

Report

Report to:	Education Resources Committee
Date of report:	14 February 2023
Report by:	Executive Director (Education Resources)

Subject:	Achievement of Literacy and Numeracy Curriculum for Excellence Levels 2021/2022
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the recently published Literacy and Numeracy Curriculum for Excellence levels for session 2021/2022

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Curriculum for Excellence levels in Literacy and Numeracy for 2021/2022 be noted.

3. Background

- 3.1. The Scottish Government published Achievement of Curriculum for Excellence (CfE) Levels for 2021/2022 on 13 December 2022.
- 3.2. The published information is based on the professional judgement of teachers and is collated annually based on data submitted by all schools in Scotland in June each year. Due to the Covid 19 pandemic, there was no data collected in 2019/2020 and there was no S3 data collected in 2020/2021.
- 3.3. Data is submitted on Curriculum for Excellence levels in literacy and numeracy at the stages of P1, P4, P7 and S3 across all South Lanarkshire Council schools. The school level data is aggregated by the Scottish Government to produce the Local Authority dataset which forms the basis for their report.
- 3.4. Further information on Curriculum for Excellence levels and the expected levels by stage is shown in Appendix 1.
- 3.5. The dataset also includes information relating to the attainment gap between children from the most deprived backgrounds and those from the least. The Scottish Index of Multiple Deprivation (SIMD) is a statistical tool that is used by the Scottish Government to identify and measure areas of relative deprivation in Scotland. Further information on SIMD and 'the gap' is provided in Appendix 2.
- 3.6. A very small number of pupils have long term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These pupils are recorded as 'child following individual milestones' and are included in the data.

4. Assessment and Moderation

- 4.1. Achievement of a level of CfE levels is judged based on an holistic view of a child's achievements across a range of evidence over a period of time. Some schools use standardised assessments to contribute to this process.
- 4.2. Teacher judgement levels are subject to quality assurance to ensure a consistent understanding of standards and consistent assessment decisions. Moderation can take place internally within a school or across a group of schools and/or Learning Communities. All schools have access to external materials to support this process including resources published by Education Scotland and by the West Partnership.
- 4.3. Schools use their pupil level CfE data internally to inform next steps in progress for individual children and young people. Aggregated whole school data is included in each school's annual Standards and Quality report which is published and shared with parents each session.

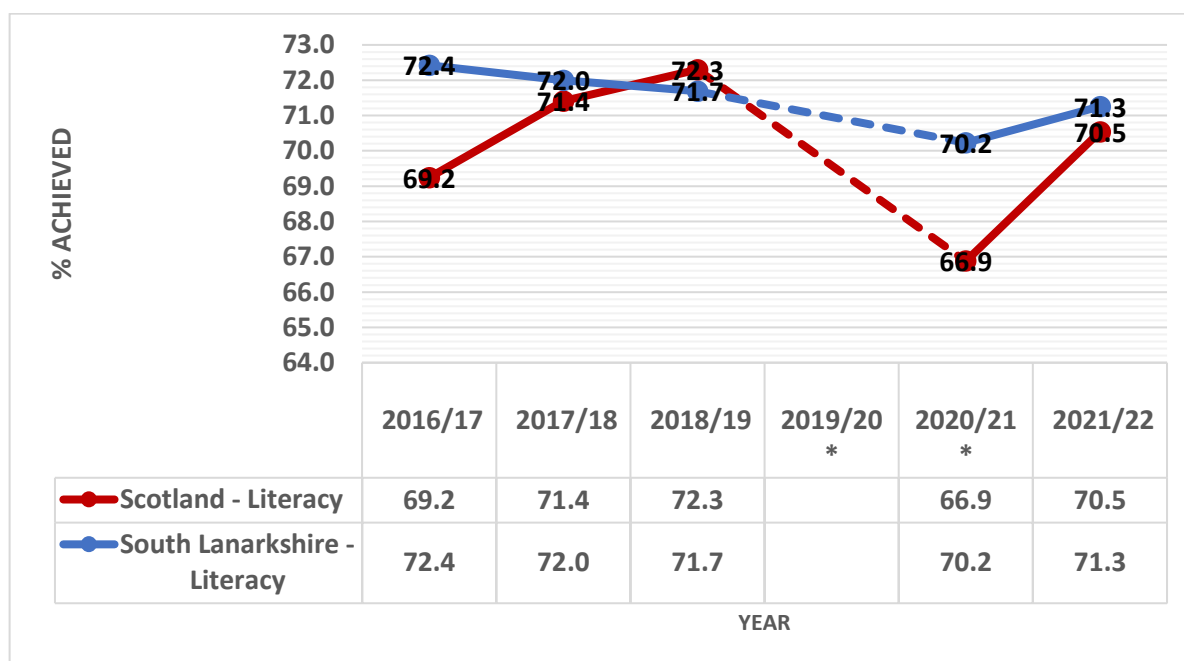
The information can be accessed on the Scottish Government's website at:
[Achievement of Curriculum for Excellence \(CfE\) Levels 2021/22](#)

