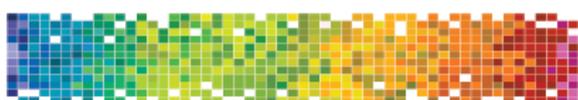




Taking a Closer Look at the National Assessment Resource

A Professional Learning Resource



NAR

Supporting Assessment in Practice



Introduction



This section is designed to make clear the purpose, audience, organisation and potential use for the resource.

What is the purpose of this resource?

- To provide an opportunity to reflect on effective practice in learning, teaching and assessment, drawing on the work published on the National Assessment Resource (NAR).
- To provide a structured look at the NAR flowchart as a tool for planning effective learning, teaching, moderation and assessment.
- To provide useful links to exemplars on NAR.
- To allow staff to 'dip in' to aspects of the learning, teaching and assessment process where they wish to reflect on their practice.

Who is it for?

- Individual practitioners keen to reflect and improve on their assessment practice.
- Pairs, groups of practitioners, associated school groups (ASGs) or clusters working collegially to reflect on and improve practice.

How is it organised?

- A bank of reflective questions linked to each aspect of the NAR flowchart, from *the learner to reporting on progress*.
- A section on each aspect of the NAR flowchart.

Within these sections there are:

- examples from NAR to illustrate how each aspect of the flowchart has been developed in a context.
- reflective questions and action points relating to each section to allow the reader to review and build on current good practice in their own establishment.
- A selection of useful websites and additional exemplification from NAR.
- A full colour pull out of the NAR flowchart.

How can it be used?

- To inform planning for learning, teaching, moderation and assessment.
- As a starting point for discussion.
- As part of planned professional learning or moderation activities within a school or cluster.

Reflective Questions



These questions can be used to support moderation activities. They are designed to help you engage with each section of the NAR flowchart.

The learner

- What techniques do you use to involve the learner in planning for learning and assessment at the start of each learning experience?
- To what extent do your learners set their own learning goals?

Learning intentions

- What is a learning intention? What should it contain/not contain?
- What techniques do you use to make clear to learners what they are learning?

Success criteria

- What makes good success criteria?
- What techniques do you use to share success criteria with learners and share ideas about what quality or achievement looks like?

Learning experiences

- To what extent do you consider the principles and practice papers* alongside the experiences and outcomes when planning the learning experiences?
- To what extent do you discuss and share evidence with colleagues of practice where learners have had the opportunity to engage with the seven design principles?**

Evidence

- How do your learners identify and reflect on their own evidence of learning?
- When planning with learners, in what ways do you give them opportunities to suggest how they would prefer to evidence their learning?

*Other national documents such as recent guidance on assessing progress and achievement may be used as part of this process.

**see Building the Curriculum 3: A Framework for Learning and Teaching, p.25.

Reflective Questions



Assessment approaches

- When planning learning experiences how do you take into account breadth, challenge and application?
- How do you assess progress of learners as part of your everyday teaching practice?

Evaluate learning

- How do you consider others who support young people's learning as part of your learning community, and involve them fully when you are evaluating progress in learning?
- How do you involve learners in evaluating learning (using success criteria)?

Feedback and next steps

- How do you build in time for your learners to reflect on feedback and identify next steps?
- In what ways do your learners give effective feedback to each other?

Reporting on progress

- How do you track progression through a level ensuring breadth, challenge and application?
- How do you ensure consistent judgements are made during the moderation process: within your school; across your associated school group (ASG)/cluster/learning community?

The Learner

Planning together for learning, teaching and assessment



Start your thinking with the experiences and outcomes (Es and Os) and principles and practice papers.* This will help you to plan your learning, teaching, assessment and moderation approaches and allow you to consider your focus for learners' experiences. Remember, the **principles and practice** documents will outline the broad features of assessment for a curricular area and for the 'responsibility of all' areas of the curriculum. Some ideas for planning with learners could include:

- mind maps
- floor books and big books
- learning logs
- interactive wall displays displaying the learning journey
- the use of Glow/ICT
- KWL grids and/or wall displays**



NAR exemplar: Grange Academy, East Ayrshire

Refer to 'Taking a closer look' under the Quick Links on www.narscotland.org.uk

Having explored and analysed the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience.

ENG 4-03a

I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.

LIT 4-29a

* Recent guidance on assessing progress and achievement and other national documents may be used as part of this process

** KWL: what children know, want to know and have learned

“The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media...They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.”

Literacy and English Principles and Practice

The learners at Grange Academy developed their speechmaking skills, using examples of compelling speechmakers to analyse what makes a good performance. The teacher started with the experiences and outcomes, planning collaboratively with learners. The experiences and outcomes were projected onto the board and ideas elicited from the class about the kinds of activities and lessons which could help them develop the necessary skills. With the learners, the teacher was then able to write meaningful learning intentions which the learners understood. The class then designed a proforma for note-taking in the observation task.

