

KILLERMONT PRIMARY



ASSESSMENT STRATEGY

May 2018

INTRODUCTION

The National Improvement Framework for Scottish Education published in January 2016 outlines the Scottish Government's vision for education in Scotland.

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum For Excellence (CFE) levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

RATIONAL

As a Rights Respecting School we believe that attainment will be raised if children are positively engaged in their learning and the life of the school and have good overall wellbeing. All children should feel valued, heard and safe in school. We have very high expectations for all our pupils to reach the highest possible standards in their attainment and achievement and we aim to maintain these high standards for all by ensuring they have good well being and engagement in learning.



Our practice endorses the advice in Building the Curriculum 5 a framework for assessment. In addition, we embrace the recommendations from the learning of Shirley Clarke, Ian Smith and Paul Black and Dylan Wiliam in the field of formative assessment and John Hattie's expansive research into Visible Learning. Good formative assessment, which focuses on successes and improvements for each learner, against their own previous achievement is regarded as the most powerful educational tool for raising achievement and preparing children to be life-long learners. The ultimate goal of formative assessment is to help children develop good learning habits – children thinking and learning for themselves and we strive to achieve this in a wide range of ways.

John Hattie's research places key aspects of formative assessment high on his list of direct influences on learning, indicating that it has high impact on pupil learning. We are regularly reflecting on our practice and ask ourselves two questions: What do we do in school? How much impact does it have?

At Killermont we believe assessment is an essential ingredient of good teaching which starts from where the learner is. It is the bridge between teaching and learning and integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. We ensure our assessment evidence is valid and reliable and we use it to report on the progress of all our learners.

“Learners learn best when...

- *they understand what they are trying to learn and what is expected of them*
- *they are given feedback about the quality of their learning and what they can do to improve*
- *they are given advice about how to go about making improvements*
- *they are fully involved in what needs to be done next, and who can give them help if they need it.”*

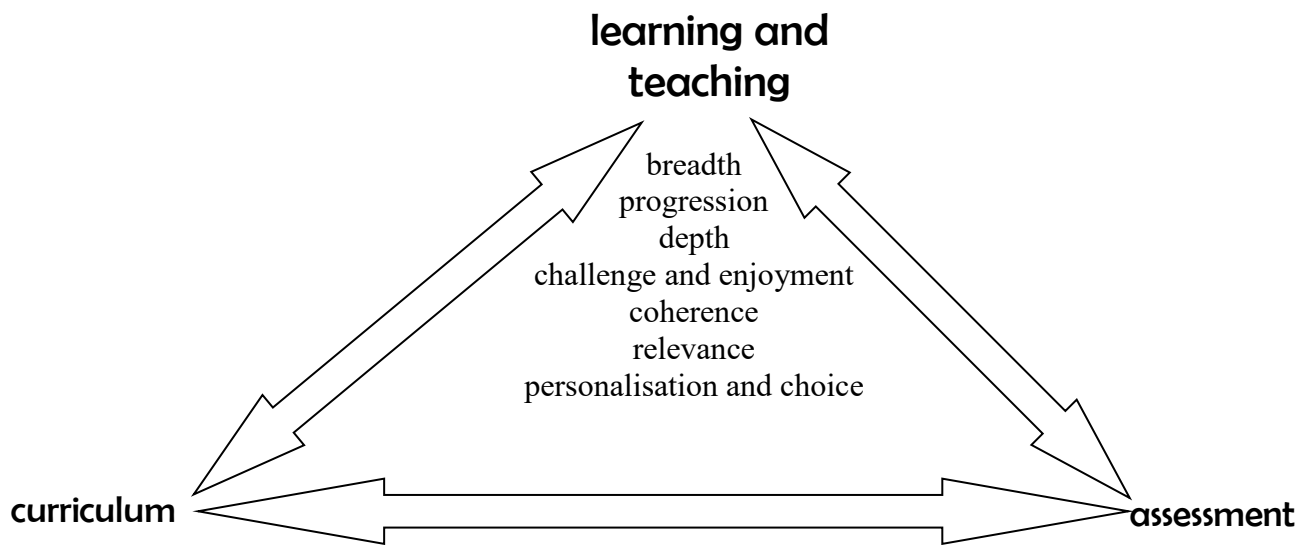
(Black and Wiliam, 1998, *Inside the Black Box*)

