



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
4 MARCH 2020**

**SUBJECT: INITIAL ANALYSIS OF ACHIEVEMENT OF CURRICULUM FOR
EXCELLENCE LEVELS 2019**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT)**

1. REASON FOR REPORT

- 1.1 This report provides Committee with a summary of the data collected in June 2019 and provided to the Scottish Government at the end of August 2019 regarding Teacher Judgements on children and young people achieving Curriculum for Excellence levels which appear in the Scottish Government report published in December 2019.
- 1.2 This report is submitted to Committee in terms of Section III (D) 1 of the Council's Scheme of Administration relating to exercising all of the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary and secondary education.

2. RECOMMENDATION

- 2.1 It is recommended that the Committee scrutinises and notes the content of this report.**

3. BACKGROUND

- 3.1 The Scottish Government published the National Improvement Framework (NIF) for Scottish Education in January 2016. The First Minister described the document as being "... key in driving work to continually improve Scottish Education and close the attainment gap, delivering both excellence and equity". The framework consists of a vision for education in Scotland, underpinned by a set of key principles and priorities. It identifies a number of key drivers of improvement which will be instrumental in addressing the priorities. These priorities link directly to the NIF and to improving services for children taking into consideration the Moray's Children's services plan. These are:

- School Leadership
- Teacher Professionalism

- Parental Engagement
- Assessment of children's progress
- School improvement
- Performance Information

3.2 The drivers provide a focus and structure for gathering evidence which can then be analysed to identify where we can make further improvements. Headteacher meetings have previously been focussed around the drivers ensuring that there is a shared understanding of expectations as well as sharing practice across Moray. This has now evolved to them addressing each of the six areas of our Schools and Curriculum Development Strategic Plan 2018-21 which centres around plans to improve and develop the following areas:

- Raising Attainment and Achievement
- Learning and Teaching
- Curriculum
- Self Evaluation for Self Improvement
- Supporting Learners
- Leadership at all Levels

3.3 The fourth NIF driver in section 3.1 relates to the assessment of children's progress in learning, which should be based on a wide range of progress measures used at school level across the curriculum. This includes teacher judgement data on Achievement of Curriculum for Excellence Levels (ACEL) with codes as shown in brackets:

Literacy – reading (R)
 Literacy – writing (W)
 Literacy – listening and talking (LT)
 Numeracy - (N)

3.4 To support this, the Scottish Government has initiated an annual data collection, namely the Teacher Judgement Survey involving all publicly funded schools. Schools are required to submit data on Curriculum for Excellence (CfE) levels for each child in primary schools stages P1, P4 and P7 and each young person in secondary school stage S3. The levels reported are Early, First, Second, Third and Fourth. The curriculum component code i.e. R was combined with a code to indicate the level achieved i.e.:

Early level (E)
 First level (01)
 Second level (02) and so on

Therefore a child who achieves Early level reading would have the code ER whereas a young person achieving Writing at fourth level would have the code 04W. Additional codes were available to indicate "not yet achieved Early Level (00), "not assessed (99 - where a child or young person is newly enrolled in the school and no information is available or time to assess) and "learning measured by individual milestones rather than CfE levels (98 – this

is designed to be used for those children whose complex additional support needs determine that progress in learning is more effectively gauged in terms of individual learning milestones rather than CfE levels).

- 3.5 The data collected referred to the anticipated levels of attainment at the following levels, as detailed from Education Scotland.

Level	Stage
Early	The end of P1
First	The end of P4
Second	The end of P7
Third	The end of S3
Fourth	Some pupils will achieve this by the end of S4

- 3.6 The data was collected in June following ongoing work on assessment, moderation and professional commitment to all areas of teacher professional judgement; this was then submitted to Scottish Government in August following a range of quality assurance processes from school staff and central officers. The initial data provided by schools was, in some cases, further quality assured by central officers directly with schools and where necessary provided with additional support and guidance to ensure the submission of robust and reliable data.

- 3.7 The data was published in December 2019 and this year the data has been changed from an “Experimental” data label to “Official” data following work undertaken by Scottish Government statisticians.

- 3.8 The NIF has set stretch aims across a number of key measures and these are noted within the data sets for each stage, P1, P4, P7 and S3, as a longer term aim of local authorities to work towards for cohorts in both Literacy and Numeracy.

Stage	Literacy	Numeracy
P1	74%	83%
P4	68%	75%
P7	66%	70%
S3 – Third Level	87%	88%

- 3.9 Authority Approaches

In order to support the ongoing improvements in attainment at Broad General Education level through a strategic approach within all Moray schools. The development and implementation of the following is supporting a cohesive and planned methodology to ensure practices to improve attainment continue to be our Education vision in Moray.

