellbeing survey is being planned, with the aim of gathering the first set of data in 2017. In the meantime, data is available on health and wellbeing from a number of sources, including:

- Physical health and health behaviours (including physical activity, eating habits)
- Life satisfaction and wellbeing
- Peer relationships
- Experience of the school environment (including bullying)
- Leisure time (including screen time).

During 2016 we will consult with a wide range of stakeholders as part of the development of the new children and young people's health and wellbeing survey about what constitutes the most appropriate measures of health and wellbeing for children and young people at different ages and stages.

## **Improvement in leaver destinations**

There is a strong link between achievement in school and making a successful transition to post school activities such as Further or Higher Education, training or work. This is already recognised by the Scottish Government as one of its National Performance Framework indicators, reporting the overall rate of positive sustained destinations for young people. The National Improvement Framework will build on this by including a measure of the percentage of school leavers in each SIMD quintile in a sustained positive destination. This will be drawn from the annual publication of school leaver destinations.

## **Stage 2: 2017 onwards**

The Framework will be expanded to include more information covering the full 3-18 age range of Curriculum for Excellence. A particular focus will be the inclusion of measures from the early years. We will also consider how best to incorporate the existing measures of success adopted by the Developing the Young Workforce programme. The inclusion of other curricular areas and priorities will also be considered.

## **How we report on progress**

The National Improvement Framework will ensure that a range of measures and approaches are used to report progress. At school level, there will be a clear link with gathering assessment evidence and reporting against the national priorities. The Framework will provide teachers with the data and evidence to address the particular needs of children in their class, and also headteachers with the data to drive school improvement. Annual School Improvement Plans will explicitly report to the local authority and to parents on the key priorities of the National Improvement Framework.

At local level, the National Improvement Framework will provide local authorities with robust evidence to support their local improvement planning and reporting arrangements. They will be required to report on improvement and progress against the national priorities and produce an annual plan describing further improvement measures. Both the plans and reports will be published and will be available for parents.

Nationally, Scottish Ministers will use the National Improvement Framework to help focus and report to stakeholders on the major priorities and challenges in the education system as a whole. The information gathered will inform policy planning and development so that outcomes for children are improved. It will also provide transparent, robust and comprehensive reporting information for parents and the public on the Framework's priorities.

Planning and reporting on implementation of the Framework at school, local authority and national level will become a legal requirement, introduced through the Education (Scotland) Bill. This change will provide parents and communities with assurance that statutory arrangements are in place for scrutinising improvement activity across the education system.

Interim reports, using available information, will be published at the end of 2015 and at the end of 2016. The first full Framework report based on the new approach will be published at the end of 2017.

## **Roles and responsibilities**

There is universal commitment to delivering high quality outcomes for children and young people. This is a shared responsibility and we all have a part to play. As part of the Framework, it is important to set out specific roles and responsibilities. These are set out below:

### **Teachers will:**

- Meet individual children's needs and ensure that they achieve the highest possible standards
- Continue to plan a broad, rich learning experience for all children, building on the successes and improvements achieved as a result of Curriculum for Excellence
- Prioritise professional learning time to focus on achieving the key priorities at classroom and school level
- Use a range of assessment evidence, including the new assessment to make robust judgements about children's progress and achievement of curriculum levels and report these clearly to parents.

### **Headteachers will:**

- Provide leadership to their staff in driving up standards and improving attainment through the highest quality of teaching and learning
- Ensure that all children achieve the highest standards across the curriculum, with a particular focus on reading, writing and numeracy
- Use the information gathered from a range of assessment evidence including the new assessment to guide improvement planning and self-evaluation
- Monitor, evaluate and improve educational performance continually at individual and class level.

### **Parents will:**

- Support their child's education both at home and at school
- Work with their school to support and develop their child's aspirations
- Work with their child's school and teachers to help them achieve their full potential
- Get involved in their child's education and in their school in a way which is relevant to their circumstances, interests, background and needs.

### **Local authorities will:**

- Work in partnership with the Scottish Government to support the development and implementation of the National Improvement Framework
- Support and challenge schools to help all children to succeed and achieve the highest possible standards
- Support teachers to access high quality professional learning opportunities
- Make forensic use of school performance information to target support and intervention, fulfilling their statutory duties
- Provide strong leadership and direction to schools and teachers to continually improve children's attainment
- Ensure that the priorities are translated into local improvement plans.

