Glasgow City Council

Education, Skills and Early Years
City Policy Committee

Report by Executive Director of Education

Contact: Michele McClung Ext 73556

ATTAINMENT: CURRICULUM FOR EXCELLENCE 2017/18

Purpose of Report:

To provide the Committee with information on the performance of pupils through the broad general education through Curriculum for Excellence levels.

Recommendations:

The Committee is asked to consider the content of the report, note the positive outcomes for young people across the city and the focus on improving further.

Ward No(s):	Citywide: ✓
Local member(s) advised: Yes ☐ No ☐	consulted: Yes ☐ No ☐

***PLEASE NOTE THE FOLLOWING**:*

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1 Broad General Education P1 to S3

1.1 Curriculum for Excellence defines five levels of learning. The first four levels are described in the experiences and outcomes, with progression to qualifications described under a fifth level, the senior phase.

1.2 Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third/Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework Level 4.

2 Assessing progress

2.1 A key priority across the city is to **"develop approaches for arriving at a shared understanding of the standards and expectations for the broad general education"** (Building the Curriculum 5, Education Scotland).

2.2 The materials on Glasgow's intranet *Glasgow Online* offer practical support in the process of 'sharing the standard' for all involved in moderation, at establishment, learning community and city level. These are the foundation for professional activities in this area. We have engaged in a lot of activity to support teachers' understanding of assessment with the emphasis firmly placed on the teacher's professional judgement of a child's progress.

2.3 Understanding and sharing the standard is a process which has been developing over the last few years. As we continue in this process it is expected that all teaching and early years staff in Glasgow have opportunities to:

- engage in moderation activities at establishment level;
- engage in one or more moderation activities at learning community level;
- demonstrate understanding of the assessment principles of Breadth, Challenge and Application as they apply to the whole process of planning, learning and teaching and assessment;

- seek evidence of progress in what pupils SAY, WRITE, MAKE and DO;
- develop confidence in the expectations of the Experiences and Outcomes at different levels;

In doing so staff should be able to track pupil progress and state with confidence when each pupil achieves a level in all curriculum areas.

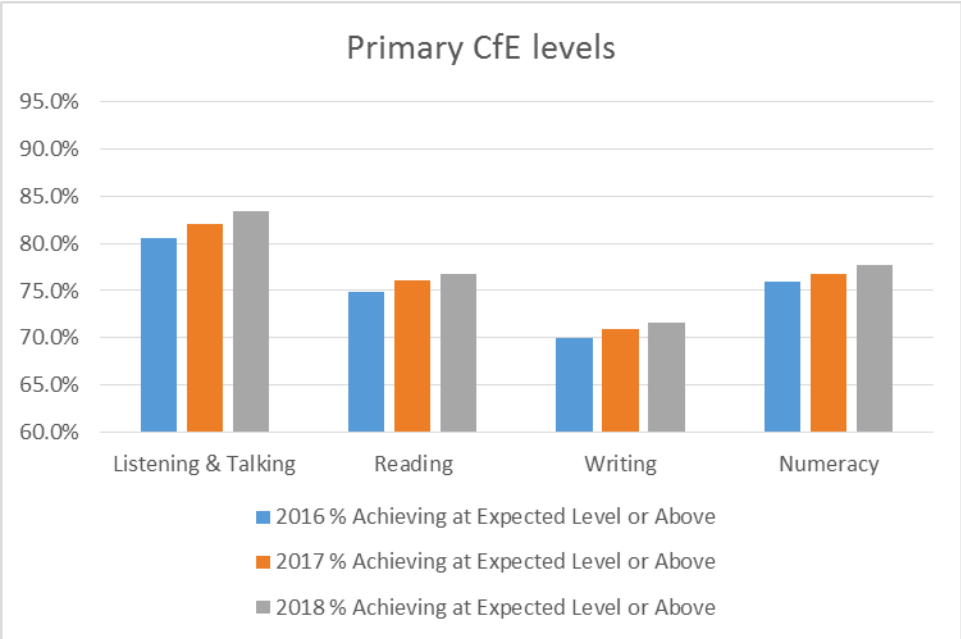
2.4 Moderation is, first and foremost, about all teachers and early years staff engaging in professional dialogue to arrive at a shared understanding of the standards and expectations which children and young people are expected to achieve in their learning.

