

Education, Children and Families Committee

10am, Tuesday, 2 March 2021

Attainment in the Broad General Education, 2019-20 (with 20-21 update)

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the update regarding the position in educational attainment in Edinburgh schools within the Broad General Education for session 2019-20, and the update regarding the current session.
 - 1.1.2 Note the wide range of strategies that have been deployed to support schools to support pupil attainment and the proposed future actions.
 - 1.1.3 Agree to receive further annual reports on attainment/improvements in performance.
 - 1.1.4 Note the hard work of pupils, staff and parents/carers to support the successful delivery of the Broad General Education as part of the Curriculum for Excellence, in particular during lockdowns caused by Covid-19.

Andy Gray

Head of Schools and Lifelong Learning

Contact: Lorna French, Schools & Lifelong Learning Senior Manager Quality, Improvement & Curriculum

E-mail: lorna.french@edinburgh.gov.uk

Attainment in the Broad General Education, 2019-20 (with 20-21 update)

2. Executive Summary

- 2.1 This report provides a summary of the analysis of attainment in the Broad General Education (BGE) - (ages 3-15, covering Early Years to S3) for City of Edinburgh's schools for the year 2019-20. It also includes some forecasts for BGE attainment in the current session. The data that is usually used to provide a detailed analysis of attainment in this area is not available for session 2019-20 (this is a national issue) so we have used predicted levels, gathered earlier in each session, to offer a more broad picture of what attainment trends may be evident during this time.
- 2.2 Based on this data, we believe there are signs of a decrease in attainment in literacy and numeracy, which may, in large part, be attributable to the impact of school closures. There may also be a decrease in teachers' confidence when making judgements about pupils' progress, particularly during times of lockdown. The decrease seems to be more significant in numeracy, and more generally in schools with catchment areas which include higher levels of deprivation, and high numbers of pupils with English as an Additional language. It will be essential to measure the impact of closing gaps in learning as young people incrementally return to school. In previous years, in most areas, there have been year-on-year improvements.
- 2.3 A further impact measure, which has been considered, is a summary of Schools' self-evaluation of Quality Indicator 3.2 Raising Attainment and Achievement, as reported in their Standards & Quality Report.
- 2.4 Successes and next steps are also identified in the report.

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3. Background

- 3.1 For some years now schools have been expected to provide ACEL data for pupils in P1, P3, P7 and S3 by the end of June each session, which then gets uplifted by the Scottish Government. As part of our move to promote more effective monitoring and tracking of pupil progress, in session 2019-20 we began to ask schools to provide us with *predicted* levels earlier in the session – initially, in February 2020, to provide us with teacher predictions of the final levels which each year group would achieve by the end of June 2020. These predictions were not at the individual pupil level but rather aggregated across each year group.
- 3.2 The Scottish Government decided that ACEL data would no longer be required for session 2019-20 due to the closure of schools and undue pressure this would place on learners and staff during a period of remote learning. There is therefore no available analysis of national ACEL data for session 2019-20, nor any analysis for local authorities.

- 3.3 This means that we have no concrete ACEL data which can be analysed in the usual way to identify trends in attainment for session 2019-20. We have instead made use of the predicted grades. Clearly any analysis of this data must be treated with caution.
- 3.4 We have continued to ask schools to submit predicted grades this session, with the first set of data being given in November 2020. We have included analysis of this data in this report, although again the data must be treated with caution. It must be noted that for both sessions, schools submitted data without knowing that schools were about to enter an extended period of closure.
- 3.5 As far as we are aware, Scottish Government do expect ACEL data to be submitted at the end of this session (June 2021). Based on this data, we will report fully on attainment for session 2020-21 later this year.
- 3.6 Schools have had to respond rapidly to the need to change their practice as a result of the Covid-19 pandemic. This has led to senior leaders, and their staff teams, adapting to models of learning, teaching and assessment which have supported learners remotely during school closures as well as blended learning. Upon pupils' return to school in August, assessments of literacy and numeracy skills were undertaken to ascertain pupils' levels of attainment and crucially to identify gaps in learning which may have arisen since the national school closures on 22 March 2020. During the time between August and December, a significant number of pupils were required to self-isolate, requiring schools to provide a model of Blended Learning, returning to a model of Remote learning, for most pupils, in January 2021. Pupils who were attending school (key workers and those meeting vulnerable criteria) have experienced a parity of experience to their peers learning at home.
- 3.7 Schools have been fully committed to ensuring continuity of learning throughout these changes in models of attendance and to supporting learners to close identified gaps. This has created the need for many challenges to be addressed, and overcome, including an increased need for digital provision and an acceleration of skills development across the teaching workforce. These areas are also covered in the report.

4. Main report

4.1 Standards & Quality Reporting

Schools are asked each session to report on the impact of their improvement plan, which includes self-evaluation of the key Quality Indicators from the Education Scotland document "How Good is our School?" 4th Edition. (HGIOS?4) ³

Below is a three-year analysis of schools' average indicator values for Quality Indicator 3.2 Raising Attainment & Achievement.:

| | Primary | Secondary | Special |
|---------|---------|-----------|---------|
| 2017-18 | 3.67 | 3.96 | 3.64 |
| 2018-19 | 3.90 | 3.87 | 3.36 |
| 2019-20 | 3.88 | 3.96 | 3.36 |

This is based on the six-point scale as defined in HGIOS? 4 which can be found through the following link:- <https://education.gov.scot/Documents/6-standards.pdf>.

This can be further broken down as follows for session 2019-20:

| Sector | QI Value 5 (very good) | QI Value 4 (Good) | QI Value 3 (Satisfactory) | QI Value 2 (weak) |
|---------|------------------------|-------------------|---------------------------|-------------------|
| Primary | 10 | 58 | 19 | 2 |

| | | | | |
|-----------|---|----|---|---|
| Secondary | 5 | 13 | 4 | 1 |
| Special | 0 | 5 | 5 | 1 |

4.2 School Renewal Planning

Schools aim to sustain or improve these indicator values through improvement planning. The current context has created the need for this to include approaches to renewal, as well as improvement. A central focus in school renewal planning is to ensure that all schools have an assessment strategy to ensure that reliable assessment of pupils' progress has continued throughout the changes to the provision of teaching and learning. This includes planned moderation activity which ensures rigour in teachers' judgements about pupils' progress. Central to this strategy is to ensure attainment is raised for all learners, through equitable access to high quality teaching and learning, including learners experiencing poverty-related barriers to learning.

Schools were asked to:

- Review their curriculum rationale to reflect their current context.
- Identify strategies to improve learning, teaching & assessment whether learning in school or at home. (Contingency plans for Remote/Blended Learning)
- Further develop their Digital Strategy including the provision, and deployment, of devices, supported by Pupil Equity Funding where appropriate.
- Address any gaps in learning, including through the effective deployment of the Closing the Gap Workforce

4.3 The Edinburgh Learns Assessment & Moderation Draft Framework (Appendix 1) provides schools with guidance about what, how and when to assess learners' progress and supports schools in developing their Assessment Strategy within the BGE.

4.4 Assessing Learners' Progress- Closing the Gap

Schools were asked to consider the following key questions when assessing any gaps in young people's learning:

- 4.4.1 What were the attainment levels of pupils before school closures?
- 4.4.2 What was their expected progress? (February Attainment Predictions used as a baseline)
- 4.4.3 What is my approach to assessment of pupils' progress? Are Assessment for Learning strategies central to this approach?
- 4.4.4 What are the gaps in learning for Health, Wellbeing & Resilience, Literacy and Numeracy?
- 4.4.5 What is my strategy to ensure pupils catch up on learning?

Teachers, who know their learners best, have planned programmes of learning which, whilst focusing on the areas above, have provided meaningful contexts for learning, adopting creative approaches which motivate and engage learners, while ensuring adherence to Health & Safety measures. Updated guidance detailing the features of effective assessment has been provided to schools in the Assessing Learners Progress Guidance issued in August (Appendix 2).

4.5 Closing the Gap Workforce

Scottish Government has provided funding for additional staffing as follows: 58 Primary, 48 Secondary and 11 Special School staff. In Primary schools, 23 teachers have been deployed, on a Cluster basis, since August, with a further 23 deployed from 16 November 2020. Within the Secondary allocation, 23 teachers have been allocated (1 per school), 10 teachers have been deployed to the central Digital Taskforce and 11 pupil support officers appointed to provide home-link support. 14 Pupil Support Officers are appointed to work within Wellbeing bases. The role of this additional workforce includes:

- 4.5.1 supporting young people who may have suffered a loss of learning during lockdown
- 4.5.2 supporting young people who are self-isolating
- 4.5.3 supporting small groups of learners who need more intense support
- 4.5.4 covering classes for teachers who are self-isolating
- 4.5.5 responding to any local outbreaks of the virus, which could necessitate implementation of contingency plans for blended learning, including digital provision e.g. on-line & live teaching and prevent school closures

Head Teachers make local decisions about the effective deployment of these additional teachers, to ensure learners' needs are supported in an equitable way. A DHT has been appointed to oversee the strategic plan for the continued deployment of this workforce, including ensuring engagement in high quality professional learning, delivered by the Edinburgh Learns Teaching and Learning Team. This approach is designed to ensure that this workforce is highly skilled in supporting gaps in learning, including for those who are amongst our most vulnerable young people.

