

# Using data to support improvement in the Broad General Education

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# Aims

- Reflect on how we are currently using data to support improvement in the BGE.
- Identify where the gaps and opportunities are in use of data.
- Provoke discussion to share good practice and identify common challenges.
- Identify areas where collaboration can provide effective support in improving the BGE.

# Format of session

- Presentation
- SLIDO questions
- Open Space Technology (coffee break)

# Data in the BGE

Improving Attainment	Achievement of a CfE Level Return
	Continuous assessment of pupil progress
	SNSA
	BGE Benchmarking Tool
Closing the Gap	Deprivation indicators (e.g. SIMD, FME, CG)
	Factors that impact pupil attainment & engagement (e.g. LAC, EAL, young carers)
	Impact of PEF/ SAC interventions
Improving Health and Wellbeing	Attendance & Exclusions
	Additional Support Needs
	Physical activity levels (Healthy Living Survey)
	Health and Wellbeing Census
	Parental Involvement and Engagement Census

# How are we using the data that we have?

## Using data as a driver for improvement

- Need to understand both what success and failures have been, but also why these results have occurred.
- Works best with a mix of qualitative and quantitative data.
- Part of a continuous process. Data is used to determine next steps
- Data can be shared and used effectively by others.

## Using data as means of determining performance.

- Focus is on the end result rather than the whole narrative around it.
- More likely to be quantitative.
- Represents the end point of a process.
- Data is only recorded for the purpose of reporting
- Data does not provide enough information to share effectively.

## So what? Early Level Example

### Achievement of Early Level

Picture is looking fairly positive in Renfrewshire

### BUT:

Negative gap when looking at poverty data:

19% in literacy between quintiles 1 and 5

16% in numeracy between quintiles 1 and 5

Inconsistency in teacher judgement

- School X

Writing		
2016	2017	2018
29%	73%	65%

- School Y

Reading		
2016	2017	2018
71%	83%	62%

# Actions

**Early Level Transitions**

**Tracking Children's Potential**

**Core Monitoring**

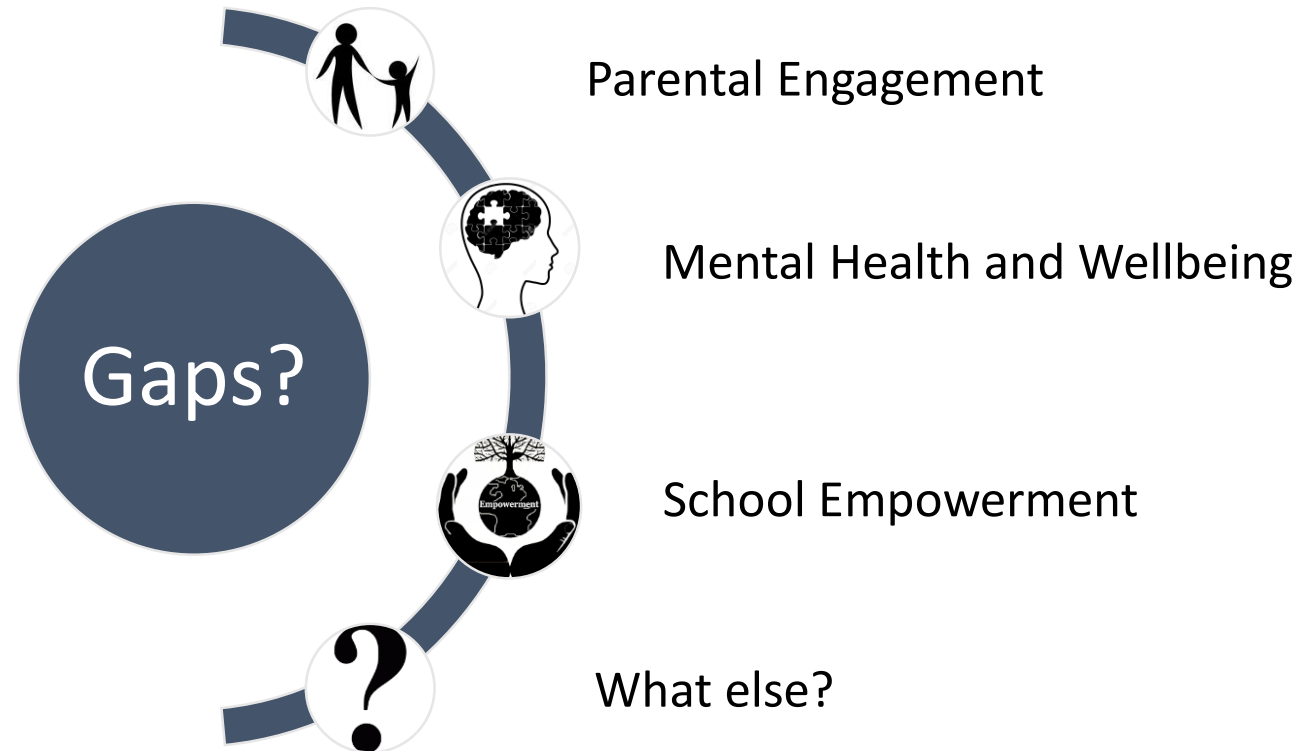
Transition teachers help  
 you to move on smoothly  
 rather than taking a big  
 massive leap.



## Leuven Scale of Involvement and Well-being.



With the data available to us in schools and local authorities, we are in an unprecedented position of being able to effectively measure the impact of our actions and identify areas for improvement, or are we?





# SLIDO

- Sign in to [www.sli.do](https://www.sli.do) – enter event code: #D467

# What's Next?

With the scale of the data available to us, it is clear that we have to use it efficiently and effectively to harness its potential in improving the BGE and outcomes for young people.

How do we achieve this moving forward, where are our gaps and where are our opportunities for growth in the use of data?

# Open Space Technology

- Thinking about where you are with effective use of BGE data, what you have heard today and any thoughts arising from the SLIDO questions:
- Write a question which you would like answered, which provokes further discussion, or creates an opportunity to share good practice
- Use post it notes on tables (write your **full name** at the bottom)
- After coffee - 4 rounds of 4/5 questions – those who have asked the questions will facilitate the discussions
- Each round, delegates choose which discussion to take part in