

# LOCKERBIE PRIMARY SCHOOL RAISING ATTAINMENT STRATEGY (Sep 2020)



## Raising Attainment—Together We Can ([click here to view our Vision, Values and Aims](#))

At Lockerbie Primary School, all teachers will raise attainment by:

- **employing effective teaching and learning ([click here to view our Learning and Teaching policy](#))**
- **following our Programmes of Learning to deliver a Curriculum for Excellence**
- **monitoring and tracking pupil attainment, achievement and progress**
- **identifying gaps and barriers to learning**
- **consulting with partners to ensure early and effective intervention ([click here to view our Literacy and Numeracy strategy](#))**

## 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 within our school. This approach will be used by Lockerbie Primary School to review and develop our strategies to ensure excellence and equity for all children.

This Raising Attainment strategy is structured around the key drivers for improvement within the National Improvement Framework: School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s Progress, School Improvement and Performance Information.

## School Leadership

Leadership at all levels is recognised as an important aspect of the success of Lockerbie Primary. This includes leadership of learning and leadership of change. In Lockerbie Primary the Leadership team will work in partnership with staff, children and parents to develop a shared vision for change and improvement.

Our clear strategic improvement plans will be informed by effective self-evaluation and agreed collegiately with staff. Staff at all levels will be empowered to develop leadership. All staff will be involved in the self-evaluation process to ensure a clear understanding of the school’s journey to improvement and the direction we have to go to continue to improve. All staff will be engaged in the professional review and development process which will have a positive impact on school improvement. Leadership within the school will be evident at all levels. Teaching staff will work collectively to self-evaluate and revise school policies and programmes. Staff will be involved in sharing good practice through joint planning, observations, staff and stage meetings and planning for pupil transitions.

Opportunities for pupils to take on leadership roles, including the leadership of their own learning, will be promoted throughout the school. Children will have opportunities to voice their views and take responsibility through assemblies, participating in class meetings and being buddies to younger pupils. Children will demonstrate leadership through their roles in Pupil Leadership groups:

- Sharing and Celebrating work
- Community Champions
- Greenfingers Gang
- Safety First
- Junior Road Safety Officers
- Mindfulness Mentors
- Communications
- STEM Ambassadors
- Fundraising
- Eco Committee
- Global Citizenship Ambassadors
- Fairtrade



## Teacher Professionalism

All teachers will have high expectations of every child in every class every day. Classroom practitioners will consult with their learners and engage with the Experiences, Outcomes and Benchmarks within a Curriculum for Excellence to plan differentiated, relevant and meaningful programmes of learning to meet the needs of all pupils. Teachers will encourage active learning, promote metacognitive skills and provide effective feedback to ensure pupil progress, build resilience and support children to reach their potential. Teachers will use ICT, the outdoor environment and collaboration to enhance learning across the 4 contexts for learning: curriculum subjects, interdisciplinary learning, opportunities for personal achievement and the ethos and life of the school.

Professional learning will impact positively on the culture of learning in our school. Lockerbie Primary School’s Frameworks for Improvement will clearly detail the professional learning required to implement our priorities. All teachers will record and evaluate their professional learning as part of the requirements for GTCS Professional Update and will undertake annual Professional Reviews.

Established working groups will share practice and support pedagogical developments in core aspects including Assessment and Learning and Teaching. Practitioner enquiry based on school, national and international research will be at the core of professional learning in order to build staff capacity in early intervention in literacy, numeracy and mental health, particularly within the context of poverty.

At Lockerbie Primary School this will be supported during session 2020-2021 by Dumfries and Galloway Council’s Educational Psychology Service and Education Officers in addition to Education Scotland and Scottish Government Advisors.

Teachers’ professional judgement within assessment will be informed by clear, coherent, progressive programmes of learning and assessment to ensure the highest standards of attainment and achievement. There will be a system in place at Lockerbie Primary School and in cluster working to support teachers to engage in moderation activities.



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## Parental Engagement

Parents and carers will have a key role in supporting their child's learning and development in Lockerbie Primary. Parents will be provided with clear information in relation to their child's progress – sharing of Learning Leaflets with parents, Learning Conversations and Pupil Reports. Arrangements for reporting will be developed in consultation with the Parent Council.

Lockerbie Primary will have close liaison and regular meetings with parents and carers. They will have opportunities to work in partnership with their child and the class teacher to plan and review pupil targets for universal and targeted support plans including opportunities for family and home learning initiatives.

In a typical school year, parents will be invited to join in with e.g. open afternoons, assemblies, fund-raisers, sports days, carol services, STEM group, Brew and Bletcher, school trips, in school volunteering, World of Work, Parent Council activities.

To ensure equity and safeguarding for all children Lockerbie Primary will work in partnership with a range of agencies including Social Work, Health, SALT, EV Service, and Police and children will be taught Protective Behaviours. Agencies will work together to create Individual Education Plans, Additional Support Plans, Health Care Plans, Positive Behaviour plans, Interagency plans and reviews. The school will signpost families and direct requests for assistance to relevant agencies. These are crucial elements of the implementation of Getting it Right for Every Child (GIRFEC) within and beyond school.



## Assessment of Children's Progress

Lockerbie Primary will follow an assessment strategy in line with a Curriculum for Excellence. The following key elements will be in place:

- purpose and principles of assessment
- links between learning, teaching and assessment
- opportunities for formative assessment
- a range of assessment methods
- summative / standardised methods
- arrangements for moderation
- expectations for tracking and improving children's progress
- reporting, recognising and sharing achievement, profiling



Lockerbie Primary will use a comprehensive tracking and monitoring system to track the attainment, achievement and progress of individual children and we will record the Curriculum for Excellence levels achieved by individual pupils in Reading, Writing, Listening and Talking and Numeracy. Data will be used effectively to rigorously analyse attainment to inform improvement. There will be a continual focus on planning universal and targeted support and challenge to address any gaps identified. We will assess, support and monitor children with additional support needs and children who attract Pupil Equity Funding. Interventions will be continually evaluated for impact on children's progress and attainment in order to take further action where required. There will be a system in place to track children's wider achievement and this will allow for intervention for those at risk of missing out.



## School Improvement

Lockerbie's School Improvement plan, outlined in our Framework for Improvement for session 2020-21, will address the following three priorities:

**Improve leadership of learning, teaching and assessment at all levels to ensure children's needs are met in full**

**Ensure that children develop a broad range of skills, including those needed for greater learner participation**

**Raise attainment and improve children's achievements**



## Performance Information

Lockerbie Primary will gather and use the following data and evidence in order to secure improvement, define the poverty related attainment gap and allocate interventions and resources to support and monitor children's progress:

Quantitative data e.g. standardised test results, baseline results, POLAAR (P1 assessments and next steps), quality assured teacher-based assessment, attendance, exclusion, LT monitoring etc  
People's views e.g. focus groups with pupils and parents, professional dialogue with staff, stakeholders surveys, learning visits etc  
Direct observation e.g. teaching and learning observations within and outwith the classroom, formative assessment, holistic screening, sampling pupils' work etc

