



Barrhead High School Attainment Policy

Rationale

At Barrhead High we are committed to raising attainment and improving the life chances of our young people. We encourage all to have high aspirations whilst removing barriers in our determination to *#raisethebarr* for all.

‘Education should develop each child’s personality, talents and abilities to the fullest.’
United Nations Convention on the Rights of the Child, Article 29

The policy should be considered alongside Achievement, Self-Evaluation and Improvement, Learning and Teaching, Curriculum Rationale and Design, and Moderation policies.

Assessment and moderation

Barrhead High 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
- Range of formative and summative assessment methods
- Arrangements for moderation

The data gathered informs our tracking and monitoring approaches.

Tracking and monitoring

We have robust approaches to monitoring and tracking progress and achievement centred on discussion with learners about their progress and next steps. The Tracking and Monitoring periods involve a whole school review to consider individual learners, faculty and whole school progress towards raising attainment.

Overview of BGE

We track and monitor a wide range of data gathered via Teacher judgements which are informed by formative and summative assessments, ACEL data, Standardised Tests and SNSAs.

Tracking reports are designed to ensure that learners, parents and carers have a clear indication of how pupils are progressing with key elements of the course. Within the full report, subject teachers provide a teacher judgement indicating the level learners are working at and the progress they are making within the level.



Data is collated in the attainment overviews to inform approaches to raising attainment. Staff reflect on the attainment overviews to check the gradient of learning to ensure progression, challenge and pace. The overviews are also used by staff to inform pathways and curriculum design.

Overview of Senior Phase

In the senior phase, learners and staff discuss and agree a ‘target grade’ which is considered to be aspirational, but achievable by the end of the session in each subject. Teachers reflect on home learning, class activities and summative assessments to regularly update learners, parents and carers on their progress towards their target grade.

Progress and data is collated to inform the attainment overviews. The overviews ensure all staff have an understanding of learners’ progress across the curriculum to ensure ambition for all. The overviews also inform curriculum pathways to ensure ‘5 choices, 5 chances’ in S5 and future careers in S6.

Interventions

Learner conversations to review targets and interventions involving class teachers, PT Faculty and SLT are embedded after each reporting period. We have a range of universal approaches including embedding meta-skills in the curriculum, supported study, and partners delivering lessons and assemblies on study skill strategies. Communication between home and the school is also key to raising attainment. Parents have the opportunity at parents’ evening to discuss their child’s progress and can access all reports on Parent Portal.

Data is used effectively to analyse attainment to inform improvement and enable a whole school perspective of progress, trends and to determine gaps. In response, we target support to meet the needs of individual young people. For example, we organise mentoring, study skills groups, the ‘learning hub’ and ‘Supper and Study’ sessions to close the attainment gap. Interventions are evaluated to inform next steps and reviewed to respond to the different needs of learners.

We have regular subject attainment meetings to support staff to review their approaches. All teachers are involved in the gradient of learning and SQA analysis meetings using STs, ACEL, Insight and ERC data to identify strengths and inform changes to approaches at subject level and potential pathways.

Focus on Equity

We have a key focus on equity groups within Barrhead High. We have a robust PEF plan which is moderated by ERC colleagues and informed by evidence to ensure equity for all learners. At the start of the session, teachers complete equity planners to identify learners and consider interventions. The pro forma is updated throughout the session to reflect on progress and look outwards to consider research to close the gap. A snapshot



of attainment progress is regularly included in the staff bulletin with a key focus on equity groups.

All staff are trained in using Insight and use this to consider key equity data and improvement priorities. The findings inform professional learning opportunities to support staff to improve learning and teaching, and to benefit young people facing disadvantage.

Monitoring and Reviewing

At Barrhead High we work in partnership with all stakeholders to develop a shared vision for change and improvement that has attainment as a key priority. There is a clear strategic improvement plan which is informed by effective self-evaluation and agreed collegiately with staff. Quality assurance calendars ensure that attainment is regularly monitored and approaches reviewed in order to maximise the attainment and progress of all our learners.