

TEACHER PANEL

ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS (ACEL) 2018/19

Purpose

1. This paper provides information on the Achievement of Curriculum for Excellence Level (ACEL) 2018/19 statistics published on 10 December 2019.
2. These statistics, which are based on teacher professional judgements, cover performance in reading, writing, listening and talking and numeracy for all pupils in P1, P4, P7 and S3 in publicly funded mainstream schools and all pupils in special schools.
3. Results at national, local authority and school level are available from the Scottish Government [website](#).

Removal of 'Experimental Statistics' label

4. In previous years these statistics have been labelled as 'Experimental Statistics' reflecting that they were new statistics in development.
5. Consideration of the evidence, including internal assessment against the Code of Practice for Official Statistics, local authority feedback and analysis of the data, shows that the data meet the Code of Practice for Statistics and that data quality has further improved in 2018/19.
6. There do remain some data quality concerns. In particular, some local authorities expressed reservations regarding confidence in judgements for S3 pupils at Fourth Level and analysis does suggest that these data are less consistent. In line with guidance from the Office for Statistics Regulation, such data quality concerns are reflected in the commentary associated with the publication but do not represent a reason to continue to label the statistics as 'Experimental'.
7. Based on the evidence, the Chief Statistician concluded that the Achievement of Curriculum for Excellence Levels 2018/19 statistics should not be labelled as 'Experimental Statistics'. As such they are designated as 'Official Statistics'. More information can be found at the weblink provided above.

Summary of key findings

8. The percentage of pupils achieving the expected CfE level has increased slightly across most organisers and stages, although the overall pattern of performance is very similar to that reported in the 2017/18 results.
9. The proportion of pupils achieving the CfE level relevant for their stage is slightly higher in P1 than the later primary stages. For example, in reading, 82% of P1

pupils achieved Early Level, 78% of P4 pupils achieved First Level and 80% of P7 pupils achieved Second Level.

10. The percentage of S3 pupils achieving CfE Third Level or better is between 90% and 91% **for all organisers (reading, writing, listening and talking and numeracy).**
11. Pupils from the least deprived areas performed better than pupils from the most deprived areas at all stages, in all organisers. This attainment gap has narrowed slightly compared to 2017/18 for primary school pupils in literacy and for Secondary 3 pupils (at Third Level or better) in numeracy, but it has remained steady for primary numeracy and widened slightly for S3 literacy.
12. Further details of these results can be found in Annex A.

How Education Scotland continues to support practitioners in assessing progress

13. Education Scotland has and is continuing to support school leaders and practitioners in assessing progress.
14. All six National Improvement Framework Officers who are aligned to a Regional Improvement Collaborative have delivered training at a national level on assessment and moderation, which has further developed and strengthened knowledge in assessment and confidence in making professional judgements. These events have been very successful which is demonstrated in a recent survey for attendees designed to measure the impact, 54% of respondents said they had a good or very good understanding of moderation prior to the event, compared with 100% after the event. Ninety-three percent of respondents are likely to change their practice as a result of the event. Ninety-seven percent of respondents are likely to share their learning with others following attendance at the event.
15. Part of the model devised by Education Scotland around assessment is to empower and build capacity in teachers to support schools in their local authority with assessment and moderation. Education Scotland ran a programme to train Quality Assurance and Moderation Support Officers (QAMSOs). The programme this session has developed from literacy and numeracy to generic training on assessment and moderation.
16. It is acknowledged that teachers' professional judgement is developing each year, however support will continue to be required in this area, in particular around consistency. For 2019-2020, National Improvement Framework Officers have planned a programme for national moderation and are working with their Regional Improvement Collaboratives to develop and support them in planning for assessment and moderation.

17. The Moderation Hub on Glow is a virtual learning environment delivering career-long professional learning on all aspects of the moderation cycle. It provides: professional learning on moderation, an in-depth look at each step of the moderation cycle, and is a one-stop-shop for key documentation. National Improvement Framework Officers are currently auditing the content within the Hub to ensure that leaders at all levels have the most relevant and up-to-date materials at their disposal to support assessment and moderation.