5. Summary of results

- 5.1. South Lanarkshire Council reported CfE data for 14,258 young people across 142 schools in 2021/2022 within the National Sample of around 225,000 young people.

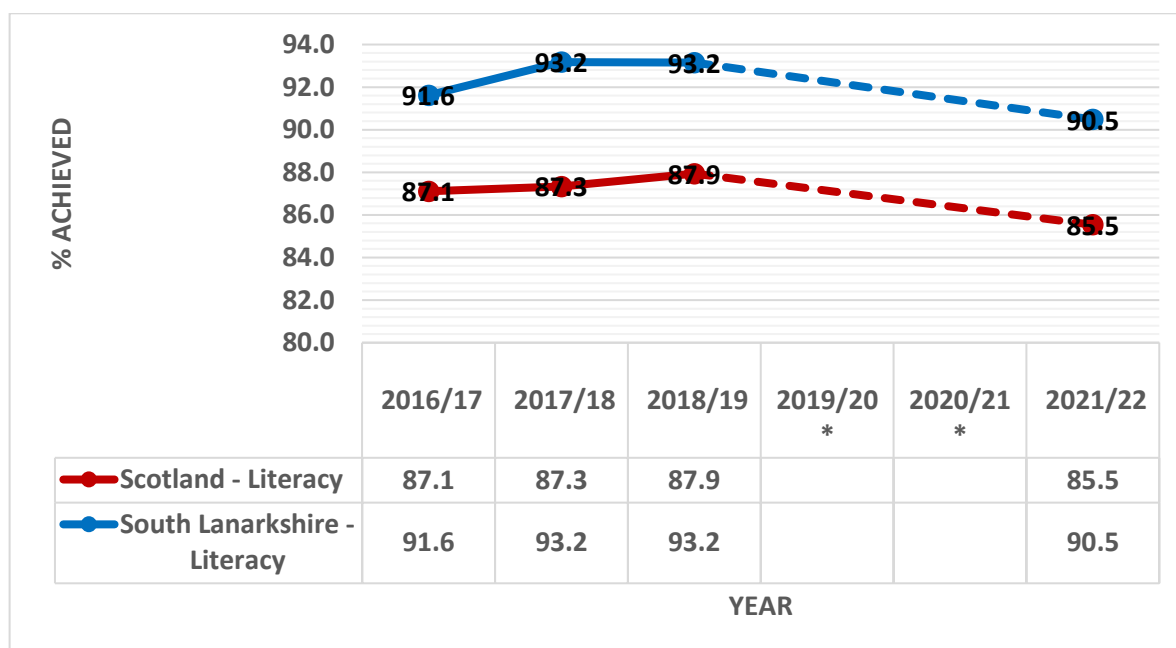
2021/2022 was the first year in which a full data set was collected for the four stages (P1, P4, P7 and S3) since the coronavirus (COVID-19) pandemic began.

