15th September 2025
(LL/SR)

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Dear Parent/Carer

S3 Reports

Pupil reports published today via ParentsPortal contain a tracking summary from teachers on pupil performance, designed to give you an overview of how well your child is engaging and progressing through their chosen S3 subjects at Breadalbane Academy. This report includes information on effort, behaviour and homework on a scale from 1 (excellent) to 4 (serious concerns), together with a Curriculum for Excellence **level achieved** for the Core Subjects they opted for this session. This report reflect progress since the start of new timetable in May 2025. However, please note that the attendance rate included in this report is based on attendance since the start of the new term in August 2025.

Level Achieved
Schools in Perth and Kinross use a reporting module called 'Progress and Achievement'. The system requires teachers to report at the Curriculum for Excellence level that the young person has ***achieved*** rather than the level they are ***working at***. This means that a pupil working at level 3 will be shown as having achieved the level below i.e. level 2.

Reporting on Progress within a Level
Progress and Achievement will allow teachers to report on progress within a level. Based on professional judgements and evidence to date, pupils' progress within a level will be recorded using the descriptors ***emerging, enhancing and extending***. Descriptors of progress within a level are **included with this report.**

Interpreting the Report
In the example shown below for Art, the report indicates that a pupil has achieved level 2 and is working within level 3. In terms of progress within level 3 the pupil is described as *emerging*; the pupil is beginning to experience learning outcomes at the new level and engage with the level of challenge set out in the new learning experiences.

Art
Achievement Level: 02 - Achieved Second Level
Progress between levels: Emerging

S3 Tracking Reports and Parents' Evening
You will receive a further tracking report on Monday 2nd February 2026. You will also have an opportunity to discuss these reports and next steps (including course choice) with teachers during the parents' evening on Tuesday 3rd February 2026.

Please note that some pupils' reports may be incomplete e.g. no ratings or updated level. This could be due to different factors, such as being new to school or having very low attendance. Should you wish to contact the school regarding this report, or if you require further explanation of levels and how they are recorded, please contact your child's guidance teacher at your convenience at breadalbane@pkc.gov.uk.

House:	**Guidance Teacher:**
Farragon & Lawers	Mrs Glover
Mhor & Schiehallion	Mr Davidson

Yours faithfully

Mrs L Libreri
Depute Head Teacher, School Improvement

Breadalbane Academy

BROAD GENERAL EDUCATION - PROGRESS LEVEL DESCRIPTORS

Descriptors of progress within a level with a focus on breadth, challenge, and application.

In order to progress within a level, learners should be able to demonstrate confidence, proficiency and security across the three aspects of assessment:

1. Across breadth of learning. This will involve sustained achievement in an increasing number of outcomes across the breadth of learning described in the experiences and outcomes.

2. In challenging aspects. Participating in challenging tasks and activities develops learners' interest and confidence in some aspects of their learning.

3. When applying learning in different and unfamiliar contexts. Applying learning in different ways is important to developing higher order thinking skills and provides relevance and purpose to learning, as well as making it more secure.

Scottish Government, Building the Curriculum 5 pp.13-14

Emerging (V)

- Breadth
- Building on prior learning, the learner is beginning to engage with the learning experiences at the new level.

- Challenge
- The learner is beginning to engage with the level of challenge set out in the experiences and outcomes at the new level.

- Application
- The learner is becoming familiar with experiences and outcomes in the next level.

Enhancing (W)

- Breadth
- The learner is experiencing learning across a broadening range of experiences and contexts for the level.

- Challenge
- The learner is responding to the level of challenge in the experiences and outcomes with increasing independence.

- Application
- The learner is developing their knowledge and understanding of some key concepts at the level. They are demonstrating key skills appropriate to the level and are becoming increasingly able to apply their learning and skills in familiar contexts.

Extending (X)

- Breadth
- The learner can make links between previous and current learning across a wide range of contexts.

- Challenge
- The learner has responded consistently well to the level of challenge set out in the experiences and outcomes. The learner works independently within and at times beyond their level.

- Application
- The learner has a knowledge and understanding of key learning at this level. They have developed skills appropriate to the level and can apply learning and skills consistently in familiar and unfamiliar contexts.

Achievement of a level (national definition)

To achieve a level, learners will have:

- achieved a **breadth of learning** across the knowledge, understanding and skills as set out in the experiences and outcomes for the level
- responded consistently well to the **level of challenge** set out in the experiences and outcomes for the level and moved forward to learning at the next level in some aspects
- **demonstrated application** of what they have learned in new and unfamiliar situations