

# Information Sheet

## Creating a Standard Together

*An extract from 'A Skills Framework'  
- Creating a Standard Together*

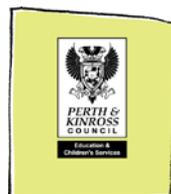


'Creating a Standard Together' is a resource that has been devised to inform understanding and expectation of learners' personal skills and attributes and their skills in literacy and numeracy. It aims to support improvement in the capacity of schools and centres to deliver quality learning experiences by:

1. describing an expectation of standards for literacy and numeracy skills for Curriculum for Excellence levels, secure at early – 4<sup>th</sup> levels and providing signposts for learners' emerging personal skills and attributes at each level. (Creating a Standard Indicators)
2. supporting moderation activities by providing a toolkit for professional engagement and dialogue to explore emerging standards in literacy, numeracy and learners' personal skills and attributes (Exploring standards toolkit)
3. providing evaluation tools to support schools and practitioners as they evaluate and improve their work in delivering literacy and numeracy (Signposts toolkit)

**Creating a Standard Together is published in full as part of Perth and Kinross Council's 'A Skills Framework'. (2012)**

<http://goo.gl/C4c4L>



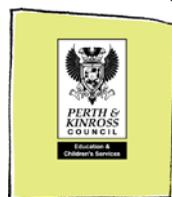
## Indicators

***“Standards and expectations will be defined in a way that reflects the principles of Curriculum for Excellence. This will support greater breadth and depth of learning and place a greater focus on skills development.”***

Building the Curriculum 5 - A framework for assessment pg 4

The indicators consist of a set of five single page documents, one for each level of the curriculum, containing succinctly worded statements describing what secure may ‘look like’ at each level in literacy and numeracy. Every effort has been made to ensure that, as far as possible, the standards described take full account of the high expectation intrinsic to Curriculum for Excellence. The papers also include signposts describing learners’ emerging personal skills and attributes at each level. The ‘successful learner’ papers were determined through a wide consultation across our learning community including practitioners at all levels from schools, centres and partner provider nurseries, pupils and parents.

The papers will help to inform understanding as to the range and level of complexity of skills in literacy and numeracy that learners should be able to demonstrate at key points in the continuum of levelled progression through early – 4<sup>th</sup> level in literacy and numeracy. This understanding will be enhanced and exemplified through professional debate at all levels, within and beyond school/centre contexts.



The aim is to achieve consistency in expectation of standards across all establishments and help to, not only build trust and confidence in teachers' judgements, but also enhance teachers' confidence in their own judgements. It is only when consensus has been reached and subsequent application of a shared depth of understanding to evaluating progress and pace in learning across all establishments, that a standard for literacy and numeracy will be seen to be demonstrated in Perth and Kinross.

As they journey through their broad general education, learners will vary in when they are able to demonstrate their security at a level but the expectation is that most learners will be able to demonstrate being

- secure at early level by the end of P1
- secure at 1<sup>st</sup> level by the end of P4
- secure at 2<sup>nd</sup> level by the end of P7
- secure at 3<sup>rd</sup> level by the end of S2
- secure at 4<sup>th</sup> level by the end of S3

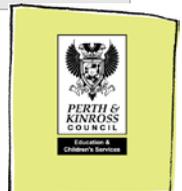
*“The expectations comprise an entitlement and apply to the learning of every child and young person. A broad general education includes all<sup>1</sup> of the experiences and outcomes across all curriculum areas up to and including the third level.*

*These should be experienced by all children and young people as far as this is consistent with their learning needs and prior achievements. The arrangements for assessment should enable and motivate all learners to develop to their fullest across the curriculum.”*

Building the curriculum 5 A framework for assessment p 12

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<sup>1</sup> The exceptions to this statement are where specific sets of Experiences and Outcomes are specialised: Gaidhlig, Gaelic (learners) and classical languages and religious education in Roman Catholic schools





## Early Level Indicators

### Estimation and rounding

Draws on appropriate vocabulary to talk about and compare sizes /amounts of everyday objects.

### Number and number processes

Recognises most numbers from 0-100 and is able to locate on 100 number square a number before and after a given number in the range 0-100.

Is confident counting on and back and sorting and sequencing using numbers to 20 and beyond.

Can record simple addition and subtraction using a variety of ways and resources.

Is becoming more confident in counting on and back using multiples of 2, 5 and 10.

Can combine sets of objects and realises addition is commutative using familiar number bonds to 10.

### Fractions, decimals and percentages

Uses appropriate vocabulary for sharing eg share, half, equal, bit, part and can explain whether results are fair or unfair.

Is beginning to be able to solve practical problems involving equal groups.

### Money

Recognises the value and can order coins. In play and real life contexts, is able to pay for items using simple combinations of coins.

### Time

Can name and order days of the week and recognises differences and similarities in different timing devices. Understands light/dark, day/night, first, next, before, after, sand timer, clock.

Is becoming confident naming and ordering months and seasons, matching these to familiar events.

Is beginning to recognise ways of reading & recording time eg o'clock, half past, hour & minute hands.

### Measure

Can use appropriate vocabulary to describe and compare sizes and amounts, discussing and justifying findings eg long/short, longer/shorter, heavy/light, cupful and other non standard units.

### Data and analysis

Uses tally marks to collect information in order to answer a question.

Is able to draw a pictograph or block graph to make a display of information gathered explaining symbols, headings and labels.

Can interpret simple charts and displays in the environment to make choices.

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## Early Level Indicators

### Creating a Standard Together

#### Skills & Attributes

- Relates well to others and is gaining confidence when engaging with unfamiliar people/situations.
- Is beginning to develop some maturity in emotional literacy eg can recognise when feeling happy, sad, angry, worried.
- Is keen to take part in health promoting activities.
- Shows a positive attitude to learning and tries new activities, including learning beyond school, with growing confidence.
- Is beginning to demonstrate emerging literacy and numeracy skills across learning in and beyond school.
- Is often able to work well as part of a group or team.
- Likes to be given special tasks/helping responsibilities.
- Is able to make simple choices and give reasons for them.
- Is able to talk about his/her learning and can express in simple terms eg 'I am good at' and 'I am trying to get better at'.

## Listening & Talking

- Demonstrates active listening behaviours when listening to others including peers eg usually maintaining eye contact; taking turns and asking simple relevant questions.
- Speaks clearly and audibly about experiences and is able to answer literal questions to show understanding.
- Is able to recall some details, sequence events, predict what happens/may happen next and talk about characters in play and through pictures, role play, retelling stories and games.
- Recognises, copies, uses and creates rhyme. Can hear and blend words and sounds with developing confidence.
- Is beginning to use and experiment with new vocabulary drawn from a range of sources.
- Is able to recall, share and use some information in a variety of situations where there has been opportunity for listening and/or watching.
- Contributes ideas, thoughts and feelings in conversations and discussions about familiar things.
- Shares feelings and ideas about different texts (watched, read or listened to) and uses questions to explore.

## Reading

- Enjoys and shows an understanding of and interest in stories, information, other texts read/shared/watched, by being able to ask and answer simple questions.
- Can hear, blend sounds and read phonetically regular words in an increasing range of contexts including environmental print.
- Uses knowledge of letters, sound patterns, words and picture clues to attempt to decode unfamiliar words with increasing confidence.
- Can read familiar sight vocabulary/key words from different sources.
- Is able to read aloud simple and familiar texts.
- Is able to use simple signs, symbols, layouts and print to find out simple pieces of information and use this to learn new things and to help plan for/make choices.
- Recalls and is able to sequence events in a story using pictures, role play etc.
- Is able to link reading experiences to prior knowledge, personal interests and life experiences to further understanding.
- Is able to draw on prior knowledge from a text and own life experiences to plan and learn new things.
- Can share understanding of the main ideas, characters and setting of texts in different ways eg role play, puppets and pictures.

## Writing

- Chooses to explore writing through a variety of opportunities eg writing table, play contexts with simulated /real writing opportunities.
- Is able to communicate meaning through emergent writing that can be read by an adult.
- Can create writing which reflects a familiar context or experience.
- Examples of writing contain at least one complete simple sentence and some attempt to write more. Most letters are formed properly.
- Uses some familiar vocabulary and key words when writing.
- Is able to construct simple words by drawing on knowledge of phonics.
- Is beginning to understand the need to plan before writing and can use some simple approaches eg play, picture, talk.
- Is beginning to use context related vocabulary in writing.
- Recognises and is able to discuss and use different layouts including title, directionality and front cover to interpret texts.
- Is becoming more confident in self checking and assessing using support materials.

## First Level Indicators

### Estimation and rounding

is able to round numbers to nearest 100 and apply to a context and is able to use and explain estimations as a checking strategy to a calculation or problem to two digits.

### Number and number processes

Has extended knowledge of place value to 3 digit numbers and more.

Can add/subtract 10, or multiple of, to/from whole numbers and is beginning to use this as a strategy to add/subtract 8/9 and adjust in both mental and written calculations.

Drawing on a range of well practised mental strategies is able to use number bonds for calculations in addition and subtraction in at least two digit examples.

Knows times table facts from 2,3,4,5 and 10 times and is able to use them in multiplication / division calculations in at least two digit examples mentally and written.

Is developing an understanding of zero as a place holder for whole numbers.

Can solve word problems involving the four number operations as appropriate to knowledge and understanding.

Understands inverse and related functions in processes and is able to use the bonds in the four operations.

### Fractions, decimals and percentages

Understands the concept and notation of fractions and can use common fractions to represent parts of a whole or of a set; points on a number line and to find a fraction of an amount.

### Money

Is able to use money to pay for items and can work out how much change should be given using different combinations of coins and notes (reflecting understanding of number as above).

Can choose from a range of strategies to calculate total cost and how much change. Is able to explain strategy used.

### Time

Can tell the time using 12 hour clock and understand the link with 24 hour notation.

Is developing a good conceptual understanding of time and is able to apply practically including using a calendar and timetables in contexts across learning.

### Measure

Estimates, weighs and measures using standard and non standard units and has had experience of using some everyday measuring tools found in real life contexts.

Is developing an understanding of the concept of area and is able to measure area of regular and estimate area of irregular shapes using a template, counting squares etc.

### Data and analysis

Is able to devise and use a variety of ways to collect and display data:

- *demonstrating an understanding of one-to-one correspondence by collecting and displaying a range of materials;*
- *organising and classifying in diagrams (such as Venn diagrams) and tables, charts, graphs;*
- *can now describe important features of information collected and interpret simple findings.*

### Ideas of chance and uncertainty

Is developing an understanding of concepts using terms in everyday situations such as likely/unlikely, probable, certain, never, possible.

## First Level Indicators

### Creating a Standard Together

#### Skills & Attributes

- Relates well to others and is usually confident when engaging with unfamiliar situations/people.
- Is demonstrating some maturity in emotional literacy and some ability to cope with disappointment, change and conflict.
- Shows a positive attitude to learning and demonstrates a 'can do' approach to many activities including learning beyond school.
- Is often able to work well as part of a group or team and can take on different roles within a group.
- Demonstrates a responsible attitude to a personal task/s eg a role within the class, at home, team, club etc and is starting to act on own initiative.
- Is becoming increasingly articulate and is beginning to apply skills in literacy, numeracy and IT in different contexts.
- Is able to talk about his/her learning in terms of success, progress and next steps eg 'I'm doing well in ..; I'm trying to improve...'

## Listening & Talking

- Is showing some confidence in engaging and communicating with others in different situations sometimes using resources eg audio, digital, music, objects, pictures.
- Can interact with others through a variety of genres to extend understanding eg listening to a presentation, group discussion etc.
- Is able to draw on a range of developing skills when presenting to others e.g. pace, gesture, expression, emphasis, use of vocabulary.
- Demonstrates active listening and watching to identify purpose of text, main ideas and is able to use information for a specific purpose.
- Has selected, watched and listened to a range texts and is able to explain what has been liked/ disliked.
- Can listen/watch to make and use notes and organise and classify information under given headings for a purpose eg to create own text, to report to a group.
- Can listen/watch to plan and sequence ideas/ information to share with a familiar audience.
- Is able to use interesting vocabulary relevant to a given purpose and audience.
- Can formulate increasingly complex questions relating to text/experiences.
- Can answer relevant questions in response to texts/experiences eg what, where, when, who, why, how.
- Is able to form a viewpoint by beginning to recognise that fact and opinion are different.

## Reading

- Is showing some enthusiasm for reading, listening and watching texts at school and at home and is able to make comments about personal preferences about types of text/genres/ authors.
- Reads an increasing number of words accurately and is developing a range of strategies to decode unfamiliar, phonetically complex words.
- Recognises, understands and is able to apply knowledge of punctuation and grammar to read with increasing fluency and expression.
- Is beginning to understand and use a richer vocabulary through reading a range of materials and can apply this in a variety of contexts.
- Is able to identify a number of key points in a text to demonstrate understanding.
- Can apply some strategies to find and use information for a specific purpose (eg skimming and scanning) and is able to support this by sometimes by making and using notes.
- Is able to identify the purpose of some text, and make brief comments on the writer's use of language, structure and layout to convey ideas.
- Is able to link understanding of main ideas of text to wider contexts/real life experiences.
- Is responding to texts with improving accuracy through active learning activities including questioning, cloze, sequencing, etc.

## Writing

- Chooses to write for a variety of purposes including for pleasure and so beginning to demonstrate writing skills across learning.
- Communicates feelings, ideas and meaning quite confidently in a series of sentences in a logical order.
- Writes in sentences using capital letters, full stops and question marks accurately and is beginning to use other conventions eg apostrophe, comma, exclamation mark, speech mark.
- Can create writing using about two hundred words (where appropriate) which follows a given structure e.g. beginning, middle and end and is becoming more confident organising in paragraphs.
- Uses key words and some context specific vocabulary which engages and interests the reader as well as adjectives, adverbs and compound nouns.
- Uses connectives other than 'and' to join sentences.
- Is able to check that writing makes sense and is accurate and is beginning to improve writing without adult support.
- Writes legibly using correct size and spacing.
- Can match organisation and style to purpose, showing a developing awareness of structure.
- Can spell most commonly used words and spells unknown words using phonetic knowledge and reference materials.

## Second Level Indicators

### Estimation and Rounding

Routinely uses rounding techniques to estimate an answer deciding if it is reasonable eg in number calculations and in real life contexts such as in weighing and measuring, using money - rounding to five digit whole numbers.

### Number and number processes

Is able to describe sets of numbers according to their features eg through patterns, factors and multiples.

Understands and uses decimal notation and place value in decimal fractions to three decimal places.

Has quick and accurate recall of multiplication and related division facts, including multiplying and dividing by common multiples of 10 and powers of 10.

Is developing efficient mental and written strategies for addition, subtraction, multiplication and division calculations and can apply to real life contexts.

Can mentally calculate problems - multiplication by whole and decimal numbers, and division by whole numbers using at least three digit numbers.

Understanding of number system extends to include numbers which have values less than zero, is able to locate them on the number line and work with them in everyday contexts and familiar applications eg measuring temperature.

Is able to use inverse relationships of adding, subtracting, multiplying and dividing when simplifying calculations and solving problems and can explain methods and solutions to others.

### Fractions, decimals and percentages

Can find simple equivalent fractions, decimal fractions and percentages using the preferred form in solving problems including real life scenarios eg  $\frac{3}{4} = 0.75 = 75\%$ .

Is able to compare and order fractions, decimal fractions and percentages.

### Money

Confidently uses money in a wide range of increasingly complex mathematical calculations drawing on ability to use number processes as described above.

Has engaged successfully with simple contextualised foreign exchange calculations.

Has had opportunities to develop some understanding of financial enterprise and shows understanding by using terminology/demonstrating practice associated with profit, loss, budgets, hidden charges, bank account, bank statement, special offers etc.

### Time

Is developing a more sophisticated understanding of and ability to use conventions associated with notating time eg timetables, distance/speed/time, time intervals, calendar.