- 5.2. Primary Literacy



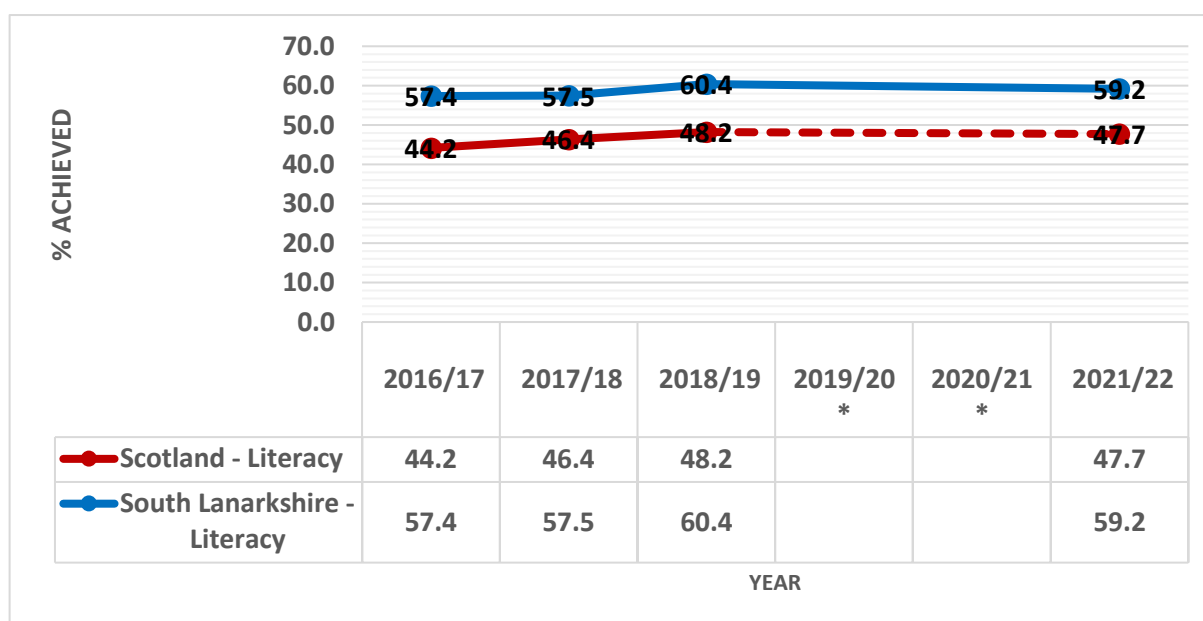
- ♦ In 2021/2022, at 71.3%, achievement of primary literacy levels in South Lanarkshire Council is just above the national average of 70.5%
- ♦ Primary literacy levels in South Lanarkshire Council have improved by 1.1% points between 2020/2021 and 2021/2022
- ♦ In 2021/2022 the primary literacy 'gap' was 24.4% points.