Responsive planning continued to drive progress, with learners using the class Glow page to contribute suggestions on how to take the learning forward. The teacher also worked collaboratively with the class to create a proforma on which parents could give feedback on the evidence of learning.

Reflective questions

1. How has the learner at Grange Academy been placed at the centre of planning for learning, teaching and assessment?
2. What aspects of this exemplar are relevant for your context and how could you use it to develop your own practice?
3. What techniques do you use to involve the learner in planning for learning and assessment right from the beginning?

Action points

1. Agree as a staff what a quality dialogue about learning, teaching and assessment with learners should include.
2. Give learners an opportunity to feed back on how involved they feel in the planning process; review and build on the responses as a staff.

Learning Intentions

Standards and expectations for planned learning



Before considering learning intentions we must identify which experiences and outcomes are the focus for the intended learning.

What is a learning intention?

The learning intention is what learners should know, understand or be able to do by the end of a learning experience. The focus should be on what is to be learned as opposed to the task, activity or context. By teasing out the learning from your chosen experience(s) and outcome(s), you will be able to develop learning intentions that focus specifically on what has to be learned. When clear about the learning intention, learners will be more focused and actively engaged in their own learning. Sharing the learning intention makes it easier to give quality feedback specifically on what has been learned.

Sharing learning intentions

The learning intention can be shared:

- at the beginning of the lesson
- once learners are able to draw conclusions from exploring a problem, concept or challenge.

It is also important to **capture learners' interest** at the beginning of a lesson, creating an engaging context within which the learning intention is to be explored. In order to be effective, the learning intention must be in language learners can understand and use. For example if we use this outcome:

To show my understanding, I can **respond to different kinds of questions** and other close reading tasks and I am learning to create some questions of my own.
ENG 1-17a

We are learning to:

- ask and answer literal questions
- find evidence in a text.

The bullet points are not a definitive list of all possible learning intentions. Learners may then progress to being able to identify, answer and ask inferential and evaluative questions. Within this experience and outcome, there may also be other selected close reading tasks such as learning to sequence a text, which would require the crafting of further learning intentions and success criteria.

NAR exemplar: St Andrew's School, Aberdeenshire

Refer to 'Taking a closer look' under the Quick Links on www.narscotland.org.uk

I have experimented with **everyday items as units of measure to investigate and compare sizes and amounts** in my environment, sharing my findings with others.
MNU 0-11a

We are learning to:

- measure distance
- measure using different objects
- use words to compare distance travelled
- share our findings with others.



Reflective questions

1. What is a learning intention? What should it contain/not contain?
2. Reflect on the crafting of the learning intentions in the exemplar based on:
 - a) Are they in adult or child friendly language?
 - b) Do they allow for application across unfamiliar contexts? Why would that be helpful for learners?
 - c) Are they meaningful and related to the original experience and outcome?
 - d) Consider the evidence which could be used to demonstrate how well the learning intention has been met.

Action points

1. Work with colleagues using a sample of your own learning intentions and moderate using the reflective questions.
2. Discuss with a colleague the techniques you use to make clear to learners what they are learning, and what is expected of them.
3. With a colleague, for an experience and outcome (or group of experiences and outcomes) you intend to teach, identify the possible learning intentions.

Success Criteria

Clear, relevant and measurable definitions of success. Learners involved in creating them in pupil language



What are success criteria?

Success criteria are suggested ways to achieve the learning intention. Sharing success criteria enables learners to feel confident about how to achieve success in a lesson. As you plan and consider your success criteria you should ensure that they are directly linked to your learning intentions and the evidence of learning which you will be aiming to collect.

Sharing success criteria

Teachers should have an idea of the success criteria before sharing the learning intention, but co-constructing success criteria with learners will improve the chances of it being referred to and actively used throughout the lesson. Involving the learners in agreeing the success criteria will also enable you and the learners to judge **how much** and **how well** they have learned.* Learners benefit when they consider and discuss examples of work by other learners, especially when some of the examples meet the success criteria. This helps learners to develop an understanding and interpretation of the criteria. For example if we use this outcome:

I explore sounds, letters and words, **discovering how they work together**, and I can **use what I learn** to help me as I read and **write**.
ENG 0-12a / LIT 0-13a / LIT 0-21a

We are learning to write in sentences.

I can:

- use a capital letter
- use a full stop
- write something about a thing or person
- check my sentence makes sense by reading it out loud to myself and others.

