



curriculum for excellence building the curriculum 5 a framework for assessment: recognising achievement, profiling and reporting

- > SUCCESSFUL LEARNERS
- > CONFIDENT INDIVIDUALS
- > RESPONSIBLE CITIZENS
- > EFFECTIVE CONTRIBUTORS

curriculum for excellence
building the curriculum 5
a framework for assessment:
recognising achievement, profiling
and reporting

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Supplementary Information

In January 2010 *Building the Curriculum 5: a framework for assessment* (BtC5) was published. BtC5 included a commitment to provide further guidance on recognising achievement, profiles and reporting to parents. This document provides that further guidance. Guidance on reporting was published on-line on 30 June 2010. The guidance on reporting is included here to make clear the close links between recognising achievement, profiles and reporting.

This document is for all partners who are involved in promoting effective learning for children and young people from 3 to 18, in whatever setting. This includes all those involved in planning, supporting, designing and providing learning opportunities including:

- > practitioners in a wide range of services: early years, primary, secondary and special schools, colleges, voluntary organisations, private training providers, youth workers and other specialist learning providers, including those in secure and residential settings
- > professionals in other children's services (health, social work, police), community learning and development partnerships, and wider community planning partnerships
- > local authorities, employers and Skills Development Scotland
- > young people, their parents, carers and families.



Key Messages

Recognising achievement, profiling and reporting are all integral elements of *Curriculum for Excellence*. This guidance provides advice on developing common approaches to these which relate closely to the processes of learning and teaching. The key messages are:

1. Reflection and dialogue, in which learners participate throughout all phases of their education 3 to 18, are central to practice in recognising achievement, profiling and reporting.
2. There are clear links between personal learning planning and the processes of recognising achievement, profiling and reporting.
3. Schools¹, other establishments and partners will build on their effective practice in promoting and celebrating achievement and in providing a wide range of opportunities for children and young people to progress and achieve.
4. The production of a profile will draw on regular ongoing discussions between learners and staff to sum up and record learners' progress and achievement. This will be a continuous process for all learners from 3 to 18.
5. Profiles will be produced at the key transition points of P7 and S3 and at other points as decided by learners, schools or education authorities.
6. It is for education authorities and schools to agree the ways in which school management and pupil support systems and structures will carry out the responsibilities of each school for ensuring recognition of achievement, for producing profiles and for reporting. The format of profiles and written reports will be decided by education authorities and schools.
7. Parents will continue to receive regular information about their children's strengths, progress and achievements. Teachers will report to parents on their child's achievement² in terms of levels and through using brief qualitative comments to reflect 'how much' and 'how well' their child has achieved.

¹ Throughout this document, the term 'school' is taken to include pre-school centres, residential and day special schools (including secure provision) and primary and secondary schools.

² Throughout this document, the term 'achievement' is used to include attainment, as defined in *Building the Curriculum 5: a framework for assessment*.



Recognising Achievement, Profiling and Reporting

Recognising achievement, profiling and reporting are closely linked and all involve reflecting on, assessing, describing and recording each learner's progress and achievements. Although recognising achievement, profiling and reporting each have particular emphases, much of the information and many of the processes related to them will be the same.

To meet the principles of *Curriculum for Excellence*, education authorities, schools and learners will undertake a range of activities and processes to support recognising achievement, profiling and reporting. Many of these practices are already well established in schools and other education establishments.

The key features of recognising achievement, profiling and profiles and reporting within *Curriculum for Excellence* are:

Recognising achievement – All children and young people are entitled to have the full range of their achievements recognised, and to be supported in reflecting and building on their learning and achievements. Schools and other establishments will provide opportunities for learners to achieve and encourage them to participate.

Profiling and profiles – A profile of a learner's best achievements will be produced at P7 and S3. Profiles may be produced at other points to meet the needs of a learner, as decided by the learner, school or education authority. There will be an on-going process of dialogue and reflection for all learners from 3 to 18. The information drawn together through this process will enable profiles to be produced whenever required to inform the next stages of learning.

Reporting – Parents will continue to receive regular information about their children's strengths, progress and achievements. They should be informed about any gaps in their children's progress, about next steps in learning, about any specific support needs and about ways that they can help support learning.



Principles underpinning recognising achievement, profiling and reporting

Because recognising achievement, profiling and reporting are closely linked there are a number of principles which apply across them all and which should inform practice.

The following principles for recognising achievement, profiling and reporting are based on the values which underpin *Curriculum for Excellence*, on research and on current practice.

Recognising achievement, profiling and reporting:

1. relate to the full range of achievement in learning
2. are appropriate to the learner's age, stage, individual needs and interests, and support further learning
3. are fair, inclusive and manageable
4. promote learner ownership through reflection by learners and dialogue with learners as central features
5. focus on the progress which the child or young person has made and take account of the breadth, challenge and application of learning
6. recognise that children and young people learn and progress in different ways and at different rates
7. are useful to learners and to those within and outwith the school system.

Planning recognising achievement, profiling and reporting

It is for education authorities, schools and other education establishments to decide how recognising achievement, profiling and reporting will be undertaken in their schools and authorities, taking this guidance and other relevant advice into account. They will plan how best to support children and young people through these processes, drawing on existing systems for supporting pupils.

