

# Scottish Assessment Summit welcomes

Graeme Logan



**#ScotAssessments**



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# Assessment - the way ahead?

In its [2015 review of education in Scotland](#), the OECD made the following recommendation

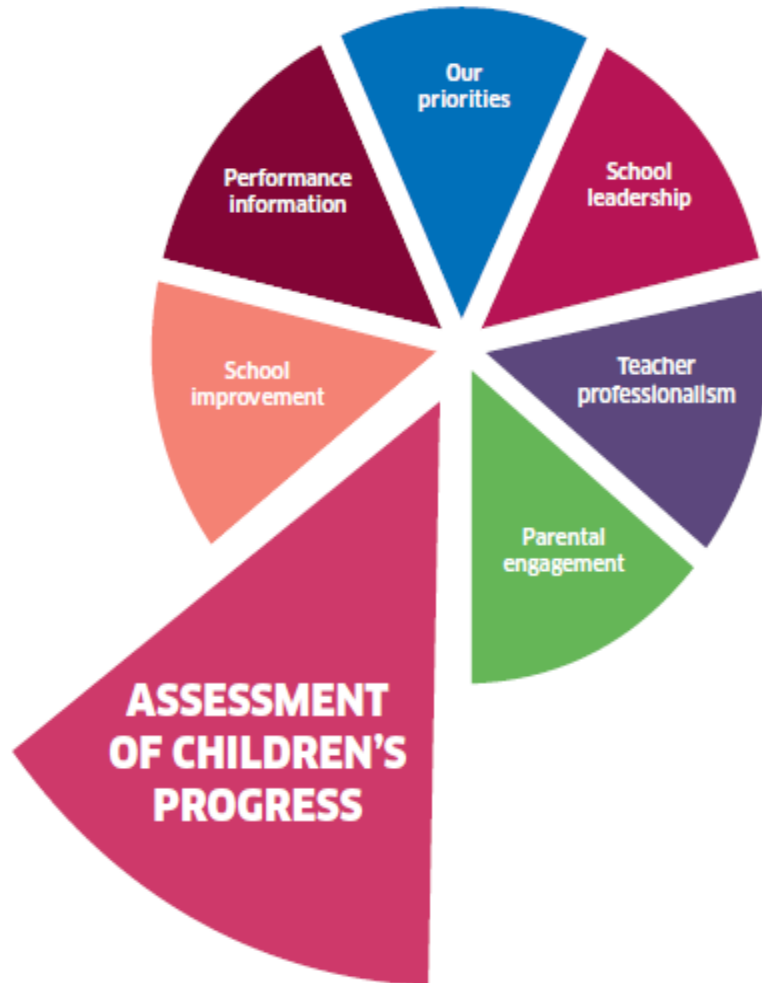
**“Strike a more even balance between the formative focus of assessment and developing a robust evidence base on learning outcomes and progression**

*Improving Schools in Scotland: An OECD Perspective (2015): page 23*



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# Assessment of Children's Progress



## Evidence we gather

- The percentage of children achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3 by school, local authority and nationally.
- Data from a range of surveys on health and wellbeing showing changes over time.
- Senior phase qualifications and awards data.
- The percentage of school leavers in positive and sustained destinations.

