

Report To: Education & Lifelong Learning Committee
Report By: Corporate Director Education & Communities
Contact Officer: Wilma Bain (Head of Education)
Subject: Update on Progress with the Implementation of Curriculum for Excellence

Date: 06 September 2011
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Contact No: 01475 712891

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 RECOMMENDATIONS

- 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 of 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 £58,000 to Inverclyde for 2011/12 as part of a funding allocation to local authorities to support quality assurance and moderation of assessment as part of the implementation of Curriculum for Excellence. 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

APPENDIX 1

Education and Lifelong Learning Committee Meeting – 6 September 2011

SCHOOL SESSION 2011/12

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.

The implementation of Curriculum for Excellence is a key priority in the 2011/12 Improvement Plan of each early years establishment, and primary, special and secondary school in Inverclyde.

Curriculum for Excellence Implementation Strategy Group

- The CfE Implementation Strategy Group will continue to meet regularly next session to fulfill its central role to support schools and early years establishments with the implementation of Curriculum for Excellence. A key role will be to continue the vetting of advice materials being produced for Heads of establishment. To provide senior managers in schools and early years establishments with an opportunity to work at authority level and inform guidance and policies for establishments, it is our intention to refresh the membership of the CfE Implementation Strategy Group for 2011/12.
- A draft Curriculum for Excellence Development and Support Plan (2011/12) has been produced which outlines the areas of CfE development and support that will be undertaken at authority level during session 2011/12. Once approved by the CfE Implementation Strategy Group, this plan will be shared with all Heads of establishment, and included in the CfE Update report for the next meeting of the ELL Committee in November 2011.
- A 4th Curriculum for Excellence Update for Heads of Establishment newsletter was issued in June 2011.

Advisory Groups and Support Materials

During session 2010/11, Authority advisory groups produced Advice Papers for all Inverclyde schools and early years establishments in the following key areas associated with Curriculum for Excellence:

- Assessment and Moderation
- Communication and Glow (Appendix 2)
- CPD (Continuing Professional Development) (Appendix 3)
- Working with Parents (Appendix 4)
- Tracking, Reporting and Recognising Achievement (Appendix 5)

These Advice Papers were approved by the CfE Implementation Strategy Group and have been issued to all Heads of establishment.

All Advice Papers can also be accessed on the Inverclyde Glow Curriculum for Excellence site which has been set up to allow the sharing of resources for teaching staff. In addition, the authority's Literacy, Numeracy, and Health and Wellbeing Framework documents can be accessed from this local CfE site.

In May 2011, issues to do with pace and progression in learning were explored with Head Teachers. Collated views of discussion groups informed a guidance paper on pace and progression, and this paper can be accessed via the Glow CfE Shared Resources site.

During session 2011/12, three new Advisory Groups will be set up and tasked with producing advice on the following key areas associated with Curriculum for Excellence:

- High level strategic planning and overarching curriculum mapping
- Meeting pupil universal support entitlements
- Self-evaluation

The above key areas were identified following consultation with heads of establishment regarding their support needs for session 2011/12.

Further advice on reporting to parents, and moderation of assessment is also planned for next session.

The Senior Phase

Secondary Head Teachers have been part of an authority working group looking at the new S1-S3 curriculum (as part of the Broad General Education) and devising a model for the transition from the Broad General Education (S1-S3) to the senior phase (S4-S6). Last session's S1 pupils were the first cohort to embark on the new S1 curriculum.

Following consultation between Head Teachers and staff, pupils and parents (August – October 2011), and engagement with HMIE, a proposed curriculum model consisting of course choice for S3, S4 and S5 will be presented to the Education and Lifelong Committee for approval at the ELL Committee meeting in January 2012.

More Choices, More Chances

- A follow-up exercise tracking the 939 school leavers who left school in 2010 has been completed and the results have shown that there are still 'No Unknowns' (as shown in the 2010 School Leaver Destination results presented to the ELL Committee in January 2011).

Other Information

- In June 2011, our HMIE District Inspector organised a meeting of the Directors of Education and Heads of Service from Inverclyde, Argyll and Bute and Renfrewshire to discuss a range of common issues including priorities and development relating to the implementation of Curriculum for Excellence. The next meeting of this inter-authority group is scheduled for October 2011.

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).

Introduction

Curriculum for Excellence (CfE) embodies a new way of working. It recognises that sustained and meaningful improvement should, to a significant extent, be shaped and owned by those who will put it into practice. In taking forward CfE, establishments will have a significant opportunity to use their professional judgement and ingenuity as they translate the new broad guidance into practice.

It is important that there is effective communication within establishments and clusters, as well as within the authority, to gain an understanding of how CfE is developing as well as sharing good practice. Parents¹ should be kept up to date with the changes that are taking place in establishments to help develop their understanding of what is happening within education in Inverclyde and to allow them to make informed choices about their child's education. This paper aims to provide guidance as to what could form part of an effective communication strategy for CfE.

The flexibility that will be required of staff, pupils and parents as they experience CfE will place increasing demands on their time and resources. We need to take full advantage of the power that Information and Communication Technology offers us to gather and share resources and to work in an efficient manner. In particular, we must make full use of the tools for learning offered by Glow which will enhance the quality of learning and teaching in the classroom by fully supporting CfE. This paper also aims to provide guidance as to how Glow can be used to support the delivery of CfE.

Communication

Effective communication with all stakeholders is essential to ensure that there is a common understanding and a common sense of purpose in the delivery of CfE. When all stakeholders know about the positive changes that are being made to the delivery of education in Inverclyde, and why they are being made, they are much more likely to become fully engaged in the process. A comprehensive understanding of what is happening and what is planned for the future will promote a sense of community and loyalty to the development of CfE in Inverclyde.

Websites

Establishments should make full use of the available Inverclyde Council and establishment websites, as well as Glow, to provide information about the background to CfE and updates on the work that is taking place within Inverclyde.