Education authorities and schools should plan to provide opportunities for learners to achieve. There is a wide range of partners who can provide opportunities for children and young people, including Skills Development Scotland, community learning and development, youth work, colleges and the voluntary sector. Partners should be involved in planning processes so that they develop their understanding of their contribution to the young person's learning within *Curriculum for Excellence* and should contribute to recording progress and achievements.

Manageability

Approaches to recognising achievement, profiling and reporting should be manageable for all involved – children and young people, parents, teachers and other staff, partners and others who use this information.



Getting it Right for Every Child (GIRFEC)

Getting it Right for Every Child (GIRFEC) is a national programme that aims to improve outcomes for all children and young people in Scotland. It seeks to do this by providing a framework for all services and agencies working with children and families to deliver a co-ordinated approach which is appropriate, proportionate and timely. Recognising achievement and profiling are consistent with the overall GIRFEC approach. The achievements and progress of children and young people should be considered within the context of their wider experience. The processes of recognising achievement and profiling and the processes involved in the GIRFEC practice model are mutually supportive. In particular the development of the child's or young person's plan using the wellbeing indicators and My World Triangle can be informed by the discussions and reflection which underpin recognition of achievement and profiling. A link to further information on GIRFEC can be found in the Annex.

Information on learners' achievements

Schools and other education establishments hold a range of information about the progress and achievements of learners, including class assessment records, tracking records, attainment data and information on support for learning. Learners themselves will hold additional information which they should be supported to recognise and contribute to the information held by the establishment.

This store of information will be drawn on in recognising achievement, the development of a profile and reporting to parents. In many cases information may be used for different purposes. This is illustrated in Figure 1 on Page 7.

Information on transition

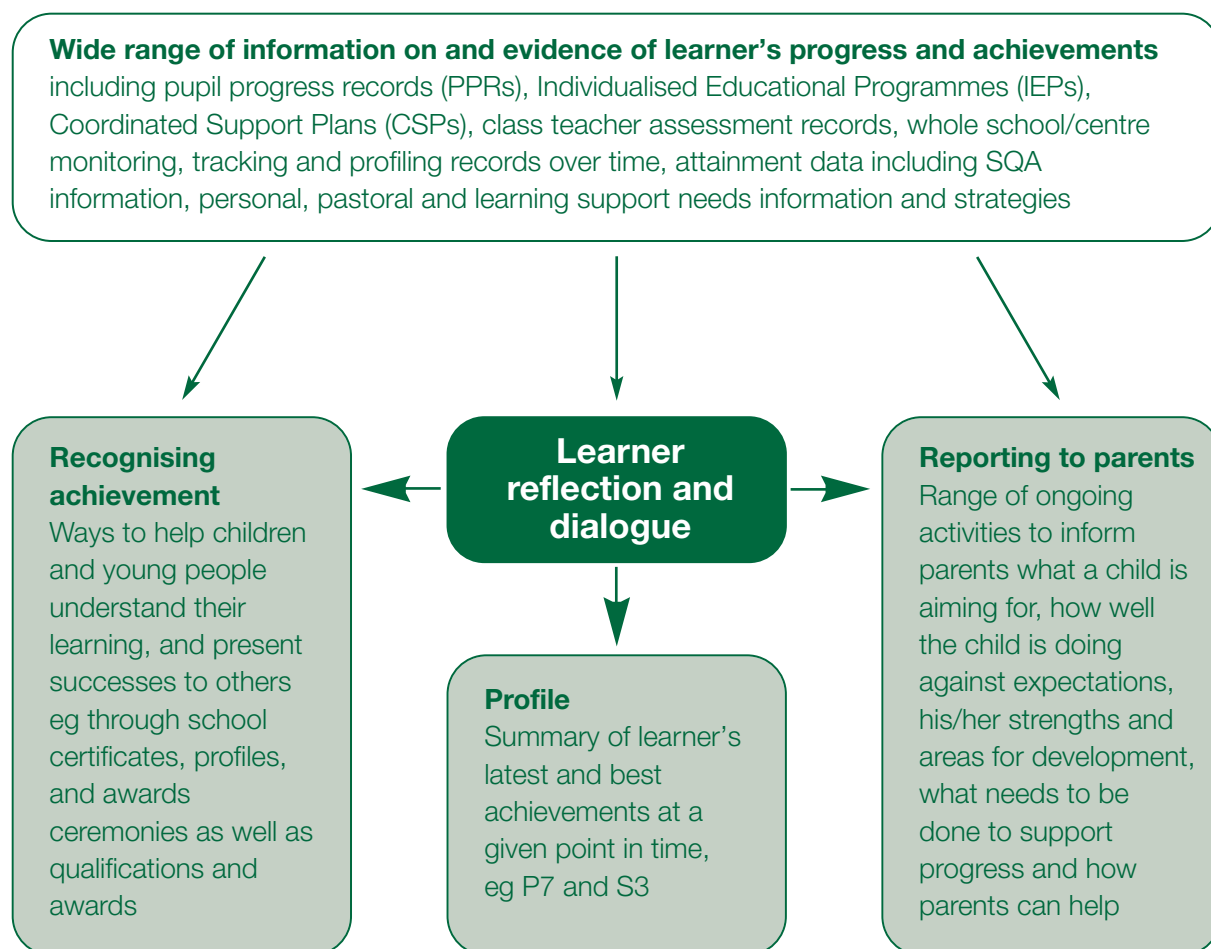
Learners experience transitions when they change classes, change schools or move from one sector to another, for example from pre-school to primary school. Some learners also experience transitions when their learning takes place in different contexts, for example partly in college and partly in school.