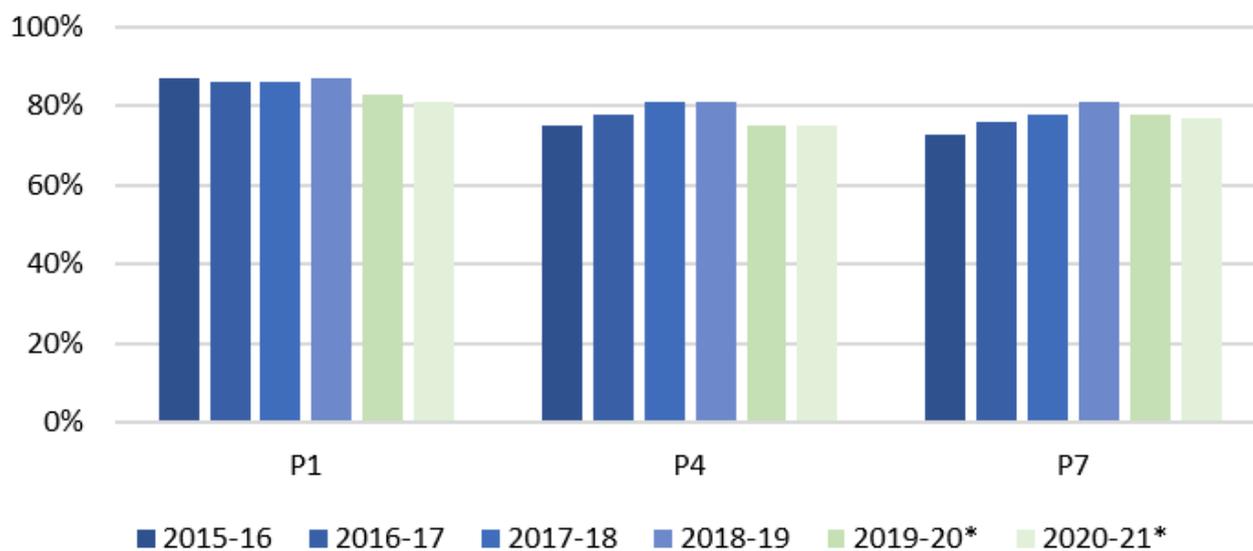
4.6 Tracking and Monitoring of Learners' Engagement (Remote/Blended Learning)

Guidance issued requires schools to implement a system which tracks the engagement of young people in their learning to ensure continuity and progression. This is in addition to systems in place to track pupils' attainment levels.

4.7 Tracking and Monitoring:- Predicted Attainment of Curriculum for Excellence levels (ACEL)

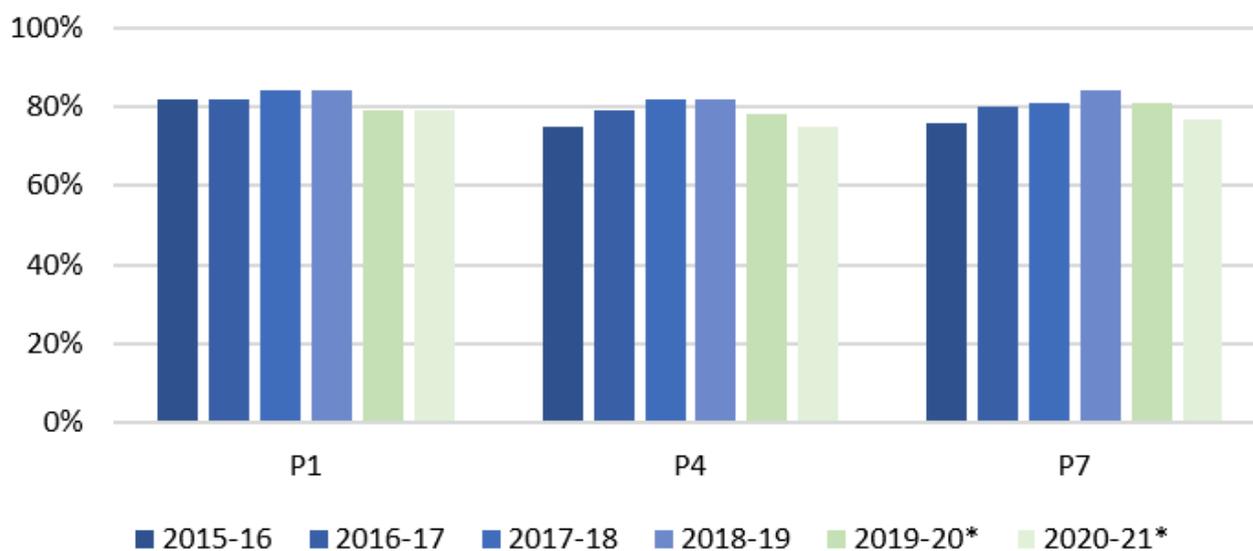
- 4.7.1 Schools were asked to submit predicted levels of attainment for P1, P4, P7 & S3 (Early to Fourth Level) at the end of February and November, 2020 for Literacy (Reading, Writing, Listening & Talking) and Numeracy & Mathematics. This provided schools with a data set they could use to target support to learners to help them achieve expected levels and close identified gaps.
- 4.7.2 At Local Authority level, this data has been used to inform the model of proportionate support provided to priority schools, including targeted professional learning.
- 4.7.3 Examples of good practice (Strategies for Raising Attainment) have been shared through Head Teacher weekly briefings and online.
- 4.7.4 Caution must be exercised when analysing the data for 2019-20 and 2020-21. These were submitted as predictions, not final figures. Also, due to the way in which the data was gathered, these figures have had to be averaged across all schools rather than across all pupils. We are however satisfied that the data are useful for identifying possible areas of concern, in the absence of any other available measures.
- 4.7.5 Again, because of the way in which data was gathered, it is not possible to provide an analysis of attainment by Scottish Index of Multiple Deprivation (SIMD) quintiles, as is our usual practice.

Chart 1.1 - Numeracy (includes predicted grades 2019-20 and 2020-21)



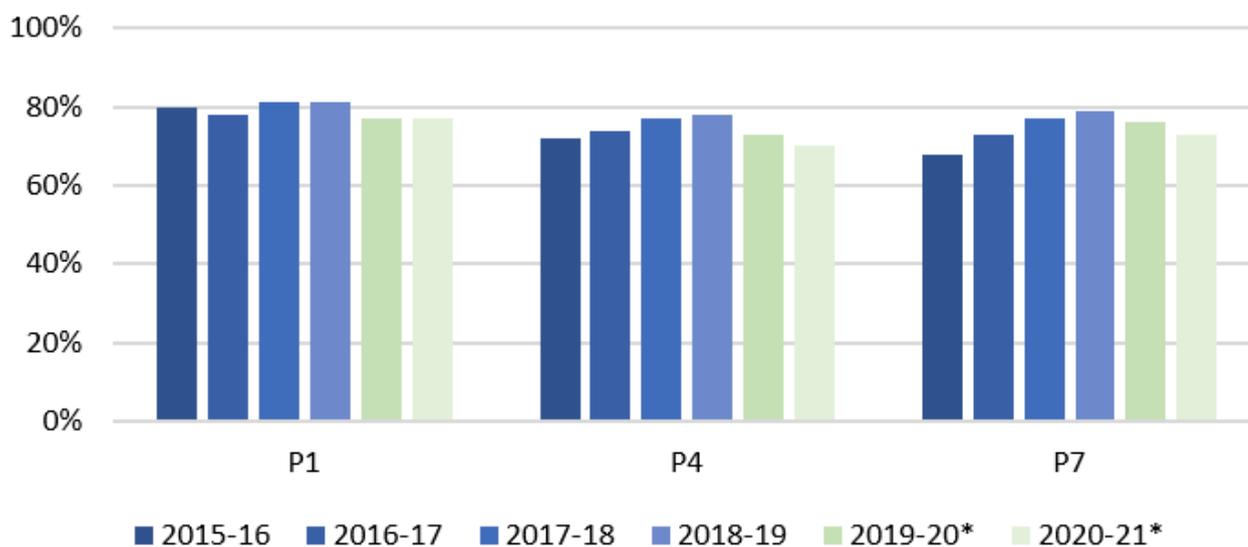
| Numeracy | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* |
|----------|---------|---------|---------|---------|----------|----------|
| P1 | 87% | 86% | 86% | 87% | 83% | 81% |
| P4 | 75% | 78% | 81% | 81% | 75% | 75% |
| P7 | 73% | 76% | 78% | 81% | 78% | 77% |