### Measure

Measures accurately using common tools found in real life contexts e.g. measuring wheels, stop watch, spring balance, cooking measuring scales etc.

Is able to make sensible estimates of length, weight, area and capacity and after measuring decide if answers are reasonable eg cm/m, g/kg, ml/l.

Is able to apply knowledge of perimeter, area and volume to solve problems in real life contexts Unprompted, will choose to estimate rather than measure (when appropriate) when solving problems and can explain why.

### Data and analysis

Is able to compare and contrast different displays of the same data, discuss suitability and draw conclusions.

Has worked with others to accurately construct more complex graphs, tables and charts eg a database with more fields.

### Ideas of chance and uncertainty

Has investigated real life situations which involve making decisions based on the likelihood of events occurring and is able to use extended vocabulary of probability.

Is able to assign a numerical value to the probability of a simple event using formula (number of favourable outcomes divided by total number of outcomes).

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## Second Level Indicators

### Creating a Standard Together

#### Skills & Attributes

- Relates positively to others and engages quite confidently with unfamiliar situations/people.
- Is demonstrating some maturity in emotional literacy, being self-aware and developing an optimistic and open- mindset.
- Shows a positive attitude to learning Demonstrates a 'can do' approach, adaptability and a determination to succeed in most situations including learning beyond school.
- Works well as part of a group or team and is able to take on different roles including leadership responsibility.
- Demonstrates a sensible, conscientious attitude to personal tasks and responsibilities and is able to show initiative when facing a problem or challenge.
- Is articulate and able to apply skills in literacy, numeracy and IT in a wide range of contexts in and beyond school.
- Is becoming more able to reflect on progress in learning and draws on a range of strategies to help determine next steps in learning eg *'Can use questions to check understanding; can discuss strengths and challenges in learning across the curriculum.'*

### Listening & Talking

- Shows interest in exploring the richness and vibrancy of language and is able to articulate reasons for personal preferences in listening and watching.
- Is becoming more critical about what is being listened to or watched and can recognise ways in which sources can influence the audience.
- Shares experiences, opinions and information well and develops ideas and understanding by engaging appropriately with others.
- When engaging with others, can take account of the different needs and experiences of a range of audiences by adapting language, tone, pace, gesture and resources.
- Can use some specialist/appropriate vocabulary which suits purpose and audience and can create texts of choice to suit a given purpose.
- Across learning, explores increasingly complex issues by reflecting on their own and others' experiences, ideas and viewpoints.
- Is able to listen and watch in a range of learning contexts to identify purpose of what is being communicated - main ideas and supporting detail and use information for a range of purposes.
- When listening/watching can select an appropriate format for note making and use notes to develop thinking/craft new texts eg headings, mind map, bullet points.
- Demonstrates understanding of texts by responding to a range of questions eg evaluative, inferential & literal.

### Reading

- Regularly selects, reads, listens to and watches texts of choice, describing and explaining personal preferences about features of text, genre, author etc.
- Can discuss the way language is used to describe character, setting, mood, structure and make connections between text and real life.
- Is able to read more analytically to recognise influences, question sources & develop an informed view.
- Draws on knowledge of context, structure, punctuation and grammar to read with fluency, expression and understanding.
- Reads most words accurately and automatically and can use fast word attack skills to decode new words.
- Uses knowledge of text layout for specific purposes, including headings, sub headings, captions and diagrams.
- Justifies understanding of main ideas using supporting detail and is able to locate evidence in a wide range of texts to support enquiry.
- Draws on an extended range of strategies for a variety of purposes e.g. previewing, summarising, predicting, paraphrasing, clarifying.
- Is able to select an appropriate format for note taking and uses notes to develop thinking/craft new texts eg headings, mind map, bullet points, highlighting/
- Can accurately reflect understanding of the text demonstrating this in related activities e.g. in group tasks.

### Writing

- Chooses to write for a variety of purposes including for pleasure and demonstrates writing skills across learning.
- Demonstrates skills across an increasing range of genres and contexts and is developing some insights into personal preference and ability.
- Can create extended pieces of writing (about 350 words where appropriate) drawing on knowledge of genres and imagery to suit a wide range of purposes and audience.
- Uses punctuation, spelling and a variety of sentence structures with increasing confidence, accuracy and sophistication to organise writing, clarify meaning and engage the reader.
- Uses emotive/technical vocabulary to convey and enhance meaning using a variety of techniques such as alliteration, simile, metaphor, idioms.
- Can make notes, plan, draft and edit writing grouping information appropriately and acknowledging sources.
- Demonstrates and can explain the impact of lettering and graphics, media, colour, bullet points, headings, columns etc.
- Can spell most commonly used words and competently accesses reference materials for specialist vocabulary dictionary, glossary, thesaurus etc.
- Presents work using legible and fluent handwriting and/or ICT.

## Third Level Indicators

### Estimation and rounding:

Can use a range of rounding techniques to estimate, calculate and check and is able to analyse problems to determine the level of accuracy appropriate to the context drawing on ability to round any decimal number to at least one or two decimal places/three significant figures.

### Number and number processes:

Building on the skills and knowledge and understanding of second level numeracy, demonstrates confidence using the four operations in a variety of ways with whole numbers to six digits with calculator and mentally.

Is able to select appropriate strategies (from the above) using relevant information in real life scenarios to work with others - sharing approaches, discussing solutions etc.

Is able to solve simple problems in a range of contexts by working with negative numbers - by adding, subtracting multiplying and dividing integers.

Has explored the rules for the order of operations  $\times$ ,  $\div$ ,  $+$ ,  $-$  and can apply KU to problems.

### Fractions, decimals and percentages:

Can convert between whole numbers, mixed numbers and fractions and use ratios when solving problems in context. Is able to find what percentage one quantity is of another and can apply knowledge of direct proportionality to solve a range of problems.

### Money:

Has had opportunities to manage a budget (real or within a learning context/part of a financial enterprise) in order to demonstrate K&U of financial competence in planning, spending and budgeting.

Demonstrates ability to make informed choices showing financial responsibility and is able to handle some foreign exchange calculations.

Is able to source, compare and contrast different contracts and services (including interest and % rates) and explain best value.

### Time:

Is able to convert hours and minutes into hours in decimal form for  $\frac{1}{4}$  and  $\frac{1}{2}$  hours.

Can calculate or measure time intervals and can use this in a speed or distance calculation and can display and interpret solutions using graphs, timelines etc.

### Measure:

Measures accurately using a wider range of more complex/unfamiliar tools.

Demonstrates ability to detect unrealistic estimates/measurements and is able to suggest alternatives.

Is able to find the perimeter, area and volume of compound shapes to solve practical problems.

Relevant to context/information given, can choose an appropriate degree of accuracy drawing on K&U of decimal places, significant numbers (ref to estimation).

### Data and analysis:

Is able to select, create and use the most appropriate graphical representation for data - using IT skills.

Is able to discuss whether information is robust, vague or misleading and understands that bias may arise when analysing information/collecting data and that sample size may affect precision of conclusions drawn.

Uses knowledge of discrete and continuous data when choosing a selection process and graphical representation.

### Ideas of chance and uncertainty:

Solves probability problems in context and is able to discuss implications of solutions. Is developing an understanding of the concept of 'randomness'.

## Third Level Indicators

### Creating a Standard Together

#### Skills & Attributes

- Shows a positive attitude to change and is able to cope with ambiguity showing resilience and adaptability.
- Engages confidently and respectfully with others and is developing empathy with and understanding of others' views and circumstances.
- Works well as part of a team and is able to express ideas and feelings with sensitivity, valuing others' views and making the most of their contributions.
- Is reliable and able to take responsibility for own/group's actions or choices demonstrating sense of purpose, flexibility and a determination to succeed.
- Applies and uses knowledge and personal skills in increasing range of contexts at school and beyond school.
- Is able to self reflect and draws on a range of strategies to help ensure progress in learning eg uses questions effectively to check understanding; contributes to learning conversations and sets and takes responsibility for personal learning goals.

### Listening & Talking

Is able to express a clear sense of personal preference in what is read, watched and listened to for enjoyment and/or interest with some justification.

Is able to evaluate texts drawing on examples to inform /illustrate the dialogue and /or substantiate a personal viewpoint.

Respects, acknowledges and is able to challenge others' opinions to clarify and adapt own thinking eg group task, debate.

Works with others in a collaborative way taking on a specific role in a group task ie takes on specific roles independently and allows others to assume and develop their role.

Uses features of spoken language eg tone, register, level of formality to good effect, integrating appropriately, specialist terminology to suit a range of purpose and audience needs across learning in and beyond school.

Through listening and/or watching, is able to give an accurate summary of the main points including information that has been inferred. Is able to explain processes, summarise findings and draw conclusions to create own texts.

Can identify and discuss similarities and differences between different text types.

Is able to identify and discuss how an audience can be persuaded or influenced by speaker/presenter drawing on particular techniques eg humour, repetition, emotive words, hyperbole, use of statistics.

A variety of presentation techniques & styles have been developed & can be used confidently across learning for a variety of purposes to inform, persuade, motivate, entertain.

Is developing personal study skills and uses effective note taking strategies when listening/watching eg flow chart, mind map, bullet points, recording - MP3 etc

### Reading

Selects and uses more challenging texts to read and watch across the curriculum. eg. graphical texts such as diagrams, photos, schedules, timelines; literary texts such as biographies, essays, documentaries, interviews.

Is able to justify why particular texts have been enjoyed/met expectation or are useful/interesting to support a given aim or purpose.

Has developed scope of reading opportunities and extended knowledge of texts through using a wide range of sources eg exhibitions, online sources and discussions, book groups, 'meet author'.

Has developed a range of reading strategies and can apply strategies to access information and deepen understanding of different types of text eg skimming/scanning; summarising; highlighting.

Can independently link & use information from a range of locations & literary sources and contexts and uses knowledge of texts & layouts to investigate, identify and extract information.

Demonstrates an ability to link main ideas, supporting details and inferences drawn from these to overarching concepts.

Has read a wide range of increasingly complex texts and can read aloud with fluency, expression and understanding.

Has developed approaches to locate/determine the meaning of unknown vocabulary.

Can select and use effective note taking strategies to develop study skills/investigate new ways to create texts eg flow chart, poster, leaflet, drama.

Is able to identify differences /similarities between different types of text eg comparative study of book and film.

Is able to explain and demonstrate how creators of different kinds of texts use persuasion and bias to influence opinion and can explain why a text is reliable, valid and or valuable.

### Writing

Shows some enthusiasm for writing and is developing a personal style in writing which can be adapted to suit a variety of audiences and purposes.

Is able to select and use an appropriate format and tone of writing for a range of given tasks across learning to explain thinking, reports, letters etc eg instructions, explanations, journalistic writing.

Can write extended pieces (about 500 words where appropriate) linking paragraphs effectively and using language which allows the argument/meaning to flow coherently.

Uses a wide range of punctuation and sophisticated connectives in keeping with style and to create effect eg writing to persuade, argue, evaluate, describe, interpret.

Can vary length, structure and complexity of sentences to engage/influence the reader, including rhetorical questions, promoting reflection, pace and viewpoint.

Can independently review and edit writing to communicate meaning at first reading.

A variety of presentation techniques and styles have been developed and can be used confidently in a range of contexts for a variety of purposes eg to inform, persuade, motivate, entertain using handwritten, word processed, auditory/visual IT formats.

Can spell accurately more sophisticated and less familiar words including specialist vocabulary.

Is able to identify and use key ideas to create an original text referring to sources and/or supporting evidence for a given purpose/audience eg statistics, quotes, opposing opinions, counter arguments.

Can select a planning strategy for writing which suits personal preference and purpose.

## Fourth Level Indicators

### Estimation and rounding:

Has investigated the practical impact of inaccuracy and error through a range of contexts  
Is able write and interpret tolerance notation (e.g.  $250C \pm 10C$ ) and comment on its significance in unfamiliar real life contexts.

Uses the knowledge of number processes to convert units (e.g. grams to milligrams) and to calculate % error in order to help comment on significance

### Number and number processes:

Is able to carry out the necessary calculations to solve problems set in unfamiliar contexts by applying knowledge of previous types of calculations

### Fractions, decimals and percentages:

Draws on their knowledge of interrelationships between fractions, decimal fractions and percentages to choose an elegant route to the solution e.g. when asked to evaluate a discount of 12.5% on an item costing £800, an elegant solution would involve the understanding that 12.5% is  $\frac{1}{8}$ , and that calculating  $\frac{1}{8}$  of £800 will provide the size of the discount.

Calculates the change in related quantities using inverse proportion in unfamiliar but real life contexts. Can use skills from data analysis to identify direct proportion from a graph.

### Money:

Recognises and understands vocabulary associated with money and financial understanding

Using this vocabulary, learners can calculate associated costs for different products or services, both short and long term where appropriate, in order to budget effectively for a number of debits and credits

Net pay can be deducted and process explained using the key vocabulary

### Time:

Estimates how long different tasks will take and then build a programme of sequential tasks in order to effectively time manage.

Can calculate speed, distance or time from the equation. Can write appropriate units for the values given (i.e. cm/s, km/h) can use knowledge of number process in order to convert units for use in the equation.

### Measure:

Selects an appropriate measuring tool and uses it correctly to measure a quantity to an appropriate degree of accuracy.

Appropriate to:

- degree of complexity of the equipment given
- complexity of data being used
- complexity of form

### Data and analysis:

Interprets a data set or the information contained in, for example, box plots, stem and leaf diagrams, line graphs, bar graphs, histograms and pie charts

Understands key features of these different ways of presenting information in order to be able to select appropriate forms and communicate findings to others

### Ideas of chance and uncertainty:

Converts between simple probability and expected frequency e.g. calculate the probability of rolling a 5 on a 6 sided die then calculating how many times you would expect a 5 to appear in a set number of rolls

Can assess the impact of a particular course of action based on risks and benefits

## Fourth Level Indicators

### Creating a Standard Together

### Skills & Attributes

- Engages positively with others showing respect and demonstrating trustworthiness and reliability
- Works well as a member of a team knowing when to work with others or alone. Is able to value and see others' perspectives, assert own views and cope with conflict
- Takes on individual and shared responsibilities showing determination to achieve the best outcomes and being a good role model for others
- Is self-aware, optimistic and often demonstrates an open-mindset by being flexible, creative and resourceful
- Is confident and articulate and is able to apply and use knowledge and skills in a wide range of contexts at school and beyond school
- Is able to identify, discuss and reflect on own learning. Takes responsibility for own learning by being able to plan next steps, set learning goals, and make informed choices and decisions about future learning

### Listening & Talking

- Justifies their selection of texts in terms of how they meet personal needs and preferences and is able to articulate an appreciation of a text, identifying its main purposes, taking account of genre and techniques and demonstrating an awareness of their intended effects.
- Works well with others demonstrating respect for others' opinions and, when it is appropriate, ensures that others have opportunities to contribute. ....Encourages others to express alternative points of view and collaborates well to solve problems.
- Is able to use questions which seek to explore or challenge others' thinking to enhance the quality and range of discussion.
- When talking in groups or presenting to an audience, is able to communicate complex information summarising and synthesising ideas.
- When presenting to familiar and unfamiliar audiences, adopts and sustains an appropriate register to suit purpose and audience. Is able to link ideas, supporting a clear line of thought through increasingly complex communications, and respond appropriately to questions from listeners.
- When listening, makes notes and, in evaluating and synthesising new information, is able to create new texts, independently, which can be communicated effectively to an audience

### Reading

Has read/watched a wide range of increasingly complex texts with fluency and understanding eg texts in context such as political manifesto; research; religious text.

Understands why a particular text/s is preferred /useful to purpose and is able to explain preferences to others, illustrating these with specific references to the text/s.

Has consolidated their knowledge and understanding of structure, vocabulary, punctuation and grammar in order to deepen their comprehension skills.

Using more sophisticated context and genre clues, can independently find and extract varying kinds of information from texts, sorting, summarising and using information for a range of purposes across learning.

With increasing confidence, demonstrates detailed understanding of main ideas, themes and arguments and is able to infer from, compare and contrast different types of texts.

