



STRUTHERS PRIMARY SCHOOL & EARLY YEARS CENTRE

MARR CLUSTER

REPORTING ON PUPIL PROGRESS AND ATTAINMENT

Guidance for Parents and Carers 2019-20

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REPORTING ON PUPIL PROGRESS AND ATTAINMENT TO PARENTS AND CARERS

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

WHY HAVE SCHOOLS UPDATED THEIR APPROACHES TO REPORTING?

Across South Ayrshire Council, schools have updated their approaches to reporting on pupil progress and attainment. The aim of our updated approach is to improve the quality and consistency of the reports which we provide to parents, ensuring that reports provide parents and carers with the information they need to support their child's learning.

Our updated approach 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.

Our updated approach to reporting on pupil progress also take account of the views of parents, pupils and school staff. Across the Marr Cluster Primary schools, head teachers discussed the proposed changes with Parent Councils and with pupils prior to this school year. Parent Councils and pupils agreed that increased opportunities for parents' appointments - where teachers meet in person with parents to report on progress - would be of benefit. Parents Councils and pupils also agreed that with increased opportunities for parents to meet in person with teachers, the final written report at the end of the school year would be shortened.

We will involve parents, pupils and staff in evaluating our reporting strategy and views will be taken on board regarding any changes we make in the future.

WHAT DOES THE NEW APPROACH TO REPORTING ON PUPIL PROGRESS LOOK LIKE?

In session 2019-20, there will be three, rather than two, formal Parents' Afternoons/Evenings, at which you have the opportunity to meet in person with your child's teacher. Parents' Appointments will take place in October, February and May; these appointments provide you with the opportunity to discuss your child's progress and their next steps in learning.

In February, teachers will share a written 'Interim Tracking Report' with you. This 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 two pages of this booklet. In May, parents will be provided with a written School Report. Again, this will provide details of the Curriculum for Excellence levels attained by your child and the progress he or she is making. Teachers will also provide a written comment on your child's achievements.

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.

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REPORTING STRATEGY

REPORTING ACTIVITIES AT STRUTHERS

Individual Learners	Group/Class/Whole School
<ul style="list-style-type: none"> ✓ Learning conversations and reflections in class ✓ Pupil Target setting ✓ Self/peer assessment in class ✓ On-going feedback in classwork ✓ Homework/Shared Learning activities ✓ Parents' consultation meetings involving parents, teachers and learners, as appropriate ✓ New tracking reports issued February ✓ School report shared in May ✓ Review meetings with Pupil Support Teacher (where appropriate) ✓ Team around the Child Meetings (where appropriate) ✓ Progress within additional support for learning plans ✓ Interagency meetings 	<ul style="list-style-type: none"> ✓ Open days/events ✓ 'Meet the Teacher' session Term 1 ✓ 'Stay & Learn' sessions in classrooms ✓ Wall displays showcasing learning ✓ School/class newsletters highlighting learning ✓ School website and Twitter account ✓ Information events ✓ 'Stay & Play' sessions where parents can join their children in the EYC ✓ Family workshops including 'Make and Taste' and 'PEEP' sessions ✓ Class showcase events (E.g. YMI) ✓ Curriculum workshops led by learners/staff/speakers ✓ Parent Council meetings ✓ Pupil Voice groups ✓ Church services ✓ Standards and Quality report

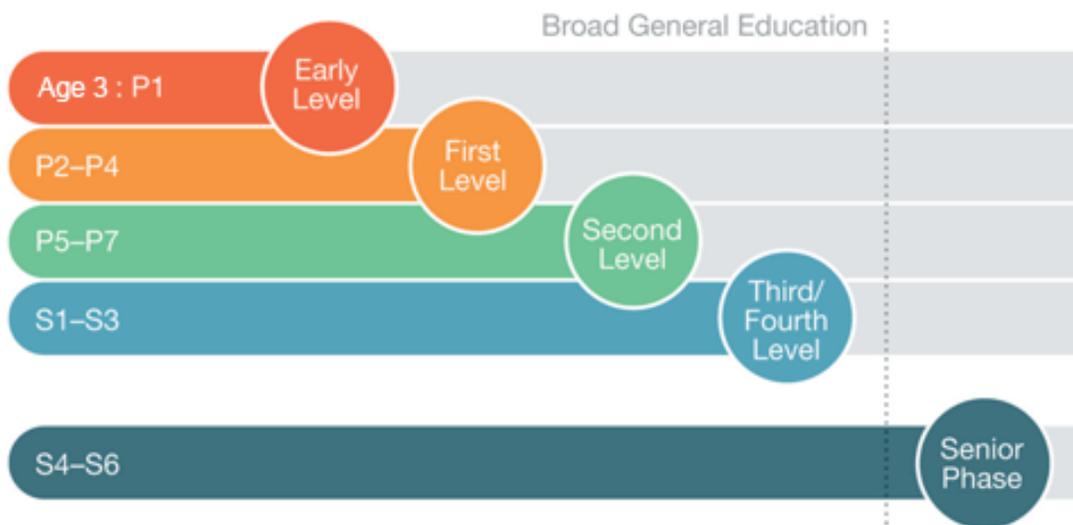


REPORTING ON PUPIL PROGRESS ~ CURRICULUM FOR EXCELLENCE LEVELS

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.



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.

In South Ayrshire, teachers will also report on the progress a child is making towards achieving the next Curriculum for Excellence level. There are four stages of progress: beginning to learn at a new level; making some progress; making good progress and making very good progress.

Should you wish to discuss the updated approach to reporting on pupil progress and attainment with Mrs McKellar, please do not hesitate to contact the school.