2.5 It involves teachers and early years' staff working together to:

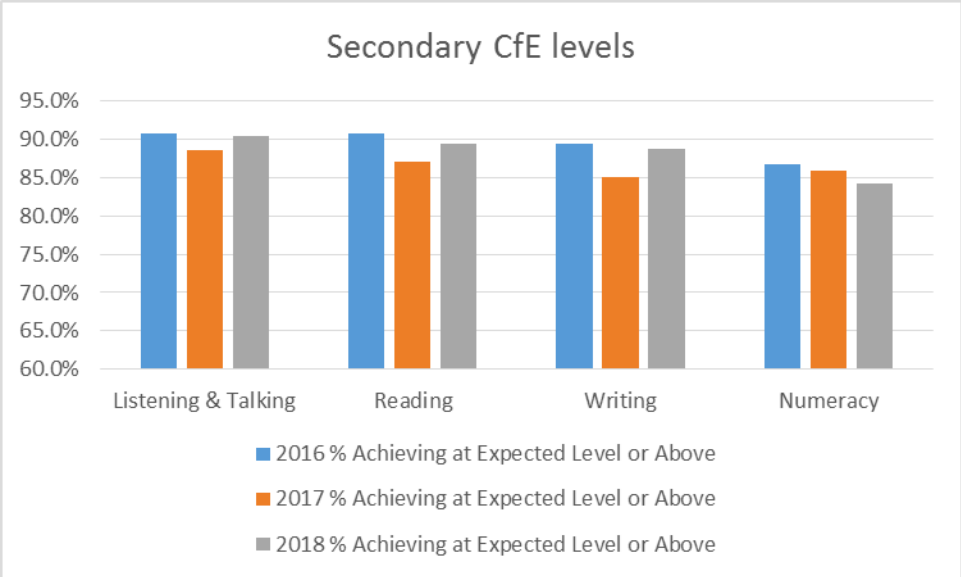
- Plan learning, teaching and assessments
- Check that assessments are valid and reliable
- Sample evidence from learners' work
- Agree strengths in learners' performance and next steps in learning
- Provide feedback to inform improvements in practice

2.6 Establishments and Learning Communities are asked to set aside time throughout the year for moderation activities.

2.7 The graph below shows the city's performance for the last three years in primary schools. The totals do not include the Gaelic primary schools. The data shows an improving pattern.