As a critical reader, is able to recognise persuasion, opinion and bias and evaluate how writers convey these. Is able to use this awareness to assess with increasing accuracy the value, reliability and credibility of source material across the range of their learning.

### Writing

Sustains writing in more complex contexts with increasing confidence. Makes more independent choices in terms of format, genre and presentation styles when creating texts and uses sources judiciously to support this process.

Has further developed strategies for revising and editing to deliver accuracy and clarity in expression, layout, sentence and text structure; varying these to create effects, to suit purpose and audience.

Has extended the range and complexity of texts they have written across the range of their learning using at least 650 words (where appropriate).

Is able to at explain and evaluate concepts, viewpoints and lines of thought and has grown in confidence in communicating and substantiating their thinking when writing about these, using and acknowledging sources appropriately.

Is able to independently and coherently express and develop own ideas.

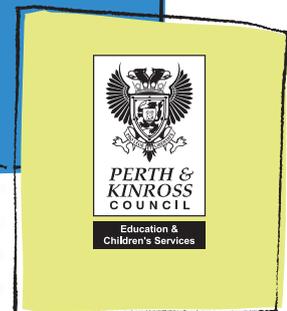
Has explored and experimented with a wide range of genre conventions and styles resulting in writing which is convincing and has authenticity eg journalistic writing, reports, speeches.

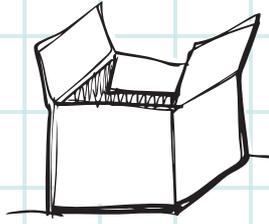
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Perth and Kinross

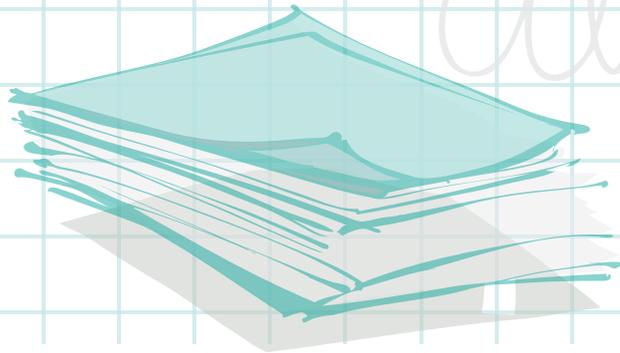
# A Skills Framework

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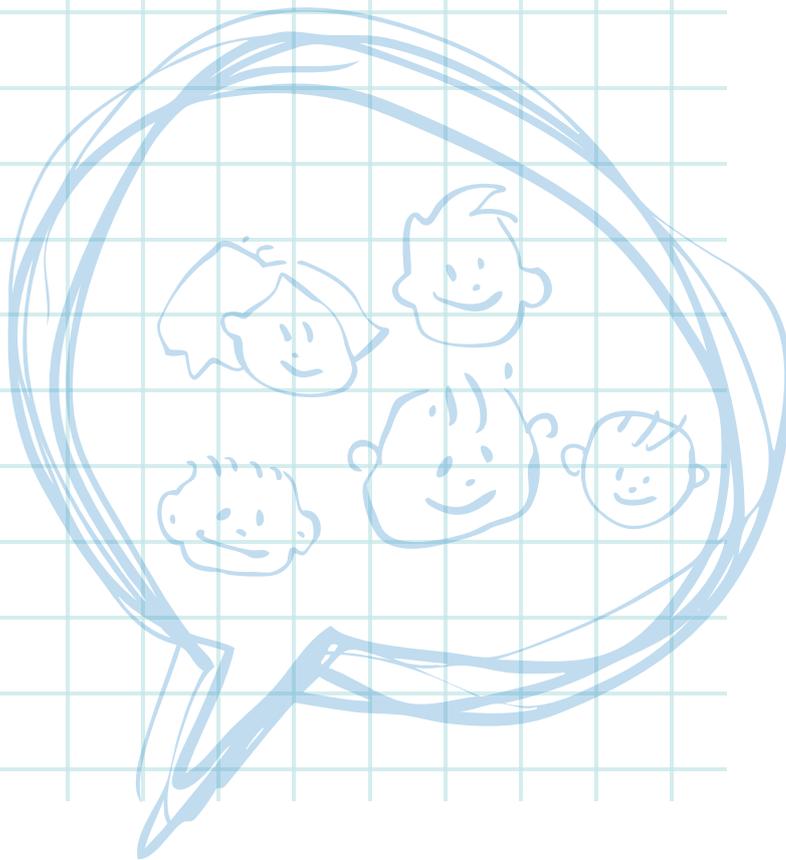


[Download Toolkit](#)



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# Setting the Context



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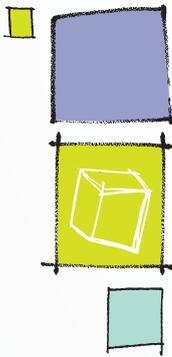
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Curriculum for Excellence is designed to equip young people for life in the twenty-first century. [Building the Curriculum 4: skills for learning, skills for life and skills for work](#) sets the context and expectations for skills development.

*'The development of skills is essential to learning and education to help young people become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.'*

[BtC4, page 2](#)



## What do we mean by 'skills for learning, life and work'?

People use different terminology to refer to skills or attributes. 'Skills for Scotland' (2010) set out a wide range of skills that might be included in any definition. It focused on a number of overlapping clusters of skills:

- *Personal and learning skills that enable individuals to become effective lifelong learners.*
- *Literacy and numeracy.*
- *The five core skills of communication, numeracy, problem solving, information technology and working with others.*
- *Essential skills that include all of the above.*
- *Vocational skills that are specific to a particular occupation or sector.*

Skills for learning, life and work are often cross-cutting and transferable across the whole range of curriculum areas, contexts and settings. They are skills that can be developed by all learners, whenever and wherever they are learning.

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## Literacy, Numeracy, Health and Wellbeing and ICT

‘Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if young people are to gain access to learning, to succeed in life and to pursue a healthy and active lifestyle. Full details on literacy, numeracy and health and wellbeing are set out in the Principles and Practice papers from the Experiences and Outcomes.

*ICT skills, which will be delivered in a variety of contexts and settings throughout the learner's journey, are detailed in those Experiences and Outcomes within the Technologies Curriculum area under 'ICT to enhance learning.'*

BtC 4 p10 



The acquisition and development of skills and attributes has always been a crucial component of learning and teaching. Intrinsic to Curriculum for Excellence however, is an entitlement<sup>1</sup> for all learners that skills and attributes are consistently planned for, assessed and recorded appropriately. It is vital that learners are engaged in this process and are aware of the skills they are developing.

It would be extremely difficult to create a comprehensive list of skills and attributes since the number and definition of possible skills is potentially limitless.

Some skills are much more specific to particular curriculum areas, more information on these can be found in the relevant Principles and Practice papers, within the Experiences and Outcomes and in the new SQA qualifications.

This resource provides :

#### A Skills Framework for:

- *Leadership*
- *Working with others*
- *Problem solving*
- *Thinking Skills across learning*
- *Enterprise*

#### Toolkits to support the effective delivery of Literacy and Numeracy (Creating a Standard Together)

- *Creating a Standard Together Indicators*
- *Exploring standards Toolkit*
- *Signposts Toolkit (self evaluation)*

<sup>1</sup>Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy, numeracy and health and wellbeing, *Building the Curriculum 3*, p15-16

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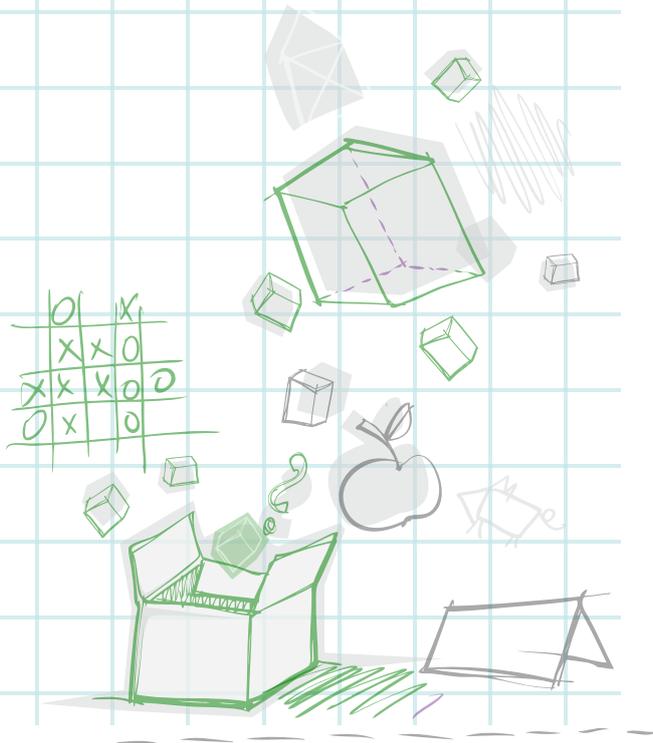
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# Skills for Life, Learning and Work



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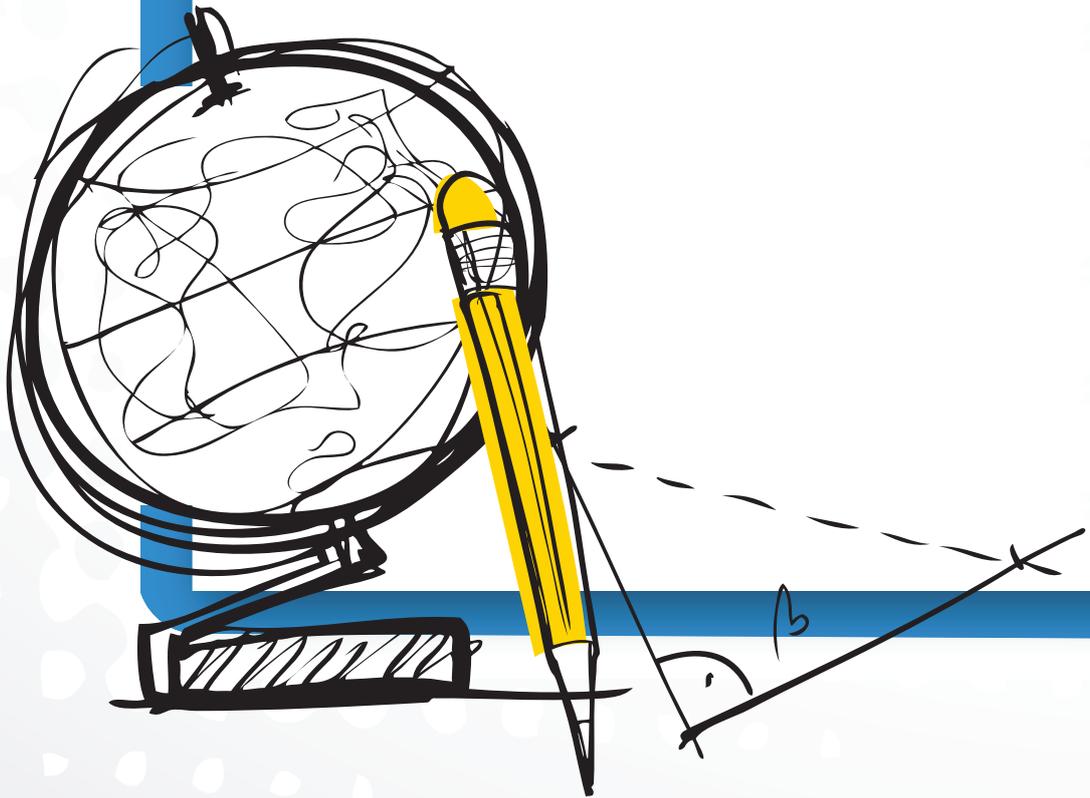
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## A Skills Framework

The purpose of this framework is to provide practical support for staff in delivering skills for learning, life and work as described in BtC4 and the SQA Core Skills framework.



# Contents

## Section 1: The skills for life, learning and work

- *Leadership*
- *Working with Others*
- *Problem Solving*
- *Thinking Skills Across Learning*
- *Enterprise*

This section looks at each of the skills by suggesting possible

- *key features of each skill*
- *learning intentions*
- *success criteria*
- *coaching questions which can be used to engage learners*

## Section 2: Planning Learning with Skills in Mind

## Section 3: Assessing Progress

## Appendix

- 1 - *Rubrics as a tool for assessing skills*
- 2 - *Overview of the SQA Skills Framework and BtC4 skills*
- 3 - *Supplementary list of skills and suggested key features*
- 4 - *Skills development and Cooperative Learning*

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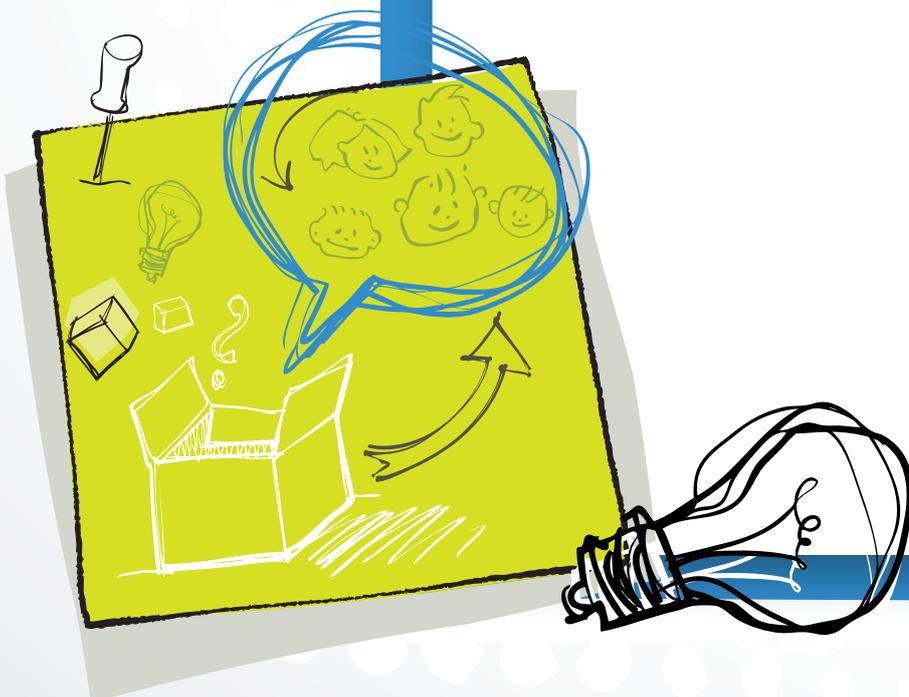
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In this section each of the following skills is broken down into some of its key features. Advice on generating skill specific learning intentions and success criteria is given along with some examples. Some coaching questions are also suggested which can be used to engage learners in reflecting on their progress. It is important to share the intended learning in skills as well as for content and knowledge. One possible way to do this is to create 2 learning intentions. It is quite possible that the skills one may run over a longer period of time than the knowledge based one (see section 2 for more on this).

1. Leadership
2. Working with Others
3. Problem Solving
4. Thinking Skills Across Learning
5. Enterprise



It is important to note that thinking skills are a thread which runs through all aspects of learning and enterprise and employability skills embrace all the skills listed above. The Perth and Kinross e-portfolio template and the P7 and S3 profiles are based around the same skills as those explored in this section of the framework.

## Literacy, Numeracy, Health & Wellbeing and ICT

*'Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if young people are to gain access to learning, to succeed in life and to pursue a healthy and active lifestyle. Full details on literacy, numeracy and health and wellbeing are set out in the principles and practices papers from the Experiences and Outcomes.'*

*ICT skills, which will be delivered in a variety of contexts and settings throughout the learner's journey, are detailed in those Experiences and Outcomes within the Technologies Curriculum area under 'ICT to enhance learning'.*

BtC 4 p10 

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# 1. Leadership

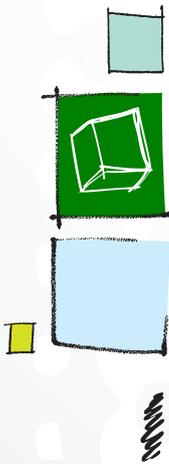
*'Working with others in a wide range of settings can also help young people to develop their leadership skills which will become increasingly important to them as they move through their school years and beyond compulsory education into lifelong learning and adulthood. They will need to understand that everyone can develop leadership skills, which can be used across learning, life and work settings. Effective leaders may show different styles and characteristics, but often share common characteristics.'*

BtC4, p15 

The list of key features is not definitive and should be used, adapted and added to as appropriate to the context and learners.