Chart 1.2 – Literacy: Reading (includes predicted grades 2019-20 and 2020-21)



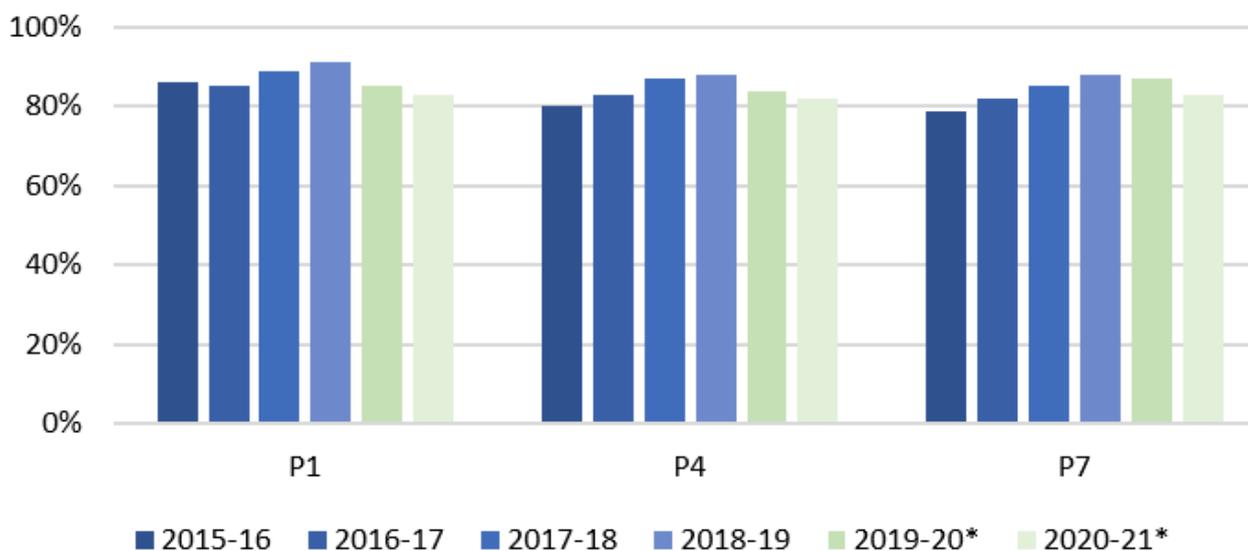
| Reading | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* |
|---------|---------|---------|---------|---------|----------|----------|
| P1 | 82% | 82% | 84% | 84% | 79% | 79% |
| P4 | 75% | 79% | 82% | 82% | 78% | 75% |
| P7 | 76% | 80% | 81% | 84% | 81% | 77% |

Chart 1.3 – Literacy: Writing (includes predicted grades 2019-20 and 2020-21)



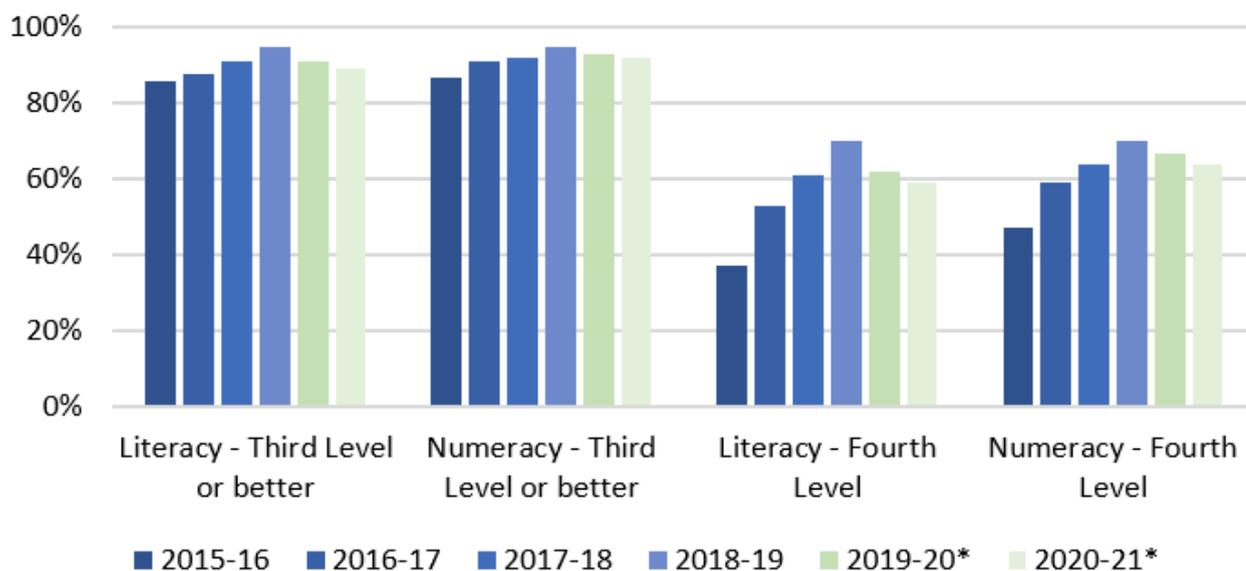
| Writing | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* |
|---------|---------|---------|---------|---------|----------|----------|
| P1 | 80% | 78% | 81% | 81% | 77% | 77% |
| P4 | 72% | 74% | 77% | 78% | 73% | 70% |
| P7 | 68% | 73% | 77% | 79% | 76% | 73% |

Chart 1.4 – Literacy: Listening & Talking (includes predicted grades 2019-20 and 2020-21)



| L&T | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* |
|-----|---------|---------|---------|---------|----------|----------|
| P1 | 86% | 85% | 89% | 91% | 85% | 83% |
| P4 | 80% | 83% | 87% | 88% | 84% | 82% |
| P7 | 79% | 82% | 85% | 88% | 87% | 83% |

Chart 1.5 – S3 Numeracy and Literacy (includes predicted grades 2019-20 and 2020-21)



| S3 ACEL | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* | 2020-21* |
|----------------------------------|---------|---------|---------|---------|----------|----------|
| Literacy - Third Level or better | 86% | 88% | 91% | 95% | 91% | 89% |
| Numeracy - Third Level or better | 87% | 91% | 92% | 95% | 93% | 92% |
| Literacy - Fourth Level | 37% | 53% | 61% | 70% | 62% | 59% |
| Numeracy - Fourth Level | 47% | 59% | 64% | 70% | 67% | 64% |

4.8 A cautious analysis of the data suggests the following:

- 4.8.1 According to the predicted levels in 2019-20 and 2020-21, drops in levels were expected across all levels, typically of around 5 or 6 percentage points.
- 4.8.2 It may be that teachers were reluctant in these initial predictions, to be seen to overpredict levels and so these predictions may have been generally conservative. Teachers may well have felt more confident reporting higher attainment levels when final submissions were made in June. This may also account for lower predictions in November 2020 (i.e. this data comes from earlier in the school year than was the case for the February 2020 figures).
- 4.8.3 However we also have to accept that anticipated progress from February to June 2020 may well not have happened due to school closures from March. The same concern applies to progression for 2020-21, which may now be affected by school closures from January 2021 to time of writing.
- 4.8.4 Head Teachers do report that teachers’ confidence levels have decreased during periods of school closure, both in terms of the planning and delivery of remote/blended learning and in the assessment of pupils’ progress.
- 4.8.5 At school level, the most significant decreasing trends in primary schools are evident in areas of high deprivation and where schools have a higher number of young people who have English as an additional language.

4.9 Key strengths

- 4.9.1 Staff teams, across CEC schools, have shown great adaptability and an accelerated pace of skills development in order to continue to deliver high quality teaching and learning.
- 4.9.2 In order to support teachers to make valid and reliable assessments of progress through CfE levels, we have reviewed our strategy for Assessment & Moderation to ensure greater rigour in teachers’ judgements about pupils’ progress. This has included a

recorded professional learning offer, delivered by the Edinburgh Learns Teaching and Learning team (*Engagement with the Benchmarks to Support Achievement of a Level*) which can be accessed virtually by teachers on a flexible basis.