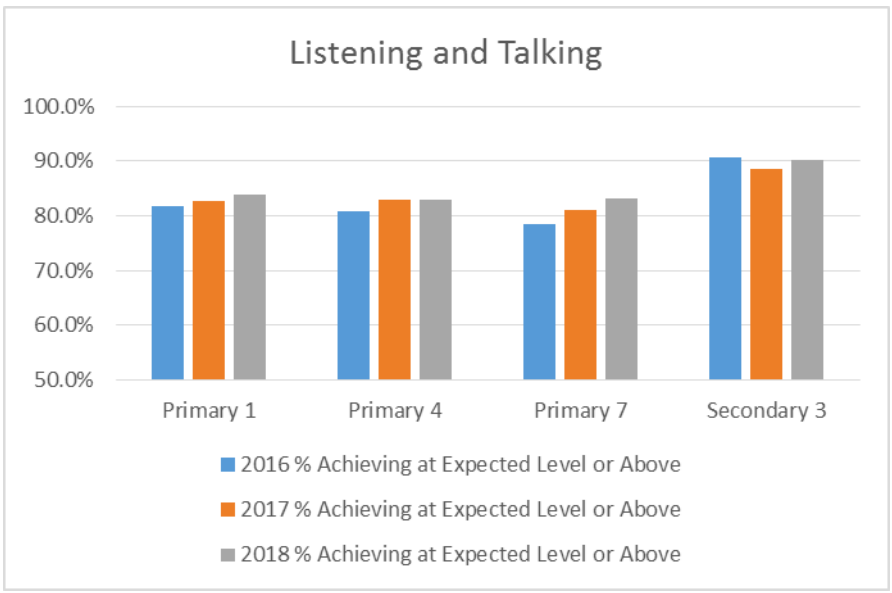


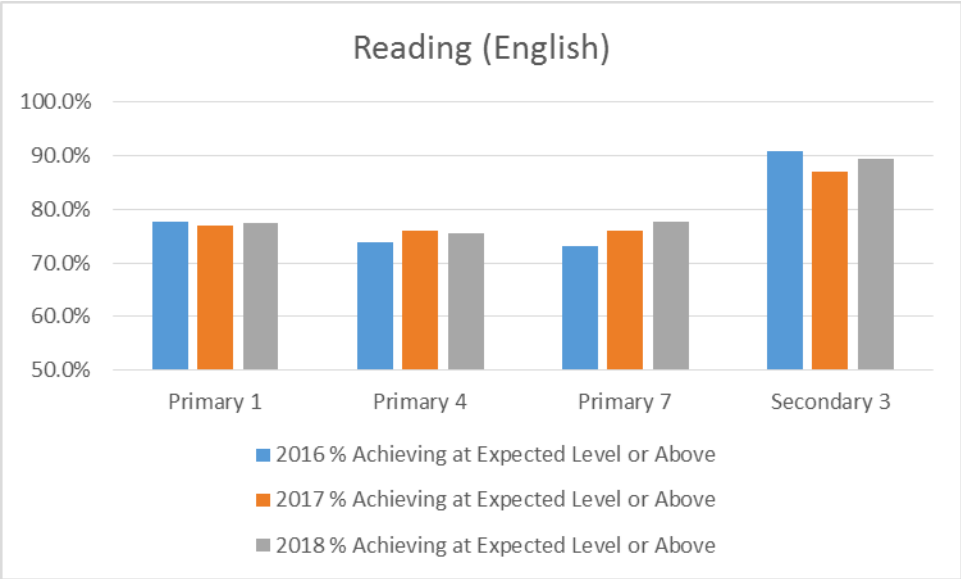
2.8 The graph below shows the performance on data taken from S3 at secondary schools. The graph shows a more uneven pattern of performance. As identified as a priority last year, we have been working more intensely with secondary schools over the last year to develop a greater understanding of 'achievement of a level'.

