

1. **Entries and uptake – current year and trends**

(QI 2.1 Learners' experiences, 5.8 Care, welfare and development and 5.1 The curriculum.)

Is uptake atypical? What factors could be affecting uptake? Are pupils attracted to the subject?

Consider:-

- Is the pupils' previous experience of the subject likely to lead to a desire to continue with it?
- Are there structural problems? How is the options choice form constructed?. Which are the most popular choices in the subject's column?
- Are pupils influenced by career choices? What advice does the school give to pupils?
- Do pupils retain an interest in the subject?
- Are staff motivating pupils through their enthusiasm? Is the classroom experience a positive one? Are there difficulties with interpersonal relationships?
- Are staffing levels adequate?
- Does the accommodation provide a positive learning environment?
- Are all appropriate learning resources available?

2. **No Awards – current and trends**

(QI 5.2 Teaching for effective learning, 5.4 Assessment for learning, 5.5 Expectations and promoting achievement)

Are No Award levels high? If so consider:-

- Who are the pupils? Did they perform similarly in other subjects?
- Is there a system for early and on-going identification of underachievers, or pupils at risk. If so were these pupils identified? What action was taken? Is there regular monitoring and inter departmental discussion?
- How is information from tests, prelims etc used to support low achieving pupils? What action was taken?
- Is use made of pupil target setting within skills/elements of the course to motivate pupils?

3. **Incompletes in NC courses**

(QI 5.3 Meeting learning needs, 5.4 Assessment for learning, 5.5 Expectations and promoting achievement)

Are there high numbers of Incomplete Awards? If so why did these pupils not get an award? Which unit(s) was/were not completed?

Consider:-

- If these pupils were identified through a tracking system or some other means? If so what was done and why did it fail?
- If deadlines for assessments are adhered to and problems followed up?
- If the arrangements for monitoring pupils' work through assignments, homework etc are adequate?
- If the optimum time was chosen for administering unit tests? Should this be evaluated, discussed and agreed each year?
- What are the appropriate roles of the SMT and PT/Faculty Head in the monitoring of the processes?
- If reports are provided to SMT, guidance, students and parents where there is an issue?
- If appropriate levels of support are identified and negotiated?
- If there is support for pupils' written skills?

4. **Relative value and progression value**

(QI 1.2 Fulfilment of statutory duties, 5.1 The curriculum, 5.2 Teaching for effective learning, 5.3 Meeting learning needs, 5.4 Assessment for learning and 5.5 Expectations and promoting achievement)

What causes pupils to perform less well or better than predicted, given their performance in their other subjects?

Consider:-

- If it is a one-off result or is it a trend?
- If it equally affects both boys and girls?
- Is it with upper and/or lower attaining pupils or both?
- If the curriculum is linked clearly to SQA requirements?
- If there is sufficient awareness of SQA criteria and standards and if these are applied consistently across the department?
- Is adequate time allocated to all parts of the syllabus?
- If there is appropriate time allocated to teaching knowledge and understanding, concepts, elements of the course and any practical activities.
- If there are appropriate deadlines for assessments and completion of sections or unit of the course? Are these monitored and enforced?
- If each pupil's needs are understood and provided for?
- If teacher expectations are sufficiently high and if pupil success is given sufficient recognition?
- If there are enough opportunities for pupils to practise skills .
- If there are effective arrangements for extending able pupils? Is there differentiation in learning experiences? Do unit tests discriminate at Grades A and B as well as Grade C?
- Is there effective monitoring and evaluation of learning and teaching on an ongoing basis through classroom observation and discussion at departmental meetings?
- If there is a difference in pupil choice between boys and girls?
- If pupils are placed at the appropriate level – Higher, Int 2, Int 1 or Standard Grade?
- If aspirational targets are negotiated with each pupil based on statistical, and the class teacher's predictions?
- If there are opportunities for pupils to change levels during the year?
- Learning and Teaching considerations:-
 - Share the purpose of lessons
 - Appropriate use of assessment
 - Pupils' learning styles
 - Quality of feedback to pupils from the teacher
 - Self-assessment by pupils
 - Peer assessment
 - Set up contexts for learning which provide opportunities for pupils to develop their skills and apply them in appropriate and challenging contexts. be clear what this means for different activities and different ability groups; discussion in class
 - Make effective use of differentiation and sharing of good practice and ideas
 - Listen to or observe pupils' responses and provide feedback: encourage pupils to learn from each other
 - Establish manageable systems for recording pupils' progress
 - Ensure that in every class there is a clear indication of what children should learn

5. **Relative Value and Progression Value Scatterplots**

(QI 5.4 Assessment for learning and 5.9 Improvement through self-evaluation)

Scatterplots can provide additional information beyond the RV and PV data.

Are there differences in patterns between higher achieving and lower achieving pupils?

- If so are there appropriate arrangements for different ability ranges
- Are there any pupils whose result is very different from the prediction?

SQA Analysis, Learning & Teaching & HGIOS 3

- If so who are they, and why did it happen? Could it have been avoided?
- How can we learn from this for next year?

6. Course Comparisons

Does this confirm the Relative or Progression Value?

Is the achievement of these pupils in this school in line with the attainment in the same course of other pupils with similar general attainment.

7. Course Awards (QIs as for RV & PV)

From the RV table for Standard Grade and the PV table for Higher or Intermediate, consider how the ability of the cohort compares with previous years?

How do the NCDs for each of the awards bands compare with the NCD for general attainment? (a difference of 2 in any one year is worth noting, a difference of 3 is unusual.

For which band/grade of award is the difference greatest?

Consider:-

- Differentiation of the course for upper and lower candidates
- The levels of support given to more and less able pupils
- Challenges and expectations
- Appropriateness of choice and activities
- Challenge and support in written work where appropriate

8. Elements at Standard Grade (using the NCDs)

(QI 5.1 The curriculum and 5.5 Expectations and promoting achievement)

Which is the strongest element at 1-2 and 1-4?

Which is the weakest element at 1-2 and 1-4?

Is there a pattern over the 5 years shown?

Consider:-

- How the elements are delivered
- Assessment arrangements and standards for internally assessed elements.
- Monitoring and discussing classroom practice in each of the elements
- Looking for good practice and skills in the staff to facilitate learning from each other
- Examining course activities and materials and articulation with SQA requirements