It is essential to ensure continuity and progression in learning at all points of transition. This requires the transfer of clear information about each child's or young person's progress, achievements and support needs. Information will relate to learning across the curriculum and include details of personal achievements and the knowledge and skills gained through these.

Education authorities and schools will continue to have flexibility to develop their own systems and structures for transfer arrangements, including agreeing the contribution of profiles to these processes.



Figure 1



The ongoing processes of learner reflection and dialogue will be informed by the range of information related to each child's or young person's learning which is maintained in the school. These processes and this information can be used for different purposes at different points throughout a year and throughout a learner's education.

Recognising Achievement

Why recognise achievement?

Recognising achievement is an integral part of *Curriculum for Excellence*. Gaining recognition for a range of achievement and for the skills for learning, skills for life and skills for work that are developed through this achievement, benefits all children and young people. The reasons for recognising learners' achievements include:

- > to increase self-esteem, improve motivation and keep young people engaged in learning
- > to encourage young people to reflect on their learning – where they are and where they want to go – and help them to articulate the skills gained, in discussion with other learning partners and in interviews with potential employers, colleges or higher education
- > to help deliver the aims, values and purposes of *Curriculum for Excellence* – in which planning opportunities for achievement is an integral part of the curriculum.

What do we mean by recognising achievement?

Achievement is defined in *Building the Curriculum 5* as relating to progress in all aspects of each child's or young person's planned learning. Achievement covers learning within curriculum areas and interdisciplinary learning, including recognition through qualifications, but it is much wider than that. It includes achievement in other areas within the life of the school and outside the school – sometimes referred to as wider achievement.

Achievement beyond formally assessed learning in the classroom can take a range of forms. For example:

- > some young people will achieve through formally recognised awards or programmes, such as the Duke of Edinburgh's Award, which provide opportunities for young people to develop their potential³
- > some young people will achieve through arrangements which do not lead to an accredited award but which are formally organised, for example while undertaking voluntary work or while undertaking leadership roles in the school
- > some young people will develop skills and capabilities through achievements in the school, home or wider community – for example, through participation in sport, the arts or activities in the community or through being placed in positions of responsibility, such as young carers.

These types of achievement are not exclusive and learners will achieve in a range of ways and in a variety of contexts.

Staff⁴ play a key role in encouraging learners to recognise, value and build on the learning they have achieved through activities outside the school, while mindful of the rights of learners to privacy. Children and young people of all ages have the right to determine which aspects of their personal life should not be included in the processes of recognising achievement and profiling in school.

³ *Amazing Things 2* provides information on the wide range of youth awards available in Scotland.

⁴ The term 'staff' or 'teacher' in this document is used to refer to all staff involved in recognising achievement, profiling and reporting and includes pre-school practitioners, college lecturers, Community Learning and Development (CLD) staff and other relevant practitioners.

There are a number of ways in which schools support young people and recognise and build on their achievements. These include:

- > putting in place ways of formally recognising the achievements of their children and young people: most schools and education establishments have a range of ways in which they do this, such as school certificates, awards ceremonies and achievement boards
- > providing opportunities for children and young people to achieve: schools and other education establishments provide a range of opportunities for children and young people to participate in challenging activities.

Most importantly, schools and teachers will support children and young people in the processes of identifying and recognising their achievement, reflecting on their learning and progress and helping them plan the next steps in their learning.

Some children and young people, for a variety of reasons, may have limited opportunities to participate in enriching activities out of school. Staff should make young people aware of the opportunities that exist in schools and through partner agencies, such as youth work or community learning and development, help them to understand the benefits of taking part and encourage them to participate.

Examples of practice: recognising achievement

Using awards programmes for accreditation

Schools are working with other learning providers to positively promote achievement for all using a wide range of awards programmes. Many of these can be used to celebrate and recognise young people's existing interests and achievements. The delivery of accredited learning opportunities is very flexible and can be designed to match individual young people's needs and abilities. Young people set their own goals and progression is very clear in most programmes, for example the bronze to platinum levels in Youth Achievement Awards. Many describe being taken out of their comfort zones through the challenging range of activities on offer. Young people develop planning and organisational skills through their active involvement in designing activities and programmes. The John Muir Award encourages problem solving and teamwork and can positively develop young people's interest in the outdoors. The flexibility of the Duke of Edinburgh's Award enables young people to gain individual modules or full awards and helps to build capacity in local communities by encouraging volunteering.

Extended outreach in secondary supporting young people at risk of missing out

S1 learners who were identified during the transition programme as being at risk of missing out are encouraged to attend an after school and lunchtime project involving their parents. Within a twelve week programme, staff work with young people to set small obtainable goals to build on their current skills and confidence. Almost all young people who participate in this project get excited about learning. Teaching staff work with young people to ensure that this enthusiasm is transferred into other aspects of learning. Parents are encouraged to follow up on what is learned and discussed during the project, at home and with teaching staff. Through this experience, young people are developing a greater understanding of their learning.



