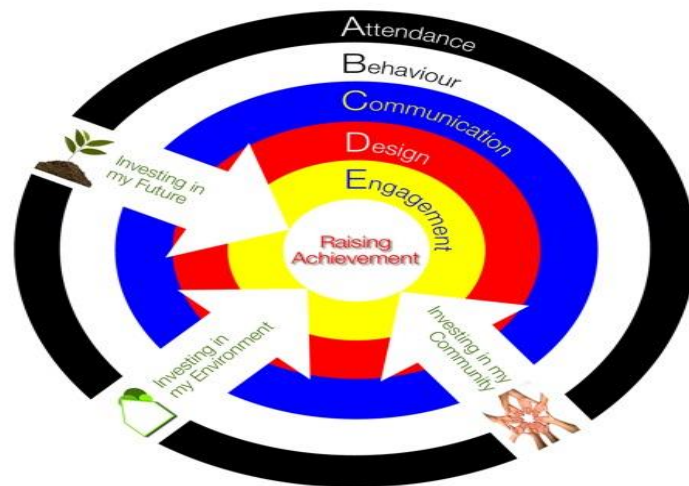


Balmalloch Primary School & Nursery Class



Raising Attainment & Achievement; Ensuring Equity for All Policy



responsi **B**ility

gr**A**ttitude

BELIEVE IN YOURSELF

hu**M**ility and forgiveness

persever**A**nce

Love

ACHIEVE YOUR GOALS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

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 for Self-Improvement/Learning, Teaching & Assessment/AIFL/Jotter & Presentation/Marking/Safeguarding & Child Protection policies/ 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."

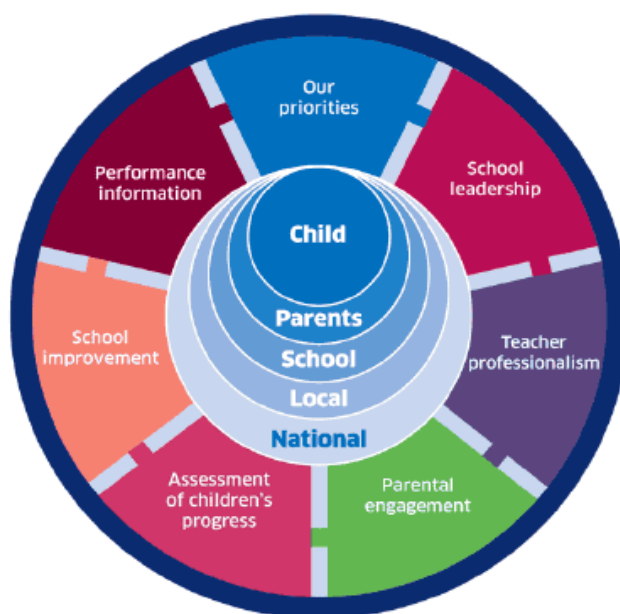
Raising Attainment, Scottish Government, March 2012

'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 and Early Years. 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 Balmalloch Primary School and Nursery Class to review and develop its strategies to raising attainment and ensuring equity for all children.



1.2 Aims:

- A school and nursery 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 and English, 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 Balmalloch Primary School and Nursery Class

Introduction:

Raising attainment & achievement and ensuring equity for all pupils is the core function of our school and nursery 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 nursery and 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 our children.

2.1 School Leadership

Leadership at all levels is recognised as an important aspect of the success of Balmalloch Primary School and Nursery Class. This includes leadership of learning and leadership of change. In Balmalloch Primary School and Nursery Class, the Senior Leadership and Management Team works in partnership with staff, children and parents to develop a shared vision for change and improvement. There is a clear 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 must go to continue to improve. All staff are engaged in the professional review and development process which has a positive impact on school and nursery improvement.



Leadership within the school and nursery is evident at all levels. Staff throughout the school and nursery are effective in leading School, Cluster and Family Group Improvement Plan priorities and are well supported and encouraged by the Senior Leadership and Management Team in leading different initiatives. Most staff have responsibility for different curricular areas and have a commitment to improvement through cluster working. Teaching/nursery staff work collegiately to revise school policies and programmes.

