Assessment at Transition

Executive Summary

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Research Team

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The research team would like to thank:

Introduction

The Assessment at Transition project was funded by the Scottish Government and undertaken by the University of Glasgow. The project set out to explore how shared understandings of the purposes and potential of assessment at transition between primary and secondary might be developed most effectively. Over time this issue has remained difficult to realise in practice in a sustained and meaningful manner, ie, one which provides consistent progression in learning. In addition, there is strong evidence to suggest that even when policy innovations are highly regarded in their initial stages the process of holding true to initial policy aspirations as they become embedded in practice is complex. This research project was designed to explore how research might be used to support the better alignment of policy and practice.

This summary describes the evidence base used to inform the project findings, presents four major questions the project sought to address, outlines the main findings from research and practice in response to these questions and finally presents a possible agenda for action to bring research, policy and practice into closer alignment.

The Evidence Base for What We Say

The project findings derive from the following sources of information:

Evidence from Research
- An extensive international research literature review (113 articles, books and websites were selected for analysis) which identified key principles and desirable practice in assessment and in effecting real change in the education system.

Evidence from Policy
- Review of Scottish Government and Local Authority policy documentation.
- A policy perspective obtained through a series of 3 seminars attended by key policy representatives (Scottish Government, Education Scotland, ADES, LAs, SLS, EIS) and distinguished academics in the field of assessment research.

Evidence from Practice

- Practice in assessment at transition in 4 local authority school clusters (range of contexts, 25 primary schools, 4 secondary schools).
  - Interviews with 28 P7 teachers, 30 S1 teachers, 18 primary HTs, 9 primary DHTs and 8 secondary DHTs; 4 secondary HTs and 4 LA officers also contributed.
  - Interviews with pupil focus groups (106 P7 pupils, 33 S1 pupils), including a 'stars and wishes' task in which pupils individually identified what they considered to be existing successful means by which they and their teachers knew what they were learning and what they thought could be done but was not presently part of practice.

Key Findings: What did we find out from the literature?

1. ***What leads to successful progression in learning as young people move from primary to secondary school?***
   - There is strong evidence that there are major challenges to having secondary teachers use information based on evidence from primary schools to support all pupils' learning. This seems to be partly because information may often not be detailed enough to provide sufficiently specific guidance in different subject contexts and partly because of differing priorities among staff across sector boundaries.
   - Bridging projects have had mixed results. Pupils can feel that these interfere with their enjoyment of the sense of difference in secondary school. Some studies argue that it would be better to focus on shared teacher planning to build progression in practical skills and concept learning. Other evidence argues for the importance of meetings to build secondary teachers' understanding of the primary curriculum eg, in science.
   - Teachers developing relationships and spending time in one another's schools and classrooms are key factors in promoting communication and understanding.
   - There is a strong argument that what matters most is high quality pedagogy in both primary and secondary schools where learning is stimulating, challenging, safe and fun. Formative approaches to learning and assessment were highlighted as helpful ways of improving pedagogy. The importance of teachers talking with one another was

consistently highlighted as a key feature in improving pedagogy in both sectors, as was the need for protected time to allow such discussion.

2. *What evidence is there to suggest that particular kinds of assessment arrangement support learning more effectively as young people move from primary to secondary school?*

- There was general consensus that assessment must be part of learning and teaching. At a national level this might involve appropriate national curricular guidance in which assessment approaches are designed as part of the curriculum development and clear criteria for success are defined – not lists of individual learning objectives but 'rich' criteria, building teachers' capacity in reflecting on and interpreting the curriculum. The design of appropriate courses requires teachers to reflect on, understand and discuss with colleagues what matters to enable pupils to achieve the intended learning. High quality tasks (including some interdisciplinary tasks) enable pupils to show breadth of learning, tackle challenge in learning and apply knowledge and skills in new and unfamiliar situations. Some countries use a design template for tasks and provide exemplification of tasks and learner responses for various specified stages.

- One of the major challenges identified was how best to support teachers in summarising evidence to allow them to share information on progression in learning. Many studies highlighted the importance of having good evidence of learning from a range of well-designed tasks, perhaps gathered in a portfolio, to ensure that there is assessment evidence about all the key aspects of the curriculum

- There was evidence that typical coursework (certainly in mathematics) did not provide the full assessment evidence needed and that it was necessary to design portfolio tasks with clear assessment needs in mind, eg, ensuring a focus on what it means to be good at the subject or topic, discrimination among learners and opportunities to demonstrate breadth and depth of learning and application of knowledge and skills. Both advice and exemplification of possible 'rich' portfolio tasks were required.