- 4.9.3 During Session 2019-20, Assessment and Moderation activity has been extended across the SEIC in Numeracy & Mathematics and more recently extended to include the Senior Phase. This is to support the moderation of pupils' progress in advance of the submission of proposed grades to the SQA.
- 4.9.4 The Edinburgh Learns Teaching and Learning Team has adapted their professional learning offer, delivering on the 4 key aspects of the "Charter": differentiation; formative assessment; and skills & leadership of learning, so that this can be delivered virtually. This is to retain the focus on the core aspects of high quality learning and teaching to improve the universal offer for all pupils.
- 4.9.5 The Edinburgh Learns Teaching and Learning Team includes a Development Officer who delivers high quality CLPL in Numeracy. Participation rates are high for this offer, including for more targeted support with Scottish Attainment Challenge Schools.
- 4.9.6 Throughout 2019-20 there has been an increased uptake in the implementation of the council's EdICT Tracking and Monitoring System. This has enhanced tracking and monitoring and established greater consistency of approach across schools.
- 4.9.7 The collection of attainment predictions, commencing February 2020, has provided schools with data to continue to track pupils' attainment. These also provided the LA with an overall attainment position, allowing for proportionate support to be extended to priority schools. This has been highly valuable in the absence of CfE levels which would normally be collected by Scottish Government.
- 4.9.8 The establishment of the Closing the Gap workforce has helped to support the aim of supporting learners with gaps in learning, as a result of school closures/the need to self-isolate. Head Teachers are empowered to deploy these members of staff, where they are needed most across each school (Secondary & Special Schools) and across Clusters (Primary Schools).
- 4.9.9 During the second period of school closures (January to present time of writing), there has been a greatly increased emphasis, and impact, on approaches to the tracking of learner engagement, to ensure progression in learning.

5. Next Steps

- 5.1 An audit of Digital and Remote/Blended Learning provision will be undertaken by the Edinburgh Learns Quality Improvement Board. This will include the creation of a checklist of effective practice, meeting the Education Scotland document *Learners' Entitlements for Remote Learning* (published 08/01/21). Schools will be provided with support to ensure these entitlements are met.
- 5.2 We will continue to consult with Head Teachers to gather further examples of effective Blended Learning models. These will be quality-assured against the Education Scotland entitlements and shared online and through Head Teachers' peer-to-peer briefings. This will be supplemented by the ongoing development of local, and national, remote learning resources.
- 5.3 The next set of BGE attainment prediction data will be collected as at the end of March 2021. Trends will be analysed by the Quality Improvement Team using November predictions as a baseline. Proportionate support will be provided to priority schools to support their Closing the Gap strategy, including signposting to professional learning provided by the Edinburgh Learns Teaching and Learning Team.
- 5.4 To continue to implement effective strategies to ensure that gaps in learning, as a result of school closure or the need to self-isolate, are reduced.
- 5.5 To share attainment prediction data, at cluster level, to ensure consistent approaches and continuity in learning, including transitions from P7 to S1.

- 5.6 To ensure effective approaches to Assessment and Moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents.
- 5.7 To ensure effective arrangements are in place to track and monitor progress through the Broad General Education, This includes the consideration of moving to a universal cloud-based system across all CEC schools in consultation with Head Teachers.
- 5.8 To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Care Experienced Young People and Young Carers.
- 5.9 To support schools to ensure Quality Indicator 3.2 Raising Attainment & Achievement is evaluated (self-evaluation or external scrutiny) as a 4 (Good) or better).
- 5.10 To support schools with medium and long-term planning to ensure that our children and young people are able to achieve to their fullest potential, reversing any adverse effects due to the Covid-19 pandemic. We accept that this will take time and must be done sensitively with a focus on the health and wellbeing of our schools and communities.

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

- 7.1

8. Background reading/external references

9. Appendices

- 9.1 Appendix 1 Edinburgh Learns Assessment Moderation Framework Final March 2020
- 9.2 Appendix 2 Assessing Learners' Progress

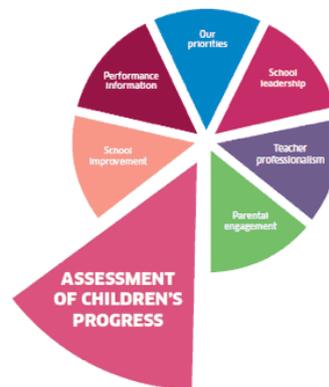
Edinburgh Learns

BGE Assessment & Moderation Framework



Our Goal:-

The Best Teaching and Learning for Every Learner



Contents

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2. What are the purposes and principles of assessment?
3. Range of Assessment Approaches
4. Reporting on progress and achievement
5. Moderation as a Key Strategic Action
6. Tracking Learners' Progress
7. Proposed Support and Actions

Appendix 1- Guidance on the Administration of SNSAs

Appendix 2- How to set up your Assessment & Moderation Strategy

Appendix 3 – Quality Calendar for Tracking and Monitoring

Aims & Rationale

Our goal is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this, they must develop excellent skills for learning, life and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents and communities. A culture of continuous improvement underpins improvement activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement Service.

It is the aim of every teacher and early years practitioner to deliver high quality teaching, learning and assessment. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills. This includes effective use of assessment, planning, tracking and monitoring of learners' progress.

Excellence in Learning, Teaching and Assessment

Guidance from Education Scotland (How Good is our School?4, How Good is our Early Learning and Childcare, and How Good is Our School) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicator and key themes have been used to inform the guidance within the Assessment and Moderation Framework, with particular focus on the themes of **Effective use of Assessment and Planning, Tracking and Monitoring**. You may find the Features of Highly Effective Practice & Challenge Questions helpful in supporting self-evaluation of these aspects of practice.

Quality Indicator 2.3, Learning, Teaching and Assessment

- Learning and engagement
- Quality of teaching (HGIOS?4) or interactions (HGIOELC)
- **Effective use of assessment**
- **Planning, tracking and monitoring**

Edinburgh Learns: A Strategy to Raise Attainment for All

This framework is also informed by the Edinburgh Learns Improving Quality in Learning (August 2018) & Teaching and Learning (October 2018) frameworks.

What Really Matters?

Your analysis and intervention to help every learner make the best possible progress, based on a range of evidence.

What are the purposes and principles of assessment?

Why do we assess?

- to involve, engage and support young people in their learning
- to ensure progression in learning is in line with expectations that are appropriate to the learner

- to summarise and share progress with the learner and parent/carer
- to plan appropriate next steps in learning which meet individual learner's needs and identify how to get there
- to ensure learners receive appropriate support and challenge in learning

What do we assess?

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning and opportunities for personal achievement.

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
- The Broad General Education up to, and including, Curriculum for Excellence Fourth Level.

When should we assess learners' progress?

- As part of ongoing learning and teaching

Effective ongoing assessment is about establishing where young people are in their learning. Teachers do this by observing learners, looking at what they say, write, make and do and by considering how they answer questions. It is important to use this evidence to provide useful feedback, adapting learning and teaching approaches to meet learners' needs.

- Periodically (from time to time)

From time to time, teachers need to take stock of learners' progress 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 point. This relates to broad standards and expectations, for example deciding whether a Curriculum for Excellence level has been achieved and involves evaluating a range of evidence over time. It can be carried out in a number of ways, weighing up all relevant evidence, taking account of breadth, challenge and application of learning, through the creation of high quality assessments.

- At Transitions

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

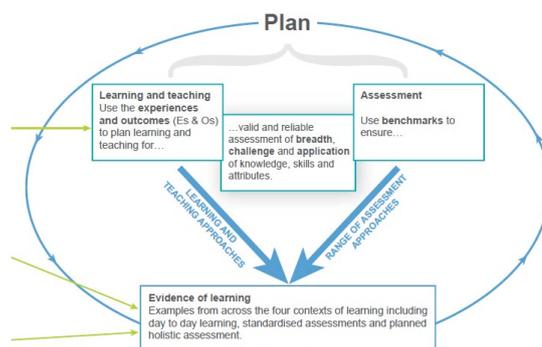
How do we plan for learning, teaching and assessment?

Teachers use two key resources which teachers to plan learning, teaching and assessment:

- Experiences and outcomes (with CEC Progression Pathways to provide detail)
- Benchmarks – to provide guidance on the standard against which to assess

Ensure:

- Collegiate planning to ensure shared understanding of standards, expectations and pedagogy
- Breadth, challenge and application in planned learning experiences
- Personalisation and choice to meet the needs of individuals
- Challenge
- A range of evidence of approaches and evidence to provide rigour in professional judgements.
- No significant gaps in learning which could impede progress when learners are progressing through a level.