## Key Features of Leadership:

- Value the views and contributions of others in their group;
- Exert influence and help others to envisage new ways of thinking, seeing and working;
- Show a determination towards achieving the highest standards for everyone in the group;
- Show initiative and actively pursue their objectives;
- Be good listeners and know the members of their group or team well.



## Sample Learning Intentions

When considering skills based learning intentions it is important to focus on the skill rather than the context or content, for example:

- *I am able to take turns;*
- *I am able to ensure that everyone's ideas are heard;*
- *I can influence the group to consider everyone's point of view and reach consensus.*

For more information on formulating effective learning intentions see planning learning with skills in mind.

## Sample Success Criteria

Success criteria are the response to the question "How will I/you know?"

One useful technique for generating success criteria is to ask the question "What will that look like/sound like/feel like?"

I am able to take turns:

- *one person talking at a time;*
- *looking at the person who is talking.*

I am able to ensure that everyone's ideas are heard:

- *positive body language eg eye contact;*
- *encouraging phrases eg good idea, can you tell me more.*

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I can influence the group to consider everyone's point of view and reach consensus:

- *Persuasive language eg I strongly, repetition of ideas.*
- *Equal opportunity, all voices being heard.*

*It should be noted that in skills development some learning intentions may run over an extended period of time and success criteria will change and become more challenging as progress is made.*

For more information on formulating effective success criteria see planning learning with skills in mind.

#### Possible Coaching Questions for Leadership

*What could you do to get him/her more involved?*

*How are you ensuring that everyone is doing their bit?*

*Have you got a clear sense of where you are going with this?*

*Why do you need a leader to accomplish this?*

*Can you find some common ground, or perhaps seek even higher ground?*

*Why do you need a leader to accomplish this?*

*How did you achieve consensus?*



## 2. Working with Others

*'Skills in working with others and leadership may include planning and carrying out projects in small groups, sharing tasks and responsibilities, and being ready and willing to learn from and with others as well as on their own.'*

BtC4, p14 

### Key Features of Working with others:

- *Recognise when they will do best by working with others, and when they need to work on their own;*
- *Have the courage of their convictions, knowing when and how to assert their own views;*
- *Act as a good team learner, knowing how to draw from the strengths of the group and also how to help build those strengths;*
- *Put themselves in other people's shoes, to hear them accurately and enrich their own learning perspectives;*
- *Be open to other people's smart ways of thinking and learning, picking up values and habits that develop their own learning;*
- *Agree and take responsibility for their contribution to group tasks, seeking and providing information;*
- *Evaluate the effectiveness of their own contribution to group tasks and activities.*

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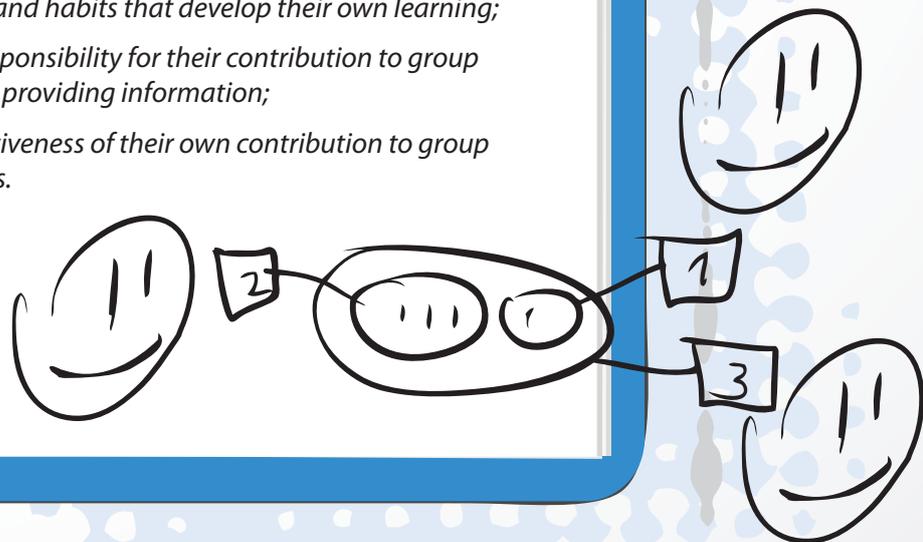
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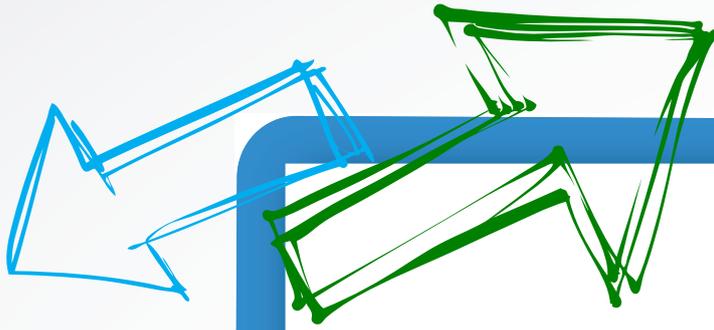
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### Sample Learning Intentions

When considering skills based learning intentions it is important to focus on the skill rather than the context or content, for example:

- *I know what my job is and can do it;*
- *I am able to take on different roles within a group;*
- *I can use my strengths to make a high quality contribution to the group.*

For more information on formulating effective learning intentions see planning learning with skills in mind.

### Sample Success Criteria

Success criteria are the response to the question 'How will I/you know?'

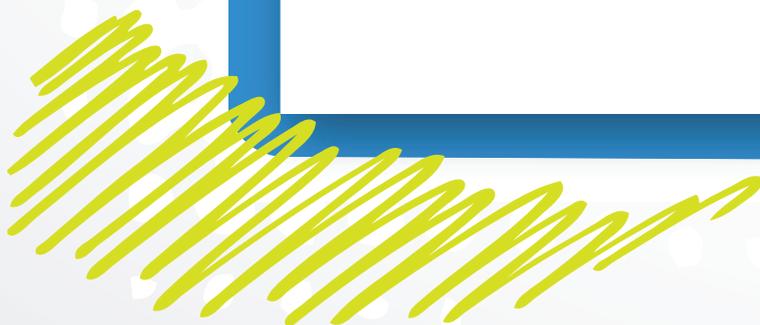
One useful technique for generating success criteria is to ask the question 'What will that look like/sound like/feel like?'

I know what my job is and can do it:

- *Say what your job is;*
- *Show others how to do it .*

I am able to take on different roles within a group:

- *Explain the different roles within a group e.g. recorder, timekeeper, resources manager, encourager, scribe, clarifier;*
- *Demonstrate my success in some of these roles.*



I can use and reflect on my strengths to make a high quality contribution to a group:

- *Explain my strengths and describe how they contribute to the success of the group;*
- *Discuss my contribution to the group and identify next steps.*

*It should be noted that in skills development some learning intentions may run over an extended period of time and success criteria will change and become more challenging as progress is made.*

For more information on formulating effective success criteria see planning learning with skills in mind.

#### Possible Coaching Questions for Leadership

*What expertise and skills have you got in your group that you could use?*

*Has everyone 'bought' into this idea?*

*How are you going to make decisions in the group?*

*How can you make sure everyone contributes to the end product?*

*How are you going to structure the group for this piece of work?*

*How might you deal with problems within the group?*

*Have everyone's ideas and thoughts been heard?*

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### 3. Problem Solving

The SQA skills framework defines problem solving as follows:

*'The three components of this skill are the stages involved in tackling issues and problems in personal, social, and work contexts. They are often used in sequence, and repeatedly. Each component can also be a focus of activity in its own right.'*

SQA p.4 

#### Key Features of Problem Solving

(as identified in SQA Core Skills Framework p1):

- *think critically;*
- *analyse situations and suggest courses of action;*
- *plan and organise work and carry it through to completion;*
- *reflect on what has been done and draw conclusions for the future.*

#### Sample Learning Intentions

When considering skills based learning intentions it is important to focus on the skill rather than the context or content, for example:

- *I can choose resources to help me solve a problem;*
- *I can select an appropriate strategy to help me solve a problem;*
- *I can evaluate a range of potential solutions to a problem and select the most appropriate.*

For more information on formulating effective learning intentions see planning learning with skills in mind.

## Sample Success Criteria

Success criteria are the response to the question 'How will I/you know?'

One useful technique for generating success criteria is to ask the question 'What will that look like/sound like/feel like?'

I can choose resources to help me solve a problem

- *Explain what they have used and why.*

I can select an appropriate strategy to help me solve a problem

- *List possible strategies;*
- *Identify the pros and cons for each strategy.*

I can evaluate a range of potential solutions to a problem and select the most appropriate

- *Clearly define the problem;*
- *Identify a range of potential solutions;*
- *Evaluate and modify ideas.*

*It should be noted that in skills development some learning intentions may run over an extended period of time and success criteria will change and become more challenging as progress is made.*

For more information on formulating effective success criteria see planning learning with skills in mind

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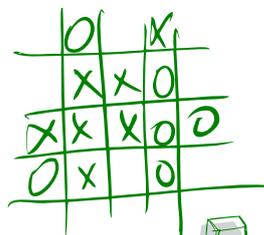
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### Possible Coaching Questions for Problem Solving

*What is so important about solving this problem?*

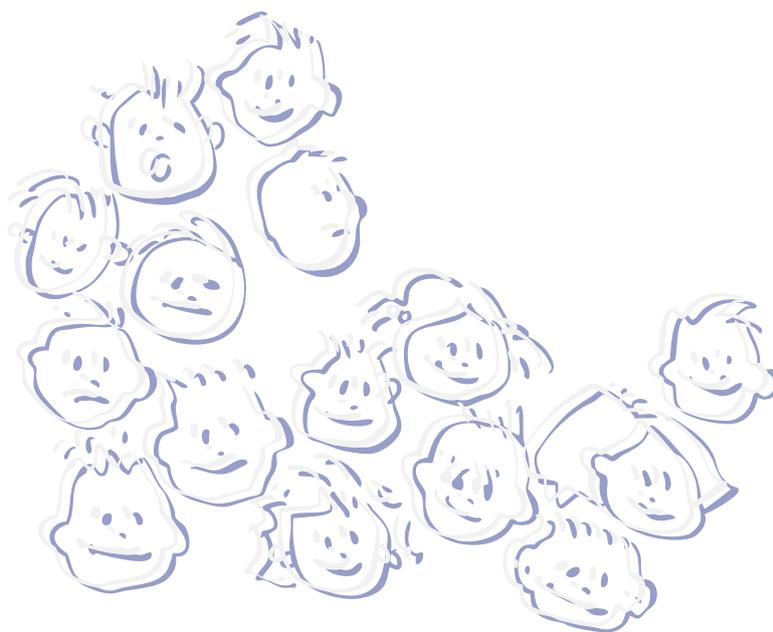
*Is there more than one solution?*

*Compare what you already know with what you need to know*

*Does your original strategy require any changes?*

*Can this problem be broken it to any smaller problems? What are they?*

*Where does the problem lead you? Is this where you expected?*



## 4. Thinking Skills Across Learning

*'It is important that all learners are given appropriate opportunities to develop their thinking skills. These skills can be developed across a range of contexts including through more practical or applied learning opportunities.'*

BtC4, p11 

It is particularly necessary to ensure there are sufficient opportunities for learners to develop the higher order thinking skills of analysis, evaluation and creation.

### The thinking skills are:

- *Remembering involves such activities as recall, recognition, locating information, listing, naming, recalling, recording, relating, repeating, stating, telling, and underlining;*
- *Understanding might involve such activities as comparing, describing, discussing, explaining, expressing, identifying, recognising, restating, telling and translating;*
- *Applying requires the learner to use or apply their knowledge and understanding in different contexts, including activities such as applying, completing, constructing, demonstrating, dramatising, employing, illustrating, interpreting, operating, practicing, scheduling, sketching and using;*
- *Analysing requires learners to break down information into component parts and search for relationships by, for example analysing, appraising, categorising, comparing, contrasting, debating, creating diagrams, differentiating, distinguishing, examining, experimenting, inspecting, questioning, testing.*

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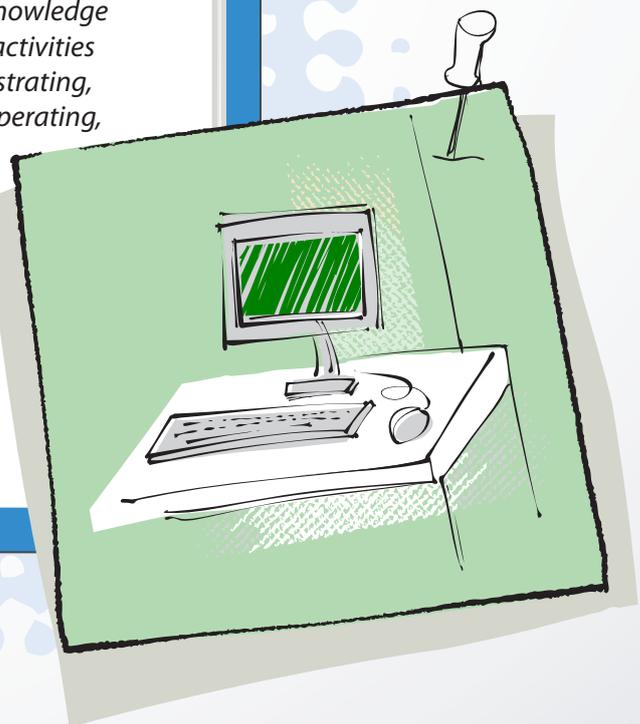
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- 
- *Evaluating involves making an informed judgement about something, for example an issue or method. Activities such as prioritising, appraising, arguing, assessing, choosing, comparing, concluding, estimating, evaluating, interpreting, judging, justifying, measuring, rating, revising, scoring, selecting, supporting and valuing could involve learners in evaluating.*
  - *Creating happens when learners are required to generate new ideas and products through activities such as designing, creative writing, planning, reconstructing, inventing, formulating, producing and composing.*

#### Possible Coaching Questions for Thinking Skills

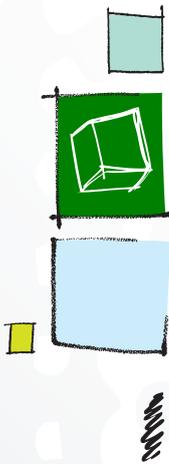
*How many possible solutions/ideas can you come up with?*

*What if you looked at this from a different perspective?*

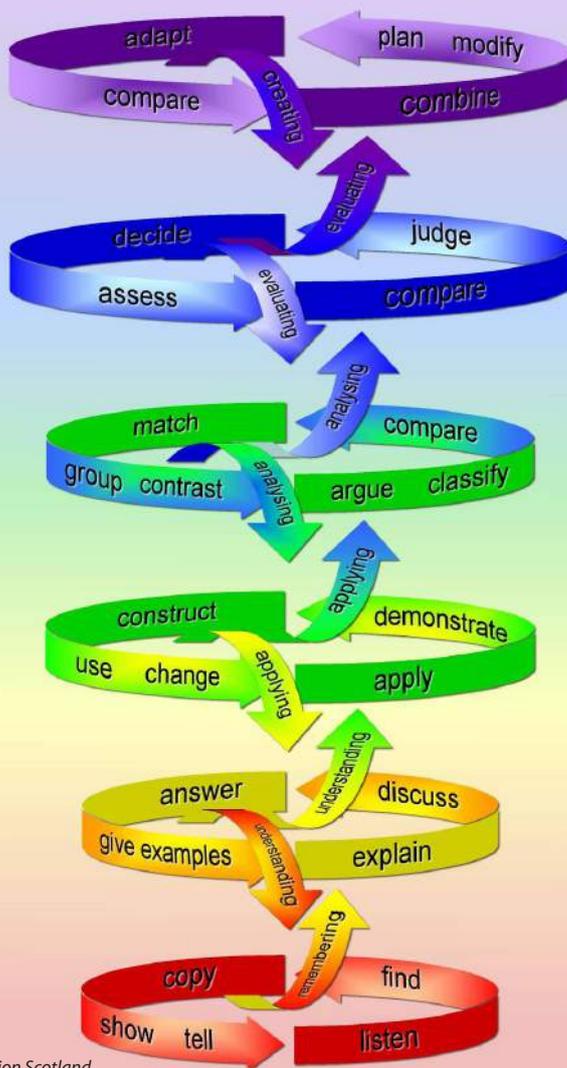
*How might you deal with unexpected glitches?*

*How have you adjusted or changed your thinking as you went along?*

*Why are you sure that's the best solution?*



## Skills Path in Action



Source: Education Scotland

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## 5. Enterprise

*'Enterprise skills are often linked to employability skills. Collectively such skills ensure an individual is ready for the world of work in general, rather than for a specific occupation and are transferrable to a variety of contexts.'*

BtC4, p18 

### Key Features of Enterprise

(as identified in BtC 4 p15):

- *recognising need and opportunity and influencing and negotiating with others to take ideas forward;*
- *evaluating risk to inform individual and collective decision making;*
- *taking the initiative, working with and leading others;*
- *being creative, flexible and resourceful with a positive attitude to change;*
- *having self awareness, optimism and an open mindset;*
- *having a modern world view and showing resilience, adaptability and a determination to succeed;*
- *discussing, setting and meeting roles and expectations within a working environment.*



## Sample Learning Intentions

When considering skills based learning intentions it is important to focus on the skill rather than the context or content, for example:

- *I can work with different people;*
- *I can work with others and recognise our collective strengths and differences;*
- *I can work with a wide variety of people in different situations to achieve a successful outcome.*

For more information on formulating effective learning intentions see planning learning with skills in mind.

