

# Taylor High School



## Raising Attainment Policy

Taylor High School is a community of Faith and Learning through Compassion, Ambition, Respect and Encouragement which supports and upholds the common human dignity of each member of the community.

This policy has been reviewed in light of the United Nations Convention on the Rights of the Child and has been assessed as supporting or protecting the following children’s rights:

Article number	Article description	How this policy promotes or protects this right
12	Respect for the views of the child - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously	This policy supports young people to ensure that they are able to express their views and wishes in making decisions regarding their academic achievement.
28	Right to education- Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights.	This policy details the steps that should be taken by staff to ensure children feel supported in their academic journey and maximise their attainment throughout their educational career progressively and on the basis of equal opportunity.
29	Right to education – Every child has a right to an education which develops their personality, talents and abilities.	This policy details how we will support young people in developing their talents and abilities to their fullest potential in an academic setting.

### Rationale

Improving outcomes for all learners, especially those at risk of disadvantage, is a key priority within Taylor High School. The National Improvement Framework and Quality Indicator 3.2 in HGIOS 4 outline the context and expectation for Taylor High School to develop its approach to ensuring evidenced-based judgements which inform and demonstrate effective practices which improve outcomes for our young people and supporting their UNCRC Articles.

The aim of this policy is to increase attainment for all learners. This will enable young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development. It ultimately supports young people to develop their God-given talents and to be able to find and follow their best route.

The main priorities of the policy will be to:

- To ensure a consistent approach of monitoring, tracking and targeted interventions to ensure equity of attainment for all.
- Ensure that Taylor High School's Senior Phase curriculum, builds from the Broad General Education, and provides appropriate pathways to meet the needs of all learners.
- Ensure the school community uses effective tracking and monitoring and target-setting in order that there is clear information on attainment across all subjects to maximise potential and support appropriate and timely interventions.
- To provide feedback on progress and next steps through learner conversations and tracking reports
- Engage with appropriate SQA professional learning opportunities to build knowledge and understanding of the national qualification's expectations.
- Review the impact of the provision of targeted interventions to maximise effectiveness and ensure it meets the needs of all pupils, including those who face barriers to learning.
- Set out the Roles and Responsibilities of:
  - Pupils
  - Class Teachers
  - Principal Teacher of Curriculum
  - Principal Teacher of Pupil Support
  - PEF Co-ordinator
  - Principal Teacher of PEF (Mind, Body and Soul Programme)
  - Senior Leadership Team
  - Parents as Partners

## **Roles and Responsibilities**

### **Senior Leadership Team**

#### **Depute Head Teacher responsible for HGIOS4 3.2 Raising attainment and achievement**

- To lead the evaluation and improvement of our approach to raising attainment, especially those identified as at risk of poorer outcomes.
- Confirm and publish calendar of key assessments throughout the year
- Report whole-school measures, dept comparison figures and key patterns for review to ELT
- Collate tracking information, highlight 'off track pupils' and distribute this information to
  - SLT
  - Principal Teacher of Pupil Support
  - Principal Teacher of PEF/PEF Coordinator
  - Principal Teacher of Curriculum
- Establish a raising attainment focus within the school which focuses on developing Universal and targeted interventions between formal tracking events, liaising with PT Raising Attainment and PT Pupil Support on pupil attainment and review opportunities for targeted and universal interventions for young people.
- Collate and have oversight of the management of moderation plans in line with Moderation Toolkit

#### **Depute Head Teacher (Stage Head/Departmental Link)**

- DHT-Departmental PT link meetings review after each tracking period and plan interventions using the Attainment Database.
- DHT Year Heads will review year group progress information with their Pupil Support PT after every Tracking Report event.
- Arrange discussions with pupils and parents to drive improvements. If appropriate, parents/carers contacted to discuss and seek their support in aiming for an improvement.

#### **Principal Teacher of Curriculum**

- Will have robust departmental tracking and monitoring systems in place that records and monitor pupils' progress and the various interventions used within the department.
- Have regular discussion about attainment at Department Meetings to improve outcomes through staged interventions.
- Use data analysis to assess progress provided by SLT.
- Ensure learner conversations and target-setting are taking place routinely within the faculty and there is consistency for all learners.