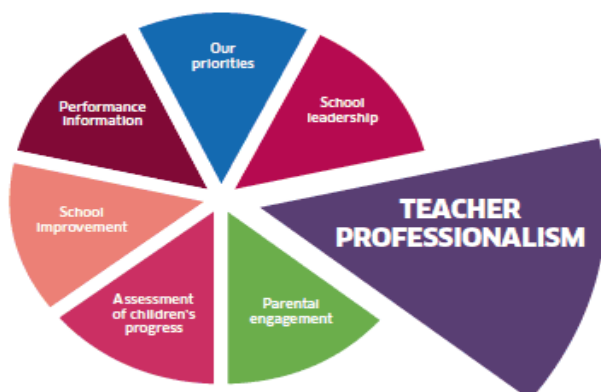
Staff are involved in sharing good practice through joint planning, peer visits in school or nursery and into other establishments, cluster, family group, staff and stage meetings as appropriate. Children demonstrate leadership through their roles in the DYW Group, Sports Committee, Pupil Council, Eco Committee and Rights Respecting Schools Committees. Children also represent their peers as Digital Leaders, Young STEM Leaders, Junior Sports Leaders and Junior Road Safety Officers taking priorities forward, contributing to school and nursery improvement.

Children also have opportunities to take responsibility through whole school/nursery, stage and class assemblies, participating in class meetings and being buddies to younger pupils. Parents/carers have high regard for the leadership capacity of the school and nursery. They feel that the pace of change is well managed and that the school and nursery continue to develop in line with the aims of Curriculum for Excellence. The clear vision of the school and nursery and the commitment of staff to self-evaluation ensures that it is extremely well placed to continue to improve.

2.2 Teacher and Practitioner Professionalism

All teachers and single status staff in Balmalloch Primary School and Nursery Class participate in Professional Review and Development, setting clear targets for themselves. Balmalloch Primary School and Nursery Class' Improvement Plan clearly details the professional learning required to implement priorities. This is linked to Staff Professional

Review and Development encompasses all forms of professional learning. All teachers and practitioners record and evaluate their professional learning as part of the requirements for GTCS Professional Update and as part of their requirements for the SSSC.



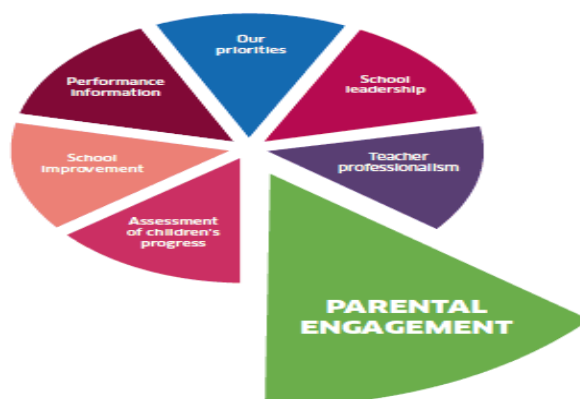
Staff in Balmalloch Primary School and Nursery Class have opportunities to lead on curricular developments and to be members of working groups within the school/nursery, the cluster and family group. Staff are encouraged to engage in professional reading, practitioner enquiry, training, including Login to Learn Modules, Learn NL modules and courses as part of Continuing Professional Development, sharing effective practice and supporting pedagogical developments including assessment and learning and teaching. In Balmalloch Primary School and Nursery Class this is supported by the Council's Psychological Service and Education and Families Managers. Teachers' and Practitioners 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 Balmalloch Primary School and Nursery Class and in cluster/family group working to support teachers and practitioners to engage in moderation activities and continue to build on these.

The central team within the Education Service, Education and Families, 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 Balmalloch Primary School and Nursery Class. Parents are provided with clear information in relation to their child's progress - sharing of Online Learning Journals with parents, parent consultations, Pupil Latest and Best Jotters/Learning Logs, end of year reports, curriculum afternoons/evenings and information events. Arrangements for reporting continue to be developed in consultation with the Parent Council. Balmalloch Primary School and Nursery Class 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 Senior Leadership and Management Team and Class Teacher to plan and review pupil targets for

universal and targeted support plans - GIRFME. This includes opportunities for family learning. To ensure equity for all children, Balmalloch Primary and Nursery Class works in partnership with a range of agencies including Social Work, Health and Police. This is a crucial element of the implementation of Getting it Right for Every Child in the school and nursery.



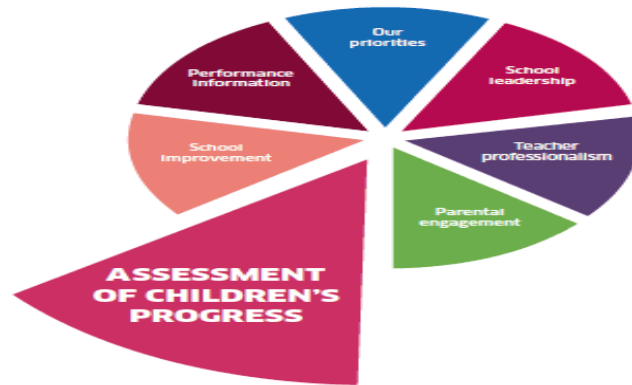
2.4 Assessment of Children's Progress

(See Recording and Reporting Policy/Learning, Teaching and Assessment Policy/Jotter and Presentation Policy/Marking Policy)

2.4.1 - Assessment Strategy

Balmalloch Primary School and Nursery Class 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 and recognising achievement. Profiling will continue to be developed in line with the cluster's agreed methods.



Balmalloch Primary School and Nursery Class has clear arrangements for moderation through school improvement to share standards of achievement of a level of Curriculum for Excellence. Data is used effectively to rigorously analyse attainment to inform improvement. Balmalloch Primary School and Nursery Class 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 Balmalloch Primary School and Nursery Class, we record the Curriculum for Excellence level achieved by individual pupils in Reading, Writing, Listening and Talking, Numeracy and Maths.

In addition, there is a process in place to track children's progress in Health and Wellbeing, through participation and engagement and reference to SHANARRI indicators to highlight areas of concern on the school and nursery database. Balmalloch Primary School and Nursery Class 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).

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 Balmalloch Primary School and Nursery Class. There is a highly visible nurturing and caring ethos in the school and nursery. 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. Staff are 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. *Seasons for Growth* is implemented when required to support children experiencing loss and nurture sessions provide additional support for identified children.

Learners' needs are very well met through an effective and well documented universal/additional/intensive staged intervention process. Staff have a clear understanding of the various strategies that could be employed to provide universal support within a classroom through the Personalised Support Plan 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 and nursery. Pupils are involved fully in the setting, evaluation and development of targets, ensuring ownership, and these are monitored by the Senior Leadership and Management Team.

Support staff/parent helpers 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 and practitioners employ a range of teaching styles and strategies to engage children in their learning. Children have opportunities to work individually, 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 for learning journeys.

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, engaged and encouraged to think about the skills they are developing. 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. Children are encouraged to reflect on feedback from prior learning experiences, identifying targets for themselves.

The pre-5/primary transition programme includes effective links between staff. There is an extensive and very effective transition programme in place with Kilsyth Academy 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

(See Curriculum Design and Rationale)

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/nursery and cluster initiatives in a range of curricular areas. The future focus for school/cluster initiatives will be centred around Literacy, Numeracy, HWB and STEM. 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 and Design, Music, Drama and Social Studies and Science and Investigation. 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 Rights Respecting Schools and ECO Committees and the 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 and linked to the wellbeing indicators. Links are made to other curricular areas. 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. Through music, learners develop vocal and instrumental skills, explore sounds and musical concepts and use their imagination and skills to create musical ideas and compositions, promoting their understanding of how music works. Children from P5 to P7 have the opportunity to receive musical tuition in Violin, Trumpet and Chanter.

Kodaly is also offered each year. Children also have an opportunity to share success at whole school assemblies.

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 Assessments, together with Teacher Judgments, are analysed by the Senior Leadership Team in order to track pupils' progress and determine gaps. This information is discussed 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.

2.4.6 - Recognising Wider Achievement

Wider achievement is tracked and recognised in a number of ways:

- NLC Database
- Wider Achievement Record, Awesome Achievement Display and Assemblies
- Head Teacher Award/Depute Head Teacher Award/PT Award & Display
- Star Pupil & Cool Class Cup Assemblies/Displays - Certificates/Badges/Prizes/Trophy
- Latest and Best Jotters/Learning Logs
- Achievement Walls - P1 to P7
- Pupil Forum Displays
- Learning Stories
- School Twitter & Blog
- Record of School Clubs

2.5 School Improvement

In Balmalloch Primary School and Nursery Class the key to raising attainment and achievement lies in the successful implementation of Curriculum for Excellence. This requires the three elements to be linked and informed by robust self-evaluation:

- Curriculum;
- Assessment; and
- Learning and Teaching

The aim is to ensure progression in learning for all children and young people. Curriculum for Excellence requires that Balmalloch Primary School and Nursery Class works across sectors to develop and implement approaches to the curriculum, assessment and learning and teaching.

Balmalloch Primary School and Nursery Class has a clear curriculum framework with the following in place:

- Clear rationale for the curriculum;
- Clear strategic framework to support planning and 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 Wellbeing.

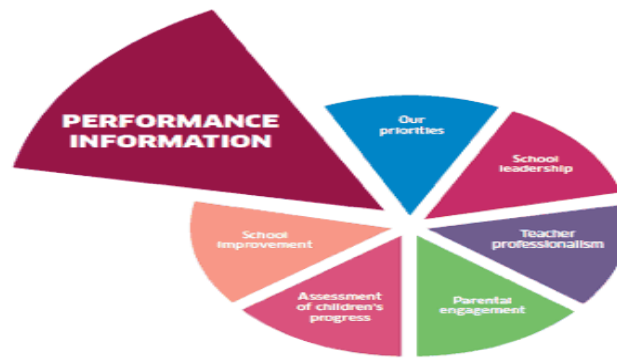
We are working towards a skills progression within each curriculum area.

2.6 School Improvement

Balmalloch Primary School and Nursery Class 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 (Summative);
- Standardised Assessment results : MALT, Benchmarking (P1-7), YARC (P7), Phab2, SNSA (P1/P4/P7);

Standardised test results at Primary 1, Primary 4 and Primary 7 are recorded by NLC 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, Education and Families, 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.



50+ Strategies to Raise Attainment

- Attendance
- Punctuality
- Keep pupils in the classroom
- Encourage pupils to want to be in school
- Give them an appropriate teacher
- Give them time on tasks: maximise every second in the classroom
- Avoid dead-time
- Find as many opportunities as you can for direct teaching of individuals and groups
- Don't let pupils out of school too often
- Give pupils extra time at lunch-time and after school
- Give pupils supported study programmes
- Give pupils short term goals: a vision of their success in lessons
- Give pupils medium term goals: a vision of their success at the end of the term
- Give pupils long term goals: a vision of their success at the end of the year/future lives
- Give pupils consistent structures/traditions/routines
- Mentor pupils
- Buddy pupils in their learning
- Model behaviour and attitudes
- Ask pupils their views and ask for feedback on their learning experiences
- Make experiences relevant
- Give pupils choices of subjects, within subjects and within lessons
- Play to their strengths
- Play to their learning styles
- Use AIFL strategies (Major success in Scottish Education)
- Practise the basics
- Moderate learning experiences
- Meet learning needs
- Set high expectations about where they will aspire to go after school
- Involve parents/carers in education
- Create dreams for their parents
- Ensure attendance at formal exams
- Track their progress
- Set, mark, follow-up, analyse regular homework

- Consider setting
- Engage pupils in Personalised Support Plans/GIRFME Plans
- Give pupils pride in their school and in themselves
- Encourage their own leadership potential
- Intensively overcome gaps in learning
- Use positive behaviour
- Celebrate success
- Intervene early in all matters
- Work hard at transitions so that pupils are known
- Praise them
- Reward them
- Challenge them
- Ensure health eating
- Make learning relevant to life
- Make them resilient
- Use research n learning and in CPD
- Protect them
- Encourage sleeping habits/sleep
- Have positive relationships
- Interdisciplinary learning
- Outside motivators
- Have high expectations at all times

Ruth McCarthy - Head Teacher - Balmalloch Primary School and Nursery Class

Reviewed: March, 2021

Reviewed: March, 2020

Original Date: November, 2018

Scheduled Review: March 2022