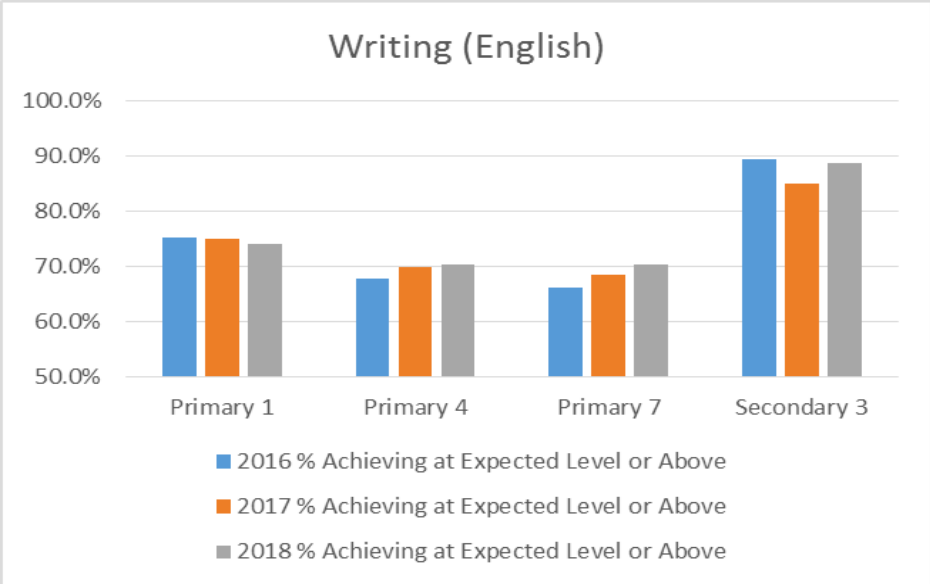


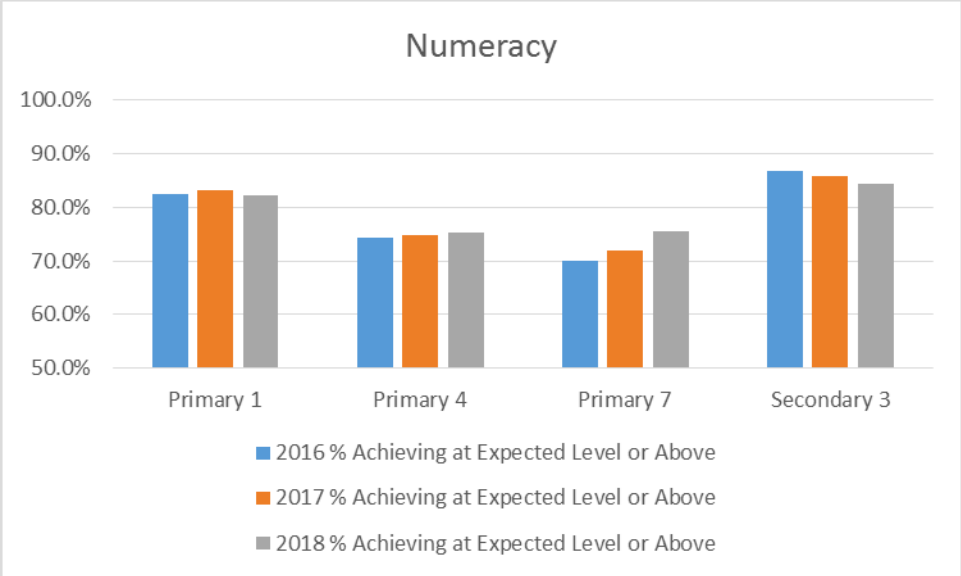
2.8 While the primary figures show an increase, the secondary figures show a slight decrease overall for literacy and numeracy. Closer analysis and discussion with secondary schools attribute the decrease to improved approaches to moderation and assessment in 2017, that is, teachers are developing a greater understanding of the standards required for pupils to demonstrate achievement of a level.

2.9 The data is gathered in by stage. The graphs show the data by stage for each of Listening & Talking, Reading, Writing and Numeracy.




Reading (English)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
Primary 1
Primary 4
Primary 7
Secondary 3
2016 % Achieving at Expected Level or Above
2017 % Achieving at Expected Level or Above
2018 % Achieving at Expected Level or Above


Writing (English)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
Primary 1
Primary 4
Primary 7
Secondary 3
2016 % Achieving at Expected Level or Above
2017 % Achieving at Expected Level or Above
2018 % Achieving at Expected Level or Above