We acknowledge Shirley Clarke’s list of ingredients of Formative Assessment as listed in her book ‘Outstanding Formative Assessment – Culture and Practice’ and strive to embed them into our everyday practice:

- A learning Culture, where children and teachers have a growth mindset, self – belief, metacognition skills and the belief that all can succeed;
- Involving pupils at the planning stage to enhance motivation and ownership;
- Talk partners and a ‘no hands up’ culture, where children are resources for one another and can all be included in class discussion;
- Mixed ability learning with differentiated choices, so that self-esteem is intact and expectations are high;
- Clear learning objectives shared with pupils, not necessarily at the beginning of a lesson, but sometimes after their interest had been captured;
- Co-constructed success criteria;
- Effective questioning, especially at the beginning of lessons, to establish current understanding and prior knowledge;
- A continual quest to find out how far children are understanding their learning so that individual and class feedback and the direction of the lesson can be adjusted appropriately;
- Examples of excellence analysed and shared, before children produce their own ‘product’;
- Feedback from peers and teachers which focuses on successes, where the excellence is and where improvements are needed;
- Co-operative peer feedback in which examples of improvement are modelled via mid-lesson learning stops, so that feedback and improvement-making is immediate and part of a lesson;
- Effective ends to lesson, where learning is summarised and reflected upon.

THE PLANNING, LEARNING & TEACHING AND THE ASSESSMENT CYCLE

The processes of planning, learning & teaching and assessment inform each other. At Killermont the combined process is flexible and responsive to the pupils' learning needs and interests. This allows our planning to reflect the 7 principles of CFE curriculum design



Teachers and pupils are involved in a dialogue which is integral to the planning process; teachers strive to ensure children are involved in planning topics and chunks of learning to maximise motivation and pupil ownership. Teachers and SLT have regular, informal discussions and termly professional dialogue to monitor the process of planning, learning, teaching and assessment.

PURPOSE AND PRINCIPLES OF ASSESSMENT

Curriculum for Excellence enables learners to be better equipped for the changing world through gaining a wide, up-to-date and relevant body of knowledge and understanding, skills attributes and capabilities.

This means that assessment needs to make use of a broader range of approaches which match the nature of that learning. Evidence can be drawn from observation, records, products and a range of other kinds of information.

It is for the teacher in discussion with learners, to select approaches that are suited to the learner's circumstances and to the requirements of the particular assessment. Thus, for example, observation, or say, write, make, do tasks whilst more formal assessments will place greater weight on written records.

Assessments should evaluate breadth across a range of experiences and outcomes, the ability to respond to the level of challenge these involve, and the capacity to apply knowledge in circumstances different from the ones in which it was acquired.

Teachers will continue to develop their understanding of Breadth/Challenge and Application within each curriculum area by referring and reflecting on the relevant Experiences and Outcomes, Principles and Practice Papers and Benchmarks.

CLASSROOM CULTURE

Within Killermont Primary School we know that learners learn most effectively when the classroom culture is supportive, nurturing and inclusive therefore all adults strive to create positive learning cultures in classrooms and throughout the life of the school.

Assessment within Killermont:

1. Is an integral part of learning and teaching; both formative and summative
2. Is underpinned by confidence that every pupil can improve
3. Requires teachers to relate two central issues in teaching – ‘*What did I do as a teacher?*’ and ‘*What did my pupils learn?*’
4. Involves three processes in learning: Where the learner is going; where the learner is now; and how to get there.

