



Recognising Achievement and Raising Attainment

IN EAST RENFREWSHIRE COUNCIL



Foreword by Councillor Alan Lafferty

The New Year's Honours List was dominated by our Olympic athletes, so it seems appropriate to draw on such golden exploits as a model for our own efforts to raise and recognise achievement and attainment.

If you visit the official Olympic website, you will find details of a campaign, *The Best of Us*, which is designed to motivate young people to participate in sport by proving that sport can bring out the best in them. The goal of East Renfrewshire may be less Olympian but, embracing both sport and many other areas of human endeavour, it is just as worthy and just as important to the education and well-being of those we serve. The Council's Local Community Plan for the years 2008–11 has as one of its key outcomes an 'increase in the percentage of children and young people achieving their maximum potential in education, training and employment.'

The *Best of Us* Campaign is supported by a programme called *An Olympic Personal Trainer*. In this programme, six Olympic and World Champions answer a series of questions put to them by young people. These questions, and the answers to them, can be applied not just to sport but to life in general. If I had to quote from only one of these answers, it would be the advice of the swimmer, Alexander Popov. "We can see," he says, "that every kid is an individual, that every child is talented. It is up to the teacher, the coach or the trainer to see those talents, to review them and to help the child to develop them." That advice, I believe, takes us to the heart of this Council's strategy, *Recognising Achievement and Raising Attainment*.

I am pleased to commend this strategy to you. I now look forward eagerly to the presentation of the first East Renfrewshire Diplomas and the first Convener's Awards for Outstanding Achievement.

Alan Lafferty
Convener for Education and Equalities

Introduction by John Wilson, Director of Education

Abundant evidence has been gathered over the past ten or so years to show that children and young people in our Council area have achieved increasingly high levels of success in their examinations and in a breathtaking range of sporting and cultural activities. Yet we must not, and we do not intend to, allow these past successes to blind us to the danger of complacency or to the fact that, as long as even one young person's potential is stunted, there is room for improvement.

The strategy laid out in this paper is not radical; it does not bring any fresh challenge or impose any new burden on us, but it is comprehensive and coherent, drawing together in one place the thinking and the policies which have been shown, both at national and local levels, to be most effective in raising standards of attainment and achievement. It assembles for us examples of excellent practice to inspire, to celebrate and to sustain further improvement in standards.

I note with satisfaction the emphasis given in the strategy to 'creating an ethos of achievement.' It has long been my view that we, parents and staff alike, must be ambitious for our children; we must encourage all learners to reach for the stars and to settle for nothing less than their best. In promoting the importance of creating an ethos or culture of achievement, I may claim to have the backing of the legendary golfer, Jack Nicklaus. "Achievement," he said, "is largely the product of steadily raising one's levels of aspiration and expectations."

East Renfrewshire Council has already approved an action plan, detailing the steps we will take to ensure that this strategy is translated into policy in every school and in every centre where learning takes place. We are committed to the ideal that all learners will have the opportunity and the encouragement to perform to the best of their abilities. You can help to make that ideal a reality by playing your part in implementing this strategy.

John Wilson
Director of Education

**EAST RENFREWSHIRE COUNCIL: DEPARTMENT OF EDUCATION
RECOGNISING ACHIEVEMENT AND RAISING ATTAINMENT
IN EAST RENFREWSHIRE COUNCIL**

1. INTRODUCTION

This Council has a justified reputation for promoting high standards of academic attainment and for creating opportunities which allow learners to participate and achieve excellent levels of performance in extra-curricular activities and wider community programmes. Our aim in this strategy is to identify, share and build on examples of best practice in raising attainment and celebrating achievement not only in our schools but also Council wide e.g. in the Adult and Family Learning Service and in the services which promote Arts, Sports and Culture.

