curriculum for excellence
building the curriculum 5
a framework for assessment

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curriculum for excellence
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This guidance has been revised to reflect the new approach to formally recognising literacy and numeracy skills which was agreed by the Curriculum for Excellence Management Board in June 2010. It also provides information on the Scottish Survey of Literacy and Numeracy which was announced by the Cabinet Secretary for Education and Lifelong Learning in August 2010 and updated information on International surveys.

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Cabinet Secretary's foreword

I am very pleased to endorse the *Framework for Assessment* for *Curriculum for Excellence* which has been agreed by the Curriculum for Excellence Management Board.

Curriculum for Excellence gives us an unparalleled opportunity to raise achievement levels for all of our children and young people. It is critical that assessment is used to support individual learning and to provide reliable information to learners, parents, employers and further and higher education about the standards that have been achieved. It is also important that Parliament and the people of Scotland can have confidence that the high standards we have set for Scottish education are being delivered. A robust assessment system operating at all stages of education is central to providing that support, evidence and reassurance.

Our overall strategy for assessment in *Curriculum for Excellence* was published in September 2009. This document – *A Framework for Assessment* – provides more detailed guidance for practitioners on how the new assessment system will raise standards and expectations, promote depth of understanding and improve skills.

The Framework describes how we will achieve the standards and expectations set out in the experiences and outcomes of Curriculum for Excellence. Those standards take account of international benchmarks to ensure that Scotland sets challenging standards and expectations for broad general education within *Curriculum for Excellence*.

The approach that has been recommended for quality assurance and moderation of assessment is essential to ensure that we have robust nationally benchmarked standards and that there is confidence that these standards are being adhered to. I recognise that this approach will require significant activity at local authority and school level. I have asked the Curriculum for Excellence Management Board to give me advice on the additional activity that will be required. That will enable me to ensure that the necessary resources are available.

The publication of this *Framework for Assessment* signals that all the major policy decisions on *Curriculum for Excellence* have been taken. The emphasis will now move on to how the high level principles are translated into practice in the classroom and ensuring that you are supported and equipped for this. I am committed to working with the education and wider community to ensure the success of *Curriculum for Excellence*. Working together we will achieve our common ambition: ensuring that Scotland has an education system that promotes and supports the highest possible standards of attainment and achievement.

MICHAEL RUSSELL MSP
CABINET SECRETARY FOR EDUCATION AND LIFELONG LEARNING

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Curriculum for Excellence Management Board's foreword

The Curriculum for Excellence Management Board is committed to a staged approach to ensuring assessment meets the needs of all learners, as an integral part of *Curriculum for Excellence*. The first stage was the announcement by the Cabinet Secretary's predecessor on 23 September 2009 of key policy principles, based on advice given to her by the Management Board. This second stage provides a description of how these principles will be put into practice and how to provide support and ensure quality, agreed by all members of the Board. The third stage, which is already underway, will provide a range of examples developed across a range of schools. These will be available in early summer 2010. Finally, an online National Assessment Resource will be available in autumn 2010. All of these stages will require local and national CPD.

The standards and expectations agreed for the new assessment system reflect the experiences and outcomes of *Curriculum for Excellence* and their equivalent within National Qualifications. This is crucial to ensuring an integrated approach to the new curriculum, assessment and qualifications that will improve learning and teaching. The *Framework for Assessment* will help to demonstrate how these standards are being raised as a result of *Curriculum for Excellence* by providing learners with opportunities to achieve greater breadth, respond to more challenge in their learning and apply that learning in new and unfamiliar situations. There will also be a greater focus upon skills development.

The organisations represented on Management Board, including local and central government, are committed to ensuring that staff have the time and support required to ensure this framework can be effectively implemented.

This will include:

> a coherent system of quality assurance, moderation and sharing of understanding and best practice to support teachers in achieving greater consistency and confidence in their professional judgements

> a new online National Assessment Resource

> a major focus on CPD to help practitioners develop the knowledge and skills required to achieve greater consistency and understanding in their professional judgements

The Management Board recognises that there is still much to be done to make the Framework a reality and to ensure that it drives forward improvements in learning and teaching. The Management Board is confident that the agreed Framework and associated quality assurance and moderation model provides the right basis for building upon the best of current practice to take this forward. The Board will now focus on ensuring that the exemplification and the National Assessment Resource are available on schedule and that local and national support is provided as required.

Curriculum for Excellence Management Board membership

Name	Organisation
Marie Allan	SSTA
Janet Brown	SQA
Vivienne Brown	SDS
Terry Lanagan	ADES
Alison Coull	Scottish Government
Graham Donaldson	HMIE
Larry Flanagan	EIS
Tony Finn	GTCS
Graham Hyslop	Scotland's Colleges
John Ireland	Scottish Government
Prof Grant Jarvie	Universities Scotland
Michael Kellet	Scottish Government
Colin MacLean	Scottish Government (Chair)
Irene Matier	AHDS
Forbes Mitchell	SOLACE
Bernard McLeary	LTS
Jackie Brock	Scottish Government
Myra Pearson	Deans of Education Faculties/Departments
Christine Pollock	ADES
Ronnie Summers	SLS
Duncan Simpson	Community Learning & Development
Judith Sischy	SCIS

The context of *Curriculum for Excellence*

Curriculum for Excellence aims to ensure that all young people in Scotland achieve the high standards of achievement, including attainment, needed for life and work in the 21st century. The knowledge and understanding, skills, attributes and capabilities that children and young people[1] will need for the future will be different to those in the past and within a more challenging environment.

who is this document for?

This document is for **all** partners involved, **in whatever setting**, in promoting effective learning for children and young people from 3 to 18.

> ### who are these partners?
>
> All those involved in planning, supporting, designing and providing learning opportunities including:
>
> practitioners at all levels – early years, primary, secondary and special schools, colleges, voluntary organisations, private training providers, youth workers and other specialist learning providers including those in secure and residential settings; and
>
> young people, their parents, carers and families, local authorities, employers, Skills Development Scotland, professionals in other children's services (health, social work, police), community learning and development partnerships and wider community planning partnerships.

what is this document for?

This document is part of a series of *Building the Curriculum* publications and is intended to further support planning, design and putting into practice the curriculum and approaches to assessment in schools[2] and colleges. It complements *Curriculum for Excellence: Building the Curriculum 3: A framework for learning and teaching* and *Curriculum for Excellence: Building the Curriculum 4: Skills for learning, skills for life and skills for work*. It provides guidance on aligning curriculum, learning and teaching and assessment.

In September 2009, the Scottish Government set out the strategic vision for assessment in *Assessment for Curriculum for Excellence: strategic vision and key principles*. The main differences from the existing assessment arrangements are that:

> Assessment practices will follow and support the new curriculum. This will promote higher quality learning and teaching and give more autonomy and professional responsibility to teachers

> Standards and expectations will be defined in a way that reflects the principles of *Curriculum for Excellence*. This will support greater breadth and depth of learning and place a greater focus on skills development (including higher order skills)

> A national system of quality assurance and moderation for 3 to 18 will be developed to support teachers in achieving consistency and confidence in their professional judgements

> A National Assessment Resource will help teachers to achieve consistency and understanding in their professional judgements

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1   We recognise that many young people who are older than 16 may view themselves as adults. However, in this document we have adopted the terminology of children and young people to reflect a consistent approach across *Curriculum for Excellence*

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

There will also be a major focus on Continuing Professional Development (CPD) to help teachers develop the skills required.

This *Framework for Assessment* is the next step in providing support for staff as they implement *Curriculum for Excellence*. It provides an outline of the approaches to assessment to support the purposes of learning 3 to 18. Further more detailed guidance and exemplification will be provided through the National Assessment Resource. In addition, further guidance will be provided including on reporting on learners' progress and achievements, recognising and accrediting achievements and on the S3 profile.

Examples of assessment practice are included throughout this document to illustrate approaches staff[3] might take to put the advice provided into practice. These examples are not definitive but are provided to help staff as they begin to further develop their assessment approaches.

This *Framework for Assessment* builds on the strengths of our effective approaches to assessment in Scotland, developed through *Assessment is for Learning* and National Qualifications. It also takes account of best practice elsewhere and the findings of international research such as those in the *Analysis and Review of Innovations in Assessment* (ARIA) and the UK's Teaching and Learning Research Programme (TLRP) commentary, *Assessment in schools: fit for purpose?*. It recognises the good practice and expertise in assessment that exists across all sectors of education. Overall, *A Framework for Assessment* aims to ensure that this good practice is shared, reflected upon and implemented to raise standards of achievement for all children and young people.

reflecting the values and principles of *Curriculum for Excellence*

Curriculum for Excellence sets out the values, purposes[4] and principles of the curriculum for 3 to 18. The revised assessment system is driven by the curriculum and so necessarily reflects these values and principles. *A Framework for Assessment* is designed to support the purposes of *Curriculum for Excellence*. The purposes of assessment are to:

> support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities

> give assurance to parents,[5] children themselves, and others, that children and young people are progressing in their learning and developing in line with expectations

> provide a summary of what learners have achieved, including through qualifications and awards

> contribute to planning the next stages of learning and help learners progress to further education, higher education and employment

> inform future improvements in learning and teaching

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

4 The purposes of the curriculum 3 to 18 are to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors – the four capacities as defined in *A Curriculum for Excellence: The Curriculum Review Group Report* (2004)
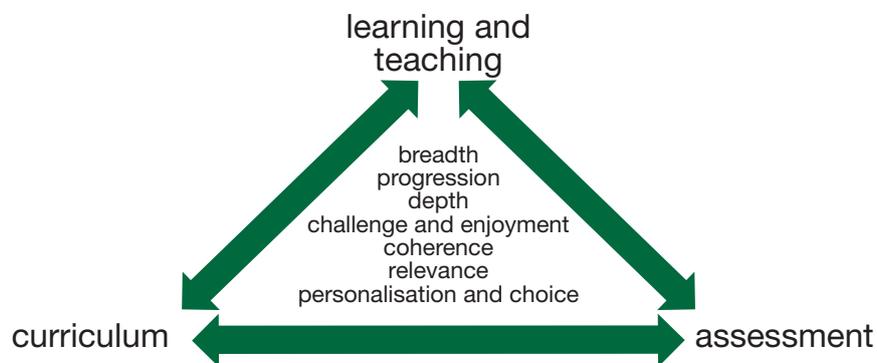
5 The term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends

The values that underpin *Curriculum for Excellence* must inform all aspects of assessment. These values are that the curriculum must be inclusive, must be a stimulus for personal achievement and must, through broadening of experience, be an encouragement towards informed and responsible citizenship.[6] Assessment involves making judgements about children's and young people's learning. The important decisions that are made on the basis of these judgements have to be made using sound evidence and professional integrity. Assessment approaches have to avoid pre-conceptions and stereotypes and be fair to all involved: to children and young people, their families and communities.

In all areas of the curriculum for children and young people aged 3 to 15, the experiences and outcomes of *Curriculum for Excellence* describe the expectations for learning and progression. The knowledge and understanding, skills, attributes and capabilities that contribute to the four capacities are embedded in the experiences and outcomes and form the basis of day-to-day assessment. The four capacities can be reflected upon and used for broad judgements about progress and achievement. The *Principles and Practice* papers outline the broad features of assessment in each of the curriculum areas and include guidance on features of progression.

In the senior phase, qualifications and awards have a key role in enabling young people to continue to develop the knowledge, skills, attributes and capabilities that contribute to the four capacities. The review of National Qualifications is ensuring that assessment approaches are closely linked to learning and based firmly on the principles and purposes of *Curriculum for Excellence*.

A coherent approach to planning the curriculum, learning, teaching and assessment is necessary, as illustrated in the following diagram:

learning and teaching

breadth
progression
depth
challenge and enjoyment
coherence
relevance
personalisation and choice

curriculum   assessment

In order to gather good quality evidence of learners' progress through relevant experiences, staff will plan to use a range of approaches that reflect the breadth, challenge and application of learning and the wide range of skills being developed. The active involvement of children and young people in assessment is essential to ensure they have a well-developed sense of ownership of their learning and help one another.

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6   *A Curriculum for Excellence: The Curriculum Review Group Report* (2004)

Curriculum for Excellence focuses on a broader range of knowledge and understanding, skills, attributes and capabilities that children and young people develop in a range of contexts. This means that assessment in *Curriculum for Excellence* will involve a broad range of approaches that allow children and young people to demonstrate what they know, understand and can do. Assessment will support learning and promote learner engagement resulting in greater breadth and depth in learning, including a greater focus on the secure development of knowledge, understanding and skills. To ensure children and young people are making progress across all aspects of planned learning, assessment will place a greater emphasis on literacy and numeracy across the curriculum, health and wellbeing, Information and Communications Technology (ICT) and higher order skills, including creativity.