Points for discussion

18. Teacher Panel members are invited to consider the content of this paper and offer their views on:

- the findings of the Achievement of Curriculum Level statistics 2018/19 publication
- their experience of making professional judgements on achievement of CfE levels

Learning Directorate
December 2019

ANNEX A

Percentage of pupils achieving expected CfE levels, 2016/17 to 2018/19

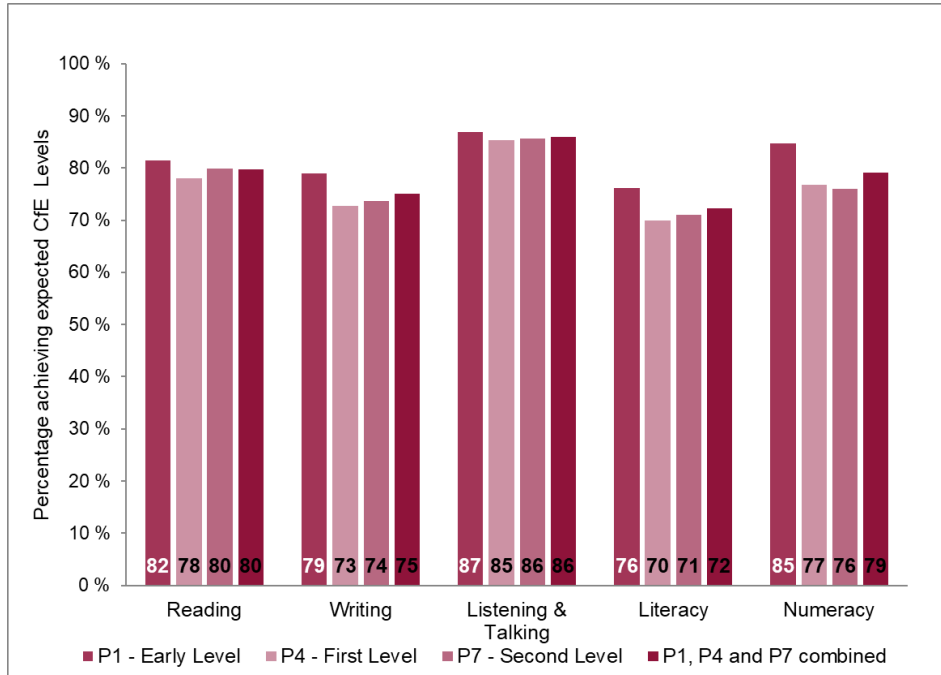
The percentage of pupils achieving the expected CfE level has increased slightly across most organisers and stages. In most cases these increases have been by around 1 percentage point. The overall pattern of performance is very similar to that reported in the Achievement of CfE level 2017/18 results.

Year	Stage/Level	Reading	Writing	Listening & Talking	Literacy	Numeracy
2018/19	P1 - Early Level	82	79	87	76	85
	P4 - First Level	78	73	85	70	77
	P7 - Second Level	80	74	86	71	76
	P1, P4 and P7 combined	80	75	86	72	79
	S3 - Third Level or better	91	90	91	88	90
	S3 - Fourth Level	55	52	57	48	59
2017/18	P1 - Early Level	81	78	87	75	85
	P4 - First Level	77	72	85	69	76
	P7 - Second Level	79	73	84	70	75
	P1, P4 and P7 combined	79	74	85	71	78
	S3 - Third Level or better	90	89	91	87	89
	S3 - Fourth Level	53	51	55	46	56
2016/17	P1 - Early Level	80	77	85	74	83
	P4 - First Level	77	71	83	68	75
	P7 - Second Level	76	69	81	66	70
	P1, P4 and P7 combined	78	72	83	69	76
	S3 - Third Level or better	90	89	91	87	88
	S3 - Fourth Level	51	48	51	44	56

The robustness and consistency of these statistics have increased over time. This should be kept in mind when making comparisons between years.