¹ Throughout this paper 'parents' will be taken to mean all parents and carers.

Care should be taken not to duplicate information maintained on other websites so as to reduce the workload of keeping the information up to date.

Inverclyde Council

The Education section of the Inverclyde Council website should contain a section dealing exclusively with CfE matters. This section could include a brief summary of the changes that are being introduced in Inverclyde as a result of the implementation of CfE. Information should be stored on this site detailing the CfE levels, the assessment process and the new examination system. There should be a link leading to the LTScotland CfE website to provide visitors with the opportunity to access more detailed information.

This section of the website should be populated with up to date information in order to maintain a high rate of return visitors. Such information could take the form of regular updates on how CfE is progressing in Inverclyde, along with photographs of activities from establishments throughout the authority. We would encourage establishments to forward information to be included. Quality Improvement Officers should also look for examples of good practice. This information will be of interest to parents and staff.

Establishments

Establishments should maintain a dedicated CfE section in their own websites. To provide ease of access, there should be a prominent link on the Home page of the website which will enable parents to access the information with ease.

The CfE section of the establishment website should contain links to the Inverclyde Council and LTScotland websites as discussed above. The remainder of this section should contain up to date information about the CfE developments taking place within the establishment, supported by photographs of pupils taking part in activities as well as examples of work. Not only will this information be of value to parents it will also serve as a resource for staff in other establishments to view examples of the work that is being undertaken by their colleagues throughout Inverclyde.

Establishments may wish to consider moving the information listed in this section to their Glow website once parents have been provided with their own Glow accounts.

Newsletters

Whilst establishments will make good use of the Internet to communicate with parents and staff, there is also a place for the issuing of information about CfE in newsletters. It is recognised that not all parents will have ready access to the Internet and therefore the issuing of a newsletter will still be of value.

It is recommended that establishments include an item about CfE in each of their regular newsletters. The newsletters should celebrate the work that is taking place in the establishment as well as detailing what will happen next.

It is also suggested that clusters issue a special CfE newsletter twice per session, outlining the work that is taking place within the cluster establishments, highlighting the thread that runs through CfE from Pre 5 to Secondary. The co-ordination of such newsletters could be determined at cluster meetings. As well as providing a paper

copy of the newsletter to parents, it should be published electronically on each establishment's website. Some establishments have found it useful to distribute paper copies of the newsletters in the local community, such as libraries, hairdressers, medical and dental surgeries. This provides the opportunity to raise awareness about CfE within the local community as well as providing parents with the opportunity to pick up a copy should the one provided via their children fail to make it home.

It is important that staff are kept up to date about what is happening at authority level in implementing CfE. It is suggested that Education Services produce a biannual newsletter containing a summary of how CfE is developing across the authority as well as the next steps that will be taken. A limited number of paper copies could be produced for placing in staff rooms. An electronic copy could be published in the CfE Glow group.

Meetings

The dissemination of information about CfE through electronic and paper formats will provide parents and staff with a wealth of information. Stakeholders should be provided with the opportunity to meet with others to discuss what they have read and to obtain clarification of points that have been made in the various communications.

Parents

Some establishments currently organise a variety of CfE information events, open days and open evenings to provide parents with the opportunity to gain further information about CfE and to see CfE in action. The format of these sessions include a mixture of talks, question and answer sessions, workshops and demonstrations.

The format of the open days could provide parents and other visitors with the opportunity to observe the children working on CfE related activities. During the open evenings the emphasis could be on providing parents with the opportunity to have a closer look at resources and to engage staff in conversation about CfE. Some establishments have found it to be good practice to have a small number of groups of pupils demonstrating active learning activities.

Staff

The progress of CfE gained momentum when staff were provided with the opportunity to meet with their colleagues to talk about developments in CfE. There is great value to be gained from organising gatherings of staff who are teaching the same level of CfE, encouraging them to share good practice and to seek the advice and support of their peers.

The subject of providing staff with the opportunity to meet is discussed in greater depth in the Inverclyde CfE advisory paper on CPD, which you are encouraged to read.

Targeted Information

Whilst it is important that staff and parents are provided with information about CfE, it is also important that we do not overload them with information or have the same

information coming at them from different sources. Where information is already maintained on websites this should be highlighted to stakeholders, inviting them to visit that site rather than repeat the information. In addition to general newsletters, establishments and clusters may wish to concentrate on particular subjects for a specific audience e.g. teachers of First level/parents of First level pupils, and just send the newsletter to the appropriate people. At authority level Education Services may wish to develop an email message database that allows teachers² to opt in to receiving particular communications. The more targeted the audience the more effective the message.

Glow

Glow, Scotland's online education community is playing an increasing role in the life of Inverclyde's schools. Glow is a valuable tool for disseminating information among all stakeholders and for promoting collaborative learning within and between establishments. A strength of Glow is that it is accessible to users online, 24 hours per day. Although still in its infancy, Glow has great potential for developing the 21st century learners that are the centre of CfE.

All establishments should actively promote the use of Glow for pupils, staff and, where appropriate, parents, endeavouring to make full use of this resource. It is acknowledged that establishments will be at different points on the journey towards the full utilisation of Glow, determined by the competing demands on their time and the developing skills of staff. What follows should not be viewed as items on a tick list that they must achieve, it should be viewed as a suggestion as to what may be used to support the further development of Curriculum for Excellence.

Parental Access to Glow

All pupils and staff in Inverclyde's schools have access to Glow. Head Teachers of special, primary and secondary schools should now work towards providing all parents with access to Glow. This can help enhance communication between the school and the home. In consultation with staff, each school should set up a timetable as to when they feel that they are ready to roll out Glow accounts to parents.