A Framework for Assessment: key messages

Principles of assessment: Assessment practice will follow and reinforce the curriculum and promote high quality learning and teaching approaches. Assessment of children's and young people's progress and achievement during their broad general education to the end of S3 will be based on teachers' assessment of their knowledge and understanding, skills, attributes and capabilities, as described in the experiences and outcomes across the curriculum. Assessment practices for the next generation of National Qualifications from S3 (for National Literacy and National Numeracy) and in the senior phase and beyond will be aligned to *Curriculum for Excellence*.

Standards and expectations: The standards and expectations that form our aspirations for all learners from 3 to 18 are set out for the whole curriculum in the experiences and outcomes of *Curriculum for Excellence* and their equivalent in the specifications for qualifications and awards. Reflecting the principles of *Curriculum for Excellence*, progress is defined in terms of 'how well' and 'how much', as well as learners' rate of progress. This approach will promote greater breadth and depth of learning, including a greater focus on the secure development of skills and knowledge. Assessing progress across a breadth of learning, in challenging aspects and when applying learning in different and unfamiliar contexts, will also help teachers to plan, track progress, summarise achievements in a rounded way and better prepare children and young people for the next stage in learning.

Ensuring consistency: Scottish Government, other national partners and education authorities will work together to build on local and national practices for quality assurance and moderation of assessment. The aim will be to support the development of a shared understanding to achieve consistency in standards and expectations and build trust and confidence in teachers' judgements. Education authorities will provide assurance that schools in their area are consistently applying national standards and expectations.

CPD and support: Staff will be supported by continuing professional development and a new online resource – the National Assessment Resource – which will provide guidance, assessment materials and illustrations of performance and learners' work to support the development of consistent standards.

Reporting to parents: Parents will get regular information about their children's strengths, progress and achievements. This will include brief descriptions of progress across the curriculum areas and through the curriculum levels as well as progress towards qualifications in the senior phase. In addition to individual reports on the progress of the child or young person, they will receive information on: how well all learners and particular groups of learners are achieving; the performance of children and young people in the school in relation to expected levels at particular stages in key areas such as literacy and numeracy; and how the school is applying national standards and expectations.

Informing self-evaluation for improvement: To enable schools to use benchmarking information, the Scottish Government will develop from its previous work with education authorities a process to enable sharing of information about learners' performance at school level. The Scottish Government will not collate or publish aggregate information nationally.

Monitoring standards over time: The Scottish Survey of Literacy and Numeracy (SSLN) will be fully aligned with *Curriculum for Excellence* and will sample learners' achievements to measure standards over time and to monitor national performance in literacy and numeracy at P4, P7 and S2. Scotland will participate actively in international surveys of achievement to compare the performance of our children and young people with that of their peers in other countries. The findings of all such national and international studies will contribute to guidance and advice in the National Assessment Resource to help achieve better outcomes for all learners.

This *Framework for Assessment* aims to create:

> a more effective assessment system which supports greater breadth and depth of learning and a greater focus on skills development

> through collaborative working, a better-connected assessment system with better links between pre-school, primary and secondary schools, colleges and other settings to promote smooth transitions in learning

> better understanding of effective assessment practice and sharing of standards and expectations, as well as more consistent assessment

> more autonomy and professional responsibility for teachers

The following diagram provides a summary of the national *Framework for Assessment* to support the purposes of learning 3 to 18.

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A framework for assessment to support the purposes of learning 3 to 18

Reflecting the values and principles of *Curriculum for Excellence*

- applying the values of *Curriculum for Excellence* in an inclusive way
- ensuring that curriculum, learning and teaching and assessment form a coherent experience
- gathering good quality evidence of learners' progress through relevant experiences using a range of approaches which reflect the breadth and depth of achievement in learning
- enabling all learners to maximise their potential and develop across the four capacities using motivating assessment approaches
- using assessment flexibly to meet the needs of all learners regardless of where their learning takes place

What we assess

Application of the national standards and expectations of each learner's progress and achievements in developing:

- knowledge and understanding
- skills
- attributes and capabilities

as detailed in the experiences and outcomes within curriculum areas and subjects and in the curriculum guidance and specifications for qualifications and awards in the senior phase

Principles of assessment: why we assess?

Supporting learning

- sharing learning intentions and success criteria
- high quality interactions and feedback

Promoting learner engagement

- learner involvement in reflection, setting learning goals and next steps including through personal learning planning
- self and peer assessment

Ensuring appropriate support

- to be fair and inclusive
- to enable learners to have the best chance of success

Informing self-evaluation for improvement

Information gathered should:

- contribute to an account of success at local and national levels
- enable the monitoring of standards over time

Learner

**Through experiences …
I can show that I can …**

literacy
skills for learning, life and work
confident individuals
effective contributors
responsible citizens
numeracy
successful learners
health & wellbeing

When we assess

- as part of ongoing learning and teaching
- periodic (from time to time)
- at transitions

Reporting on progress and achievement

- involving learners, parents and others, for example, profiles, records and reports
- describing progress and achievement against standards and expectations
- giving a valid and reliable account of learning at points of transition as concisely as possible
- recognising learners' achievements including through celebrating success, profiling achievement, and by using certification, accreditation, qualifications and awards

Ensuring quality and confidence in assessment

- developing sound judgements through sharing standards
- supporting assessment through exemplification and CPD

How we assess

- by using a variety of approaches and range of evidence to fit the kind of learning
- by making assessment fit for purpose and appropriately valid, reliable and proportionate
- through partnership working

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What we assess
all aspects of learning

Assessment of the broad range of planned learning is required across the full range of contexts and settings in which the curriculum is experienced. These contexts include the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement. They cover learning both within and outwith education establishments and classrooms.

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in:

> knowledge and understanding

> skills

> attributes and capabilities

as detailed in the experiences and outcomes within curriculum areas and subjects and in the curriculum guidance and specifications for qualifications and awards in the senior phase. *Building the Curriculum 4: Skills for learning, skills for life and skills for work* shows how skills for learning, life and work are embedded in the experiences and outcomes and the senior phase. It supports thinking about evidence of progression in those skills and how they can be developed and applied across learning and in different contexts.

standards and expectations

A standard is something against which we measure performance. *Curriculum for Excellence* has the clear aim of building on current practice to raise achievement. Standards and expectations in this context are set out for the whole curriculum in the experiences and outcomes of *Curriculum for Excellence* and their equivalent within specifications for qualifications. Within a level for a curriculum area or a part of an area such as reading, the experiences and outcomes describe the sorts of knowledge, understanding, attributes and skills expected.

The expectations about progression through curriculum levels are shown in the table below.

Curriculum Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF level 4)
Senior phase	S4 to S6 and college or other means of study

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The expectations comprise an entitlement and apply to the learning of every child and young person. A **broad general education** includes all[7] of the experiences and outcomes across all curriculum areas up to and including the third level. These should be experienced by all children and young people as far as this is consistent with their learning needs and prior achievements. The arrangements for assessment should enable and motivate all learners to develop to their fullest across the curriculum. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning, qualifications and lifelong learning. Children and young people will progress at different rates: some will require additional support and may take longer for their learning to be secure at a particular level for some or all areas of the curriculum; others who achieve secure learning sooner will require more challenging tasks and a greater emphasis on independent learning to help reinforce learning and allow them to maximise their progress and achievement.

assessing the breadth, challenge and application of learning

Assessment approaches should help learners to show their progress through the levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning. For learners to demonstrate that their progress is secure and that they have achieved a level, they will need opportunities to show that they:

> have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum

> can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects

> can **apply** what they have learned in new and unfamiliar situations

Teachers can use these three aspects to decide when a learner has met agreed expectations and achieved a level, either in a part of a curriculum area such as reading, or in a whole curriculum area.

The following diagram illustrates a three-dimensional view of assessment:

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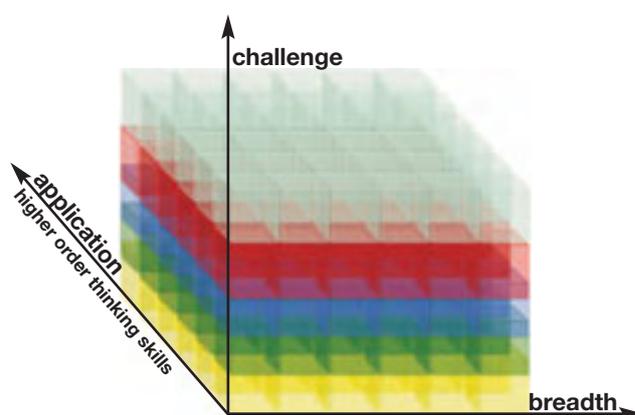
7   The exceptions to this statement are where specific sets of experiences and outcomes are specialised: Gaidhlig, Gaelic (learners) and classical languages and religious education in Roman Catholic schools

Building on existing standards and expectations, to meet the expectations of *Curriculum for Excellence*, teachers will develop their assessment practice to ensure it is appropriate for the breadth of learning across the curriculum. Teachers will be able to work together to share their understanding of standards and expectations of performance through participation in professional discussion and moderation activities. Sharing and reflecting in this way will promote collaborative working across pre-school, primary, secondary, college and other settings to share practice and expertise (see section on *Ensuring quality and confidence in assessment*). Nationally-provided examples illustrating progress and achievement will inform teachers' reflections alongside their own sampling evidence of learning and reviewing their own and colleagues' judgements.

It is important that learners have the opportunity to demonstrate their achievement of standards and expectations in different ways and to progress by different routes and pathways through the experiences and outcomes and the qualifications framework. Schools will have the flexibility to provide a range of progression pathways appropriate to their learners' needs and local circumstances and will have freedom to allow learners choice in how they demonstrate their success in learning.

assessing progress and achievement in learning

Reflecting the principles of *Curriculum for Excellence*, progress is now defined in terms of 'how well' and 'how much' as well as learners' rate of progress. This approach will promote greater breadth and depth of learning, including a greater focus on the secure development of skills and knowledge. Assessing progress across the breadth of learning, in challenging aspects and when applying learning in different and unfamiliar contexts will also help teachers to plan, track progress and summarise achievement in a rounded way and better prepare children and young people for the next stage in learning.

In *Curriculum for Excellence*, the standards expected for progression are indicated within the experiences and outcomes at each level. The levels represent the breadth and depth of learning to be experienced by young people, typically over a three-year period. The wider spacing of levels provides scope for practitioners to plan the curriculum with appropriate pace, challenge, personalisation and choice for learners.

Achieving secure learning and progression within a *Curriculum for Excellence* level is demanding. It requires enriching learning experiences and opportunities for applying, consolidating and reinforcing learning. Learning is usually not linear and learners may progress along different routes and pathways through the experiences and outcomes. It will take time to progress from secure learning within one level to the next.

Assessing achievement within and through *Curriculum for Excellence* levels takes account of the key aspects of effective learning and progress as described below. In order to progress within a level, learners should be able to demonstrate confidence, proficiency and security across the three aspects of assessment:

> **across breadth of learning**

This will involve sustained achievement in an increasing number of outcomes across the breadth of learning described in the experiences and outcomes. Learners will demonstrate success by building on previous learning and being able to make links in learning by looking back as well as forward. Broadening and enhancing experience within a level are important parts of progression to the next level.

A variety of assessment approaches should allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities across the range of the experiences and outcomes. Assessment of this nature is aligned with teaching that develops a broad range of learning.

> **in challenging aspects**

Participating in challenging tasks and activities develops learners' interest and confidence in some aspects of their learning. It also develops some skills, attributes and capabilities to a high level.

Assessment should give learners the opportunity to demonstrate aspects of learning where they have a depth of knowledge and understanding and skills. This allows them to progress in areas of strength and interest.

> **when applying learning in different and unfamiliar contexts**

Applying learning in different ways is important to developing higher order thinking skills and provides relevance and purpose to learning, as well as making it more secure. It also offers opportunities to make links across ideas and concepts they have already learned, an important dimension of 21st century skills.

Assessment needs to sample learning in the context in which it was developed and in straightforward ways. Assessment should probe the ability to apply the learning in more challenging tasks and in unfamiliar situations (these are important abilities for life and work) and to develop resilience and the ability to stick at a task until it is completed.

Curriculum for Excellence is a curriculum for all. It places emphasis on enabling all young people to maximise their potential. It is important to recognise the progress and achievements of all young people, including those with additional support needs, by planning for and recognising 'short steps' in learning. More in-depth assessment will be required to help determine success in these short steps.

The *Principles and Practice* papers in each of the curriculum areas include more specific guidance on features of progression.