The across Council strategy, led by the Education Department, also provides a framework which will promote and recognise attainment and achievement in ways that are consistent with the *Curriculum for Excellence*. It is, for example, essential that the framework supports the four capacities (*Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens*). This strategy also recognises the role of the national *Getting it Right for Every Child* programme and the seven strategic outcomes: safe, healthy, active, nurtured, achieving, respected/responsible, and included; and the Council's approaches to securing these as outcomes for children and young people as outlined within the East Renfrewshire Integrated Children's Services Plan for 2009 – 2012.

The strategy has two main dimensions, inter-related but each deserving its separate emphasis:

- it is rooted in the curriculum, in life long learning and teaching; and
- it puts the needs and circumstances of the individual learner at the centre of all our endeavours.

These themes are relevant both to those who deliver the curriculum in our schools and to officers of the Council with a responsibility for supporting learners in wider, community-based, settings. For example, members of staff in those services with a responsibility for young people requiring more choices and more chances will, like their colleagues in our schools, wish to promote the four capacities of the *Curriculum for Excellence*. Similarly, staff in the Adult and Family Learning Service work in ways which complement and support the activities of their colleagues in schools; in doing so they focus on the needs and circumstances of the individual learner. If we are to succeed in taking attainment and wider achievement to even greater heights, it is essential that this strategy be developed and delivered consistently across all the services provided by the Council, whether in schools or in other settings where learning takes place.

Head Teachers and Service Managers have a key role in ensuring that the strategy is translated into effective policy and practice in their respective schools and services. The strategy encourages them to look beyond the recognition of attainment in examinations, important though that undoubtedly is, to the recognition of the wider achievements of learners, achievements which attest to the whole person, the rounded individual, in a way which is meaningful to the learners themselves, to their families, to employers and to our partners in Further and Higher Education. Head Teachers should, however, be mindful that, in advocating a greater emphasis on the formal recognition of the wider achievements of learners, the strategy does not signal any lessening in the Council's determination to secure the highest possible academic attainment for each and every pupil in our schools.

2. THE CURRICULUM, TEACHING AND LIFE LONG LEARNING

Inclusion, Achievement, Ambition and Progress for All

2.1.1 The Single Outcome Agreement, the Council corporate objectives in “Working for You”, the Education Department’s Local Improvement Plan, the Integrated Children’s Services Plan can all be delivered by Council departments, schools and services. The following target outcomes and expected impacts related to the Education Department’s vision statement facilitate this delivery. It is this vision and these targets and outcomes that will drive policy and practice in raising attainment and celebrating achievement.

Inclusion

- a reduction to zero in the number of young people not in education, employment or training;
- a higher uptake of education programmes and cultural and leisure activities which overcome barriers linked to poverty, race, gender or disability;
- a reduction in the incidence of disruptive behaviour which impedes learning and teaching;
- more effective partnership working with other agencies and with the parents of children who are at risk of missing out on educational opportunities;
- a reduction in the number of exclusions from schools;
- more effective targeting of adult and family learning resources at our most vulnerable communities.

Achievement

- improvement in pupils’ attainment in class work across all curricular areas;
- higher levels of parental engagement in their children’s learning and in the life of their school;
- an improvement in early literacy and in performance in Mathematics and Reading;
- improved attainment at S4 by ensuring that secondary school pupils are presented at the most appropriate level in national examinations;
- an improvement in attainment in national examinations in subjects where performance is identified as weak;
- an improvement in the attainment of the lowest-achieving 20% of the school population;
- a system which will enable schools to provide formal recognition for the wider achievements of learners; and
- an increase in the number of school leavers with well developed employability skills.

Ambition

- an ethos of high expectations and achievement in every school and service;
- a curriculum which enables all children, young people and targeted adults to be successful learners, confident individuals, responsible citizens and effective contributors to school, to society and at work; and
- a curriculum and culture which promote enterprising attitudes in all our learners.

Progress for All

- a culture based on the belief that all learners, given time and support, can achieve high standards;
- learning experiences which enable all learners to benefit from their education, supporting them in different ways to achieve their potential and allowing them to progress at a pace and with a level of challenge suited to their prior attainment and to their personal learning plans;
- partnership arrangements which ensure that all pupils experience a smooth transition from pre-5 to primary school, from primary to secondary school and from secondary school to Further and Higher Education and to employment; and
- an improvement, through Adult and Family Learning, in adult literacy and numeracy levels.