Before parents are invited to join Glow the school should ensure that Glow is embedded in the work of the school, that pupils and staff are comfortable using it and are using it effectively. Once this stage has been reached information specifically targeted at parents should be published on the school Glow site. Some suggestions as to what information could be published can be found below. In order to maintain a high rate of return visitors to the parents' sections, schools should ensure that the information published is up to date and relevant, with new content being added on a regular basis.

When schools decide that it is the appropriate time to distribute Glow accounts to parents a formal launch should be planned. The Glow Development Officer will be able to offer advice as to how Glow can be rolled out to parents.

² Throughout this paper 'teachers' will be taken to mean all teachers and Early Years Education and Childcare Officers.

Glow Groups

Glow groups can be designed to be temporary or permanent features of each establishment's Glow site. The Glow groups could be curriculum based or administrative. Examples of the uses that could be made of Glow groups are:

- Teacher sets up resource group for general information about the work of the class for pupils and parents.
- Teacher sets up subject groups for pupils for particular topics, providing access to information about the subject and pointing them in the direction of where they can go to further develop their own knowledge about the topic.
- Teachers could set up groups to share information and good practice with other teachers within their school and schools throughout the authority and beyond.
- Staff from Education Services could set up groups to distribute information to teachers of subjects/levels.
- Teachers can use a Glow group to target specific revision resources for pupils preparing to sit examinations.
- Teachers can make resources available to pupils who have been absent through illness, allowing them to catch up with the work of the class.

In order to ensure that there is not an overload of information it is important that only the Glow groups that are relevant and frequently visited are maintained. As can be seen at national level, the number of Glow groups can build up very quickly but the quality of information and interaction can be lacking, leading to a paucity of visitors. The member of staff who has administration rights for a Glow group should monitor the use of the group and, in consultation with the users, see how the group can be developed. If it is found that users are not visiting the group then it should be closed.

Training

Where it is felt that staff lack sufficient knowledge to use Glow to its full potential, the establishment's CPD co-ordinator should contact the authority's Glow Development Officer to request in-service training. In addition, a programme of Glow training courses will be offered centrally for staff, published on Gateway.

National Resources

There is an ever increasing collection of quality resources being added to the national Glow site. These resources provide pupils with the opportunity to practise the skills that they have developed as well as extending them in ways that are of particular interest to them.

Establishments should encourage staff and pupils to familiarise themselves with these resources. The authority's Glow Development Officer should publicise these resources to pupils, staff and parents through the Glow news sections as well as providing awareness raising training for staff. Establishments may wish to choose a particular national resource each month and highlight how it can be used to support pupils to ensure that all stakeholders maintain an awareness of what Glow has to offer to support the development of CfE.

Collaborative Learning

One of the main strengths of Glow is the facility to promote genuine collaborative learning. Glow has the facility to allow all stakeholders to work together to learn through the use of tools such as Glow groups, Glow Meet and Glow Learn as well as others. Once again, there will be a need for staff to be trained in the use of these Glow components. Heads of Establishments may wish to offer such training in-house where they have staff with the necessary skills to deliver the training.

There is already excellent practice taking place in the authority where Glow is being used for collaborative learning activities. Education Services staff should ensure that such good practice is disseminated throughout the authority to encourage others to make full use of this resource.

Where Glow is being used effectively within an establishment to support collaborative learning, staff should aim to make further use of Glow to join with other schools and identified partners to work on topics of study, sharing resources and knowledge as well as providing another audience for the work that they produce.

The use of Glow for collaborative learning activities is not just limited to the use by pupils. Staff can use it to work with other staff within and outwith the authority to develop their skills and knowledge.

Assessment

An important feature of Glow Learn is the facility that allows the class teacher to develop assessment activities. Variety of assessment is a core feature of CfE. Glow Learn provides teachers with another easy to use and effective assessment tool to present to their pupils.

The wide variety of assessment activities that should be used as part of CfE can create a challenge when it comes to recording and storing evidence in a manner that can easily follow the pupil. A recent development of Glow is Glow Blogs. By using Glow Blogs pupils can maintain their own e-portfolios containing reports, photographs etc to record the highlights of their activities, both inside and outside of the formal education system. Education Services staff should disseminate evidence of good practice in the use of e-portfolios to inspire others.

Conclusion

This paper has looked at a variety of ways that communication can be developed between all stakeholders in the education system. It has also looked at how Glow can be used to help deliver CfE effectively. It is up to each establishment which elements they wish to use from the above suggestions to take CfE forward. Establishments will have their own unique profile and will be at their own particular stage in the journey with CfE and Glow.

This paper endeavours to encourage each establishment to review how effective they are in communicating information about CfE. It also encourages establishments to reflect on how well they use Glow. Is effective use being made of Glow? Is there a formal plan for developing the use of Glow? Is Glow playing a central part in the delivery of CfE? Perhaps these three questions are good starting points for decision making.

Members of the Working Group

Norman Greenshields (DHT Gourock High School)
Gordon Manson (QIO)
Isobel McCorquodale (Head Gibshill Children's Centre)
Gerry McGuire (HT All Saints)
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Continuing Professional Development – Advice Paper

Introduction

Effective partnership working will be required to meet the continuing professional development (CPD) needs of all staff involved in implementing Curriculum for Excellence (CfE). The provision of CPD activities, tailored to specific needs and linked to a supportive work environment, will build a positive disposition to change among staff, leading to higher levels of participation. The CPD needs of staff in respect of CfE will be met through a range of activities within their own establishments, within clusters, within Inverclyde and beyond. High quality professional development that meets the needs of individuals, establishments and the local authority will be required to develop the competence, confidence and capacity of staff to fully implement CfE.

This paper aims to provide guidance as to what CPD opportunities could be developed to help support and enhance the delivery of CfE in Inverclyde. It is recommended that an emphasis be placed on offering as much CPD as possible at establishment level. Early insights into the part played by CPD in the development of CfE suggest that tailoring CPD closely to the needs of individual establishments, using real examples, is more helpful to staff.¹ CPD which is peer led and sustained through professional dialogue, with some external input where appropriate, is an effective way to support staff in the implementation of this major change in education.