Children and young people achieve success in learning through planned activities in a range of settings and in their lives at home and in their local community. These activities may be provided by youth organisations, clubs and interest groups, in community provision or by activities organised by young people themselves. It is important that, through their involvement in such activities, learners build on and progress in the skills and attributes that they are developing. Recognition of as much of their achievement as possible makes learning more relevant and motivating.

literacy and numeracy

Curriculum for Excellence emphasises literacy and numeracy skills and aims to develop, maintain and extend these skills. These fundamental skills are made explicit in the experiences and outcomes and developed across the curriculum. All teachers have a responsibility for their development. It is crucial that children develop these skills from the early years and sustain progress in these skills throughout their education. In assessing children's and young people's progress in literacy and numeracy, teachers will use the experiences and outcomes and the guidance in the relevant *Principles and Practice* papers and further guidance that will apply to standards. Applying the principles and practices of assessment for *Curriculum for Excellence* will ensure that the standards and expectations in literacy and numeracy are rigorously applied. It will also enable teachers to provide a robust and credible assessment of children's and young people's achievements in literacy and numeracy at all stages of their broad general education.

National Qualifications Units in literacy and numeracy are being developed at SCQF levels 3, 4 and 5. These Units will be built into English and Maths courses at SCQF levels 3 and 4, and at SCQF level 5 appropriate coverage of literacy and numeracy skills will be embedded across English and Maths courses. Those wishing certification in literacy and numeracy will be able to take the self-standing Units. These units will also be available to adult learners.

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literacy across learning in a primary school

Staff are planning ways for children to demonstrate their literacy skills across learning. They are aware children do not always write at a consistently high standard across curricular areas outwith English. They decide to focus on writing in technology. They link children's experience of product design to teaching the key features of report writing. Staff refer to children's prior learning and skills to identify learning intentions to ensure children consolidate previous learning and extend their skills. Staff explain and agree with children the criteria for a successful report and children use these when creating their text. In doing this, children are aware of success criteria linked to their ability and creating writing of a consistently high quality across other areas of learning.

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health and wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, attributes and capabilities which they need for mental, emotional, social and physical wellbeing now and in the future. Wellbeing is one of the key outcomes of *Curriculum for Excellence*. Assessment in health and wellbeing has to take account of the breadth and purpose of the wide range of learning experiences of children and young people in this curriculum area.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. From the early years through to the senior stages, children's and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships and in approaches to personal planning, assessing risk and decision making.

Assessment in health and wellbeing should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

what we assess in the senior phase

The senior phase of young people's education builds firmly on the broad general education. The values, purposes and principles of *Curriculum for Excellence* will flow through from the earlier phases of education. Assessment in the senior phase will focus on planned learning across the curriculum. The curriculum in the senior phase should be designed to meet the principles of curriculum design and the entitlements set out for all learners in *Building the Curriculum 3* and should include the four aspects of the curriculum (the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement).

In the senior phase, a substantial part of assessment will contribute to young people gaining formal qualifications and awards. Through these, young people will continue to develop the four capacities and the range of skills for learning, life and work. The Scottish Qualifications Authority (SQA) is the national awarding and accreditation body for Scotland and is responsible for National Qualifications. Other awarding bodies and professional bodies, such as City & Guilds, also offer qualifications and awards.

The next generation of National Qualifications have a key role to play in raising standards of achievement for all within *Curriculum for Excellence*. The new and revised qualifications at SCQF[8] levels 1 to 7 are being developed within *Curriculum for Excellence* by SQA in partnership with Learning and Teaching Scotland (LTS), Scotland's Colleges, HM Inspectorate of Education and the Scottish Government. These developments will ensure that there is good progression from the experiences and outcomes in learners' broad general education into, and throughout, the senior phase; and good progression from the senior phase to further and higher education and into employment and training. Approaches to assessment in the next generation of National Qualifications will support learning and take account of the need for breadth, challenge and application of learning.

SQA also offers a broad range of qualifications that support *Curriculum for Excellence* including Skills for Work courses, National Qualifications from Access to Advanced Higher (SCQF levels 1 to 7), Scottish Baccalaureates in Science and Language, National Certificates, National Progression Awards, Higher National Certificates and Diplomas, Personal Development Awards and Scottish Vocational Qualifications.

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8   The Scottish Credit and Qualifications Framework (SCQF) is the common language of education and training in Scotland. Each qualification is allocated a level according to how demanding the qualification is.

The assessment of young people's learning may include the recognition of their achievements through, for example, the Duke of Edinburgh's Awards Scheme, College Certification and awards ceremonies. *Amazing Things – Guide to the Youth Awards in Scotland* provides information on a wide range of youth awards including ASDAN (Award Scheme Development and Accreditation Network), John Muir Awards and Millennium Volunteer Award.

reflective questions

> *What might be the issues that you need to address in planning assessment opportunities, recognising "that learners will progress in different ways" and can "demonstrate their achievement in different ways"?*

> *How will staff be best supported in developing confidence in their professional judgements and ability to assess learners' progress to shared standards?*

> *How will you address the challenges of assessing the broad range of learning across all contexts and settings in which the curriculum is experienced?*

Principles of assessment

The principles of *Curriculum for Excellence* apply to assessment in a way that achieves coherence across experiences and outcomes, learning and teaching and assessment practice. Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning. Assessment approaches need to promote learner engagement and ensure appropriate support so that all learners can achieve their aspirational goals and maximise their potential.

As with all aspects of *Curriculum for Excellence*, assessment practices should be seen from the perspective of the learner. Learners should be engaged in all aspects of assessment processes and be afforded an element of choice and personalisation in showing that they have achieved the intended outcomes. As learners move through the curriculum, they will experience a range of approaches to assessment. From the learner's perspective, assessment will begin in pre-school by focusing on personal development and feedback with experiences built around the developing child while in addition at the senior phase young people will experience assessment practices which lead to qualifications.

supporting learning

Assessment supports learning by focusing on the process of children and young people moving from where they are in their learning towards their desired goals. Assessment can also be used to identify and plan any support they will need to achieve these goals.

Staff should discuss with learners what they are expected to learn. They should clarify and share learning intentions and success criteria and appropriate experiences for achieving these. Both staff and learners should foster a sense of achievement by sharing challenging and realistic expectations. Sharing success criteria along with learning intentions allows learners to 'see what success looks like'. With practice, success criteria can often be devised by the learners themselves.

High quality interactions between learners and staff lie at the heart of assessment as part of learning and teaching. These interactions should promote thinking and demonstrate learning and development. They should be based on thoughtful questions, careful listening and reflective responses and effective feedback strategies. Conversations about learning between teachers and children and young people, among teachers and among learners should be part of the planned activities or experiences.

Learners need timely, accurate feedback about what they have learned and about how well and how much they have learned. This helps them to move forward in their learning and to identify what they need to do next and to decide who can help them build up their knowledge, understanding and skills.

assessing art and design in a primary school

Primary 4 children build up portfolios as a record of their work in art and design in a study of a local woodland area. The teacher promotes progression in using the visual elements of 'line, shape, form, colour, tone, pattern and texture' (EXA 1-03a). Her assessments take place mainly in her interactions and oral feedback during learning. They focus on the quality of the children's observation, discussion and responses, for example in their use of colour and pattern. This helps the teacher to tailor support towards the different needs evident in the children's responses.

learner engagement

Learners do well when engaging fully in their learning, collaborating in planning and shaping and reviewing their progress. Approaches to assessment that enable learners to say, 'I can show that I can…' will fully involve them. At all stages, learners should understand that assessment will support them in their learning and help them develop ambition to learn in increasing breadth and depth.

Children and young people can develop their confidence through thinking about and reflecting on their own learning. They should have regular time to talk about their work and to identify and reflect on the evidence of their progress and their next steps, including through personal learning planning. Through frequent and regular conversations with informed adults, they are able to identify and understand the progress they are making across all aspects of their learning and achievements.

For this process of reflection to be effective, learners need to be supported in developing their skills in self and peer assessment and in recognising and evaluating evidence of their own learning. Peer assessment and other collaborative learning enables learners to support and extend each others' learning, for example by being aware of what is expected of them from looking at examples and devising and sharing success criteria. As they develop skills in self and peer assessment, learners will build confidence and take more ownership for managing their own learning. By focusing on the processes of learning as well as on their achievement of outcomes, they will become reflective and positive contributors to assessment.

Using these approaches to encouraging dialogue about learning, children and young people and staff can identify next steps and learning goals based on feedback and evidence of learning. Children and young people should agree learning goals and should record them in ways that are meaningful and relevant, for example in diaries, learning logs and progress files.

reflective questions

> *How effective are you at making clear to learners what they are learning, what success looks like and what is expected of them?*

> *Do you provide sufficiently high quality feedback to learners about how well and how much they have learned? How well are learners actively involved in reflecting on their learning so that they are aware of what they need to do next?*

> *Do learners have sufficient opportunities for dialogue with teachers about their progress in achieving their goals and targets?*

> *How can you support children and young people in using assessment evidence to make informed choices and decisions about their learning?*

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learner engagement in assessing numeracy across learning

Primary and secondary teachers within an associated schools group work together to develop a shared understanding of the standards and expectations described in the numeracy experiences and outcomes. They tease out learning intentions for selected experiences and outcomes in a way that children can understand. The children use these to self-assess their progress and identify where they can show their achievements. The children choose examples of learning across curriculum areas including languages, physical education and religious and moral education to include in their portfolios. The children regularly discuss with teachers their progress, the quality of the evidence and their next steps. Teachers have regular opportunities to participate in moderation activities to sample children's portfolios and to review teachers' judgements. This provides feedback which they use to inform improvements in their practices.

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ensuring appropriate support

Building the Curriculum 3 details the entitlement of all children and young people to 'personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.' Assessment has to be fair and inclusive and must allow every learner to show what they have achieved and how well they are progressing. Staff can ensure that assessment meets all learners' needs by providing each child and young person with the most appropriate support. In doing so, they will ensure that every learner has the best chance of success.

For monitoring and tracking to be successful, records of children's and young people's achievements and progress need to be manageable. Staff should use assessment information from a wide range of sources to monitor learners' progress and plan next steps in learning. Assessment information should be shared and discussed with the learner, parents, other staff as appropriate, and partners involved in supporting learning. All can contribute at appropriate times to setting targets for learning and ensuring appropriate support for each child and young person.

The *Education Additional Support for Learning (Scotland) Act 2004* and the *Education Additional Support for Learning (Scotland) Act 2009* provide a framework of support for children and young people who are facing barriers to learning. Barriers can arise from the learning environment, family circumstances, disability or health needs and social or emotional factors. Where such circumstances arise, children and young people are entitled to have their additional support needs identified and addressed at the earliest possible stage. Planning mechanisms such as personal learning planning, individualised educational programmes[9] (IEPs) and coordinated support plans[10] (CSPs), can help to ensure that each child or young person with additional support needs can achieve positive and sustained educational outcomes.

The *Early Years Framework* and *Getting it Right for Every Child* (GIRFEC) highlight the importance of effective and sustained early intervention practices. These practices help to ensure that appropriate action is taken to provide the right level of support for children who are at risk of not achieving their full potential.

Teachers shape the learning environment to meet the needs of learners. To do this, they need to know their learners well – as learners. This means that teachers need to consider whether the repertoire of learning and teaching approaches they use will deliver the aims and purposes of *Curriculum for Excellence*.

Health, social work, police and education partners need to ensure that effective multi-agency information-sharing is in place and that full and relevant information about children's and young people's circumstances is used to inform the planning and delivery of appropriate support. The resilience framework[11] and the e-Care framework[12] are useful mechanisms to help ensure that effective steps are taken to remove any barriers to learning in relation to family circumstances. Schools need to adopt approaches that help to remove barriers to learning resulting from social and emotional circumstances including, for example, challenging behaviour.

Arrangements for assessment should ensure that all children and young people have an equal opportunity to show what they can achieve. Pre-school establishments, schools and colleges are required to identify and deliver 'reasonable adjustments' to assessment approaches for disabled children and young people and those with additional support needs, for example, by using assistive technologies. Since assessment is integral to learning and teaching, approaches used to help in assessing an individual child's or young person's progress should be consistent as far as possible with those used in learning. Practice is most effective where teachers use a range of assessment approaches flexibly to identify strengths, learning needs and appropriate support for vulnerable, disengaged and hard-to-reach learners.

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9   See EPSEN http://www.scotland.gov.uk/Publications/1994/01/65/File-1 and
    www.ltscotland.org.uk/inclusionandequality/iepscotwriteredirect.asp

10 www.scotland.gov.uk/Publications/2005/08/15105817/58187

11 www.scotland.gov.uk/Topics/People/Young-People/childrensservices/girfec/Practitioners/ToolsResources/UsingResilienceMatrix

12 www.scotland.gov.uk/Topics/Government/PublicServiceReform/efficientgovernment/DataStandardsAndeCare

In line with disability discrimination legislation, SQA will as far as possible ensure that barriers to internal and external assessment are avoided in the specifications for qualifications, and will make adjustments to assessment arrangements for disabled candidates and those identified as having additional support needs. These assessment arrangements are adjustments to the published assessment arrangements and are intended for young people who can achieve the national standards, but cannot do so by the published assessment arrangements – the reason for this might be a physical disability, a sensory impairment, a learning difficulty or a temporary problem at the time of the assessment.