These are:

- Learning and Teaching Strategy and supporting materials
- Raising Attainment Strategy and Toolkit, about to be launched

- Assessment and Moderation Guidelines
- Tracking and Monitoring Guidelines
- Quality Improvement team input and support and challenge regarding data analysis, tracking and monitoring and attainment discussions with all schools

3.10 Primary 1

The percentages noted below present the Primary 1 ACEL data for the previous 4 years for Moray in comparison with the National averages.

Year		P1				
		LT	R	W	LIT	NUM
2019	Moray	85	77	76	71	79
	National	87	82	79	76	85
Stretch Aims					74	83
2018	Moray	82	75	67	63	72
	National	87	81	78	75	85
2017	Moray	80	74	64		70
	National	85	80	77		83
2016	Moray	76	72	66		68
	National	85	81	78		84

The data for session 2018/19 shows an improving trend across all measures of literacy and numeracy for the four years. In all measures we continue to narrow the gap with the national averages; the gaps range from 3% for writing and 6% for numeracy and 3% and 4% for literacy and numeracy within the stretch aims. Although the Council still have some progress to make in all areas to bring us up to the Scottish average we continue to work towards the national average as a target in each measure over sessions 2019/20 and 2020/21.

In order to maintain improvement we will work towards:

- Ongoing engagement with Emerging Literacy strategy across the Northern Alliance to ensure that children have the appropriate developmental skills prior to more formal literacy learning
- Engagement with the national Primary 1 Practitioner Forum
- School engagement with the numeracy strategy supported by Northern Alliance workstreams which ensure our judgements are moderated and practitioners have the opportunity to work collaboratively
- Continued moderation within schools and ASGs with a next step to support cross Authority moderation in Moray and cross moderation with Highland; supported by our range of nationally trained Quality Assurance

and Moderation Support Officers to ensure common understanding of expectations and planning approaches

- Continued emphasis on tracking and monitoring to support interventions
- Improved transition with early years settings to support standardised progressions and learning approaches

3.11 Primary 4

The percentages noted below present the Primary 4 ACEL data for the previous 4 years for Moray in comparison with the National averages.

Year		P4				
		LT	R	W	LIT	NUM
2019	Moray	78	72	63	60	65
	National	85	78	73	70	77
Stretch Aims					68	75
2018	Moray	72	66	57	53	60
	National	85	77	72	69	76
2017	Moray	71	70	62		76
	National	83	77	71		75
2016	Moray	70	66	61		60
	National	81	75	69		73

Similarly, the data for session 2018/19 shows an improving trend across all measures of literacy and numeracy for the four years. In all measures we are again narrowing the gap with the national averages from preceding years; the gaps range from 6% for reading and 12% for numeracy and 8% and 10% for literacy and numeracy within the stretch aims. Although we still have some progress to make in all areas to bring us up to the Scottish average we continue to work towards the national average as a target in each measure over sessions 2019/20 and 2020/21.

In order to maintain improvement we will work towards:

- Development of core progressions in specific areas, then supported by training and development sessions to allow robust opportunity to moderate planning and assessment approaches
- School engagement with the numeracy strategy supported by Northern Alliance workstreams which ensure our judgements are moderated and practitioners have the opportunity to work collaboratively
- Continued moderation within schools and ASGs with a next step to support cross Authority moderation in Moray and cross moderation with Highland; supported by our range of nationally trained Quality Assurance and Moderation Support Officers to ensure common understanding of expectations and planning approaches
- Continued emphasis on tracking and monitoring to support interventions.

3.12 Primary 7

The percentages noted below present the Primary 7 ACEL data for the previous 4 years for Moray in comparison with the National averages.

Year		P7				
		LT	R	W	LIT	NUM.
2019	Moray	81	76	67	64	66
	National	86	80	74	71	76
Stretch Aims					66	70
2018	Moray	75	71	61	59	61
	National	84	79	73	70	75
2017	Moray	73	68	58		57
	National	81	76	69		70
2016	Moray	60	60	53		50
	National	77	72	65		68

For our Primary 7 cohort, the data for session 2018/19 shows an improving trend across all measures of literacy and numeracy for the four years. In all measures we are again narrowing the gap with the national averages from preceding years; the gaps range from 4% for reading and 10% for numeracy and 8% and 4% for literacy and numeracy within the stretch aims. Although we still have some progress to make in all areas to bring us up to the Scottish average we continue to work towards the national average as a target in each measure over sessions 2019/20 and 2020/21.