5.3. Secondary Literacy Third Level



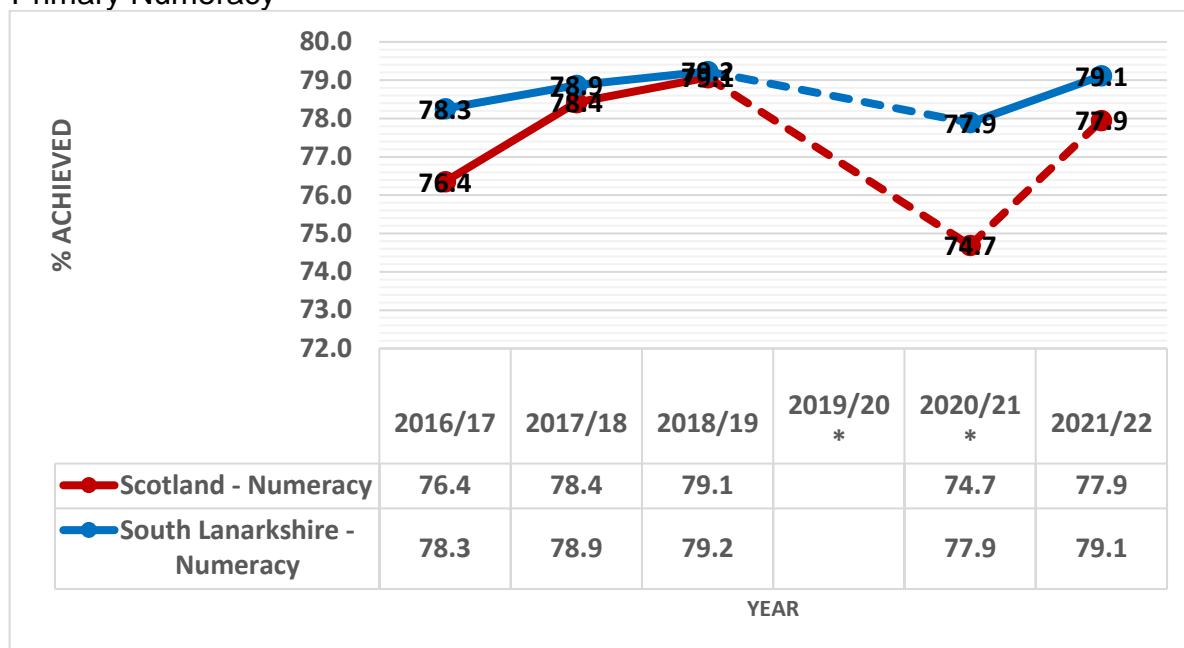
- ◆ In 2021/22, at 90.5%, achievement of S3 third level literacy in South Lanarkshire Council is well above the National Average of 85.5%
- ◆ In 2021/22 the S3 third level literacy gap was 9% points, which compares favourably to the national figure of 16.3% points

Fourth Level



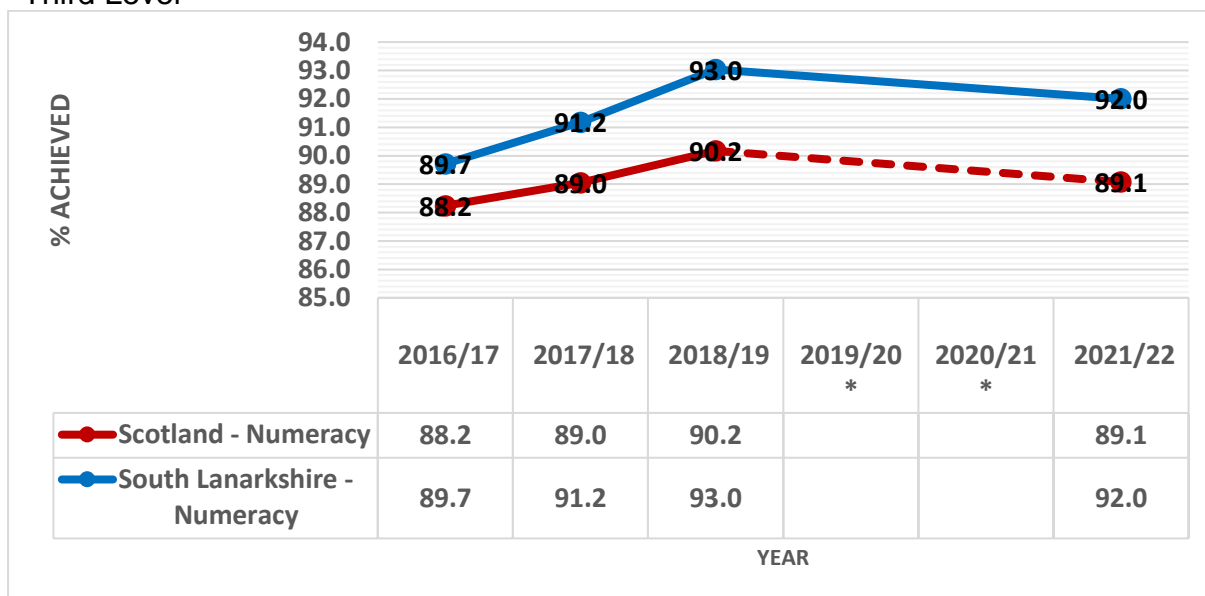
- ◆ In 2021/2022, at 59.2%, achievement of S3 fourth level literacy in South Lanarkshire Council is well above the National Average of 47.7%.
- ◆ In 2021/2022, the S3 fourth level literacy gap has narrowed to 23.5% points from 29.3% points in 2018/2019. This is the smallest gap since 2016/2017 and is better than the national figure of 31.1% points.