- In one study, the process of building teachers' 'assessment literacy' to a point where they could independently design and assess portfolio work (and moderate the assessment through intra-school and inter-school discussions) took approximately two years of

sustained and intensive activity, involving the teachers in working with people with significant assessment expertise.

- A number of studies highlighted the importance of engaging learners in the process of sharing information on learning and assessment for a variety of reasons. These included the positive impact on learning of learners' greater awareness of what mattered in the curriculum and why; and the value of peer-assessment in developing personal and social skills. There was clear evidence that pupils could be active partners in assessment and more generally in learning and that they could contribute valuably to informing and improving transition processes.

- Engaging learners requires the development of their understanding of the goals of their learning, the criteria by which it is assessed and their ability to assess their own work. The evidence suggests that teachers need to develop and use strategies for encouraging self-regulation in learning and promoting positive interpersonal relationships. Through listening to what pupils say about their experiences as learners, teachers are able to gain new insights into the factors that make a difference to pupils' learning and progress.

- Learning conversations would involve teachers in making connections between previous learning and the curriculum, linking both backwards and forwards so that pupils can more readily appreciate what they have done before and will do in the future

- There were suggestions that teachers would require focused professional learning to develop the skills required to support these purposeful learning conversations.

- Research identified contradictions in systems which promoted learner autonomy, eg, through making learning explicit, but which retained a focus on assessing performance through testing.

3. *What interpretations are there of the term standards?*

- International definitions of standards recognise that they are not merely a matter of a written description of expected knowledge and skills: each description needs to be supported by exemplification of work regarded as illustrating progression towards it and matching the expected knowledge and skills. Standards statements only become meaningful when they are interpreted by people, principally those responsible for making

decisions about what has been learned, ie, teachers (whether assessing school work or acting as examiners in a test or examination situation).

- Primary and secondary schools may have different views about what should be included as standards, deriving from different cultural emphases, eg, 'English' may be interpreted as 'literacy' in primary and as response to literature in secondary schools. Such differences may contribute to secondary teachers not recognising the information received from primary schools as helpful in planning.

- Common agreement on standards is much easier when agreement is reached on what is useful to pass on as samples of pupils' work and examples of teacher assessment through primary-secondary teacher dialogue.

- There is evidence to suggest that teachers often tend to understand 'standards' as marks or grades on externally set tests, which are used to categorise learners and to publicly characterise teachers' competence. Implicit in this view of standards is the concept of learning as linear.

- To dissociate the concept of standards as desirable expectations and aims of students' work from standards as marks, scores or grades, research proposes that standards should be described in terms of expectation of desirable performance. This might involve the identification of indicators – the important curricular or behavioural aspects to be assessed – and the quality/value of performance or attributes in relation to these indicators.

- In primary schools where there is no end-of-school test teachers are more likely to think of learning in terms of learners making progress from where they are towards shared expectations of their learning.

- Where standards are very broad descriptors of expected achievement that required 'unpacking' by teachers in real classroom contexts, it was likely to take several assessment cycles to consolidate consistent judgements about pupils' achievement.

- The word 'standard' has many different meanings. It is crucial that each education system clearly defines its intended uses of the term and then uses these consistently in documentation.

4. *What factors influence the extent to which professional judgements are trusted?*

- Professional judgements are more likely to be trusted if they are evidence-based. Studies suggest that while teachers report using a number of tools to find out about learners' needs they do not necessarily use the evidence in their everyday teaching. School leadership has a crucial role to play in promoting the use of evidence of learner achievement to make decisions likely to result in enhanced achievement, ie, to take evidence-informed action. The literature suggests that this will require professional learning on several fronts: understanding and skill in gathering and interpreting evidence; knowledge of the content to which the data refer; and how to apply the information gained from evidence.

- There is consistent evidence emphasising the importance of collaboration; indeed collaboration is crucial to teachers' trust in one another's judgements. Joint primary and secondary curriculum planning, working in classrooms in the other sector and co-operative teaching lead to enhanced sharing among teachers of their understanding of expectations of standards and developing the range of pedagogies and classroom organisation on which they draw. The link between building enduring personal relationships and enduring professional collaboration is evident; these require time to develop and maintain.

