

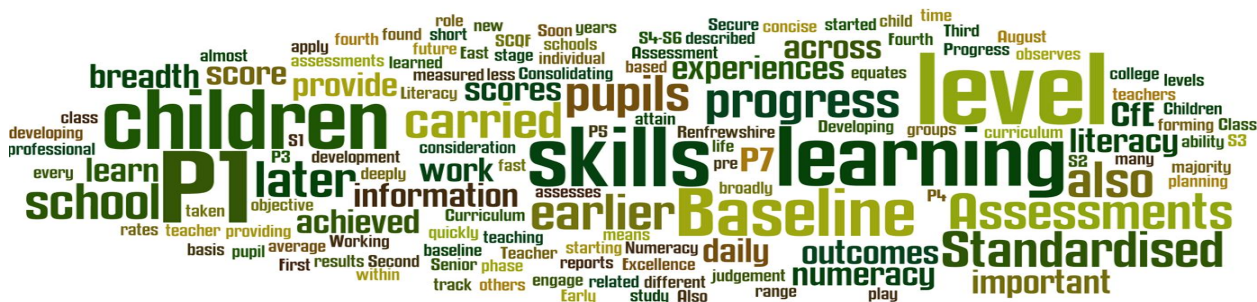


- skills for learning
- skills for work
- skills for life

It is also about how they **apply** the skills they have learned.

Below is the national benchmark of learning and progression for Curriculum for Excellence.

Key for Report Comments	
Excellent	EX
Good	G
Satisfactory	S
Effort Varies	EV



## **ERC Standardised Assessments**

Soon after starting school in August Baseline Assessments were carried out with P1 children. These assessments related to numeracy and literacy. This Baseline Assessment score can be found on P1 reports.

Standardised Assessments are also carried out in East Renfrewshire schools for pupils in P3, P5, P7 and S2. They have an important role to play in providing teachers with concise objective information on a child's level of development (in numeracy and literacy for P1 children). We track pupils' progress at every stage in school. Assessments carried out with P1 children provide a baseline against which the progress of individual pupils can be measured. The results provide information for planning future teaching and learning.

Baseline and Standardised scores can range from 70 to 130. A score of 100 is the average.

Baseline and Standardised scores are taken into consideration when forming ability groups for Literacy and Numeracy but the class teacher's professional judgement is also very important. Working with the children daily, the Class Teacher observes and assesses a pupil's learning on a daily basis. Also, within a short time in P1 the majority of pupils progress quickly in their learning.

## **Scottish National Standardised Assessments**

The Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. These assessments are expected to replace the variety of existing standardised assessments that local authorities and schools use at the moment.

Scottish National Standardised Assessments focus on aspects of reading, writing and numeracy. All Pupils in P1, P4, P7 and S3 will be assessed.

Assessments are administered to each child once within the relevant school year. Individual teachers and schools, with guidance from their local authorities, will decide the most appropriate time during the school year for your child to take the standardised assessments.

Assessments are completed online, marked automatically, giving teachers immediate feedback to help children progress. The online assessment system will produce feedback information about where your child did well and where further support is required.

**Further information is available (SNSA)**  
**Scottish National Standardised Assessments**

**<https://standardisedassessment.gov.scot/parents-and-carers>**

## The Curriculum for Excellence Four Capacities

### Successful learners with

- ♦ enthusiasm and motivation for learning
- ♦ determination to reach high standards of achievement
- ♦ openness to new thinking and ideas

### and able to

- ♦ use literacy, communication and numeracy skills
- ♦ use technology for learning
- ♦ think creatively and independently
- ♦ learn independently and as part of a group
- ♦ make reasoned evaluations link and apply different kinds of learning in new situations

### Confident individuals with

- ♦ self-respect
- ♦ a sense of physical, mental and emotional wellbeing
- ♦ secure values and belief
- ♦ ambition

### and able to

- ♦ relate to others and manage themselves
- ♦ pursue a healthy and active lifestyle
- ♦ be self-aware
- ♦ develop and communicate their own beliefs and view of the world
- ♦ live as independently as they can
- ♦ assess risk and take informed decisions
- ♦ achieve success in different areas of activity

## To enable all young people to become:

### Responsible citizens with

- ♦ respect for others
- ♦ commitment to participate responsibly in political, economic, social and cultural life

### and able to

- ♦ develop knowledge and understanding of the world and Scotland's place in it
- ♦ understand different beliefs and cultures
- ♦ make informed choices and decisions
- ♦ evaluate environmental, scientific and technological issues
- ♦ develop informed, ethical views of complex issues

### Effective contributors with

- ♦ an enterprising attitude
- ♦ resilience
- ♦ self-reliance

### and able to

- ♦ communicate in different ways and in different settings
- ♦ work in partnership and in teams
- ♦ take the initiative and lead
- ♦ apply critical thinking in new context
- ♦ create and develop solve problems

## **The Curriculum for Excellence includes four contexts for learning:**

### **Ethos and life of the school**

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school and home community. All staff contribute through, open, positive and supportive relationships where pupils will feel that they are listened to, promoting a climate in which they feel safe and secure. Pupils are encouraged to contribute to the life and work of the school at every stage and to participate responsibly in decision-making. They are also encouraged to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.

### **Curriculum areas and subjects**

The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities. The curriculum areas ensure that learning occurs across a broad range of contexts. Experiences and outcomes describe the expectations for learning and sum up across the curriculum areas the national aspirations, knowledge and understanding, skills, capabilities and attributes that we hope every pupil will develop. The eight curriculum areas are: Expressive arts, Health and wellbeing, Languages, Mathematics, Religious and moral education, Sciences, Social studies and Technologies. The experiences and outcomes are organised and planned creatively to encourage deep, sustained learning to meet children's needs. Subjects provide an important, familiar structure for knowledge, offering a context for specialists to inspire, stretch and motivate.

### **Interdisciplinary learning**

The curriculum includes space for learning beyond subject boundaries, so that pupils can make connections between different areas of learning. Revisiting a concept or skill from different perspectives deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view. Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society. Effective interdisciplinary learning can take the form of individual one-off projects or longer courses of study and is planned around clear purposes. It is based upon experiences and outcomes from different curriculum areas or subjects and ensures progression in skills and in knowledge and understanding.

### **Opportunities for personal achievement**

Pupils need opportunities for achievements both in the classroom and beyond, providing them with a sense of satisfaction and building motivation, resilience and confidence. Opportunities for achievement are planned to provide the support and encouragement which will enable pupils to step forward to undertake activities which they find challenging.