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### Sample Success Criteria

Success criteria are the response to the question 'How will I/you know?'

One useful technique for generating success criteria is to ask the question 'What will that look like/sound like/feel like?'

I can work well with different people

- *Say who I have worked with;*
- *Tell me what went well.*

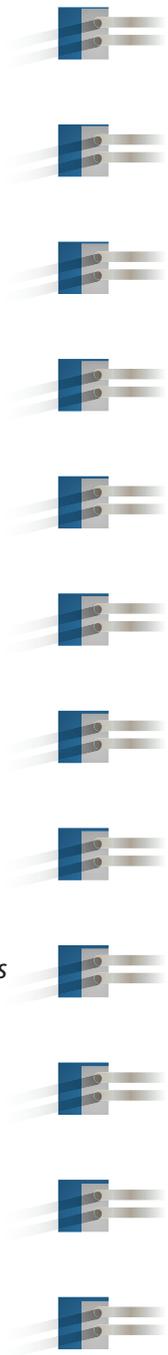
I can work with others and recognise our collective strengths and differences

- *Describe the strengths and differences of the group;*
- *Explain how you used the strengths;*
- *Explain how you overcame the differences.*

I can work with a wide variety of people in different situations to achieve a successful outcome

- *Use what you know about strengths and differences to create a group;*
- *Evaluate the success of the group.*

*It should be noted that in skills development some learning intentions may run over an extended period of time and success criteria will change and become more challenging as progress is made.*



## Possible Coaching Questions for Enterprise

*Can you compare how you made this decision to an earlier one?*

*How would you set up an action plan and timeline?*

*Could we design a framework for approaching, defining and solving all our problems?*

*How could we do this more efficiently?*

*You have the criteria for a quality piece of work. How would you modify or add to them?*

*How could you resolve conflict in a group?*

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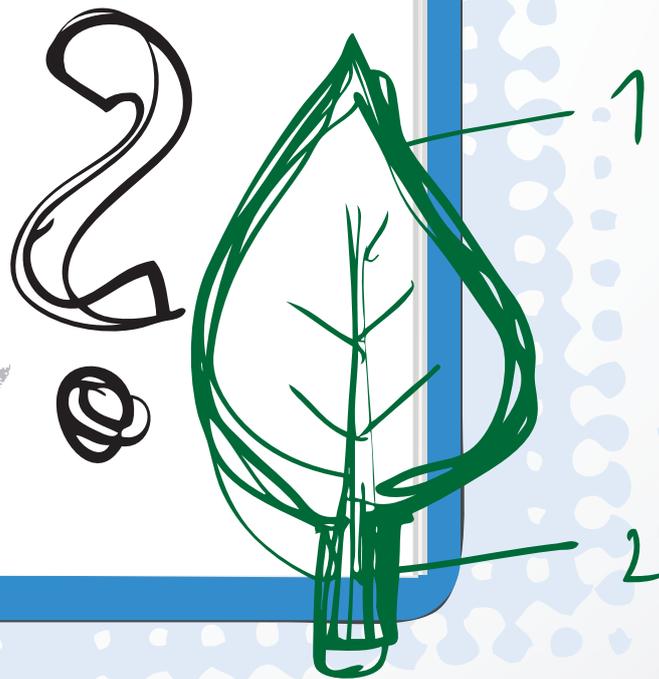
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## Planning Learning Experiences with Skills in Mind

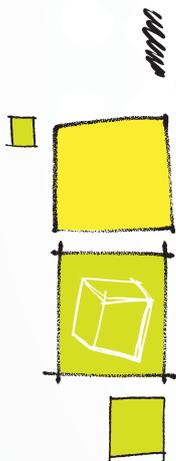
When planning a block of work, be it a course, unit of work or individual lesson, it is important to plan the skills that are to be developed alongside other learning which is to be undertaken. The acquisition of knowledge runs in parallel to the development of skills.

The starting point for making a decision about which skills are to be developed will either be:

1. the learner, based on prior learning or
2. the Experiences and Outcomes
3. the relevant unit specifications for the new SQA qualifications.

The Experiences and Outcomes describe expectations in the development of skills and attributes as well as knowledge and understanding. Looking at the Experiences and Outcomes across two levels can make it easier to identify which skills are to be developed and what the intended progression is (see appendix 5).

Consideration also needs to be given to what skills progression within a level looks like. This would most likely entail the consolidation and extension of identified skills using them in increasingly complex ways and in a variety of contexts.



	0		X	
	X	X	0	
X	X	X	0	0
0	X		0	

### 1. Select a small number of skills to focus on.

Due to the complex nature of skills development other skills will inevitably feature during the planned learning but in order to ensure manageability, consistency and progression a clear focus on a small number of skills is recommended.

### 2. Decide whether the skill is to be developed on its own or in a relevant context.

This is likely to depend largely on learners' previous experience and progression through a level.

### 3. Develop coherent learning intentions and success criteria.

It is important to be explicit with learners about the skills they are focussing on. Therefore developing coherent learning intentions and success criteria for the identified skill is vital. Where appropriate, involve learners in dialogue to generate learning intentions and success criteria (see section 1). Learning intentions for skills may run over an extended period of time i.e. a number of lessons. However, the success criteria should change and become more challenging as progress is made.

Consistently developing tools and routines, such as cooperative learning strategies, as part of classroom practice can also be an effective way to embed skills in learning. As learners become familiar with these tools and routines they become able to use and transfer them in increasingly complex learning situations. See appendix 4 for more information on this.

There are certain learning approaches which lend themselves particularly well to skills development. These include outcome-focused learning, interdisciplinary and multi-context learning, systems thinking, action based research, high level discussion, interactive questioning and peer reflection and challenge. More information on these approaches can be found in the Perth and Kinross Skills Glow group.

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## Assessing Progress

*'In Curriculum for Excellence, a wider range of learning than before, including the whole range of skills for learning, life and work, needs to be assessed. Effective assessment helps to provide an emerging picture of progress and achievement for all learners as they develop the knowledge, skills and attributes that underpin the four capacities. It also helps young people to understand how their skills are developing, why they are important, and how they can be used across the curriculum and in their lives in and outside the classroom or establishment.'*

BtC4, p24 



$$1 + 1 = \cancel{2} \quad 2$$

$$a^2 + b^2 = c^2$$



Young people must be able to assess how their own skills are developing. They need to be able to:

- *understand why skills are important;*
- *decide which skills are appropriate in a given situation;*
- *identify next steps for improvement.*

When planning assessment of skills consideration needs to be given to breadth, challenge and application in:

- *The range of skills to be assessed;*
- *How well the skills are used;*
- *How well the skills are used in different contexts.*

Different types of assessment activity are likely to be best suited to different skills. For example:

- *leadership and working with others may be easiest to assess by observing learners working collaboratively;*
- *some elements of literacy may be easiest to assess through a piece of writing or a presentation;*
- *some of the higher order thinking skills may need a more open-ended task and require a higher degree of professional judgement from teachers.*

All learners should have regular opportunities to discuss their progress either with an appropriate adult or their peers. Planning time for dialogue is essential to the process of supporting learners in being able to identify their progress in developing skills and understanding when and where to apply them. This is a vital part of the ongoing profiling process.

The recording of learners' progress in skills needs to be manageable for teachers. Involving learners in the recording process, where possible, can help with this.

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## Appendix 1: Rubrics

One potentially very useful tool for assessing progression in skills is the rubric.

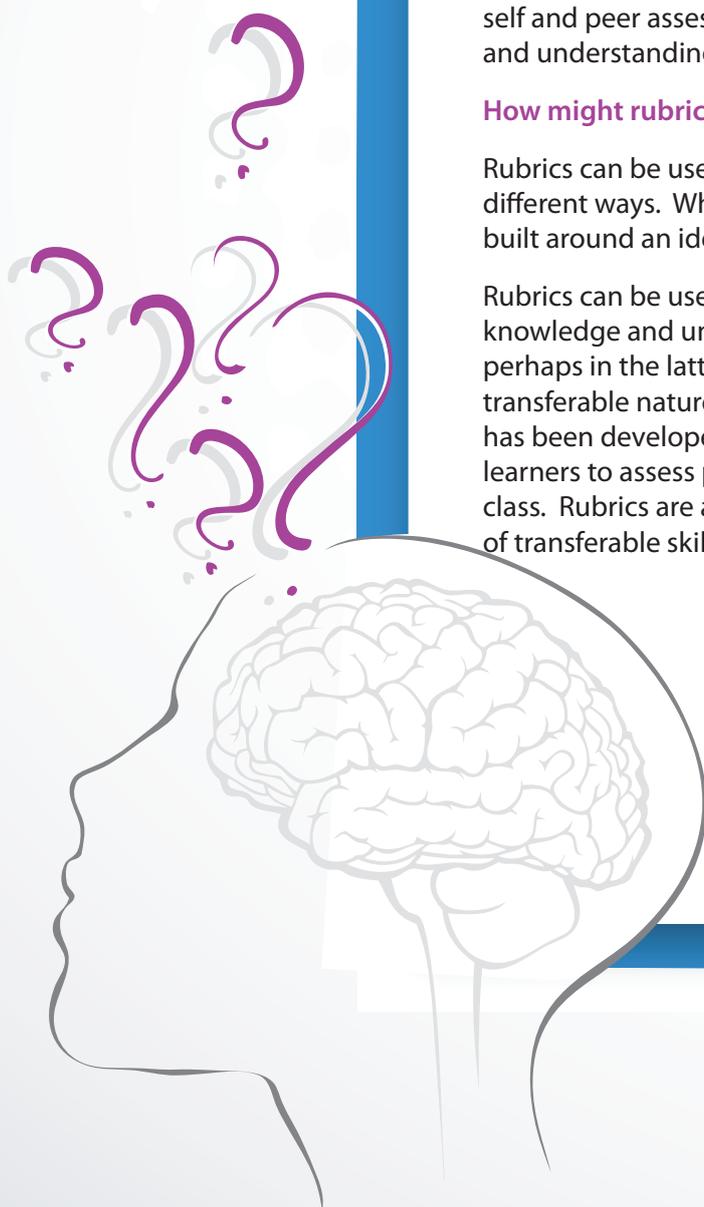
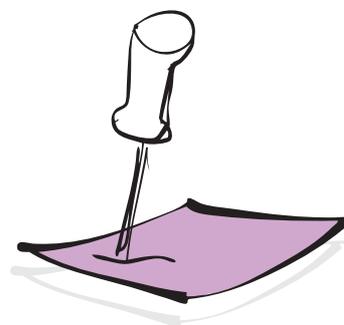
### What is a rubric?

A rubric is a way of describing levels of learners' performance; it's a measurement tool, a scale of sorts. It can be used in any number of ways and contexts. They are particularly useful in supporting self and peer assessment and promoting consistency of standards and understanding of expectations. See examples below.

### How might rubrics be used?

Rubrics can be used to help measure and assess progress in many different ways. Whatever context a rubric is used in, it needs to be built around an identified set of coherent success criteria.

Rubrics can be used to support assessment of progress in knowledge and understanding and skills development. It is perhaps in the latter where they are particularly useful due to the transferable nature of many skills. For example a rubric, which has been developed for communication, can be used by and with learners to assess progress in this area in any learning context or class. Rubrics are a useful tool to support the ongoing assessment of transferable skills.



## Considerations

Rubrics can be time consuming to create therefore it is worth giving careful thought to the areas where you might choose to use them. It is possible to write a rubric that you can use once for a particular lesson but it is likely to be a better use of time to create one which can be used and changed to reflect learners' progress over a longer period of time.

It is worth considering involving learners in the creation of rubrics. By doing this there is a much higher degree of learner engagement and shared understanding of expectations.

Begin by developing a rubric for something familiar to the learners. Once they understand the concept it is possible to create rubrics for increasingly complex concepts and skills. For example, creating a photo-based rubric for tidying up the room is likely to be an easier starting point than jumping straight into looking at an aspect of communication.

It is vital to establish the learning intention and success criteria for the focus skill before creating the rubric. By doing this the key features of the skill, which are to be broken down, will be identified. This will be more complex with some skills than others and will depend on the level the learners are working at.

You can find some examples of rubrics here [↗](#) They are provided here to demonstrate the process of rubric creation and are not definitive for those particular skills.

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## Social Studies - making a contrast

### Learning intention:

I am learning to make a contrast.