16+ Learning Choices aims to ensure that all young people have an offer of appropriate post-16 learning along with the necessary support to enable them to move into positive and sustained destinations. Ensuring appropriate information, advice and guidance along with the necessary support and more choices and more chances for those learners who need them, will be an important part of providing an inclusive approach to learning, teaching and assessment in the senior phase.

When we assess

The *Principles and Practice* papers outline the broad features of assessment in each of the curriculum areas and describe the different kinds of evidence of progress from day-to-day learning (see *'as part of ongoing learning and teaching'* below). In some curriculum areas, the evidence may come from specific assessment tasks or tests to assess specific aspects of learning at key points (see *'periodic'* below). Sharing of assessment information has a key function at points of transition, including supporting learners when moving between establishments or to inform options and choices for further study or employment.

The central purpose of assessment is to support learning and this is best achieved by a combination of formative and summative assessment. This means assessing learning both in an ongoing way and by 'stepping back' at regular intervals to take stock of learners' progress and achievements. The terms 'formative' and 'summative' do not describe a type or form of assessment, but instead describe how assessments are used. Evidence and feedback from any assessment can be used formatively to inform planning for improvements in learning, as well as contributing to periodic summaries of progress and achievement for reporting and monitoring.

as part of ongoing learning and teaching

Teachers assess constantly as part of daily learning and teaching. They do this, for example, by watching and listening to learners carrying out tasks, by looking at what they write and make and by considering how they answer questions. They get to know their learners well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next.

Effective ongoing assessment is about establishing where children and young people are in their learning, where they are going and how best to get there. It is important that teachers use the evidence about learning to provide useful feedback to learners, to adapt learning and teaching approaches to meet their needs and to revisit areas where learning is not yet secure.

Ongoing assessment, including in the senior phase, will include assessing progress across the breadth of learning, in challenging aspects and when applying learning in different and unfamiliar contexts.

assessing language in a pre-school setting

A nursery practitioner assesses and promotes the development of oral language with a group of children. She observes their different uses of language during a range of play experiences. Some children mainly use language to express their immediate needs and join in conversation with other children and adults. Others use extended responses for a variety of purposes, for example to predict what might happen next as they built bridges and tunnels for cars and to describe their artwork to parents at the end of the day. She matches her interactions to children's different needs by adapting her role in listening and responding to them, using different questions and feedback. This provides a direct link between her observations and her immediate actions to promote learning. As her nursery builds up profiles of children's development and learning she records, from time to time, brief comments on signs of new or extended uses of talk or a child's needs for additional support or challenge.

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periodic (from time to time)

From time to time teachers also take stock of their learners' progress and achievements in order to be able to plan ahead and to record and report on progress. This is vital in ensuring that learners' progress is on track and that action is being taken to address any problems at the earliest possible point.

This taking stock relates to broad standards and expectations, for example deciding whether a level for a curriculum area, or part of an area such as reading, has been achieved or what additional learning and support is needed.

It involves teachers in evaluating a range of evidence produced over a period of time to provide a summary of progress and achievement, including for qualifications and awards. It can be carried out in a number of ways, including by weighing up all relevant evidence, taking account of the breadth, challenge and application of learning.

at transitions

Well-planned and effective transition arrangements are fundamental to maintaining children's and young people's progression within *Curriculum for Excellence*. These include:

> pre-school to primary

> between stages

> primary to secondary

> from additional support for learning units and establishments to mainstream provision

> from the broad general education at the end of S3 into the senior phase

> beyond school to positive and sustained destinations such as employment and further and higher education

Learners also experience transitions when moving school, class, or programme and where their learning is planned across a range of contexts within and outwith education establishments. Taking stock of learners' progress and achievements is particularly important at transitions, when we know that some can fall through the net.

An effective transition should promote continuity and progression in learning. All practitioners, staff, parents and support agencies need to work together to ensure this and to involve learners in the process. Such partnership approaches are particularly important to ensure children's wellbeing and progress in the *Curriculum for Excellence* early level, which spans the pre-school into primary school transition. The secondary to post-school transition is another example where partnership working needs to be well planned to allow appropriate engagement and, if necessary, further assessment of needs by partner agencies.

Quality assurance and moderation is particularly important at points of transition in order to share standards and expectations across sectors and providers. This will ensure confidence in assessment judgements and reliability of information so that children and young people can experience continuity and progression in their learning (see section on *Ensuring quality and confidence in assessment*).

sharing standards and expectations at the transition between primary and secondary

At transition, P7 and S1 teachers meet to ensure continuity in the development of writing as children enter secondary school. They work together to assess examples of writing from two children in each group in the class. They highlight the strengths and development needs indicated in the writing and discuss the children's achievement referring to breadth, challenge and application of learning across the second level experiences and outcomes in writing.

Where their judgements differ, they use nationally-provided examples of writing which illustrate secure progression at the second level as part of their discussions. They record the next steps for each child for the P7 teacher to discuss with the children. The P7 teachers carry out similar assessments for all children. The children keep these annotated samples in the first weeks in S1 to help teachers to be aware of the standards that the children have achieved and their next steps in learning.

reflective questions

How well do your current transition arrangements ensure a smooth, seamless transfer with particular reference to:

> *A common understanding of assessment approaches and standards?*

> *Planning continuity and progression in learning?*

> *Building on children's and young people's achievements?*

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How we assess

Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to check on learners' progress.

using a variety of approaches and range of evidence

Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do. The range and variety of assessment approaches should take account of the relevance of contexts to learners' prior experiences, interests and aspirations and should link across learning where possible.

It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners' preferences about how to show what they have learned. Evidence will come from day-to-day learning as well as from specific assessment tasks, activities, tests and examinations.

Assessment needs to be planned as part of learning and teaching activities. In planning activities and experiences with young people, staff need to:

> consider and share the outcomes towards which children and young people are working

> use examples that illustrate standards and expectations

> agree success criteria through discussion with each other and with learners

> design learning experiences and activities that are likely to challenge and motivate and give opportunities to children and young people to provide evidence that demonstrates their knowledge and understanding, skills, attributes and capabilities

> plan so that children and young people can show their thinking and provide evidence of what they have learned in response to planned experiences

Staff need to consider the balance across knowledge and understanding, skills, attributes and capabilities as described in the relevant experiences and outcomes and their equivalent in the specifications for qualifications and awards. Staff will also find the four capacities useful in providing a framework for longer-term planning and as a focus for discussions with learners as part of personal learning planning. For example, staff and learners could focus on the four capacities from time to time to discuss and evaluate evidence of the learner's overall development and plan next steps in learning.

assessing progress in social studies

At S1-S3 in social studies, teachers assess young people's knowledge, understanding and skills across the breadth of their studies of people, past events, society, place, environment, economy and business. Teachers gather evidence as part of day-to-day learning, as young people participate in a range of activities. These included describing and recording, exploring and analysing sources, talking and debating with peers and adults and undertaking investigations. From time to time, teachers use specific assessment tasks to assess progress and compare their learners' performance to that illustrated through the National Assessment Resource.

Young people demonstrate their progress through their skills in using differing sources of evidence, in reviewing its validity and reliability and in applying these in everyday life and work. Teachers assess how well young people can use their knowledge and understanding to interpret evidence and present an informed view and their progression to being able to sustain a line of argument. Learners also demonstrate evidence of progress by applying their knowledge and skills in increasingly demanding and/or unfamiliar contexts, such as environmental issues, citizenship and their awareness of the world and Scotland's place in it.

making assessment fit for purpose

Judgements about children's and young people's learning need to be **dependable**. This will mean that assessments are valid and reliable.

Validity in assessment depends on assessing the breadth of learning in the curriculum using a range of evidence so that staff can draw conclusions about what learners can do. Assessments need to measure what they intend to measure. They need to be fair, fit for the purpose of describing the intended learning and based on sound criteria.

Validity is improved when assessment tasks and activities closely match the intended outcomes and allow learners to produce evidence of their knowledge and understanding, skills, attributes and capabilities. The assessment activity should be designed to enable the learner to demonstrate 'how well' and 'how much' they have learned through the breadth, challenge and application of learning.

Reliability is the extent to which the assessment would give the same result if repeated. Reliability in assessments means that they provide high-quality evidence and information that is comparable (ie they stand up when compared to judgments across learners, contexts and settings – for example, departments or schools). Many factors affect the reliability of an assessment including, for example, the clarity of instructions to learners about how to demonstrate their learning, the timing in relation to programmes of study and consistency of marking from one teacher to another. Reliability and consistency of teachers' judgements is improved through participation in moderation, which is the process by which teachers share standards and expectations (see section on *Ensuring quality and confidence in assessment*).

It is also important that assessment is **proportionate** and that arrangements do not place excessive burdens on learners and teachers which divert their time and effort from learning and teaching. Further, the costs for the education community of high-quality assessment must be achievable within reasonable constraints of time, effort and resources.

All assessment should be valid, in order to be fair to all learners and to support progress in their learning. The relative importance of validity and reliability depends on whether the information from assessment is for informal, day-to-day assessment to be used to provide immediate feedback to learners, to provide a summary of learners' progress and achievements, or if the results are to be used by others beyond the immediate context of the learner, teacher and parent.

Assessment can be used to:

> help build learners' understanding as part of learning and teaching

> monitor and track progress in learning within the school

> provide information to those outside the school on learners' progress and achievements

> provide information for use beyond the school, including for qualifications and awards[13]

All assessment that provides a summary of learners' progress and achievements for those beyond the school requires high credibility and therefore needs to have both high validity and high reliability.

As part of planning, staff should build in opportunities to discuss and share assessment approaches and expectations with colleagues to ensure their appropriateness for the intended outcome (validity) and that they are fairly and consistently applied for all learners (reliability). Such sharing and reflection will develop staff's common understanding of the outcomes and criteria for arriving at sound evaluations of learning (see section on *Ensuring quality and confidence in assessment*).

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developing secure understanding in the sciences in primary school

Children in P5 were enjoying their learning and investigating changes in substances (SCN 2-15a) and were developing their inquiry and problem solving skills well. However, they had not yet demonstrated secure understanding of the underlying science concepts.

The P5 teacher designed a range of group discussion learning tasks to follow on from the practical activities to consolidate their learning. In these the children discussed the changes in substances to produce other substances with different characteristics for example as result of burning and rusting. The teacher had developed her questioning to include more open-ended questions which she followed up by inviting the children to explain their thinking and to provide reasons for their answers. The teacher used a written test to assess the children's understanding of how the characteristics of substances change.
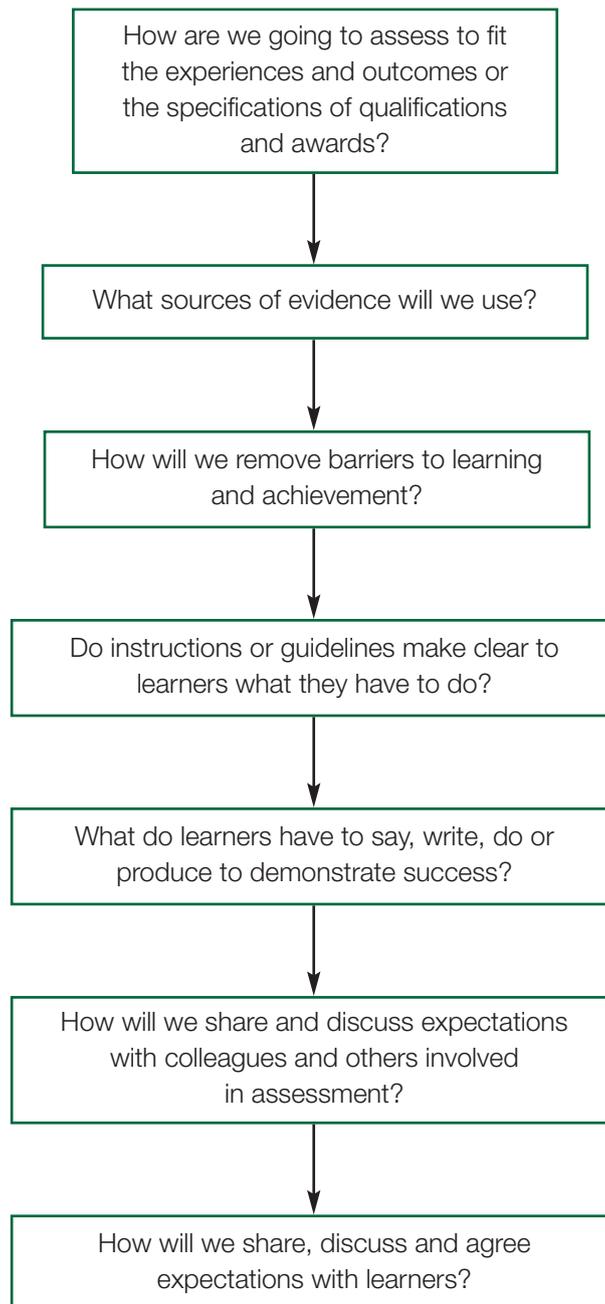
As materials from the National Assessment Resource become available, she will be able to compare her children's performance with that in the exemplars available. She will use the guidance to draw on assessment evidence from children's performance in class discussions, investigations and written tests to provide an overall evaluation of how well the children are progressing.

