Harestanes Primary School

Attainment, Achievement & Equity for All

Raising Attainment and Achievement Policy

May 2017

Creating a Community of Lifelong Learners

This Raising Attainment and Achievement Policy is part of a set which together make up our School Improvement Strategy. It should be considered alongside these others e.g. Self-Evaluation and Improvement, Assessment , Recording and Reporting, Wellbeing, Curriculum Rationale and within the context of our Vision, Values and Aims statement.

1.0 Rationale

'Attainment is an individual's passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. It is this rich attainment which enables all of our children and young people to make good progress and develop the skills, ambition and know-how they need to improve life chances."

*Raising Attainment, Scottish Government, March 2012*

'Children's education should develop each child's personality, talents and abilities to the fullest.'

United Nations Convention on the Rights of the Child, Article 29

1.1 The National Improvement Framework

The National Improvement Framework details key drivers for improvement and describes responsibilities at school level. Evidence from self-evaluation against these drivers will inform the standards and quality reporting and the improvement priorities.

This policy is structured around the key drivers for improvement within the National Improvement Framework. This approach is used by Harestanes Primary to review and develop its strategies to raising attainment and ensuring equity for all children.

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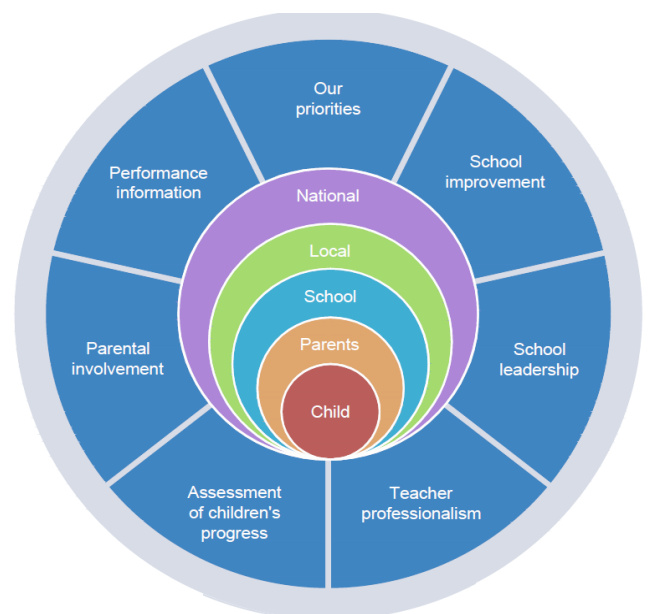
1.2 Aims:

- A school ethos that puts the wellbeing of children at its centre;
- An equitable approach to meeting the needs of all learners - a belief that every child matters and can achieve at the highest level;
- A strong focus on the teaching of Literacy, Numeracy & Mathematics and Health & Wellbeing;
- Ensuring high quality learning experiences across all curricular areas – learners who are engaged and active participants;
- Rigorous assessment procedures and an effective tracking system to monitor the progress of learners;
- Using data intelligently to identify strengths and areas for improvement;
- Leadership at all levels that empowers and builds the capacity focusing on improved outcomes for all learners;
- Professional learning opportunities that continually develop the skills and competences of our staff;
- A strong and effective partnership with all stakeholders, including parents, that positively impacts on the achievement of pupils.

2.0 Improvement Framework for Harestanes Primary School

Introduction:

Raising attainment & achievement and ensuring equity for all pupils is the core function of our school community. Attainment is a measure of educational progress assessed against recognised standards while achievement goes far beyond this to recognise the range of skills and personal successes gained in school, at home and within the community, including attributes such as effort, determination and independence. Attainment and achievement opportunities are equally important for children to develop self-confidence and become responsible citizens ready for lifelong learning and the world of work. This policy outlines how we plan to continue to raise attainment and achievement for all of our children.