Using e-portfolios to record achievement

Staff in an associated schools group are developing e-portfolios to record achievement across a range of contexts. The portfolio includes personal targets and goals, is updated regularly and is used in conversations between the learner and various staff to discuss progression. Learners add their own pages to reflect and showcase their learning, using photographs of completed work and other relevant evidence. The e-portfolio also contains a selection of relevant resources made available as web links and learners can add further links to their site. The e-portfolio is supported by tutorial time set aside for learner groups. Learners are able to forward the e-portfolio link to potential employers and other learning providers. Learners are developing greater understanding of their learning, and gaining self confidence. They are also developing their skills in reflection and evaluation as well as self management and taking responsibility for their learning.

Profiling and Profiles

The purposes of profiles are to:

- > provide learners with a reflective summary statement of achievement
- > publicly recognise progress in learning and achievement
- > challenge, motivate and support all children and young people to achieve their best
- > build learners' skills and capabilities to reflect on their learning
- > support and inform transition.

Profiles draw together a range of information about a child's or young person's learning. This will be held within a variety of school records and systems which teachers regularly use. Much of this information will be provided through the processes of regular in-class assessment. Where appropriate whole school tracking and monitoring systems, pastoral care records or records kept in terms of additional support legislation will also support these processes.

This information informs the processes of reflection and dialogue which support each learner's education from 3 to 18. Much of the dialogue between staff and learners will be informal and take place as part of learning and teaching. At times staff will wish to hold more formal discussions with a learner or group of learners and to record the outcomes of this. The nature of discussions will vary at different times of the year and according to the age and circumstances of the learner. The quality and on-going nature of the discussions will be critical in securing effective engagement with learners and successful outcomes.

Systems to support profiling and profiles

Education authorities, schools and other establishments should ensure that the production of profiles is manageable for all involved, whatever format of profile is adopted. Wherever possible, young people and other partners should contribute to the design of the profiling system used.

There are a number of electronic systems available, for example e-portfolios and electronic Management Information Systems (MIS), which can support the processes of recognising achievement, profiling and reporting and make recording and using that information manageable. It is important that any systems used meet the needs of learners, teachers and other users.



Profiles

A profile is a snapshot of a child or young person's best achievements at a given point in time. It is one of the ways in which a learner's achievements can be recognised. Profiles should be produced at the key points of transition in learning of P7 and S3. Producing a profile at P7 emphasises children's achievements as they move from primary school into secondary school. Young people will complete a profile at the end of S3 at the point which they move from a broad general education into learning pathways within the senior phase.

Profiles may be produced at other significant points in a learner's education, as decided by the learner, school and education authority. For example, an education authority could decide that a profile will be valuable at the transition point between pre-school and P1 in order to contribute to the early assessment of each child's stage of learning and development; or a young person in the senior phase could choose, with the involvement of staff, to produce an updated profile to use in applications for work or college.

The structure of a profile should be simple but include:

- > information on progress and achievement across all curriculum areas, as appropriate to the stage of learning and development: this will refer to the learner's best achievements in relation to the experiences and outcomes at the curriculum level which the learner has achieved
- > information on progress and achievement in literacy and numeracy, and in health and wellbeing
- > a learner's statement: the learner, with appropriate support, will include a statement outlining his/her latest and best achievements, in or out of school
- > as appropriate, a record of qualifications and awards: this may include SQA qualifications and any other qualifications and awards⁵.

The format of a profile will be decided by education authorities and schools and may vary according to the age or circumstances of learners. Education authorities may wish to draw up guidance for schools to ensure that approaches to profiling and the production of profiles are manageable for staff and learners.

Children's and young people's progress and achievements in literacy and numeracy will be assessed at all stages of their broad general education. This will be reflected in the inclusion of robust information on literacy and numeracy in profiles, including those produced in P7 and S3. The Literacy Action Plan sets out the Scottish Government's strategy for raising standards of literacy for all.

Profiles are primarily aimed at learners and their parents and will provide a clear statement of progress and achievement at a particular point in time. Particularly for learners in the senior phase, profiles may also be used to validate achievements in their broad general education to others, such as potential employers or colleges.

⁵ Such as ASDAN, Youth Achievement Awards, Associated Board of Music and SQA Personal Development Awards

The difference between a profile and a report

The difference between a profile and a report is that a profile is a positive record of achievement to date. A profile will include a learner's statement of their selected record of achievement. A profile emphasises strengths and does not identify detailed points for development. Information on areas for development and next steps in learning should be covered in reporting to parents.

Examples of practice: profiling and profiles

Role of the key adult

Being well known is a key aspect of a child's or young person's entitlement to support and is central to personalisation of learning. The role of a key adult is being developed in some schools to provide this. The concept of the key worker is well embedded in early years settings; in primary schools the class teacher is normally the key adult who knows children very well.

In secondary schools the young person can meet with a key adult to discuss progress and set goals. A key adult would have available all of the information which already exists within the school relating to the young person's progress and achievement. Discussion helps the young person to pull together all of the feedback he or she receives in the routine of learning. This might include, for example, comments in jotters, homework diary, formative comments on folio pieces and end of unit assessments. The young person's discussion with the key adult helps to synthesise issues from across their learning and focus on next steps in learning and achievement.

