

# Alloway Primary School and EYC

## Raising Attainment Strategy - Striving to achieve more



### *Article 28 (right to education)*

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

### *Article 29 (goals of education)*

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



# Raising Attainment Strategy - Striving to achieve more

## Vision and Values



## School Aims

- To provide a positive sense of community which allows all children to achieve success in different areas of activity and enable them to become confident and effective adults.
- To provide a curriculum of excellence that supports and enables all children to achieve their full potential.
- To create successful learners who are stimulated to think, learn and contribute to the life of the school and the wider community.
- To develop a knowledge and understanding of the world at large thereby creating citizens who are informed about environmental, cultural and scientific matters.
- To communicate and work in partnership with teachers, pupils, parents and other agencies to create a positive learning environment where everyone feels their views, talents, skills and opinions are valued and considered.

## Rationale

At Alloway Primary School, we understand the importance that recognising achievement and raising attainment has on the future opportunities of our children as they move into the world of work. Our curriculum is tailored to ensure all children reach their full potential. We monitor and track pupil progress regularly and act to ensure that we meet the needs of all learners, and work in partnership with parents and external partners to ensure that all children are supported to achieve their full potential.

## Local and National Guidance

### South Ayrshire Council

South Ayrshire Council's strategies for raising attainment focus on key priorities, particularly improving literacy, numeracy, and overall educational outcomes while narrowing the attainment gap through;

- Quality Learning and Teaching
- Early Intervention
- Targeted Support
- Closing the Attainment Gap
- Health and Wellbeing

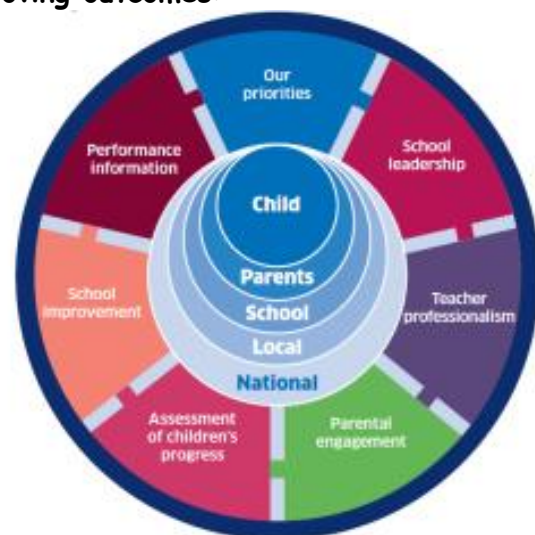
### National Improvement Framework and Improvement Plan 2024

The National Improvement Framework focuses on key outcomes for children:

**"Excellence through raising achievement and improving outcomes:**

ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors.

**Achieving equity:** ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty-related attainment gap."



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. At Alloway Primary and EYC we have a clear strategy of how we will ensure all children fulfil their greatest potential, achieving excellence through raising achievement and improving outcomes for all.

## 1. Our Priorities

At Alloway Primary we have a clear School Improvement Plan that drives forward continuous improvement. Our priorities this year are:

- Raising attainment in Literacy by maintaining consistently high standards in the quality of all children's experiences.
- To raise attainment through further developing our wider curriculum, procedures and systems to ensure children reach their full potential.
- To ensure all children reach their full potential.

## 2. School Leadership

In Alloway Primary we recognise leadership at all levels. The Senior Leadership Team works in partnership with staff, children and parents to develop a shared vision for change and improvement. There is a clear strategic School Improvement Plan which is informed by effective self-evaluation and agreed collegiately with staff.

Staff at all levels are encouraged to embrace leadership opportunities, fostering a culture where everyone contributes towards raising attainment and improved outcomes for all. Children are actively supported in taking on leadership roles, including responsibility for their own learning. All staff participate in self-evaluation activities, ensuring a shared understanding of the school's progress and clear next steps for continued improvement. The professional review and development (PRD) process engages all staff, driving positive changes in the school and EYC. Leadership is evident across all areas, with staff effectively leading initiatives within the school. These efforts are strongly supported by the Senior Leadership Team, who encourage staff to take the lead in various projects and priorities.