2.1 School Leadership
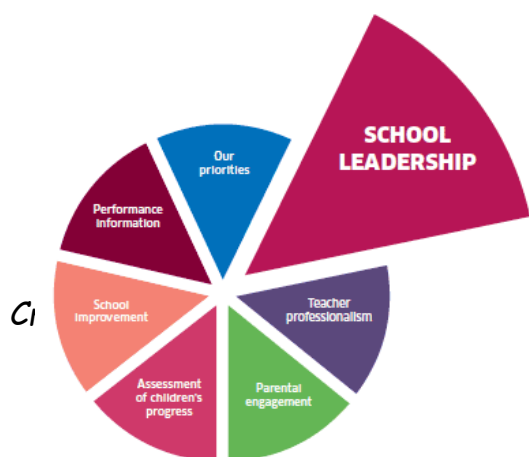
Leadership at all levels is recognised as an important aspect of the success of Harestanes Primary. This includes leadership of learning and leadership of change. In Harestanes Primary the Head Teacher works in partnership with staff, children and parents to develop a shared vision for change and improvement. There is a clear

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strategic improvement plan which is informed by effective self-evaluation and agreed collegiately with staff. Staff at all levels are empowered to develop leadership. Opportunities for pupils to take on leadership roles, including the leadership of their own learning, are promoted throughout the school.

All staff are involved in the self evaluation process to ensure a clear understanding of the school's journey to improvement and where they have to go to continue to improve. All staff are engaged in the professional review and development process which has a positive impact on school improvement.

Leadership within the school is evident at all levels. Staff throughout the school are effective in leading School or Cluster Improvement Plan priorities and are well supported and encouraged by the Senior Management Team in leading different initiatives. Most staff have responsibility for different curricular areas and have a strong involvement in cluster working. Teaching staff work collegiately to revise school policies and programmes. Staff are involved in sharing good practice through joint planning, peer visits, Professional Learning Communities, staff and stage meetings.

Children demonstrate leadership through their roles in the Pupil Council, Eco-Committee, Global and Health Committees or as House Captain/Vice-Captain. Children also demonstrate leadership through their roles as Play Buddies and Peer Mediators. Children have opportunities to take responsibility through assemblies, participating in class meetings and being buddies to younger pupils.

2.2 Teacher Professionalism

All teachers and support staff in Harestanes Primary have a Professional Review and Development as detailed in EDC's policy.

Harestanes Primary's School Improvement Plan clearly details the professional learning required to implement priorities. This is linked to Staff Professional Review and Development and encompass all forms of professional learning. All teachers record and evaluate their professional learning as part of the requirements for GTCS Professional Update.

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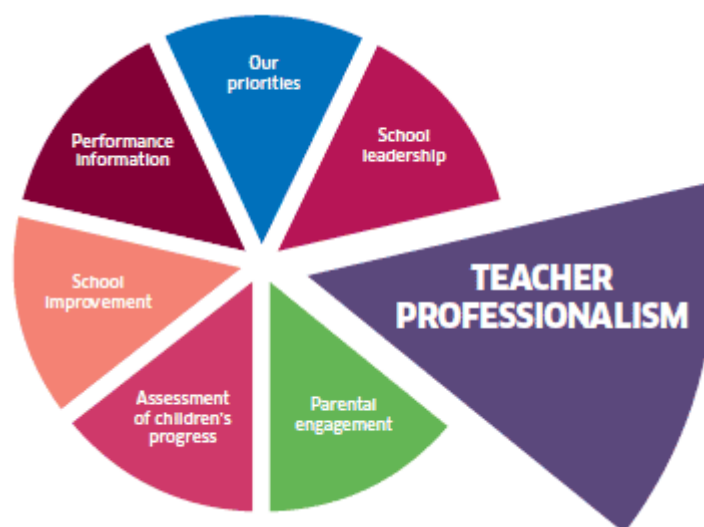
Staff in Harestanes Primary have opportunities to lead on curricular developments and to be members of Professional Learning Communities within the school, the cluster and EDC. Professional learning communities are established to share practice and support pedagogical developments including assessment and learning and teaching. Practitioner enquiry is at the core of professional learning. In Harestanes Primary this is supported by the Council's Psychological Service and by Quality Improvement Officers.

Teachers' professional judgement within assessment is of crucial importance in ensuring the highest standards of attainment and achievement. There is an effective system in place in Harestanes Primary and in cluster working to support teachers to engage in moderation activities.

The central team within the Education Service provides a professional learning programme in relation to Curriculum for Excellence, Early Years and Additional Support Needs. The Council's Training and Development Team provide a training programme including a Leadership development programme.