In order to maintain improvement we will:

- Development of core progressions in specific areas, then supported by training and development sessions to allow robust opportunity to moderate planning and assessment approaches
- School engagement with the numeracy strategy supported by Northern Alliance workstreams which ensure our judgements are moderated and practitioners have the opportunity to work collaboratively
- Continued moderation within schools and ASGs with a next step to support cross Authority moderation in Moray and cross moderation with Highland; supported by our range of nationally trained Quality Assurance and Moderation Support Officers to ensure common understanding of expectations and planning approaches
- Continued emphasis on tracking and monitoring to support interventions

3.13 Secondary 3

The percentages noted below present the S3 ACEL data for the previous 4 years for Moray in comparison with the National averages.

The anticipated level of achievement and national expectation is for S3 pupils to achieve at Third Level, with Fourth level being accessed by some pupils within this cohort.

Year		Third level					Fourth level				
		LT	R	W	LIT	NUM	LT	R	W	LIT	NUM
2019	Moray	90	88	87	83	92	35	31	29	24	56
	National	91	91	90	88	90	57	55	52	48	59
Stretch Aims					87	88					
2018	Moray	88	84	82	79	82	40	34	32	27	37
	National	91	90	89	87	89	55	53	51	46	56
2017	Moray	89	89	88		87	49	53	49		61
	National	91	90	89		88	51	51	48		56
2016	Moray	94	89	88		87	54	51	46		64
	National	87	86	84		86	41	39	37		49

For our S3 cohort, the data for session 2018/19 shows improvement from session 2017/18 across all measures of literacy and numeracy for the four years at Third Level. In all measures at Third Level we are again narrowing the gap with the national averages from preceding years; the gaps range from 1% for listening and talking and 5% for overall literacy. For numeracy at Third Level, we exceed that national average of 90%. Our S3 performance at Third Level is above the stretch aims numeracy. Although we still have some progress to make in all areas to bring us up to the Scottish average in some areas we continue to work towards exceeding the national average as a target in each measure over sessions 2019/20 and 2020/21.

At Fourth Level, the levels of attainment for S3 is variable across the four year period, with a particular fall over the last 2 years where the national average has risen and the Moray average has fallen over the corresponding period. The gaps which exist at this level range from 24% for reading and overall literacy and 3% for numeracy. There is work being done in this area to ensure there is opportunity for young people across S1-3 to experience and attain at this level in all areas of literacy and numeracy, with robust planning and assessment opportunities in place across S1-3 curriculum, and undertaking cross sector moderation activities with primary. This is an area we have considerable progress to make in all areas to bring us up to the Scottish average and we continue to work towards exceeding the national average as a target in each measure over sessions 2019/20 and 2020/21.

In order to ensure improvement we will work towards:

- The introduction of bespoke Literacy and Numeracy periods across the BGE in addition to English and Maths provisions to further improve attainment
- Provide additional opportunities for school engagement with the numeracy strategy supported by Northern Alliance work streams
- Establish additional approaches for cross sector moderation of learning, teaching and assessment
- Ensure an agreed expectation for the provision of Fourth Level learning across our secondary schools; developed within Literacy and Numeracy curriculum groups
- Create clear expectations across schools for the development of progressions across ASGs
- Continued moderation within schools and ASGs with a next step to support cross Authority moderation in Moray and cross moderation with Highland; supported by our range of nationally trained Quality Assurance and Moderation Support Officers
- Continued emphasis on tracking and monitoring to support interventions Curricular Group Meetings across the school year to support moderation of Literacy and Numeracy and other curricular areas for learning, teaching and assessment as well as curricular provision
- Extended the use of attainment datasets across all schools and departments, supported by professional learning opportunities to upskill all staff in this area

3.15 We will continue the improvement trend and expect to see between 1% and 5% increases across the key measures to move towards the national averages and move in line with the National Improvement Stretch Aims.

4. SUMMARY OF IMPLICATIONS

a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

The Policy was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

b) Policy and Legal

There are no legal implications arising from this report.

c) Financial implications

There are no financial implications arising directly from this report.

d) Risk Implications

There are risk implications if we cannot support national expectations and requirements in relation to this key national policy directive. The risks associated with failure to support expectations and requirements are the potential negative impact on school inspection reports and in the failure to improve learner achievement and attainment. This would have a direct impact on any reporting to the Scottish Government on National Improvement Framework areas.

e) Staffing Implications

There are no staffing implications arising directly from this report.

f) Property

None.

g) Equalities/Socio Economic Impact

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

h) Consultations

Depute Chief Executive (Education, Communities and Organisational Development), Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

5.1 It is recommended that Committee scrutinises and notes the annual report which details teacher professional judgements on Achievement of Curriculum for Excellence Levels which shows:

- **improving trends across P1, P4 and P7 data and closing the gap with national performance; and**
- **the remaining challenges with S3 attainment data and actions put in place to address and secure improvement by 2020**

Author of Report: Karen Lees, Quality Improvement Manager

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