The writing could be part of any relevant context for the learners. They will have explored sentences when reading and talked extensively about what makes an effective sentence. When introducing the learning intention the teacher may have modelled an error, for example 'forgetting' the capital letter or full stop and invited learners to correct the error. With the learners, the teacher would have been able to arrive at a list of criteria for learners to remember when writing their own sentences. The learners would then be able to self and peer evaluate specifically against the criteria.

*see Building the Curriculum 5: A Framework for Assessment

NAR exemplar: Torbain Primary School, Fife

Refer to 'Taking a closer look' under the Quick Links on www.narscotland.org.uk

I am aware that **positive friendships and relationships can promote health and the health and wellbeing of others.**

HWB 2-44b

We are learning to identify how positive friendships can enhance our own health and wellbeing and that of others.

I can:

- discuss what positive friendships look like
- discuss what positive friendships feel like
- discuss how my own behaviour and choices allow me to make and keep good friendships
- discuss how others' behaviour and choices allow them to make and keep good friendships
- show that I respect others' ideas and opinions when we are discussing positive friendships by listening and responding to what they have to say.



Reflective questions

1. Can you describe what makes good success criteria? What techniques do you use to develop success criteria with learners?
2. Reflect on the crafting of the success criteria in the exemplar above based on the following questions:
 - a) Are they in child friendly language?
 - b) Are they meaningful and related to the original learning intention?
 - c) Are there too few or too many criteria?

Action points

1. Work with colleagues using a sample of success criteria and moderate using reflective question 2.
2. Discuss with a colleague the techniques you use to share success criteria and how you share ideas about what quality or achievement looks like.
3. With a colleague, for an experience and outcome (or group of experiences and outcomes) you intend to teach, identify the possible learning intentions and success criteria.

Learning Experiences

Rich activities planned to take account of the Es and Os and the design principles



Learning experiences planned with the experiences and outcomes and design principles in mind will be **rich** and **fulfilling**. As you plan a variety of experiences you will consider what activities will engage the learners and allow them to develop and demonstrate their knowledge and understanding, skills, attributes and capabilities.

Seven design principles

The curriculum should be designed on the basis of the following principles:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance.

The principles apply to the curriculum at national, education authority, school and individual levels and need to be taken into account for all children and young people. The principles will assist teachers and schools in their practice, as a basis for continuing review, evaluation and improvement.



NAR exemplar: St Kessog's Primary, West Dunbartonshire

Refer to 'Taking a closer look' under the Quick Links on www.narscotland.org.uk

When listening and talking with others for different purposes, I can exchange information, experiences, ideas and opinions and clarify points by asking questions or by asking others to say more.

LIT 1-09a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 1-13a

To be successful in fulfilling these experiences and outcomes, learners will be able to demonstrate the following in the context of pollution in the local environment:

Primary 2

- be able to give an explanation of an issue
- suggest ideas for a solution to a problem and be able to share ideas with peers
- take on a role to help understand the issues.

Primary 3

- gather evidence, exchange information and give reasons for an opinion
- talk and listen within a group and be able to negotiate a joint decision
- take on a role to help understand the issues.

Primary 4

- be able to share relevant information, ideas and opinions and suggest how to make improvements to address a problem
- justify a line of argument and respond to others within the context of a debate.



Primary 2

The children split into three groups and selected the roles of local wildlife affected by pollution: fish, birds and mice. They investigated the litter pollution at the local burn and took photographic evidence, exchanging information between groups. The P2s reflected on the photographs and expressed opinions on the dangers of litter. In their roles they improvised a drama to express their feelings about the pollution. This resulted in a performance for P3 and P4, which promoted the dangers of litter pollution. P2 also participated in the P4 debate, listening and asking questions in role.

Primary 3

The P3s took the roles of Scottish Tourist Board (STB) members, visiting Lomond Shores (local tourist attraction), taking notes and photographic evidence. They reported on their visit to Lomond Shores in role, and formulated recommendations to present to P4. They were videoed in role as STB members as they graded a tourist attraction using the STB star system. P3 took part in the P4 debate presenting gradings given and evidence collected. They produced a leaflet advertising tourist attractions using all previous information and gradings.

Primary 4

The children visited a local burn in role as SSPCA officers, councillors and STB members. They took notes on the pollution and problems caused and discussed issues that had arisen from the visit. P4 listened to all the arguments and began to think about having a formal debate. They wrote speeches/play-scripts for the debate and carried it out as SSPCA Officers, STB members, local councillors and local residents. After the debate they analysed the results, discussed the changes that could be made and offered an improvement plan for the future. This formed the campaign element for the John Muir Award.



Reflective questions

1. Can you pinpoint the seven design principles in the learning experiences? You could underline each one giving it a different colour.
2. Would you structure progression in class stages or are there other ways?
3. Can you discuss practice where you have met each or all of the seven design principles?