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designing discussions, tasks and activities

Assessment is part of the process of directing learning and teaching towards outcomes through enriched experiences and needs to be planned as such. Staff need to design effective discussions, tasks and activities that elicit evidence of learning. They need to ensure that assessment is fit for purpose by carefully considering the factors outlined in the previous section.

Staff should consider the following questions:

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┌─────────────────────────────────┐
│  How are we going to assess to   │
│  fit the experiences and         │
│  outcomes or the specifications  │
│  of qualifications and awards?   │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│  What sources of evidence will   │
│  we use?                         │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│  How will we remove barriers to  │
│  learning and achievement?       │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│  Do instructions or guidelines   │
│  make clear to learners what     │
│  they have to do?                │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│  What do learners have to say,   │
│  write, do or produce to         │
│  demonstrate success?            │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│  How will we share and discuss   │
│  expectations with colleagues    │
│  and others involved             │
│  in assessment?                  │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│  How will we share, discuss and  │
│  agree expectations with         │
│  learners?                       │
└─────────────────────────────────┘
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Staff should plan discussions, tasks and activities so that learners can provide evidence of their knowledge and skills from a range of sources and with choice of approach. These should include both in-school and out-of-school activities and should provide opportunities for learners to progress over time and across a range of activities. Staff should decide, with learners, on the most appropriate approach to assessment for a particular outcome or set of outcomes.

Sources of evidence can include:

> observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions

> records (oral, written, audio-visual) created by children and young people which may include self assessment and/or peer assessment or may be assessed by the teacher

> information obtained through questioning in high quality interactions and dialogue

> written responses

> a product, for example, piece of artwork, report, project

> accounts provided by others (parents, other children or young people, or other staff) about what learners have done

Staff should consider ways to remove any unnecery barriers including ensuring that language used to describe what is expected of learners is accessible. They should consider the amount of support required to ensure fairness and provide sufficient challenge.

In designing assessments staff should decide what would be appropriate evidence of achievement. This should involve reviewing exemplar materials, including those available through the National Assessment Resource, deciding on what learners would need to say, write, do or produce to demonstrate success and indicate, for example:

> expected responses to questions

> expected skills and attributes to be demonstrated

> success criteria for performances and products

Consideration should be given to how to reflect, share, discuss and agree these expectations with learners and with colleagues.

For specifically designed assessment tasks or tests, teachers should make sure that learners are clear about what they have to do. How assessment is carried out can provide opportunities for learners to demonstrate a number of skills, for example higher order thinking skills, working with others, enterprise and employability.

reflective questions

> *How well do you plan a coherent approach to learning, teaching and assessment?*

> *Does the information you gather from assessment cover planned learning across the curriculum?*

> *How effective is the range of assessment evidence collected in demonstrating what learners know and understand and can do across aspects of achievement?*

> *Does the assessment information you use combine the contributions of teachers and learners?*

> *How well do you match assessment approaches to the type of learning defined in the experiences and outcomes and in the specifications for qualifications and awards?*

assessment of interdisciplinary learning

Carefully-planned interdisciplinary learning provides good opportunities to promote deeper understanding by applying knowledge and understanding and skills in new situations and taking on new challenges. Interdisciplinary learning can take place not only across classes and departments, but also in different contexts and settings involving different partners, including colleges and youth work organisations.

This requires careful planning to ensure validity and reliability. Interdisciplinary learning needs to be firmly focused on identified experiences and outcomes within and across curriculum areas, with particular attention to ensuring progression in knowledge and understanding, skills, attributes and capabilities.

recording progress and achievements

It is important that staff keep regularly updated records of children's and young people's progress and achievements. These should be based on evidence of learning. Learners and staff will need to select whatever best demonstrates the 'latest and best' exemplars of learning and achievement.

Much recording will take place during day-to-day learning and teaching activities. In addition, staff will periodically complete profiles of individual and groups of learners when they have been looking in-depth at a particular aspect of learning.

Approaches to recording should be:

> manageable and practicable within day-to-day learning and teaching

> selective and focused on significant features of performance

Effective recording can be used as a focus for discussions during personal learning planning to identify next steps in learning. It also helps staff to ensure that appropriate support and challenge in learning is in place for each child and young person. It can be used to share success with staff, learners and parents.

range of assessment approaches in qualifications and awards

The next generation of National 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 will offer increased flexibility, provide more time for learning, more focus on skills and applying learning, and greater scope for personalisation.

SQA uses a wide range of assessment types, both in course and unit assessments. Assessments can be set by SQA or by staff in a presenting centre[14] and can be marked by SQA or staff in a presenting centre. Centres are expected to have internal quality assurance systems to ensure quality and consistency in their assessment decisions and SQA provides external quality assurance for all assessment for its qualifications. Examples of assessment types in use include examination question papers, practical assignments, performances, projects/investigations and dissertations/research reports. A full description of SQA's current approaches to assessment can be found in the SQA *Guide to Assessment*.[15]

The extent of externality in course assessments varies and full use will be made of this variety for specific groups of subjects. Course assessment will include a focus on skills and the application of knowledge and understanding. The assessments used will, as far as possible, reflect the learning and teaching approaches used. To support teaching and depth in learning, support material will illustrate tasks and criteria and include examples of learners' work, linked to relevant outcomes.

National 4 and National 5

These qualifications replace Standard Grade General and Credit and Intermediate 1 and 2 qualifications. Schools and colleges will have the flexibility to deliver 1 or 2 year programmes of learning designed to meet their learners' needs. National 4 and National 5 qualifications are being designed to facilitate bi-level learning where possible. This approach is to allow learners to delay decisions about the level at which they will be presented as well as to encourage them to aim for the highest level of achievement.

Access, Higher and Advanced Higher

Access, Higher and Advanced Higher qualifications will be revised to ensure that they reflect the values, purposes and principles of *Curriculum for Excellence* and provide good progression to and from National 4 and National 5.

Literacy and numeracy qualifications

National Qualifications Units in literacy and numeracy are being developed at SCQF levels 3, 4 and 5. These Units will be built into English and Maths courses at SCQF levels 3 and 4, and at SCQF level 5 appropriate coverage of literacy and numeracy skills will be embedded across English and Maths courses. Like all NQ units these will be ungraded Those wishing certification in literacy and numeracy will be able to take the self-standing Units. These units will also be available to adult learners.

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14 SQA uses the term centre to describe schools, colleges and other providers SQA appoints to deliver SQA qualifications

15 www.sqa.org.uk/sqa/files_ccc/GuideToAssessment.pdf

Partnership working

Building the Curriculum 3 identifies a wide range of examples of organisations and partners who can actively assist learning experiences, the development of the four capacities and the fulfilment of entitlements. Adopting a partnership approach builds on key aspects of national advice and guidance including *Lifelong Partners* (our school/college partnership strategy), *Skills for Scotland* and *More Choices, More Chances*. Such national advice and guidance emphasises the importance of schools, training providers, community-based and non-formal learning providers, employers and Further and Higher Education working together. Joint planning and coordination is necessary to ensure that everyone involved is clear about their own roles and responsibilities in relation to assessment.

cross-sector partnerships

Effective cross-sector partnerships require consistent approaches to learning, teaching and assessment. Such partnerships include working in associated school clusters, and may also include colleges, community learning and development services and the voluntary sector. As part of effective partnership arrangements staff should ensure that:

> there is a common understanding of standards and assessment approaches and the contribution each partner is making

> assessment information is used to plan children's and young people's progression

> there is continuity and progression in learning and teaching methodologies and recognition of achievements.

Information about the learning needs of children and young people and on their achievements needs to be shared effectively through collaborative planning and profiling. All partners have important roles in providing information, identifying needs, tracking and monitoring progress and providing ongoing support.

school-college partnerships

Partnership arrangements should ensure that school and college staff carefully monitor the progress of all young people and intervene promptly to ensure that learners continue to progress. Effective procedures should ensure that school and college staff exchange appropriate information about strengths, development and support needs. Details of each individual learner's progress and achievements in college courses should be provided to relevant staff and used within school tracking and support systems. The advice and guidance contained in the *Shared Assessment of Need*, widely applied in partner settings including Further Education, Careers Scotland and employability services, emphasises a staged and coordinated process.[16]

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16 The *Shared Assessment of Needs* model related to employability is available on: www.employabilityinscotland.com. and for Careers Scotland on: http://www.careers-scotland.org.uk/AboutCS/WhatWeDo/Research.asp

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assessing in a school-college partnership

In a school-college partnership, staff collaborate with employers and workplace assessors to develop assessment arrangements for an extended work experience programme for a National Progression Award in enterprise and employability. Young people in S4 receive clear pre-entry information to help them understand the nature of their programme and how it is assessed. Staff use ongoing assessment to help learners develop their confidence and build portfolios that demonstrate progress in their learning. Young people regularly discuss their progress and achievement with workplace assessors and staff from the school. They receive helpful feedback and agree their next steps in learning. Staff from the school, college and workplace assessors have regular discussions and sample young people's work to ensure a consistent approach to standards and expectations.

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partnerships with parents

Parents are key partners in supporting their children's learning. In schools, staff should help all parents to understand what children are learning, how their work is assessed and how they, as parents, can support their children's learning. Schools should ensure that parents are aware of their children's learning goals and targets and they have access to information on their child's current progress and achievements. Staff should discuss options and progression routes with parents as partners in their children's learning. While this is the case for all parents, there are particular requirements to involve them where children and young people have needs that require them to have individualised educational programmes (IEPs) or coordinated support plans (CSPs).

reflective questions

> *How effective are you in helping all parents understand assessment approaches and how they can contribute to their children's learning? How might this be further developed?*

> *How will you develop arrangements with other partners who contribute to the child's or young person's learning to ensure all are clear about their roles and responsibilities in assessment?*

> *How well do you work with partners to ensure a shared understanding of standards and expectations?*

> *How effective are arrangements for sharing assessment information and support needs with all partners?*

> *To what extent do you consider others who support young people's learning as part of your learning community and involve them fully when you are evaluating progress?*

Ensuring quality and confidence in assessment
developing sound judgements through sharing standards

Curriculum for Excellence aims to raise standards of achievement for all from 3 to 18. This requires us to have effective quality assurance and moderation processes in place.

Quality assurance helps to support teachers and build expertise and capacity in the education system to deliver positive outcomes for children and young people. Through sharing, understanding and applying standards and expectations, quality assurance helps to raise standards and expectations, and levels of consistency across teachers and schools. It is important in the planning and coordination of professional development activities that a partnership and inter-establishment approach is adopted to ensure cross-service and cross-sector working on standards and expectations.

Quality assurance in education is part of the day-to-day work of pre-school centres, primary, special and secondary schools, services and local authorities. Staff use a wide range of activities to ensure that high standards are maintained and outcomes improved for children and young people. These include monitoring, self-evaluation and planning for improvement. Since assessment is integral to learning, teaching and the curriculum, these quality assurance approaches apply equally to assessment.

Rigorous and robust quality assurance gives confidence in teachers' judgements and provides assurance to parents and others that all learners receive appropriate recognition for their achievements in line with agreed national standards and are progressing in line with expectations.

Where assessment is for high stakes qualifications and certification, particular safeguards are required to guarantee fairness to all young people and to provide confidence to parents, colleges, universities and employers. SQA has a range of well-established quality assurance procedures in place for its qualifications. Rigorous and robust procedures will also be important as part of the broad general education and in particular at points of transition in order to ensure the reliability of information shared about progress and achievements.

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations for the broad general education. It involves teachers and other professionals as appropriate, working together, drawing on guidance and exemplification and building on existing standards and expectations to:

> plan learning, teaching and assessment

> check that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations before assessments are used

> sample evidence from learners' work and review teachers' judgements

> agree strengths in learners' performances and next steps in learning

> provide feedback on teachers' judgements to inform improvements in practices

Moderation helps to raise standards and expectations and levels of consistency across teachers and schools. This ensures that there is an appropriate focus on outcomes for learners, that learning is at the appropriate level and that learners develop the skills for learning, skills for life and skills for work, including higher order thinking skills, which will allow them to be successful in the future. Teachers being involved in developing their assessment approaches through participation in moderation activities is a highly effective form of professional development.

quality assurance of SQA qualifications
Verification is one of a range of quality assurance measures used by SQA to confirm that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards. It is the term used to describe the approaches to ensuring that centres' assessment decisions are valid and reliable and are in line with national standards.

