

DELIVERING EXCELLENCE AND EQUITY IN SCOTTISH EDUCATION: A DELIVERY PLAN FOR SCOTLAND

- We need to make the whole CfE framework much clearer and simpler.
- Too many documents and too much ‘guidance’ have accumulated as CfE has been implemented. We need clear, simple statements that give teachers confidence about what is, and is not, expected of them in CfE.
- Within that, we need to be clearer and more specific about how children’s and young people’s progress is assessed. This is crucial to making sure children are making the right progress in their learning – not least so they are ready to meet the demands of qualifications in the senior phase of school.

KEY MESSAGES – WHAT TO DO

- Use long-term plans to outline the structure of the year and the ways in which learning is organised throughout the whole year.
- Keep medium-term planning short and focused on the main learning activities developed from the Experiences and Outcomes (Es and Os). Group Es and Os together in ways which best suit learners.
- Short-term planning on a daily or weekly basis should be flexible and be regarded as working notes to help organise learning.
- Take a collegiate approach to moderation of planning learning, teaching and assessment.
- Work together with colleagues to review and reduce any unnecessary bureaucracy. Plan and organise learning in a way which avoids each week at school feeling too cluttered to provide space and time for depth of learning.
- Planning should include consideration of how best the needs of individual and groups of children and young people will be met.
- Prioritise literacy, numeracy and health and wellbeing across the curriculum to ensure that all learners make the best possible progress.
- Plan interdisciplinary learning (IDL) to make natural links across learning. Be aware of what is happening in other subjects and make connections.
- All planning must focus directly on enhancing the learner journey. When asked to complete paperwork

KEY MESSAGES – WHAT TO AVOID

- Avoid writing overly-detailed plans for the year ahead which limit your flexibility to respond to children's and young people's needs, interests and progression.
- Do not plan for individual Es and Os or spend excessive time writing detailed descriptions of learning activities.
- Do not 'tick off' all of the Es and Os separately.
- Do not spend excessive time completing detailed daily or weekly planning templates or writing detailed evaluations of plans.
- Avoid unnecessary bureaucracy creeping back in over time.
- Stop doing too many things at the same time. For example, in a primary school, covering all eight curriculum areas every week.
- Do not lose a clear focus on helping all children and young people to progress at an appropriate pace and achieve the highest standards in literacy, numeracy and health and wellbeing.
- Do not spend time on IDL which does not provide opportunities to apply and deepen learning or is contrived.

Timescale for publication of Benchmarks :

31st October - Feedback from initial group

4th November - Completion of edits

9th November - Consultation with professional organisations

21st December - Publication on NIH for public consultation

March 2017 - Final publication.

Supporting professional judgement in modern languages

The Benchmarks

- streamline and embed a wide range of existing assessment guidance (significant aspects of learning and progression frameworks) into one key resource;
- set out very clear statements about what children and young people need to **'know'** and be able to **'do'** to achieve each level of the curriculum ;
- support teachers' professional judgement, and
- provide a clear, precise standard of what a learners should be able to do/demonstrate by the end of a level.

NB - It is *not necessary* for learners to demonstrate evidence of every aspect of learning within the Benchmarks before moving on to the next level. However, it is important that this is interpreted in ways which ensure no major gaps in children's and young people's learning.

- The Benchmarks take full account of the statements in the progression pathways and should be used when ***making holistic judgements*** about a pupil's progress towards, and achievement of, a level.
- Using Es and Os to plan learning that develops the skills assessed by the benchmarks remains the focus of all practitioners. ***Moderation*** will have focused on the planned outcomes and the skills evidenced via a ***range of evidence***. The benchmarks support this process ***in the same way***.

Congruence

Assessing Progress and Achievement statements: Fourth Level Listening and Talking

Learners can understand **more complex and less predictable** language in a variety of contexts, including for example **video clips, songs, television adverts**, presentations by one or more speakers and conversations.

Learners can apply understanding of a range of sources to **contribute to a presentation / discussion in the target language.**

Benchmarks: Fourth Level Listening and Talking

*Demonstrates understanding of **more complex and less predictable** language from a variety of sources, for example from **TV clips and /or excerpts from films** in the target language.
Applies existing knowledge of language and context clues to interpret listening sources.*

Plans and delivers an extended presentation with appropriate content and structure, communicating with some fluency.

Professional judgement :

- Can they?
- Or can't they?
- Can they consistently?
- Can they in familiar and unfamiliar situations?
- How much and how well?
- Plan forward together – check back together
- Learners may be 'working beyond' in some aspects
- Learners may need more support in some aspects



On-balance judgement

Teachers weigh up evidence of learner performances. Evidence is kept of learner progress and a final decision about learner achievement is made using an ***on-balance judgement***.

An accurate on-balance judgement considers:

- the consistency of learner performance over a period of time
- clear indications of progress from first attempts to current performance
- demonstration of knowledge, processes and skills in different contexts
- whether there is evidence of achievement to assign a level
- relative performance on similar tasks by peers
- teacher reflection and collaboration to increase consistency and validity of judgement

		Experiences and Outcomes	Expected Benchmarks
		for planning learning, teaching and assessment	to support teacher's professional judgement of achievement of a level
Listening and Talking	Curriculum Organisers		
	Listening for information	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a</p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. MLAN 2-01b</p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p>	<ul style="list-style-type: none"> <i>Participates actively in longer songs and rhymes in the target language.</i> <i>Demonstrates understanding of songs and rhymes through, for example, retelling, appropriate gestures and mimes.</i> <i>Identifies rhyming words.</i> <i>Predicts 'missing' words from familiar songs or rhymes.</i> <i>Recalls and can repeat parts of well-known songs or rhymes, sometimes with the support of, for example, pictures or gestures.</i> <i>Demonstrates understanding of a range of classroom instructions through, for example, physical movement, carrying out some tasks or responding in the target language.</i>
	Listening and talking with others	<p>I explore how gesture, expression and emphasis are used to help understanding. I can listen and</p>	<ul style="list-style-type: none"> <i>Responds appropriately to questions about him/herself using sentences, phrases, words and gestures such as nodding and/or pointing.</i>

Activity for teachers :

- Think about one learner you teach this year
- Select the appropriate level for that learner
- As you read through all benchmarks at that level, start each benchmark with the learner's name
- In doing so you build a narrative of that learner. Share your professional judgement of 'how much' and 'how well' they are achieving, and what their next steps might be
- How do you know?



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