Action points

1. With a colleague select an experience and outcome (or set of experiences and outcomes) and develop a set of learning experiences which would develop the seven design principles.



Evidence

A range of appropriate evidence



It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners' preferences about how to show what they have learned. Evidence will come from day-to-day learning as well as from specific assessment tasks. The National Assessment Resource can help practitioners when deciding on what learners would need to say, write, do or make to demonstrate success. Consideration should be given on how to reflect, share, discuss and agree these expectations with learners and with colleagues.

Sources of evidence can include:

- observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
- records (oral, written, audio-visual) created by children and young people which may include self assessment and/or peer assessment or may be assessed by the teacher
- information obtained through questioning in high quality interactions and dialogue
- written responses
- a product, for example, a piece of artwork, a report or a project
- accounts provided by others (parents, other children or young people, or other staff) about what learners have done.

NAR exemplar: Wallace Hall Primary School, Dumfries and Galloway

Refer to 'Taking a closer look' under the Quick Links on www.narscotland.org.uk

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.

MTH 2-21a

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.

MNU 2-20b

When listening and talking with others for different purposes I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points and findings
- clarify points by asking questions or by asking others to say more.

LIT 2-09a

The Primary 7 class had consistently built up their experiences of working with and analysing data throughout previous years both in core mathematics lessons and in cross-curricular activities. However, these experiences tended to be mainly teacher-led and focused on one aspect of handling data at a time. Through studying the experiences and outcomes and engaging with the class teacher, the pupils concluded that the focus for development should be 'choosing appropriately' in context from the tables, graphs, charts and diagrams that they were familiar with and to work 'with others to collate, organise and communicate the results in an appropriate way'. This was reflected in the variety of evidence gathered, with learners being given the chance to consider how to best evidence their learning. For example, all learners were required to complete a data display, but were given a choice in display methods. Thus, the key elements of personalisation, choice and challenge were facilitated.

| Evidence of learning* | Evidence generated** |
|--|---|
| Describe key features and functions of a range of data display methods (i.e. graphs, charts, tables, diagrams). | A verbal or written description of key features and functions. |
| Select appropriate format(s) for displaying data, clearly explaining my decisions. | A sorting activity – with the teacher listening to the discussion and observing the children. |
| Conduct a data-based investigation, completing chosen recording format accurately. | The written results of an investigation (could be applying skills in a different situation). |
| Construct my chosen display methods accurately. I can design and produce an appropriate format for recording data. | A completed data display. |
| Analyse and comment on the effectiveness of completed methods of display. | A verbal or written analysis. |

* The class teacher and learners would use the experiences and outcomes to develop actual learning intentions and success criteria for specific areas of learning.

** These might be retained by the learner or teacher for profiling/reporting purposes.

Reflective questions

1. Are you able to underline the sections of the experiences and outcomes which have been evidenced in this exemplar?
2. Consider the nature of the evidence you have gathered in relation to a planned learning experience. How did you ensure the evidence aligned with the experiences and outcomes?

Action points

1. With a colleague, moderate the evidence you have gathered for a learning experience, reflecting on whether or not it is valid, reliable and proportionate.
2. With a colleague, plan a variety of possible evidence which could be gathered for a future learning experience.

Assessment Approaches

Assess: Progress

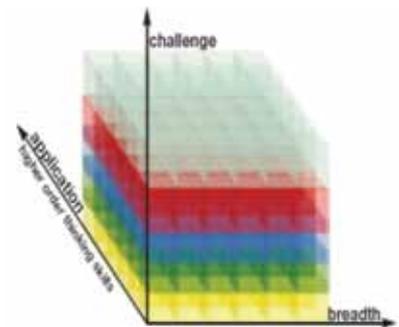
Assess: Breadth, challenge, application



Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do. The range and variety of assessment approaches should take account of the relevance of contexts to learners' prior experiences, interests and aspirations and should link across learning where possible. Teachers need to consider learning in terms of breadth, challenge and application.

What is breadth?

Breadth refers to the **number and range of experiences and outcomes** encountered by learners. Learners need to be fully involved in planning how breadth, suitable to their needs, will be increased, and how they will show what they have learned.



What is challenge?

Challenge refers to the **attributes, capabilities and skills** (including higher order thinking skills) which are embedded in learning and may be planned through **personalisation** and **choice**.

What is application?