	Where the learner is going	Where the learner is now	How to get there
Teacher		Eliciting evidence of learning	Feedback that moves learning forward
Peer	Clarifying, sharing, and Understanding learning Intentions	Activating pupils as learning resources for one another	
Learner		Activating pupils as owners of their own learning	

5. Is matched to the learning needs of all learners and is used to support them to demonstrate where they are in their learning.
6. Provides opportunities for pupils to have active involvement in their own learning.
7. Provides effective oral and written feedback to pupils, parents and other teachers, identifying clear next steps in learning.
8. Empowers pupils to be able to assess their own learning and develop an understanding of how to improve.
9. Provides pupils with the training and opportunities to peer assess, giving positive comments and improvement suggestions to each others’ learning.
10. Involves both teachers and senior leaders reviewing and reflecting on a wide range of appropriate evidence used to track pupils’ progress, identifying next steps in learning.
11. Based upon shared expectations, across our learning community, including robust arrangements for moderation across levels within our own school, across the cluster and family group.

RANGE OF ASSESSMENT METHODS

In Killermont Primary School we value both summative and formative assessment as they each fulfil different, parallel purposes, as the following quote highlights.

*If we think of our children as plants, **summative** assessment of the plants is the process of simply measuring them. The measurements may be interesting to compare and analyse, but, in themselves, do not affect the growth of the plants. **Formative** assessment, on the other hand, is the garden equivalent of feeding and watering the plants- directly affecting their growth.*

(Clarke. S, *Unlocking Formative Assessment* 2001)

Formative assessment furthers the learning: *How can I improve this? How can I better understand this?*

Summative assessment determines what has been learnt: *I can..... I know that.....*

Formative assessment describes the *processes of teaching and learning*, whereas summative assessment takes place *after* the teaching and learning.

FORMATIVE ASSESSMENT

“Formative assessment is the process used by teachers and children to recognise and respond to pupil learning during that activity or task”

(Cowie and Bell, 1999)

Shirley Clarke describes Formative Assessment as pupils being actively involved in their learning. In Killermont pupils are involved at the planning stages of learning which increases their motivation, leading to higher achievement. Our practice endorses Shirley Clarke’s main ingredients for maximising the impact of pupil involvement.

These include:

- Finding out what they already know or can do
- Introducing the pupils to the subject matter
- Presenting the main skills to be covered
- Asking for ideas about how to learn those skills
- Involving parents e.g. inviting a parent into school to share knowledge/skills

In Killermont Primary School we also embrace research by Dylan Wiliam which suggests effective formative assessment consists of **five key strategies**:

1. Clarifying, sharing, and understanding learning intentions and success criteria
2. Engineering effective classroom discussions, activities and learning tasks that eliciting evidence of learning
3. Feedback that moves learning forward
4. Activating pupils as learning resources for one another
5. Activating pupils as owners of their own learning

Strategy 1: Clarifying, sharing, and understanding learning intentions and success criteria

It is important for children to know what they are learning as well as what they are doing. Teachers at Killermont have a clear understanding of the learning intentions for a particular lesson and what 'quality' for that learning intention would look like. Teachers share the learning intention with pupils ensuring they also understand it so they can monitor their own progress during the learning. Sharing and agreeing the purpose of learning with the pupils should have the following benefits:

- Pupils are more focused on the task and will persevere for longer
- The quality of pupil's learning improves
- The dialogue between the teacher and the pupil is more focused
- Pupils are more focused in their self assessment and they have a good understanding of how their success will be measured
- Marking is easier and next steps in learning identified

At Killermont we believe in the importance of starting a lesson by capturing the learners' interests or giving a calculation which enables all the learners to be instantly engaged and thinking about the subject matter of the lesson. The learning intention should be shared at an appropriate point at which the learners are engaged with a task so they have every chance to fulfil the expectations of that objective.

The guiding principle is the learner should know the learning objective at the point at which they will judged against the learning objective. Teachers need to decide for themselves whether it would be better to start with the learning intention or delay it.

