

Renfrewshire Council

Education and Leisure Services

Curriculum for Excellence

Reporting - Guidance for all Establishments

1. Background

1.1 *Building the Curriculum 5: a framework for assessment* outlines the key purposes and features of reporting within *Curriculum for Excellence*. The focus of reporting is to support and improve learning:

“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.”

1.2 There are currently many examples of good practice of reporting to parents in Renfrewshire. These include parent’s evenings, sharing learner’s profiles, approaches to personal learning planning, learners presenting work at ‘open events’, formal and informal discussions. This good practice encourages dialogue between learner, parent and staff. It is envisaged that reporting under Curriculum for Excellence will continue this good practice.

1.3 At present all establishments have developed their own broadly similar reporting formats across all sectors. This guidance is intended to support establishments in ensuring that the format of written reports allows learners, parents and staff to share aims, achievements, progress and next steps to ensure continued progress in their learning, while ensuring that there is a consistency in approach across Renfrewshire schools.

2. Guidance

2.1 The broad general education includes all of the experiences and outcomes across all curriculum areas up to and including the third level. These should be experienced by all learners as far as this is consistent with their learning needs and prior achievements. The following guidance refers to learning within learners’ broad general education. It should be followed by all establishments to ensure a consistent approach to reporting which will support learners as they move within and between establishments.

Establishments should ensure that reporting allows for:

- information to be shared and exchanged with learners, parents and staff;
- a summary of what the learner has aimed for;
- a focus on what information is needed to ensure that parents know what their child has achieved and how well he/she is doing against expectations;
- a description of progress within and across Curriculum for Excellence levels in terms of what the learner has achieved so far;
- informed discussions with learners about their progress and achievements;
- informed discussions between staff and parents about their child’s learning
- continued progress and improved standards of achievement by setting out for the learner, parents and staff what needs to be done next; and
- recognition of wider achievements.

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The variety of ways in which establishments can report on learning include:

- learners presenting their learning to parents;
- presentations of learner's work to parents;
- on-going oral discussions;
- parents' consultation meetings; and
- written reports.

2.2 Staff should ensure that learners are involved in reporting activities in order to promote ownership of their learning. This should include opportunities for self-assessment and dialogue about progress.

2.3 Staff should endeavour to engage parents by actively involve them in their child's learning and help them understand how they can support this learning.

3. Formal reporting – the written report

3.1 The report will be informed by evidence gathered through a range of planned assessments demonstrating what learners can say, write, produce and do;

3.2 It will not be necessary or possible to summarise every aspect of learning and progress in every written report. In particular, staff will not be expected to provide comments on all experiences and outcomes;

3.3 Establishments should develop mechanisms for reporting on literacy, numeracy and health and wellbeing which draw on a range of available relevant evidence;

3.4 As the implementation of Curriculum for Excellence evolves, there is an expectation that in the secondary sector staff working within curricular areas will also report on progress within literacy, numeracy and health and wellbeing; and

3.5 The report will also inform staff and ensure that appropriate arrangements are in place for individual learners at points of transition.

An effective written report should:

- make the learner's progress and achievements explicit to all;
- accentuate the positive, be constructive, be fair and minimise the use of jargon;
- provide information to parents on their child's progress within and across Curriculum for Excellence levels and the extent to which they are becoming secure in their learning;
- ensure that the description of learning provides a clear, concise and recognisable picture of the individual learner, identifying strengths, achievements, the extent to which they can apply their learning in a range of contexts and areas for development;
- highlight 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;

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- provide information on a learner's attributes and capabilities including attitude to learning and motivation;
- outline the nature of any support in place to ensure appropriate progress;
- provide opportunities for the learner to contribute to and comment on written reports; and
- provide opportunities for parents to comment on their child's progress.

Appendix 1 Reporting on Progress gives advice on:

- the language that should be used in written reports;
- how the terms developing, consolidating and secure might be used to describe progress within a level; and
- achieving a level.