- Intensive moderation is a key component in building trust in teachers' professional judgements, both within and beyond the profession, and needs to be a structured process.

- One study concluded that fundamental to professional judgement was trust on the part of the learner in their teacher as a model of expert practice in the knowledge and skills of the particular domain/discipline being studied.

- It is important to be clear about the main purpose of and audience for professional judgement. If standards-based assessment decisions are high stakes for students and teachers (eg, qualifications for access to further study or the workplace), then there is clear evidence that dependability and consistency of judgements across schools are very important. If the main purpose is progression in learning then the evidence suggests that moderation as an opportunity for rich professional conversations about learning is key. Teachers, crucially, have to trust one another's judgments.

- The evidence suggests that different approaches to moderation are necessary to support different assessment purposes. When the principal purpose is progression in learning then

social moderation involves teachers in discussing and negotiating judgements made about learners' work to reach common understanding of pupil progression and standards. This opens up opportunities for professional learning that can raise achievement.

- Teachers' trust in one another's judgements about pupils' progress and achievement is more likely where the purpose of assessment is formative. Where the emphasis is on gathering data for records, quality judgements that can be used as feedback to shape learning and practice are unlikely to be the result.

- When the main purpose is to agree a level judgement then published standards are insufficient to account for how teachers ascribe a level to pupil work. There is clear evidence that in addition to rubrics (general statements of key indicators of reaching a particular level of achievement) there should be a number of examples of portfolios of pupil work annotated to illustrate how and to what extent they match the rubric. In addition, to embed ideas of 'best fit' in day-to-day practice teachers need to discuss with peers annotated portfolios of pupils' work from their own classrooms with comments explaining their decision-making processes.

- Evidence from analysing discussion in moderation meetings illustrates how teachers draw on a range of evidence and criteria, from their own experience as well as from within the range of material formally provided. It may be possible to resolve tensions between explicit knowledge, often provided in external documents, and tacit knowledge derived from teachers' experience through the provision of a carefully structured framework in moderation which acknowledges the value of both types of knowledge and supports compatibility of judgements among teachers in different schools.

- The role of an external person in guiding discussions was reported to be an important feature of effective moderation processes.

Key Findings: What did we find out from practice?

Current good practice

There was much good practice already in place in local authorities and school clusters. These practices were supportive of the values and principles of Curriculum for Excellence and provided a strong basis for effective further developments. Examples included:

- teachers' and pupils' awareness of and engagement with various aspects of assessment for learning
- teachers' and schools' strong commitment to do all they could to ensure for pupils a smooth transition into secondary school
- the transfer of much valuable information relating to social and pastoral aspects of school life and to additional support needs
- effective induction arrangements and very well developed local authority provision to ensure and support these
- very positive teacher reaction to professional interaction with colleagues in the 'other' sector and local authority action to promote and support this
- teachers' awareness of the main lines of Curriculum for Excellence assessment policy, including, in some cases, the importance of involving pupils in assessment and obtaining their views.

1. *What leads to successful progression in learning as young people move from primary to secondary school?*
   - Primary and secondary staff considered that it was challenging to plan for secondary learning and teaching using both broad 'levels' information and detailed, contextualised information on individual progress; in practice, secondary teachers tended to use the former only for 'setting' or to give a general idea of the appropriate level of challenge.
   - Many secondary teachers considered that they would find useful:
     o curriculum coverage information
     o a portfolio of a pupils' work
     o conversations with individual pupils about previous learning, eg, during induction visits and at the start of the S1 year.
   - Many of the pupils interviewed wanted more consultation with their teachers about their progress in learning to help them to identify successes and next steps.
   - Both primary and secondary staff valued professional interaction with colleagues in the 'other' sector in 'protected time' in relation to curriculum planning, teaching approaches and assessment.

2. *What evidence is there to suggest that particular kinds of assessment arrangement support learning more effectively as young people move from primary to secondary school?*

- Teachers and pupils recognised the importance of assessment as part of the process of learning and were familiar with various aspects of Assessment for Learning.

- Pupils often revealed significant understanding of the nature of learning, referring, for example, to the importance of depth, and suggesting that teacher expectations, a clear curriculum structure and interactive pedagogy could guarantee deep learning.