5.4. Primary Numeracy



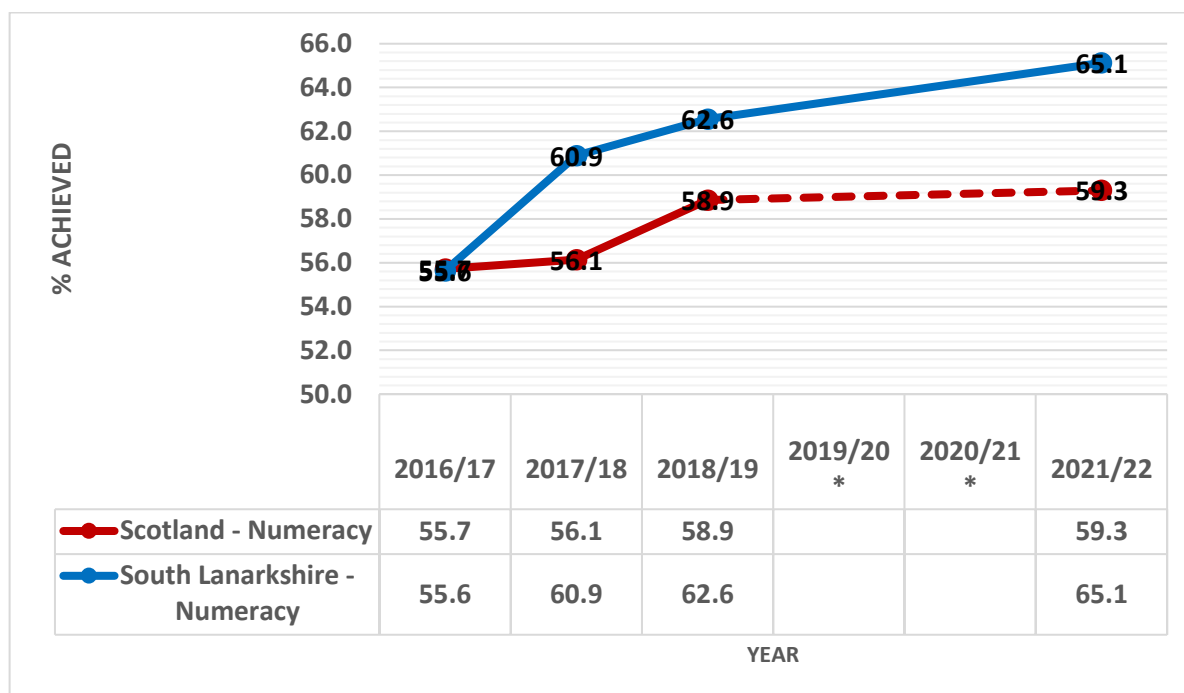
- ◆ In 2021/2022, at 79.1%, achievement of primary numeracy levels in South Lanarkshire Council is above the National Average of 77.9%.
- ◆ Primary numeracy levels in South Lanarkshire Council have improved by 1.2% points between 2020/2021 and 2021/2022 and are now higher than 2018/19 (before the COVID-19 pandemic.)
- ◆ In 2021/2022 the numeracy gap narrowed to 18.6% points from 19.2% points in 2020/2021.

5.5. Secondary Numeracy Third Level



- ◆ At 92.0%, achievement of S3 third level numeracy in South Lanarkshire Council is above the national average of 89.1%.
- ◆ In 2021/2022, the S3 third level numeracy gap was 12.5% points which compares favourably to the National figure of 15.0% points.