- Review progress data following each report with class teacher to discuss those pupils 'Off track'.
- Ensure appropriate interventions are in place for pupils who are 'Off track'.
- Recording and updating of departmental moderation activities in line with the NLC Moderation Toolkit to ensure quality assessment standards are being made by Class teachers across subject areas.

### **Principal Teacher of Raising Attainment (PEF) & PEF Co-ordinator**

- Lead, develop and deliver programmes and interventions that support QI 3.2 Raising attainment and achievement and closing the attainment gap.
- Source and manage appropriate targeted interventions for 'At risk' groups.
- Develop and co-ordinate alternative and appropriate curriculum experiences and mentoring programmes to support all young people with achievement and attainment.
- Work in partnership of PT Pupil Support to support attainment programmes and young people within Taylor High School.

### **Principal Teacher of Pupil Support**

- Analysis of young people's tracking data and identify pupils in case load who are 'Off track'
- Work in partnership link DHT and PTC to support attainment programmes and young people within Taylor High School.
- Identify and support young people experiencing exam stress and anxiety.
- Contact parents/carers regarding pupil performance using appropriate forms of communication
- Agree and action appropriate interventions for pupils who are identified as 'Off track' or at risk of non-achievement pupils in 3 or more subjects.

### **Class Teacher**

- Routinely have learning conversations with pupils regarding learning, progress and next steps as part of learning and teaching and in response to summative assessments and tracking requirements.
- Record evidence of attainment and achievement on Departmental Tracking records
- Identify pupils who are Off track within the class
- Set targets and agree actions/interventions with pupils. Record interventions on Departmental records
- Liaise with PT Curriculum on classroom interventions
- Learners who are an ongoing cause for concern will be highlighted to Principal Teacher of Curriculum who will share relevant information with the Principal Teacher of Pupil Support and Depute Head Teacher.

## **Pupil**

- Engage meaningfully in learning discussions with class teachers.
- Record Learner Conversation and next steps.
- Know what level you are studying and what progress you are making
- Know what you need to do next to improve your learning and progress
- Attend and engage in targeted and universal supports provided by class teachers, PT Curriculum, PT Pupil Support/PT PEF and DHT

## **Parents as Partners**

- Engage in Parent Information and Support Session offered by the school
- Provide a supportive learning environment at home
- Encourage young people to attend supported study, easter revision, targeted interventions to improve attainment and success.
- Communicate any concerns to PT Pupil Support
- Review and support pupils' personal plan for study throughout the year
- Review tracking reports to agree a plan for supported and personal study

## **SQA Positive Presentation Rationale**

The **SQA Presentation Policy** is based upon the following key principles:

- To ensure achievement for all young people with a focus on all pupils achieving a course award, at the most appropriate level, in each subject course they study.
- To establish and maintain robust tracking, monitoring, reporting and intervention systems underpinned by a staged approach with staff across all levels.
- To communicate with pupils and parents/carers at key stages.
- To ensure evidence-based assessment judgements that provide transparent accountability for the class teacher, the Faculty PT, the PT Pupil Support and Senior Leadership Team.

Target Setting procedures are based on previous CfE levels, course assessment information and the professional judgement of teachers. Tracking and monitoring procedures should reinforce the intervention measures we have in place to support pupils in achieving these targets.

A change of level must be seen as a last resort that is only possible at the end of a process of intervention. Consequently, a change of level or withdrawal must not be discussed with pupils as an option until the Teacher and Principal Teacher have exhausted the normal interventions available.

The following is a list of Raising Attainment interventions that Taylor High School may use to support improving attainment for all young people

### **Universal Interventions**

Teaching staff and young people will engage in Learner Conversations to review progress and next steps in all subjects.

Plan, prepare, deliver and assess lessons that are in line with the latest SQA specifications and course updates.

Evaluate lessons to assess impact of teaching on pupils' learning to inform planning for progression.

Utilise SQA standards in learning, teaching and assessment activities to ensure pupils understand the requirements for each level as appropriate to their study.

Develop and plan teaching techniques and methods about how to study the subject at home and review pupils' own study materials.