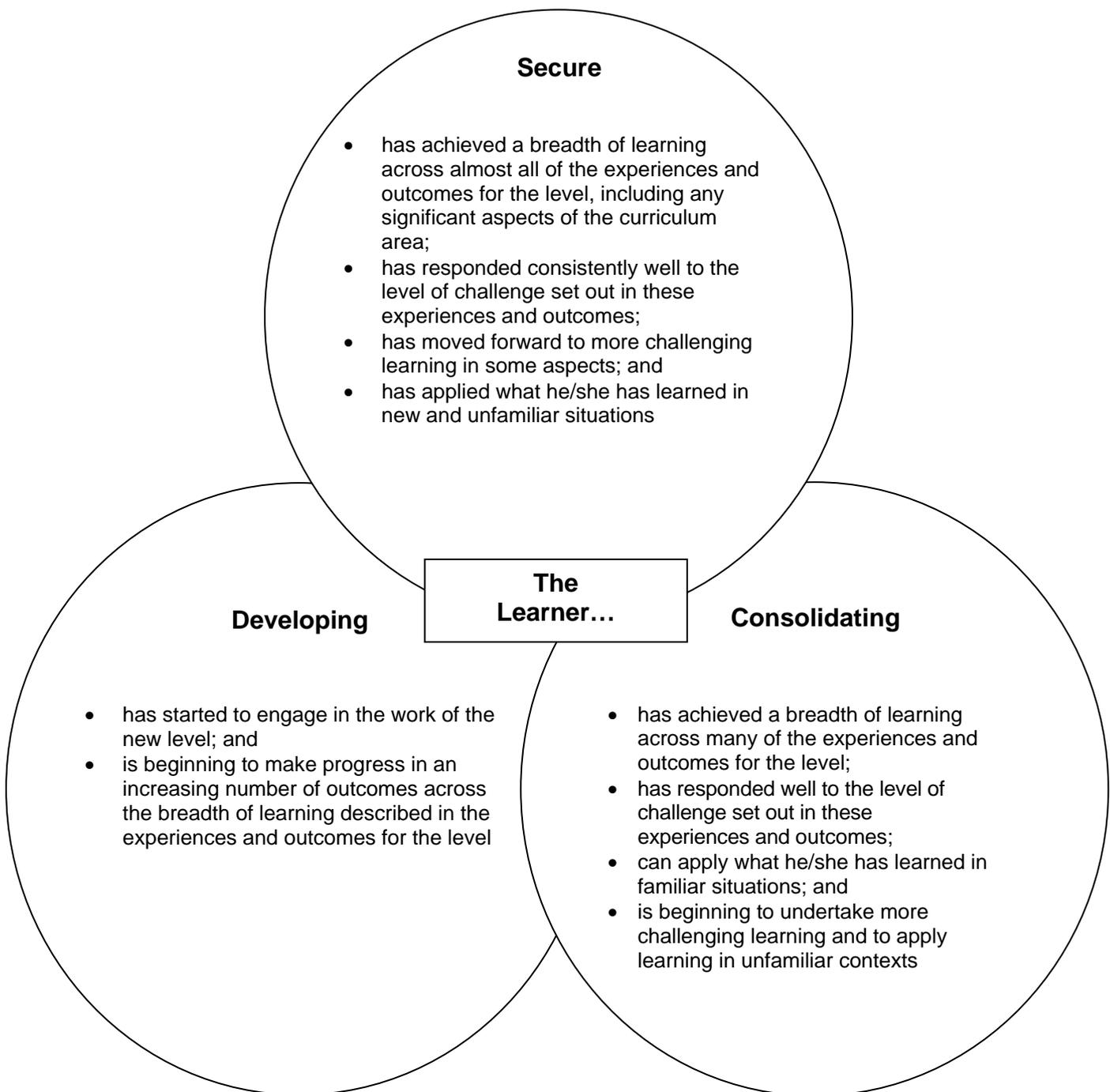
4. Reporting Formats – Appendix 2

- 4.1 Appendix 2 contains examples of reporting formats. These meet the requirements of effective reporting and can be used by establishments as they are or customised according to individual needs. It is expected that every area included in these exemplar reports will be included in customised reports.
- 4.2 Appendix 2a is a reporting format which could be used by pre-5 centres and primary schools across early to second levels (and third where appropriate).
- 4.3 Appendix 2b is a reporting format which could be used by all secondary schools.
- 4.4 Appendix 2c is a reporting format available in SEEMIS Tracking and Monitoring module. This is similar to the layout is available in appendix 2b.
- 4.4.1 The SEEMIS format reports under Curriculum for Excellence curricular areas.
- 4.4.2 This means that a teacher may have to report under a number of different curricular area headings.
- 4.4.3 SEEMIS allows more than one teacher to have access to the same learner's report at the same time to report on different curricular area organisers.
- 4.4.4 The layout of the document is currently inflexible but SEEMIS are working on releasing a more customisable layout.
- 4.5 Consideration is being given to reporting by all schools using SEEMIS.

5. Monitoring and Review

- 5.1 The implementation of these guidelines will be reviewed on an annual basis by a reporting group to ensure that the needs of young people, parents and staff are being met.

Reporting on Progress



The language used in the diagram should be used with care. It should be adapted to suit the needs of the audience i.e. parents, carers, ASN. The categories of developing, consolidating and secure need to be exemplified in context.

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These categories are interconnected and emphasise that progression in learning is usually not linear and that children and young people will progress in different ways and at different rates.

The wider spacing of levels allows opportunities for enriching learning experiences and for consolidation and reinforcing learning.

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

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

Achieving a level

Staff will use a range of evidence focusing on breadth, challenge and application of learning to determine if a child has achieved a level, either in a part of a curriculum area or in a whole curriculum area.

Evidence will come from day-to-day learning as well as from specific assessment tasks, activities, tests and examinations. Staff will take stock and use their professional judgement to evaluate a range of evidence e.g. say; write; make; do; when they believe that a child has a secure grasp of a significant body of learning. They should take a holistic approach to arrive at their overall judgement about achievement of a level as appropriate. In each curriculum area, consideration needs to be given to those aspects of learning, knowledge and understanding and skills that are prerequisites to ensure successful progression.

Learners are secure in their learning when:

- they can work independently;
- they have experienced sufficient breadth of activity; and
- they have revisited and demonstrated competence of applying learning in a variety of contexts.

Staff judgements will be supported by informed discussion with colleagues and moderation procedures to ensure that the learner's achievements are in line with local and national standards and expectations.

The terms (i.e. secure, consolidating and development) refer both to the progress across the experiences and outcomes ("coverage" of Es and Os) and how well pupils are learning ("success").

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The table below is intended to quantify the "coverage" and "success" statements within the 3 terms (secure, developing and consolidating).

Term	Coverage	Success
Developing	> 40% (an increasing number)	50% (make progress)
Consolidating	75% (many)	50% (well)
Secure	90% (almost all)	85% (consistently well)

Reference should be made to Renfrewshire's Assessment Framework for further guidance.