At Alloway Primary we have developed a shared vision for success with robust procedures for self-evaluation which involve pupils, staff parents and other stakeholders - this ensures that new developments are meaningful and based upon the needs of the learners and staff in our school. We develop leadership capacity at all levels by using and building on the existing skills and expertise of pupils and staff whilst finding opportunities to extend their knowledge and develop new interests by taking ownership of whole school improvements through committees. We ensure that learners have a strong voice through Big Meetings, focus groups, the Pupil Council and Assemblies, this empowers pupils and increases their engagement with and participation in making decisions which affect their learning.

The **Senior Leadership Team** (SLT) plays a vital role in raising attainment within schools by providing strategic direction, fostering a culture of high expectations, and empowering staff and students to achieve their full potential through;

- Setting clear vision for improvement that is in line with National and Local objectives and policies.
- Set measurable goals for literacy, numeracy, and overall achievement while focusing on closing the attainment gap.

- Set school stretch aims and interrogate data in order to understand strengths, next steps and development needs.
- Track and monitor attainment across the whole school and engage staff in planning and tracking conversations.
- SLT conduct rigorous self-evaluation processes, ensuring that staff and stakeholders understand the school's progress and areas for development.
- SLT fosters professional growth by providing staff with access to high-quality professional learning opportunities.
- They empower teachers to take on leadership roles and innovative teaching practices, which can directly impact on attainment.
- By analyzing attainment data, to identify trends and interventions to address gaps.
- Parental engagement strategies are critical in promoting student achievement.
- The SLT ensures effective use of the Pupil Equity Fund, to implement targeted programs for children with a focus on equity.
- By modelling high standards of leadership and teaching, the SLT cultivates a school culture that values excellence, resilience, and continuous improvement.

### 3. Teacher Professionalism

All staff in Alloway Primary School and EYC take part in Professional Review and Development, setting clear targets for themselves on an annual basis. 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. All staff take part in professional learning opportunities that help drive forward personal development and school improvement.

#### ROLE OF STAFF

**Teachers** are instrumental in driving improvements for children, reducing the attainment gap, and fostering a culture of lifelong learning. They play a central role in raising attainment in schools by directly impacting student learning, fostering an inclusive environment, and supporting the overall educational goals of the school through;

- Delivering high-quality teaching
- Building positive relationships with all children in their class and know them as individuals.
- Using evidence-based practices and differentiated instruction to differentiate for diverse learning needs.
- Effective planning, assessment and providing engaging pedagogy to provide all children opportunities to fulfil their full potential.
- Setting high expectations for all learners regardless of their background or starting point.
- Using data to inform teaching and next steps in order to monitor children's progress, identify learning gaps, and adjust teaching strategies, targeting children's gaps in learning.
- Teachers identify children who need additional help and implement tailored interventions.

- Encouraging children to take responsibility for their own learning helps develop critical thinking and problem-solving skills, empowering them to achieve higher attainment.
- Challenging children at all levels.
- Involving families in their children's education to support learning and wellbeing at home and at school.
- Engaging in professional learning to ensure they stay updated with best practices, new technologies, and curriculum changes.
- Supporting children's social and emotional development, a secure, happy learner is more likely to achieve academically.
- Collaborate with colleagues, senior leadership, and external agencies to ensure a multi-agency approach to raising attainment and sharing best practices

#### 4. Parental Engagement

Parents and carers have a key role in supporting their child's learning and development in Alloway Primary and EYC. Parents are provided with clear information in relation to their child's progress - sharing of Online Learning Journals with parents, parent consultations, learning profiles, end of year reports, curriculum afternoons and information events. All parents have the opportunity to engage with the Parent Council, who meet regularly with SLT. Parents and Carers engage in Team with the Family meetings where there are opportunities to work with a range of agencies including which is a crucial element in Getting it Right for Every Child.

#### **ROLE OF PARENTS AND CARERS**

**Parents and carers** play such an important role in raising attainment in schools by creating a supportive learning environment, maintaining active communication with schools, and fostering positive attitudes towards education through;

- Supporting learning at home through reading together and completing home learning tasks
- Setting realistic but ambitious expectations for their children which motivates them to achieve academically.
- Engaging in school events/initiatives, parent-teacher meetings, and volunteering.
- Fostering a strong partnership between school and home.
- By encouraging good attendance patterns.
- Supporting children's emotional and physical well-being.
- Celebrating achievement

## 5. Assessment of Children's Progress

At Alloway Primary we have a clear assessment policy in place in line with Curriculum for Excellence.