Each school will continue to declare Curriculum for Excellence Levels achieved in Literacy (Reading, Writing, Listening/Talking) and Numeracy. These will be collected centrally and reported to Scottish Government, at the end of each session. In addition, we will gather data predictions for the following:-

- **P1, 4, 7 & S3 (3rd level or better, 4th level or better) % of Learners On-Track/Not on Track for Reading, Writing, Listening & Talking and Numeracy**

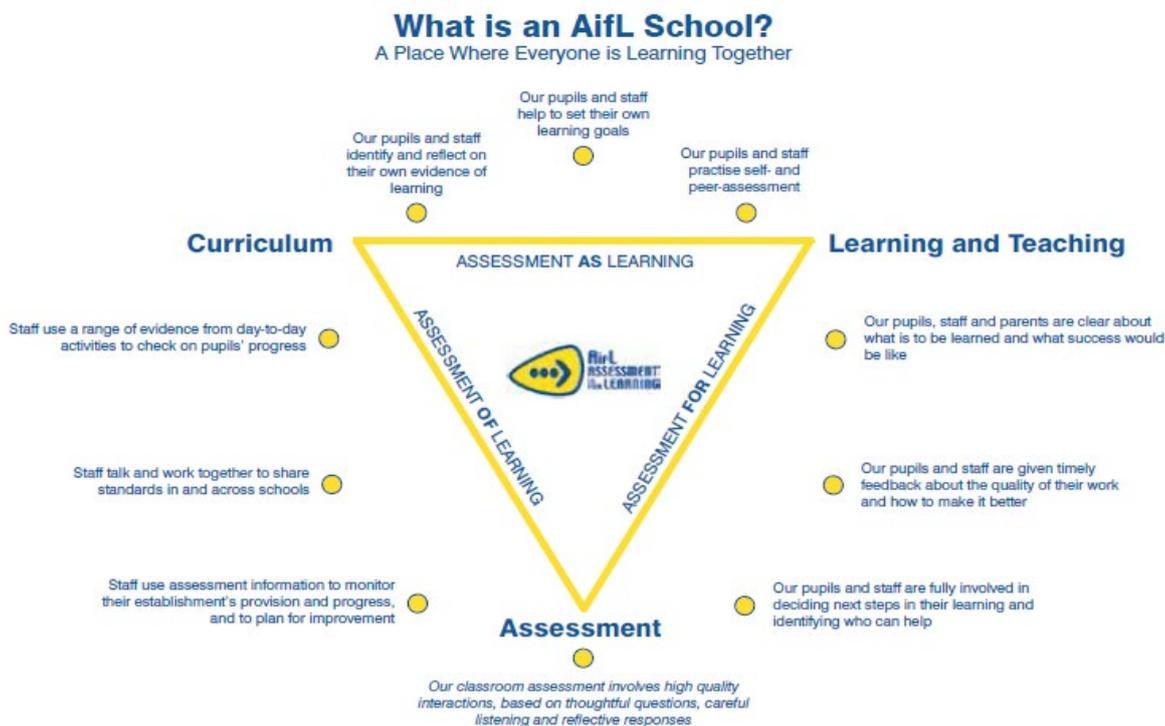
Using either:-

- **The EDICT Export Summary Data function or**
- **By completing an Excel Spreadsheet, which will be provided to schools who are not yet using EDICT.**

Each Session, you will be asked to submit your predictions by the end of :-

- **November and March with finalised levels being entered into Seemis by the end of May**
- **Please ensure that provision for this activity is considered within your Working Time Agreement Negotiations**

What range of assessment approaches can I use to assess progress and inform next steps?



Formative Assessment for Learning

Within Schools: clear, agreed expectation of the key features of highly effective practice which should include:

- A positive, supportive ethos, in which the 'story' of each learner, particularly those living in poverty or who are care experienced, is taken into consideration
- Structured, well-paced lessons, which include starter and plenary
- Clear learning intentions and co-constructed success criteria
- Planned opportunities for quality individual, paired and collaborative group work
- Opportunities for children and young people to discuss and evaluate their learning, and 'lead the learning'

- Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment
- Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

Within ELC centres: clear, agreed expectation of the key features of highly effective practice which should include:

- An environment where children are actively involved in learning through spontaneous play opportunities, well planned, purposeful play and through relevant real-life experiences
- An environment built on positive, nurturing and appropriately challenging relationships
- Children being listened to and encouraged to talk about their learning and achievements
- Observations that take place naturally during everyday activities and interactions
- Practitioners making sound judgements about children's progress and responding quickly to ensure learning opportunities meet the needs of individuals
- Assessment as an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children

Providing high quality learning and teaching supports better outcomes for all children and young people but particularly for those from disadvantaged backgrounds. Formative assessment (or Assessment for Learning) approaches are part of high quality learning and teaching. We also know that high quality feedback supported by quality dialogue helps learners develop an understanding of their learning and what they need to do to progress.

Summative assessment

Summative assessment is assessment which evidences progress. Say, write, make and do assessment activities can all be forms of summative assessment. Summative assessment is often used to evaluate learning at the end of a topic or unit by comparing performance against a standard or benchmark.

Summative assessment may include:

- Observing learner performance at a defined point in their learning
- Specifically designed assessment tasks
- Tests and examinations
- Assessment of Completion of a project
- Portfolio review
- Demonstration
- Composition
- End of unit/topic assessment
- Standardised assessments

High Quality Holistic assessment

Holistic assessment is an approach which bundles Experiences and Outcomes together into a well-designed assessment task to support evaluation of learner progress. The selected Experiences and Outcomes should link concepts appropriately. This efficient approach is beginning to be used more

widely in schools and centres. Holistic assessment is an example of a type of summative assessment.

Key features of holistic assessments are that they:

- Require the learner to draw on learning from a range of Experiences and Outcomes across different organisers at the appropriate level (BREADTH)
- Promote higher-order thinking skills such as analysing, creating and evaluating (CHALLENGE)
- Demonstrate application of learning in new and unfamiliar situations (APPLICATION)
- Are efficient and tackle bureaucracy

Standardised assessment

The purposes of standardised assessments are:

- To provide diagnostic information for practitioners to inform the planning of next steps in learning
- To inform practitioners' judgements about a child's progress, strengths and develop needs
- To provide a benchmark of a child's learning against a standardised score
- To produce a snapshot of a learner's achievements at a point in time

Within City of Edinburgh Council, every child in P1, P4, P7 and S3 undertakes national standardised assessments covering aspects of reading, writing and working with numbers. The assessments are designed to measure a portion of the Curriculum for Excellence curriculum in Literacy and Numeracy and are adaptive. Assessments are completed on line and automatically marked by the system, giving practitioners immediate feedback to inform learners' progress. It is essential that the right conditions for engagement are created in order that each learner can engage in a positive and equitable manner.

Schools can decide when is best for their learners to engage in these assessments, providing they have a sound rationale for doing so. This should be specified in the school's overall Assessment Policy.

Further information can be found in the Scottish Government document 'Assessing Children's Progress: A Guide for Parents and Carers':

<https://www.education.gov.scot/parentzone/Documents/parent-leaflet-assessing-progress.pdf>

As standardised assessments are a 'one-off' event, careful consideration needs to be given to the extent to which the results reflect the ongoing assessment of a learner's progress. It is essential to remember that aspect of assessment is a small piece of a much larger range of evidence upon which practitioners will make professional judgements.

Once data is gathered, staff should consider the following:

- What are the reasons for the performance?
- How closely do the results reflect expectation based on classwork and formative assessment?
- Have some learners exceeded expectation? Does pace/level of challenge need to be increased for this group of learners?
- Have some learners performed less well than expected? What action needs to be taken? Is further support required?
- Have any patterns emerged across the cohort which may support planning for next steps for larger groups or individuals?

- Schools may also choose to use standardised assessments at other stages to allow them to track learners' progress, plan and measure the impact of interventions, etc.

Operational Guidance on Administering the SNSAs can be found at Appendix 2 of this document.

Think about ...

- To what extent is there a balance in the types of assessment being used to support learning?
- What evidence have you gathered that may be considered Formative assessment? Summative assessment?
- Have you created and used any holistic assessment tasks with your learners? What evidence did they provide?
- How will you use standardised assessment data to inform teacher professional judgement?
- What range of assessment is being used to gather evidence of progress? How will you use gathered assessment evidence to plan a learner's next steps?

Reporting on progress and achievement

Reporting has two main purposes: it should provide clear, positive and constructive feedback about young people's learning and progress looking back on what has been achieved against standards and expectations; it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning. Learners should be encouraged and supported to be involved in deciding what evidence may be drawn upon to inform reporting, irrespective of where the learning takes place.