2.2.1 Specifically, all staff in our schools and services will seek to:

create an ethos of achievement by:

- developing and sustaining a belief that all learners, including the lowest attaining individuals, can achieve success;
- demonstrating a commitment to inclusion, fairness, equality of opportunity and equal access; (Please see Appendix A)
- being ambitious for all learners and having high expectations of them;
- setting challenging tasks, differentiated to meet needs, and maintaining an appropriate pace of learning;
- promoting a 'can do' attitude, an attitude that 'only your best is good enough';
- encouraging all learners to strive to be all they can be;
- responding promptly to evidence of under-achievement;
- using praise judiciously to motivate learners and to encourage them to value their own successes and respect the achievements of others;
- enabling parents and carers to play a full part in their children's education and in the life of the school;
- providing leadership and role models demonstrating a commitment to achieving high levels of success;
- identifying a range of imaginative, but discriminating approaches at school and service level for reporting on, rewarding and celebrating successes achieved by individuals, groups of learners and the school / service as a whole; (Please see Appendix B for examples of practices already in place.);
- continuing to publish an annual Standards and Quality Report highlighting initiatives in which schools and services have displayed best practice leading to significant educational achievement by their learners, individually or in groups;
- introducing an *East Renfrewshire Certificate* marking the attainment and achievements of all pupils at the end of S3. In the same way, the Education Department will agree with secondary schools the criteria governing the award of an *East Renfrewshire Diploma* to students who, at the end of their Sixth Year, are recognised by their school as having satisfied those criteria. These arrangements will also guide the steps taken by the Education Department and its secondary schools to provide all school leavers with an on-line portfolio of their attainment and achievement;
- recognising exceptional or outstanding achievement through a *Convener's Award for Outstanding Achievement*. Categories for the Convener's Award will include:
 - achievement in sport or cultural activity at national or international level;
 - community service;
 - individual and group citizenship projects that make a difference within schools, the local community and globally;
 - overcoming significant barriers to learning; and
 - exceptional academic attainment.
- publicising achievement regularly through local and national print and broadcast media.

Schools will be invited to submit nominations by the end of the second term each session. A small panel will be set up to consider nominations and decide on awards, using clear validation criteria. Certificates will be made available to schools by the end of May in order to incorporate the award into celebrations of success e.g. S6 graduation ceremonies and awards ceremonies;

- Services such as Arts, Sports and Culture will build upon their existing good practice to recognise and celebrate learners' achievements and will have the opportunity to nominate learners for the *Convener's Award for Outstanding Achievement* at a time in the year which best reflects their circumstances;
- The Provost will host a Civic Reception for all in receipt of the Convener's Award.

focus on outcomes for individual pupils and maximise success for all learners by:

- ensuring that planning is based on a clear identification of the needs of all their learners and that it is designed to address and meet these needs, resulting in successful learning and the development of the learners' confidence, their skills and their ability to contribute;
- taking the learners' prior learning into account when future outcomes, related both to the curriculum and to personal development, are being determined;
- involving learners in identifying clear and challenging targets, appropriate to their age, prior attainment and stage of development; one-to-one quality conversations with learners will be a crucial part of the process which encourages all learners to articulate their achievements;
- explaining the learning intentions and deriving success criteria in conjunction with learners so that they are clear about the expected outcomes; and
- in schools, encouraging pupils to achieve success on a number of fronts, for example in work done in class, in class tests and in national assessments; in improving health and fitness; in participation in extra-curricular activities involving sport, music, drama and debating etc; in contributing to community service projects, to volunteer programmes and to enterprise activities and other events; in improving attendance, attitude or behaviour; in developing personal qualities such as self-esteem, motivation, tolerance, respect, leadership and the ability to communicate and to work productively and responsibly with others in a team. It is by achieving success in these and similar areas that our pupils will be able to demonstrate that they are successful learners, confident individuals, effective contributors and responsible citizens. Examples of curricular, cross-curricular and extra-curricular activities which provide a vehicle for wider achievement are provided in Appendix C.