Overlapping with both breadth and challenge, **application** refers to how knowledge and understanding, attributes, capabilities and skills (including higher-order thinking skills) are used in new and unfamiliar contexts so that they become transferable and secure. This is about learners becoming flexible and adaptable in the way they apply their learning.*



**CfE Briefing Paper 2: Curriculum for Excellence: Assessing progress and achievement in the 3-15 broad general education gives further information on breadth, challenge and application.*

NAR exemplar: Carmuir's Primary School, Falkirk Council

Refer to 'Taking a closer look' under the Quick Links on www.narscotland.org.uk

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-14a

The teachers at Carmuir's assessed this reading experience and outcome in the context of People in the Past. Primary 5, 6 and 7 teachers worked together to devise differentiated learning intentions and success criteria that would span across second level, allowing for progression. When deciding how to evidence the learning, they thought of rich tasks that would provide challenge, and opportunities to apply learning in different ways:

- creating an individual presentation
- collaborative task – making a group presentation or poster
- sorting information in a report to distinguish: advantages and disadvantages; bias and fact, etc.
- finding as many different types of text possible to source information on a given or selected topic. Deciding which are the best two and being able to justify the decision
- creating an information leaflet using the information obtained
- recording an audio or visual report using information obtained.

Differentiation was provided by the relevance of information extracted from texts; the variety of text sources; the comprehension and analysis of the text and the quality of work produced.

Between stages, e.g. P2-4 and within a level, changes are made to success criteria so that continuity and progression can be assessed in the same experience and outcome.

Reflective questions

1. Can you pinpoint how breadth, challenge and application have been considered in the approaches?
2. How does this exemplar fit with your understanding of the key terms breadth, challenge, application and progression? What has been done well and would you do anything differently?

Action points

1. Give learners an opportunity to feedback on how challenged they feel in their learning and how they think they are progressing. Review and build on these responses individually or as a staff.
2. With a colleague, plan for breadth, challenge and application for a group of experiences and outcomes you plan to teach.

Evaluate Learning

Collaborative approaches to evaluate the evidence of learning



Evaluating the learning involves you in both considering the progress of each learner and considering the impact of the learning on the whole class/group. Consistent judgements are made when staff have been collaboratively planning at all of the steps in the process.

When learners reflect on their own learning, they come to understand what they have achieved, what they can do to improve and how to go about it.

- Learners can be helped to reflect on what they have understood and where they still need help or further explanation. This can be done by taking an example of work previously completed, and using it as the focus for group or class discussion.
- Learners will need help and careful monitoring in the initial stages of introducing self-assessment as it can prove difficult for some young people. They need to be trained, supported and encouraged to develop these skills.
- Self-assessment opportunities should be planned alongside the curriculum, teaching and learning. Self-assessment works best when it is not a bolt-on activity.
- Staff may need to adapt their teaching to take account of pupil feedback from a self-assessment activity.

NAR exemplar: Barnhill Primary School, Dundee City

Refer to 'Taking a closer look' under the Quick Links on www.narScotland.org.uk

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.

HWB 1-19a

To be successful in fulfilling this experience and outcome, learners will be able to demonstrate the following in the context of making a covering for a Bee-Bot programmable toy:

- I am aware of my role within the group
- I can use my skill to help the group with the task (I am the writer, I am the artist, etc)
- I can listen to the point of view of others
- I can make appropriate choices and evaluate the choices I have made
- I can evaluate my own contribution and recognise my success
- I can identify areas for improvement and change.

This shows an example of how one learner, in discussion with the teacher, has evaluated their learning using the success criteria. The teacher then uses this to inform their thinking on **how much** and **how well** the learner has achieved.

- I did a good job of sticking the stars on because I found a way to strip the back paper off the sticky stars and I used some of that.
- I liked listening to other people's ideas and I liked telling my ideas. We joined up our ideas and made a big plan together.
- I think I should do a bigger plan next time and draw more things. I would put labels on so it would help to know what it is.

From the bullet points and the rest of the discussion, the teacher then reflects on how much and how well the learner has achieved. The learner:

- identifies a part of the task where he feels he made a successful contribution
- gives clear reasons as to what made it a successful contribution
- gives reasons for his thinking
- identifies ways in which he worked with others on the task
- gives an indication that his skills are just a part of the whole effort when he said in the discussion *'one big idea is made up of lots of smaller ideas'*.

Reflective questions

1. Has the learning been evaluated effectively and collaboratively against the success criteria set?
2. a) How do your learners identify and reflect on their own evidence of learning?
b) How do you build on learners' responses?
3. How do you consider others who support young people's learning as part of your learning community and involve them fully when you are evaluating progress in learning?

Action points

1. How are you working to ensure your judgements are consistent:
 - a) within your school?
 - b) within your ASG?
2. Take the time to ask learners how involved they feel in self-assessing their learning. Consider how you could widen the approaches you use, to provide learners with greater variety and engagement.

Feedback and Next Steps



Timely and effective feedback is essential for effective learning and teaching because it helps the planning of pupils' next steps in learning.

