

Report To: Education & Lifelong Learning Committee **Date:** 10 May 2011

Report By: Corporate Director Education and Communities **Report No:** EDUC/25/11/WB

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Subject: Update on Progress with the Implementation of Curriculum for Excellence

1.0 PURPOSE

- 1.1 The purpose of this report is to provide Committee members with information about the progress being made with the implementation of Curriculum for Excellence.
- 1.2 A regular progress report on Curriculum for Excellence was requested by members of the Education and Lifelong Learning Committee at their meeting which was held on 11 May 2010.

2.0 SUMMARY

- 2.1 Curriculum for Excellence aims to transform the Scottish education system to achieve better outcomes for all children and young people aged 3 to 18, and prepare them for life in the 21st century.
- 2.2 This report provides an update of the work currently being undertaken at authority level to support Inverclyde schools and early years establishments with the implementation of Curriculum for Excellence.

3.0 RECOMMENDATION

- 3.1 The Education and Lifelong Learning Committee is asked to note the ongoing progress being made with the implementation of Curriculum for Excellence in Inverclyde.

Albert Henderson
Corporate Director Education and Communities

4.0 BACKGROUND

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

The purpose of Curriculum for Excellence is encapsulated in the 4 capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

5.0 PROPOSALS

5.1 None

6.0 IMPLICATIONS

6.1 Finance

The Scottish Government has provided grant funding of £47,400 to Inverclyde (for the financial year 2010/11) for quality assurance and moderation activities which are required to support the implementation of assessment approaches for CfE.

This is part of a national £3m funding allocation to local authorities to support quality assurance and moderation of assessment for 2010/11. The allocated sum is based on local authority teacher numbers.

6.2 Legal

There are no legal implications

6.3 Personnel

There are no personnel implications

6.4 Equalities

Curriculum for Excellence aims to improve outcomes for **all** children and young people aged 3-18.

7.0 CONCLUSION

7.1 This progress report on Curriculum for Excellence outlines the current progress that is being made across Inverclyde schools and early years' establishments with the implementation of Curriculum for Excellence.

8.0 BACKGROUND PAPERS

8.1 None

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Education and Lifelong Learning Committee Meeting – 10 May 2011

SCHOOL SESSION 2010/11

CURRICULUM FOR EXCELLENCE UPDATE

Curriculum for Excellence aims to transform the Scottish education system to achieve better outcomes for all children and young people aged 3 to 18, and prepare them for life in the 21st century through the development of skills for learning, skills for life and skills for work.

Curriculum for Excellence Implementation Strategy Group

- The CfE Implementation Strategy Group has a central role in relation to support for schools and early years establishments. Its remit includes vetting materials going out to educational establishments, and all materials produced by CfE Advisory Groups require approval from this Strategy Group. There are ongoing scheduled meetings of the CfE Implementation Strategy Group whose membership includes the Head of Education, representatives from the Quality Improvement Team, Head Teacher/Head of establishment representative from pre-5, primary, special and secondary sectors, MCMC Development Officer and the Lead Officer – CLD.
- Heads of establishment will be kept up-to-date with the work of the CfE Implementation Strategy Group via Heads of establishments meetings, and through newsletters – two of which have been issued this session. A third newsletter is scheduled to be issued in May 2011.

Advisory Groups

- The authority advisory groups have been working on the production of guidance documents for Inverclyde schools and early years establishments on key areas associated with Curriculum for Excellence.
- The Assessment and Moderation Group produced their Advice Paper in January 2011 (Appendix 2) and a copy has been issued to all Heads of establishment.
- Draft Advice Papers from the other advisory groups on Working with Parents, CPD (Continuing Professional Development), and Communication and Glow have been submitted to the CfE Implementation Strategy Group for approval.
- The Tracking, Reporting and Achievement Group is making good progress with its work and a draft copy of the group's Advice Paper will go to the CfE Implementation Strategy Group shortly for approval.

Framework document from the Health and Wellbeing Group

- The draft framework document for Health and Wellbeing has now gone to the CfE Implementation Strategy Group and has been approved. The framework document can be accessed on Inverclyde's CfE shared resources site on Glow.

- Some aspects of health and wellbeing are the responsibility of all teachers and other adults working together to support the learning and development of children and young people. The framework document provides schools and early years establishments with detailed guidance on taking health and wellbeing forward. This includes outlining the role of an establishment health and wellbeing coordinator, and advice on reflecting health and wellbeing in approaches to learning and teaching.