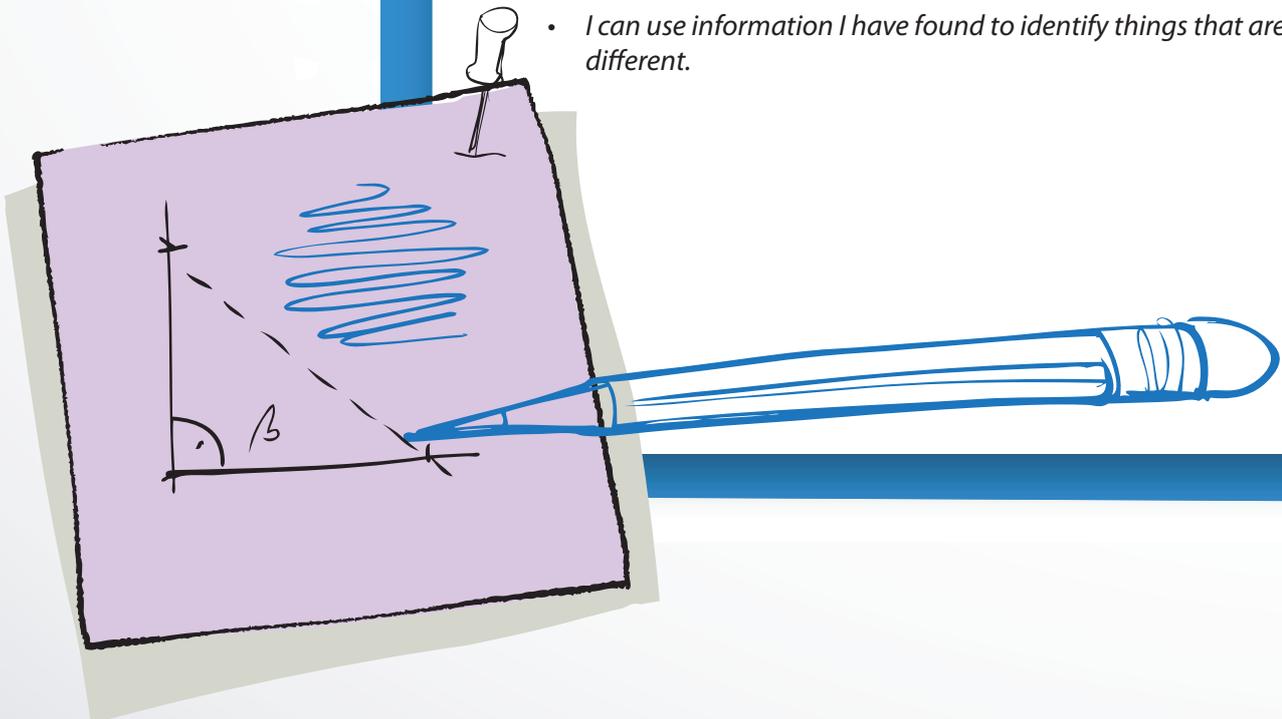
### Success criteria:

I can select appropriate information.

I am learning to make a contrast			
I can select appropriate information	I can find relevant sources and select appropriate information from them.	I can find information from a given source.	I can find information from a simple source.

The success criteria identified above is a step towards achieving the learning intention. Subsequent success criteria might include:

- *I can use information I have found to identify things that are the same.*
- *I can use information I have found to identify things that are different.*



## Communication - show audience awareness

### Learning intention:

I am learning to give a talk to an audience.

### Success criteria:

- *I spoke clearly.*
- *I faced my audience.*

I am learning to give a talk to an audience.			
<b>Voice</b>	My voice could be heard by all of the audience.	My voice could be heard by some of the audience.	The audience found it difficult to hear me.
<b>Speed</b>	All of the audience could make out what I said.	I spoke a bit too fast or a bit too slow.	I spoke far too fast or far too slow.
<b>Body language</b>	The audience could see my face all the time.	The audience could see my face for some of the time.	The audience couldn't see my face.

As learners progress it will be necessary to change the rubric to reflect this. In the example above this may mean adding extra columns or rows, for example it may be that eye contact is identified as a next step for developing audience awareness. The success criteria added could be:

- *I used eye contact*

<b>Eye contact</b>	I looked at most of the people in the audience.	I looked at a few people in the audience.	I didn't look at the audience.
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## Appendix 2: Overview of the SQA Skills Framework and BtC4 skills

### SQA's Skills Framework

#### Skills for Learning, Skills for Life and Skills for Work

This framework has been developed for use in the National Qualifications development programme in support of Curriculum for Excellence.

The main skill areas are:

<b>1 Literacy</b>	This is the ability to communicate by reading, by writing, and by listening and talking.
<b>2 Numeracy</b>	This is the ability to use numbers to solve problems by counting, doing calculations, measuring, and understanding graphs and charts. This is also the ability to understand the results.
<b>3 Health and wellbeing</b>	This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others.
<b>4 Employability, enterprise and citizenship</b>	This is the ability to develop skills, understandings and personal attributes — including a positive attitude to work, to others and to the world's resources.
<b>5 Thinking skills</b>	This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.

## Summary of Building the Curriculum 4 Skills

Building the Curriculum 4: skills for learning, skills for life, skills for work identifies the skills for learning, life and work for Curriculum for Excellence and shows how they are embedded in the Experiences and Outcomes. The skills and some of their key features listed below are relevant to all children and young people and are the responsibility of all practitioners.

All learners are entitled to a continuous focus on literacy, numeracy and health and wellbeing. Full details of these can be found in the Experiences and Outcomes and principles and practice papers for these curriculum areas.

### Enterprise and employability

- *recognising need and s and opportunities in ideas*
- *influencing and negotiating with others*
- *show initiative in working with and leading others*
- *being creative, flexible and resourceful*
- *showing a positive attitude to change*
- *being self-aware, optimistic with an open-mindset*
- *showing resilience, adaptability and a determination to succeed*
- *discussing, setting and meeting roles and expectations*

### Thinking skills across learning

- *Remembering*
- *Understanding*
- *Applying*
- *Analysing*
- *Evaluating*
- *Creating*

It is important that all learners are given appropriate opportunities to develop their thinking skills. These skills can be developed across a range of contexts including through more practical or applied learning opportunities.

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### Personal learning planning and career management

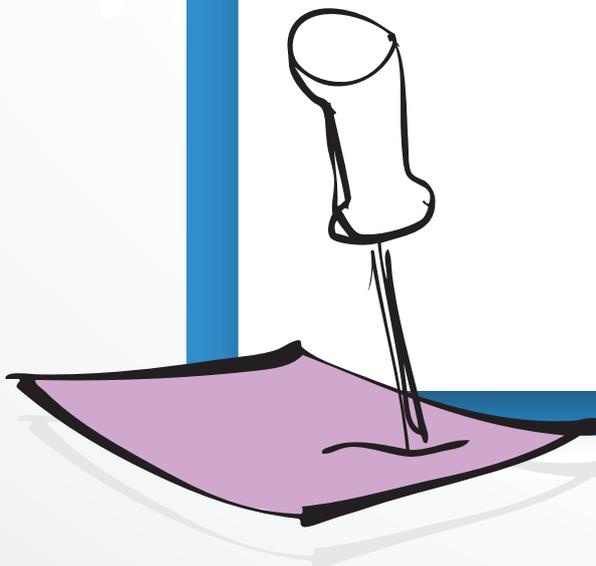
- *identify, discuss and reflect on own learning*
- *use language of self-evaluation*
- *take responsibility for own learning*
- *plan next steps and set learning goals*
- *make informed choices and decisions about future learning*

### Working with others

- *know when to work with others or alone*
- *know when to assert own views*
- *draw and build on group strengths*
- *see others' perspectives*
- *be open to others' ways of thinking and learning*
- *take responsibility for own contribution to group*
- *evaluate effectiveness of own contribution*

### Leadership

- *value the views and contributions of others*
- *support others to in thinking, seeing and working in new ways*
- *show determination to achieve the highest standards for all*
- *show initiative*
- *be a good listener and know team members well*
- *model effective behaviour to others*



## Appendix 3: Supplementary list of skills and suggested key features

As stated in the introduction, it would be extremely difficult to create a comprehensive list of skills since the number and definition of possible skills is potentially limitless. The skills set out in the previous sections of this resource are important; however it is up to individual schools and establishments to adapt the list to suit their particular context and learners. Below is a list of other skills and attributes along with some of their suggested key features which you may find helpful when planning for skills development in your context. This list is not exhaustive or definitive.

### Decision Making

- *seeing the need for a decision*
- *engaging in the decision making process*
- *reaching a decision*
- *looking at options, seeking advice, drawing conclusions*
- *seeking consensus*
- *being able to compromise or defend an opinion*
- *understand the reason for decisions and their consequences*
- *take responsibility for decisions*

### Creative Thinking

- *expand and develop existing ideas*
- *seek the original*
- *synthesise old ideas into new approaches*
- *integrate separate ideas*
- *use intuition, metaphor and extrapolation to broaden the scope of thinking*
- *take risks*

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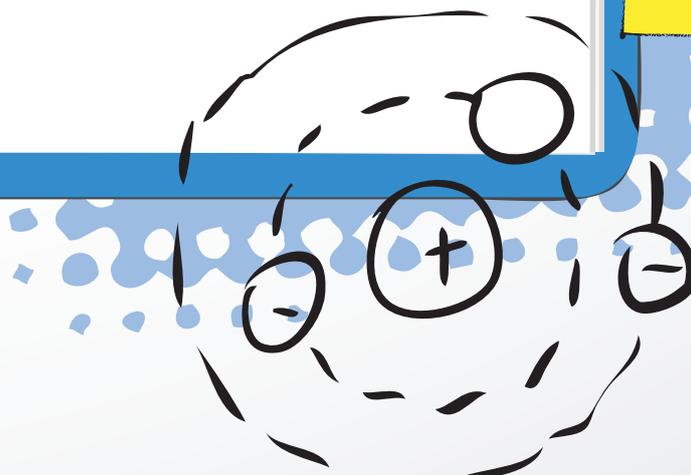
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### Critical Thinking

- *analyse information and events objectively*
- *establish cause and effect*
- *distinguish fact and opinion, influence and manipulation*
- *synthesise information and ideas*
- *take the whole situation into account, be well-informed*
- *seek reasons*
- *establish the reliability of sources*
- *be open-minded*
- *ask questions for clarification or challenge*
- *identifying assumptions*

### Organisation

- *understand the interdependence of time, space, materials and tasks*
- *categorise and prioritise competing elements*
- *optimise time and resources*
- *respond to the unexpected*
- *use organisational tools, review and revise plans*

### Collaboration

- *value collaboration*
- *see conflict of issues and ideas as essential in collaboration*
- *contribute to and invest in a group vision*
- *value, build on and maximise ideas, abilities, and perspectives of others*
- *engage fully in collaboration*
- *keep personal agendas in perspective*
- *resolve conflict by seeking new or common ground*
- *distinguish between 'buying in' and 'going along'*

## Self-Direction

- *value advice*
- *view problems as challenges or opportunities for learning and personal growth*
- *use a variety of learning strategies*
- *initiate challenges for self*
- *evaluate achievement of goals*
- *initiate challenges for self and persevere towards their completion*

## Curiosity and Wonder

- *ask 'what if?'*
- *show enthusiasm for new opportunities*
- *take the risk to do or think differently*
- *look for new or unique ways of thinking or doing something*
- *take the initiative to explore possibilities*
- *find ways to do things better or more effectively*

## Community

- *see self as a valued member of the community*
- *trust others and be trustworthy*
- *value, celebrate and make the most of others strengths and talents*
- *engage with others with respect, honesty, integrity and courtesy*
- *develop empathy with and understanding of others*
- *take responsibility for a share of the work, keeping the interest of the community in mind*
- *be a teacher and mentor of others*
- *contribute and solicit ideas, opinions and resources*
- *take and active part in forming and supporting group decisions*
- *express ideas and feelings with diplomacy*
- *work to maintain an environment of safety, confidence, mutual respect and support*

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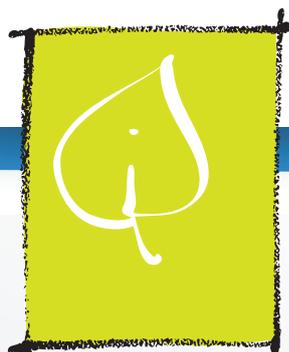
## Appendix 4: Skills Development and Cooperative Learning

Below is a table which suggests how the tools and strategies of Cooperative Learning can contribute to the development of the skills for learning, life and work. In order to enable learners to develop their skills using the tools and strategies of Cooperative Learning they need to be embedded in classroom practice and seen as an integral part of learning and teaching as opposed to something they only use when they are working in cooperative groups or doing a Cooperative Learning lesson.

This table is intended as a starting point for consideration and is not definitive since many of the tools and strategies will fit into more than one category. It is worth considering how the tool and strategies are being used and whether learners have the opportunity to use them in increasingly complex and demanding ways. This may mean

- *learners becoming more independent in selecting appropriate tools and strategies to solve a problem,*
- *learners taking greater responsibility and*
- *learners using strategies in a more sophisticated way.*

For example, the allocation of task roles within a group may initially be teacher directed, however as learners' progress you would expect them to use the roles more independently and fluidly.



	Positive Interdependence	Individual Accountability	Face to Face Interaction	Social Skills	Group Processing
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• identity</li> <li>• role</li> <li>• goal</li> </ul>	<ul style="list-style-type: none"> <li>• including everyone taking turns</li> <li>• everyone participating equally</li> </ul>	<ul style="list-style-type: none"> <li>• active listening</li> </ul>	<ul style="list-style-type: none"> <li>• expressing support</li> <li>• no put downs</li> <li>• criticising ideas, not people</li> <li>• using non verbal</li> <li>• encouragement</li> <li>• energising the group</li> <li>• pacing of group work</li> </ul>	
<b>Working with others</b>	<ul style="list-style-type: none"> <li>• simulation</li> <li>• sequence</li> <li>• environment</li> <li>• sharing materials</li> </ul>		<ul style="list-style-type: none"> <li>• eye contact</li> <li>• using quiet voices</li> <li>• sharing space</li> <li>• active listening</li> </ul>	<ul style="list-style-type: none"> <li>• sitting with the group</li> <li>• staying with the group</li> <li>• praising</li> <li>• moving quietly into groups</li> <li>• staying on task</li> <li>• being gentle</li> <li>• saying kind things</li> <li>• using names</li> <li>• saying 'please' and 'thank you'</li> <li>• encouraging</li> <li>• disagreeing in non hurtful ways</li> <li>• describing feelings</li> <li>• controlling anger</li> <li>• being a good sport</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate the effectiveness of their own contribution to group tasks and activities</li> </ul>
<b>Problem solving</b>				<ul style="list-style-type: none"> <li>• asking for help</li> <li>• following directions</li> <li>• asking questions</li> <li>• accepting difference</li> <li>• being assertive in acceptable ways</li> <li>• reaching consensus</li> <li>• resolving conflicts</li> </ul>	
<b>Thinking Skills across learning</b>		<ul style="list-style-type: none"> <li>• asking for clarification</li> <li>• extending another's answer</li> <li>• asking for justification</li> <li>• summarizing</li> <li>• paraphrasing</li> <li>• clarifying ideas</li> <li>• elaborating</li> </ul>	<ul style="list-style-type: none"> <li>• asking in-depth questions</li> <li>• probing</li> </ul>	<ul style="list-style-type: none"> <li>• checking for understanding</li> <li>• brainstorming</li> </ul>	
<b>Enterprise</b>	<ul style="list-style-type: none"> <li>• goal</li> <li>• resource</li> <li>• incentive</li> <li>• outside force</li> <li>• managing materials</li> </ul>	<ul style="list-style-type: none"> <li>• being responsible</li> </ul>		<ul style="list-style-type: none"> <li>• negotiating</li> <li>• integrating ideas</li> </ul>	