SQA expects its centres to be responsible for the **Internal Verification** of their assessments. This means that centres should have an internal quality assurance system, with effective quality checks in place, to ensure that assessment decisions are consistent between staff assessing the same qualification.

External Verification is carried out by SQA to ensure that:

> national standards are being uniformly applied

> assessments are accurately and consistently applied across all centres and levels

> feedback is provided on teachers' judgements to inform improvements in practices

Systems Verification ensures that centres have adequate internal quality assurance systems, and that these are sufficiently well documented.

local and national quality assurance
Efficient and effective approaches to quality assurance and moderation will require building on local practices, developing working approaches across education authorities and partners and linking this work at a national level. National approaches will include opportunities for collaboration both virtual (for example, through Glow and SQA Academy) and face-to-face (for example, through national network groups and professional development workshops).

features of quality assurance and moderation in assessment 3 to 18
Quality assurance and moderation:

> is robust and rigorous and gives confidence in teachers' judgements

> provides the opportunity for teachers to collaborate and participate in professional dialogue and collegiate working

> ensures fairness to all children and young people and is open and transparent to all staff, parents and learners

> is fit for purpose and proportionate with processes articulating across stages and sectors

> fosters mutual trust, openness to different ideas and respect for the different skills, experience and understanding that all participants bring

> ensures that learning, teaching and assessment is planned in a coherent way and that assessment is valid and reliable

> provides opportunities for feedback and planning for improvement

> is manageable and the methods used are accessible and easily arranged with ongoing professional dialogue as a key component

> promotes learner engagement through learners discussing criteria, sharing and reviewing samples of their work and identifying strategies they found helpful to their learning

> promotes capacity building of assessment expertise, professional learning and development and quality improvement as integral to quality assurance processes

quality assurance and moderation embedded in the values and principles of *Curriculum for Excellence*

Quality assurance and moderation has to strike the right balance between effort and sustainability by having approaches across 3 to 18 that are appropriate to the ages and stages of learners and are proportionate.

Proportionality would apply within the curriculum at particular stages, for example focusing on literacy, numeracy and health and wellbeing as key components of the broad general education and the common responsibility of all teachers. Where we have high stakes assessment, for example for qualifications, quality assurance and verification will naturally focus on ensuring that national standards have been applied across Scotland. SQA will of course support centres by providing clear and accessible exemplification to help staff to understand standards and to apply those national standards locally. Further detailed guidance in respect of these will be developed and be published by SQA in relation to new and revised qualifications.

At other stages and for other ages, quality assurance might emphasise the importance of planning engaging and exciting learning experiences that will focus on achieving the standards and expectations defined through the experiences and outcomes. The curriculum levels and the three dimensional approach to assessment (breadth, challenge and application of learning, including higher order thinking skills) will be used to inform expectations and the planning of coherent approaches to learning, teaching and assessment.

Quality assurance and moderation is particularly important at points of transition in order to share standards and expectations across sectors and providers. This will ensure confidence in assessment judgements and reliability of information so that children and young people can experience continuity and progression in their learning.

Quality assurance needs to be flexible: what it looks like will depend on the context of individual schools and education authority and will build on existing effective practices. In developing systematic approaches to the quality assurance and moderation of assessment across Scotland, support structures have to be put in place so that local and national practices are fully aligned and everyone is clear about roles and responsibilities.

support structures and processes to support quality assurance and moderation

The following diagram summarises the range of people, support structures and processes within the education system that will be in place to support quality assurance and moderation in assessment. As can be seen from the diagram, all staff engaging with learners contribute to the quality assurance of assessment and its moderation. Working together and harnessing the range of support processes and resources available and in development, a rigorous and systematic national approach to quality assurance and moderation will be developed. At the same time, a national approach depends on the engagement of all concerned, including children and young people themselves, and their understanding of the role of assessment in improving standards of achievement.

Organisations and processes	People
National Agencies: LTS, SQA, HMIE, Scottish Government	National networks
At local level: Education authorities Collegiate support CPD	Local networks including clusters of associated schools
Jointly organised processes: Sharing data Benchmarking	Headteachers Other Senior Managers Principal Teachers/Faculty Heads Teachers, educators and other practitioners
Nationally coordinated resources: Glow National Assessment Resource Scottish Survey of Literacy and Numeracy SQA Understanding Standards website SQA Academy	Learners

The approaches outlined below build on recent international research and development work, as well as recent work in Scotland as part of *Assessment is for Learning* and National Qualifications.

At school level, teachers need to have opportunities to discuss and share expectations across the curriculum with a view to achieving consistency. These expectations also apply more widely at associated schools group/cluster level and in colleges and other providers, where examples of standards and expectations can be shared, particularly in key areas such as literacy and numeracy. Exemplification material will help to make standards and progression clearer and support reliable assessment.

Teachers and other practitioners will continue to work collaboratively to develop approaches to monitoring, self-evaluation and improvement planning, building on the existing strengths of their practice. **Learners** have a key role in moderation activities and teachers have an important responsibility in developing that role. Moderation activities will involve all teachers in engaging regularly in ongoing professional dialogue and collegiate working including by participating in local and national networking activities. Ongoing professional dialogue is a key component for coherent planning, checking, sampling, reviewing and providing feedback for improvement. Such collaboration and use of resources including those in the National Assessment Resource will help ensure that teachers develop a shared understanding of standards and expectations and apply these fairly and consistently. By taking part in such activities, teachers will be involved in high-quality, ongoing professional development.

Curriculum planners and managers (headteachers, depute headteachers, faculty heads/principal teachers) will build on existing practices to ensure that quality assurance activities are fit for purpose, proportionate, manageable and accessible. This will include providing opportunities and support for staff working collaboratively on moderation, verification, CPD activities and contributing to the National Assessment Resource. They will ensure an appropriate focus on coherent planning, checking, sampling, reviewing and providing feedback for improvement. Managers can also ensure that appropriate target-setting, monitoring and tracking of learners' progress is in place and that self-evaluation is based on a wide range of evidence across all aspects of learning including benchmarking information to inform improvement planning and raising achievement for all learners.

External quality assurance and moderation will focus on the judgements teachers make and on internal quality assurance and moderation practices. **Education authorities** will have a key role in ensuring that schools have suitable arrangements in place to support teachers' judgements and focus on any action required for improvement.

See the later section on *Roles and responsibilities in assessment* for details of the role of education authorities and national partner organisations in quality assurance and moderation.

supporting assessment through exemplification and CPD

exemplification and support
The Scottish Government and national partners are working together to ensure that support and exemplification materials provide advice and guidance on learning, teaching and assessment that encourage creativity and embrace the principles of *Curriculum for Excellence*. This exemplification and support is available through Glow, *Curriculum for Excellence*, Journey to Excellence, LTS Online, SQA and Scotland's Colleges websites (see annex b for further information).

National Assessment Resource
Staff will have access to a new national online resource – the National Assessment Resource – which is being developed by Scottish Government, LTS and SQA in collaboration with other national partners, education authorities and practitioners. It will be available from autumn 2010.

The purpose of the National Assessment Resource is to provide support for a single coherent assessment system through which understanding and professional practice in assessment and standards and expectations for *Curriculum for Excellence* will be developed and shared.

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The National Assessment Resource will provide a single place in which assessment materials for *Curriculum for Excellence* can be stored. This includes assessment material developed by SQA, LTS and teachers. It will include examples of practice which illustrate standards and expectations across curriculum areas, stages, experiences and outcomes and qualifications. This will support teachers in developing a shared understanding of standards and expectations and how to apply these consistently.

The assessments, and supporting exemplification, will include video, audio and interactive resources as well as the more familiar text, which will also be enhanced with graphics and pictures. Links to the SQA website will provide access to further advice and support for National Qualifications.

This online assessment resource will:

> provide assessment tasks for children and young people

> support the development of national assessment materials and exemplification

> provide a tool to allow teachers and others, for example SQA's examining teams, to create fit for purpose, up to date and engaging assessment materials

> provide unit assessment materials and course work materials for National Qualifications

> provide exemplars and guidance for continuing professional development in assessment for *Curriculum for Excellence*

> support the delivery of the Scottish Survey of Literacy and Numeracy

Fundamental to the success of the National Assessment Resource will be the availability of a wide range of high-quality assessment guidance, resources and illustrations of learner's performance to exemplify expected standards across the range of learning in the experiences and outcomes and in qualifications. Partners are working together with practitioners to ensure that appropriate materials are available when the National Assessment Resource is launched. The initial focus will be on the priority areas of literacy and numeracy and health and wellbeing. In the longer term, the plan is to ensure that resources are available across all stages and areas of the curriculum.

The quality of the materials available from the National Assessment Resource will be critical. For those developed by SQA, existing quality assurance processes will continue to be applied. For materials developed by teachers, partners will work closely together to develop procedures for quality assurance and to ensure that agreed standards are applied rigorously in order to accurately exemplify national standards and expectations.

One of the key functions of the National Assessment Resource is to provide a way for teachers to develop a shared understanding of standards and expectations. The Resource will support teachers in deepening their understanding and expertise in assessment. It will also help develop their capacity to make sound judgements about progress and achievement. Ultimately, as confidence and understanding grows, teachers will have more ownership of the National Assessment Resource. They will become responsible for quality assurance to ensure the resources are fit for purpose, increasingly putting their own assessment resources into the National Assessment Resource.

Some existing materials from 5 to 14 and the Scottish Survey of Literacy and Numeracy are being reviewed for suitability and adapted, as necessary, to ensure that they are fit for purpose in the assessment of the *Curriculum for Excellence* experiences and outcomes. The materials resulting from this process will be made available to teachers through the National Assessment Resource, in addition to other assessment resources.

continuing professional development

A Teaching Profession for the 21st Century sets out the expectation of a professional and flexible teaching force with the responsibility of working co-operatively and with a commitment to continuing professional development (CPD). High quality professional development and collegiality will be required to implement *Curriculum for Excellence*. Some of the features of effective CPD[17] include:

> individual teachers taking responsibility for identifying their own CPD needs by, for example, using non-class contact time to discuss and share ideas, experiences and resources with each other

> effective use of Professional Review (PR) and CPD coordination in schools to ensure group and individual development activities are matched to the strengths of individual members of staff

> enhanced professionalism through collegiate working, engaging in professional dialogue and taking lead in developments and innovation

> chartered teachers and other experienced teachers showing leadership for learning supporting colleagues by modelling good practice and buddying, mentoring and coaching

> collegiate working through school, cluster and education authority activities

> senior managers, education authorities and other CPD organisers identifying the intended impact of CPD in terms of outcomes for learners

Effective partnership working will be needed to meet the CPD needs of all staff involved in implementing *Curriculum for Excellence*.[18] These CPD needs will be met through a range of activities within staff's own establishments and will be supported by education authorities, relevant partner organisations and national events. Staff will engage in activities and develop a shared understanding of standards using the exemplification and guidance provided. This will be supported by a programme of CPD on assessment approaches, including moderation activities.

The Scottish Government, LTS, SQA and Scotland's Colleges will work together on support for assessment and qualifications. Further detail of the roles of the national organisations is provided in the *Roles and responsibilities in assessment* section.

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17 *Learning Together:* Improving teaching, improving learning (The role of continuing professional development, collegiality and chartered teachers in implementing *Curriculum for Excellence*) HMIE 2009

18 Towards a Professional Development Strategy for *Curriculum for Excellence* (Curriculum for Excellence Management Board Paper, 2009)

Reporting on progress and achievement
involving learners, parents and others

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. The process needs to be as streamlined as possible so that it is manageable and proportionate while providing the necessary information.

Reporting is able to provide parents with regular information about their children's strengths and development needs, an opportunity to discuss with their children their progress in different aspects of the curriculum and a chance to give their views on their children's progress. It also allows staff to respond, helping parents to understand how they can support their children to develop their learning further. Learners themselves should be in a good position to contribute to discussions about written reports and about their progress in learning at consultation meetings with parents.

Parents will get the regular information about their children's strengths, progress and achievements to which they are entitled. They should be informed about any gaps in their children's progress and ways that they can help.

At later stages of education 3 to 18, and especially in colleges, the immediate audience for reporting will be the learner. Other colleges, higher education and employers will also be audiences for reports on learners' success.

describing progress and achievements

Reporting on the development and learning of children and young people will take account of their achievements in different contexts and settings, including across curriculum areas, the life and ethos of the school and learning outwith the school, including in the wider community. 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. Staff will work with learners to summarise the evidence for reporting to parents and others while helping the young person to maintain ownership of his or her learning.

