

ITEM No ...4.....
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**REPORT TO:** CHILDREN AND FAMILIES SERVICES COMMITTEE –  
21 AUGUST 2017

**REPORT ON:** CURRICULUM FOR EXCELLENCE TEACHER JUDGEMENTS

**REPORT BY:** EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

**REPORT NO:** 278-2017

## 1.0 PURPOSE OF REPORT

1.1 This report informs the Children and Families Services Committee of the interim results of the Curriculum for Excellence Teacher Judgements collection carried out in June 2017. The teacher judgement collection records progress through the Curriculum for Excellence Broad General Education for all pupils at key stages (the end of P1, P4, P7 and S3) along with all pupils in Special Schools. This is the second year this collection has taken place and last year's results were published by the Scottish Government as 'Experimental Statistics, data under development'. This year's collection is due for submission to the Scottish Government by the end of August 2017 and they will publish them in December 2017.

## 2.0 RECOMMENDATIONS

2.1 It is recommended that members of the Children and Families Services Committee note the contents of this report.

## 3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from this report.

## 4.0 MAIN TEXT

4.1 The Broad General Education (BGE) in the Curriculum for Excellence (CfE) covers pupils from pre-school age through to the end of S3. Progress through the BGE is measured in levels. Levels measure progress in CfE areas of literacy, numeracy, and health and wellbeing. They start at Early Level, followed by First Level through to Fourth Level.

4.2 There is an expectation within the CfE that most pupils will have achieved the following levels by the end of each stage:

**Table 1: Expected CfE Level achievement at the end of key stages**

Stage	Expected Level
P1	Early
P4	First
P7	Second
S3	Third

In addition more able pupils will be able to achieve Fourth Level by the end of S3. Pupils achieving Third Level by the end of S3 are likely to go on and attain SCQF Level 4 awards in S4, those who achieve Fourth Level will go on to study at SCQF Level 5 in S4.

4.3 As part of the National Improvement Framework the Scottish Government started to collect teacher judgements of pupil progress through the BGE in 2016. Achievement of CfE levels in Reading, Writing, Listening and Talking, and Numeracy were collected for all pupils in stages P1, P4, P7 and S3 together with all pupils in Special schools. This first year's data

was published as experimental statistics and is available at national, local authority and school level at <http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>. The collection was designated as experimental as teacher judgement, which should be based on a wide range of assessment evidence and assessed using the CfE benchmarks which were just published in draft last session, are subjective. Levels of achievement should be moderated and validated through a range of professional conversations with other teachers and learners. This work is in its early stages of development and as a result there was concern that achievement of a level was not yet being measured consistently across the country.

4.4 This year's CfE level data was collected in June 2017. It has been processed internally and will be submitted to the Scottish Government at the end of August 2017. Full results will be published again by the Scottish Government in December 2017. It is not clear yet whether this release will still be designated as experimental statistics.

#### 4.5 Primary Schools

The following tables show the percentage of pupils achieving the expected level in primary schools. Scotland data is shown for the 2016 collection. Dundee data is shown for both 2016 and 2017. Almost all curricular areas in primary schools in Dundee have seen an improvement since last year, only P1 reading has remained unchanged. The largest increases are shown in P7. In Reading, Writing and Numeracy Dundee are still below the 2016 Scottish averages. In Listening and Talking Dundee now exceeds the Scottish average for P1 and P4.

**Table 2: Percentage of P1 pupils achieving Early Level**

	Scotland	Dundee	
	June 2016	June 2016	June 2017
Reading	82%	78%	78%
Writing	78%	70%	73%
Listening and Talking	85%	83%	87%
Numeracy	84%	78%	79%

**Table 3: Percentage of P4 pupils achieving First Level**

	Scotland	Dundee	
	June 2016	June 2016	June 2017
Reading	75%	71%	73%
Writing	69%	62%	65%
Listening and Talking	81%	78%	82%
Numeracy	73%	66%	70%

**Table 4: Percentage of P7 pupils achieving Second Level**

	Scotland	Dundee	
	June 2016	June 2016	June 2017
Reading	72%	61%	73%
Writing	65%	51%	62%
Listening and Talking	77%	66%	77%
Numeracy	68%	49%	60%

## 4.6 Secondary Schools

The following tables show the percentage of pupils achieving the expected levels (Third and Fourth) in secondary school stage S3. There have been improvements in all four curricular areas for the percentage of pupils achieving Third Level or better. The percentage of pupils achieving Fourth Level Reading has improved but the other two literacy areas have seen slight declines. The percentage of pupils achieving Fourth Level Numeracy has declined markedly. Triangulation of this data with S4 results (see below) suggests the Dundee June 2016 figure for numeracy may have been an overestimate and the June 2017 figure gives a more accurate reflection of what our S3 pupils are currently achieving in Numeracy.

