

# A guide to learners' reports

## What is Curriculum for Excellence (CfE)?

Curriculum for Excellence (CfE) is the name for the education system in Scotland. It covers the whole 'learning journey' for learners from the ages of 3 to 18. CfE is about raising standards, improving knowledge and developing the skills of our children and young people.

The curricular framework in which your child learns is arranged in the following way. There are six curricular levels:

Level	Stage
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some
Senior Phase	S4 to S6 in school/college/other types of study, until the age of 18

## What is a Curriculum for Excellence level?

The level of difficulty in learning that children and young people experience depends on how well they are progressing. National guidance makes it clear what children and young people need to know and be able to do when working at each CfE level. When teachers have evidence that children and young people have developed a breadth of knowledge and understanding associated with a CfE level and can apply their skills in a wide range of situations/contexts, they can confidently say that the learner has achieved that level.

### There are eight curricular areas:

Sciences, Languages (including English, Gaelic, classical and modern languages), Mathematics, Expressive Arts, Social Studies, Technologies, Health and Wellbeing, Religious and Moral Education.

For each curricular area, within each curricular level, there are Experiences and Outcomes which describe children's learning and achievements from a pupil perspective. These 'Outcomes' are skills-based and take the form of 'I can...' or 'I am able to...'

### Tracking and Reporting:

The tracking of learner progress consists of;

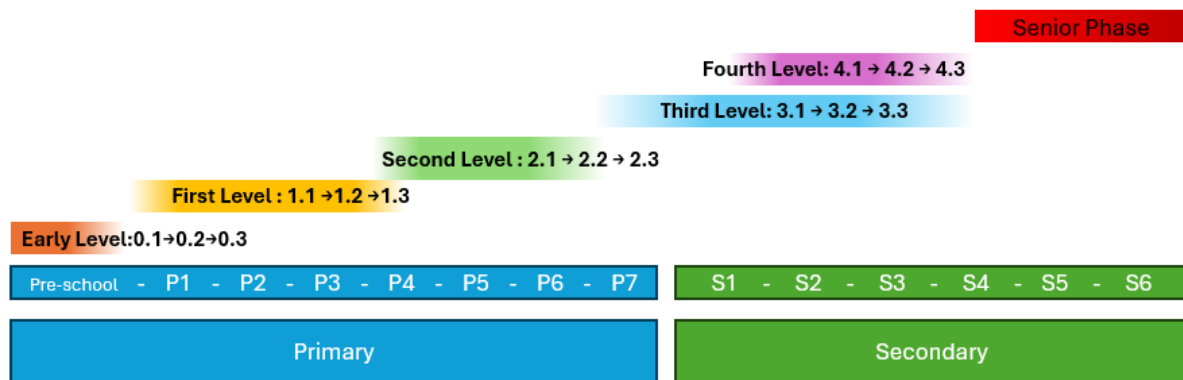
- The setting of an initial **Target Level**
- The recording of a **Working Level**
- A measure of **Progress** towards the target during specific tracking periods.
- **Achieved Level** which will be entered once at the end of the year.

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**Target Level** – This is entered at the start of the school year. This is based on teacher judgement and is a prediction of what the teacher thinks a learner will achieve by the end of the year. The **Target Level** entered will range from 0.1 through to 4.3 (please see diagram below).

**Working Level** - Teachers will assess learner's progress and achievement within each level **at the time of reporting** and give each child a **Working Level** which ranges from 0.1 through to 4.3 (please see diagram below).

Learner's progress through levels of attainment



**Progress** is decided based on the rate of progress a learner has made towards their target during the tracking period and is described as:-

Progress Statement	What this means
Exceeding Expectations	Indicates that a learner is exceeding the rate of progress expected and should reach their target.
Meeting Expectations	Indicates that a learner should meet their target grade at the end of the academic year
Not Yet Meeting Expectations	Indicates that a learner is not on track to meet their target grade based on the amount of progress made during the last tracking period

## Where can I find more information?

Ask at your school.

[CfE Facfile \(education.gov.scot\)](http://education.gov.scot)  
[BBC - Scotland - Curriculum for Excellence](#)  
[Qualifications homepage - SQA](#)

[cfebriefingforparents.pdf \(education.gov.scot\)](#)  
[cfe\\_layout\\_1909\\_E.pdf \(npfs.org.uk\)](#)  
[About the Framework | Scottish Credit and Qualifications Framework \(scqf.org.uk\)](#)