- In relation to assessment of learning, there were significant variations (across clusters, within clusters and within secondary schools) in recording assessment information, in retaining work in a portfolio and in ways of reporting to parents on pupils' learning, eg, levels judgements for all curricular areas or only for Literacy, Numeracy and Health and Wellbeing.

- There was a need for greater clarity about the relationship between profiling and reporting. For example, there was an emphasis on the Profile and the Report as products. Some P7 teachers had doubts about the value of the P7 Profile for pupils' learning or for giving information to the secondary school, if it consisted only of the pupil's account of experiences and interests, without reflection on learning or future aims and goals. Some teachers saw the Profile as an unnecessary duplication of reporting and argued that pupils' involvement in the reporting process could achieve the intentions of the Profile.

- Teachers acknowledged the need for their LA and/or cluster to explore the potential of pupils recognising their achievement of a wide range of knowledge and skills, although awareness of the possible implications for using this information to plan learning was not consistent across the clusters.

- There was an apparent overall need for staff to discuss how to proceed with and link together different strands of work in assessment, such as defining criteria, gathering evidence, making judgements, recording, reporting, profiling, and maintaining portfolios electronically or otherwise.

3. What interpretations are there of the term standards?

- Teachers in all cases expressed uncertainty about how to make levels judgements and there was a great variety of approaches to this, including some continuing use of 5-14 levels as benchmarks.

- Some teachers used an inappropriate 'grading' approach (grading each single task) rather than a 'best fit' judgement – this was in effect encouraged in some LAs by the requirement to record very frequently levels and 'Developing, Consolidating, Secure' within levels (for tracking individual progress), despite teachers' expressed concerns that the information being recorded lacked validity and consistency across teachers and schools and was not helpful for planning future learning.

- In the three clusters where levels judgements were required by the local authority, staff argued strongly that
  - o the definition of levels standards is not part of their professionalism: rather, the field of their professionalism is effective pedagogy which enables pupils to achieve nationally agreed standards;
  - o there should be national definition, explication and exemplification of standards, with provision for teachers to influence eventual outcomes.

- Teachers in both sectors and all posts made many strongly worded requests for guidance on and opportunities to discuss the process of making a 'best fit' judgement of a body of evidence about pupils' achievement for a level.
  - o Teachers' views on the support afforded at that time by the National Assessment Resource (NAR) were mixed:
    - those who had been directly involved in contributing to NAR or in discussing its content referred to positive CPD impacts
    - others expressed a number of concerns over accessing the NAR through GLOW, indexing and search arrangements and the lack of support on making levels judgements as required by the local authority.

- There were indications from secondary teachers that new NQ arrangements would strongly influence patterns of assessment throughout the secondary stages.

4. What factors influence the extent to which professional judgements are trusted?

- There was a high degree of consensus about the need for professional development based on clear guidance and exemplification and discussion in moderation meetings, involving all the primary and secondary teachers, not just those most immediately involved in transition arrangements.

- While there was valuable current provision in each LA for planning and moderation meetings, this was probably insufficient to address the need for teachers to discuss curriculum planning, pedagogy and assessment standards in depth, even in a small number of aspects of school work, let alone across the whole curriculum. Current practice represents the early stages in a process that will take time to develop.

An Agenda for Action

Although the original focus was P7/S1 transition, the findings and action points relate to successful progression in learning at all stages of education. This agenda for action picks up important issues that emerged from the case studies, from the literature review and from the stakeholder conversations that took place throughout the project.

Four clear priorities for action emerged to promote better alignment between the policy aspirations of Curriculum for Excellence and their realisation in practice:

- Developing teacher professionalism in bringing together curriculum and assessment
- Managing learning and progression at transitions
- Building trust in professional judgement
- Ensuring intelligent accountability in Curriculum for Excellence.

1. Developing teacher professionalism in bringing together curriculum and assessment

- To support teachers in developing greater awareness of the complex interactions among all the factors that contribute to the overall process of learning, teaching and assessment, there should be a focus on validity. Clear understanding of what matters in the curriculum is the basis of establishing how much and how well pupils are learning and have learned, and for planning further learning.

- Thinking and discussion about assessment should be embedded in planning overall learning and teaching (for a sequence of lessons, a term, a year or a stage). They should begin from what matters in the curriculum. This is the essential basis for. developing good learning and assessment tasks; articulating relevant success criteria; involving pupils in planning and assessing their own learning; gathering classwork evidence and evaluating success; providing feedback and identifying next steps; summarising achievement and progress (including, when required, making a 'level judgement'); and reporting information about pupils' learning.