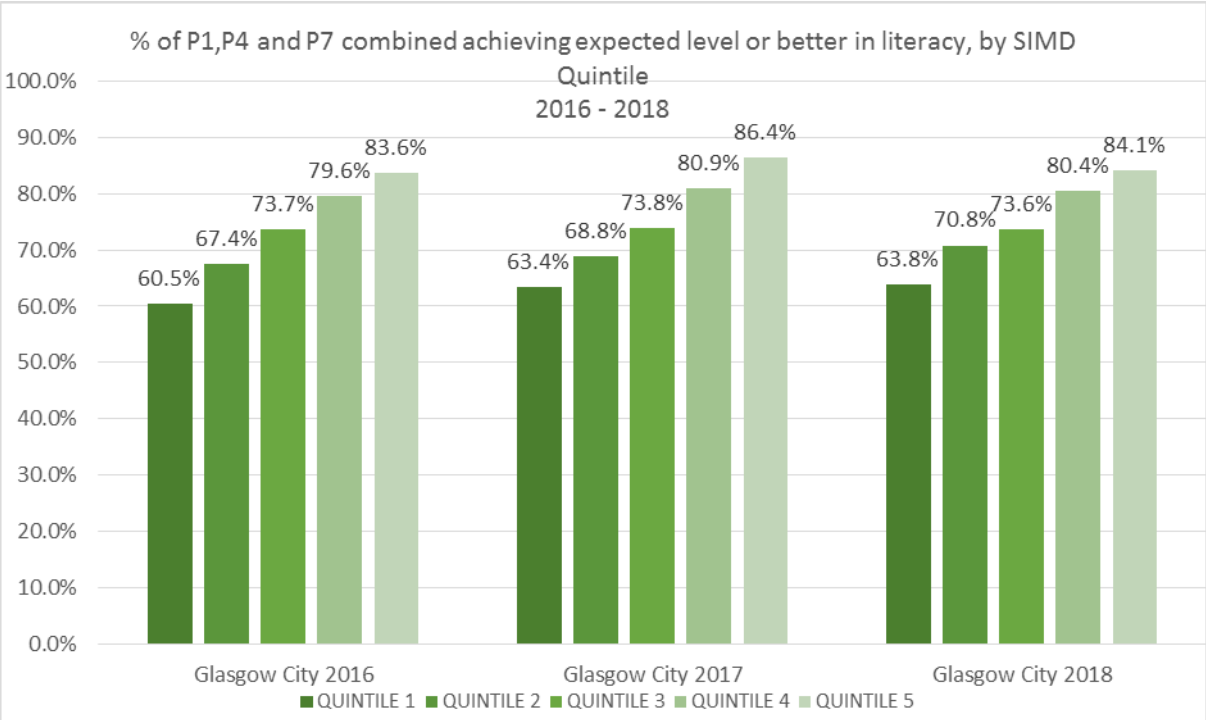

Numeracy
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
Primary 1
Primary 4
Primary 7
Secondary 3
2016 % Achieving at Expected Level or Above
2017 % Achieving at Expected Level or Above
2018 % Achieving at Expected Level or Above

2.10 Around 20% of the pupils in our schools have English as an additional language (EAL). A number of them are at the early stages of acquisition, therefore, where a school has a notable number of pupils with EAL then we would expect their levels to be lower, particularly at the early stages.