Where a young person has significant additional support needs or the involvement of other agencies, the role of the key adult will need to be determined in the context of legal requirements or policy requirements, such as those of GIRFEC.

Providing support by mentors

A secondary school is developing approaches to ensure that each young person receives his or her entitlement to support. All teachers in the school act as mentors to a small group of young people. They meet with them regularly to discuss progress across all of their subjects and review agreed targets. Mentors receive regular reports from subject teachers and other learning providers. The school has a well-developed system to monitor and track young people's achievements. Mentors encourage all young people to develop their skills across a range of contexts, including culture, sport and leisure, health, environment, enterprise and citizenship. Young people receive praise and effort awards for the range of their achievements.

Linking engagement to individual learning needs

Staff in a primary school are using their networks and knowledge of other local learning opportunities to encourage children to progress. Children who find it difficult to engage in group discussions are encouraged to take part in lunchtime activities and local sports groups to develop their teamwork skills. Staff across agencies regularly reflect together on their engagement with learners and share practical ideas on the approaches that work well in engaging individual learners. Learners are encouraged to take responsibility for understanding their own learning styles and ensuring their needs are understood and met. Staff and learners regularly discuss progress and staff ensure that discussion is focused on how skills can be successfully used in other settings.



Reporting to Parents

The purposes of reporting to parents

Building the Curriculum 5: A framework for assessment outlines the key purposes and features of reporting within *Curriculum for Excellence*. The focus of reporting is to support and improve learning, recognising the individual needs of each learner:

“Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about children’s and young people’s learning and progress, looking back on what has been achieved against standards and expectations. Secondly, it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning.”

Reporting allows information to be shared and exchanged among children and young people, parents and staff. At the centre of reporting are informed discussions between teachers and parents on their child’s learning. Reporting focuses on what information is needed to ensure that parents know what their child has achieved and how well he/she is doing against expectations. It provides a summary of what the learner has aimed for; describes progress in terms of what the learner has achieved so far; and sets out for the learner, parents and staff what needs to be done to ensure continued progress and improved standards of achievement.

Reporting makes the child’s or young person’s individual learning and achievement explicit to all and helps engage parents actively in their child’s learning. It encourages active parental involvement as well as providing information and feedback to them on their child’s progress and achievements.

A national framework for reporting with local flexibility

Schools, education authorities and other establishments will have flexibility within clear national expectations to determine the ways in which reporting shares children’s and young people’s progress, achievements and needs. As is current practice, the formats of written reports will be decided locally.

Reporting comprises a range of activities including written reports, children presenting their learning to parents, parents’ consultation meetings and on-going oral discussions. Staff should ensure that learners are involved in reporting activities in order to promote learners’ ownership of their learning.

These ongoing reporting activities are closely linked to learners’ reflection and dialogue about progress. Such reflection and dialogue are also integral to the process of profiling the achievements of children and young people.

Building the Curriculum 5 describes the national expectations within which education authorities and schools will determine their own policy and practice.

To inform parents and help them understand how they can support their child’s learning, reporting will provide information on their child’s progress and achievements in their broad general education:

- > progress in the curriculum areas: languages and literacy, mathematics and numeracy, health and wellbeing, expressive arts, religious and moral education, the sciences, social studies and technologies; progress will be described in brief qualitative statements noting particular strengths, areas for development and achievements in challenging aspects and in the application of learning



- > achievement of a curriculum level, either in a part of a curriculum area such as reading, or in a whole curriculum area
- > achievement in different contexts and settings, including across curriculum areas, the life and ethos of the school and learning outwith the school, including in the wider community
- > areas for development and next steps in learning
- > the nature of support being put in place to ensure each child or young person receives his/her entitlement to appropriate support and challenge to ensure he/she makes appropriate progress
- > any gaps in their child's progress and ways parents can help.

Reporting in the senior phase will reflect every learner's entitlement to opportunities to obtain qualifications as well as to continue to develop the four capacities. Involvement in the processes of reporting also encourages young people to reflect on their learning and helps them to articulate their achievements and skills in discussion with other learning partners, including careers guidance practitioners, and in interviews with potential employers, colleges or higher education.

Reporting should also:

- > accentuate the positive, be constructive, be fair and minimise the use of jargon
- > ensure that the description of learning provides a clear, concise and recognisable picture of the individual learner
- > provide information on a learner's attributes and capabilities including attitude to learning and motivation
- > provide opportunities for the learner to contribute, including to comment on written reports, when possible
- > provide opportunities for parents to give their views on their child's progress, including through their responses to written reports.

Reporting to parents: putting the principles into practice

Periodically, staff will work together with learners to draw on a range of evidence to summarise learning and progress for reporting to parents and others. Learners should be encouraged and supported to contribute to decisions on what evidence is to be drawn upon, irrespective of where learning takes place. This will involve reflection and dialogue about learning.

Those health and wellbeing experiences and outcomes which are specifically designed to help children and young people make informed decisions provide a useful focus for such conversations about learning. The processes by which learners contribute to reporting promote learner ownership without constraining the professional judgement of teachers to report on a learner's progress.