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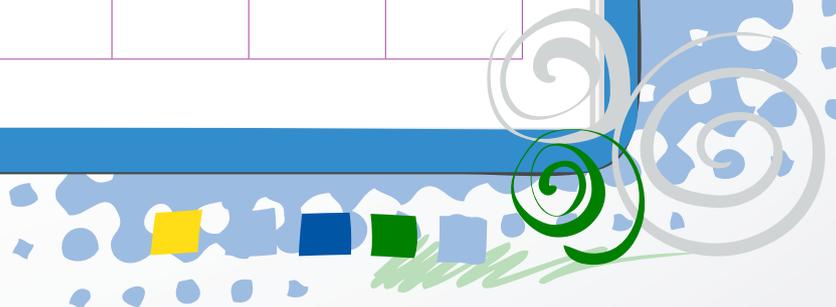
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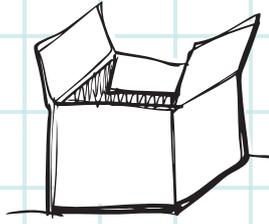
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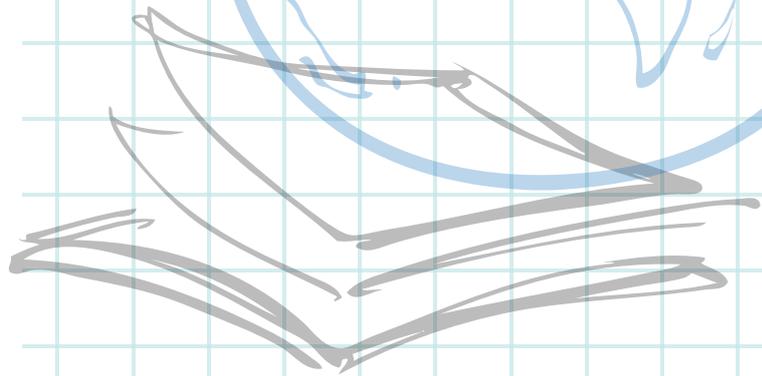
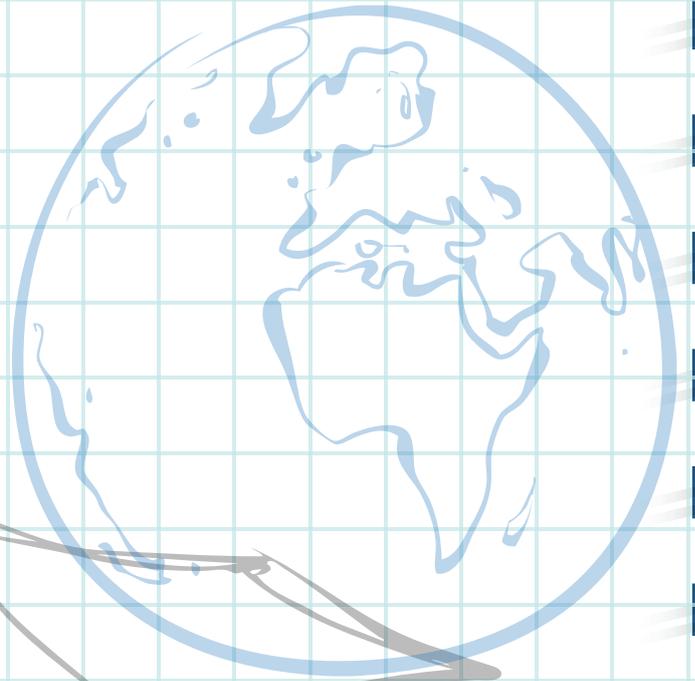
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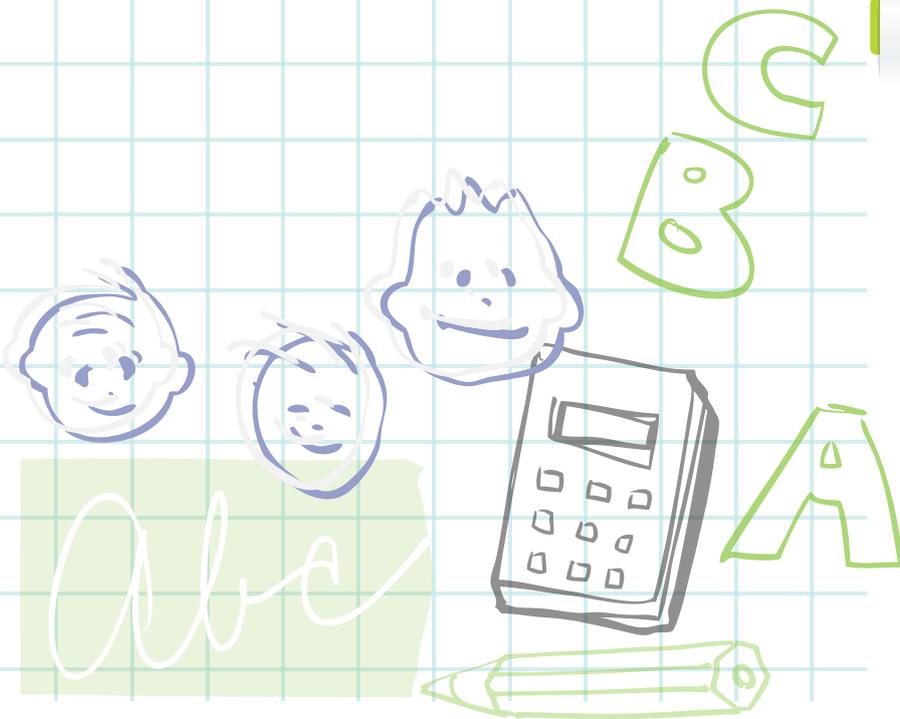




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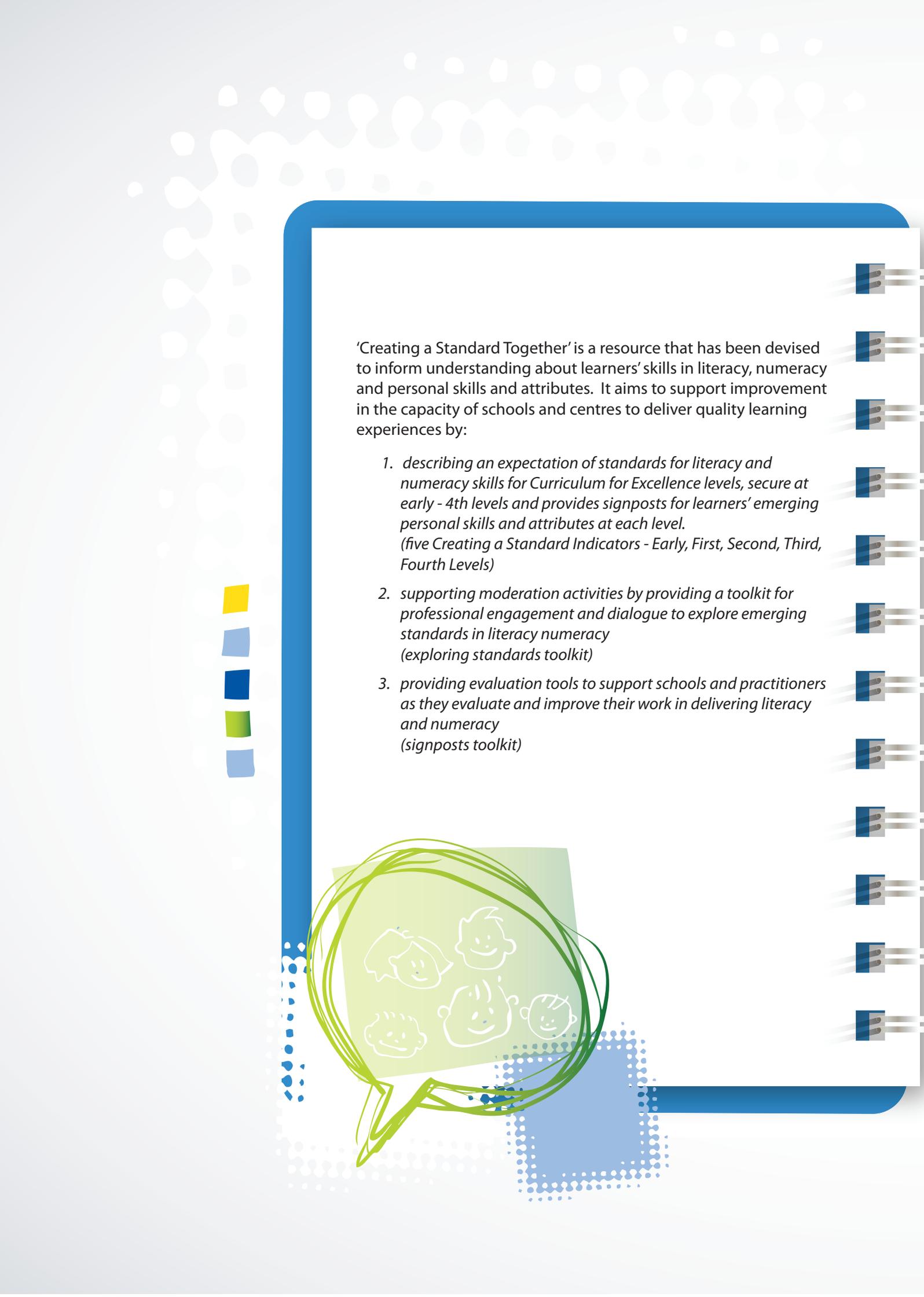
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'Creating a Standard Together' is a resource that has been devised to inform understanding about learners' skills in literacy, numeracy and personal skills and attributes. It aims to support improvement in the capacity of schools and centres to deliver quality learning experiences by:

1. *describing an expectation of standards for literacy and numeracy skills for Curriculum for Excellence levels, secure at early - 4th levels and provides signposts for learners' emerging personal skills and attributes at each level.  
(five Creating a Standard Indicators - Early, First, Second, Third, Fourth Levels)*
2. *supporting moderation activities by providing a toolkit for professional engagement and dialogue to explore emerging standards in literacy numeracy  
(exploring standards toolkit)*
3. *providing evaluation tools to support schools and practitioners as they evaluate and improve their work in delivering literacy and numeracy  
(signposts toolkit)*



## Creating a Standard Indicators

*Standards and expectations will be defined in a way that reflects the principles of Curriculum for Excellence. This will support greater breadth and depth of learning and place a greater focus on skills development.*

*BtC5 - A framework for assessment p 4*

The Indicators consist of a set of five single page documents, one for each level of the curriculum, containing succinctly worded statements describing what secure may 'look like' at each level in literacy and numeracy. Every effort has been made to ensure that, as far as possible, the standards described take full account of the high expectation intrinsic to Curriculum for Excellence. The Indicators also include signposts describing learners' emerging personal skills and attributes at each level. The Indicators were determined through a wide consultation across our learning community including practitioners at all levels from schools, centres and partner provider nurseries, pupils and parents.

The Indicators will help to inform understanding as to the range and level of complexity of skills in literacy and numeracy that learners should be able to demonstrate at key points in the continuum of levelled progression through early - 4th level in literacy and numeracy. This understanding will be enhanced and exemplified through professional debate at all levels, within and beyond school/centre contexts.

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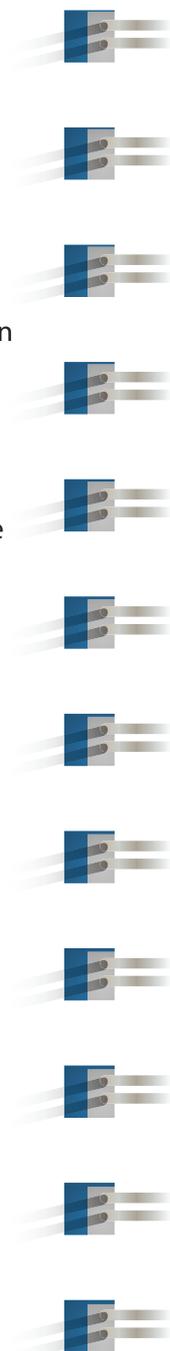
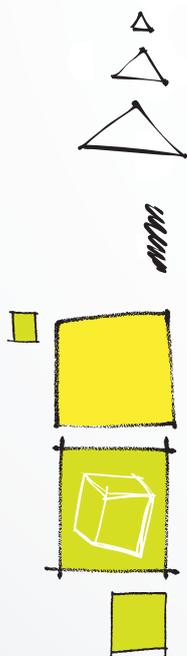
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The aim is to achieve consistency in expectation of pupils' performance across all establishments and help to, not only build trust and confidence in teachers' judgments, but also enhance teachers' confidence in their own judgments. It is only when a consensus has been reached and subsequent application of a shared depth of understanding to evaluating progress and pace in learning across all establishments, that a standard for literacy and numeracy will be seen to be demonstrated in Perth and Kinross.

As they journey through their broad general education, learners will vary in when they are able to demonstrate their security at a level but the expectation is that most learners will have been able to demonstrate being

- *secure at early level by the end of P1* 
- *secure at 1st level by the end of P4* 
- *secure at 2nd level by the end of P7* 
- *secure at 3rd level by the end of S2* 
- *secure and 4th level by the end of S3* 



*'The expectations comprise an entitlement and apply to the learning of every child and young person. A broad general education includes all1 of the experiences and outcomes across all curriculum areas up to and including the third level. These should be experienced by all children and young people as far as this is consistent with their learning needs and prior achievements. The arrangements for assessment should enable and motivate all learners to develop to their fullest across the curriculum.'*

*BtC5 - A framework for assessment p12* 

### Creating a Standard Indicators

Early Level 	Overview personal skills and attributes
1st Level 	Early - 4th Level &
2nd Level 	Overview Literacy Early - 4th Level 
3rd Level 	
4th Level 	Overview Numeracy Early - 4th Level 

<sup>1</sup> The exceptions to this statement are where specific sets of Experiences and Outcomes are specialised: Gaidhlig, Gaelic (learners) and classical languages and religious education in Roman Catholic schools

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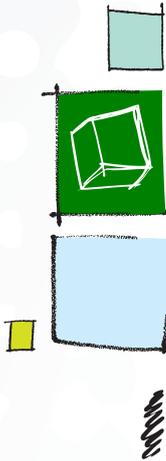
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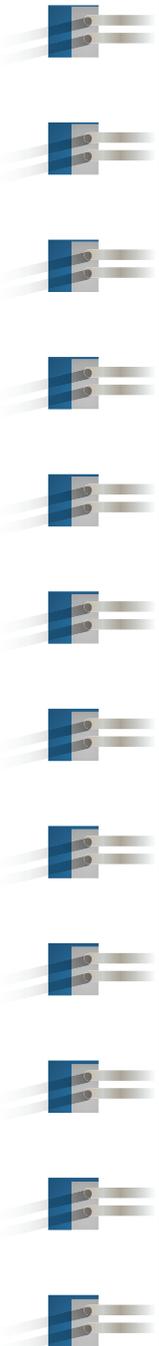
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## Exploring Standards Toolkit

The descriptors used in the Creating a Standard Indicators articulate the range and level of complexity of skills which learners should be able to demonstrate as they journey through their years of broad general education. These will be developed as the product of highly effective learning and teaching using well judged assessment practices. Assessment has a close focus on helping teachers and pupils build a shared understanding of the progress the pupil has made in order to provide pointers for further development. Assessment also provides a wider-angle view where it is used in a more summative way by for example, identifying achievement of curriculum levels. Effective assessment is a vital component of Creating a Standard Together.

A standard for literacy and numeracy will be seen to be demonstrated in Perth and Kinross when there are shared expectations across all establishments.



Schools and centres should consider carefully:

- *the extent to which professional dialogue at all levels is central to the developing a shared understanding of standards in their establishment;*
- *the need to create 'space' for sharing and exploring ideas among staff internally and for teachers to engage in a variety of external discussions to support their understanding of standards to build consistency of judgments;*
- *the importance of a standard of expectation being shared and applied in primary schools, within the LMG and across departments in secondary schools;*
- *the extent to which effective transition will be enhanced by sharing ideas and practice across sectors.*



The Exploring Standards toolkit for 'Creating a Standard Together' consists of a range of activities which can be used to support professional discussions/activities through:

- *assessment and moderation activities (exploring expectations sampling /comparing);*
- *tracking learners' progress through professional discussions (question stems can be used at all levels);*
- *reporting (using the standards to support reporting, meetings with parents/carers, report writing);*
- *transition (exploring prior learning/ depth / challenge towards achieving standards);*
- *home /school link (handout and parent event resources primary and secondary).*

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## Signposts Toolkit (Evaluation Activities)

This toolkit provides resources to support schools and practitioners evaluate their work in delivering high quality learning experiences literacy and numeracy in order that next steps for improvement can be identified and rate of progress determined.

### Literacy Resources

**Signposts for teachers**  is a self evaluation tool which aims to:

- *enhance teachers' awareness of their role in supporting literacy;*
- *help teachers evaluate their practice and determine next steps to improve their own practice;*
- *point teachers to the Creating a Standard Indicators by asking them to reflect on their expectation of learners.*

**Signposts for leaders**  is a self evaluation tool which aims to

- *inform departmental self evaluation;*
- *create a bench mark in delivering high quality literacy across learning;*
- *identify priorities in delivering literacy across learning;*
- *determine progress on priorities.*



**Signposts for pupil voice** is a set of three activities to ensure that the 'pupil voice' is heard in the school/department evaluation process.