- There should be (continued) provision of guidance on and exemplification of ways in which the statements of Experiences and Outcomes can be used to inform these processes.

2. *Managing learning and progression at transitions*

- For teachers to be motivated to use information they receive from another teacher or school they must be involved in the design of the information gathering system.

- The system needs to be manageable and focused on the transfer of information that will lead to changes in curriculum planning and/or in classroom practices for individual learners or for groups of learners; and will support conversations about learning between learners and teachers. Detailed analyses of each pupil's progress in all areas across the curriculum are unlikely to be used.

- At all points of transition teachers should receive information about prior curriculum coverage and have opportunities for learning conversations with pupils. These conversations can be informed by reference to relevant prior work in a portfolio.

- Purposeful meetings of primary and secondary colleagues are essential, informed if possible by time spent in one another's classrooms. These meetings need to be a permanent part of professional life.

- The Scottish Government and Education Scotland should work with local authorities to promote these ideas and encourage and support communities of learning, including both primary and secondary staff.

3. *Building trust in professional judgement*

- Building high quality teachers' professional judgement is crucial to the success of Curriculum for Excellence, which promotes a range of learning that no external examination system could assess alone.

- At points of transition within and between schools, what matters most is that teachers trust one another's judgements about what pupils have learned. In the later years of secondary school, when assessment stakes are high, society must trust teachers' professional judgements; these must be consistent with nationally specified standards for different qualifications. At all stages, trust will require close relationships among those involved – learners, parents, other teachers, other schools and society generally, as represented by local and national bodies responsible for education and by elected representatives.

- The research review and case studies identified key action needed in relation to *assessment for learning* and *assessment of learning*.

Enhancing teachers' professionalism in assessment for learning

- In addition to the range of existing assessment for learning practice, there should be emphasis on:
  - o the importance of dialogue about progress in learning between teachers and pupils and amongst pupils
  - o evidence-informed decision-making. The basis of such evidence about what has been learned and next steps (what to teach next and how) is clear understanding of the curriculum; of the kinds of learning and assessment tasks that will promote the learning embodied in that curriculum; and of what pupils need to do to demonstrate that they have learned it. This point is thus closely linked to 'Developing teacher professionalism in bringing together curriculum and assessment' (above) and to 'Sharing information about pupils' progress without reference to achievement of a level' (below).

- Teachers, researchers and curriculum developers should work together to build examples of using dialogue to promote and provide evidence of learning in different contexts.

Enhancing teachers' professional judgement in assessment of learning

Sharing information about pupils' progress without reference to achievement of a level

- Within clusters teachers should work with others to form and share an understanding of progression in different areas of the curriculum, through discussions of curriculum plans, learning and assessment tasks, criteria for success, samples of pupils' work and teacher annotations of these.

- Such discussion should focus on understanding the relationship between immediate 'next steps' related to current learning and the 'big picture' of progression through school in terms of key aspects of learning in a curriculum area.

- A number of starting points within Curriculum for Excellence (eg, Principles and Practice papers) can be used to help articulate progression. Education Scotland, teachers, education authorities and researchers in collaboration should effectively use such material along with curriculum plans and samples of pupils' work to provide examples of evidence-based decisions about what next steps might be the priority for an individual, a group or a class and how curriculum plans can be accordingly adapted.

- These groups should develop and share examples of using this kind of information as the basis for reporting to parents and for passing key information to a subsequent teacher.

- Consultation is needed about parents' perspectives on different forms of communication about their children's learning, including, for example, discussion of portfolios of work rather than detailed descriptive school reports.

Making good decisions about achievement of levels

- Curriculum for Excellence affords learners opportunities to explore concepts and learn in depth. To promote a focus on such learning and progression, to prevent the creation of sub-levels and to ensure validity of levels judgements, there is a strong case for reporting on level achievement only at the end of stages of school associated with likely achievement of a level by most pupils – P4, P7 and at the point of moving from broad general education into the senior phase.