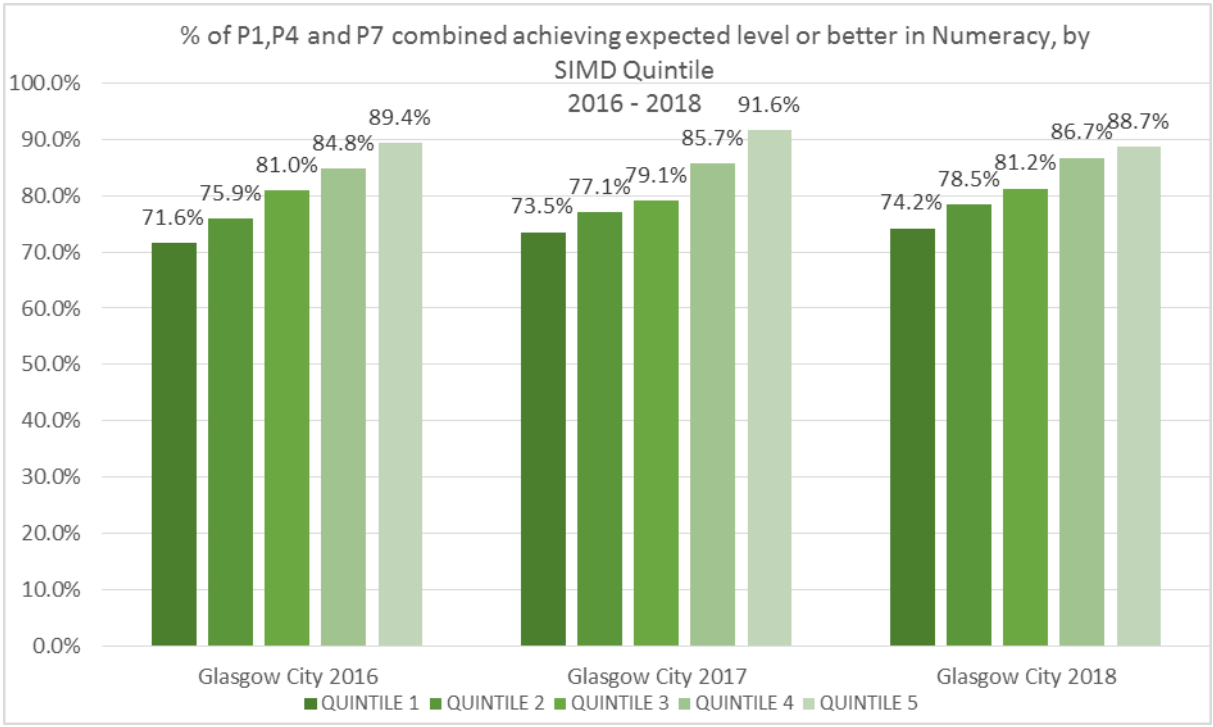
2.11 Our new tool *Focus* has been used very effectively by primary schools in the last year who have not previously had an on-line analysis tool, unlike secondary schools. It aims to help primary and secondary schools with their analysis of pupils' progress using CfE levels. *Focus* is a secure site for the use of schools. It allows schools to analyse CfE levels using a range of factors, such as deprivation using SIMD, EAL, free school meals, ethnicity and care-experienced. There is also the ability to look at comparator schools. The aim of the tool is to promote greater focused discussion among senior staff and teachers on schools' performance. Similar to the long-standing approach taken with national qualifications. The Appendix shows some of the graphs that are available.

3 Attainment versus deprivation

3.1 The graphs in this section considers the combined performance of P1, P4 and P7 pupils grouped using their postcodes. Quintile 1 is the 20% most deprived postcodes and Quintile 5 is the 20% least deprived postcodes.



3.2 The graphs show that attainment in literacy continues to be linked to deprivation. However, the gap between those living in the 20% most deprived and those living in the 20% least deprived is closing. It is worth noting that 58% of pupils are living in the 20% most deprived postcodes compared to 6% of pupils living in the 20% least deprived postcodes.



3.3 The above graph shows that similar to literacy, performance in numeracy continues to be linked to deprivation and that the gap between those living in the 20% most deprived and those living in the 20% least deprived is closing.

4 Policy and Resource Implications

Resource Implications:

Financial:	Glasgow receives additional funding from the Scottish Attainment Fund as a Challenge Authority.
Legal:	In line with the Standards in Scotland's Schools etc. Act 2000
Personnel:	Additional staffing has been deployed in schools using the additional funding.
Procurement:	Not applicable

Council Strategic Plan: Excellent and Inclusive Education

Equality Impacts:

Does the proposal support the Council's Equality Outcomes 2017-22	Yes, outcome 9 – barriers to participation in learning are reduced.
What are the potential equality	Limited impact

impacts as a result of this report?