What language should be used to report on progress within a level? (Primary)

- W Working within the level:** a few of the experiences and outcomes achieved
- P Progressing within the Level:** around half of the appropriate range of experiences and outcomes achieved
- A Achieving the Level:** a significant number of experiences and outcomes achieved within the working level

Within Secondary Schools, schools who have implemented EDICT are using only:-

- W Working in the level:** a few of the experiences and outcomes achieved
- P Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved

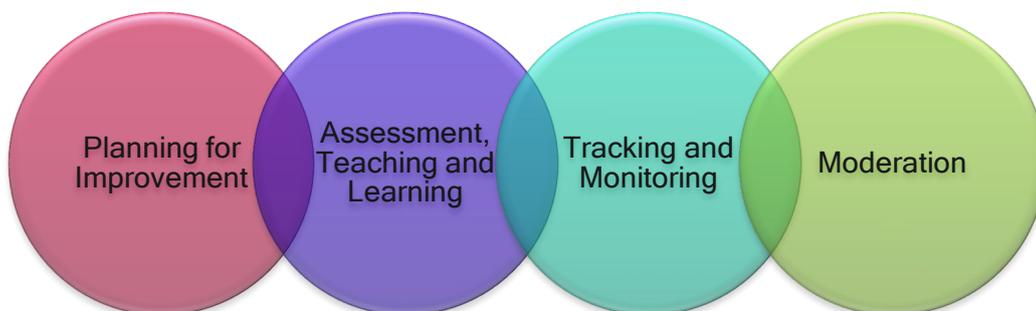
How do our schools track progress?

We need to track the progress of our learners to:

- support our teacher judgement decision for achievement of a level
- inform next steps (particularly at key points of transition)
- help us report to parents & carers
- know whether learners are on track (particularly with literacy and numeracy)
- identify those who are not on track and plan interventions to support their progress
- specifically consider learners through equity (eg SIMD 1 and 2, FMR, care-experienced, ethnicity, disability, young carers, EAL), removing potential barriers to learning, including this which are poverty-related.
- Ensure that we can evidence the attainment of individual learners, cohorts of learners over time, at a glance. This should also support analysis of whole-school attainment trends over time.

City of Edinburgh have developed an electronic tracking system (EDICT) for Primary and Secondary sectors to ensure rigorous approaches to tracking and monitoring of pupils' progress and attainment trends over time.

Key Strategic Actions



Moderation as a key strategic action

Moderation takes place at local, regional and national levels, including:

- Teachers and practitioners at the same curriculum level
- Across a school or setting
- Across a group of schools/settings
- Within local authorities
- Through regional groups
- Via national groups

Moderation is most effective when:

- It is built on a culture of professional dialogue, support and risk-taking

- The process is planned, resourced and reviewed
- Learning about the process is recorded for wider application across the school
- There is a facilitator or co-ordinator
- It is fully supported by school leadership teams

Moderation consists of six phases:

1. Planning for moderation
2. Clarifying and extending practitioner knowledge of curriculum content; learning, teaching and assessment processes
3. Collecting evidence of learning
4. Analysing the evidence
5. Interpreting and sharing evidence
6. Continuing and reviewing moderation processes

In City of Edinburgh, QAMSOs will support the local authority Assessment Coordinator and Learning, Teaching and Assessment Leads in professional learning focused on Moderation practice. This can be at schools, centres, cluster, locality or practitioner levels. The local authority will also provide advice on, and professional learning, how best to engage with the Curriculum for Excellence Benchmarks, on types of moderation activity to fit different learning needs and contexts and continue to provide support for Moderation using trained staff.

Assessment approaches should be fit for purpose. Your school's assessment strategy should ensure approaches are valid, reliable and proportionate. (See Appendix 5 for Example Template)

Professional judgements about the progress of learners should be based on a variety of approaches considering a range of evidence. In designing learning discussions, tasks and activities consider the following questions:

- Is the assessment experience directly linked to the experiences & outcomes and benchmarks?
- What sources of evidence will we use?
- How will we remove barriers to learning and achievement? Do the conditions for engagement and resources remove poverty-related barriers and ensure equity for all learners?
- Are learners clear about what they need to do?
- How will we share, discuss and agree expectations with learners?
- How will we share expectations with colleagues and others involved in assessment?

Roles & Responsibilities

The following states the core responsibilities of practitioners within schools, and the Education Authority towards ensuring effective assessment and moderation:

The Local Authority will:

- Provide guidance to schools in line with National Policy and research.
- Provide an electronic tracking system for each school.
- Provide professional learning for QAMSOs and ensure links with professional associations.
- Provide a suite of resources to support cluster, school and faculty moderation activities stored on Sharepoint.
- Regularly review the CEC Assessment and Moderation Framework document (BGE).
- Provide professional learning for Senior Leaders, identified Cluster Assessment, Literacy and Numeracy Coordinators, and other interested practitioners, on how to support and facilitate the delivery of high quality professional learning on moderation, working collaboratively with the Edinburgh Learns Teaching and Learning Team (three inputs per school session).

Schools will:

- Ensure two cluster CAT sessions in the year are opportunities for staff (primary and secondary) to engage in activities to support the moderation of Literacy and Numeracy and that this is fully considered in discussions around working time agreements.
- Ensure provision is considered for identified practitioners to attend the Local Authority professional learning sessions on Moderation, in discussions around working time agreements.
- Be able to seek and obtain support from trained staff for their Cluster CAT moderation sessions as necessary.
- Encourage and enable all staff to increase their engagement with the Benchmarks to support planning of learning, teaching and assessment and support their own professional judgements on achievement of a level.
- Encourage all staff to increase their engagement with the Benchmarks to achieve a shared understanding of national standards.
- Provide time for professional dialogue and collegiate working to plan for learning, teaching and assessment, as appropriate.
- Ensure appropriate arrangements are in place to support the delivery of SNSAs
- Discuss arrangements for the delivery of SNSAs with Parent Councils.
- All parents and carers should be provided with information about the planned arrangements for SNSAs within their child's school. School websites and handbooks should be updated to include this information.
- Maintain an electronic tracking system to track and monitor pupils' progress and attainment trends over time.
- Report to parents & carers about their children's progress using plain language, clearly understood by all stakeholders.

Teachers will:

- Use Curriculum for Excellence Experiences & Outcomes when planning teaching, learning experiences. Assessment experiences for pupils should also be planned at this point supported through engagement with the Benchmarks.
- Use a range of approaches to assessment:- formative, summative, holistic, standardised.
- Ensure a focus on breadth, challenge and application.

- Use assessment information to inform next steps in learning and teaching to ensure appropriate support and challenge for learners.
- Gather evidence of learners' progress from a range of sources across the four contexts for learning:- the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning, opportunities for personal achievement.
- Engage learners in the assessment process, including involving them in choosing and developing assessment approaches.
- Maintain records of pupils' assessment information in line with the schools Assessment & Moderation Strategy.
- Engage in Moderation activities/professional learning with consideration given to Working Time Agreements.

Appendix 1

Guidelines for the Administration of SNSAs.

1. PURPOSE

The aim of this guide is to give advice and support to City of Edinburgh schools on implementing Scottish National Standardised Assessments (SNSAs). It should be read in conjunction with current Scottish Government SNSA Guidance and City of Edinburgh BGE Assessment and Moderation Framework.

2. SCOPE

The information in these guidelines is for City of Edinburgh schools, partner services and agencies who are involved with assessment arrangements:-

- Head Teachers
- Lead practitioners for assessment arrangements
- Curriculum Leaders, class or subject teachers
- Support for Learning teachers / Additional Support for Learning Team members
- Psychological services

It provides guidance for staff in supporting assessment arrangements in Scottish National Standardised Assessments.

3. DEFINITIONS

SNSA – Scottish National Standardised Assessments

SLT – Senior Leadership Team

CfE – Curriculum for Excellence

BGE – Broad General Education

The Orb – City of Edinburgh Intranet

IT – Information Technology

ASN – Additional Support Needs

4. ACTIONS

Head teachers should ensure that:

- All staff are familiar with aims and rationale for their school's assessment strategy, including engagement with SNSAs.
- SNSAs should be considered within the wider context of assessment for learning.

- Appropriate time for planning, analysis and professional action is included within the Working Time Agreement and reviewed each session.
- Operational guidance including timing, use of IT and arrangements for supporting learners with ASN and EAL is reviewed regularly.
- Ensure arrangements for the delivery of SNSAs is discussed with Parent Council.

5. BACKGROUND

Formative, Summative and Standardised methods of assessment

Schools should use all available assessment information, including formative and summative, to track children's progress. Please see the Edinburgh Learns BGE Assessment & Moderation Framework for exemplification of these terms.

The information gathered through standardised assessments should be used as part of a suite of information, regarding learners' progress to inform learning and teaching. Standardised assessments can provide a detailed breakdown of a child's ability in Literacy and Numeracy. Together with assessments from day to day learning, and other assessment tasks or activities, standardised assessments can provide a detailed picture of learners' progress.

Scottish National Standardised Assessments (SNSA)

The aims of national standardised assessments are to:

- Assess progress in skills and knowledge in reading, writing and numeracy.
- Assess pupils in P1, P4, P7 and S3 in line with nationally developed, and understood, expectations.
- Provide individual, diagnostic reports on each child's and young person's progress, based on an on-line and adaptive assessment.
- Contribute to, and support, teachers' professional judgment.
- Provide standardised scores - consistent national reference points
- Promote Equity and Inclusion by allowing all pupils to be fairly assessed, no matter their background, experience, additional support needs or level of ability.
- Be administered at a time of the teacher and school's own choosing in line with guidance from the Local Authority and the school's Assessment Strategy.