Further advice about CPD in general can be found in the Inverclyde CPD policy.²

CPD Activities

Historically there has been an emphasis on the use of courses to meet CPD needs. Over the past few years there has been a move away from offering courses to activities that are more flexible and more appropriate to meet the needs of individual staff and establishments. Research indicates that CPD is most effective when it is based in the participant's own establishment, is peer led, collaborative and sustained.³ Teachers work most effectively in their own professional learning communities to research, try and share best practice; to map and articulate the curriculum; and observe and coach each other.⁴

¹ Teaching Scotland's Future: Report of a review of teacher education in Scotland. Scottish Government 2010.

² "Learning in Inverclyde: Professional Learning and Development for Teachers." 2011 Inverclyde Education Services.

³ What is teacher learning? P. Kelly, Oxford Review of Education 32(4), 505-519, 2006.

⁴ Shaping the future: how good education systems can become great in the decade ahead, McKinsey & Company, 2009.

The implementation of CfE has highlighted the importance of staff becoming involved in professional dialogue. Where staff are given the opportunity to meet with their peers, in formal or informal situations, to discuss CfE, their understanding of the subject and their motivation is enhanced. It is therefore important that staff are provided with sufficient opportunity to become involved in professional dialogue, both within their own establishments and beyond.

This document will highlight particular CPD activities that may be used to develop CfE in particular. These activities include the development of professional dialogue, especially for classroom practitioners, the promotion of a detailed understanding of how CfE is developing as well as the sharing of good practice throughout the authority.

Practitioners' Meetings

In delivering our new curriculum, there must be the opportunity for practitioners to meet and talk about what they are doing in their classrooms, and what they can do to further improve the pupil experience. In order to promote the effective development of CfE, as well as to support the development of the moderation programme, it is essential that staff are given the opportunity to meet with their peers in their establishment, cluster and within the authority. Practitioners' meetings will be at the heart of the CfE CPD programme.

The focus of practitioners' meetings will be the discussion of experiences and outcomes and the development of teaching and learning to enhance the delivery of CfE. It is acknowledged that time will need to be set aside for these activities, necessitating the construction of timetables for meetings at establishment, cluster and authority level. It is suggested that the authority timetable be set first followed by the cluster and then the establishment. These timetables should be published before the start of the new session.

Meetings should be arranged to facilitate the exchange of ideas, exploring what is taking place in various establishments, and to review the progress that is taking place across the authority. It is recommended that the majority of staff who attend these meetings should be classroom practitioners. This will ensure that staff who are actually delivering the CfE programme to pupils are provided with an opportunity to influence practice throughout the authority. There will be a specific theme for each meeting, targeted at a particular level. To provide the opportunity to develop the transition process between levels it may also be appropriate for other practitioners to attend. Staff in special schools should be provided with the opportunity to join the level meetings organised by the cluster of schools closest to them. Further advice can be found in the document "*Learning in Inverclyde: Transitions.*"⁵

The practitioners' meetings would be an appropriate gathering for carrying out some of the moderation activities as listed in the document "*Assessment and Moderation.*"⁶ Such activities will be valuable CPD opportunities which will ensure that a wide range of teachers are involved in moderation in Inverclyde.

Practitioners welcome the opportunity to visit other schools to view work, providing them with a valuable development experience. The cluster and authority meetings

⁵ "Learning in Inverclyde: Transitions." 2010 Inverclyde Education Services.

⁶ Inverclyde Council Education Services. Curriculum for Excellence. Assessment and Moderation Advice Paper 2011.

should be held in different establishments, with part of the meeting dedicated to viewing the work being produced by pupils at the particular level.

It is acknowledged that it may be difficult to release staff to attend the meetings that are outlined below. It is hoped that by organising meetings that alternate between school day, twilight and In-service sessions, many class teachers will have the opportunity to attend.

Early Through to Second Level Meetings

At establishment level it is suggested that staff meet with colleagues who are teaching at the same level at least once per term, organised by the Head of Establishment. These meetings will provide staff with the opportunity to share good practice and to review the development of the CfE programme across the level. For Early Level meetings it may be appropriate to have more regular cluster gatherings, rather than an establishment meeting.

At cluster level it is suggested that at least one classroom practitioner from each establishment be nominated to attend each meeting. It is recommended that at least two meetings at each level are held during the session. The responsibility for organising the cluster level meetings could be decided at a meeting of the cluster Heads of Establishment. At the meetings the practitioners will be able to share good practice and be provided with the opportunity to work together to further develop the CfE programme and to explore new approaches to teaching and learning.

At authority level members of the Quality Improvement Team will organise level meetings, with at least two meetings per level being held each session. It is recommended that at least one classroom practitioner from each cluster be represented at these meetings. Staff will be able to share good practice, reporting on the work that is taking place at establishment and cluster level, as well as identifying potential development activities that could be initiated at authority level.

Third Level and Beyond

All departments in secondary schools will already have experience of working with CfE outcomes when presenting work to pupils. Head Teachers should ensure that effective interdisciplinary learning is progressing in their school. There are many examples of good practice taking place in secondary schools in the authority where teachers are getting together, either formally or informally, to explore opportunities for interdisciplinary learning. For CfE to be considered to be fully implemented in an establishment there must be evidence of planned interdisciplinary learning, with a high degree of co-operation between subject specialists.

Classroom practitioners should be provided with the opportunity to meet with colleagues in their own establishment who are teaching at the same CfE level. These meetings should be held at least once per term and should concentrate on developing CfE through sharing good practice in teaching and learning, as well as exploring potential opportunities for interdisciplinary learning that involve an increasing number of curricular areas.

Secondary establishments may wish to join up with each other to hold level meetings to share good practice and to explore the potential for joint interdisciplinary learning projects.