engage learners in a wide range of enriching activities and experiences by:

- ensuring that programmes of activities reflect design principles such as progression, challenge, depth enjoyment, choice and personalisation;
- identifying the essential skills and experiences, which will contribute to successful learning, to self-esteem, and to a sense of responsibility in learners;
- using *Assessment is for Learning* approaches (e.g. self and peer assessment, sharing learning intentions and deriving success criteria with pupils, effective questioning and high quality feedback) as a means of developing the learners' capacities and attitudes;
- nurturing innovation, creativity and enterprise among staff and learners;
- matching programmes and targets for learning closely with the identified needs of the individual;
- providing specific support and encouragement for more vulnerable learners;
- creating opportunities for learners to take responsibility in their learning;
- encouraging learners to engage in enquiry and original thinking and to reflect critically on their learning and on their progress and achievements; and
- ensuring that pupils who are talented in the Arts, Sports or Music are identified, nurtured and given a clear pathway towards achieving their potential.

3. PUTTING THE INDIVIDUAL LEARNER AT THE CENTRE

The Standards in Scotland's Schools etc Act 2000 places on Councils the duty of ensuring that the education of every child of school age is directed to the personality, talents and mental and physical abilities of the child, to their fullest potential. The Act also stipulates that the Council should have regard to the views of the child in decisions that significantly affect the child, taking account of the child's age and maturity. These themes have been touched on at various points in Section 2 of this strategy. Certain strands require to be developed more fully, including the further development of approaches in Adult and Family Learning:

There already exists in the Education Department and in our schools and services much good practice in the recording of academic attainment. In order to ensure and record progress of a more fully rounded education, systems are now required to encompass a wider range of achievement to include other services, for example Arts, Culture and Sports and Adult and Family Learning.

Personal Learning Planning Processes

Formative assessment is at the heart of these processes, which should involve:

- setting meaningful targets through negotiation with individuals or with groups of learners as appropriate;
- taking account of prior learning and interests;
- simple statements of targets and an avoidance of bureaucracy;
- using a variety of approaches matched to the learning styles of individuals;
- facilitating the learning process to ensure that the learner makes progress towards the targets;
- personal dialogue between teacher and learner as part of the regular review of progress; and
- agreeing the next steps in learning and identifying appropriate support mechanisms.

Benchmarking

The Council, its services and schools will build on evaluative practices which are already well-established:

- benchmarking is most readily recognised in analysis of external examinations: National Qualifications; national assessments; the Scottish Survey of Achievement, the standardised testing carried out in the by the education department and baseline assessment. A variety of tools is available to aid such comparative analysis: Standard Tables and Charts and school and Education Department generated analysis of the above noted assessments;
- it is now desirable that in support of this strategy we should move beyond a focus on the benchmarking of the outcomes of academic attainment to include such categories as wider achievement, attendance, lateness and exclusion.

Target-setting

Current practice tends to set targets for academic progress. This will be developed in schools so that teachers and pupils are able to set and review targets related to the five levels defined in the *Curriculum for Excellence* and at the same time to include targets linked to pupils' wider achievements. There is an opportunity for other services to incorporate target setting practices to improve accountability and reporting processes. It is important that practice reflects the following key features:

- targets should be set for both input and outcomes; in specifying inputs, schools may wish to refer to the Education Department's paper, *Essential Experiences*;
- targets should be challenging and achievable rather than aspirational;
- targets should state what is to be achieved and by when;
- targets may be derived from the benchmarking process, and in turn may be benchmarked; and
- it is possible to set a wide range of targets, but all will require consultation and agreement. For example,
 - individuals might set their targets for the next stage in their learning;
 - individuals might set targets for other school-led extra-curricular activities;
 - individuals might set targets for other activities, whether taking place in the school or in the community, for example learning a musical instrument or developing sporting skills;
 - groups might agree targets around a community activity or construction project; and

- schools and services might agree targets affecting some or all of their stakeholders.

