



Curriculum for Excellence Good tracking in the Broad General Education

Key principles

Tracking against any standard presumes that practitioners know what the standard is and have expectations of what 'good progress' looks like.

In Curriculum for Excellence the standards expected for progression are indicated within the experiences and outcomes at each level which represent the breadth, depth and challenge of learning to be experienced by children and young people, typically over a three-year period. This wider spacing of levels allows scope for children and young people to progress along different routes and pathways through the experiences and outcomes. It allows opportunities for enriching learning experiences and for consolidation and reinforcing learning.

The **Principles and Practice** papers in each of the curriculum areas include more specific guidance on features of progression.

Progress is now described in terms of 'how much' and 'how well', as well as of learners' rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. It acknowledges that children and young people progress and achieve in different ways and at different rates. Where a child or young person does not achieve a level in all aspects that will not be a barrier to them working at the next level in certain aspects of the curriculum.

Building the Curriculum 5 notes if children and young people are to be considered secure and that **they have achieved a level**, they will need opportunities to show that they:

- have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
- can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- can **apply** what they have learned in new and unfamiliar situations.

The focus is no longer on 'how fast' learners progress and achieve the levels since this can lead to superficial approaches to learning.

Tracking focuses directly on the Es and Os. It should be manageable and proportionate and recognise that the span of progress within a level of Curriculum for Excellence is now over three years.

Tracking progress in the Broad General Education is not:

- evidence gathered which is unrelated to the Es and Os
- using the terms developing, consolidating and secure as categories for children and young people.

Tracking children and young people's progress should enable all staff to answer the following key questions:

Which children and young people are making better progress than expected in one or all curriculum areas?

- How do I know? How am I going to challenge them further?

Which children and young people are making less progress in one or all curriculum areas?

- How do I know? What am I going to do now to support them to make more progress?

Practitioners absorb significant information on a daily basis about how individual children and young people are understanding and performing. Therefore while they may retain on record key information about children's progress, much of the narrative of how a child is progressing is in their head and helps them make a professional judgment about the child's progress. This is why the planning and tracking conversation they have with a senior manager or others cannot simply be a discussion about evidence or statistics about children and young people but should be based on in depth knowledge of progress.

Tracking happens at different levels in a school:

It is the activity which a practitioner undertakes to answer the question 'How do I know a child or young person is making progress?':

- Across the year, I plan quality learning experiences using the Es and Os;
- I plan and moderate valid and reliable assessments to evidence learning by what the child or young person says, writes, makes and does;
- I ensure learning has depth and that there is the opportunity to transfer key aspects of learning in unfamiliar and real life contexts;
- I make relevant notes about which children and young people are making good progress and those who require further support; and
- I take action on this information and plan appropriate next steps in learning.

It is the activity which a middle or senior manager undertakes to answer the question 'How do I know that children and young people at this stage/level/year group are making progress?':

- Across the year, I ensure that practitioners are planning using Es and Os at an appropriate level for individuals, groups and classes;
- I have planning and tracking discussions with practitioners, validating their professional knowledge of individual children and young people;
- I undertake and keep a simple record of learning conversations with children and young people;
- I feedback and act on this information with practitioners.

It is the activity which a head of centre/headteacher undertakes to answer the question 'How do I know that children and young people in this early years' establishment are making progress?':

- Across the year, I have discussions with middle/senior managers to ensure that children and young people are experiencing appropriate quality learning experiences across appropriate Es and Os;

- I have discussions with middle/senior managers to ensure that children and young people are making good progress across the eight curricular areas;
- I have sample planning and tracking discussions with practitioners, validating their professional knowledge of individual learners;
- I undertake and keep a simple record of sample learning conversations with children and young people;
- I have a strategic view of how learning happens across the four contexts within my establishment;
- I feedback and act on this information with practitioners.

Tracking involves a number of processes which include:

Classroom/Playroom observations

- Classroom observations are planned for as part of the establishment quality assurance calendar.
- Practitioners engage in peer observation with colleagues in establishment and/or learning community.
- Middle and Senior managers engage in learning walks and classroom/playroom observations.
- These observations are recognised as an opportunity to track children and young people's progress in relation to the planned learning.
- Middle and Senior managers make relevant notes and feedback to practitioners.

Assessment portfolios

- Learners and practitioners gather assessment evidence related to planned learning by what the learner says, writes, makes or does.
- Assessment activities planned and evidence gathered are proportionate, valid, reliable and relate specifically to the planned learning.
- Formative, summative and diagnostic assessment evidence is used to plan next steps in learning.
- Evidence of planned learning may be in class jotters, learning logs, personal learning plans or a specific portfolio. This will look different in each establishment.
- Children and young people should be able to articulate their learning targets and next steps, as appropriate to their age and stage.

Learner conversations

- Practitioners engage in regular dialogue with children and young people to ensure they have a clear understanding of learning intentions and success criteria.
- Children and young people have opportunities to discuss learning with peers during collaborative learning experiences. Practitioners observe these discussions and assess learning.
- Middle and Senior managers engage in dialogue with pupils, individually and in groups to assess their learning.
- Practitioners and Managers make relevant notes and act upon these.