Members of the Quality Improvement Team will organise authority wide level meetings, with at least two meetings being held each session. It is recommended that at least one classroom practitioner from each secondary school be represented at these meetings. Staff will be able to share good practice, reporting on the work that is taking place at establishment, as well as identifying potential development activities that could be initiated at authority level. These meetings will complement the work of the subject development meetings.

Approaches to Teaching and Learning

The meetings will be an important influence on how CfE is developed in Inverclyde. Recommendations for further CPD activities will come from these meetings. The aim of each activity should be described in terms of how it will improve the experiences of pupils in the classroom.

Heads of establishment should ensure that all teaching and support staff are provided with the opportunity to become involved in training opportunities which are, where appropriate, in-house and peer led. These will provide them with the opportunity to develop the appropriate skills to ensure that CfE is delivered effectively.

Heads of Establishments should encourage staff to explore a variety of approaches to teaching and learning, such as Co-operative learning, Critical Skills and Learning to Learn. In building this capacity in teachers, pupils' learning will be more active, collaborative, relevant, progressive and ambitious.⁷

The approach that practitioners take to deliver CfE will be influenced by the outcome that has to be achieved, the profile of their class and their own skills. After the appropriate CPD support is put in place, staff should be encouraged to make their own choice as to what approach to teaching and learning is appropriate to facilitate the delivery of the chosen outcomes.

In-Service Days

Where appropriate, the local authority will continue to suggest and support activities that may be presented to staff during In-Service days. The authority will collate feedback from these sessions which will inform the structure and content of future training days.

Heads of Establishment should ensure that all In-Service days have a clear CfE focus and that they actively promote the development of teaching and learning. Any activity should have a positive impact on learning.

Peer Support

The promotion of professional dialogue is important for the development of CfE. Staff should be provided with the opportunity to share and observe good practice in their own establishments, and beyond, to meet their own professional needs and interests.

⁷ Learning in Inverclyde: Learning and Teaching Policy. Inverclyde Education Services.

Staff should be provided with time to meet informally with colleagues in their own establishment to discuss how teaching and learning activities are being adapted to promote the effective delivery of CfE. Examples of good practice in the establishment should be highlighted during these meetings.

Peer observation has grown significantly in recent years but is still under developed as an important element in professional learning.⁸ Staff should be encouraged to share practice through observation and discussion. These visits will provide a shared context for discussion and mutual learning so that conversations about CfE are rooted in specific examples, becoming more meaningful and promoting the exploration of real classroom issues.

Staff should also be encouraged to visit other establishments to observe the practice that is taking place throughout the authority and beyond. Heads of Establishment should ensure that staff are comfortable with discussing good practice in their own establishments and with taking part in classroom visits before they are encouraged to visit other establishments.

Peer support could also involve the development of mentors and coaches for staff, harnessing the skills and knowledge of the practitioners in the establishment who are advanced in the delivery of CfE.

Supply Staff

Supply staff have a responsibility to develop their knowledge, skills and competences in line with professional standards, requiring them to engage in continuing professional development. Like other professions, we have a responsibility to support one another in our professional development.

It is important that supply teachers who work in our educational establishments are given opportunities to develop their professional skills. This will ensure that they have the knowledge to support pupils and to work effectively with their colleagues. It will also provide staff with further opportunity to maintain their CPD record and to keep abreast of current thinking and developments.

The Scottish Government has issued guidance⁹ on CPD for supply teachers which includes advice on how local authorities should support supply teachers. Inverclyde Education Services acknowledges the role that all teaching professional in Inverclyde have to play in supporting our colleagues on the supply list. It is recommended that schools provide supply staff, who are not in employment in an establishment, with the opportunity to attend their In-service days and other relevant CPD activities. Attendance by supply staff, who are not in employment, will be voluntary and will be unpaid.

It is suggested that the establishment CPD co-ordinator advise Inverclyde Education Services of CPD activities that are taking place in their establishment. A consolidated list of such activities could be published on the Inverclyde website for the information of supply teachers. Supply teachers would contact schools directly if they felt that

⁸ Teaching Scotland's Future: Report of a review of teacher education in Scotland. Scottish Government 2010.

⁹ CPD for Supply Teachers – Advice and Guidance. National CPD Team 2010

they would like to take part in the CPD activity. It is acknowledged that each establishment will have a limited capacity to offer CPD opportunities for supply staff.

Distributed Leadership

It is expected that there will be a wide variety of CPD activities connected with CfE being offered to staff at establishment, cluster and authority level. It is essential that effective distributed leadership is embedded in all of our educational establishments. An important element of the philosophy behind CfE is to provide practitioners with the flexibility to use the most appropriate methodology to deliver the curriculum. Encouraging staff to be creative, and to demonstrate leadership, will have a positive impact on the development of Curriculum for Excellence in Inverclyde.

Evaluation of CPD Activities

Heads of Establishments should arrange to monitor the impact of all of the CPD activities that are undertaken by their staff. The data for this review, gathered from a variety of evaluative activities, should include the practitioners' own evaluations as to what impact their CPD activity has had on their teaching and the learning of their pupils. The results of the monitoring will inform the planning of future CPD activities.

Members of the Working Group

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**Inverclyde Council Education
and Communities
Curriculum for Excellence
Working with Parents: Advice Paper**

Parental Involvement - Introduction

Under the Scottish Schools (Parental Involvement) Act 2006 parents have the right to advice and information about their child's learning and education. Schools must also look at ways of assisting parents to support their children's learning and give them the chance to become more involved with the work of the school and its community.