Tracking and monitoring attainment and achievement

In relation to tracking and monitoring attainment and achievement we will:

- continue to record, over time, certain agreed measures to allow for longitudinal observations about pace and progress in learning, in attainment and in wider achievement; these measures may be related to individuals and groups;
- extend the use of tracking databases in the Council;
- use and build on existing systems in schools, in SEEMIS software and tracking databases, which support the recording and monitoring of a variety of measures pertaining to specified curricular areas;
- improve our systems and processes for identifying vulnerable children and young people in order that they benefit from the supports that are available;
- develop a personal record for each learner which supports the recording of targets and achievements relevant to the individual. Some of the information in these individual records will be usefully summarised for groups, a smaller amount for an establishment or service and an overview at Council level; and,
- introduce technological applications to allow the transfer of relevant data from electronic systems to individual personal portfolios which will be owned by and maintained by learners, with support as necessary. Such data will be regarded as verified by the establishment or service.

Reporting

Reports on the progress of individual learners should satisfy the following criteria:

- they should be helpful to the learners themselves, to their families and, for certain purposes, to the Council and others involved in evaluation;
- they should contain meaningful reporting on the content and knowledge overtaken by the learner;
- they should recognise the skills developed by learners;
- they should make reference to the attitudes and dispositions displayed by the learner;
- they should describe progress made by the learner towards meeting agreed targets;
- they should afford the opportunity for learners and parents and carers (as appropriate) to comment on progress;
- they should provide a clear statement in terms of 'next steps' in relation to content, skills, attitudes and dispositions; and
- they should reflect the extended statements of the four capacities.

Portfolios of Achievement

A portfolio may be defined simply as 'a store of data or information about a learner.' In the early years of schooling, the portfolio may be paper-based, but as the learner moves through the stages of primary school the format will become more 'on-line' or electronic. All learners will have the opportunity to maintain a portfolio or record of learning and achievement, a portfolio which is based on interaction between the learner and teacher / tutor. The key points in developing the portfolios are that:

- the individual learner should be incrementally involved in and responsible for their content. Thus, decisions on content and access in the early years of schooling should be made by teachers and parents, though the learner will be engaged in discussions about targets, progress, successes and next steps for learning. In the later stages of primary school and in the junior phase of secondary (S1 – S3), decisions on content and access will be negotiated between the learner, the teacher and the parent. In S4 – S6 and beyond, learners will be responsible for managing both content of and access to the portfolio, allowing them to apply their own personal stamp or brand to it. They should, however, enjoy mentoring support from teachers / tutors and should be encouraged to continue to pay heed to advice from their parents, if appropriate;
- the portfolio should be made up of a number of sections or compartments so that there is a completeness to the picture which is built up of the individual:
 - one section should contain appropriate information on targets, covering attainment and other personal targets, and on progress made towards those targets;
 - a second section should hold details, updated on a regular basis, of attendance and timekeeping, formal reports and performance in assessments and examinations as appropriate, i.e. information which is already made available to learners and their parents (as appropriate) and can readily be transferred from other databases;
 - a third section should give the learner the opportunity to describe participation and achievements in cross-curricular, extra-curricular and community-based activities, with scope for the learners to demonstrate their ICT skills to good effect by including photographs, video clips etc; and
 - in S4 – S6 and beyond, there should also be a section to hold copies of application forms, references, personal statements and the like.
- the Council will develop clear guidance about the data which the establishment or service can be expected to validate or verify;

- best practice will be followed in ensuring the security of the system, particularly in relation to the use of new technology and the internet;
- establishments and services will make time available in their forward planning to allow learners to edit and update their portfolios;
- the portfolios will facilitate the bringing together at the end of S3 of teachers' judgments and the learners' own record of their achievements and skills by drawing upon a range of evidence; and
- they will be the foundation on which secondary schools base their arrangements for recognising the progress, attainment and wider achievements of their pupils in the senior phase of the school (S4 – S6) and especially at the point where the individual has decided to leave school. This process can be built upon in the context of Adult and Family Learning.

