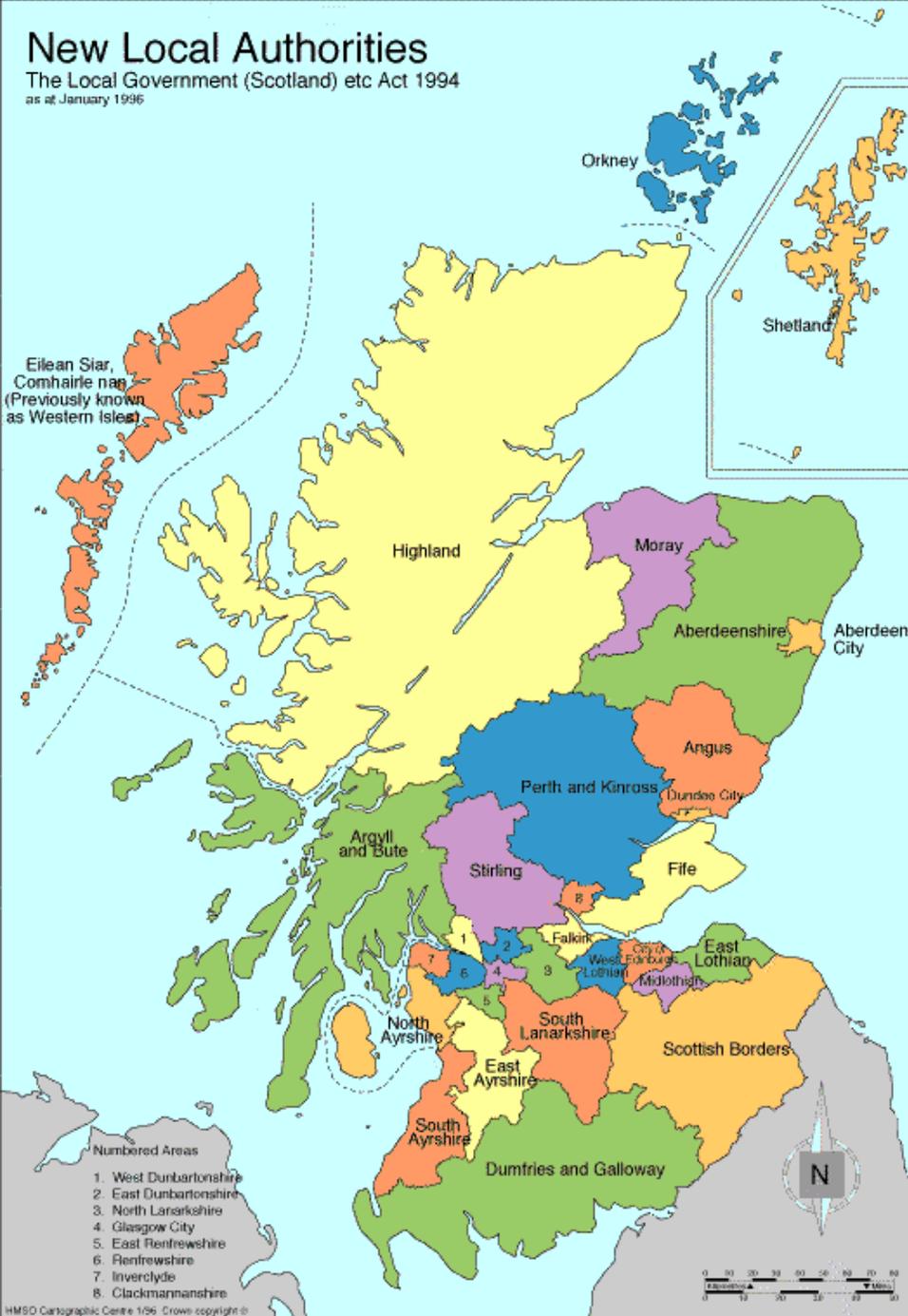


New Local Authorities

The Local Government (Scotland) etc Act 1994
as at January 1996



2,543 Schools

32 Local Authorities

51,000 Teachers

690,000 Learners

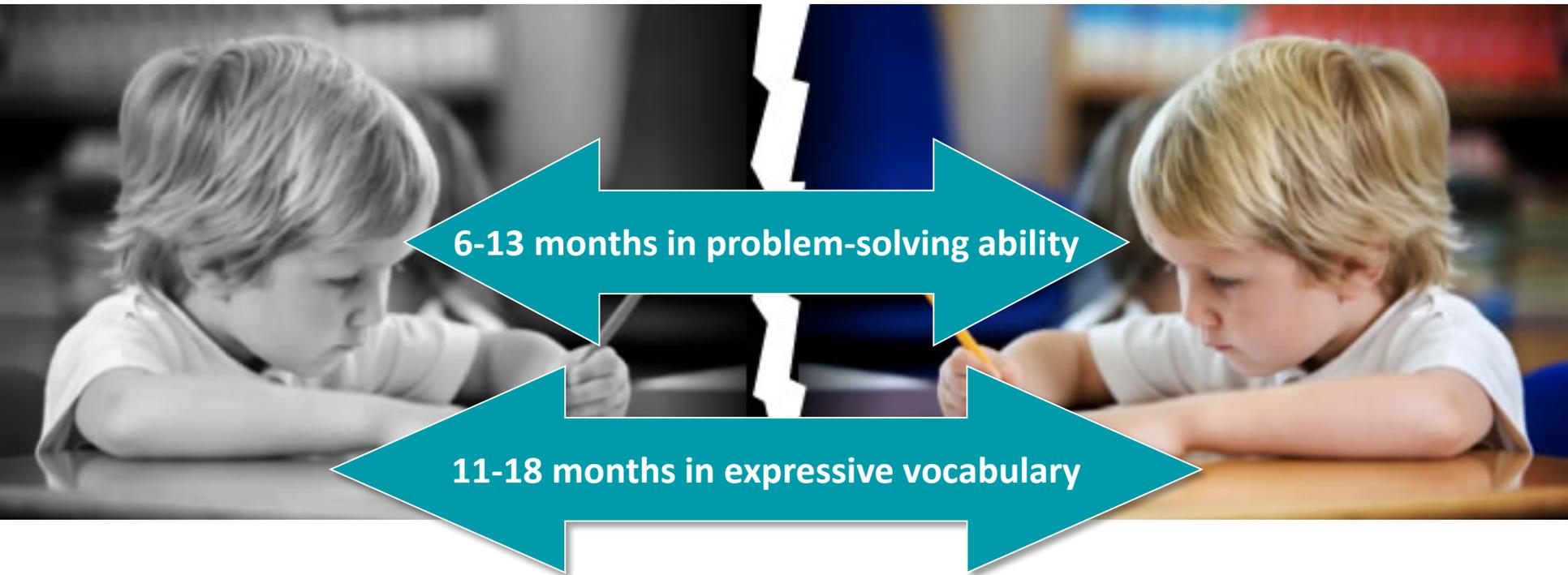
Faculties of Education

Agencies

Scotland

- Part of United Kingdom (UK), but Scottish Government has full responsibility for education (no UK education system)
- 95% of pupils attend local state comprehensive schools
- Aim for **every** school to be excellent (high quality and high equity)

In Scotland today, at **age 5**, the gap between children from the **most advantaged** and **most disadvantaged** families is already:





THE SCOTTISH



ATTAINMENT



CHALLENGE



LITERACY NUMERACY

HEALTH & WELLBEING

Update for National Strategic Group for

Physical Activity and Sport

27 January 2016

National Improvement Framework



Our Priorities

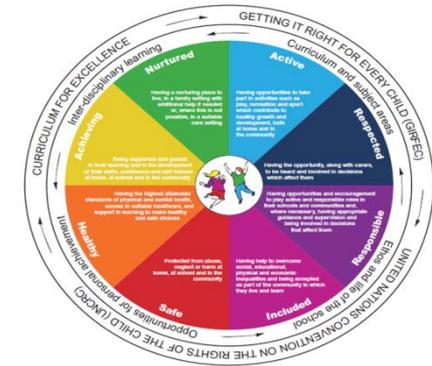
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Health and wellbeing