The following key elements are in place:

- purpose and principles of assessment
- links between learning, teaching and assessment
- formative assessment
- range of assessment methods
- summative or standardised methods
- arrangements for moderation
- arrangements for tracking and improving children's progress
- reporting and recognising achievement.

**Data** is used effectively to rigorously analyse attainment to inform improvement. We have an effective tracking system to track the attainment and achievement of individual children with the appropriate intervention strategies in place to provide support. In Alloway Primary School and EYC, we record the Curriculum for Excellence level achieved by individual pupils in Reading, Writing, Listening and Talking, Numeracy and Maths and track this through the Four Stages of Progress in line with local authority arrangements. There is a process in place to track children's progress in Health and Wellbeing, staff track children through the Wellbeing Indicators and use the Rise Resilience questionnaires.

We ensure 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. 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. Overall there is a strong emphasis on the care and wellbeing of children.

Children's 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 our Staged Intervention Process. 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 EYC. 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.

Staff 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 along with Making Thinking Visible approaches to extend thinking and creativity. 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. Children are encouraged to reflect on feedback from prior learning experiences, identifying targets for themselves.

The EYC/primary **transition** programme includes effective links between staff. There is an effective transition programme in place with Belmont 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.

## **ROLE OF CHILDREN**

**Children** play such an important role in raising attainment in schools by actively engaging in their learning, taking responsibility for their progress, and contributing positively to the school environment through;

- Actively taking part in learning by always giving of their best.
- Setting personal targets and working on these during target time, completing homework, and seeking help when needed.
- Maintaining a growth mindset and show resilience, and being open to feedback enable students to improve and overcome challenges.
- Listen to and take on board feedback.
- Work effectively in groups, supporting each other in collaborative tasks.
- Self-evaluate their own learning.
- Have a voice within their own class and school.
- Take on board leadership roles within their class and school.
- Embrace the school values.
- Communicate openly with school staff.
- Engage with the wellbeing indicators as a measure of their health and wellbeing.



## 6. School Improvement

In Alloway Primary School and EYC 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;
- ✚ Learning and Teaching

We have 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.

In 2023 we refreshed our planning formats and moved to online planning. This is very much a skills based plan. We use 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 - recorded on skills assessment grids);
- ✚ Standardised Assessment results - GL (May) , NSA P4/7 Nov,

This data is also analysed as part of self-evaluation in order to inform improvement at class and school level.

## 7. Performance Information

### Striving to Achieve More – how we raise attainment at Alloway Primary and EYC

<ul style="list-style-type: none"><li>✓ Have high expectations at all times</li><li>✓ Supportive focus in increasing attendance and punctuality for children through a targeted tracking system</li><li>✓ Employ positive attendance toolkit to understand why children are not in school</li><li>✓ Positive relationship policy encourages strong relationships with children</li><li>✓ Encourage and reward good behaviour</li><li>✓ Know each child as an individual</li><li>✓ Maximise time in classroom avoiding dead time</li><li>✓ Make learning fun and engaging</li><li>✓ Celebrate learning and achievements</li><li>✓ Alloway Expectations - increasing consistency across the school</li><li>✓ Increased opportunities for direct teaching of individuals and groups</li><li>✓ Individual targets and target time to work on these</li><li>✓ Links to metaskills and life long learning</li><li>✓ Ask children their views and ask for feedback on their learning experiences</li><li>✓ Increased opportunities for children's voice evident in classrooms</li><li>✓ Personalisation and choice evident in learning</li><li>✓ Provide structured routines</li><li>✓ Ensure children feel safe and secure in their learning environment</li></ul>	<ul style="list-style-type: none"><li>✓ Clear curriculum planning which is based on skills development</li><li>✓ Children have a clear understanding of what success looks like.</li><li>✓ Buddys help support younger pupils and provide positive role models and encourage responsibility</li><li>✓ Model behaviour and attitudes</li><li>✓ Relevant, meaningful experiences</li><li>✓ Children feel valued and listened to</li><li>✓ Children's strengths are identified and celebrated.</li><li>✓ Learning is based around AifL strategies</li><li>✓ Strong parental links</li><li>✓ Robust tracking systems in place</li><li>✓ Staff engage with data in order to understand strengths, development needs and set next steps</li><li>✓ Staff have clearly identified children who are not on track</li><li>✓ Staff know children as individuals</li><li>✓ Clear Staged Intervention Plans for children who are not on track with their learning</li><li>✓ Targeted interventions in place to support children with learning</li><li>✓ Ensure effective transitions are in place</li><li>✓ Staff engage in the PRD process with a focus on continued professional learning</li><li>✓ Refreshed IDL with a big focus on children's voice</li></ul>
--	---

