

## The Highland Council

### Education, Children and Adult Services Committee – 28 August 2014

Agenda Item	14.
Report No	ECAS/31/14

## Recognising Achievement

### Report by Director of Care and Learning

#### Summary

This report provides members with information on the development of wider achievement in schools.

## 1. Background

- 1.1 Scotland's young people need to be well equipped for the challenges of the 21st century. Throughout their broad general education and into the senior phase, young people will develop skills for learning, life and work to enable them to achieve their fullest potential.
- 1.2 Work has been taken forward nationally on recognising achievement as an integral part of Curriculum for Excellence. Young people in Scotland are involved in a wide range of activities and are developing skills and succeeding in many achievements. The Scottish Government is looking at ways in which greater recognition can be given to young people's achievements beyond qualifications.
- 1.3 Everyone knows the importance of getting formal qualifications at school - but young people are involved in a wide range of activities and have other important achievements that many never hear about, for example in:
  - youth work
  - volunteering
  - part-time employment
  - hobbies and interests
  - projects that they undertake across the curriculum and their participation in the life of the school
  - helping care for a relative at home.
- 1.4 As a result, young people are developing important skills for learning, skills for life and skills for work that can be of real value to them as they grow up and when it comes to getting a job or going to college or university.
- 1.5 It is important that young people get full recognition for all their achievements - not just their exam results. Building the Curriculum 3 recognises the importance of providing opportunities for achievement in a range of contexts in and out of school.
- 1.6 Recognising achievement should not be a 'tick-box' exercise involving lists of activities, but should focus on helping young people to understand the skills they have developed through these activities and enable them to better describe to others how they can demonstrate and build on those skills. It must have credibility with young people, their parents, employers, universities and colleges.

- 1.7 Many education authorities, schools, colleges and other education providers across Scotland are already recognising their pupils' achievements in a range of ways – for example through the use of certificates, school noticeboards, online portfolios, awards ceremonies, etc. Many are looking to develop an approach to this. We want to build on this.
- 1.8 As part of the wider Curriculum for Excellence programme, the Scottish Government in partnership with Education Scotland, local authorities and other key partners, is looking at how to support local authorities, schools and other education providers in recognising achievement.
- 1.9 Alongside this, the Government and Education Scotland are also working to promote and develop partnerships between schools and youth work and ensure that the wider youth sector is able to contribute fully to the development and delivery of Curriculum for Excellence.
- 1.10 Youth work can provide young people with a wide range of opportunities to develop skills, contribute as active citizens and gain valuable achievements outside the classroom.
- 1.11 'Amazing Things – A guide to youth awards in Scotland' published by Youth Scotland, which is available in the Members' Library, is a guide to the various youth award schemes in Scotland.
- 1.12 It is a useful tool for schools and other establishments in planning opportunities for young people's achievement.
- 1.13 Personal achievement provides young people with a sense of satisfaction and helps to build motivation, resilience and confidence.

## **2. Highland Development Approach**

- 2.1 Highland schools are starting from a position of strength in this area. Schools across Highland have over a number of years recognised the importance wider achievement for their pupils.
- 2.2 The development strategy will be based on six key elements:
  1. Coordination
  2. Consolidation
  3. Accreditation
  4. Recording and Reporting
  5. Skills Development
  6. Future Developments
- 2.3 Coordination – A Wider Achievement group will be established through the School Improvement group. Its remit will be to pull together key staff and then work towards producing a draft Wider Achievement development statement for Highland.
- 2.4 Consolidation – An audit of the work already carried out in schools needs to be carried out. This will identify areas of strength and areas of development.
- 2.5 Accreditation – It is important that that young people receive appropriate accreditation for their wider achievement. This will provide wider achievement

awards with the appropriate currency with pupils, parents and employers. A key issue for schools will be the possible additional costs incurred in providing accreditation.

- 2.6 Recording and Reporting – Pupil profiling has already been established in schools for all P7 and S3 pupils as part of the implementation of the Curriculum for Excellence. It is also planned to introduce profiling into the Senior school. It is important that we ensure this process does not become too cumbersome from an administration point of view for staff and pupils to utilise effectively. It is important that ICT becomes an integral part of the delivery in this area.
- 2.7 Skills Development – It is important that young people and staff can identify the key skills they are learning with their participation in wider achievement activities both in school and outside school. Training will be required for staff and pupils to ensure this they are able to do this.
- 2.8 Future Developments – Highland Council and schools must continue to make this a high priority for themselves and their young people if the key skills for life, learning and work that are required for the future prosperity of the Highlands are to be achieved.

### **3. Implications**

- 3.1 There are no Legal, Climate Change/Carbon Clever, Risk or Gaelic implications from this report. However, it is important that any additional costs are monitored for low income families or in areas of deprivation. It is also vital we monitor the level of provision of achievement awards in areas of isolation.

<h3><b>4. Recommendation</b></h3>
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| <ul style="list-style-type: none"><li>4.1 Members are asked to note the proposed development strategy in this area.</li></ul> |
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Designation: Director of Education, Culture and Sport

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