- The quality of dialogue in feedback is very important and oral feedback can be more effective than written feedback.
- Written feedback is more helpful to learning if it is in the form of comments and not marks or grades.
- Feedback is most effective when it indicates positive aspects of work **and** provides guidance on what needs to be done to meet the success criteria or for learners to move on in their learning.
- Feedback should give suggestions for improvement but should also encourage learners to think things through for themselves. They should be encouraged to ask for help when they feel they need it. A supportive ethos will encourage them to do this.
- Providing feedback also involves making time to discuss with learners, the links between their work and the learning intentions and success criteria, and teaching them how to be reflective about their work.
- Feedback is most effective when learners are given time to reflect on the advice and guidance received and to reconsider or redraft a part of the work.

NAR exemplar: Evie and Firth Primary Schools, Orkney

Refer to 'Taking a closer look' under the Quick Links on www.narscotland.org.uk

I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.

MNU 2-09b

To be successful in fulfilling these experiences and outcomes, learners will be able to demonstrate the following in the context of real life banking scenarios:

I can:

- explain the difference between credit and debit cards
- calculate actual costs for items if bought with credit or debit
- explain the reasons for my choices
- use banking words in my work (can use vocabulary associated with banking and bank cards)
- discuss the advantages and disadvantages of buying with credit and debit cards.

This generated four pieces of evidence: a discussion, a written report, a written comparison and a drama production. The first three pieces of evidence provided sources of ongoing assessment. The drama production was a task specifically designed to allow learners to demonstrate the culmination of their learning for this experience and outcome.

The teacher then facilitated a process of reflection and feedback, both for individuals and the class as a whole. First the learners wrote self-evaluations of how they thought their drama productions exemplified the numeracy success criteria. Then the class evaluated how well the films met the criteria and discussed if the self-evaluations were accurate. Some pupils looked at the role-play as the main emphasis. When evaluating their performance using the numeracy criteria, some learners evaluated their knowledge and skills as better than was actually the case.

This is a sample of teacher feedback for two learners in the class.

Learner 1

Provided strong evidence for matching the criteria set and so further work should extend scenarios encompassing budgeting for multi-purposes over a period of time. A simple monthly budget where pupils have to plan for usual expenses would be a natural progression. Certainly being given responsibility in a wider school context would be another valuable experience.

Learner 2

Learner 2 worked well in his group and contributed consistently. There was a reasonable level of evidence provided of understanding and use of vocabulary. However, this was not always used in explaining choices and options in the scenario. Trying another scenario and focusing on using the vocabulary that he knows to explain the options and his choices and reasons would be how Learner 2 could consolidate his learning so far.



Reflective questions

1. How does feedback support learning in this exemplar?
2. How do your learners give effective feedback to each other?
3. When do you build in time for your learners to reflect on feedback, identify next steps and act on them?

Action points

1. With a colleague, discuss how and when learners were given time to reflect, and use their feedback and next steps. Moderate how your learners have used feedback and next steps.
2. Reflecting on your practice, what changes will you make? How will you know if this change has had an impact on children's learning?

Reporting on Progress

Reporting to learners, parents and others



Reporting is able to provide parents with regular information about their children's strengths and development needs, an opportunity to discuss with their children their progress in different aspects of the curriculum and a chance to give their views on their children's progress. It also allows staff to respond, helping parents to understand how they can support their children to develop their learning further. Learners themselves should be in a good position to contribute to discussions about written reports and about their progress in learning at consultation meetings with parents.

Reporting on the development and learning of children and young people will take account of their achievements in different contexts and settings, including across curriculum areas, the life and ethos of the school and learning outwith the school, including in the wider community. Reporting should note particular strengths, achievements and areas for development.

At particular points – **especially at points of transition in P7 and S3** – children and young people will sum up achievements through profiles. It will be important for schools to develop in children the skills that support the profiling process and the production of the profile.*

It is also important for those children and young people who require more choices and more chances or for those with additional support needs, that reporting achieves an appropriate balance across the breadth of learning, in challenging aspects and the application of learning. Staff should make clear the nature of support being put in place to ensure each and every child and young person makes appropriate progress.

NAR exemplar: Windygoul Primary School, East Lothian

Refer to 'Taking a closer look' under the Quick Links on www.narscotland.org.uk

P7 profile

Our school is situated in East Lothian with a roll of 600 pupils. In line with the expectation from Building the Curriculum 5 (BtC5) and East Lothian's Improvement Plan, our key focus is e-profiling; creating a termly snapshot of our pupils' best achievements, with particular emphasis on transition to secondary school. Learners are encouraged to reflect and recognise their achievements in learning and in the wider world.