Revised approaches to reporting will build on current practice and will develop as *Curriculum for Excellence* is progressively implemented. Reporting which is proportionate to the needs of learners and parents must also be manageable for teachers. Within *Curriculum for Excellence* this should require a similar investment of teacher time and school resources to that of effective current systems.



Education authorities, schools and partners should further develop their effective approaches to reporting. All those who provide and support learning should have an opportunity to contribute to reporting on a learner's progress and achievements.

As within current effective practice which places high priority on language and mathematics, reporting within *Curriculum for Excellence* gives high priority to literacy and numeracy within the learner's entitlement to a broad general education until the end of S3. Education authorities and schools will develop mechanisms for reporting on literacy, numeracy and health and wellbeing which draw on a range of available relevant information. It is not necessary or practicable that every secondary teacher report individually on these. However, as teachers develop their practice in relation to the experiences and outcomes which are the responsibility of all they may find it appropriate to comment.

It will not be necessary or possible to summarise every aspect of learning and progress in every written report. In particular, staff and schools will not be expected to provide comments on each of the four capacities or to comment on every individual statement of experiences and outcomes.

Reporting on progress and achieving a level

Reporting is based upon assessment of progress. Assessment takes place as part of on-going learning, periodically, and at points of transition. Assessment involves learners and staff regularly gathering, reflecting on and evaluating evidence of learning to describe learners' progress and to identify steps for raising their standards of achievement. Such practice underpins the approach to reporting developed in *Building the Curriculum 5*:

"From time to time teachers also take stock of their learners' progress and achievements in order to be able to plan ahead and to record and report on progress."

"This taking stock relates to broad standards and expectations, for example deciding whether a level for a curriculum area, or part of an area such as reading, has been achieved or what additional learning and support is needed. It involves teachers in evaluating a range of evidence produced over a period of time to provide a summary of progress and achievement, including for qualifications and awards. It can be carried out in a number of ways, including by weighing up all relevant evidence, taking account of the breadth, challenge and application of learning."

children and young people progress in different ways and achieve different levels of performance

The broad expectations about progression through curriculum levels are:

- > the early curriculum level – in the pre-school years and P1, or later for some
- > first curriculum level – to the end of P4, but earlier or later for some
- > second curriculum level – to the end of P7, but earlier or later for some
- > third and fourth curriculum levels – S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4

(The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.)

- > the senior phase – S4 to S6, and college or other means of study.



A broad general education includes **all** of the experiences and outcomes across all curriculum areas up to and including the third level. These should be **experienced** by all children and young people as far as this is consistent with their learning needs and prior achievements. The arrangements for assessment should enable and motivate all learners to develop to their fullest potential across all aspects of the curriculum. Approaches to assessment should not create artificial ceilings which might limit expectations of what children and young people can achieve.

Taking stock of a child's or young person's progress and achievements enables learning and teaching approaches to be planned and adapted to meet learners' needs. Individual assessments in P1, building on transition information already available, are important in establishing a clear understanding of the starting point for each child. This is vital in ensuring that the child's progress is on track, that support needs are identified and that action is taken to address any problems at the earliest possible point.

It is recognised that children and young people will progress at different rates: some will require additional support and may take longer for their learning to be secure at a particular level for some or all areas of the curriculum; others will achieve secure learning sooner. Most learners will progress into the fourth level in many aspects of their learning before the end of S3.

Building the Curriculum 5 notes that for learners to demonstrate that their progress is **secure** and that **they have achieved a level**, they will need opportunities to show that they:

- > have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
- > can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- > can **apply** what they have learned in new and unfamiliar situations.

The focus is no longer on 'how fast' learners progress and achieve the levels since this can lead to superficial approaches to learning. Reflecting the principles of *Curriculum for Excellence*, progress is now defined in terms of 'how much' and 'how well' as well as of learners' rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. It acknowledges that children and young people progress and achieve in different ways and at different rates. Where a young person does not achieve a level in all aspects, that will not be a barrier to them working at the next level in certain aspects of a curriculum area. For example in Literacy and English a young person could be working at level 3 in reading and writing but still be working at level 2 in listening and talking. He or she may not be considered to have achieved level 2 but still be working at level 3 in some aspects of his or her learning.