2.3 Parental Engagement
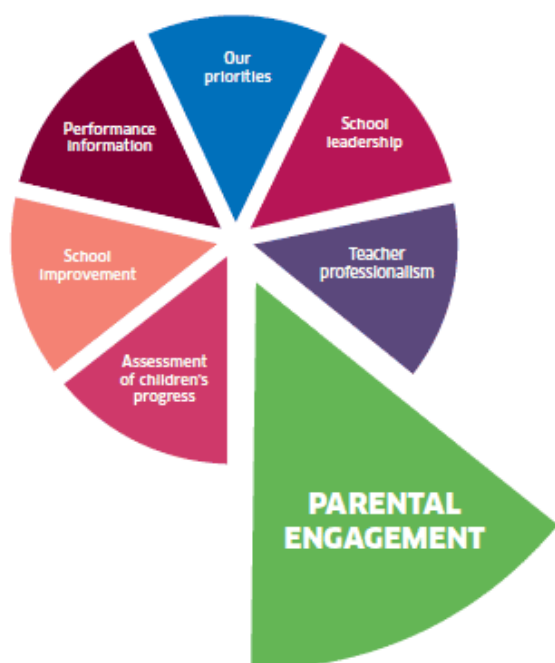
Parents and carers have a key role in supporting their child's learning and development in Harestanes Primary.

Parents are provided with clear information in relation to their child's progress through parent consultations and interim/end of year reports. Arrangements for reporting have been developed in consultation with the Parent Council.

Harestanes Primary has a programme in place to involve parents in their child's learning and development. Parents and carers have planned opportunities to work in partnership with the Depute Head and Class Teacher to plan and review pupil targets for universal and targeted support plans.

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To ensure equity for all children Harestanes Primary works in partnership with a range of agencies including Social Work, Health, Police and voluntary organisations. This is a crucial element of the implementation of Getting it Right for Every Child in the school.

2.4 Assessment of Children's Progress (See Assessment Policy)

2.4.1 – Assessment Strategy

Harestanes Primary has an assessment strategy in line with Curriculum for Excellence. The following key elements are in place:
- purpose and principles of assessment
- links between learning, teaching and assessment
- place of formative assessment
- range of assessment methods
- place of summative or standardised methods
- arrangements for moderation
- arrangements for tracking and improving children's progress
- reporting, recognising achievement, profiling

Harestanes Primary has clear arrangements for moderation to share standards of achievement of a level of Curriculum for Excellence.

Data is used effectively to rigorously analyse attainment to inform improvement. Harestanes Primary has an effective tracking system to track the attainment and achievement of individual children with the appropriate intervention strategies in place to provide support.

In Harestanes Primary we record the Curriculum for Excellence level achieved by individual pupils in Reading, Writing, Listening and Talking and Numeracy. We are working towards developing a process to track children's progress in Health and wellbeing.

Harestanes Primary ensures that the tracking of children's progress is supported by effective intervention to assess, support and monitor children with additional support needs. This is in line with the Council's strategy to ensure the implementation of Getting it Right for Every Child (GIRFEC).

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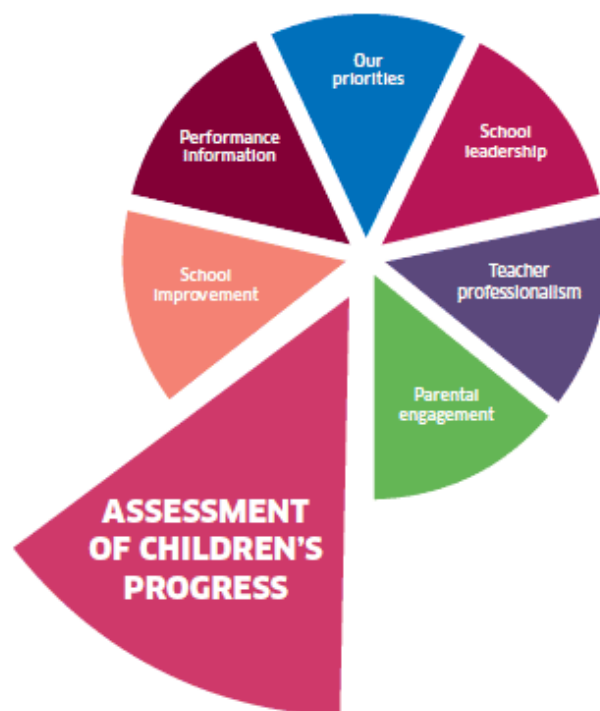
There is a system in place to track children's wider achievement and this includes intervention for those at risk of missing out.