Self-evaluation

Through self-evaluation it was clear that we needed to look at the bigger picture. We wanted our learners not only to be able to celebrate their achievements but also to be active participants in their learning journey; who contribute to planning, identify assessment opportunities and collect evidence of their learning to inform next steps. We realised that we needed to take a step back and explore the language of reflection and teach the children the skills involved.

*See CfE Briefing paper 3: Profiling and the S3 profile

Implementation

In order to move the pupils towards reflective e-profiles, supported by e-portfolios, that fully involved them in their learning, we took the following steps:

- developed ICT skills for blogging – navigating the page, creating statements, uploading photos and creating hyperlinks
- developed class activities where pupils considered the purpose of the portfolio and created key questions to help guide statements of learning towards being truly reflective
- after the creation of key questions, the pupils investigated the need for evidence to support their learning blogs – introduced scanning and use of video/photos as evidence
- developed class activities and displays to develop pupils' knowledge and understanding of a profile and its purpose
- pupils, through literacy and English lessons, wrote profile statements and added them to their e-profiles.

Next steps

We will:

- update e-profiles and e-portfolios regularly and link them to current learning and teaching
- continue to develop the feedback for learners with parents and teachers
- consider the development of reflective language and portfolios throughout our school
- further involve parents/carers on an ongoing basis
- meet with cluster/education authority colleagues throughout the year and after the transition process to identify strengths and development needs.



Reporting on Progress

Reporting to learners, parents and others



NAR exemplar: Barrhead High School, East Renfrewshire

Refer to 'Taking a closer look' under the Quick Links on www.narscotland.org.uk

The S3 profile

Barrhead High is a non-denominational school within East Renfrewshire. Our current role is 670 pupils with 58 FTE. We follow a 33 period week and learners currently choose their options at the end of S2. Our pupil support structure has recently changed to a vertical structure whereby all pastoral teachers have a timetabled period with their caseload each week. All pastoral classes have access to ICT.

Self-evaluation

Prior to the implementation of the profile we had lessons which aimed at promoting achievement, however, the focus was on extra-curricular activity to encourage pupils to participate in clubs and activities provided within the school and wider community. Whilst our teaching staff use success criteria in their daily teaching we had no formal way of gathering and recording this information with learners prior to the implementation of the profile.

Implementation

We were in agreement that everyone had a contribution to make in terms of developing the content of the profile but ultimately it would be the Pastoral Care team who would be responsible for overseeing implementation and content for their caseload.

We started with the personal statement and devised a step-by-step approach including questionnaires on how individuals liked to learn. From this we gave an exemplar statement and then a writing frame for learners to work towards in creating their own statement.

Our next stage was to increase learners awareness of the different skills used across subject areas, some more generic than others. In groups they used 'walk about, talk about' to share examples of skills used and the subject areas to which they applied.

Pastoral teachers planned a series of lessons, some of which replaces and updates the career education already in place. We aim to link with parents, local business partners and colleges to ensure learners understand the key purpose and importance of the profile in today's difficult economic climate. We have also built in achievement with promotion of the Saltire Award and all pupils undertaking the John Muir Award as part of interdisciplinary learning in S1.

Next steps

We will:

- look at how the implementation of the profile at all stages can be supported so that it is manageable for all
- take account of e-portfolio work taking place in the cluster primary schools, S1 and S2 to ensure a seamless transition. The school will then look at developing new support materials for S3 and beyond
- consult further with pupils on the layout and presentation of their profile with a view to making it a more attractive document for pupils and end users
- continue to work with the wider teaching staff in developing the content of the profile. Staff will be crucial in reflecting on and reinforcing key skills being taught within each faculty
- provide professional learning which will focus on staff reviewing their lessons utilising the principle and practice papers and our local Skills Framework Documentation to ensure we are offering coverage and progression of skills being taught
- facilitate ongoing dialogue between pastoral care teachers and learners.



Reflective questions

1. In what ways do these profiling exemplars support children's learning?
2. How are you developing reflective dialogue in your learners?
3. Reflect on the approaches you use to report learners' progress. How do you ensure your reports inform future learning?

Action points

1. Choose an aspect of reporting and moderate how consistently you report on breadth, challenge and application of learning.
2. Work with a colleague and discuss how you could take forward profiling in your establishment.
3. Work with your cluster or ASG and discuss how you can take forward consistent, manageable and effective reporting and profiling practice from 3-18.

