

Working together

Children learn wherever they are, and all the time. All through the curriculum, they'll get the chance to learn in the classroom, outdoors, online, in workplaces and in the community.

Although children spend a lot of time in school, they spend much more time at home. So, CfE also stresses that parents are an important part of the picture. Nurseries and schools work closely with parents, carers, families and the community and welcome your involvement.

Your child should also have the chance to influence decisions about their learning and what happens in school. That's why it's good for you to know what CfE is all about, and why schools go about things the way they do.

When parents, teachers and children cooperate and work together, it brings out the best in children.



Please contact us if you have any queries:

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Clober Primary School



Curriculum for Excellence Guide

Reporting Pupil Progress

2022/23

What is Curriculum for Excellence (CfE)?

Curriculum for Excellence is Scotland's curriculum for children and young people aged 3-18.

It's an approach designed to provide young people with the knowledge, skills and attributes they need for learning, life and work in the 21st century.

It aims to enable every child or young person to be a:

- Successful learner
- Confident individual
- Responsible citizen
- Effective contributor

Stages and levels

The curriculum is broken into two broad stages:

- a broad general education providing a rounded education from the early years until the end of S3
- a senior phase which will include studying for qualifications (from S4-S6).

In primary schools, the broad general education is divided into three curriculum areas (Early, First, Second) across eight curriculum areas: literacy, numeracy, health and wellbeing, religious education, social studies, expressive arts, science and technologies.

Please read the accompanying booklet, "Scotland's Curriculum For Excellence In A Nutshell" which will give you an overview of the curriculum and how school and families can work together to ensure your child makes progress in their learning.

There are many ways we report to parents throughout the year:

Reporting activities for individual learners	Reporting activities group/class/school/setting
<ul style="list-style-type: none">• Learning conversations – pupil and teacher/pupil and pupil and/or pupil and parent/carer• Learners' reflections on their learning• Parent consultation meetings• Homework/shared learning activities• Written reports• Review meetings• Progress within additional support for learning plans• Interagency meetings• On-going feedback in class	<ul style="list-style-type: none">• Assemblies• Open days/events• Leading learning events• Meet the teacher sessions• School concerts/shows• Achievement wall displays• School/class newsletters highlighting learning• Curriculum workshops• Information events• "Soft starts" or stay and play sessions where parents can join their children in class• Class showcase events• Social media• Curriculum workshops led by learners and/or staff• School website/Twitter• Parent Council Meetings/Pupil Council Meetings

Session 2022-23

We are using Seesaw, along with two parent/teacher meetings and one end of year report focusing on literacy, numeracy and health and wellbeing to provide updates regarding your child's progress this year.

Following parent consultation, we have amended the reporting format to show whether your child is on track, needs support or is exceeding expectation in their learning. Please bear in mind that CfE levels are broad, over three years, to allow for children to deepen their understanding and revisit concepts. Groupings and pace change according to your child's needs to ensure they make individual progress.

Seesaw is an online tool which allows us to communicate your child's progress regularly. It also allows families to show progress in wider achievements and at home. It is an excellent way to ensure families and schools work together to report a child's success.

Please read the accompanying booklet, "Scotland's Curriculum For Excellence In A Nutshell" which will give you an overview of the curriculum and how school and families can work together to ensure your child makes progress in their learning.

End of Year Report Formats:

The facing page shows the format we will use to report your child's progress in CfE levels in **literacy, numeracy and health and wellbeing**. The levels are explained below:

Early level - Pre-school year and P1, or later for some

First level - To the end of P4, but earlier or later for some

Second level - To the end of P7, but earlier or later for some

Third level - S1-S3, but earlier or later for some

We have indicated whether your child is **on track** (will achieve the level in the expected time), **needs support** (may achieve the level later) or is **exceeding expectation** (may achieve the level earlier). This can change over the three year period.

The end of year report includes a teacher comment and next steps.

Literacy and English	Early level <input type="checkbox"/>	First level <input type="checkbox"/>	Second level <input type="checkbox"/>
	On track <input type="checkbox"/>	On track <input type="checkbox"/>	On track <input type="checkbox"/>
Needs support <input type="checkbox"/>	Needs support <input type="checkbox"/>	Needs support <input type="checkbox"/>	
Exceeding expectation <input type="checkbox"/>	Exceeding expectation <input type="checkbox"/>	Exceeding expectation <input type="checkbox"/>	

Your child's teacher will write a comment here reflecting your child's progress.

Next steps: Your child's teacher will write a comment here which will tell you what your child needs to do next to ensure progress.

The format will be the same for numeracy and health and wellbeing.

Learner and parent voice

Please use the comments sheet to add your views and that of your child, if he /she cannot do it themselves.

Remember that it is important to celebrate success with your child and encourage them in their learning. Therefore, if you have any concerns or queries it may be better to phone or email us rather than writing it for your child to read.

We will work with you to best support your child and ensure future progress.

