

Information for Parents: Assessment, Reporting and Qualifications

Assessment *How will my child be assessed?*

The purpose of assessment is to make sure that pupils are progressing. It enables teachers to:

- track progress
- support learning effectively
- plan suitable next steps
- summarise and recognise achievement
- inform parents and carers of progress

From the **Early Level to Level 4**, assessment takes place throughout learning, at transition points and at the ends of sections of learning. More formal assessments take place in P1, P4, P7, and S2.

Assessments reflect spoken and written evidence as well as evidence of things that pupils have made (such as a model) or done (such as an experiment). Pupils are encouraged to assess themselves and each other, as well as making use of teachers' assessments. Pupils are then encouraged to help set targets for their own learning. The process of self-assessment, goal-setting and celebrating success is called Personal Learning Planning.

Reporting to Parents *How will I know what progress my child is making at school?*

Reporting will happen at regular intervals decided by your child's school. It aims to involve both you and your child in their learning and may take the form of some of the following: written reports, pupil presentations, open day sessions, folios of work, parent consultation meetings.

Reporting will also:

- describe your child's strengths and areas for development
- show progress in the eight curricular areas
- show achievement within one of the six levels
- show other achievements
- outline goals and next steps
- identify any specific support offered

Reporting will provide a clear description of your child's progress within Curriculum Levels, and in the Senior Phase, towards qualifications.

Key phrases

Developing	this means your child has started to engage with the work of a new level and is beginning to make progress in the outcomes at that level
Consolidating	this means your child has achieved a breadth of learning across many achievements and outcomes at that level, can apply this learning in familiar situations and is beginning to undertake more challenging learning
Secure	this means your child has achieved a breadth of learning across almost all of the experiences and outcomes of the level, has moved on to more challenging learning and can apply learning in new and unfamiliar situations

Wider Achievement *Will my child gain recognition for achievements outside school?*

Throughout their education, the Curriculum for Excellence aims to mark and celebrate pupils' wider achievement and life outside school, such as voluntary or community work, gaining skills in another language etc.

Senior Phase: Qualifications and Awards

Literacy	From S3 onwards
Numeracy	From S3 onwards

Access 3	(Replaces Standard Grade Foundation.)
National 4	Assessed by teachers. (Replaces Standard Grade General and Intermediate 1.)
National 5	It involves a final external assessment; usually an exam plus other types of assessment like coursework or performance. (Replaces Standard Grade Credit and Intermediate 2.)
Higher	Required for entrance to university.
Advanced Higher	Study at an advanced level which prepares students for the first year of university.

When do learners take their first formal examinations?

Young people can take National 4 and 5 qualifications in S4, S5 and S6 or by-pass these and go straight to Highers, if this is appropriate for them. Qualifications can be taken over 1 or 2 years, according to what best suits pupils' needs. Literacy and Numeracy qualifications can be taken from S3 onwards.

How many qualifications can learners take?

The new qualifications will build upon learning in S3. That means young people could study up to eight qualifications from S4, depending on the level of qualification and whether they are taken over 1 or 2 years.

How and where can young people learn during the Senior Phase?

During the Senior Phase, young people will have a range of options around how and where they learn, including staying on at school, going to college or university, work-based learning, volunteering or a combination of these. Working with colleges and other organisations can offer a broader range of experience, e.g. *Skills for Work* course; *Jobs, Employment and Training* (JET) initiative.