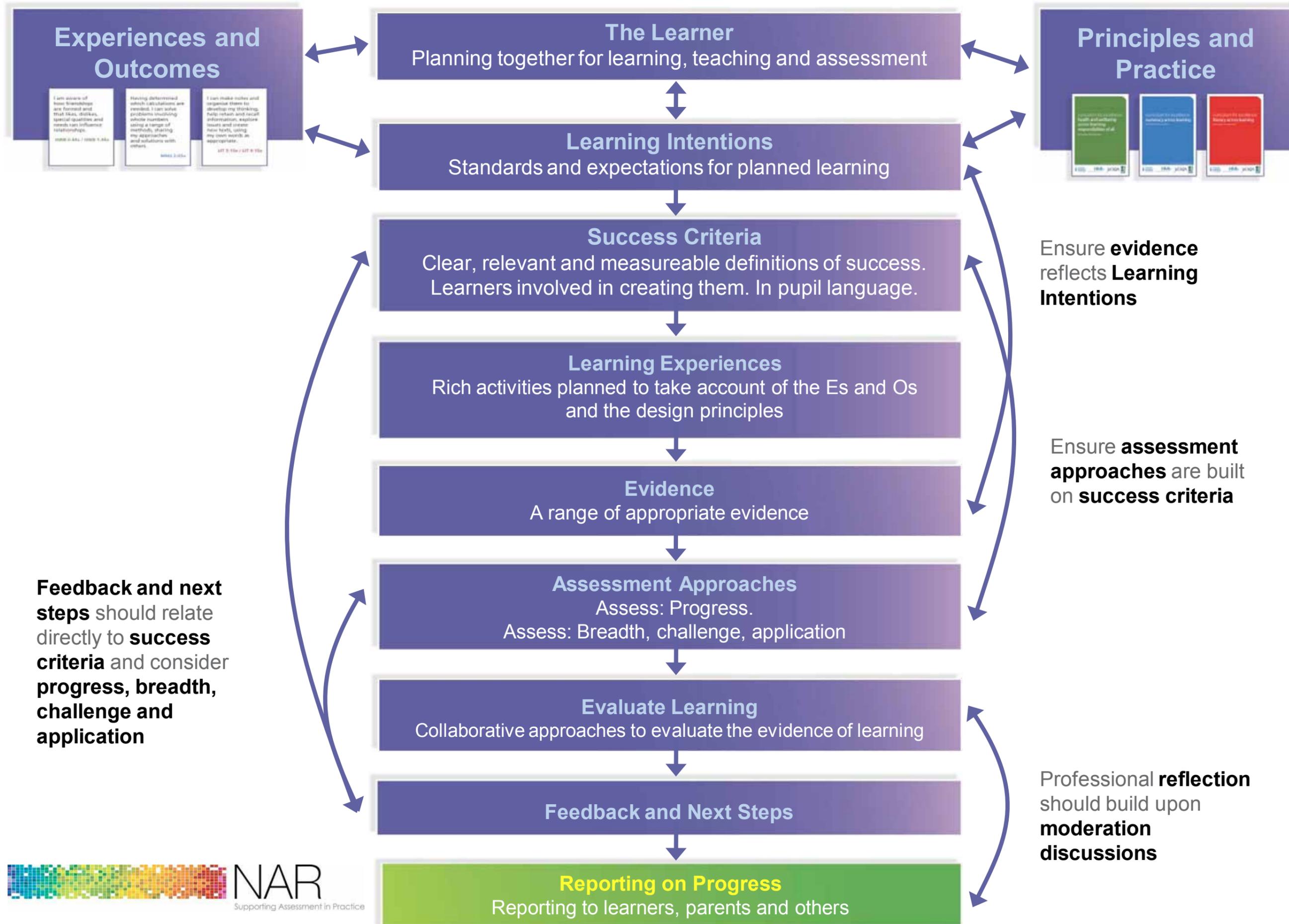
Useful websites

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|-------------------------------------|--|
| National Assessment Resource | www.narscotland.org.uk/ |
| Education Scotland | www.educationscotland.gov.uk/ |
| Journey to Excellence | www.journeytoexcellence.org.uk/ |
| Building the Curriculum 5 | www.educationscotland.gov.uk/BtC5 |

Additional exemplification

You can easily access all these exemplars by logging into the National Assessment Resource at <https://www.narscotland.org.uk> and using the 'Taking a closer look' quick link.

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|---------------------------------|---|
| The Learner: | Inshes Primary |
| Learning Intentions: | Kenmay Cluster |
| Success Criteria: | Holyrood Learning Community |
| Learning Experiences: | St Serf's Primary School |
| Evidence: | High School of Glasgow |
| Assessment Approaches: | King's Park Primary School |
| Evaluate Learning: | Windyknowe Primary School |
| Feedback and Next Steps: | Glasgow Gaelic School |
| Reporting on Progress: | Croftamie Nursery Crookfur Primary School Eastwood High School Stevenson College |



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Transforming lives through learning

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