Parents, carers and families are by far the most important influences in a child's life. Parents who take on a supportive role in their child's learning make a difference in improving achievement and behaviour. **Schools which fully engage all parents in the life and work of the school will support the key principles of Curriculum for Excellence by ensuring consistent support and encouragement at school and at home, taking account of children's wider experiences and developing the sharing of information about learning.**

'In implementing *A Curriculum for Excellence*, effective partnership arrangements will enable schools to build on children's learning and achievements, within and beyond school'

HGIOS Partnership with Parents (2006)

By improving parental understanding of how schools work and what teachers do, by giving parents opportunities to express their views and raise issues which are important to them and by providing a better understanding of how they can best support their children at home, the key principles of Curriculum for Excellence will be supported.

This advice is given under the headings of the five key objectives of Inverclyde Education Services Parental Involvement Strategy, which is that parents should be:-

- Welcomed and involved in the life of their child's school
- Fully informed about their child's education and learning
- Able to support learning at home
- Encouraged to express their views and take part in decision making
- Involved in forums for discussion and debate on educational policy

Each heading has key questions to ask. Schools should involve parents in asking these questions and include them in the evaluation of their involvement in Curriculum for Excellence. Any plans to address areas for development should be agreed and shared with parents.

Welcomed and involved in the life of their child's school

Parents have always been encouraged to contact schools and establishments about relevant issues and to become involved in the life and work of their school. Well informed parents who understand the key aspects of Curriculum for Excellence will feel comfortable with the changes and will feel able to contribute as a partner with schools in their child's development.

Written communication on the progress that the school is making with Curriculum for Excellence with parents should be regular, give information parents want and need and be jargon free. A focus group of parents and staff may discuss such written information before it is

issued to decide on its relevance. Evaluative evidence of the impact of the information given could then be gathered by the School, or its Parent Council, and used to influence the next steps.

Skills and experiences of parents are used in our schools to enhance the experiences of the children, for example, parents will be involved in groups such as the Health group, Eco Group, Gardening Group. Parents could be encouraged to give extra curricular support and share skills, for example sharing their organisational skills – parents can help in the library; they can help prepare curriculum support resources and keep these up to date. These resources can then be used at home to support learning.

The development of close partnerships with working parents gives schools the opportunity to improve their links with employers. The experiences and skills of parents can be used to support both guidance and curricular programmes, with parents sharing their own experiences of further and higher education and employment.

Good opportunities for parents and teachers to meet should be embedded in school practice, with parents being aware of the timings of formal meetings well in advance and having the information which tells them how they may approach teachers at other times. Key members of Secondary staff may start to build links by attending Parents Nights at their associated primary Schools, becoming known to children and parents before transition. They may also attend meetings of their associated Primary Parent Councils in order to identify topics which are of interest to the families of P7 children. Where parents have concerns, for instance over National Qualifications, Secondary schools may be in a position to support their Primary colleagues in presenting the information to parents.

Is information provided, and opportunities to become involved, accessible to all parents including those who have, for example, sensory impairments, mobility issues or English as an additional language?

Are parents met with at times which are most appropriate for them and is there consultation on when this might be?

How well have parents been involved in establishing the arrangements for sharing information between home and school, school and home?

Fully informed about their child's education and learning

Parents should be kept well informed and up to date about Curriculum for Excellence and Learning and Teaching. Opportunities to both hear about and experience the difference between their own school days and their child's could be made available. They may be invited into classrooms and playrooms on a regular basis to see the curriculum in action and pupils sharing and demonstrating their learning in a variety of ways.

Schools may wish to offer opportunities for both written information and workshop activities which demonstrate the curriculum and the way children learn and are taught. For example, information on Curriculum for Excellence which is shared at a Parents' Evening could also be supported by leaflets and information on the school or Parent Council website. AIFL techniques should be shared with parents and may also be demonstrated in a classroom situation. As a follow up to these activities, question and answer sessions with staff and parents would allow for more in-depth discussion.

Information on children's progress, including their strengths and development needs, is shared regularly with parents by all schools. Parents will be given opportunities to discuss their child's progress and next steps for learning. Parents should be encouraged to participate in their child's education through attendance at appropriate meetings and forums. Where appropriate,

information about additional support for learning is given to parents. Secondary schools may wish to offer guidance such as departmental information booklets which illustrate course requirements, assessment procedures, support for pupils and areas where parents can assist

How well is the opportunity to see what happens in a classroom shared with parents as their children move up the school?

How well are the different kinds of assessment procedures and their purpose explained to parents? Is the use of formative assessment feedback to pupils shared with their parents and are parents able to give their views on the quality of the assessment information we provide?

Is good practice and changes in methodology within the school shared with all parents in a variety of ways – for example through DVD's of the curriculum in action, or by pupils taking the lead in explaining the curriculum?

How well does the school share and explain learners progress and next steps in learning with all parents including those who would not normally engage with the school? Are parents supported to access information and advice on choices and progression routes for their children?

Able to support learning at home

Schools currently provide a rich variety of home-learning tasks which consider the needs and skills of a variety of parents. Not all tasks are paper based, for instance, children and parents making puppets together. Useful suggestions are given to parents which help them support homework, for example, children make up a quiz and get the parents to ask them the questions or are encouraged to explain what they have learned to someone else in the family. Some homework tasks may be given for completion over a period of time to allow parents and children to complete these at times which suit the needs of the family. This might include topic research.

Homework diaries should include the child's targets, thus encouraging discussion between children and parents at all stages. Learning intentions and success criteria should be given.

Schools should consider how information is be given to parents on their child's strengths and development needs at regular times and in a variety of ways. Suggestions on how to use this information to support children at home may be discussed with parents and children. Information can be given on how to access specialist knowledge websites. Information about home-learning can shared in a variety of ways, through Glow for example.

Does the school know about the child's learning at home and the influences on this? How can this knowledge be gained?

Are parents made to feel comfortable talking to teachers and making them aware of how learning is supported at home? Do staff discuss with parents and children the activities they undertake at home so that these can be incorporated into their learning at school?