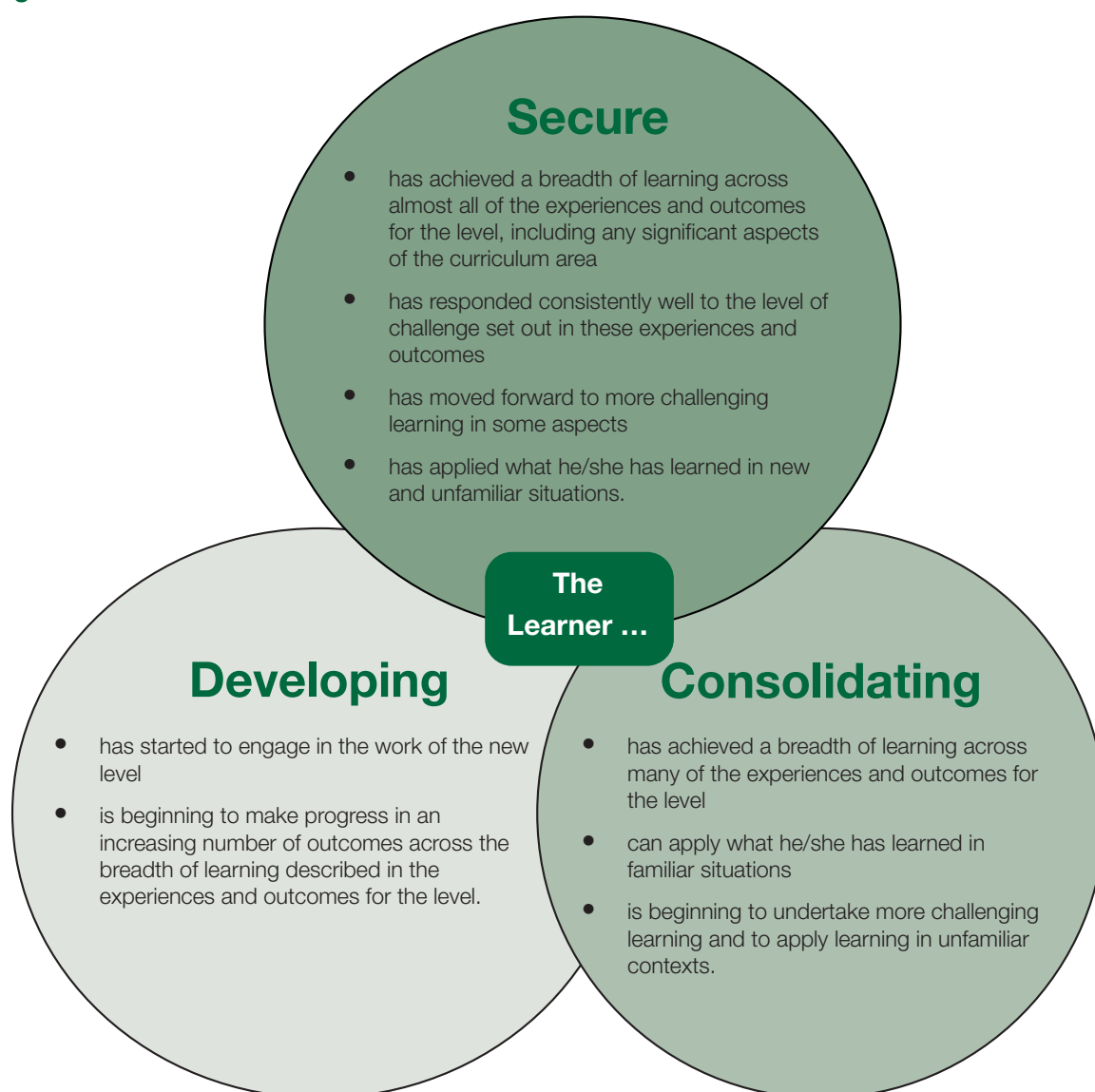
reporting on progress taking account of breadth, challenge and application of learning

In *Curriculum for Excellence* the standards expected for progression are indicated within the experiences and outcomes at each level which represent the breadth and depth of learning to be experienced by children and young people, typically over a three-year period. This wider spacing of levels allows scope for children and young people to progress along different routes and pathways through the experiences and outcomes. It allows opportunities for enriching learning experiences and for consolidation and reinforcing learning. Reports to parents during such periods will focus on how well learners are progressing and becoming secure in their learning. The *Principles and Practice* papers in each of the curriculum areas include more specific guidance on features of progression.



When reporting, staff will provide a clear description of the learner's progress within curriculum levels and, in the senior phase, progress towards qualifications. A consistent approach to reporting will help children and young people as they move within and between schools. Education authorities and schools may therefore use the following approach illustrated in Figure 2 as a basis for developing their practice on reporting to describe progress within a level in part of a curriculum area, such as reading, or in a whole curriculum area.

Figure 2



The diagram illustrates the interconnected nature of these categories. It emphasises that progression in learning is usually not linear and that children and young people will progress in different ways. Care should be taken in using these categories for reporting. It will be important to use these to help parents and others understand an individual learner's progress. Brief qualitative statements based on one or more of the bullets within each of the categories would be appropriate. Teachers could adapt these and could exemplify the context of learning, for example, applying money management skills in budgeting for a holiday.

achieving a level: secure learning

Teachers should report to parents on their child's achievement in terms of levels⁶ as well as using brief qualitative comments to reflect 'how much' and 'how well' their child has achieved. A child or young person will achieve a level when their learning is secure as defined above. The levels are not there as hurdles to get over as quickly as possible but rather as staging posts on a journey which offers opportunities for challenge and depth.

Teachers will use a range of evidence focusing on breadth, challenge and application of learning to determine if a child has achieved a level, either in a part of a curriculum area or in a whole curriculum area. The *Principles and Practice* papers in each of the curriculum areas provide guidance on significant aspects of learning. For example, in the sciences, assessment evidence will focus on knowledge and understanding of the living, material and physical world, inquiry and investigative skills, scientific and analytical thinking skills, scientific literacy and general attributes.

