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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE  
ON 13 FEBRUARY 2019**

**SUBJECT: INITIAL ANALYSIS OF ACHIEVEMENT OF CURRICULUM  
FOR EXCELLENCE LEVELS - TEACHER JUDGEMENT  
SURVEY 2018**

**BY: ACTING CORPORATE DIRECTOR (EDUCATION AND  
SOCIAL CARE)**

**1. REASON FOR REPORT**

- 1.1 This report provides Committee with a summary of the data collected in June 2018 and provided to the Scottish Government at the end of August 2018 regarding Teacher Judgements on children and young people achieving Curriculum for Excellence levels which appear in the Scottish Government report published in December 2018.
- 1.2 This report is submitted to Committee in terms of Section III (C) 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 Committee scrutinises and notes the 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 ie R was combined with a code to indicate the level achieved ie:

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 Scottish Government published the data in December 2018 at school, authority and national levels. The statistics are still published as “experimental” data in this the third year of data collection.
- 3.8 Achievement of Curriculum for Excellence Level - Data for Moray 2017/18

Stage	Literacy – Reading	Literacy – Writing	Literacy – Listening & Talking	Overall Literacy	Numeracy
P1	75%	67%	82%	63%	72%
P4	66%	57%	72%	53%	60%
P7	71%	61%	75%	59%	61%
S3 (3 <sup>rd</sup> level)	84%	82%	88%	79%	82%
S3 (4 <sup>th</sup> level)	34%	32%	40%	27%	37%

- 3.9 Primary 1 data for Reading, Writing, Listening and Talking and Numeracy has improved since initial data collection in 2016, although it has improve further in order to be in line with national averages. Primary 4 data is more variable in the three years of data collection with improvement evident in Listening and Talking and Numeracy although Writing in particular has been less positive and does not compare favourably with overall national attainment in Writing.
- 3.10 Attainment data for Primary 7 last session has seen an improving trend in all measures although is still below the national averages in Primary 7 attainment. In the last year of the Broad General Education, S3 attainment is very slightly below the national average in all measures at third level which is the anticipated level for S3 learners prior to commencing the Senior Phase. The data above displays the averages for Moray in each of the areas for Literacy and for Numeracy. It also includes a new measure for overall Literacy which displays the percentage of pupils who have achieved the anticipated levels for all areas of literacy; this is the first time this information has been presented and currently Moray is below the national average.

### 3.11 Achievement of Curriculum for Excellence Level – Trend Data for Moray 2016-2018

#### Primary Summary

	P1				P4				P7			
	R	W	LT	N	R	W	LT	N	R	W	LT	N
2016	72%	66%	76%	68%	66%	61%	70%	60%	60%	53%	60%	50%
<i>National</i>	81%	78%	85%	84%	75%	69%	81%	73%	72%	65%	77%	68%
2017	74%	64%	80%	70%	70%	62%	71%	59%	68%	58%	73%	57%
<i>National</i>	80%	77%	85%	83%	77%	71%	83%	75%	76%	69%	81%	70%
2018	75%	67%	82%	72%	66%	57%	72%	60%	71%	61%	75%	61%
<i>National</i>	81%	78%	87%	85%	77%	72%	85%	76%	79%	73%	84%	75%

#### Secondary Summary

	Third level				Fourth level			
	R	W	LT	N	R	W	LT	N
2016	89%	88%	94%	87%	51%	46%	54%	64%
<i>National</i>	86%	84%	87%	86%	39%	37%	41%	49%
2017	89%	88%	89%	87%	53%	49%	49%	61%
<i>National</i>	90%	89%	91%	88%	51%	48%	51%	56%
2018	84%	82%	88%	82%	34%	32%	40%	37%
<i>National</i>	90%	89%	91%	89%	53%	51%	55%	56%

- 3.12 The first collection of ACEL data was in 2015 and a clear strategy for moderation was implemented within Moray at that time, with moderation being a key area of work with schools. The moderation strategy has been subsequently updated annually and all teachers in Moray have been involved in moderation activities during in-service days, curriculum group meetings, within school and Associated School Group events as well as central moderation events for all Moray schools to take part in. This has resulted in increased confidence in teachers making decisions about the levels pupils have achieved and therefore our data is increasingly valid and reliable with literacy and numeracy attainment on an upward trend. This has been held up as good practice and continues to be a feature of our planned authority and school working.
- 3.13 There has been a great deal of work undertaken to address areas of improvement needed in learning, teaching and assessment and thus improved levels of attainment at all stages for all measures. This is beginning to deliver an improving trend in most areas although work will continue to ensure that Moray reaches national averages in all areas. This includes the Northern Alliance collaborative initiative for Emerging Literacy which is being undertaken by almost all of our primary schools; the remainder will come on board during session 2019/20. There is also a range of innovative practices emerging in numeracy which attributed to a Moray wide focus through school improvement planning, curricular events for Numeracy and Maths, a Maths Conference held in February 2018 which was attended by a large number of practitioners. Moray schools are also engaging with SEAL (Stages of Early Arithmetical Learning), Numicon and other numeracy related strategies; this remains an ongoing priority within Moray. There are identified areas of further

improvement in Writing and P4 attainment which are being progressed during this current academic year through the development of specific curricular progressions and bespoke programmes in our schools.

- 3.14 As an ongoing response to ensuring valid data for the reporting of the Achievement of Curriculum for Excellence Levels, progress in moderation procedures and practice is moving forward briskly within Moray, as well as participation from a range of staff on national groups as Quality Assurance and Moderation Support Officers (QAMSOs) in all areas of Literacy and Numeracy; we currently have 19 QAMSOs for session 2018/19. This will further support teacher confidence in assessment, moderation and teacher professional judgement and cross sector moderation practices and focused use of the CfE Benchmarks which were finalised in June 2017. Headteachers are using the data to inform their improvement focus and also to ensure a forward plan is in place for raising attainment. There are ongoing local authority strategies in place to support the use of data and moderation approaches to continue to improve our attainment further while still maintaining the validity and reliability of our judgements.
- 3.15 There have been a number of authority wide approaches to support the ongoing focus on attainment:
- There has been an increase in QIO input and support and challenge regarding data analysis, tracking and monitoring and attainment discussions
  - Most ASGs have been supported in moderation of Achievement of Curriculum for Excellence Levels through QAMSOs, ASG moderation events built into the Working Time Agreement, more collaborative working, central moderation events and a planned increase in cross sector working to benchmark levels and expectations
  - There are clear expectations and strategy for moderation across Moray to support actions for improvements in BGE attainment
  - Most secondary schools have implemented or are about to introduce Literacy and Numeracy periods across the BGE in addition to English and Maths provisions to further improve attainment
  - There have been central moderation events with cross sector input, led by central team
  - There have been Curricular Group Meetings 4 times per year to support moderation of Literacy and Numeracy and other curricular areas across Moray for the last 3 years

#### **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**

Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Legal Services Manager (Litigation and Licensing), 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 report.**

Author of Report: Karen Lees, Quality Improvement Officer

Background Papers:

Ref: