



Attainment Policy

1. Rationale

At Airdrie Academy we are committed to raising educational attainment and removing barriers to learning. We are informed always by our values of Determination, Ambition, Respect and Teamwork and this refreshed strategy reflects our unwavering commitment to achieving the highest outcomes for all and closing the poverty-related attainment gap.

This policy provides a clear, whole-school vision for raising attainment and outlines our approach to tracking and monitoring and ensuring equity and excellence for all pupils.

The policy is aligned with **HGIOS**, particularly:

- **QI 2.3 – Learning, Teaching and Assessment**
- **QI 3.2 – Raising Attainment and Achievement**

2. Aims

- To ensure robust tracking and monitoring of pupil attainment and progress
- To use data effectively to inform planning, early intervention and improvement
- To promote high expectations and achievement for all learners
- To support pupils to understand their progress and next steps
- To reduce the attainment gap between identified learner cohorts

3. Tracking and Monitoring

- A whole-school digital tracking system collates attainment and progress information to monitor progress over time.
- Tracking information is reviewed at whole-school, stage, class and individual level, at agreed points across the session to support consistent monitoring of progress.
- Learner equity cohort measures are tracked explicitly, including
 1. ASN
 2. Free Meal Entitlement (FME)
 3. SIMD
 4. Looked After
 5. Clothing Grant
- Tracking data is reviewed regularly by class teachers, middle and senior leaders.
- Attainment and progress information is shared with parents/carers

4. Use of Data

- Attainment data is used to:
 - Identify trends, strengths and areas for improvement
 - Inform learning and teaching approaches
 - Identify and target interventions and appropriate supports
 - Support professional dialogue and self-evaluation

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5. Intervention and Support

- Early intervention is prioritised where progress is below expectation.
- Targeted support is planned, implemented and reviewed regularly.
- Interventions are evaluated for impact on learner progress and attainment.
- Resources are allocated strategically to support equity and closing the attainment gap.

6. Curriculum and Attainment

- Labour Market Intelligence (LMI) and local context and priorities is used to inform curriculum planning and pathways
- The curricular offer supports attainment, skills development and positive destinations.
- The curricular offer is reviewed on an ongoing basis to ensure it remains relevant, inclusive and responsive to the needs of all learners.

7. Roles and Responsibilities

- **Class Teachers:** Track progress, plan responsive learning, engage in professional dialogue.
- **Middle Leaders:** Contribute to interventions, monitor progress and attainment trends, lead self-evaluation, ensure consistency.
- **Senior Leaders:** Have a strategic and evaluative role in ensuring attainment data leads and supports self-evaluation to ensure improved outcomes for all learners.
- **Learners:** Understand their progress and next steps in learning.

8. Self-Evaluation and Improvement

- Attainment data and digital tracking inform ongoing self-evaluation using HGIOS.
- Findings contribute directly to improvement planning and Standards & Quality reporting.
- The policy is reviewed annually to ensure effectiveness and relevance.

9. Review

This policy will be reviewed annually or in response to changes in national guidance or local and school priorities to ensure ongoing positive impacts on attainment.



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