Fourth Level



- ◆ In 2021/2022, at 65.1%, achievement of S3 fourth Level numeracy in South Lanarkshire Council is above the national average of 59.3%. This is the highest level since 2016/2017.
- ◆ In 2021/2022, the S3 fourth level numeracy gap was 32.3% points. Whilst this is better than the national figure of 34.9% points, this is the largest poverty related attainment gap across the measures reported.

5.6. The data for CfE Level achievement in South Lanarkshire Council indicates that schools are making positive steps in relation to recovery from the pandemic, with progress being made across most indicators and school stages. Most measures in South Lanarkshire Council have increased since 2020/2021 and almost all measures are sitting above the national average.

5.7. However, it is noted that the poverty-related attainment gap remains a challenge across the country, with none of the National data showing a gap less than pre-pandemic levels.

5.8. In South Lanarkshire Council, whilst there are some measures where the gap is less than it was in 2018/2019, this remains an area of focus for our schools.

6. Next steps

6.1. The data being collected on children's progress continues to help inform a shared understanding at local and national level on areas where focused action is required to further improve standards.

6.2 Education Resources will continue to take forward its priority to '*provide a rich and stimulating curriculum that helps to raise standards in literacy and numeracy*'. It will also continue to provide support for schools to continue to raise attainment through the work of the Curriculum and Quality Improvement (CQIS) service. Work to provide additional support for schools in literacy and numeracy and in assessment is ongoing.

6.3. This data will continue to be reported on through Education Resources' planning and reporting mechanisms linked to both the Council Plan and Resource Plan at quarters 2 and 4.

6.4. Equity of achievement in Literacy and Numeracy for all our young people remains a priority for Education in South Lanarkshire Council.

7. Employee Implications

7.1. None

8. Financial Implications

8.1. None

9. Other Implications

9.1. There are no implications for sustainability or risk in terms of the information contained within this report.

10. Equality Impact Assessment and Consultation Arrangements

10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

10.2. Consultation, dialogue and engagement has taken place with schools, headteachers, teachers and the trade unions on achievement of attainment levels. Support has been provided through professional learning at school and learning community level

Tony McDaid
Executive Director (Education Resources)

25 January 2023

Link(s) to Council Values/Priorities/Outcomes

◆ Inspiring learners, transforming learning, strengthening partnerships

Previous References

◆ Education Resources Committee - 19 February 2019

List of Background Papers

◆ Achievement of Curriculum Levels (CfE)

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:

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Appendix 1 Curriculum for Excellence levels

Expected CfE levels by stage

<u>CfE Level</u>	<u>Stage</u>	<u>Description</u>
Early	P1	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	P4	To the end of P4, but earlier or later for some.
Second	P7	To the end of P7, but earlier or later for some.
Third and Fourth	S3	S1 to S3, but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework Level 4. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes.

'Literacy' and 'Numeracy' and reports the percentage of children and young people who have achieved expected CfE levels, as shown in the table, in these areas.

Pupils are deemed to have achieved a level in Literacy when they achieve the expected level for the three Literacy organisers: Reading; Writing; Listening and Talking),

Appendix 2 SIMD and ‘The Gap’

The Scottish Index of Multiple Deprivation (SIMD) is a statistical tool that is used by the Scottish Government to identify and measure areas of relative deprivation in Scotland. It provides a composite measure of deprivation by combining information from six different indicators: income, employment, health, education, geographic access to services and crime.

A score is produced based on these 6 indicators and this score is used to rank each small geographical area (data zone) from the most deprived (rank 1) to the least deprived (rank 6,505).

Deciles split the data zones into 10 groups, each containing 10% of Scotland’s data zones. Quintiles split the data zones into 5 groups, each containing 20% of Scotland’s data zones. The graphic below shows the relationship between Deciles and Quintiles.

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	

All ‘gap’ analysis within this paper compares attainment of learners who reside in Quintile 1 data zones with all learners who reside in Quintile 5 data zones. (Q1 v Q5). This is the commonly accepted methodology to measure the ‘gap’ in Scottish Education.