# Achievement of Curriculum for Excellence levels

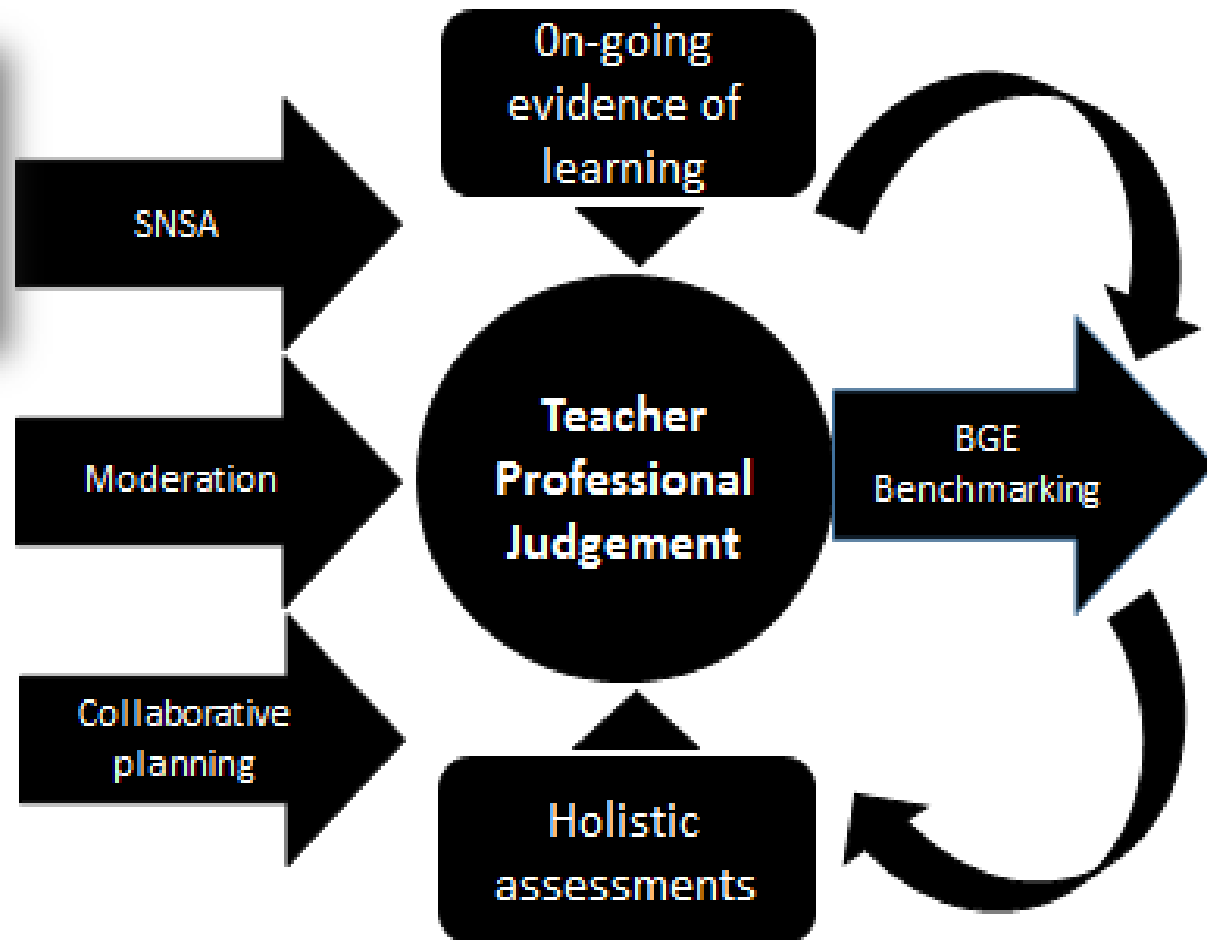
- Overall achievement of a level is based on teacher judgement, informed by a range of evidence
- Teacher judgement is moderated and supported in a range of ways
- Formal and informal moderation eg teachers talking about standards
- No one piece of evidence has more 'status' than another
- No one piece of evidence would 'trump' overall teacher judgement
- Main focus of assessment is through ongoing classwork, informing next steps in learning and teaching



# Culture supporting teacher judgements



- Children at the centre of planning
- Feedback to young people and from young people about progress





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## Achievement of CfE Levels

***We are confident that teacher professional judgement is robust and reliable in our school because.....***

# Assessment **for** learning



Assessment **for** learning

Assessment **by** learning

Assessment **for** learning

Assessment **by** learning

Assessment **is** learning



## Most assessment is 'real time' and formative

Formative assessment is the process used by teachers and children to respond to and improve learning *during* the learning

Cowie and Bell (2009)

# Effective feedback is at the heart of our approach to assessment

- Feedback is powerful but variable on its impact on learning
- Scores or comments with no focus on improvement might interfere with learning
- Prior knowledge is the starting point for feedback
- Feedback is about closing the gap between current and desired learning
- Learner to teacher feedback is more important than teacher to learner
- Effective feedback occurs when it is received and acted upon

(Hattie and Clarke, 2019)



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# Does classroom assessment enable learners to reflect on...

- **Where am I going?**
- **How am I going?**
- **Where to next?**

(Hattie and Timperley, 2017)



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***The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.***

(Ausubel, 1968)



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## The power of peer-to-peer feedback

*‘Receiving feedback sits at the intersection of two needs – our drive to learn and our need for acceptance... And most of us have a higher opinion of ourselves than others do of us.*

***We judge ourselves by our intentions while others judge us by our impact’ (Stone and Heen)***



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# Streamline assessment

- Be clear and consistent on your assessment model
- Review and reduce the assessment burden where this exists (hotspots?)
- Know where the evidence is – you don't always need to collect it all in one place!
- Adopt a 'high impact, bureaucracy light' approach
- ***Remember, improving children's progress happens in practice not on paper!***







**SCOTLAND'S CURRICULUM**  
FOR EXCELLENCE  
Putting learners at the heart of education

## Scotland's Approach

What Matters?  
How We Do It

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world







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Nicola Sturgeon | TEDSummit 2019

# Why governments should prioritize well-being



# Purpose of the SNSAs

- To inform teacher professional judgement about learning and teaching
- SNSA is a formative assessment which can inform summative judgements (achievement of CfE levels)

Flexibility on when to administer the SNSAs guards against data being aggregated to compare school performance



# SNSAs: key educational issues

- Confusion between a 'moment of assessment' and a pedagogical approach (play-based)
- Progress with BGE assessment model
- Learning, teaching and assessment are one. A blended, active experience?
- SNSA often part of a more holistic discussion on children's progress and improvement priorities at school level



## **Achievement of Curriculum for Excellence (CfE) Levels 2017/18**

11<sup>th</sup> December 2018

**These statistics are currently being developed and have been published to involve users and stakeholders in their development, and to build in quality and understanding at an early stage.**

The annual Achievement of Curriculum for Excellence (CfE) Levels Return includes data on all Primary 1, Primary 4, Primary 7 and Secondary 3 pupils in publicly funded mainstream schools, and all pupils based in publicly funded special schools/units.