**Scottish Government will:**

- Work with key partners to develop and implement the Framework
- Use the evidence generated by the Framework to inform policy development and plan improvement for children
- Report on performance using a range of measures and information from the Framework
- Review progress, and the priorities, measures and interventions
- Take action where improvement is needed
- Support teachers and school leaders in using the data and evidence from the Framework to drive improvement
- Make information accessible and useful for parents to help them support their child and their school.

**Education Scotland will:**

- Use the key priorities to direct the support provided at national and local level
- Increase support for moderation and exemplify the achievement of Curriculum for Excellence levels
- Provide rapid intervention to support improvement in schools where weaknesses are identified
- Develop a new national improvement hub to coordinate all the support and resources to help teachers to raise attainment and improve performance.

**Partner organisations:**

- Universities will focus on the key priorities when refreshing courses of initial teacher education, for example by significantly increasing content on literacy and numeracy, and including data literacy
- The General Teaching Council for Scotland will ensure that the priorities are reflected in courses and programmes when accrediting initial teacher education and professional update
- Directors of Education within local authorities will lead the implementation of the Framework at local level, which will help to realise their 2020 vision
- COSLA, the Scottish Local Government Partnership, and the Improvement Service will work with all partners in supporting the implementation of the Framework
- National Parent Forum of Scotland will work with Education Scotland to prepare materials explaining the new Framework to parents and support parents with the interpretation of a range of performance data
- Teacher professional associations will support communication and work with the Scottish Government on the Framework to ensure that approaches to assessment are manageable
- Other partner organisations will consider how they can provide support and contribute to the Framework.

## Next steps

This Framework will result in a significant shift in how we understand Scottish education.

There is much work to do to develop and implement the Framework in the coming months and years. Our collective skills, knowledge and expertise mean that we are in a strong position to deliver on this work. We are confident that there is sufficient commitment from all stakeholders to develop and implement a Framework that will drive improvement and achieve better outcomes for our children and young people.

A series of events will be taking place during the remainder of 2015 which will provide an opportunity to discuss and debate the Framework and participate in development activity. We will be publishing information about these events in the coming weeks.

In the meantime, if you would like to find out more about the Framework please contact:

[nationalimprovementframework@gov.scot](mailto:nationalimprovementframework@gov.scot)

or call:

0131 244 7016

## ANNEX

### Stage 1: School years – reading, writing, numeracy and health and wellbeing

2015	1 September	Programme for Government/ Launch draft National Improvement Framework
	Sep-Dec	Procure new assessment
	Sep-Nov	Consultation on the draft Framework
	December	National Improvement Framework published
	December	2015 interim Framework report based on existing data and including Curriculum for Excellence levels from local authorities
2016	Jan-Dec	Support for schools and local authorities in relation to all the drivers of improvement
	Jan-June	Consider findings of 2015 Framework report and identify national and local priorities for improvement
	May-June	Collection of teacher professional judgement for P1, P4, P7 and S3
	June-Oct	Test and pilot new assessment in the 7 Challenge Areas
	Sep-Dec	Pilot new health and wellbeing survey in 3 local authorities
	By December	2016 interim Framework report – including national teacher judgement data and information from pilot areas
2017	Jan-June	Consider findings of 2016 Framework report and identify national and local priorities for improvement
	May-June	Collection of teacher professional judgement, supported by standardised assessment
	May-June	Launch new assessment for all schools
	Sep-Dec	Launch new health and wellbeing survey for all schools
	By December	2017 Annual Framework report – including data from new assessment
	By December	Reporting duties under Education (Scotland) Bill come into effect

### Stage 2: Wider aspects of the Framework will be developed

2017	Oct-Dec	Inclusion of data on Child Health 27-30 month review
2017	Oct-Dec	Inclusion of data on other priorities and other priority areas identified
2017	Oct-Dec	Inclusion of data on expected developmental milestones at the time the child starts primary school
2019	Oct-Dec	Inclusion of data on pre-school development assessment



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