Have we consulted with parents on the type and amount of homework which each child is expected to do? Have all parents been given a copy of the homework policy and been given an opportunity to comment and agree it?

Encouraged to express their views and take part in decision making

Parents should have an active role in achieving the objectives of the school improvement plan; they should be aware of the cycle for improvement planning and become involved at an early stage. Representation on the school improvement planning group and involvement in the review and evaluation of this supports the understanding of Curriculum for Excellence. Parent Councils could be charged with gathering and representing parents' views to the Head Teacher and in disseminating the SIP to all parents in an accessible way – for example via the school website

To support a school's self evaluation process, schools should consider giving parents the opportunity to reflect on and evaluate school life in a variety of ways and at a variety of times. These may include questionnaires and face to face meetings. The views of all parents, including those who do not readily engage with the school, should be sought. Parent evenings could be used as opportunities to engage with parents on Curriculum for Excellence. The children have a role in encouraging parents to attend and may demonstrate their learning at the event.

How do we actively involve parents, more than Parent Council members, in supporting the Improvement Plan? How easy is it for parents to approach the Parent Council as a representative group to discuss or raise issues?

Are there systematic arrangements for, and an appropriate range of, consultative groups involving parents, thus ensuring major decisions are taken with the active involvement of parents?

Do questionnaires give all parents the opportunity to give their thoughts on the strengths / areas for improvement? Are parents given the information they need to help make these decisions?

What is done with the results of questionnaires or focus group evaluations? How is the action communicated to parents?

Involved in forums for discussion and debate on educational policy

Education Services and schools support the work of Parent Councils to carry out their responsibilities and duties effectively to the benefit of the school and its community. Parent Councils are being supported by schools and the authority to develop their communication with the Parent Forum. There is a particularly important role for the Parent Council in disseminating Curriculum for Excellence information to the Parent Forum.

A variety of short and medium term consultative groups will help to support the development and evaluation of Curriculum for Excellence at school and authority level. It should be made clear at the outset what the nature of the consultation exercise is, and the outcome expected from it. A consultation may be to make and determine a decision; another may be to inform a decision that requires to be made, yet another may be to decide how a decision already made could be implemented.

Education Services has appropriate parent representation on groups undertaking policy development. Education Services currently involves parents in the development, implementation, monitoring and evaluation of its services

How is a breadth of representation ensured when schools and the authority arrange parent focus or advisory groups to gather views on the implementation of Curriculum for Excellence?

Are consultative groups given good feedback about the results of any consultation and its impact?

Are groups such as the Parent Council Representative group involved in meaningful discussion about the aims of education services? Are they aware of how they can influence debate?

Advisory Group

A group of parents and staff were brought together as a short term group to discuss the benefits of Parental Involvement in supporting and developing Curriculum for Excellence. There were seen to be benefits for parents, children, the schools and Education Services. Parents were seen to have an important role in the success of Curriculum for Excellence, and schools had an equally important role in communicating Curriculum for Excellence to parents. The parents in the group were particularly keen to see the good relationships with their child's schools started in the early years and through primary, continuing into secondary school. The school staff involved felt strongly that the contribution of parents to the child's success and that of the whole school community supported an increase in attainment.

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Lesley Smith, Chair, Gourrock Primary Parent Council

Elizabeth Robertson, parent, Ardgowan Primary School

Joan McLeod, parent, Moorfoot Primary School.

Glen Miller, Chair, Port Glasgow High School Parent Council

Brian Fowley, Depute Head, St Columba's High School

Maggie Patterson, Head of Community Learning and Development

Relevant Documentation

Parental Involvement Strategy Document, Inverclyde 2008

Scottish Schools (Parental Involvement) Act 2006

HGIOS, Journey to Excellence; part 3, 2007

Journey to Excellence, HMIE 2006, Dimension 6.

Parents as Partners Toolkit, 2006

QMIE2, HMIE 2006

Parent Factfiles (various). LTS

Tracking, Reporting and Recognising Achievement Advisory Group – Advice Paper

This advice paper should be read in conjunction with other authority papers:

**Communication and Glow
Assessment and Moderation
Parent Strategy
Continuous Professional Development**

The following are quotes from Curriculum for Excellence, Building the Curriculum 5: a framework for assessment: recognising achievement, profiling and reporting:

“Reflecting the principles of Curriculum for Excellence, progress is now defined in terms of “how much” and “how well” as well as of learner’s 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.” (p.16)

“Teachers should report to parents on their child’s achievement in terms of levels 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 they are secure at a particular level. 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.” (p. 18)

Planning

Planning will be based on the experiences and outcomes. They will plan to cover either one experience and outcome or a group of related experiences and outcomes¹. Teachers should plan to cover all Es and Os for a level over a three year period.

Planning will include success criteria which will be used as the basis of any assessment. Teachers should use AifL strategies in their everyday work. In particular, they should share learning intentions and success criteria with their pupils. This approach will ensure that children and young people are trained to think about their learning and will begin to internalise self evaluation techniques from the earliest stage.

¹ All learners have an entitlement to a broad general education that extends to the end of S3 and is secured by ensuring the inclusion of all of the experiences and outcomes in all curriculum areas up to and including the third level. It is particularly important to reinforce that the broad general education does not represent a three year common course in secondary schools. Most learners will progress into the fourth level in many aspects of their learning before the end of S3. This offers the opportunity for study in greater depth and helps to lay foundations for more specialised learning in the senior phase.

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
- reporting to learners and parents/carers
- teacher and pupil evaluation of the learning experience

Learners progress in different ways and at different rates. Reporting must take account of breadth, challenge and application. It should be proportionate and manageable and should not be about the four capacities and not be about each experience and outcome.

The focus for learning in Inverclyde is no longer on how fast learners progress and achieve levels.

Tracking

Tracking pupil progress is very important to ensure that there is full coverage of Es and Os with opportunities for consolidation of skills. Head Teachers still need to ensure that there is appropriate pace in learning. Progress will be monitored and strengths and areas for development noted. Development areas will then be included in future planning.