Within City of Edinburgh schools, all children in Primary 1, Primary 4, Primary 7 and S3 will participate in Scottish National Standardised Assessments in literacy and numeracy.

Scottish National Standardised Assessments are not designed to be used as an assessment for achievement of a level. They must be seen as one piece of assessment information and used with other assessment data to track children's progress and inform the next steps in learning.

The main aim of standardised assessments is to inform learning and teaching. The overall data will be used as part of corporate performance reporting, together with a range of other performance information provided by schools.

SNSAs are online, adaptive assessments using a cloud-based platform. The adaptive element means that questions are assessed in groups of ten resulting in the following questions being adapted to suit the ability of the child.

Administering SNSAs

All assessment should inform planning for next steps in learning.

Senior Leadership Teams must ensure that teacher workload is not affected by carefully timetabling their implementation as part of the Working Time Agreement and School Quality Assurance Calendar. All training associated with the implementation and interpretation of SNSAs must be carried out within the parameters of the 35-hour week.

Schools should ensure IT equipment is at full capacity and that support is available should problems occur. Support staff should be timetabled to work with individual pupils if required.

A positive and supportive ethos should be established to ensure each child can give their best possible responses. This may include withdrawing small groups who benefit from support rather than testing in whole class situations.

Assessments are not time-barred, however are expected to last approximately 45 minutes. Teachers should ensure that children are encouraged to try to answer questions to the best of their ability without missing any. Where questions are missed out, this is indicated in the analysis section.

SNSAs are designed to be inclusive so that all children can access them. Children with additional support needs should be provided with their normal classroom support in order to take part in the assessments. Support should not create an unfair advantage.

Communication with Parents, Carers and children

All parents and carers should be provided with information about the planned arrangements for SNSAs within their child's school. School websites and handbooks should be updated to include this information.

When communicating the results of SNSAs with children and parents, the information should be used to discuss strengths and next steps and there should not be an emphasis on the numerical score. Parents should be made aware that standardised assessments are part of assessment information; however no more weight should be given to this than any other assessment.

Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG)

These assessments were made available in December, 2018. Further releases of assessment content planned for March and July 2019 will optimise assessment adaptation and provide an opportunity to make any further improvements to the

system, identified through ongoing user research and liaison with the Gaelic Medium Education sector. Teachers are encouraged to provide feedback as they become familiar with the system over the coming months.

Reporting on Achievement of a Level

Although SNSAs are only one part of a suite of assessments, teachers are required to make decisions about progress through Curriculum for Excellence levels at various points for all learners, using the full range of assessment material available.

To ensure consistency across all schools and centres, the following definitions should be used:

Primary

- W Working in the level:** a few of the experiences and outcomes achieved
- P Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved
- A Achieving the Level:** a significant number of experiences and outcomes achieved within the working level

Secondary (using Edict)

- W Working in the level:** a few of the experiences and outcomes achieved
- P Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved

All 'Achievement of a Level' judgements should be based on the national guidelines and the range and depth of experiences offered to learners.

The broad expectations about progression through curriculum levels are shown below but must be tempered with other factors, such as additional support needs:

- the early curriculum level in the pre-school years and P1
- first curriculum level-to the end of P4
- second curriculum level-to the end of P7
- third and fourth curriculum levels-S1 to S3 (fourth curriculum level broadly aligns to SCQF level 4)
- the senior phase-S4 to S6, and college or other means of study

Additional Support for Learning (ASL Act) and Equality Act 2010

Learners are covered by the Equality Act 2010: schools have a responsibility to be aware of their legal duties under the legislation to identify and deliver reasonable adjustments for

disabled candidates. Advice about disability can be downloaded from <https://orb.edinburgh.gov.uk/directory/22/atoz/d>

Disability Head teachers' guidelines - making reasonable adjustments for disabled learners in all Educational Establishments.

For example, schools should

- assume that they will have learners with a disability and plan accordingly.
- have in place procedures that identify disability and /or additional support needs.
- have evidence of the impact of the disability or additional support need in assessments
- reasonably support assessment arrangements to promote equality of opportunity between disabled and non-disabled candidates.

6. RESPONSIBILITIES

Jackie Reid

Strategic Lead Assessment & Moderation

Quality Improvement Education Manager

Communities and Families Department

Level 1/3

4, East Market Street,

Edinburgh

EH8 8BG

Appendix 2

To set up your new Assessment and Moderation Strategy:

- Discuss with stakeholders (parents/carers, pupils, partners) and agree timeline
- Audit current approaches to assessment and moderation, including consistency of AFL skills
- Consult Authority Guidance Framework
- Use template to draft strategy
- Consult again with stakeholders as above
- Publish on website
- Maintain and review regularly

Example Template

School Vision, Values and Aims

Insert own Vision and Values statements

Overall aim of Strategy (What we are trying to do)

Establishing A Culture for Effective Assessment and Moderation

We know from current pedagogy and prior experience that positive relationships, clear vision and embedded values lead to effective learning and achievement. Values in our school are embedded and built upon, visible and talked about by pupils. **In all aspects of learning** staff strive for very positive relationships, that are nurturing and inclusive, with learners and colleagues. We know that these relationships will promote higher engagement in learning and will lead to a culture whereby pupils can be supportive of one another and be motivated to learn.

In addressing the poverty related attainment gap and promoting achievement for all, our ethos and culture underpins our approach to learning, teaching and assessment. We:-

- Demonstrate the school's Vision and Values statements through all professional actions, including the design of a contextualised curriculum
- Lead and promote of a model of collective responsibility in meeting learning needs.
- Ensuring all staff are aware of the professional responsibilities associated Assessment and Moderation
- Continue to value the importance of positive relationships/attitudes towards inclusion of all pupils regardless of their individual needs, or socio-economic status.
- Ensure our Equity statement which governs equal access to education, and fair treatment for all pupils, and their families, is shared widely across the school community.
- Continue to develop strategies to support learners with social communication needs.

- Have robust tracking and monitoring systems which seek to ensure that individual pupil progress, is carefully monitored, with well-considered interventions made where pupils are considered to be “off track” from expected levels of attainment. Assessment practices ensure approaches are manageable and purposeful, ensuing learners are fully involved. Our strategy ensures high expectations and attainment for all pupils, including those experiencing barriers to learning. This is to ensure Equity for all learners, including those affected by poverty and care-experienced pupils.

Key Research Informing Practice

(Insert relevant to own school)

Relevant aspects from Local and National Priorities, BTC 5, How Good is Our School? 4, Info from SIF reports

Key Themes/Actions (How will we do it)

- Why do we assess?
Our assessment procedures are key to allowing all learners to know and understand their progress at various stages throughout the session. Using the feedback from assessments, learners will know what their next steps in learning are so that further progress and achievement can be planned for and fulfilled. Practitioners use assessment data to build a picture of each learner so that informed judgements on learner progress can be made then shared and moderated with other practitioners. Practitioners’ planning is informed by assessment data. This planning is shared with stakeholders at agreed points in the year so that interventions and actions can be put in place to ensure good progress is made for all learners. Our assessment strategy forms part of our whole school self evaluation approach and supports our practice in ensuring achievement and good progress for all learners.
- What do we assess?
We engage in a range of Formative, Holistic and Summative assessment procedures. Our assessment procedures are planned to assess progress in:-
 - Literacy and English
 - Maths and Numeracy
 - Health and Wellbeing
 - Other curricular areas using an holistic approach to assessment.
 - Planned interventions for pupils receiving additional support through PEF and Support for Learning interventions.
- When do we assess?
Our Assessment calendar is reviewed each year and can be flexible to meet the needs of all learners. Summative assessment should take place at the most relevant point in a teaching block to maximise the potential for informing next steps and supporting greater progress. Standardised Assessment will take place in the following stages:- (specify for your school). Practitioners should take account of timings so that the “added value” in learning can be measured robustly.

- How do we assess? (Types of assessment:- Formative, Summative, Holistic, Standardised)
List approaches specific to your school (Formative, Holistic)
Summative- Standardised assessments other than SNSAs
SNSAs at P1, 4, and 7
- How do we plan for assessment as part of learning and teaching?
Our staff team engage with data analysis to track pupils' attainment at pupil, class and school level. Staff are regularly involved in dialogue to gather this information to determine current, and expected, levels of pupil attainment at individual pupil level. This informs next steps in learning and well-considered interventions to support pupils who are potentially under-attaining. (See Self-Evaluation Policy)
- There is a particular focus on providing additional interventions, using Pupil Equity Funding (insert PEF allocation), in order to close the poverty-related attainment gaps for pupils with FME and/or who live within areas within the lower SIMD deciles.
- A member of Senior Leadership Team (this will vary in each school) will have specific responsibility for tracking pupils who are currently affected by the Poverty-related attainment gap.