2.4.2 – Wellbeing, Equality & Inclusion

Wellbeing is central to the life and work of Harestanes Primary. There is a highly visible nurturing and caring ethos in the school. Relationships between adults and children are extremely positive and children are treated with equality, fairness and respect. There is a positive working ethos and a sense of fairness.

Children are respectful of others, confident and articulate in expressing their opinions and ideas. Staffare alert to the social and emotional needs of pupils and ensure these are well supported. Overall there is a strong emphasis on the care and welfare of children. The PAThs/ BounceBack programme is well established across the school and is clearly impacting positively on pupil resilience and the wider school ethos. The Seasons for Growth Programme is implemented when required to support children experiencing loss.

Learners' needs are very well met through an effective and well documented universal/targeted support process. Staff have a clear understanding of the various strategies that could be employed to provide universal support within a classroom and can identify appropriate strategies to provide targeted support where necessary. Support for learning is effectively co-ordinated and ensures children experiencing barriers to learning are identified early and that they are well supported to access the curriculum and the wider life of the school. Pupils are involved fully in the setting of targets and pupil-friendly plans to ensure ownership are regularly developed. Support staff are very effectively deployed in classrooms to support pupils. There are very effective transition arrangements for children with additional support needs. Staff know their children very well and information is shared appropriately and in advance of transitions.

Information from the Scottish Index of Multiple Deprivation and the Risk Matrix is used to ensure that children from the most disadvantaged backgrounds or at the highest risk are identified, their progress is closely monitored and appropriate interventions are made to support them, if required.

2.4.3 – Learning, Teaching & Assessment

Teachers employ a range of teaching styles and strategies to engage children in their learning. Children have opportunities to work both individually and in pairs or groups across the school in stimulating learning contexts. Teachers use questioning to elicit prior learning

and to make explicit links with real life contexts. Formative assessment is used in class lessons and as an integral part of target setting.Teachers and children engage with learning intentions co-construct success criteria and have opportunities to self and peer assess against these success criteria.

Learners are motivated and engaged. They demonstrate good levels of understanding and are given opportunities to develop skills for learning and life. Through target setting and the co-constructing of success criteria children are aware of how to be successful in their learning and know how to achieve their next steps in learning.

The pre-5/primary transition programme includes effective links between staff. There is an extensive and very effective transition programme in place with Kirkintilloch High School and visits are made by secondary staff to prepare P7 pupils for their move to secondary (including an enhanced transition programme to support identified children).

A variety of assessment approaches are used to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is used to report on children's progress.

2.4.4 – The Curriculum

The rationale for the curriculum is based on a strong ethos of respect for all, attainment and achievement. Curriculum development has involved staff taking forward school and cluster initiatives in a range of curricular areas. The future focus for school/cluster initiatives will be centred around Literacy and Numeracy. Curriculum areas are revised on a regular basis.

Teachers plan lessons in Literacy and Numeracy using progressive skills based programmes based on experiences and outcomes. Forward plans in these areas encourage teachers to plan across levels thus ensuring there is no ceiling to achievement. Moderation activities provide valuable opportunities for staff to engage in professional dialogue, share good practice and consistently agree the achievement of levels. Benchmarks are used to support this.

The curriculum provides opportunities for children to make links across their learning. Staff plan interdisciplinary learning (IDL) across a range of subjects including Art, Drama, Social Studies and Science. Focus areas enable children to receive a breadth of learning planned within relevant themes and topics with links to other curricular areas. Learning through cross cutting themes such as sustainability, global citizenship and enterprise is embedded in topic work and is supported by the work of the Eco-Committee and Pupil Council. The use of digital

technology and the application of Literacy and Numeracy skills across learning ensure that pupils have a depth of knowledge.

The curriculum for Health and Wellbeing is well planned using effective planning frameworks based on the experiences and outcomes. Links are made to other curricular areas. There is a comprehensive PAThSBounce Back programme of study in place. The school provides children's entitlement of two hours quality physical education. Sexual Health and Relationships Education is implemented through a whole school approach.

Children are provided with challenging and interesting activities to develop their knowledge, understanding and skills in science focused on the experiences and outcomes. In RME the programme provides children with an understanding of beliefs, values and practices of world religions. Links are made to other curricular areas and interdisciplinary topics. In the Expressive Arts, children's art work is linked to other curricular areas and demonstrates a wide range of skills and an understanding of how techniques can be effectively used. Children experience stimulating lessons in drama which are developing their self-confidence. Learners demonstrate effective team work and confidence in evaluating others' work. They can justify their opinions linked to success criteria. There is a clear focus on skills progression in ICT linked to other curricular areas. Staff provide children with appropriate challenge in using technologies through a wide range of stimulating opportunities.