Monitoring of off-track pupils from tracking reports and communication with Parents post Learner conversations. Young people off track in 1 or 2 subjects, departmental interventions and monitoring by PT Curriculum. Young people off track in 3+subjects, interventions, support and monitoring by PTPS and link DHT.

Link Meetings with DHT and PT Curriculum and House DHT and PTPS to take place after each Tracking Report to review and plan interventions.

Planned events to support study and attainment for young people and parents. These can include the following:

- Supported Study
- Easter School
- Subject specific masterclasses
- Study skills programmes which may include:
  - Saturday classes
  - Study Weekends
  - Mentor support
  - Homework Clubs

Assessment Calendar for all subjects published for planning and monitoring purposes.

All departments tracking and monitoring attainment and implementing departmental interventions for all young people.

### **Targeted Approaches**

#### **BGE**

Identification and targeting of young people 'at risk' for to support attainment and achievement.

Provision of Homework Clubs and Support Groups.

Bespoke timetable to support young people in maximising attainment

#### **Senior Phase**

Attainment Cohort Groups (5@N5+, 5@Higher, at risk on not achieving, 5@N3's, 5@N4's) established and shared with all staff.

Enhanced tracking of those pupils who continue to be identified as 'at risk' of under achievement with specific consideration to pupils at risk of inequitable outcomes.

Mentor programme with mentors to support pupils in targeted groups.

#### **PEF Mentoring - Mind, Body and Soul Approach**

- S3-S6 selected using previous year's attainment data and consultation with the pupil support team (pupils initially selected were from the middle 60 cohort )
- Pupils will be matched with a mentor on roughly a 1:5 ratio



- Each week the pupils will meet with their mentor to look at attainment, attendance, and study skills and to check their study folder.
- For each Session the pupils will meet with their mentor for 30 minutes and then come together as a group for a range of activities.
- Pupils will also have input from a wide variety of external organisations looking at numeracy, wellbeing and employability skills.
- Incentive for continuous engagement in the programme – Pupils will be provided with study packs, S4-S6 will have a fully funded study overnight organised and S3 pupils will have the end-of-year Blackpool trip paid for them
- PEF leads will liaise with mentors, classroom teachers and parents to ensure that all pupils on the programme are getting the support required to help them succeed.
- Parent workshops held to support parents in utilising school revision resources, signposting events and study skills workshops.
- Staff with pupils in the mentoring programme will be contacted individually highlighting the pupils taking part so that they can offer additional support/highlight anything that they feel mentors could do to support pupils.
- PEF leads and Mentors to monitor and support attainment through interventions post tracking.

**Calendar of Events for PEF Mentoring (working document – sessions may be adapted)**

<b>Date – Week commencing</b>	<b>Description of Activities taking place</b>
7/10/24	Tuesday 6-7 pm – Parents Launch event Wednesday lunchtime – Mentor training/update Thursday 3.50-4.30 pm– First pupil meeting in the middle gym (Introduction/expectations and Questionnaire)
21/10/24	Thursday 3.50-4.50 pm – 2 <sup>nd</sup> mentoring meeting to take place in the Theatre. 30 minutes with mentor to look at self-evaluation, and give out mentoring packs. A 30-minute presentation on study skills and planning a study timetable.
28/10/24	Thursday 3.50-4.50 pm – 3 <sup>rd</sup> mentoring meeting in theatre. 30 minutes with mentor looking at target setting and how to achieve these targets. 30-minute session on realistic target setting.
4/11/24	Thursday 3.50-4.50 – 4 <sup>th</sup> mentoring meeting on study skills. 30 minutes with mentor and then a 30-minute presentation on memory and learning styles
11/11/24	S5/6 Parents evening – Stall/bulletin board detailing what the mentoring programme is all about and time for parents to ask questions.
18/11/24	Thursday 3.50-4.50 pm – Mentoring Meeting 6 (one of the following themes - Sleep Scotland, Nutrition, Yoga/Circuits, Financial) TBC
25/11/24	Thursday 3.50-4.50 pm – Mentoring Meeting 6 (one of the following themes - Sleep Scotland, Nutrition, Yoga/Circuits, Financial) TBC
2/12/24	Thursday 3.50-4.50 pm – Mentoring Meeting 6 (one of the following themes - Sleep Scotland, Nutrition, Yoga/Circuits, Financial) TBC
9/12/24	THS Christmas Fayre – Possibly have a stall looking at mental health. TBC
16/12/24	Thursday 3.50-4.50 pm – Mentoring Meeting 6 (one of the following themes - Sleep Scotland, Nutrition, Yoga/Circuits, Financial) TBC

