

COMMITMENT BY YOUR CHILD

This section gives information on your child's commitment to tasks. The number 1, 2, 3 or 4 will be reported in **column C**.

1. Your child *shows a high level of motivation*.
2. Your child *usually shows good motivation*.
3. Your child *shows little motivation*.
4. Your child is *reluctant to complete tasks*.

FURTHER DEVELOPMENT

In most cases, further development is likely to be as per the 5-14 Curriculum. However, this section gives the teacher the opportunity to identify specific aspects that require action.

ATTENDANCE

This section reports the possible attendance in half days and your child's actual attendance in half days.

NOTES FOR **PARENTS/** **GUARDIANS**

The notes provide information about the
5-14 Curriculum taught in
Aberdeenshire Schools, to help you
to interpret your child's report.

THE REPORT

The report tells you about your child's progress in each of the areas of the 5-14 Curriculum.

5-14 CURRICULUM

The 5-14 Curriculum is a teaching programme for children between the ages of 5 and 14. The curricular areas covered are Personal and Social Development, English Language, Mathematics, The Expressive Arts, Environmental Studies, Religious and Moral Education, and Modern European Languages.

Some of the areas of the curriculum are divided into five levels (A - E). The teaching commences at level A and then progresses through B, C, D and E at a pace according to your child's needs. Most curricular areas of the 5-14 programme are undertaken over the course of nine years (the first seven in primary school and the final two in secondary school). An exception is Modern European Languages which is taught from Primary 6.

It is important to note that your child is likely to take more than one school session to progress through each level.

English Language and Mathematics are assessed and reported in levels.

NATIONAL EXPECTATIONS OF THE LEVELS

The levels provide national expectations of how pupils might progress through the various areas of the curriculum. Pupils do, however, learn at different rates and in different ways. The levels in the report will give you information about your child's progress using levels A - E.

Level A - should be attainable in the course of P1 - P3 by almost all pupils.

Level B - should be attainable by some pupils in P3 and by most in P4.

Level C - should be attainable in the course of P4 - P6 by most pupils.

Level D - should be attainable by some pupils in P5 - P6 and by most in P7.

Level E - should be attainable by some pupils in P7 - S1 and by most in S2.

(Level F Guidelines have recently been developed for those pupils who are working beyond Level E before the end of S2).

NATIONAL ASSESSMENT LEVELS

Schools are required to report the National Attainment levels achieved by pupils in Reading, Writing and Mathematics. The levels that your child has attained are reported in Column N.

WORKING TOWARDS

Once a level has been successfully achieved, your child will undertake work at the next level.

e.g. If your child has successfully achieved level A in Mathematics he/she will be undertaking work at level B - he/she will be **working towards** level B.

If your child is at the initial stages of level B, he/she will have B in the first section of the box in **column W**. (Diagram 1).

If your child is in the middle of level B he/she will have B in the second section of the box in **column W**. (Diagram 2).

If your child is in the latter stages of level B, he/she will have B in the third section of the box in **column W**. (Diagram 3).



Diagram 1



Diagram 2



Diagram 3

SUPPORT

This section gives information on the support that your child requires to complete tasks. This support is *in addition* to the normal teaching time appropriate for your child. The number 1, 2, 3 or 4 will be reported in **column S**.

1. Your child requires **little** additional support in order to complete tasks effectively.
2. Your child requires **some** additional support in order to complete tasks effectively.
3. Your child requires **frequent** additional support in order to complete tasks effectively.
4. Your child requires **considerable** additional support in order to complete tasks effectively.