Sustainability Impacts:

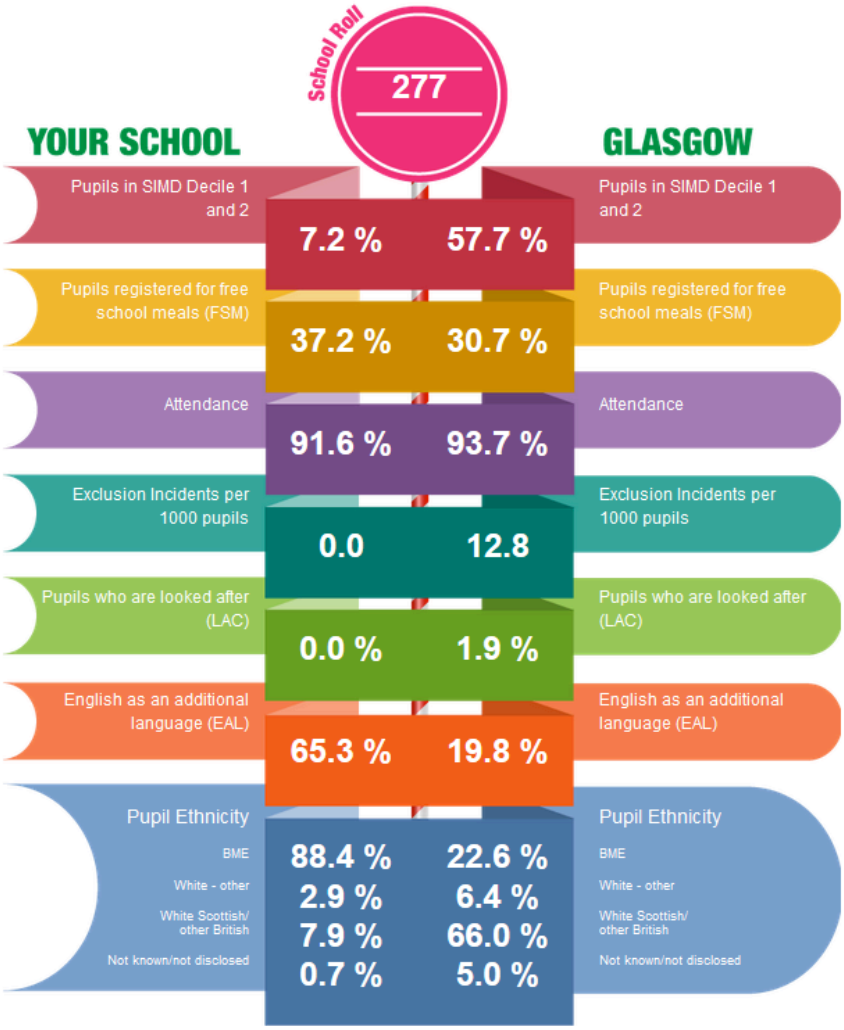
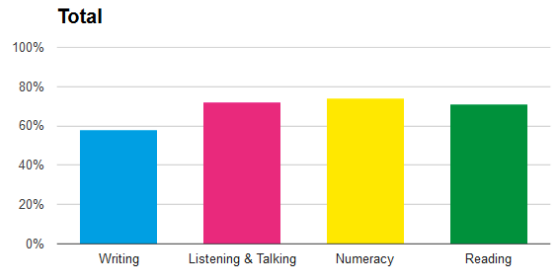
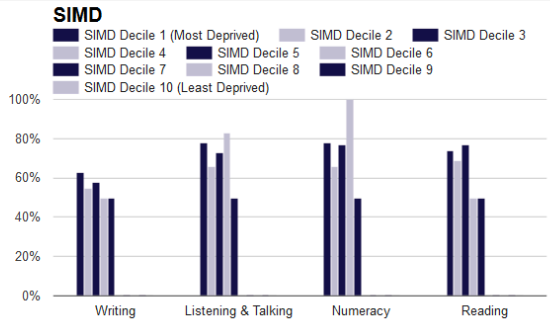
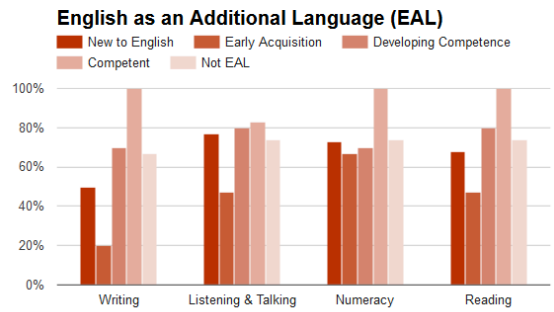
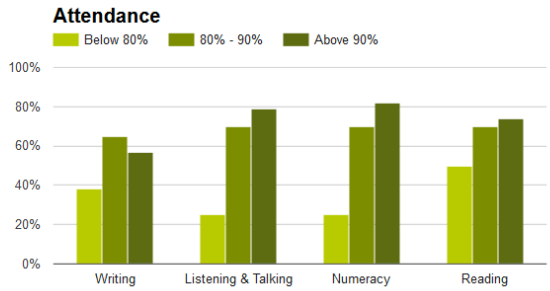
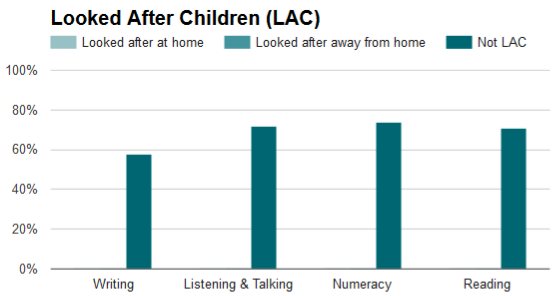
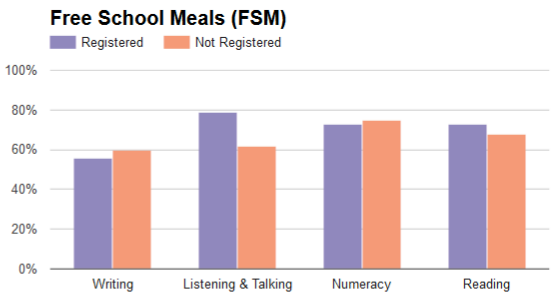
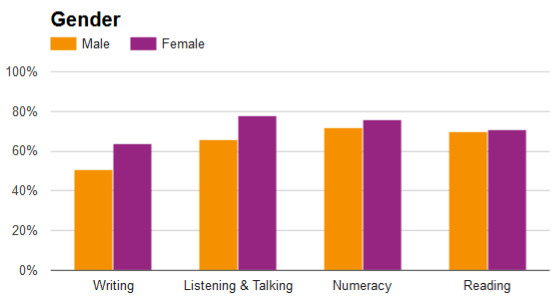
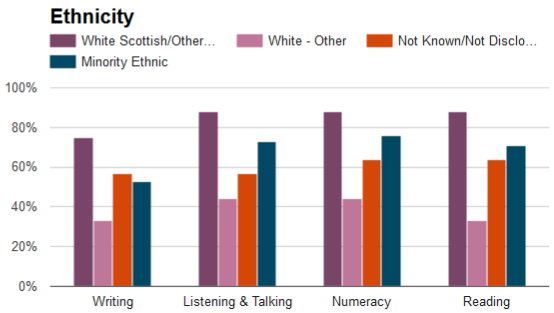
Environmental:	Not applicable
Social:	If our young people achieve positive outcomes in their lives this will have a positive impact on the longer term social and community life of Glasgow.
Economic:	Young people who are better educated are able to contribute more positively to the growing economy of the city.
Privacy and Data Protection impacts:	Not applicable

5 Recommendations

5.1 The Committee is asked to consider the content of the report, note the positive outcomes for young people across the city and the focus on improving further.

FOCUS tool

Equity Profile



Pupils achieving expected CfE levels in 2017/2018