4 CONTINUING PROFESSIONAL DEVELOPMENT

If there is to be a climate of achievement within the education system, then all staff must themselves feel valued. Any enhancement of the status of staff will be a positive contribution to raising achievement. One fundamental way of enhancing the status of staff is to invest in their continuing professional development and training. The Professional Review and Development policy for staff offers an entitlement model of professional development which guarantees that staff have access to appropriate opportunities designed to meet their individual needs and those of their establishment. This entitlement carries with it a responsibility on the part of every member of staff to take part in development activities which focus on learning and teaching, on creating a climate of achievement and on monitoring and evaluating progress. In order to retain a clear focus on the department's drive to raise achievement throughout all sectors and services, cross-sectoral training for all personnel within the department will be necessary.

It is anticipated that current provision for professional development will reflect the key principles and elements of this strategy and that additional development opportunities will be created in order to support staff in raising and celebrating achievement and attainment. Priority will be given to activities which support senior managers in leading in their areas of responsibility developments related to baseline assessment, benchmarking, target setting and tracking attainment.

5 MONITORING AND EVALUATION

This strategy is closely aligned with the Education Department's vision statement and Local Improvement Plan and thus with the key areas for evaluation set out in the HMIe publications, *The Child at the Centre*, *How good is our school?* and *How good is our community learning and development?* Procedures for monitoring and evaluating the impact of the strategy on attainment and achievement will therefore make use of the relevant Quality Indicators from those publications.

An annual report on attainment and wider achievement will be prepared and submitted to the Education Committee and Cabinet.

Appendix A**DEMONSTRATING INCLUSION, FAIRNESS AND EQUAL ACCESS**

These concepts are fundamental to the Education Department's vision of *Inclusion, Achievement, Ambition and Progress for All* and are given practical expression in a number of policies and strategies, for example on Early Intervention, Family Learning and Supported Study. Personal learning planning processes are also intended to support individual learning and to engage parents in supporting their children's education in the home. The Education Department also has in place a comprehensive policy for *More Choices, More Chances*, a policy aimed at meeting the needs of those learners who are at risk of not being in education, training or employment. Much of this work is about tackling deprivation and overcoming barriers in relation to poverty. The Council is also committed to developing strong school-to-community links which allow learners who have been introduced to an activity within schools the opportunity to pursue that interest in a community setting. In these contexts, it is particularly important that wider achievement should be acknowledged and celebrated.

The Council works closely with local colleges and universities with respect to pupils in school and local adults moving onto Further and Higher Education. This partnership working will be extended through fresh measures designed to give parity of esteem to vocational learning. Collaboration also takes place to provide alternatives to school for persistent non-attendees and under-achievers to ensure they are given educational provision which recognises wider achievement. The Council will also develop its on-line portfolios of achievement in discussion with representatives of Further and Higher Education.

The commitment to offering all learners opportunities to achieve and demonstrate success in learning is also visible in the range of experiences and support available in the Council's schools, including, especially, pastoral, behavioural and learning support staff, careers and vocational guidance, strong child protection procedures, care and welfare for children and young people, visiting specialist teachers and tutor provision in curricular areas such as expressive arts, educational psychologists and cultural coordinators.

Robust arrangements for self-evaluation at school and Council levels will monitor the extent to which the successes of learners with additional support needs are recognised and celebrated in their school communities.