Parents will get information about their children's progress in achieving the *Curriculum for Excellence* levels in key areas of learning, such as literacy and numeracy, as well as performance across the curriculum. To help parents support their children's learning, it is important that teachers share full and open accounts of each learner's progress. 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 should report to parents on their child's progress in terms of levels as well as using brief qualitative comments in planned learning across the curriculum areas and in different contexts. Reporting should note particular strengths, areas for development and achievements in challenging aspects and in the application of learning.

It is also important for those children and young people who require more choices and more chances or for those with additional support needs, that reporting achieves an appropriate balance across the breadth of learning, in challenging aspects and the application of learning. Staff should make clear the nature of support being put in place to ensure each and every child and young person makes appropriate progress.

Further guidance will be provided to support reporting on learners' progress and achievements.

giving an account of learning at points of transition

Effective use of assessment information focusing on planning and supporting learning is essential at points of transition. Effective transition arrangements should ensure that progressive development of the four capacities is clearly recognised. Transfer of clear information about each child's or young person's progress, achievements and support needs is necessary. Staff at the next stage can use this information to ensure that they build on children's and young people's previous learning and experiences.

It is important that information on progress and achievements provides a valid and reliable account of the amount and quality of learning as concisely as possible. Information will relate to aspects of learning across the curriculum and include details of personal achievements and the knowledge and skills gained through them. Effective partnership working across transitions, including participating in moderation activities, will increase the validity, reliability and shared understanding of the information.

reflective questions

> *How well do you record learners' progress and achievements and share this information with learners, parents and other teachers/adults involved in learning?*

> *How well do learning experiences build on prior learning and use assessment information to help inform progression?*

> *Are the approaches you use to report learners' progress consistent in referring to strengths and areas for improvement? How does reporting include information on how learners are progressing in relation to breadth, challenge and the application of learning?*

recognising and accrediting achievements

Learners' achievement relates to all aspects of their planned learning. It includes their achievement in relation to national standards and expectations in the broad general education and in the senior phase, including in National Qualifications and their progress in becoming successful learners, confident individuals, responsible citizens and effective contributors.

Gaining recognition for a range of achievements and for the skills for learning, skills for life and skills for work that are developed through these achievements, benefits all young people. The process of planning, assessing, recording and recognising achievements can help learners to understand the skills and attributes they have developed through their planned learning and enable them to build on these. Examples of ways of recognising learners' achievements include using profiling, such as online profiles, as well as through formal qualifications and awards. Others include celebrating success through school certificates and awards, school notice boards and awards ceremonies.

profiling achievements

the S3 profile

S3 marks the end of young people's broad general education phase and is a time when they are choosing their future learning paths for the senior phase. It is a unique point both to reflect on learning that has taken place to date and to plan for future learning and development. At the end of S3, young people should have their progress and achievements recognised by the school or establishment.

The profile need not be restricted to S3. It could be part of a continuous process of personal learning planning and reporting from 3 to 18 and could continue to be updated as the young person moves through the senior phase. It could be used to inform future decisions through personal learning planning, by helping the learner to identify areas for development, qualification and award choices and to decide on possible future learning paths.

Learners will also have their achievements in National Literacy and Numeracy qualifications recorded on MySQA.

Further guidance will be issued on recognising and accrediting achievements and on the S3 profile.

informing self-evaluation for improvement

Scotland has a strong culture of self-evaluation. Improvement through self-evaluation is embedded across Scottish education. The practices of reflection on performance, learning together, sharing good practice and planning for improvement are even more essential if the aspirations of *Curriculum for Excellence* are to be achieved.[19]

Each sector of education has a framework of quality indicators:

> The Child at the Centre

> How good is our school?

> External Quality Arrangements for Scotland's Colleges

> How good is our community learning and development?

> Quality Management in Education

Each framework of quality indicators provides a focus for reflecting on professional practice for improvement. It is important that staff reflect on a wide range of sources of information. They need to have easily available valid and reliable performance data to help to identify areas of strength, aspects which prompt further questions, and scope for improvement.

A wide range of people use assessment information for a variety of purposes. They include children and young people, parents and families, pre-school, school and college staff, support services, education authorities, HMIE and Scottish Government, universities and employers.

The purposes for which information is used are similar throughout learning from 3 to 18, though the emphases will vary across the different stages of learning. These purposes include supporting learning, giving assurance to parents and others about learners' progress and providing a summary of what learners have achieved, including through qualifications and awards. Assessment information also helps to inform establishments' self-evaluation and improvement planning as well as to inform improvements locally and nationally.

giving an account of success at local and national levels

It is important that Scotland has a comprehensive system for reporting against standards and expectations. This provides information on achievement of individual learners and at class, school, education authority and national levels. It should be aligned fully with the purposes of learning and provide information on performance which can be compared with local, national and international benchmarks.

Mechanisms need to be in place to report on the effectiveness of quality assurance and moderation processes. In developing a clearer understanding of standards, the analysis of benchmarking data and information on the learners' achievements can assist in formulating action to help improve outcomes for all children and young people.

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19 *Learning together: Opening up learning*, HMIE 2009

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Benchmarking is a process of measuring performance against others with similar characteristics. Its purpose is to help moderate standards and inform school improvement planning. Schools with learners from similar backgrounds can achieve widely different levels of achievement. Benchmarking can inform discussion, reflection upon practice and can be used for school improvement.

Within the context of *Curriculum for Excellence*, benchmarking at education authority and national levels should:

> prompt reflection on practice

> be based on a broad range of valid and reliable information

> use tools and exemplification through the National Assessment Resource and moderation practices

> relate performance to that of young people with similar needs and backgrounds in other schools and authorities

To enable schools to use benchmarking information, the Scottish Government will develop from its previous work with education authorities a process to enable sharing of information about learners' performance at school level. The Scottish Government will not collate or publish aggregate information nationally.

It is important that schools and education authorities recognise the particular purposes of assessment instruments and use the information emerging from assessment appropriately, within the boundaries for which they were intended. Through the improved assessment practices and benchmarking described above, education authorities will have moderated and nationally benchmarked information about the performance of learners to assist them in meeting their statutory responsibilities including to secure improvement.

Schools include in their Standards and Quality reports information on self-evaluation and improvements in practices that have led to improved outcomes for learners. They will be able to comment on the effectiveness of moderation processes in these reports and include an assurance that staff are following local and national guidance on quality assurance and moderation. Education authorities will be able to report on their progress in implementing *Curriculum for Excellence* in line with national guidance and will feed such information into the National Performance Framework.

HMIE will report on the effectiveness of improvement through self-evaluation and make recommendations where practice needs to be improved. SQA will provide external quality assurance for National Qualifications and will be able to report on the effectiveness of schools and other centres in achieving consistency in application of standards.

monitoring standards over time

Scottish Survey of Literacy and Numeracy (SSLN)

In order to monitor national standards of performance over time, the Scottish Survey of Literacy and Numeracy (SSLN) will be adapted and fully aligned with *Curriculum for Excellence* and will focus on attainment in literacy and numeracy in schools.

The SSLN is a sample-based survey, undertaken through a partnership between the Scottish Government, SQA, LTS and HMIE with SQA leading on the development and delivery of the SSLN assessments and quality assurance. The survey will monitor attainment in literacy and numeracy across learning at P4, P7 and S2 and will include written and practical assessments. The survey will focus on literacy and numeracy in alternate years, starting with numeracy in 2011. The SSLN will provide an assessment of learning and progress over time to monitor standards from year to year and over longer time periods.

international surveys

Scotland will continue to actively participate in the Programme for International Student Assessment (PISA). This survey covers skills in reading, mathematics and science literacies at age 15 (generally S4). Information from international surveys will also inform Scottish Government about standards and trends in achievement.

Standard Tables and Charts (STACs)

National standards of performance in National Qualifications can also be monitored over time through, for example, Standard Tables and Charts (STACs) analysis. STACs is a benchmarking and self-evaluation publication, allowing internal and external benchmarking of SQA achievement data across schools and education authorities. The system is a partnership involving local authorities, schools, HMIE, SQA and the Scottish Government Education Analytical Services. It provides information that compares a range of measures on educational services and includes flexible tools to support investigation. It will be updated and adapted so that it is fully aligned to *Curriculum for Excellence*.

Other studies

From time to time, Scotland invites international bodies such as the Organisation for Economic Co-operation and Development (OECD), to carry out studies such as that which led to the *Quality and Equity of Schooling in Scotland report*.[20] The Scottish Funding Council (SFC) for further education has undertaken international comparisons of learner engagement and staffing.

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20 Quality and Equity of Schooling in Scotland, OECD 2007

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reflective questions

> *How effectively do you track improvements in learning and teaching over time and ensure high quality across the school, including in inter-disciplinary contexts?*

> *How well do you ensure all staff understand how to interpret assessment information and data?*

> *To what extent do you seek out and use benchmarking information to help to evaluate outcomes? How well do staff reflect on advice and findings from studies such as SSLN, TIMSS and PISA and discuss implications for learning and teaching practices?*

> *How well do you use assessment information to plan improvements?*

conclusion

This document outlines a framework for all those involved in planning the curriculum. It assumes that everyone concerned works together as partners to achieve a coherent approach to the curriculum, learning and teaching and assessment. *Curriculum for Excellence* aims to raise standards of achievement for all children and young people 3 to 18 in learning environments that are inclusive and appropriately challenging.

The fairer and more robust approach to assessment in *Curriculum for Excellence* aims to deliver positive outcomes for all children and young people. As illustrated in the following diagram, through improved learner engagement, we will be able to raise levels of achievement for all children and young people, while ensuring they are safe, healthy, nurtured, active, respected and included and thereby narrow the achievement gap, resulting in equity.

Positive outcomes for all children and young people

increasing achievement

narrowing the gap - equity

safe
healthy
nurtured
active
respected
included

learner engagement
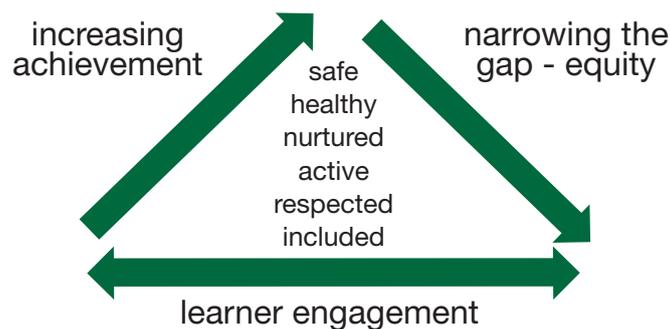
Roles and responsibilities in assessment

The *Roles and responsibilities* of individuals, groups and organisations in assessment are indicated below. These are not comprehensive or definitive lists of *Roles and responsibilities*.

Learners

> engage actively in learning

> are assessed as part of daily learning through a range of activities including dialogue and interactions with peers and teachers, practical investigations, performances, oral presentations and discussions

> are assessed on written work and on products such as artwork, reports or projects

> demonstrate their knowledge and understanding, skills, attributes and capabilities through a wide range of evidence including specific assessment tasks, activities, test and examinations

> shape and review their learning by reflection, setting learning goals and next steps including through personal learning planning

> review their own learning through self assessment

> collaborate in peer assessment

> contribute to moderation activities

Teachers and other practitioners

> work collaboratively to develop approaches to monitoring, self-evaluation and improvement planning

> engage regularly in collegiate working including by participating in local and national networking activities

> work with colleagues to develop a shared understanding of standards and expectations through moderation activities which involve coherent planning, checking, sampling, reviewing and providing feedback for improvement

> ensure that assessment always supports learning and is based on a wide range of evidence which is reliably judged against national standards and expectations and promotes progression, breadth and depth in learning

> plan, design and carry out assessment as an ongoing part of learning and teaching and periodically use specific assessments, tests or examinations as appropriate

> involve learners fully in assessment and help them to understand what is expected

> develop learners' roles in moderation activities

> evaluate evidence of learning to contribute to profiles and report on learners' achievements and progress

> participate in quality assurance, moderation and CPD activities, using materials available, to develop assessment expertise and to ensure assessment practices are valid and reliable

> contribute to and take ownership of the National Assessment Resource

curriculum for excellence
SUCCESSFUL LEARNERS > CONFIDENT INDIVIDUALS > RESPONSIBLE CITIZENS > EFFECTIVE CONTRIBUTORS

Parents

> are actively involved in supporting their children's learning

> are fully involved where children and young people need additional support that is detailed in Individualised Educational Programmes (IEPs) and Coordinated Support Plans (CSPs)

> receive regular information about their children's strengths, progress and achievements

> are informed about any gaps in their children's progress and ways that they can help

> receive information on: how well all learners and particular groups of learners are achieving; the performance of children and young people in the school in relation to expected levels at particular stages in key areas such as literacy and numeracy; and how the school is applying national standards and expectations