Head Teachers will continue to meet with individual teachers to track progress particularly in the key areas of literacy and numeracy. It is recommended that CfE Development and Progression charts are used. These are attached for convenience.

Literacy and English

http://www.ltscotland.org.uk/resources/d/genericresource_tcm4620953.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-628459-64

Numeracy and Mathematics

http://www.ltscotland.org.uk/resources/d/genericresource_tcm4622917.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-628498-64

Inverclyde Maths planners should continue to be used.

When deciding on the progress being made by a learner as he /she moves through a level, a holistic approach can be used to determine whether or not the learner is secure in that level. The professional judgement of the teacher is a key element but there must be evidence to support this judgement. Such holistic judgement should take **A B C** into account: **A**pplication of learning, **B**readth and **C**hallenge.

There is a facility for recording teacher comments using SEEMIS.

The roll out of use of tracking mechanisms and reporting is being explored and further advice will be issued.

Schools² should have in place robust approaches towards quality assurance, including moderation arrangements, which focus on improvement. In their Standards and Quality Reports schools will be expected to comment on the effectiveness of their arrangements for quality assurance and moderation and provide assurance that staff are following local and national guidance on assessment.

² Throughout this paper, the term 'school' is taken to include pre-school centres, residential and day special schools and primary and secondary schools. The term 'teacher' in this document is used to refer to all teaching staff including pre-school practitioners, college lecturers, Community Learning and Development (CLD) staff and other relevant practitioners.

Reporting

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 on the development and learning of children and young people will take account of their achievements in different contexts and settings, including across and within curriculum areas (interdisciplinary learning), the life and ethos of the school and learning outwith the school, including the wider community.

Reporting and Parents

The Parental Involvement Act has three aims. They are:

- Parents should be involved with their child's education
- Welcomed as active participants in the life of the school
- Encouraged to express their view on school education

In 2010 a number of schools and clusters of schools consulted parents about what should be contained in a report.

Results were clear and decisive. Parents wanted to know ways in which:-

- my child is working to the best of his/her ability.
- how my child interacts with others
- how my child is behaving
- how to support my child's learning at home
- if my child is on track to move to the next level with their peers
- additional support is provided
- Individual comments from my child's teacher are highly valued. Tick boxes are not.

The opportunity for parents and learners to comment on the report is seen as very important.

Lastly and most importantly parents would wish to know if there was a difficulty or problem sooner rather than later.

Interim reporting is valued by parents. Schools should continue to provide an interim report as well as a main report where this is already provided.

A report for use in session 2010/11 was provided for schools. A further report will be provided for use in session 2011/12 and beyond. Schools are free to adapt the report to suit their own circumstances but must be sure to invite feedback from learners and their parents.

From next session staff should be able to judge a learner's progress **within** any level to say whether a pupil is:

- developing
- consolidating
- secure.

Developing, consolidating and secure should be based on "a chunk of work or level", and not for individual Es and Os.

National advice at this time is to be very careful when using this terminology. Schools are reminded that evidence is needed to support their use.

Use of these terms should be included in the body of the text rather than in tick boxes. For example, **Elsa is beginning to consolidate her learning in mathematics.**

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

Recognising Achievement and Profiling

In BtC 5 the term achievement is used to include attainment. “Learner achievement relates to all aspects of their planned learning.”

Achievement refers to something that has been accomplished, especially by hard work or ability. Attainment is part of achievement. Achievement is integral to overall attainment. The term achievement should be used to embrace all successful learning whether it is formal or not. The term Wider Achievement should not be used.

Opportunities for personal achievement, planned through the school, often enrich the life experiences of learners and play a major part in creating opportunities for individual growth, progress and achievement.

Schools are skilled in celebrating achievement either at Assembly or by using displays. This is good practice and should continue to be encouraged.

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 class work
- photographs or videos
- records of interviews or discussions

Learners should be encouraged and supported to be involved in deciding what evidence may be drawn upon and how to gather this irrespective of where learning takes place. It would be good practice for staff to work with learners to summarise the evidence for reporting to parents and others. At particular points – especially at points of transition – teachers will work with children and young people to sum up achievements through profiles. These will include summary statements of progress within and through the curriculum levels, as well as progress towards qualifications in the senior phase.

Teachers need to track participation and achievement at every stage. This can take the form of a very simple grid.

National advice on profiling, particularly at P7 and S3 makes it clear that there is no requirement for collation of large amounts of evidence but that some samples of work are stored either by electronic or other means.

Profiles are aimed primarily at learners and parents. Profiles will be produced by 2011/12 for pupils in Primary 7 and by 2012/13 for pupils in S3.

Profiles need to be manageable and need to provide evidence of “best and most recent learning“. Information from Community Learning and Development and from partner agencies should be included, where available. Consideration will be given to the format to be used. For this, the use of Glow or Seemis should be developed.

The following is from Communication and Glow Advisory paper:

“An important feature of Glow Learn is the facility that allows the class teacher to develop assessment activities. Variety of assessment is a core feature of CfE. Glow Learn provides teachers with a nother easy to use a nd effective assessment tool to present to their pupils.”

“The wide variety of a ssession activities that should be used as part of CfE can create a challenge when it co mes to recording and storing evidence in a manner that can easily follow the pupil. A recent development of Glow is Glow Blogs. By using GI ow Blogs pupils ca n maintain their ow n e-portfol ios containing reports, ph otographs etc to record the highlights of their activities, both inside and outside of the formal education system.”

Teachers should include information about achievement outwith the formal curriculum. Most young pupils are keen to share outside achievements with their peers and their teacher. They may become less willing to share this information as they get older. There is a need to consider pupil privacy – it is up to the learner to disclose outside achievements. If appropriate, further advice will be issued on this.

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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