The intention should be:

- In 'child speak'
- Explicitly focused on one thing at a time
- Based on skill, not context (process, not content based) so that the pupils can apply the skill to any future learning, regardless of the context e.g. 'learning to write a set of instructions about making a sandwich' should be 'learning to write instructions'.

The following strategies might be used to make the learning intention explicit:

- Writing them next to the programme of learning
- Reminding the pupils during the lesson
- Asking pupils to remind the teacher
- Pupils writing an abbreviated version of the learning intention under the heading of a piece of learning

In Killermont the learning intention focuses the teacher to consider:

- What do I want the pupils to learn?
- How do I articulate that?
- What would be a good way of learning it?
- What do I think a range of excellent finished products would look like?

The learning intention and/or any starter question, focuses the pupil to be able to recognise how much they already know, anchor them throughout their learning and encourage self assessment.

In conjunction with sharing learning intentions, *success criteria* should be provided. Success criteria are well established as a useful breakdown of the learning objective. Once the learner has success criteria, they have a framework for a formative dialogue – with peers and adults – which enable them to:

- Know what the learning intention means
- Know the steps involved with a closed learning intention e.g. to find percentages of whole numbers or the elements of a particular writing form e.g. a newspaper report
- Know the possible ingredients for an open ended learning objective e.g. ghost story opening
- Identify where success has been achieved and where help might be needed
- Be clearer about where improvements can be made
- Reflect on progress

Therefore in Killermont success criteria should be:

- In ‘child speak’
- Considered in advance but where possible gathered with the children to give them ownership
- Process rather than product focused

Using success criteria enables pupils to be more independent, to identify successes and improvement needs, to facilitate self and peer assessment and to monitor their progress.

Strategy 2: Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning

At Killermont, we know the importance of discussion and learning from others. Talk partners and learning partners are terms we use to describe pupils discussing together, planning together, cooperatively improving each others’ learning together. John Hattie ranks classroom discussion as seventh on his list of influences on learning. We embrace this research and strive to create a culture in which pupils do more talking than teachers.

Questioning together with a range of related techniques for eliciting evidence about learners achievement is a key feature in every classroom. Teachers use a range of classroom techniques to improve questioning providing opportunities to learners to think more deeply and take learning forward. We believe that quality interaction challenges and helps pupils think, which in turn leads to better learning. Also, where pupils are sharing their thinking with the teacher and with their peers, the teacher is in a better position to tune into their minds, and to learning out what they know and they don’t know. We use a range of methodologies to promote and manage quality interactions in the classroom. These include:

- Finding out what every pupil knows at least once in a lesson by using an all learner response system e.g. thumbs up/down, mini whiteboards
- Use of wait time before choosing who answers
- Hot seating questioning – probing in depth the learner’s thinking
- Basketball.... pose – pause, pounce – bounce. Pose the question, pause for at least 3 seconds, pounce on one learner and then bounce that learner’s response to another learner, who can be asked for an evaluation of the first learner’s response. A third learner can then be asked for an explanation of whether the response provided by the first learner and the evaluation by the second learner are correct. In other words, rather than having all conversations directed through the teacher, pass questioning around the classroom like a basketball.
- Giving pupils a way out if unable to answer a question but then go back to that learner
- Using a range of higher order questioning during lessons
- Asking a hinge question during a lesson when deciding whether to move on
- Asking pupils to write questions for each other
- Encouraging no hands up (except to ask a question) at certain times during teaching

- Using statements rather than questions to encourage more thoughtful answers
- Using learning logs, exit cards or another way of collecting extended responses from learners e.g. think, pair, share, mini whiteboards, post it notes, lolly pop sticks
- Assessing pupils, looking at their answers and then teaching the areas that pupils have problems with before moving on.

(For more detail on these strategies/techniques refer to ‘Embedding Formative Assessment’ by Dylan Wiliam and Siobhan Leahy)

We have found that providing a range of opportunities for pupil discussion has had a very positive impact on pupil learning. Pupils are ready and willing to talk through their thinking. Some quieter pupils have taken on a lead role in discussions and pupils have greater mutual respect for each others’ points of view. Pupils have increased opportunities to share their ideas with a partner and are more confident to answer a question when they have discussed it with a partner. Pupils are benefitting from these opportunities which all contribute to the positive learning cultures we have established in our classrooms.