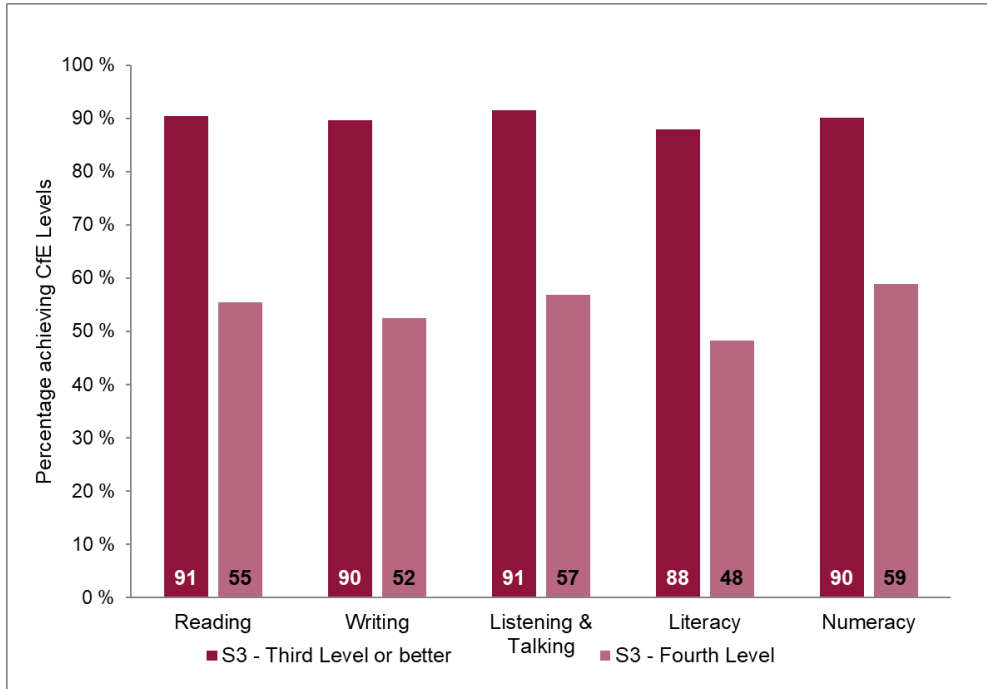
Percentage of primary pupils achieving the expected CfE level, 2018/19

The proportion of pupils achieving the CfE level relevant for their stage is slightly higher in P1 than the later primary stages. For example, in numeracy, 85% of P1 pupils achieved Early Level, 77% of P4 pupils achieved First Level and 76% of P7 pupils achieved Second Level.