**Tracking Procedures (to take place after each tracking report for all year groups)**

Tracking Report to be completed by Departments and quality assured by PT curriculum/Stage DHT.
Whole school attainment database updated
Post Tracking Analysis to be completed by DHT (3.2) Raising Attainment and communicated to PTC
Link DHT to meet with PTC to discuss interventions and attainment post tracking (Interventions to be recorded as per Attainment Database Policy)
DHT (3.2) to analyse tracking data for <ul style="list-style-type: none"><li>• whole school measures reporting and identify next steps for improvement</li><li>• reporting on the number of presentations at each level for comparison within school and departmental level</li></ul>

## Raising Attainment Calendar<sup>1</sup>

August	<p>Review of Senior Phase levels based on evidence collected from the following sources.</p> <p><b>S4</b> Achievement of Curriculum for Excellence Levels (Curricular, Numeracy and Literacy)</p> <p>All departments will use an initial positive presentation level for all young people and they will have the opportunity to be presented at National 5 level with the exception of some young people where clear and robust evidence exists for initial presentation at a lower level.</p> <p><b>S5 &amp; S6</b> SQA previous attainment</p>
	Proposed levels must be reviewed with link DHT and PT Curriculum and once confirmed, sent to office staff
	DHT responsible for Raising Attainment to provide SQA whole school measures and comparisons from previous academic session.
	Principal Teacher of Curriculum to review subject based performances as a whole and compare from previous academic sessions in preparation for Departmental Attainment Review in September
	Class Teacher to review individual class performance and interventions used to support attainment in dialogue with PTC.
September	Assessment Calendar for current session to be reviewed by PTC and Class Teachers. Updated Assessment Calendar to be published on Supporting Learners Padlet and communicated to Parents via website and Newsletters
	Supporting Learners in the Senior Phase – SQA Parents Information Evening.
	Departmental Attainment reviews and Action plans completed with PT Curriculum, Link DHT and Head Teacher
	Identification of attainment groups begin (eg S4 5@5 group, S5 5@ Higher Group, 'At risk' Group, PEF Group)
	Supported Study programme to begin. Pupils targeted to sign up and communication sent to Parents.
	S4/5/6 Tracking Reports to be completed (See Tracking Procedures) Faculty PTs to submit initial change of level requests via DHT for pupils where it is clear that they have been placed at a level below that which they are capable of achieving and robust evidence exists.

<sup>1</sup> Subject to change on adjustment to school calendar for session 24-25

	<p>Identification of pupils who are causing concern by Class Teachers and PTC post tracking. Information to be communicated to PTPS and DHT (Raising Attainment) to communicate early warnings to Parents.</p> <p>Link meeting with DHT and PT Curriculum to review tracking data</p>
	<p>PT Pupil Support and DHT (QI 3.2) to identify any further pupils at risk of non-achievement or under achievement. Mentoring Programme to begin of targeted young people.</p>
October	<p>Attainment groups to be highlighted to faculties and used to ensure appropriate SQA presentation levels.</p>
	<p>PTPS to communicate to parents of <del>non-attender</del><u>non-attenders</u> post tracking.</p>
	<p>S3 Tracking Reports to be completed (See Tracking Procedures)</p>
	<p>S5/6 Tracking Reports to be completed (See Tracking Procedures)</p>
	<p>PTPS/ PT Raising Attainment and DHT to review of Target Groups and Interventions Plan. Appropriate adjustments made to plans and target groups.</p>
	<p>Study Skills Programme begins</p>
November	<p>S4 Progress Assessments begin.</p>
	<p>S4 Progress Assessment Marking completed and results recorded in Seemis.</p>
	<p>Quality Assurance of assessment decisions to take place within Departments (contd in December).</p>
	<p>DHT (3.2) to collate Progress Assessment Marks and communicate to Parents.</p>
December	<p>PTC to meet and discuss S4 Progress Assessment Marks, interventions and attainment post assessment. (Class Intervention plan discussed and agreed for pupils off track)</p>
	<p>Link DHT and PTC analysis and next steps meeting on Progress Assessment Marks, interventions, and attainment post assessment. (Departmental Intervention plan discussed and agreed for pupils off track)</p>