Curriculum planners and managers in pre-school, school, community, college and other settings (including headteachers, depute headteachers, faculty heads/principal teachers, curriculum leaders and service managers)

> provide opportunities for staff to work collaboratively in planning the curriculum, learning, teaching and assessment in a coherent way to achieve breadth, challenge and application of learning

> provide opportunities for staff to discuss, share and develop an understanding of standards and expectations through participating in moderation and CPD in assessment and contributing to the National Assessment Resource

> ensure that quality assurance and moderation activities are fit for purpose, proportionate, manageable and accessible

> ensure an appropriate focus on coherent planning, checking, sampling, reviewing and providing feedback for improvement

> ensure that appropriate monitoring and tracking of learners' progress is in place so that assessment information is used to support learning and involve learners in target setting

> use *Curriculum for Excellence* guidance in self-evaluation and ensure it is reflected as a key priority in all improvement plans

> ensure that self-evaluation is based on a wide range of evidence across all aspects of learning including benchmarking information to inform improvement planning and raising achievement for all learners

> provide an open and transparent account of how successful children and young people are in their learning and of the establishment's areas for improvement:

  – based upon self-evaluation, including consideration of the nature, population and context of the school or college

  – containing a range of information on learners' progress and performance, a narrative about how well the establishment is performing and a description of how it intends to improve the achievement of its learners

Education authorities

> have a responsibility to secure improvement in the quality of school education and to ensure appropriate standards in education

> support self-evaluation and improvement processes

> sample the quality and consistency of learning, teaching, assessment and achievement in schools within the authority

> ensure that schools have suitable arrangements in place to support teachers' judgements and focus on any action required for improvement

> facilitate local networks and contribute to identifying the focus of moderation and verification activities to ensure fitness for purpose and proportionality, this will include ensuring an appropriate focus on moderation across transitions and involving partners across sectors

> facilitate developing effective collaboration across education authorities and partners and linking local practices with those at a national level

> provide assurance that schools in their area are consistently applying national standards and expectations and that they are participating in both local and national quality assurance and moderation activities and using these processes thoroughly

> will have moderated, nationally benchmarked information about the performance of learners to assist them in meeting their statutory responsibilities including to secure improvement

> ensure that assessment information is used appropriately to encourage and challenge school staff to reflect on the links between classroom practice and outcomes for children and young people in order to inform planning for improvement

> have a continuous professional development plan in place to support *Curriculum for Excellence* implementation: the plan should identify the priorities for staff development within establishments; partnerships among establishments and among specific staffing groups, for example, headteachers, college principals, literacy specialists, peripatetic staff or teaching assistants

> support non-local authority early years providers to understand the expectations of local authorities in relation to staff development

> where HMIE make recommendations for improvements in quality assurance and moderation, education authorities will support and challenge schools to ensure appropriate follow-through activities focus on the required improvements

National bodies

Scottish Qualifications Authority (SQA)

> is responsible for the development, accreditation and certification of qualifications other than degrees to meet the needs and aspirations of Scotland and its people

> in partnership with LTS, supports the development and delivery of the National Assessment Resource 3 to 18

> develops quality assured assessments and exemplification for the National Assessment Resource

> embeds best practice in learning, assessment and quality assurance in the qualifications and assessments developed and delivered nationally

> provides advice, support and CPD on assessment, standards and quality assurance

> provides external quality assurance for National Qualifications to help achieve high quality and consistency in assessment judgements and quality assurance practices within schools and education authorities

> monitors and supports schools' and colleges' internal quality assurance mechanisms

> develops and delivers the Scottish Survey of Literacy and Numeracy in partnership with Scottish Government and LTS

> is responsible for the maintenance of standards over time for National Qualifications and for assessments used in the Scottish Survey of Literacy and Numeracy

> reports on learners' achievements through the Scottish Qualifications Certificate and MySQA

Learning and Teaching Scotland (LTS)

> provides advice, support and CPD relating to assessment working closely with SQA and other national bodies to develop capacity in the teaching profession

> works with key partners to ensure that standards and expectations for the next generation National Qualifications are consistent with the values, purposes and principles of *Curriculum for Excellence* including the breadth, level of challenge and application of learning

> leads and facilitates professional development to help teachers develop a shared understanding of standards including through quality assurance and moderation of the broad general education

> develops and supports the Scottish Survey of Literacy and Numeracy in partnership with Scottish Government and SQA

> in partnership with SQA, supports the development and delivery of the National Assessment Resource, including the development of quality assured assessment materials and exemplification

Scotland's Colleges

> provide advice, support and CPD to help staff develop a shared understanding of standards in relation to qualifications in partnership with LTS and SQA

> promote assessment practice in line with the aims of *Curriculum for Excellence*

Universities and teacher education institutions

> ensure that initial and continuing professional development courses develop teachers' understanding and skills in relation to assessment principles and practices

HMIE

> inspects schools, colleges, community learning and development, the voluntary sector, prisons and authorities and provides a view on learners' experiences and successes in individual institutions and reports on achievement, as well as value added in a range of national publications including the triennial report *Improving Scottish Education*.

> uses institutional self-evaluation evidence including data on achievement as along with STACs information and publishes reports using quality indicators (QIs) from How good is our school?, Child at the Centre and the quality framework for Scotland's Colleges

> as part of inspections, HMIE will report on the effectiveness of improvement through self-evaluation and make recommendations where practice needs to be improved. HMIE will aim where practicable, to include at least one school in every group of associated schools within its inspection programme in any one year and will review the arrangements for moderation within that group of schools. This will support, promote and extend the quality and rigour of the moderation process and ensure regular national coverage

The Scottish Government

> sets strategic policy direction and provides advice to Scottish Ministers on assessment and qualifications

> is a partner in national initiatives including the Scottish Survey of Literacy and Numeracy and National Assessment Resource

> will ensure that national and international surveys of achievement and performance measures are aligned fully with the purposes of learning and provide an overview of attainment in areas of priority

> will ensure that information and data coming from such surveys help to inform improvements in learning and teaching at classroom level

> will develop from its previous work with education authorities a process to enable sharing of information about learners' performance at school level to enable schools to use benchmarking information

> will not collate or publish aggregate information nationally

> will work with education authorities and other partners to develop processes for sharing assessment information so that education authorities can use the data to learn about the work of their schools and, where appropriate, to support improvements in aspects of provision.

annex a: support through partner organisation websites

Glow

www.glowscotland.org.uk

Glow is the national platform where educators and learners can communicate, develop and share methods and resources to manage change in Scottish education and deliver best possible learning outcomes. Funded by the Scottish Government and managed by LTS, Glow provides a powerful set of online tools which are driving motivation and engagement in Scottish education, leading teachers and children and young people into a rich learning process, enabling them to explore, learn, create, share, collaborate and showcase. These skills and behaviours underpin *Curriculum for Excellence* and as such Glow is a core element of support for its delivery and implementation.

The *Curriculum for Excellence* website

www.curriculumforexcellencescotland.gov.uk

The *Curriculum for Excellence* website is the main source of information and support for all staff for the curriculum. It includes an increasing range of papers for professional reflection and exemplification materials.

The Journey to Excellence – Exploring excellence in Scottish education

www.journeytoexcellence.org.uk

This online digital resource for professional development contains a range of resources, including movies, which exemplify aspects of excellence across a wide range of education sectors and partner agencies, summaries of educational research and the perspectives of well-known national figures and educational professionals and researchers, along with professional development packs to support staff development.

LTS Online

www.ltsscotland.org.uk

The Learning and Teaching Scotland Online Service hosts the *Curriculum for Excellence* website and provides a broad range of support, materials and advice for teachers, school managers and others involved in education.

SQA

www.sqa.org.uk

The Scottish Qualifications Authority website includes online access to qualification arrangements and assessment and quality assurance material and guidance, the Understanding Standards website and SQA Academy which provide support and continuing professional development activities for school, college and other centre staff and appointees.

Scotland's Colleges

www.scotlandscolleges.ac.uk/scotlands-colleges

Scotland's Colleges will build on the college sectors' experience of providing support through partnership working.

annex b: references, publications and other websites

Assessment and Learning (edited by John Gardner, 2006) ISBN 1-4129-1051-X

The role of teachers in the assessment of learning (Assessment Reform Group 2006):
www.assessment-reform-group.org

Inside the Black Box: Raising standards through classroom learning (Black and Wiliam 1998)

Working inside the black box-Assessment for learning in the classroom (Black, Harrison, Lee; Marshall, Wiliam 2002 ISBN 10:0708713793; ISBN 13:978-0708713792

Assessment for Learning: Beyond the Black Box:
http://www.assessment-reform-group.org/AssessInsides.pdf

Changing Assessment Practice; Process, Principles and Standards (Assessment Reform Group 2008): www.assessment-reform-group.org

Assessment in schools, Fit for purpose? A commentary by the Teaching and Learning Research Programme (Mansell, W., James, M. and the Assessment Reform Group, 2009)
http://www.tlrp.org/pub/documents/assessment.pdf

A Curriculum for Excellence: The Curriculum Review Group Report (2004)
http://www.scotland.gov.uk/publications/2004/11/20178/45862

Curriculum for Excellence: Building the Curriculum 3: A framework for learning and teaching
http://www.scotland.gov.uk/publications/2008/06/06104407/0

Curriculum for Excellence: Building the Curriculum 4: Skills for learning, skills for life and skills for work
http://www.scotland.gov.uk/publications/2009/10/16155220/0

Assessment for Curriculum for Excellence: strategic vision and key principles
http://www.ltscotland.org.uk/images/assessmentforcfe_tcm4-565505.pdf

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

The Principles and Practice papers for all curriculum areas are available on
http://www.ltscotland.org.uk/curriculumforexcellence/

Guide to Assessment – June 2008
http://www.sqa.org.uk/sqa/files_ccc/GuideToAssessment.pdf

Understanding Standards Website
http://www.understandingstandards.org.uk/markers_ccc/mark_home.jsp;jsessionid=80E916632641
279F089589145E5449EE?p_applic=CCC&p_service=Content.show&pContentID=850&

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

Information on Scottish Qualifications Certificate can be found at:
http://www.sqa.org.uk/sqa/14098.html

Research Reports to support current and future qualification development within SQA
http://www.sqa.org.uk/sqa/35847.html

Communities of practice adult literacies (CoPAL) is an online resource to support practitioners
including those developing youth and adult literacies
http://www.sfeu.ac.uk/copal

Adult Literacies online provides resources to support literacy and numeracy work with young people
as well as older adults
http://www.aloscotland.com/alo/23.html

A Teaching Profession for the 21st century
http://www.scotland.gov.uk/Publications/2001/01/7959/File-1

Journey to Excellence: www.hmie.gov.uk
Learning together: Opening up learning, HMIE 2009
http://www.hmie.gov.uk/documents/publication/hon/.html

Learning Together: Improving teaching, improving learning
The roles of continuing professional development, collegiality and chartered teachers in implementing
Curriculum for Excellence, HMIE, November 2009
http://www.hmie.gov.uk/documents/publication/ltcfe.pdf

Towards a Professional Development Strategy for Curriculum for Excellence (Curriculum for
Excellence Management Board Paper, 2009)
http://www.hscotland.org.uk/images/professionaldevstrategy-tcm4-565591.pdf

The Shared Assessment of Needs model related to employability is available on:
http://www.employabilityinscotland.com/acommonapproachtoassessment.aspx and for Careers
Scotland on: http://www.careers-scotland.org.uk/AboutCS/WhatWeDo/Research.asp

Advice on individualised educational programmes (IEPs) see EPSEN:
http://www.scotland.gov.uk/Publications/1994/01/65/File-1

The Scotwrite IEP writer is available on:
www.ltscotland.org.uk/inclusionandequality/iepscotwriteredirect.asp

For advice on coordinated support plans (CSPs) see the Code of Practice: supporting children's learning:
www.scotland.gov.uk/Publications/2005/08/15105817/58187

The GIRFEC resilience framework is available on: www.scotland.gov.uk/Topics/People/Young-People/childrensservices/girfec/Practitioners/ToolsResources/UsingResilienceMatrix

Advice on the eCare system:
www.scotland.gov.uk/Topics/Government/PublicServiceReform/efficientgovernment/DataStandardsAndeCare

Quality and Equity of Schooling in Scotland, OECD:
www.sourceoecd.org/education/9789264040991

16+ Learning Choices
http://www.ltscotland.org.uk/curriculumforexcellence/buildingthecurriculum/entitlements/positivedestinations/16pluslearning/index.asp

Amazing Things – A Guide to the Awards in Scotland
http://www.youthscotland.gov.uk/projects/volunteer-action-plan/amazingthings.htm

www.curriculumforexcellencescotland.gov.uk

The Scottish Government

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