Monitoring of Implementation

- The recent round of Quality Visits by members of the Quality Improvement Team to all schools and early years establishments focused on progress with the implementation of Curriculum for Excellence and thoughts on future support needs. Support needs identified from these visits are in the areas of pupil profiling and reporting to parents.
- Our annual programme of school reviews also provides us with information on the progress being made with the implementation of Curriculum for Excellence at establishment level.
- Information on establishment support needs is being gathered from discussions at Heads of establishment and Cluster meetings.
- Heads of establishment can also contact any member of the CfE Implementation Strategy Group to raise issues relating to Curriculum for Excellence implementation.

More Choices, More Chances

- A successful 16+ Learning Choices Conference took place in the Greenock Town Hall on 16 March 2011. The presentations from keynote speakers, and the workshop discussions were recognition of Inverclyde's success in supporting young people so that they move into positive and sustained destinations through strong and effective partnership working.
- A follow-up exercise relating to the School Leaver Destination Results for 2009/10 has recently been undertaken by staff from Skills Development Scotland (SDS) which involved the tracking of all school leavers from 2009/10.
- Skills Development Scotland colleagues will be attending the secondary Head Teachers' meeting in May to inform them about how they use pupil and school leaver data to support young people, and discuss the revised SDS/School Service Level Agreements.

Enterprise Showcase

- Another successful Enterprise Showcase took place in Greenock Town Hall on 14 March 2011. Pupils and staff from across Inverclyde attended the 2 day event displaying some of the projects and work being undertaken in their schools on the theme of skills for learning, skills for life and skills for work. They were joined by an audience of 600+ parents, representatives from the business community, elected members and council staff.

Other Information

- Information from a regional HMIE/Learning and Teaching Scotland conference on Achievement, Profiling and Reporting was sent out to all Heads of establishment in late March 2011.
- St Columba's High School hosted a visit for HMIE to look at the school's good practice in equalities education in November 2010. The HM Inspector involved in the visit has recently written to the Head Teacher of St Columba's High School to acknowledge the good practice in equalities education shared by staff and pupils in the school, and reported that there are plans to share these examples of good practice in a HMIE web based publication later this year.

National Publications

All national publications and associated papers relating to Curriculum for Excellence, along with exemplars and examples of good practice are available from the national Curriculum for Excellence website (www.ltscotland.org.uk/curriculumforexcellence).

Assessment and Moderation – Advice Paper

Assessment - Purposes and Principles

- Assessment should be used to support learning. It should engage learners in reviewing their progress, assist in providing feedback, ensure appropriate support and help in planning next steps.
- Assessment is an integral part of learning and teaching but should not dominate them.
- Assessment can also be used to inform learners and their parents about progress. It can identify achievements across all aspects of learning.

What will be assessed?

The experiences and outcomes along with the principles and practice paper in each curriculum area set the standard for what will be assessed. These assessments will be used to gauge learners' progress and achievement in areas such as:

- knowledge and understanding,
- skills such as communication, literacy, numeracy, problem solving, information technology, working with others and thinking skills,
- attributes and capabilities that contribute towards learners developing the four capacities.

Learners' progress will be assessed formatively within a curriculum area or as part of interdisciplinary learning or in areas outwith the formal curriculum such as pupil council, elements of eco schools work, residential trips etc. As part of the planning process key experiences and outcomes may be identified as being important milestones in pupils' learning in a particular curriculum area and therefore will be more formally assessed by reviewing a range of evidence.

Planning learning and teaching, based on the experiences and outcomes, and agreeing success criteria which will be used as the basis of any assessment is paramount.

The steps staff should consider as part of the planning process are:

- identifying experiences and outcomes - either one E & O or a group of related Es & Os relevant to the curriculum
- planning the learning while considering the type of activities you would offer the learners that will result in evidence of learning and identifying success criteria you will use to evaluate this evidence.