January	<p>PTPS and DHT to identify and adjust target groups and plans (where appropriate) post S4 progress assessment.</p>
	<p>S4 Tracking Report (See Tracking Procedures)</p>
	<p>S5/6 Progress Assessments</p>
	<p>Faculty PTs to submit change of level requests for S4 pupils where it is clear that pupils will not achieve at initial entry level and robust evidence exists.</p> <p>Link meeting with DHT and PT Curriculum to review change of level requests.</p> <p>DHT (3.2) to collate and communicate to parents by email. Parents to respond via electronic form or tear off slip.</p> <p>PT Curriculum and PT PS to monitor Parental returns for change of level</p> <p>PT Curriculum to send agreed level changes to SQA Co-ordinator for change to take place.</p>
	<p>Quality Assurance of assessment decisions to take place within Departments.</p>
	<p>S5/6 Progress Assessments Marks recorded in Seemis.</p>
	February
<p>Link DHT to meet with PTC to discuss Assessment Marks, interventions and attainment post assessment. (Departmental Intervention plan discussed/adjusted and agreed for pupils off track)</p>	
<p>PTPS, PTRA and DHT to identify and adjust target groups and plans (where appropriate) post S5 progress assessment.</p>	
<p>Review of S5 Target Groups to take place and plans adjusted where appropriate.</p> <p>Faculty PTs to submit change of level requests for S5/6 pupils where it is clear that pupils will not achieve at initial entry level and robust evidence exists. Units only presentation should only be considered in exceptional circumstances.</p> <p>Link meeting with DHT and PT Curriculum to review change of level requests.</p> <p>DHT (3.2) to collate and communicate to parents by email. Parents to respond via electronic form or tear off slip.</p> <p>PT Curriculum and PT PS to monitor Parental returns for change of level</p>	
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	PT Curriculum to send agreed level changes to SQA Co-ordinator for change to take place.
	Senior Phase Pathways Planning Parent Information Night
	Analysis of Supported Study attendance by PT Raising Attainment. Communication to Parents of non-attendance by PT PS/PT Raising Attainment.
	S4 Tracking Report (See Tracking Procedures)
	PT Curriculum to quality assure provisional estimates.
March	Link DHT to meet with PTC to discuss provisional estimates and evidence source.
	Estimates confirmed and entered into Seemis.
	Estimates collated and communicated to all parents via email.
	PT PS to support communication and queries from Parents in reference to Estimates.
	Identification of young people who do not qualify for exam leave and communication to PTPS and PT DWY
	PTC to review of outstanding unit assessments for N4 and N3. Collation by DHT (3.1)
	Non Study Leave plan confirmed and communicated to Parents by PT DYW
PT Pupil Support & PT Raising Attainment to review 'at risk' group for N3 and N4. Plan updated and reviewed with DHT (3.2)	
Estimates uplift by SQA from Seemis.	
April	SQA Exam Diet begins Study Leave for Senior Phase sitting SQA Exams. Departmental SQA Immersion and Masterclasses begin.
	Monitoring of completion of unit assessments and communication to Parents continues.
	Link DHT Review of BGE young people to review progress and plan adjusted where appropriate.

<b>May</b>	S2 Tracking (See Tracking Procedures)
	SQA Exam Leave continues Immersion and Masterclasses offerings continue
	PT PS and DHT responsible for 3.2 Raising Attainment continue review of 'At risk' Group and plans adjusted (where appropriate).
	PT Curriculum, PT Pupil Support, and DHT (3.2) Monitoring and updating of N3 and N4 course completions.
	SNSA Assessments completed. Data to be accessed and analysed by Maths and English PTC to support planning.
<b>June</b>	Analysis of S3 SNSA, ACEL and Equity Factors to identify target groups for S4 Session.
	PT Pupil Support, PEF Team and DHT (Stage and 3.2) Identification of S3 young people 'at risk' of non engagement and non achievement for next session for mentoring.