

Curriculum for Excellence: Assessment and Reporting Explained

•EDINBURGH•
THE CITY OF EDINBURGH COUNCIL





Welcome to '**Curriculum for Excellence: Assessment and Reporting Explained**'.

We hope you will find this guide useful and clear.



Curriculum for Excellence places children and young people at the heart of Scottish education. The new Curriculum is built around a commitment to giving every child the best possible chance to realise their full potential and become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

This booklet describes how we will be working with you to monitor and report on your child's progress and development in the new curriculum.

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***Curriculum for Excellence* Essentials**

Curriculum for Excellence places children and young people at the heart of Scottish education. The new Curriculum is built around four 'Capacities' and we are committed to ensuring that our children and young people become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Partnerships between parents/carers, school staff and young people themselves will support *Curriculum for Excellence*. To help you to engage with *Curriculum for Excellence* and your child's learning journey, you need to know some important facts about *Curriculum for Excellence*. These are likely to feature in reports and updates on your child's progress.



The curricular framework in which your child learns is arranged in the following way. There are six curricular **levels**:

Level	Stage
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some.
Senior Phase	S4 to S6 in school/college/other types of study, until the age of 18

There are eight curricular **areas**:

Sciences, Languages (including English, Gaelic, classical and modern languages), Mathematics, Expressive Arts, Social Studies, Technologies, Health and Wellbeing, Religious and Moral Education.

For each curricular area, within each curricular level, there are **Experiences and Outcomes** which describe children's learning and achievements from a pupil perspective. These 'Outcomes' are skills-based and take the form of 'I can...' or 'I am able to...'

Outcomes and Experiences example: Sciences: Planet Earth Biodiversity: Early Level (pre-school to P1): 'I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them'. Fourth Level (S1 to S3): 'Through investigating the nitrogen cycle and evaluating results from practical experiments, I can suggest a design for a fertiliser, taking account of its environmental impact.'



Why do we assess?

To make sure that learners are progressing, it is important to gauge development at appropriate points. This is assessment. This will enable schools and teachers to:

- track progress
- support learning effectively
- plan suitable next steps for learning
- summarise and recognise achievement and attainment
- inform learners and parents/carers of progress.

Assessment will take place throughout learning, at transition points and at the end of sections of learning. Some formal assessments will take place in P1, P4, P7 and S2 and at other stages where appropriate.

S3 pupils use their learning about nutrition and healthy eating to produce magazine articles for the whole school. They discuss the choices faced by young people [SAY]; they research current nutritional advice [DO]; they prepare a healthy meal [DO]. Pupils plan and write a magazine article for teenage readers [WRITE]. They evaluate its impact.



What will assessment look like?

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that the child or young person is developing.

For example:

- A pupil may have some written evidence
- A pupil may have created a model
- A pupil may have given a verbal presentation
- A pupil may have successfully undertaken an experiment to demonstrate a theory

WRITE

MAKE

SAY

DO

S1 and S2 pupils develop literacy skills in their art class as they learn about the Impressionists. They discuss the topic in class [SAY]; they prepare a PowerPoint using their own images and text [MAKE, WRITE]; they give the presentation [SAY]. Pupils then evaluate their presentations using known criteria.



How will we assess?

Evidence of progress will be evaluated in a number of different ways:

- By learners themselves
- By peers (other pupils)
- By teachers and other professionals

Learning intentions and success criteria will be shared with pupils during lessons, so that children and young people will know what they are learning, and how to assess whether they have met the success criteria. By working with their peers, a shared understanding of learning intentions and outcomes will develop. Pupils gain a sense of ownership of their learning and develop important thinking skills through this process, such as evaluative and analytical skills.

Children and young people can then be actively involved in target-setting.

'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'. (A Framework for Assessment: Recognising achievement, profiling and reporting, The Scottish Government, 2010).



What evidence of progress will we see?

Some of the assessment approaches will involve the learner and the teacher considering what constitutes the best evidence of progress at a particular point. It is important that the learner is engaged in gathering this evidence. This develops a sense of ownership and personal responsibility. From this, next steps for learning are determined.