Evidence will come from day-to-day learning as well as from specific assessment tasks, activities, tests and examinations. Teachers will take stock and use their professional judgement to evaluate a range of evidence when they believe that a child has a secure grasp of a significant body of learning. They should take a holistic approach to arrive at their overall judgement about achievement of a level. In each curriculum area, consideration needs to be given to those aspects of learning, knowledge and understanding and skills that are prerequisites to ensure successful progression. When children are secure in their learning in almost all of the experiences and outcomes at a particular level, and have experienced sufficient breadth of activity, they will be ready to move on to the next level.

Examples of practice: reporting**Providing a range of approaches to reporting to parents**

In response to feedback from parents and staff, a primary school has reviewed its approaches to reporting to parents. Staff decided to provide more opportunities for oral discussions with parents about their child's progress and achievements. The school now provides an information session early in the school year to inform parents of the work to be covered and how they can help their child with their learning. Parent/teacher interviews are held twice a year in November and in June and parents receive a written report in March. Parents have responded well to this new pattern and feel they are more involved and get information earlier so that action can be taken to address any issues. Staff now spend less time writing reports and enjoy engaging in quality discussions with parents.

⁶ Building the Curriculum 5 states: "In addition to individual reports on the progress of the child or young person, they will receive information on: how well all learners and particular groups of learners are achieving; the performance of children and young people in the school in relation to expected levels at particular stages in key areas such as literacy and numeracy; and how the school is applying national standards and expectations." It provides the following commitment: "To enable schools to use benchmarking information, the Scottish Government will develop from its previous work with education authorities a process to enable sharing of information about learners' performance at school level. The Scottish Government will not collate or publish aggregate information nationally."

Reporting on progress within 1st level social studies

The following details the oral feedback a P3 child's parents received at a parents' consultation meeting.

"Jane has made good progress within 1st level in social studies over the course of P3. In her study of 'My town' she worked well with her group to produce a colourful poster of Ayr showing a short timeline of important events in the past, information about Robert Burns and tourist attractions in the town today. She gave a short talk to the class about why she likes Ayr and what she had found out about it and produced a simple map showing where she lives in Ayr. She is developing her understanding of her place in the wider world in which she lives and is able to use simple sources of information to increase her knowledge. Over the course of P4 Jane should continue to extend her knowledge and understanding of the wider society of Scotland, its past and its present. She will also begin to learn more about other countries in the world."

Reporting on healthy eating in early years

In one pre-school nursery, staff use a 'Learning Wall' display for parents which details the experiences and outcomes the children are working on together with photographs of children's work. The monthly newsletter provides information on the children's learning over the previous month and outlines future plans, which include how staff plan responsively. Each child has an 'I can' folder which is easily accessed by staff, parents and children. These include photographs and observations on the child's learning; children's comments are included and the next steps in learning are identified by staff and children. Parents are invited to add comments and the 'I can' folders are sent home regularly to encourage this dialogue. At the parents' evening which took place at the end of the healthy eating focus, many parents commented that their child's understanding of healthy diets and lifestyles had developed and was having a positive impact in the home.

Annex: References, Publications and Other Websites

Hart J, Howieson C and Semple S, *Recognising Achievement Literature Review and Model for Managing Recognition Processes*, Scottish Government, 2010
<http://www.scotland.gov.uk/Publications/2010/02/24102458/0>

Howieson C, Semple S and Jackson A, *National Evaluation of the Recognising Achievement Collaborative Enquiry Projects*, Scottish Government, 2010
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The Child at the Centre 2, HMIE, 2007
<http://www.hmie.gov.uk/documents/publication/catcseey.pdf>

How Good is our School 3?, HMIE, 2007
<http://www.hmie.gov.uk/documents/publication/hgiosjte3.pdf>

External Quality Arrangements for Scotland's Colleges, HMIE, 2008
<http://www.hmie.gov.uk/documents/publication/eqafsc.pdf>

How Good is Our Community Learning and Development 2, HMIE, 2006
<http://www.hmie.gov.uk/documents/publication/hgio2cld.pdf>

Quality Management in Education 2 – Self-Evaluation for Quality Improvement, HMIE, 2006
<http://www.hmie.gov.uk/documents/publication/j7354.pdf>

The Principles and Practices papers and the experiences and outcomes describing the expectations for learning in progression in all areas of the curriculum can be found at
<http://www.ltscotland.org.uk/curriculumforexcellence/experiencesandoutcomes/index.asp>

For advice on coordinated support plans (CSPs) and individualised educational programmes see the *Code of Practice: supporting children's learning*
<http://www.scotland.gov.uk/Publications/2005/08/15105817/58187>

Getting it Right for Every Child
www.scotland.gov.uk/gettingitright

Literacy Action Plan
<http://www.scotland.gov.uk/Publications/2010/10/27084039/0>

MySQA
<http://www.sqa.org.uk/sqa/32859.html>

Skills Development Scotland
<http://www.skillsdevelopmentscotland.co.uk>



For information on youth awards in Scotland see *Amazing Things 2*

<http://www.youthscotland.org.uk/publications/youth-scotland-resources/publications.htm>

The Duke of Edinburgh's Award

<http://www.dofe.org/Scotland/>

Youth Achievement Awards

<http://www.youthscotland.org.uk/projects/youth-achievement-awards.htm>

The John Muir Award

<http://www.jmt.org/jmaward-home.asp>

ASDAN

<http://www.asdan.org.uk>



www.ltscotland.org.uk/buildingyourcurriculum/



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