Subjects

Responsibility of All

- Food and health
- Personal and Social Education
- Physical Education



Achieving a level

Evaluating progress

Significant Aspects of Learning in Physical Education

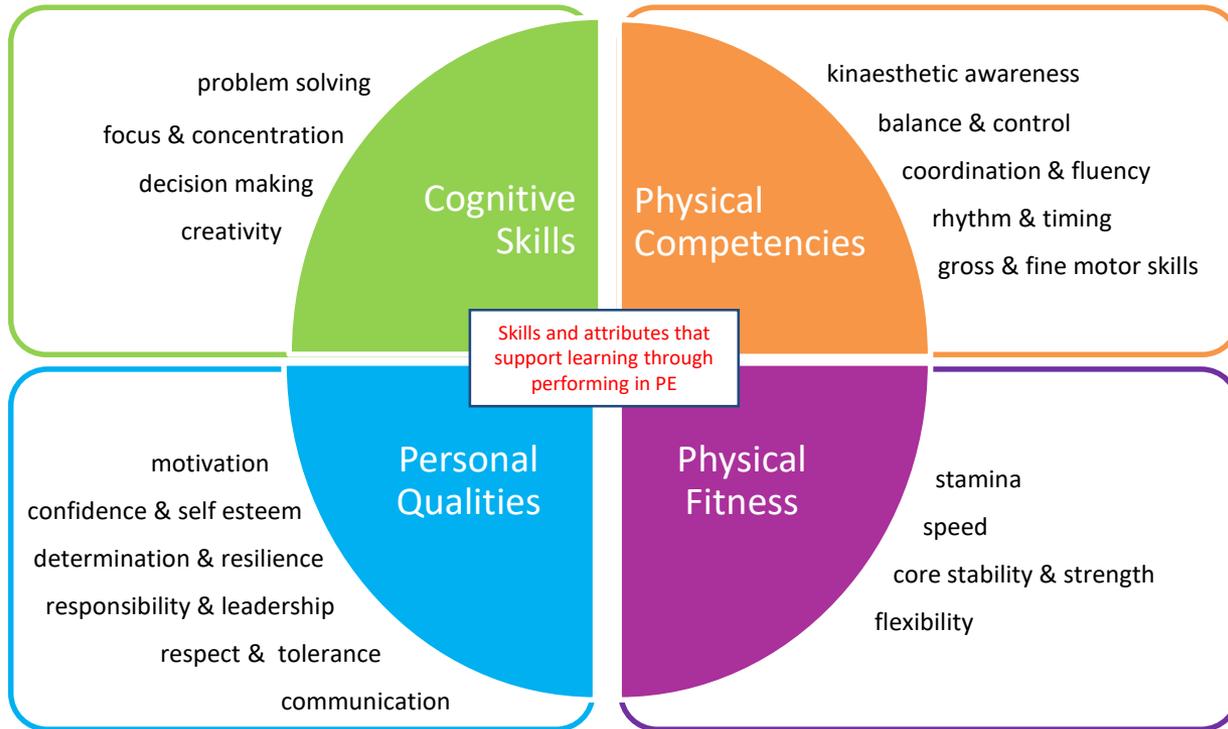
Movement skills, Competencies and Concepts	HWB 21-22a
Cooperation and competition	HWB 23a
Evaluating and appreciating	HWB 24a

Simple
 Predictable
 Self paced
 Limited repertoire of skills
 Limited pressure

Progressive learning contexts as the learner develops capacity and competence

Complex
 Unpredictable
 Externally paced
 Wide repertoire of skills
 Pressure of increased variables with less time to respond

The significant aspects of learning in physical education should be regularly revisited through a broad range of relevant and realistic learning experiences across all levels



Supporting professional judgement in health and wellbeing

Benchmarks

The Benchmarks support teachers' professional judgement of achievement of a level. They set out very clear statements about what children need to **'know'** and be able to **'do'** to achieve each level of the curriculum. They streamline and embed a wide range of existing assessment guidance (significant aspects of learning and progression frameworks) into one key resource to support teachers' professional judgement

It is not necessary for learners to demonstrate evidence of every aspect of learning within the Benchmarks before moving on to the next level. However, it is important that this is interpreted in ways which ensure no major gaps in children's and young people's learning

Professional judgement

- Can they?
- Or can't they?
- Can they consistently?
- Can they in familiar and unfamiliar?
- How much and how well?
- Plan forward together – check back together
- Dialogue – keep it simple!
- Beware of 'ticking boxes' and watch workload



‘Benchmarks’ at each level to support professional judgement

- From Early – Fourth level
- Over the year this gives a building and clear picture of learners achieving aspects of work, and of their progression related to the year plan (as amended on an on-going basis)
- Learners may be ‘working beyond’ in some aspects
- Learners may need ‘more support’ in some aspects
- Read the benchmarks leading up to that level (check back), and beyond that level (plan forward)