Strategy 3: Feedback that moves learning forward

Effective feedback is challenging. It involves coaching learners on how to improve their performance towards identified goals. Research from the Education Endowment Foundation suggests it is the most effective way for teachers to raise attainment, providing high impact on learning. What the learner needs to know is what they can do to progress throughout their learning journey, what knowledge and skills they need to develop, and what the next step is. Through the use of informative feedback, teachers can communicate this to the pupil in helpful, bite-size pieces.

Within Killermont the feedback should:

- Be specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”)
- Compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”)
- Model the marking and feedback process to pupils before allowing them to mark each others’ learning e.g. using an anonymous piece of learning, indicating how it could be improved against the learning intention and success criteria.
- Encourage and support further effort (getting a balance between support and challenge).
- Be given sparingly so that it is meaningful as too much feedback can stop learners learning out what they need to do for themselves
- Provide specific guidance on how to improve and not just tell students when they are wrong
- Be accessible to children
- Use consistent codes throughout the school (See appendix 1)
- Inform future planning and target setting

At Killermont we use a range of techniques which provide learners with feedback to move their learning forward. These include:

- Endeavouring to give immediate feedback and mark learners learning as soon as possible
- Giving learners feedback (written and oral) about their performance relative to the learning intention. Feedback should focus on what’s next, not what’s past.

- Using tickled pink and green for growth and/or two stars and a wish to highlight examples that meet the learning intention and success criteria and next steps in learning
- Focusing on learner's response to feedback rather than the feedback itself. Research suggests that learners can do one of four things: change behaviour, change the goal, abandon the goal or reject the feedback. We strive to encourage learners to change the goal, by increasing aspiration and aiming for a higher goal. ***The most effective feedback is feedback that our learners actually use in improving their own learning.***
- Providing opportunities for learners to give the teacher feedback on their learning (what they know, understand, where they made errors, when they have misconceptions)
- Providing opportunities for 'mid – lesson learning stops – referring back to the Success Criteria and for learners to identify their best parts and make improvements
- Providing opportunities for pupils to engage in co-operative feedback discussions
- Help learners develop appropriate learning goals
- Praising learners for effort rather than ability. We strive for learners to feel good about themselves because as their confidence grows this will in turn have a positive impact on their ability to reach their goals

Secretarial features

In Killermont spelling, punctuation and grammar should not be asked for in every piece of writing because pupils cannot effectively focus on too many things in one space of time. When a task is finished, pupils are asked to check for things *they think may need improved in their learning* when they read it through. Feedback is given to pupils about those aspects we have asked them to pay attention to. Time is given for pupils to make necessary improvements to their learning.

Improvements

The pupils should be encouraged to do corrections of careless learning; however, these should not be excessive and should not encroach on teaching time. Where possible, teachers should mark learning and give feedback at the time. The teacher should review the level of learning of individual pupils who consistently find the tasks too difficult, too easy or who do not finish within the allocated time and amend the level or amount of learning as appropriate.

Effective feedback will:

- Provide a dialogue between the teacher and pupil highlighting the pupils' strengths and next steps in their learning
- Improve pupils' confidence in reviewing their own learning and setting themselves future targets by indicating 'next steps' in learning
- Indicate how a piece of learning could be improved against the learning intention and success criteria
- Identify pupils who may need additional support/more challenging learning and to identify the nature of the support/challenges needed

At Killermont we believe that the quality of feedback does make a difference to how learners will respond but in addition to this, is the importance of the continuing relationships you have with your pupils and how they see themselves as learners. Therefore, we take time to get to know our learners,

build trust and learners capacity to use the feedback we give them. We also endeavour to model how to respond to feedback and develop a Growth Mindset in our learners. We emphasis the importance of ‘Time, effort, practice and input to achieve success and a required level of proficiency. We believe that a crucial component of an effective learning culture in the classroom is to continually talk to children about how the brain grows, how we can grow our abilities by practising and through input and through learning from one another we can achieve success.

