

## Curriculum for Excellence

### Producing a Profile - Guidance for all Establishments

#### 1. Background

1.1 *Building the Curriculum 5: A Framework for Assessment: Recognising Achievement, Profiling and Reporting* provides advice on developing common approaches to profiles which supports the process of learning and teaching. The key messages are:

- reflection and dialogue, in which learners participate throughout all phases of their education 3 to 18, are central to practice in recognising achievement, profiling and reporting;
- there are clear links between personal learning planning and the processes of recognising achievement, profiling and reporting;
- schools, other establishments and partners will build on their effective practice in promoting and celebrating achievement and in providing a wide range of opportunities for children and young people to progress and achieve;
- the production of a profile will draw on regular ongoing discussions between learners and staff to sum up and record learners' progress and achievement. This will be a continuous process for all learners from 3 to 18;
- profiles will be produced at the key transition points of P7 and S3 and at other points as decided by learners, schools or education authorities;
- it is for education authorities and schools to agree the ways in which school management and pupil support systems and structures will carry out the responsibilities of each school for ensuring recognition of achievement, for producing profiles and for reporting. The format of profiles and written reports will be decided by education authorities and schools; and
- parents will continue to receive regular information about their children's strengths, progress and achievements. Teachers will report to parents on their child's achievement<sup>2</sup> in terms of levels and through using brief qualitative comments to reflect 'how much' and 'how well' their child has achieved.

1.2 Profiling is the ongoing process of collecting information on a learner to support them in producing a profile. There are currently many examples of good practice of profiling in Renfrewshire. These include paper based, personal learning planning, e-portfolios and MIS systems such as MerIT

1.3 A profile should be regarded as a 'reflected summary statement' produced by the learner – somewhere between a certificate and a CV. It should be simple. It is a snapshot at one point in time. It should reflect the 'latest and best' achievements of that learner. Profiles are primarily aimed at learners and their parents and should provide a clear statement of progress and achievement at a particular point in time.

1.4 The purpose of a profile is to:

- provide learners with a reflective summary statement of their achievement;
- publicly recognise progress in their learning and achievement;
- challenge, motivate and support all children and young people to achieve their best;
- build learners' skills and capabilities to reflect on their learning; and
- support and inform transition.

## **2. Guidance**

2.1 This guidance is intended to support establishments in ensuring that the format of profiles is manageable, consistent and will support learners and inform parents.

2.2 It is expected that a profile will:

- promote learner ownership through reflection by learners and dialogue with learners as central features;
- be appropriate to the learner's age, stage, individual needs and interests, and support further learning (recognise that children and young people learn and progress in different ways and at different rates);
- focus on the progress which the child or young person has made and take account of the breadth, challenge and application of learning;
- be robust information on progress and achievement in literacy, numeracy and HWB (information which is based on a range of assessment approaches and evidence which is valid and reliable and is underpinned by moderation and quality assurance);
- be robust information on progress and achievement in all curricular areas. (information which is based on a range of assessment approaches and evidence which is valid and reliable and is underpinned by moderation and quality assurance);
- be a positive learner statement (for the learner; by the learner) outlining his/her latest and best achievements and aspirations in and out of school;
- relate to the full range of achievement in learning in and out of school outlining his/her latest and best achievements; and
- be manageable for both staff and learners.

2.3 Education establishments will agree the format of the profile, ensuring that it conforms to the criteria outlined in 2.2 above and to the guidance set out in Building the Curriculum 5: A Framework for Assessment, Recognising Achievement, Profiling and Reporting.

2.4 It is expected that every P7 pupil will have completed a profile by June 2012 and every S3 pupil by June 2013. The procedures and practices for gathering information on pupils' achievements will be determined by schools to ensure that achievements of pupils are recorded and profiles are completed at the relevant stages.

### **Sample Format of a Profile**

Follow this link to view the eleven examples of profiles on the National Assessment Resource (Ctrl + Click to follow link)

<http://www.ltscotland.org.uk/learningteachingandassessment/assessment/achievement/performing/p7profiles/profiles.asp>

An additional sample version is also included on the following pages.