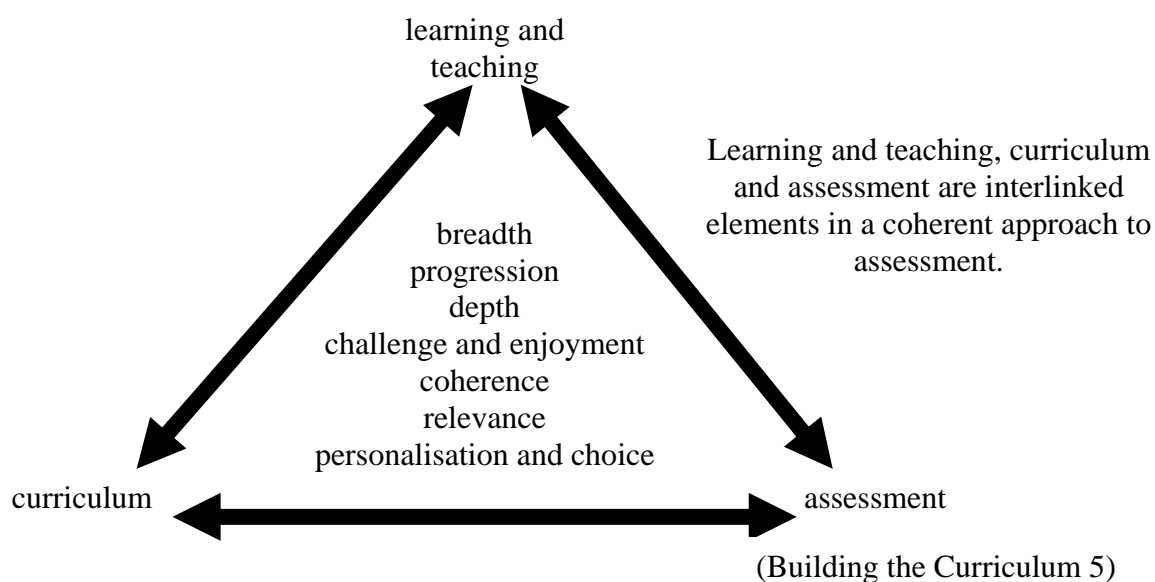
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The success criteria will be used by learners and staff to judge how much and how well the pupils have learned.

Success criteria may vary depending on the different groups or classes, taking into account the needs of individuals, even though the same E & O is being used.

One way to express success criteria is through identifying “I can . . . “ statements relating to the skills such as remembering, understanding, applying, analysing, evaluating, creating or knowledge contained in the experiences and outcomes but this is not the only way. Differentiation of success criteria is one way of working towards progression within a level.

The overall experience of the learners should be based on the principles of CfE: coherence, breadth, depth, relevance, progression, personalisation and choice, challenge and enjoyment.



- The assessment process will involve using a range of evidence coming from things pupils say, write, make or do to arrive at judgements about what has been learned, how well and what needs to be done next.

Further steps would include:

- giving feedback, based on the agreed learning intentions and success criteria to motivate learners to further their learning
- encouraging pupil responsibility for their own learning through self and peer assessment
- arriving at a shared understanding of standards between both teachers and teachers and pupils by discussing how work meets the success criteria
- reporting to learners and parents/carers
- teacher and pupil evaluation of the learning experience

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When do we assess?

Ongoing assessment is about knowing where pupils are in their learning. This can be done by observing pupils during their learning, looking at what they write or make and during dialogue either individually or in a group or class setting. More formal assessments at the end of a unit or topic or at points of transition can be used to take stock of learners' progress and achievement at that point in time and to report on progress but also to plan the next steps in learning.

How do we assess?

As detailed earlier, assessment should be built into the planning process and any judgement should be made based on the learning experiences and success criteria which have been identified and agreed with between learners and staff. Learning can be demonstrated in a variety of ways such as:

- discussion with the learner
- peer assessment
- observation
- self assessment
- a presentation by the learner
- a group co-operative learning task
- written tests or assignment.

Evidence of assessment?

Pupils can demonstrate their learning by things they say, write, make or do and this might be found e.g. in a jotter, a display, a learning log, a test, on an area of the computer network. The evidence of learning could be in the form of:

- formal written assessments based on the Experiences & Outcomes
- observation records
- peer or self-assessment
- samples of classwork
- photographs or videos
- records of interviews or discussions

National advice on profiling, particularly at P7 and S3 does not require collation of large amounts of evidence. If appropriate, further advice will be issued on this.

There is an expectation that there would be a coherent and consistent approach to assessment across a school bearing in mind

BREADTH – means that your judgement about a level is drawn from varied evidence from across a course or topic. Breadth involves learners in achieving

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mastery across many outcomes but also being able to make connections among them

CHALLENGE – this relates in part to depth and personalisation e.g. to the learners’ deeper study of areas of particular interest. It requires learners to be able to show more than the acquisition of knowledge. Learning needs to be focused on understanding and skills development.