Appendix B

REWARDING AND CELEBRATING SUCCESS

Schools and services in the Council already celebrate the learning successes and wider achievements of their learners in a variety of forms, including:

- Achievement Walls in classrooms and in public areas in relation to the four capacities of a *Curriculum for Excellence*;
- Displays of learners' work;
- Stickers and badges awarded for specific activities e.g. 'citizen of the week,' 'pupil of the month' etc.
- Opportunities for individual, group and team achievement to be recognised and celebrated at school assemblies, on school websites and in newsletters to parents;
- Certificates relating to personal achievement, presented at assemblies and school award ceremonies or in the company of their peers;
- Graduation Ceremonies;
- Adult Learning Award Ceremonies, related where appropriate to gaining qualifications;
- Certificates of recognition, e.g. following participation in events run by libraries;
- Youth Oscars, recognising work within the community;
- Nominating their pupils for national recognition, e.g. through the *Diana Awards* scheme;
- Activities in the context of personal and social development;
- Letters to parents, highlighting progress, improvement or outstanding achievement;
- Adult and Family Learning, learner case studies booklet;
- Making time available for learners to make individual records for personal statements and (on-line) portfolios; and
- Testimonials and references, usually when the young person is leaving school.

Each establishment and service is encouraged to recognise and celebrate achievements in ways that best reflect the circumstances of the service. In doing so, they will wish to formulate their own policy and practices which will ensure that there are valid criteria, consistently applied, against which such recognition is given. Without such a policy and such criteria, the recognition is likely to be devalued.

The Council will support the work of establishments by:

- organising events to showcase good practice;
- organising inter-school activities, competitions and festivals;
- continuing to issue annual certificates recognising excellent attendance;
- facilitating the introduction of portfolios of attainment and achievement;
- introducing Sports Personality of the Year Awards;
- introducing an *East Renfrewshire Certificate of Achievement* at the end of S3;
- introducing an *East Renfrewshire Diploma* for students who have completed Sixth Year in secondary school and who have met the agreed criteria for the award; and
- introducing a *Convener's Award for Outstanding Achievement in learning and in the Wider Community*.
- publicising and promoting good practice through local and national print and broadcast media.

Appendix C

ACTIVITIES DEMONSTRATING WIDER ACHIEVEMENT

Schools, often with support from the Education Department and other partner organisations, provide a very wide range of opportunities for children and young people to participate in activities which provide a vehicle for the celebration of wider achievement. The following list is not intended to be exhaustive or to exclude other valuable examples of wider achievement; it is rather an indication of the range of activities through which we believe learners should have opportunities to demonstrate success and personal achievement.

<i>Involvement in choirs, bands and orchestras</i>	<i>School Shows</i>
<i>Young Musician of the Year Competitions</i>	<i>Chartermark</i>
<i>Sport and sporting competitions</i>	<i>Organising events</i>
<i>School Magazine, Newspaper or Radio</i>	<i>Debating & Public Speaking</i>
<i>Peer mentoring</i>	<i>Helping younger pupils, buddying, paired reading</i>
<i>Serving on School Committees</i>	<i>Serving as Head Girl/Head Boy/Prefect</i>
<i>Membership of Pupil Council</i>	<i>The Director's Pupil Council forum</i>
<i>Enterprise Activities and Competitions</i>	<i>Residential and international visits and projects</i>
<i>Mini-trials</i>	<i>Mock elections</i>
<i>Girl Guides, Scouts, Boys' Brigade, Brownies</i>	<i>Duke of Edinburgh Awards</i>
<i>Education for Citizenship Forum</i>	<i>Anti-sectarian projects</i>
<i>Community Service and Volunteer work</i>	<i>Membership of Community Youth Forum</i>
<i>Charity work</i>	<i>Fairtrade events and awards</i>
<i>Investors in People</i>	<i>Amnesty International</i>
<i>Green Flag Initiatives</i>	<i>Eco Groups and Sustainable Development</i>

This strategy for raising achievement is supported by a wide range of initiatives currently in operation within the Education Department. A significant range of learning opportunities, some of them supported by partners, is available through libraries, arts, heritage, sport and leisure events and activities. There are also many opportunities for out-of-school-hours learning, including holiday clubs focused on art, music, dance, drama, sports and outdoor education, science and study groups, and these operate in a range of premises, both schools, learning centres and residential facilities, covering all age groups. Additional support mechanisms for pupils and a long-term commitment to enhanced learning and teaching are also seen as fundamental to this agenda. This whole approach is underpinned by the provision of excellent schools with appropriate facilities.



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