# Literacy Interventions to raise attainment

Literacy Interventions									
Targeted Literacy Area	Intervention Name	Brief Description	Website & Costings	Age & Stage	Delivery	Time required	Baseline assessment	Tracking	Facilitator
Comprehension, Fluency	Three Read	Group reading approach; learners hear book 3 times and develop comprehension strategies through talking, as well as modelled fluency by the adult.	<a href="https://www.three-read-approach-stw2016-7ppt/live.com">https://www.three-read-approach-stw2016-7ppt/live.com</a>	EYC upwards	small group (max 5)	20-30 mins three times per week	Professional judgement; if used as an intervention, then Renfrew Vocab Assessment or similar should be used to track progress.	ASfL, EYP or PSC	School Assistant, Early Years Practitioner, Teacher
Comprehension	ReadingWise Comprehension	ReadingWise Comprehension is a powerful, engaging and fun literacy intervention module to develop the quest for meaning behind a narrative. Its content, structure and design deliver age appropriate sessions for primary and secondary schools.	<a href="https://www.readingwise.com/readingwise-literacy-intervention-for-schools">ReadingWise - Literacy Intervention for Schools</a>	P5 upwards	Small Group discussion & online	10 week programme (two 45 minute sessions per week)	NARA Neale or Salford Comprehension	PSC, or ASfL	School Assistant or Teacher
Comprehension, Decoding, Encoding, Fluency	Catch Up Literacy	Catch Up@ Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.	<a href="https://www.catchupliteracy.com/">Catch Up Literacy - Catch Up</a>	P4 upwards	1-2-1 delivery by trained coach (Teacher or School Assistant)	20 mins twice weekly	Catch Up assessments and tracking included in intervention;	Catch Up Coordinator using Catch Up Tracker	Catch Up Trained School Assistant or Teacher
Vocabulary	ReadingWise Vocabulary	This intervention carefully scaffolds your word lists and delivers sequenced, spaced-learning to interrupt the forgetting curve.	<a href="https://www.readingwise.com/">https://www.readingwise.com/</a>	P4 upwards	online	10 mins 3-5 times weekly	diagnostic vocab in Readingwise	ASfL or PSC using online tracker	School Assistant
Spelling/Reading (Common/sight words)	Stareway to Spelling	Stareway To Spelling helps children or adults who struggle to spell and read non-phonetic words. It focuses on how to spell and read the 300 most used words in the English language quickly, confidently and accurately. These 300 words are not phonetically consistent but form 72% of the all the words that we regularly use.	<a href="https://www.stareway.com/">Stareway To Spelling Videos - Toe By Toe (toe-by-toe.co.uk)</a>	P4 upwards	1-2-1	15-20 mins 3x per week	Stareway common word list (top 300 high frequency words)	ASfL or PSC	School Assistant or Teacher
Phonics (Decoding)	ReadingWise Zip	Zip is an adaptive learning programme for children aged 5 - 7 learning to decode. It uses adaptive learning via algorithms to understand how secure a pupil is in relation to a letter/ word/sound correspondence.	<a href="https://www.readingwise.com/readingwise-literacy-intervention-for-schools">ReadingWise - Literacy Intervention for Schools</a>	P1-P2	online.	5-10 minutes sessions a day. In small group or 1-2-1 with supervision.	Diagnostic through Readingwise assessment	ASfL or PSC using online tracker	School Assistant or Parent/Carer
Phonics (Decoding)	ReadingWise Decoding	Learners work through blends, progress through common endings, words and sentences using a variety of innovative approaches to unlock reading.	<a href="https://www.readingwise.com/readingwise-literacy-intervention-for-schools">ReadingWise - Literacy Intervention for Schools</a>	P3 & Up	online	20-30 mins per day	Diagnostic through Readingwise assessment	ASfL or PSC using online tracker	School Assistant or Parent/Carer
Phonics (Decoding)	Toe-by-Toe	Toe By Toe is a small red book designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties.	<a href="https://www.toe-by-toe.co.uk/">Toe By Toe - A highly structured phonics-based reading manual (toe-by-toe.co.uk)</a>	P3-P7	1-2-1	15 mins per day	<a href="https://www.toe-by-toe.co.uk/test-your-reading-age">https://www.toe-by-toe.co.uk/test-your-reading-age</a>	ASfL or PSC	School Assistant or Parent/Carer
Phonics (Decoding)	5 minute box 1 (blue)	The Five Minute Box is the multi-sensory phonics programme which enables the early identification of potential specific learning difficulties.	<a href="https://www.five-minute-literacy.com/">The Five Minute Literacy Box - Five Minute Box</a>	P1-P3	1-2-1	15 mins per session, 3-5 times per week	5 /Minute Box Baseline & Observations	School Assistant with support from ASfL or PSC	School Assistant
Phonics (Decoding)	5 minute box 2 (red)	The Box provides secure basic skills for reading, spelling and writing thus maintaining self-esteem and a more positive attitude	<a href="https://www.five-minute-literacy.com/">The Five Minute Literacy Box - Five Minute Box</a>	P2-P6	1-2-1	15 mins per session, 3-5 times per week	5 /Minute Box Baseline & Observations;	School Assistant developed assessment is available from PT ASfL tracking by School Assistant with support from ASfL or PSC	School Assistant
Phonics (Decoding/Encoding)	No-nonsense Phonics	The <b>No Nonsense Phonics</b> programme focuses on the complex English Alphabetic Code. The programme provides: - systematic and rigorous phonics teaching and pupil practice from code to word to text level with a content-rich vocabulary - handwriting of upper case and lower case letters and letter groups linked to the Alphabet and the English Alphabetic Code - Application and extension of phonics to reading and writing cumulative text, developing comprehension and evoking imagination - knowledge and understanding of 'spelling word banks' from the outset - routine formative assessment	<a href="https://www.no-nonsense-phonics.com/">No Nonsense Phonics Skills - Phonics Intervention</a>	P1-P7	1-2-1 / small group	25mins session 4x per week	No Nonsense ephonics reading and spelling baseline assessments.	Repeat baseline assessments 6 weekly	School Assistant / Teacher