APPLICATION – is applying knowledge or skills in a *different* context. It could involve developing higher-order skills, i.e. the ability to turn knowledge to practical effect by applying it in the real world and not merely in the particular classroom in which it was first acquired.

Staff should be able to judge a learner’s progress **within** any level to say whether a pupil is:

- developing
- consolidating
- secure.

Building the Curriculum 5 describes progress within any level as:

Developing	Consolidating	Secure
has started to engage in the work of the new level		
is beginning to make progress in an increasing number of outcomes across the breadth of learning described in the experiences and outcomes for the level	has achieved a breadth of learning across many of the experiences and outcomes for the level	has achieved a breadth of learning across almost all of the experiences and outcomes for the level and has responded consistently well to the level of challenge set out in these experiences and outcomes
	can apply what he/she has learned in familiar situations	has applied what he/she has learned in new and unfamiliar situations
	is beginning to undertake more challenging learning and to apply learning in unfamiliar contexts	has moved forward to more challenging learning in some aspects

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Moderation - Purposes and Principles

Moderation is the process we use to arrive at a shared understanding of standards and expectations. This starts with planning learning based on the experiences and outcomes as detailed above. Verification, as opposed to moderation, is a quality assurance measure to confirm that assessments are fair, valid and reliable and meet these standards.

Moderation activities are based on professional dialogue between staff, groups of staff working together, using their existing professional ideas of standards and expectations. The quarterly cluster meetings would have a guiding role in organising activities within groups of schools.

Moderation can be undertaken in a variety of contexts or settings such as:

Within establishments

- classroom learning visits
- cross marking
- common assessment materials and marking schemes
- stage or departmental planning
- collegiate or department meeting focus on learning and teaching
- examples of learner work sharing expectations
- professional dialogue focussed on learner's work particularly at times of transition
- discussion with learners about progress and target setting
- use of SQA materials sharing national standards

Within clusters

- professional dialogue focussed on learner's work particularly at times of transition
- cluster development priorities

Across the authority

- business development meetings
- good practice events for staff
- use of STACs, Fyfe data and other attainment data

Outwith the authority

- National Assessment Resource
- Scottish Survey of Literacy and Numeracy
- use of national moderation staff

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Operational Model for Moderation

This is the recommended Inverclyde model for moderation which can be used within schools or clusters or in curricular groups:

- Moderation should be based on **one** curricular area at a time. Over, for example, a three year period all the curricular areas will be considered on a rolling basis with two or three areas being considered in an academic year.
- A group of appropriate staff should be involved in moderating particularly for transition between Curriculum for Excellence levels.
e.g. staff who teach early years and the early stages of primary will moderate early level; staff who work in later primary and secondary colleagues would consider second level; Principal Teachers of curricular areas would be involved at third or fourth level. The numbers of staff involved should be small enough to ensure the process is manageable.
- The group will agree which key Experiences and Outcomes from the curricular area are to be moderated. The number of Experiences and Outcomes should be small and manageable. One or two individual Experiences and Outcomes may be selected or a small group of related Experiences and Outcomes.
- The group of staff should agree success criteria relating to these Experiences and Outcomes.

This should not be a lengthy process and could be achieved in one meeting. Staff would then teach and collect evidence on the Experiences and Outcomes selected for around three pupils.

- The group would have a second meeting within a fairly short space of time, say a month or so, to share the evidence, discuss if pupils have demonstrated their learning and agree appropriate standards.

Relevant National Documents

Building the Curriculum 5 a framework for assessment

Building the Curriculum 5 a framework for assessment: quality assurance and moderation

Building the Curriculum 5 a framework for assessment: executive summary

Building the Curriculum 5 a framework for assessment: reporting

Building the Curriculum 5 a framework for assessment: understanding, applying and sharing standards in assessment for curriculum for excellence: quality assurance and moderation

Building the Curriculum 5 a framework for assessment: recognising achievement, profiling and reporting

<http://www.ltscotland.org.uk/buildingyourcurriculum/policycontext/btc/btc5.asp>

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Working Group Members

Alan Dick	Head Teacher, Port Glasgow High School
Ann Marie Boyd,	Head of Establishment, Kelly Street Children's Centre
Anne Marie Mullan	Head Teacher, St Francis' Primary School
Iain Mills	Acting Quality Improvement Manager
Jim Docherty	Head Teacher, St Columba's High School
Liz Varrie	Quality Improvement Officer