(Growth Mindset Lesson: Every Child a Learner by Katherine Muncaster & Shirley Clarke)

Strategy 4: Activating pupils as learning resources for one another

At Killermont we believe collaborative and cooperative learning can be combined with principles of effective formative assessment to help learners act as learning resources for one another. Engaging learners in assessing the learning of their peers can substantially increase learners’ achievement, both for those who get help from their peers, and peers who provide the help.

We use a range of techniques which provide learners with opportunities to learn from one another. These include:

- Groups of learners learning cooperatively at times (face- face interactions, development of interpersonal skills, and reflection, positive interdependence and individual accountability)
- Talk partners (Refer to Outstanding Formative Assessment by Shirley Clarke for more information)
- Pairs of learners looking at anonymous learning to comment on
- Model and discuss effective and ineffective feedback
- Learners giving feedback to each other e.g. two stars and a wish (ground rules discussed)
- Providing sentence starters for peer feedback e.g. I like the way you...., You did an excellent job of...., I thought it was very effective when you..., My favourite part was...., I was surprised that...., I didn’t understand...., I think it would be clearer if..
- Use group goals with learners, emphasising the importance that everyone is responsible for everyone else’s learning.
- Assign specific roles to learners, encouraging learners to support each other
- Emphasise that effort increases ability
- Provide opportunities for learners to jointly evaluate attempts at tasks
- Allow learners to create their own assessment task and marking scheme
- Providing opportunities for learners to create questions to pose to the teacher or other peers

Strategy 5: Activating pupils as owners of their own learning

We believe that when pupils are owners of their own learning, all other strategies fall into place. This is why the fifth and final strategy is in many ways the most important – the one that the other four strategies have been leading up to.

We use a range of methodologies to promote activating learners as owners of their own learning. These include:

- Providing opportunities for learners self – assessment to be a routine part of your teaching. This must be linked to the learning intention and success criteria.

- Providing pupils (P3-7) with the opportunity to set their own learning targets termly within Literacy, Numeracy and Health and Wellbeing using Learning Journeys and engage in dialogue with their class teacher and parents during their review
- Providing learners with challenging tasks that are achievable with effort, making it clear that failure is not only acceptable but expected.
- Opportunities for learners (at times) to use self reports e.g. traffic light sheets, KWL grids
- Use strategies such as exit passes, take a ticket out the door, learning logs
- Invite Primary 6 and 7 learners to Parents meetings to discuss progress and next steps
- Nurturing both intrinsic and extrinsic motivation

For more detail on the 5 key strategies for effective formative assessment refer to **'Embedding Formative Assessment' by Dylan Wiliam and Siobhan Leahy and Outstanding Formative Assessment by Shirley Clarke)**

ARRANGEMENTS FOR MONITORING AND TRACKING

An annual Monitoring and Tracking Calendar is produced for each stage of the school. The submission dates for this are agreed as part of the collegiate calendar. The Monitoring and Tracking calendars are very different depending on the stage of the school but all have a focus on attainment in literacy and numeracy. A range of summative assessments are used, these can include

- End of Unit Assessments
- Periodic Assessments
- Screening & Diagnostic Assessments
- SNSA & other Standardised Assessments

The calendars have been developed over a number of years and are refreshed on an annual basis to ensure they provide appropriate information to track children's progress.