Percentage of S3 pupils achieving CfE levels, 2018/19

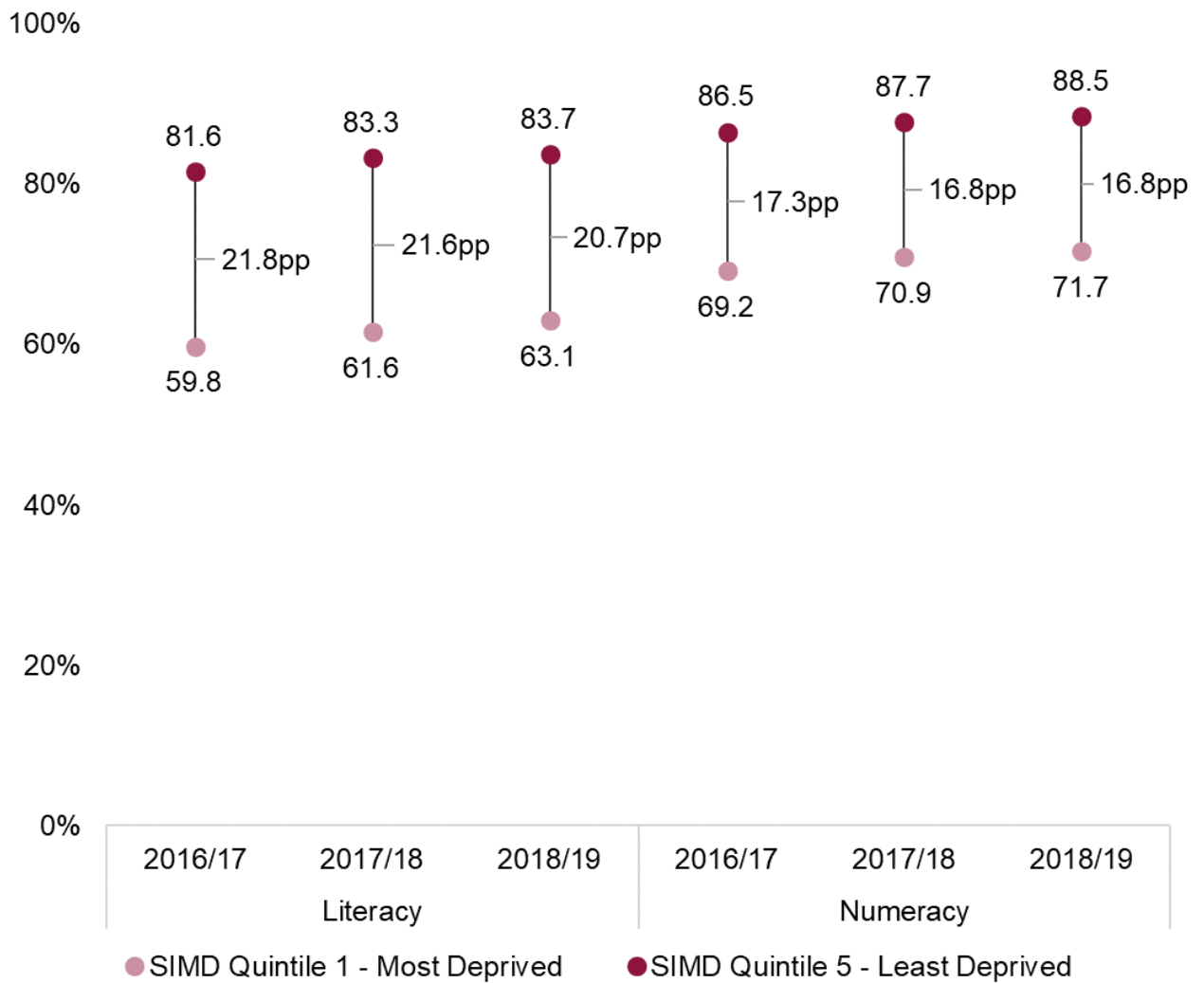
The percentage of S3 pupils achieving CfE Third Level or better is 90 to 91 percent for all organisers (reading, writing, listening and talking and numeracy).



Percentage of P1, P4 and P7 pupils combined achieving expected level in literacy and numeracy by deprivation, 2016/17 to 2018/19

The gap between the proportion of primary pupils from the most and least deprived areas who achieved their expected level in literacy has reduced since 2016/17.

The gap between the proportion of primary pupils from the most and least deprived areas who achieved their expected level in numeracy reduced slightly between 2016/17 and 2017/18 and remained stable between 2017/18 and 2018/19.



Percentage of S3 pupils achieving Third Level or better in Literacy and Numeracy by deprivation, 2016/17 to 2018/19

The gap between the proportion of S3 pupils from the most and least deprived areas who achieved their expected level in literacy reduced slightly between 2016/17 and 2017/18 but then increased between 2017/18 and 2018/19.

The gap between the proportion of S3 pupils from the most and least deprived areas who achieved their expected level in numeracy reduced between 2016/17 and 2017/18 and again between 2017/18 and 2018/19.