Work will be gathered, recorded and saved as a portfolio of work. Within this portfolio, we might see:

- A folio of written work
- Presentations
- Online records
- Photographs

Progress will be summarised and reported at key stages as a 'pupil profile'. A profile is a simple 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. A pupil profile will include:

- information on progress and achievement across curricular areas in relation to appropriate experiences and outcomes at a particular point
- information on progress and achievement in literacy and numeracy, and in health and wellbeing
- a learner's statement, outlining his or her best achievements in or out of school
- a record of qualifications and awards.



How will progress be reported to parents/carers?

Reporting will inform parents/carers of progress at intervals agreed locally in your child's school, nursery or partner establishment.

Reporting will involve the learner and will engage parents actively in their child's learning. It will also:

- Describe strengths and areas for development
- Show progress in the eight curricular areas
- Show achievement within one of the six levels
- Demonstrate achievement in different contexts
- Share learning goals and next steps
- Identify specific support for individual pupils.

Key phrases will be used. These are:

Developing: The pupil has started to engage in the work of the new level and is beginning to make progress in an increasing number of outcomes of that level;

Consolidating: The pupil has achieved a breadth of learning across many experiences and outcomes for the level, can apply this learning in familiar situations and is beginning to undertake more challenging learning and to apply learning in unfamiliar contexts;

Secure: The learner has achieved a breadth of learning across almost all the experiences and outcomes for the level, has responded consistently well to the level of challenge, has moved on to more challenging learning and can apply learning in new and unfamiliar situations.



What will reporting to parents and carers look like?

Reporting to parents/carers may vary, in order to best reflect learning experiences and outcomes, and pupil progress. A clear description will be provided of a child or young person's progress within curriculum levels and, in the Senior Phase, towards qualifications. Reporting may consist of some of the following:

- Written reports
- Pupil presentations
- Open day sessions
- Folios of work
- Parent consultation events
- Parent information events
- Ongoing verbal discussions
- Online records

'I felt very proud when I put examples of my work into my Folio. I took it home to show my dad and I told him all about it. I had to explain to him what my next steps for learning were.' P6 pupil



Assessment leading to qualifications and awards

Qualifications in the Senior Phase (ages 15 to 18: S4–S6 or college) of *Curriculum for Excellence* will include both current and new qualifications.

Qualifications will be designed to reflect the values, purposes and principles of *Curriculum for Excellence* and to develop skills for learning, life and work. The qualifications framework will include:

- Access
- National 4s and National 5s will replace Standard Grades and Intermediates
- Highers
- Advanced Highers

The new qualifications slot into the existing Scottish Credit and Qualifications Framework (SCQF) for secondary, higher and further education. National 4s are likely to be assessed internally in schools against national benchmarks using the online National Assessment Resource (NAR). National 5s, Highers and Advanced Highers will be externally assessed by the Scottish Qualifications Authority (SQA). Initiatives such as *'More Choices, More Chances'* and *'Jobs, Education, Training'* (JET) provide important opportunities and pathways for young people as they make effective transitions into positive destinations such as work, college or training.



Where can I find more information?

Ask at your school. Visit www.edinburgh.gov.uk/curriculumforexcellence for more details. Other useful sites and pages include:

- The Parentzone section of Learning and Teaching Scotland's website has a useful Factfile on assessment: www.ltscotland.org.uk/parentzone
- Learning and Teaching Scotland's website: www.ltscotland.org.uk/learningteachingandassessment/assessment/index.asp
- A Parental Toolkit on *Curriculum for Excellence* has been produced by Learning and Teaching Scotland: www.ltscotland.org.uk/curriculumforexcellence/buildingthecurriculum/engagingwithparents
- Information on the Experiences and Outcomes for Curricular Areas: www.ltscotland.org.uk/curriculumforexcellence/experiencesandoutcomes/index.asp.
- Assessment and qualification information: www.sqa.org.uk/sqa/2941.html and www.scqf.org.uk/AbouttheFramework/Levels.aspx

Glow is the world's first national intranet for education. It is being rolled out in Scottish schools. Further information will follow – see: <http://www.ltscotland.org.uk/glowscotland/index.asp>



HAPPY TO TRANSLATE

ترجمہ کے لئے حاضر يسعدنا توفير الترجمة 很樂意翻譯

MOŻEMY PRZETŁUMACZYĆ আনন্দের সঙ্গে অনুবাদ করব

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