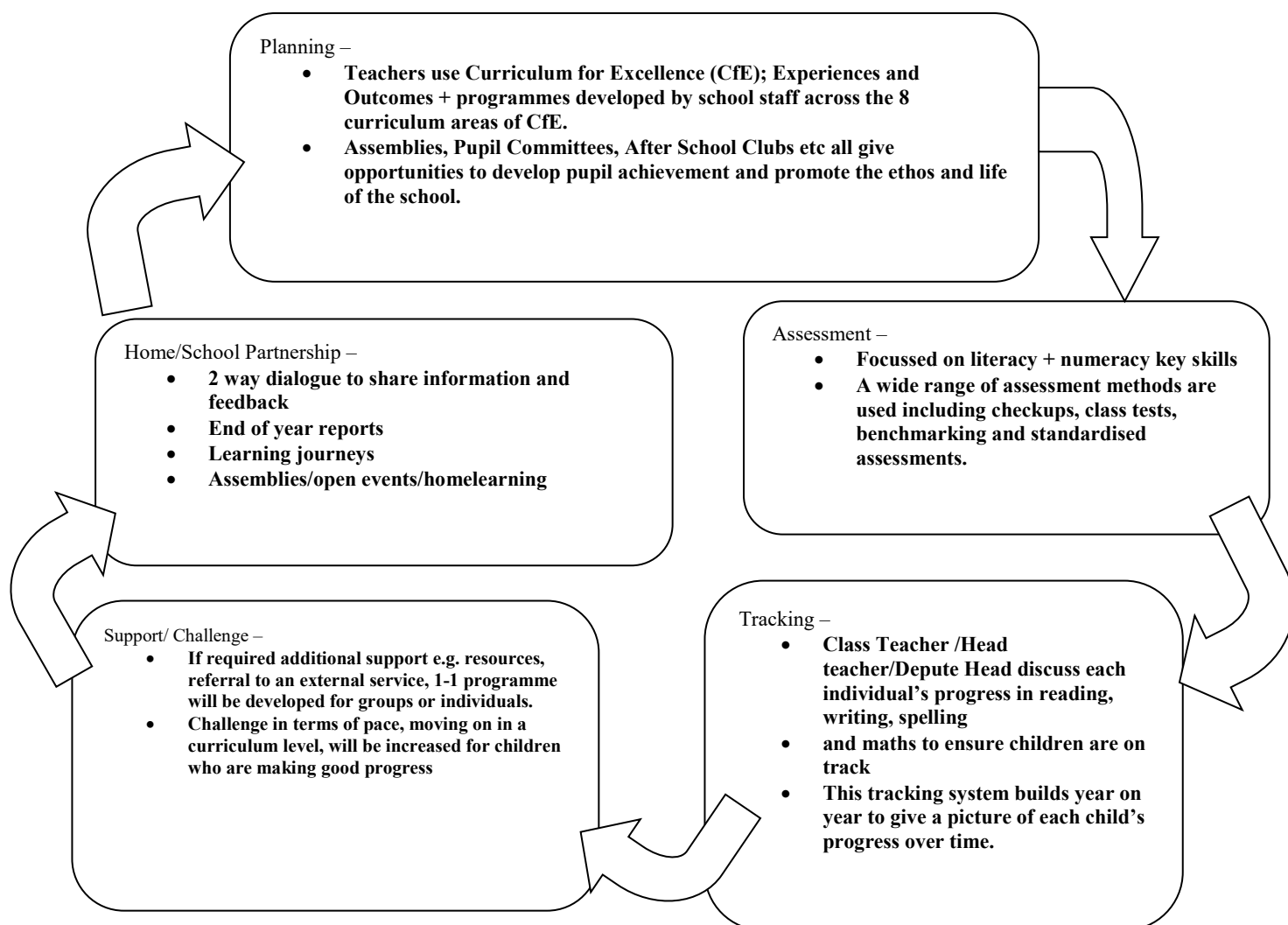
Information is recorded on tracking grids and staff then use a code to highlight strong performance or concerns where further actions are required. SLT then scrutinise the assessments and tracking grids before a meeting is held with teacher, SLT member who has responsibility for the class and the HT. At these meetings results are discussed, next steps planned and any individuals / groups requiring further support identified. These meetings can also refer children to the Pupil Support Group.