2.4.5 – Attainment Over Time

There is a robust and effective system for tracking children's progress which informs teaching approaches to ensure progression, depth and breadth of learning. A suite of school assessments is used alongside standardised assessments and the evidence from these underpins professional dialogue and informs learners' next steps. Baseline and Standardised tests are analysed by the Senior Management Team in order to track pupils' progress and determine gaps. This information is shared with teaching staff and helps them to organise groups and meet the needs of individual children.

The school is committed to self-evaluation and there is a robust system for monitoring teaching and learning and meeting the needs of children. Senior managers are committed to improving the quality of learning and teaching in classes. They carry out classroom observations and quality teaching and learning meetings to feedback on observations. Learning conversations with children to gather children's views about their learning are also regularly conducted. Assessment/Tracking Meetings and Supporting Learners' Needs Meetings encourage professional dialogue between teachers and senior managers.

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2.4.6 – Recognising Wider Achievement

Wider achievement is tracked and recognised in a number of ways:
- Achievement assemblies
- Newsletters
- Achievement display in school foyer
- Tracking of pupil involvement in after-school activities

2.5 School Improvement (See Self-Evaluation Policy)
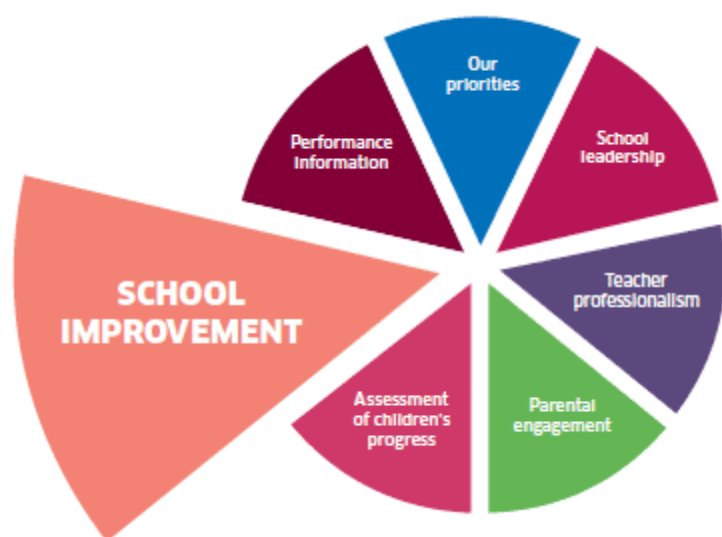
In Harestanes Primary the key to raising attainment and achievement lies in the successful implementation of Curriculum for Excellence. This requires the three elements:
- Curriculum;
- Assessment; and
- Learning and Teaching

to be linked and informed by robust self-evaluation. The aim is to ensure progression in learning for all children and young people.

Curriculum for Excellence requires that Harestanes Primary works across sectors to develop and implement approaches to the curriculum, assessment and learning and teaching. The Authority's 3 to 18 Management of Cluster Working Policy has informed the development of this approach.

Harestanes Primary has a clear curriculum framework with the following in place:
- Clear rationale for the curriculum;
- Clear strategic framework to support planning;
- A skills progression within each curriculum area;
- A plan in place to develop and refresh curriculum areas;
- Planning ensures progression in learning; and
- A framework in place for Literacy, Numeracy and Health and Well Being.

2.6 School Improvement

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Harestanes Primary uses a wide range of data to inform approaches used to raise attainment including:

- Information from monitoring and tracking systems;
- On-going Assessment (formative);
- Periodic Assessment;
- Standardised Test results;
- Baseline results in Primary 1;
- Strengths and Difficulties results in Primary 1;

Standardised test results at Primary 1, Primary 4 and Primary 7 are recorded for each pupil as part of the tracking of attainment for individual children. This data is also analysed as part of self-evaluation in order to inform improvement at class and school level.

The Education Service recognises the key role of schools, centres and staff in raising attainment and has ensured that specific strategies to raise attainment are located within the context of the improvement actions which focus on developing the quality of teaching and learning informed by assessment.

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