**Table 5: Percentage of S3 pupils achieving Third Level or better**

	Scotland	Dundee	
	June 2016	June 2016	June 2017
Reading	86%	88%	92%
Writing	84%	87%	90%
Listening and Talking	87%	88%	91%
Numeracy	86%	79%	83%

**Table 6: Percentage of S3 pupils achieving Fourth Level**

	Scotland	Dundee	
	June 2016	June 2016	June 2017
Reading	39%	52%	54%
Writing	37%	53%	52%
Listening and Talking	41%	55%	54%
Numeracy	49%	48%	39%

Pupils who achieve Third Level CfE by the end of S3 would be expected to attain SCQF Level 4 awards in S4. Pupils who achieve Fourth Level CfE by the end of S3 would be expected to attain SCQF Level 5 awards in S4. We do not yet have S4 results for the cohort that finished S3 in June 2016. This data will not be available until the September 2017 Insight release. The latest S4 stage data we have is for the S4 cohort from academic year 2015/16. Whilst these are not the same pupils it is instructive to compare their results with the CfE judgements to see if they are broadly correct. The table below shows the latest available literacy and numeracy attainment figures for Dundee in S4.

**Table 7: Percentage of 2015/16 S4 cohort achieving SCQF level 4 and 5 literacy and numeracy [source: Insight]**

	Literacy	Numeracy
SCQF Level 4 or better	88%	80%
SCQF Level 5 or better	55%	36%

Comparing the results with June 2016 S3 teacher judgements would suggest that, with the exception of Fourth Level Numeracy, the teacher judgements are likely correct. On this basis it is likely that the Scottish figures for S3 in June 2016 represent an underestimate of the percentage of pupils who had achieved Fourth Level. Given Numeracy achievement at SCQF Level 5 in Dundee was only 36% in 2015/16 it is unlikely that 48% of S3 pupils would have achieved Fourth Level. The drop to 39% in June 2017 is a more realistic figure.

In line with priorities outlined within the National Improvement Framework, the Children and Families Service will continue to prioritise improved attainment and achievement in both literacy and numeracy for all children and young people. Supported by Scottish Attainment

Challenge funding, the recently launched Revised Numeracy Strategy (June 2017) outlines a number of key drivers for such improvement in areas including: enhanced teacher professionalism through professional learning in aspects including conceptual understanding and Numicon training (use of structured imagery and apparatus); improved approaches to assessment and moderation; more robust performance information; parental engagement/family learning; and strengthened strategic school leadership. In addition, from session 2017/18 all P4 to P7 pupils will have access to the adaptive learning platform Sumdog.

#### 4.7 Special Schools

The Scottish Government collects achievement of CfE Level for all pupils in Special Schools. Due to the recording system used, no stage based data is recorded and all pupils are assigned the stage SP. Pupils can be recorded as 'Not Assessed' for instance if they are in the senior phase and BGE assessment is no longer applicable. This is predominantly the case in the Offsite Education Service. There is also the option to record pupils as 'Following Individual Milestones'. This is used for pupils with complex needs for which judgement against CfE Levels is not appropriate.

Level Achieved	Reading	Writing	Listening and Talking	Numeracy
Not achieved Early Level	36%	35%	34%	37%
Early Level	5%	5%	6%	5%
First Level	2%	1%	3%	1%
Second Level	1%	1%	1%	3%
Third Level	6%	5%	5%	2%
Not Assessed	41%	42%	42%	42%
Following Individual Milestones	9%	11%	9%	9%

- 4.8 The CfE Teacher Judgements collection is still a new measure, this being only its second year of collection. There is a need to continue to develop robust and rigorous moderation approaches and regular professional dialogue between teachers to increase the levels of confidence for teachers in making the judgement as to whether a child has achieved a particular CfE Level or not. Work has been ongoing during 2016/17 to improve moderation across our schools to enable teachers to make more coherent and robust judgements of achievement. Initial examination of our returns at school level suggests there has been an improvement in the coherence of results across Dundee schools, particularly in the primary sector. Analysis work will continue at deeper level, for example cross referencing with standardised test and SQA results to provide more feedback to school leaders. We expect to see a continued improvement in the robustness of this dataset over the coming years.

## 5.0 POLICY IMPLICATIONS

This report has been screened for any policy implications in relation to Sustainability, Strategic Environmental Assessment, Anti-poverty, Equality Impact Assessment and Risk Management.

- 5.1 There are no major issues.

## 6.0 CONSULTATIONS

The Council's Management Team have been consulted in preparation of this report.

**7.0 BACKGROUND PAPERS**

7.1 None.

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August 2017