A short record of the comments and actions from the meetings are prepared by the HT and circulated to all who attend. The tracking results are collated on the classes tracking sheets by the HT along with a record of each individual pupils Curriculum for Excellence Level in literacy and numeracy.

All of the assessments from the Monitoring & Tracking Calendar are kept in pupils files for 3 years.

The cycle of the Monitoring and Tracking Calendar is such that information is available to share with parents at parents meetings in November and March and the end of session report.

The following diagram is shared annually with parents via the October newsletter to highlight our process to parents.



STANDARDISED ASSESSMENTS

Scottish National Standardised Assessments (SNSA)

Assessment is a central part of everyday learning and teaching for every child and young person. The Scottish National Standardised Assessments have been introduced as part of the National Improvement Framework for Scottish Education to provide teachers with objective, comparable information about progress, which will help improve outcomes for all children and young people.

These assessments have been specifically designed to reflect the way we deliver education in Scotland and are aligned with Curriculum for Excellence. Pupils in P1, P4, and P7 will complete online standardised assessments in literacy and numeracy. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement. The assessments are marked and scored automatically giving teachers immediate feedback to help children progress. The information provided by the assessments is used by teachers when making professional judgments' about children's progress. The reports focus on establishing where learners are in their progress in literacy and numeracy, identifying strengths as well as areas that require further support.

The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. This assessment information allows us to track pupils' performance in these areas of the curriculum over time. It also allows us to monitor year group's performance and standards of attainment over time. This information is then used to identify next steps for individual children, groups of children or to inform school improvement planning.

Results from these standardised assessments are shared with parents at meetings and in end of term reports; this is done using a description of the standard score e.g. very high, above average, rather than the actual numerical score.

We see this information as one piece of assessment information and know for various reasons some pupils might not perform well in standardised assessments. We do not use standardised information in isolation but instead use it as part of the range of assessments we use to inform learning and teaching. Ongoing and periodic assessments are, and will continue to be, the main basis of our professional judgments'.

Teachers continue to draw on all of the assessment information available to them when considering children's progress and planning next steps in learning. Children with additional support needs are provided with their "normal" support while undertaking assessments. Discussion between teachers and SMT will take place regarding any children to be withdrawn from the assessments.

REPORTING, RECOGNISING ACHIEVEMENT, PROFILING

Reporting to parents include a range of activities. Annually parents will be invited into school to see their children presenting their learning and leading an assembly. A welcome meet the teacher meeting is offered in September each year and face to face meetings are held in November and March. A written report which has been developed in consultation with parents is issued in June. In addition a Learning Journey with specific targets in literacy, numeracy and health and well-being is shared three times a year with parents which allows for their comments to be added to the learning process. Personal achievement is included in the Learning Journey and pupils are encouraged to include certificates, badges, photographs etc from both inside and outside school achievements to recognise their achievements.

P7 pupils produce a profile to show their latest and best learning. The contents for this have been agreed with the cluster and are shared with parents at the point of transition to Bocclair Academy.

ARRANGEMENTS FOR MODERATION

Staff will engage in the moderation cycle of achievement of a level and continue to use the Benchmarks and the annotated exemplification for each area of the curriculum to support understanding and interpretation of progression and achievement within the significant aspects of learning. Collegiate sessions allow for professional dialogue in agreeing and shaping standards with reference to samples of learning.

Moderation activities across the cluster have supported consistency in professional judgement of achievement of a level for literacy and numeracy. Teachers at P1, P4 and P7 will continue to learning collegiately to ensure a range of evidence of progress within a level is gathered. The following categories will be used to define progress.

Reporting Category of CFE levels	Children have:
Achieved level	<ul style="list-style-type: none"> • achieved a breadth of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level; meeting most(75-90%) or almost all (+90%) the benchmarks at that level • responded consistently well to the level of challenge set out in the experiences and outcomes for the level and has moved forward to learning at the next level in some aspects; • demonstrated application of what they have learned in new and unfamiliar situations.
Not yet achieving the level	meeting some of the expected outcomes for their level, but they are not yet meeting the others