- *pupil voice - secondary*
- *pupil voice - primary p5-7*
- *pupil voice - primary p3-4*



**Signposts for support staff** is an evaluation tool which aims to

- *explore the extent to which members of support staff/partners in learning are clear about the particular role they have in supporting literacy;*
- *direct colleagues to the Creating a Standard Indicators to support their understanding of expectation of standards in literacy;*
- *help colleagues identify improvements to their own practice in supporting literacy.*

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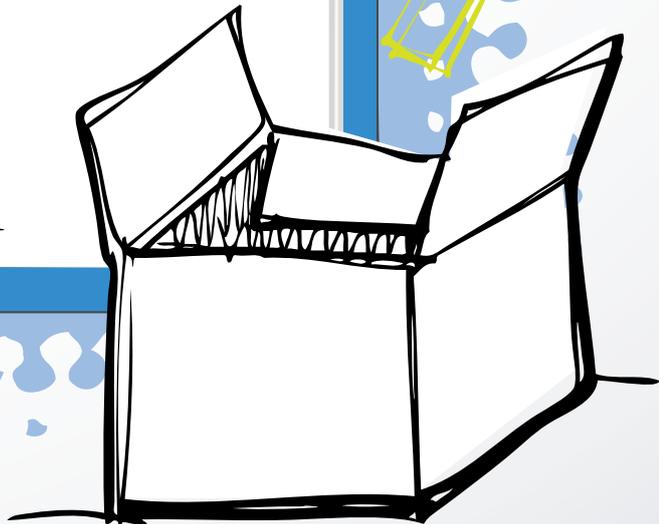
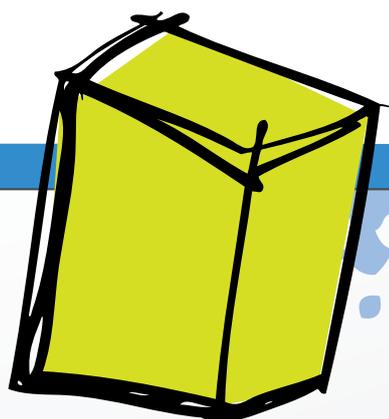
Appendices

Creating a Standard Together

Indicators

Exploring Standards Toolkit

Signpost Toolkit



## Numeracy Resources

**Signposts for teachers**  is a self evaluation tool which aims to:

- *enhance teachers' awareness of their role in supporting numeracy;*
- *help teachers evaluate their practice and determine next steps to improve their own practice;*
- *point teachers to the Creating a Standard Indicators by asking them to reflect on their expectation of learners.*

**Signposts for leaders**  is a self evaluation tool which aims to

- *inform departmental self evaluation;*
- *create a bench mark in delivering high quality numeracy across learning;*
- *identify priorities in delivering numeracy across learning;*
- *determine progress on priorities.*



**Signposts for 'pupil voice'** is a set of three activities to ensure that the 'pupil voice' is heard in the school/ department evaluation process.

- *pupil voice - secondary*
- *pupil voice - primary p5-7*
- *pupil voice - primary p3-4*



**Signposts for support staff** is an evaluation tool which aims to

- *explore the extent to which members of support staff / partners in learning are clear about the particular role they have in supporting numeracy;*
- *direct colleagues to the Creating a Standard Indicators to support their understanding of expectation of standards in numeracy;*
- *help colleagues identify improvements to their own practice in supporting numeracy.*



Setting the Context

Skills for Life

Planning Learning

Assessing

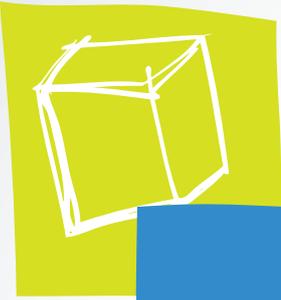
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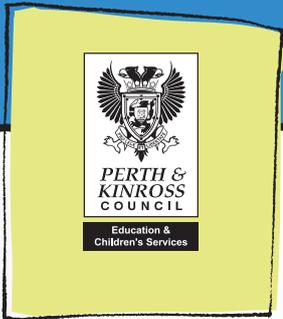
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Signpost Toolkit



**Creating a  
Standard  
Together**



*abc*



# Assessment and Moderation in Action

*the what  
and the how*

*the what  
and the how*

Contents

## Assessment and Moderation in Action

### Overview

The purpose of this resource is to support staff to build on and develop their existing practice by

- *Planning with assessment and moderation in mind*
- *Developing approaches to learning, teaching and assessment*
- *Engaging in moderation activities*

Ultimately this is about improving outcomes for learners and this can be achieved by focusing on the development of high quality planning and implementation of learning and teaching approaches.

Reflection and dialogue are central to practice and the involvement of the learner is key when designing learning, teaching and assessment experiences as shown in the diagram overleaf.



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**Downloadable resources,  
links and references  
appear here throughout.**

Education Scotland presents an excellent overview of moderation in a glow meet by George Sinclair. Watch again on glowtv - 'Moderation - The Beating Heart'

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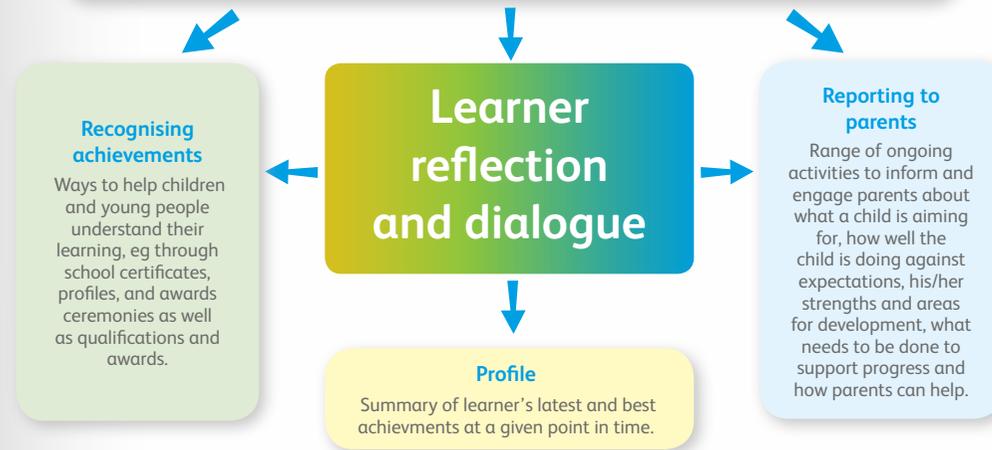
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# Assessment and Moderation in Action

## Wide range of information and evidence of learner's progress and achievements

including class teacher assessment records, whole school/centre monitoring, tracking and profiling records over time, attainment data including SQA information, pupil progress records (PPRS), Individual Education Programmes (IEPs), Coordinated Support Plans (CSPs), personal, pastoral and learning support needs information and strategies.



Information from Education  
Scotland on Profiling

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# Assessment and Moderation in Action

## The what and the how of moderation

This resource provides a range of tools that have been designed to support schools. They are flexible and can be adapted to suit your needs and contexts as appropriate. In developing approaches to quality assurance and moderation, staff will need to ensure that they reflect upon the principles of understanding, applying and sharing standards in assessment.

### A possible approach

- *A model of how the process might look*
- *Lists of variables which will need to be taken into consideration*
- *Information on creating collaborative learning communities*

### Developing learning and teaching

- *A set of cards which provide key information on a range of learning and teaching strategies*

- *Relevant links to other resources which develop the themes on the cards more fully*

### The planning process

- *A range of different planning templates*
- *Guidance on the planning process*

### Moderation activities

- *Examples of moderation in practice*
- *Examples of moderation tools and resources*

Roles and Responsibilities in  
Assessment and Moderation Audit Tool

Learners  
Teachers  
Curriculum Planners

Building the Curriculum 5

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# Assessment and Moderation in Action

## A possible approach

The model described overleaf can be used by groups of teachers in two ways

- *to develop shared standards and expectations*
- *to improve aspects of learning and teaching*

Setting up a collaborative learning community is a very effective way to do this.

Click the list below to see how these different variables will need to be taken into account when deciding on how to use this model.

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# Assessment and Moderation in Action

## A Moderation Model

← GLOW used to support throughout the process as appropriate →

NAR Flowchart

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# Assessment and Moderation in Action

## Teacher Learning Communities

### What is a teacher learning community?

A teacher learning community (sometimes called a professional learning community) is a group of staff who are committed to improving learning and teaching through enquiry, professional learning, dialogue and self evaluation.

### What do teacher learning communities look like?

Some characteristics of effective learning communities:

- **Members** who are committed to learning and improving practice, who actively engage with enthusiasm.
- **A shared vision** is created and understood.
- **Relationships** are built on trust and respect. Contributions and ideas are welcomed and valued.
- **A focus on pupil learning** Consider what will make a difference and have a positive impact on the learner, and possible evidence to illustrate this.

This Dylan Wiliam presentation on Teacher Learning Communities is a useful source of further information.

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# Assessment and Moderation in Action

## Teacher Learning Communities (cont)

- **Enquiry - based learning** Members challenge thinking, test out new approaches and learn together from the results.
- **Collaboration** Members learning from and with others.
- **Leadership at all levels** Leaders give staff freedom to develop initiatives and offer support and challenge where appropriate.
- **Clear working structures and conditions** are created. Time, space and resources are made available. Members know how they can contribute and also how the learning community can support them.

### When do teacher learning communities happen?

Teacher learning communities are most effective when they meet regularly, for example, monthly.

This Dylan Wiliam presentation on Teacher Learning Communities is a useful source of further information.

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# Assessment and Moderation in Action

## Teacher Learning Communities (cont)

### What happens in a teacher learning community meeting?

Teachers engage in structured professional dialogue and professional learning. Meetings might follow a sequence of:

*Review* - evaluate learners' progress and current practice in learning and teaching;

*Reflect* - explore possible approaches and strategies to bring about improvement and engage in new learning as appropriate;

*Respond* - identify areas for action in learning and teaching to be taken forward before next meeting.

Central to the purpose and focus of teacher learning communities is a commitment to improving learning and teaching, having a positive impact on all learners.

This Dylan Wiliam presentation on Teacher Learning Communities is a useful source of further information.

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# Assessment and Moderation in Action

## Developing learning and teaching

An in-depth understanding of the principles which underpin effective practice in learning, teaching and assessment is essential. This section can be used to further develop that understanding.

Another important source of information is the CfE Principles and Practice papers. These describe the broad features of learning, teaching and assessment in each of the curricular areas and should be referred to on a regular basis.

### What's in this section?

This section contains a set of cards giving information on each of the following themes:

- *Learning intentions*
- *Success criteria*
- *Questioning*
- *Feedback*
- *Peer and self evaluation*
- *Thinking skills*
- *Cooperative learning*

Each card has one side giving the key information and the other side has a template for individual action planning.

- *Peer/classroom visit record templates*

Assessment for learning  
practical classroom guides  
(Primary and Secondary)

- *Sharing Learning Intentions*
- *Making Feedback Count*
- *Promoting Assessment by Pupils*
- *Asking Better Questions*

Copies of these booklets are available in every PKC school.

Purchase more from

CfE Principles and Practice  
papers

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# Assessment and Moderation in Action

## How to use it?

The cards are designed to give the key information about each theme. These can be used as a starting point to support professional dialogue between a group of teachers, for example as part of a peer visit programme or a collaborative learning community. Space is provided on each card to write notes and identify points for action.

- *Learning intentions*
- *Success criteria*
- *Questioning*
- *Feedback*
- *Peer and self evaluation*
- *Thinking skills*
- *Cooperative learning*

*Each card has one side giving the key information and the other side has a template for individual action planning.*

- *Peer/classroom visit record templates*

## Journey to Excellence Professional Development Packs

Assessment Professional Development pack

Active Learning Professional Development pack

Collaborative Learning Professional Development pack

These CPD packs contain information, videos, activities and questions which can be worked through and used in different ways.

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# Assessment and Moderation in Action

## The planning process

A coherent approach to planning learning, teaching, assessment and moderation is necessary. This section exemplifies a possible approach to this.

The diagram overleaf describes the key stages in this cyclical process.

Several templates are included which may be used as they are or adapted and changed to suit individual contexts. However, it may be more appropriate to use your existing planning formats. The format itself is not important as long as it contains the essential element for the planned learning.

- *Experience and outcomes* 
- *Learning intentions* 
- *Success criteria* 
- *Evidence and evaluation of learning* 
- *Moderation template examples* 

Follow the link to the Education Scotland NAR flowchart step by step breakdown.

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# Assessment and Moderation in Action

## Moderation activities

The moderation process is an integral part of ongoing learning, teaching and assessment practice. This section focuses on possible moderation activities that can be used in a variety of ways at different points in the process.

### PKC Moderation Toolkit

The recently updated practical toolkit contains a range of tools, strategies and resources that can be used at different stages in the moderation process. The toolkit is organised under three headings:

- *What will moderation look like in my school?*
- *What needs to be in place?*
- *How will we get there?*

### Grange Academy PowerPoint

This useful presentation available below illustrates how moderation was taken forward in a secondary English department. However, it is not sector or subject specific and could be used to great effect in any context. The process described takes about an hour and is based on the seven principles of curriculum design.

[PKC Moderation Toolkit](#) 

[Education Scotland, Assessment and Moderation](#) 

This recently published toolkit is organised under six headings and includes a variety of different types of support, including videos and reflective questions.

[Grange Academy Powerpoint](#)

[National Assessment Resource](#) 

Many of the NAR examples explain how teachers moderated the learner's work.

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# Assessment and Moderation in Action

## Moderation in Perth and Kinross

### The PKC Moderation Strategy

We present a strategic overview of moderation in Perth and Kinross as a working document that will be reviewed and revised on an on-going basis to reflect the development of 3-18 moderation practice across the authority.

### A Moderation rubric

This is a tool for self-reflection that can be used by all levels of organisation and revisited on a regular basis.

### Exemplars of moderation

Moderation exemplars are presented from a range of sectors and settings to illustrate how moderation can be carried out in many ways.

## Exemplars

Nursery/partner providers 

Primary school 

Secondary Department 

Local Management Group 

Responsibility for all-Literacy 

Using the Moderation  
rubric in a large Primary School 

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# Assessment and Moderation in Action

## Moderation in Action across larger groups

Practitioners in PKC in recent years have been involved in creative work to develop and promote moderation. Four of these have been awarded a Quality Mark and are now on the Education Scotland NAR.

- *Interauthority Skills Project 2013*
- *Interauthority Maths and English Moderation Project 2013*
- *A Cross Sector Approach to Science Project, PHS LMG 2013*
- *Interauthority Remote Moderation Project 2012*

The NAR provides many examples of teachers putting moderation into action. Three examples are:

Primary science reports

Pupils explore scale and proportion through expressive work

Nursery: Assessment, learning and teaching

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# Assessment and Moderation in Action

## Appendix 1 AFL A Strategic Perspective

This section of the resource is aimed at all leaders of learning. Its purpose is to provide support in developing a consistent and sustainable approach to embedding the principles of Assessment for Learning (AFL).

### Key characteristics

The list below is representative of characteristics seen in a number of schools where AFL is embedded. The list is neither exhaustive nor definitive and is intended as a starting point for consideration and discussion.

- *collegiate working across the whole staff*
- *staff have opportunities to watch and reflect on learning in other classrooms and schools*
- *frequent professional dialogue about learning, both formally and informally*
- *staff continually seek to make the learning better*
- *deep understanding of the principles of AFL underpinning and influencing strategies used*
- *consistent and appropriate approaches used across the school*
- *pupils taking ownership of their learning*
- *pupils able to consistently articulate where they are in their learning*
- *parents are informed and aware of AFL principles and strategies*
- *AFL is always 'on the agenda'*

### To consider:

*Which of these characteristics can be readily seen in your school at the moment?*

*Are there any other characteristics which can be added?*

**Tapestry AFL Learning walk classroom observation sheet** 



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