# My Learning Profile


Name \_\_\_\_\_

## My picture


## My best achievements in and out of school this year

## My personal achievements and awards


## My learning in Literacy




## My learning in Numeracy



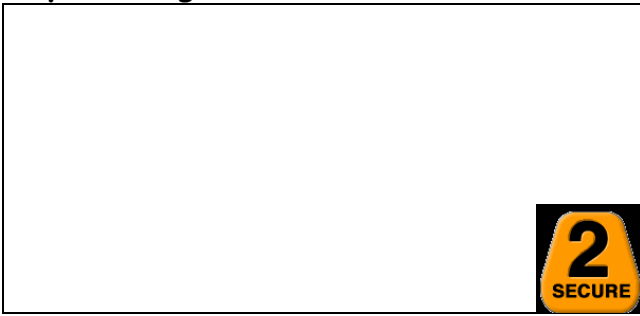
## My learning in Health and Wellbeing



## My learning in Languages



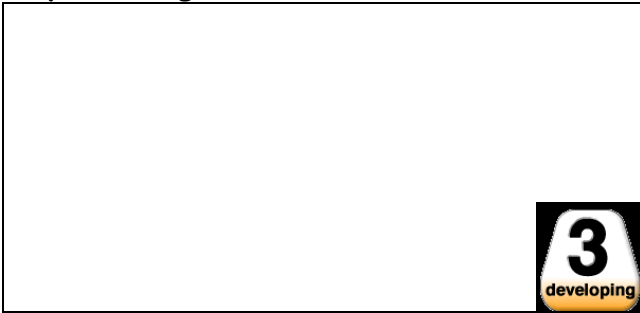
**My learning in Mathematics**



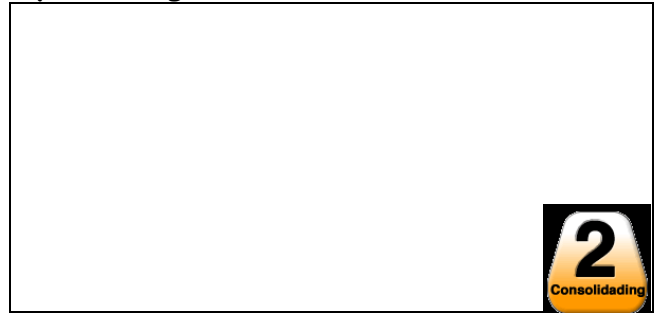
**My learning in Religious Education**



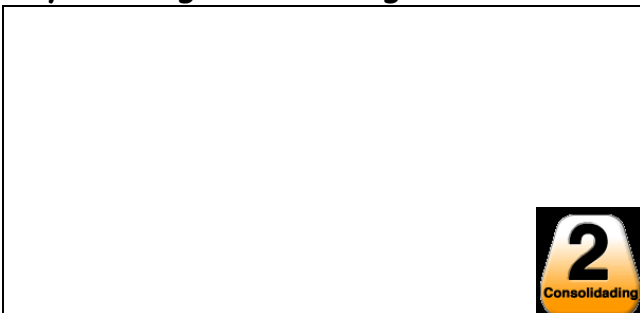
**My learning in Sciences**



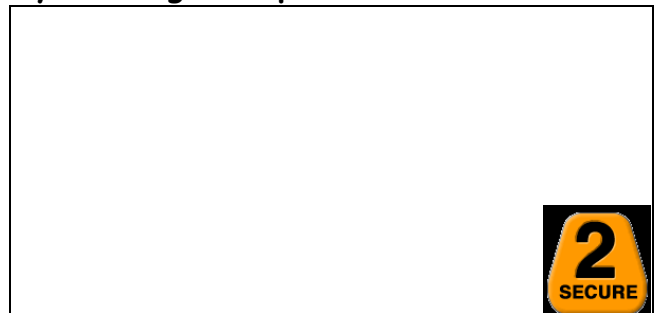
**My learning in Social Studies**



**My learning in Technologies**



**My learning in Expressive Arts**



**Parental comment**