This return measures national performance in the literacy organisers (i.e. reading, writing, and listening and talking) and numeracy and reports on the percentage of pupils who have achieved the expected CfE level, based on teacher professional judgements, relevant to their stage (please see section 1.2 for more detail on CfE levels).

All figures are for achievement of CfE levels in reading, writing and listening and talking in the English language unless otherwise specified (achievement of CfE levels in Gàidhlig can be found in Chapter 5).

The information is based on teacher professional judgements as at June 2018. This publication provides detailed analysis on national and local authority level results for each stage.



## Achievement of Curriculum for Excellence (CfE) Levels



**Caution must be applied in interpreting the data on this dashboard.** Comparisons between schools within and across authorities should not be made without knowledge of the underlying approach to assessment and the context of the authority or school. The data on this dashboard does not provide detail on these factors.

### 1. Select Year

2017/18

### 2. Select Local Authority

Aberdeen City

### 3. Select School

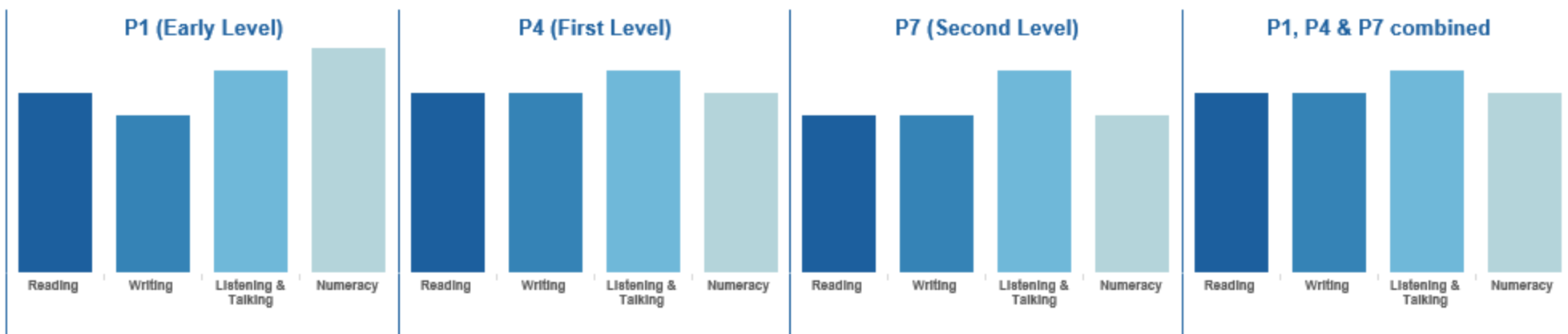
Abbotswell School

Percentage of children achieving the Curriculum for Excellence (CfE) Level relevant to their stage  
Abbotswell School 2017/18

Stage	English Reading	English Writing	English Listening & Talking	Numeracy
P1 (Early Level)	70% - <80%	60% - <70%	80% - <90%	90%+
P4 (First Level)	70% - <80%	70% - <80%	80% - <90%	70% - <80%
P7 (Second Level)	60% - <70%	60% - <70%	80% - <90%	60% - <70%
P1, P4 & P7 combined	70% - <80%	70% - <80%	80% - <90%	70% - <80%

Number of pupils on roll at Abbotswell School:  
214

% Pupils living in Scotland's most deprived areas (based on SIMD Quintiles):  
\*



Key: \* data suppressed to protect confidentiality of individual pupils

# Achievement of CfE levels: 2017/2018

- The percentage of pupils achieving the CfE level relevant for their stage was highest in listening and talking and lowest for writing in the primary stages.
- Across all primary stages, around 85 per cent of pupils achieved the expected CfE level for their relevant stage in listening and talking; at least 75 per cent for numeracy and reading and over 70 per cent for writing.
- For each organiser, a higher proportion of pupils living in the least deprived areas achieved the expected CfE level compared to pupils from the most deprived areas. The performance gap, between pupils from the most and least deprived areas, generally widens throughout the primary stages.
- Pupils who have additional support needs or English as an additional language tend to perform lower than other pupils, at all stages and in all organisers.
- The overall pattern of performance by stage and organiser is very similar to that reported in the Achievement of CfE Level 2016/17 results.





***What is the story of children's progress in your school?***



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# Assessment data: What really matters?

Your **analysis** and **intervention** to help every child make the best possible progress, based on a range of assessment evidence.



# 5 key areas for maximising progress with closing the poverty-related attainment gap

- **Additional, focused support** where it is needed most.
- **Specific approaches which are making the biggest impact** on improving children's progress are shared and reflected on
- **Data for improvement.** Ensuring that every school and every teacher can access an analysis of key data to drive improvement in learning and teaching
- **Embed successful approaches in to the curriculum.**
- **Increase our collective efforts** to improve the progress of children living in poverty



“THE SECRET OF  
CHANGE IS TO FOCUS  
ALL OF YOUR ENERGY,  
NOT ON FIGHTING THE  
OLD, BUT ON BUILDING  
THE NEW.”

— *SOCRATES*