



TROON PRIMARY SCHOOL, SLC & EARLY YEARS CENTRE

REPORTING STRATEGY



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2026-2027



REPORTING ON PUPIL PROGRESS

CURRICULUM FOR EXCELLENCE LEVELS

REPORTING ON PUPIL PROGRESS AND ATTAINMENT TO PARENTS AND CARERS

The purpose of this information booklet is to provide parents with information about our approach to reporting on pupil progress and attainment to parents. This approach is implemented across all Marr Cluster Primary Schools.

WHAT DOES OUR APPROACH TO REPORTING ON PUPIL PROGRESS LOOK LIKE?

During a school year, there are two formal opportunities for Parents' Afternoons/Evenings; these will take place in October, February and a third, optional, appointment can be provided in May for those parents who feel they may require it. These appointments provide you with the opportunity to discuss your child's progress and their next steps in learning.

In May, parents and carers will be provided with a written School Report. This report will provide details of the Curriculum for Excellence levels your child has attained and the progress he or she is making.

Additional information about Curriculum for Excellence levels and journeys of progress can be found on the final page of this booklet. Teachers will also provide a written comment on your child's achievements.

Our approach to reporting on pupil progress and attainment takes account of guidance provided by Education Scotland and builds on information provided in Scotland's National Improvement Framework.

The '*National Improvement Framework*' highlights the importance of engaging learners and families effectively in approaches to reporting. It also emphasises the value that can be added by improving and increasing the ways in which parents, carers and families can engage with teachers and partners to support their children.

In addition to Parents' Appointments and written reports, there are a variety of opportunities for reporting on children's learning. The variety of opportunities and approaches have been designed to engage both children and parents in learning.

Children on Staged Intervention targets will also receive additional Team With the Family meetings to discuss progress and next steps.



REPORTING ACTIVITIES AT TROON PRIMARY SCHOOL, SLC AND EARLY YEARS CENTRE

Individual Learners	Group/Class/Whole School
✓ Learning conversations between teachers and pupils in class ✓ Self/peer assessment in class ✓ On-going feedback in classwork ✓ Homework/Home Learning activities ✓ Parents' Appointments involving parents, teachers and learners, as appropriate ✓ School Report shared in May ✓ Team with the Family Meetings (where appropriate) ✓ Progress within additional support for learning plans (where appropriate)	✓ School newsletters highlighting learning ✓ School communications via Xpressions and email ✓ School website ✓ 'Parents in Early Education Partnership (PEEP)' sessions where parents can join their children in the Early Years Centre ✓ Parent workshops/focus groups ✓ Parent Council meetings ✓ Standards and Quality report ✓ End of term Concerts and Showcases

REPORTING ON PUPIL PROGRESS - CURRICULUM FOR EXCELLENCE LEVELS

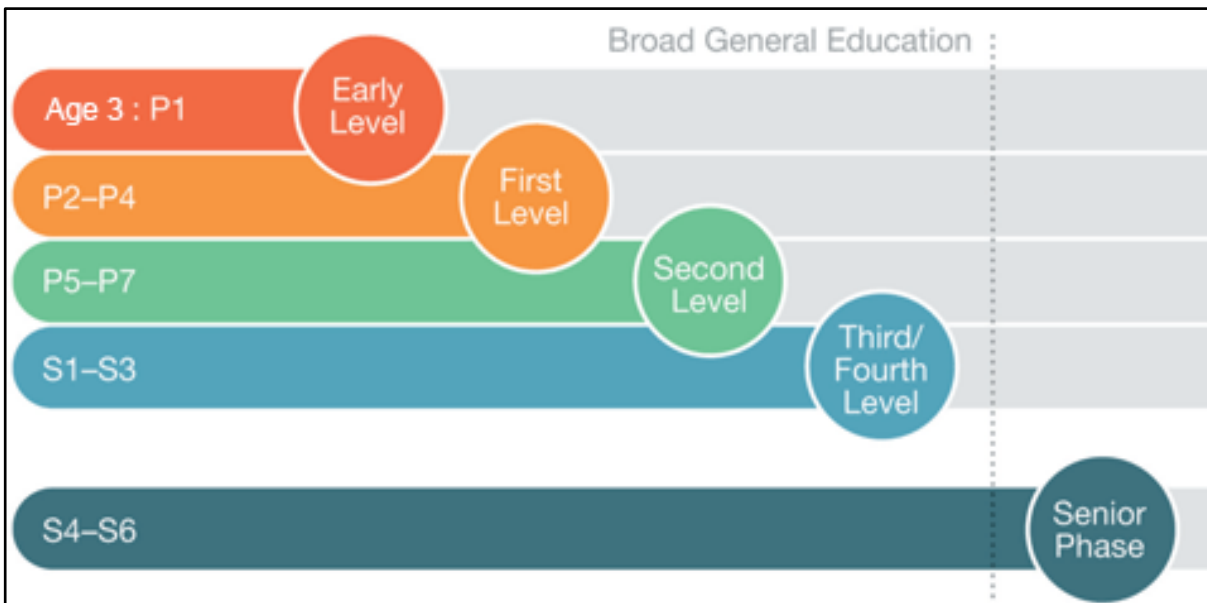
When reporting on pupil progress, teachers will share information with parents about the Curriculum for Excellence level their child has achieved and the progress he or she is making towards the next level.

Scotland's Curriculum for Excellence has five curriculum levels – Early, First, Second, Third, Fourth (in the broad general education, which is from Early Years to the end of Secondary 3) and the Senior Phase, which is for young people aged 15-18.

The following diagram from Education Scotland's Parent Zone is helpful in describing these five levels.



REPORTING ON PUPIL PROGRESS - CURRICULUM FOR EXCELLENCE LEVELS CONT.



Early Level	Achieved in early years and P1, or later for some
First Level	Achieved at the end of P4, but earlier or later for some
Second Level	Achieved at the end of P7, but earlier or later for some
Third & Fourth Level	Achieved at the end of S1 & S3, but earlier or later for some
Senior Phase	Achieved through S4 – S6 and college

The above is a general guide. Learners will progress at their own pace through the curriculum levels - the framework is designed to be flexible to permit careful planning for individual learners.

If you have any queries on pupil progress and attainment, please do not hesitate to contact the school. We would be happy to provide further information and to answer any questions that you may have.