Additional Features

How do we engage the learners in assessment?

Pupils involved in planning of learning experiences.

Learning conversations to review progress and set targets for next steps in learning.

Sharing of learning with peers, including peer assessment approaches.

Sharing of learning with parents & carers, led by pupils.

Pupil leadership opportunities.

Pupils consulted re approaches to assessment and reporting to parents & carers

How do we engage parents/carers and partners in assessment?

We share intended learning and assessment approaches.

We use plain language to report on pupils' progress.

We make sure everyone understands the language we use to share assessment information.

We celebrate pupils' successes.

Parents, Carers and partners are involved in working with pupils to agree learning targets.

Roles, Remits, Responsibilities

Senior leaders, Staff, learners, parents/carers, partners- personalise to individual school.

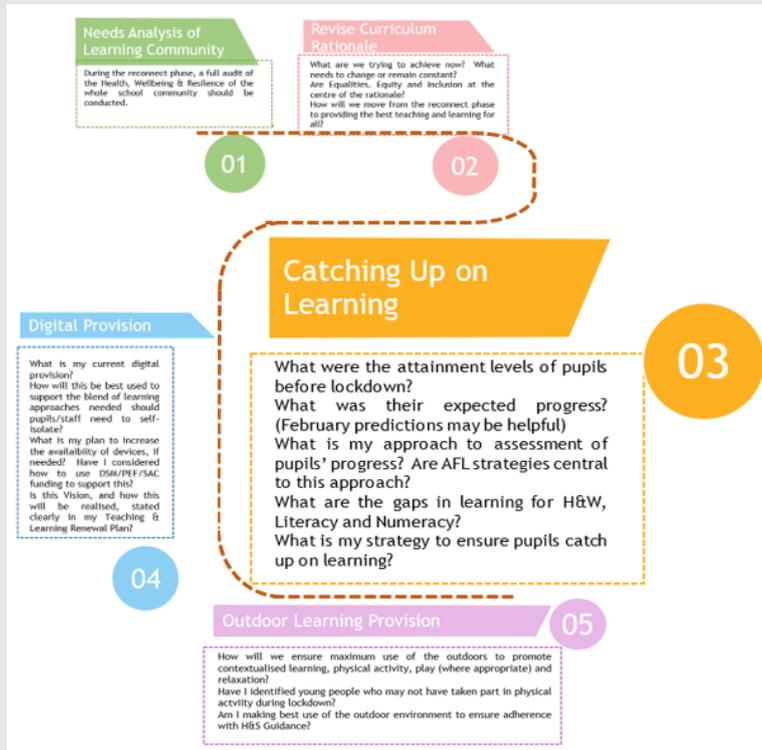
Arrangements for Quality Assurance and Review (How will we know we have been successful?)

These are examples

- Planning/Milestones Dialogue Sessions.
- Tracking of all curricular areas using EDICT tracking system and ensuring full engagement with new Education Scotland Benchmarks.
- All staff engage with Attainment data.
- Sharing Classroom Practice, including peer assessment approaches (trio planning and delivery)
- Learning & Teaching Toolkit
- Autism Toolkit
- Education Endowment Toolkit
- CIRCLE Document
- Practical Enquiry approach to teaching and learning developments.
- Approaches as suggested by Educational Psychology e.g. Boxall Profile.
- Education Scotland Nurture Toolkit
- Individual Pupil Profiles maintained by Family Engagement Practitioner & Nurture Lead practitioner.

Appendix 3

Assessing Learners' Progress



The Purpose of this Guidance

“ 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.”

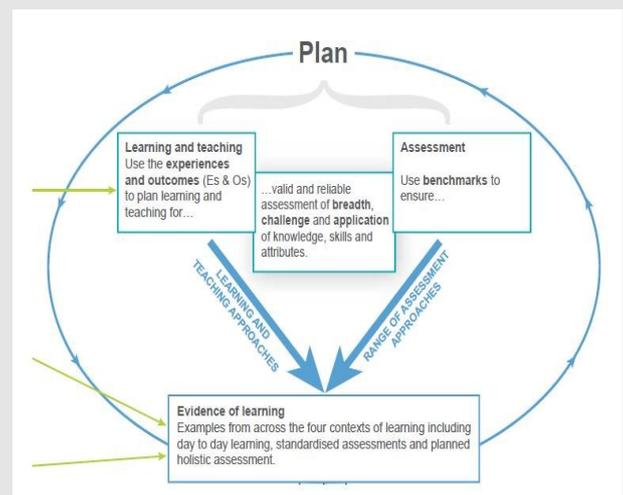
Building the Curriculum 5

This guidance aims to support schools and practitioners with how to plan and deliver high-quality assessment to inform learners’ next steps within our focus of catch up on learning. It is informed by [What Edinburgh Learns: Curriculum Guidance \(CEC, August 2020\)](#), [Assessment in the BGE 2020/21 \(Education Scotland\)](#) and Edinburgh Learns Assessment and Moderation Framework.

How do we plan for learning, teaching and assessment? (from Edinburgh Learns Assessment and Moderation Framework)

Teachers use two key resources which teachers to plan learning, teaching and assessment:

- Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
- [Benchmarks](#) – to provide guidance on the standard against which to assess.



A Focus on Literacy and Numeracy (from What Edinburgh Learns: Curriculum Guidance (CEC, August 2020))

As part of planning, teachers should use their knowledge of young people through their assessment and tracking prior to lockdown, including attainment predictions gathered in February, to identify gaps in learning. They should plan school-based programmes with associated in-home learning activities to recover any ground lost.

Based on a nurturing approach, and mindful of the stress levels of our children, this analysis of learning gaps should not be carried out purely on the basis of a range of standardised tests. High-quality assessment opportunities should be planned, using a blend of formative and summative approaches, to provide a wide range of evidence of pupils’ current levels of attainment.

Identifying the Gap (taken from Closing the Gap Teachers Rationale)

Individuals and groups of young people who are in need of additional support with learning, as a result of school closures should be identified as soon as possible. This needs analysis can be carried out in a range of ways, including standardised tests and high-quality assessment opportunities using a blend of formative and summative approaches. This will provide a wide range of evidence of pupils’ current levels of attainment. Teachers should use their knowledge of young people, gained through assessment and tracking prior to school closures, including attainment predictions gathered in February, together with recent assessment information gained. They should plan school-based programmes, with associated in-home learning activities, to recover any ground lost.

Assessing Learners' Progress

DECIDING WHAT TO ASSESS

1

- ◆ Assessment will help identify a baseline from which to teach.
- ◆ Choose the area/organiser(s) you want to focus on.
- ◆ Use any data that you have e.g. February predictions, evidence of learner progress during remote learning, transition information.
- ◆ Use your knowledge of the expected learner journey at the relevant stage and [threshold concepts](#).



Click on the hyperlinks to access bitesize professional learning videos or relevant documents.

PLANNING FOR ASSESSMENT

2

- ◆ Liaise with colleagues to plan assessments, as appropriate.
- ◆ Think about the key concepts and knowledge, understanding and skills you want to assess to achieve a baseline.
- ◆ Make assessments manageable (what are you trying to assess and why?) and provide supports as appropriate (e.g. concrete materials, writing rubric).
- ◆ Use two key resources to support planning for learning, teaching and assessment:
 - Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
 - [Benchmarks](#) to provide guidance on the standard against which to assess.

IDENTIFYING WHAT LEARNERS CAN DO AND WHAT THEIR NEXT STEPS WILL BE

3

- ◆ A range of approaches, including [peer and self-assessment](#) or digital can be used to identify what learners can do and what their next steps in learning are.
- ◆ Individual or small group work with learners can be effective in enabling you to assess levels of understanding.
- ◆ [Questioning](#) is a key part of good dialogue between practitioner and learner. The range and style of questions you use will need careful planning.
- ◆ Use [hinge questions](#) linked to previous learning to promote dialogue and support deeper thinking.
- ◆ Spend time listening to children and young people discuss and explain their thinking.

4

PLANNING NEXT STEPS

- ◆ From your discussions with learners you will have a good idea of what they can do and which areas need reinforcement.
- ◆ Next steps may be different for each child or young person depending on their experiences of learning since schools closed in March.
- ◆ A bespoke programme of work may be beneficial for a short period of time to reinforce different areas of learning for some learners.
- ◆ Learners should be at the heart of planning learning, teaching and assessment. For example, [learning intentions](#) should be shared with learners and they should be involved in the co-creation of success criteria.
- ◆ Engage in professional dialogue with colleagues to moderate and plan collegiately at all stages of the [moderation cycle](#).