- To avoid fragmentation of assessment there is a need to develop clear statements of what matters to demonstrate the achievement of Experiences and Outcomes at a particular level. These statements should not comprise a list of detailed content; rather, they should

focus on key learning. Attempts to describe achievement of a level are only likely to be meaningful when accompanied by exemplification. A range of exemplification will be needed to show how what matters can be matched to several different kinds of pupil experience and types of work. These exemplars should include teachers' annotations explaining how the teacher has come to the decision that the profile of pupil's work is a 'best fit' for the level. Exemplification should illustrate how learners have had opportunities to demonstrate breadth of coverage of Experiences and Outcomes, should provide evidence which reflects success in meeting an appropriate level of challenge and illustrate successful application of learning in different contexts.

- 'Best fit' requires a number of pieces of work to be compared to a level; decisions are taken on the extent to which the whole body of work provides evidence that key learning has been achieved. Levels are meaningful only if they are related to a body of evidence of learning and cannot be assigned to individual pieces of work.

- Developing exemplification representing the concepts of 'developing, consolidating and secure' should be avoided as it would in effect create separate sub-levels and risk labelling pupils, with consequent constraint of breadth and challenge in the learning of those working at the 'lower' sub-levels.

- First draft descriptions of the qualities demonstrating level achievement and exemplification should be developed by teachers, researchers and local and experienced national support and challenge staff. There should be engagement and consultation with the profession about these materials, leading to final levels statements accompanied by annotated exemplification.

Moderating teachers' professional judgement against standards
- Moderation requires teachers to come together to discuss examples of pupils' work, compare them against agreed standards, using a 'best fit' approach, and discuss their judgements.

- Moderation activities can provide feedback to those responsible for levels on the appropriateness of their expectations and thus inform periodic modification.

- It must be recognised that moderation takes time and should be regarded as a key task in what it is to be a professional educator. Successful moderation will depend on the

development of high quality professional relationships amongst teachers and on in-depth learning conversations. It will take time to develop a common understanding of standards of achievement and skills in making dependable judgements against agreed standards among a group of teachers. The time needed to support teachers in moderation and sharing standards may have to be found by prioritising these activities and reducing time spent on other activities.

- Moderation activities will be all the more effective when informed professional advisers work with school colleagues.

4. *Intelligent accountability in Curriculum for Excellence*

A major threat to the assessment aspirations of Curriculum for Excellence comes from lack of alignment between these aspirations and accountability systems.

- Effective accountability systems must be consistent with the aims of education rather than a diversion from or an obstruction to learning and teaching. For example, standardised tests do not provide valid information related to Curriculum for Excellence

- A model of accountability in the context of Curriculum for Excellence should recognise that: education has multiple purposes; the education system is complex; education is concerned with learners both as individuals and as members of society; educational issues must be related to issues of social justice; and change must be based on building the expertise of the profession. Levels judgements cannot be the sole or main basis for such a model.

- Evaluation systems need to be designed to focus on the impact of action by schools and teachers on learning within Curriculum for Excellence and on the extent to which their actions make a positive difference to children's and young people's learning. This requires consideration by all of such questions as: what evidence (from research, policy and other practice) has been used to inform the design of the innovation to promote its chance of success? how will success be judged? what evidence will be gathered to determine the extent of the success of the innovation?

- It will be important for all those with policy responsibilities to consider how best to:
  - o promote continuing development of self-evaluation and improvement planning based mainly on evidence about quality of learning and teaching and descriptions

of pupils' progress, involving levels judgements only at key points, eg, P4, P7 and the end of broad general education.

- discourage too frequent use of levels judgements for tracking individual pupils' progress (on the grounds of the lack of validity when levels judgements are made on the basis of only small amounts of curricular coverage and pupil work).

- consider, in consultation with local authorities, how future accountability systems might be developed in ways that will remain consistent with the aspirations of Curriculum for Excellence without the negative washback on classroom practice commonly associated with previous accountability systems. For example, there may be merit in considering how a sample survey such as the Scottish Survey of Literacy and Numeracy (SSLN) might be extended to monitor standards locally from time to time. The SSLN will provide information directly related to Curriculum for Excellence and, as an anonymous survey, is less likely to lead to the negative washback features associated with regular standardised testing and with the frequent and/or centralised gathering of information on levels (and potentially, sub-levels) achieved.

- There is a duty on all involved to prevent the worst possible scenario, in which as a society and education system we become obsessed with measurement of progress against increasingly small and narrow targets and draw attention away from the broader aspirations of Curriculum for Excellence.