## Numeracy Interventions to raise attainment

Numeracy Interventions									
Targeted Numeracy Area	Intervention Name	Brief Description	Website & Costings	Age & Stage	Delivery	Time required	Baseline assessment	Tracking	Facilitator
<b>Basic number skills / mental maths:</b> - counting forwards and backwards with numbers up to 10 - adding and subtracting numbers up to 10 - introducing doubling and halving	Plus 1	This small blue book is essentially a coaching manual which allows anyone to deliver individual support. It teaches all the building blocks of numbers and begins to develop skills with mental calculations. "The clear language and repetition benefits students with dyslexia and those with English as an Additional language. Students with dyscalculia benefit from the highly structured approach with clear explanations.	<a href="#">Plus 1 Book - Help with basic maths skills   123 Learning</a>	P2 & Up	1-2-1	15 mins per day	Basic number screener	ASFL or PSC	School Assistant or Parent/Carer
<b>Basic number skills / mental maths:</b> - number bonds to 10 - doubling, halving, addition and subtraction - rounding numbers - multiplying and dividing - fractions - worded problems - time	Power of 2	Power of 2 is the second book in the Plus 1 series. " The clear language and repetition benefits students with dyslexia and those with English as an Additional language. Students with dyscalculia benefit from the highly structured approach with clear explanations.	<a href="#">Power of 2 Book - proven maths support program   123 Learning</a>	P4 & Up	1-2-1	15 mins per day	Basic number screener	ASFL or PSC	School Assistant or Parent/Carer
<b>10 key components of numeracy:</b> - Counting verbally - Counting objects - Reading and writing - Hundreds, tens and units - Estimation - Word problems - Transition - Remembered facts - Derived facts - Ordinal numbers	Catch Up Numeracy	Catch Up Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.	<a href="#">Catch Up Numeracy - Catch Up</a>	P4 upwards	1-2-1 delivery by trained coach (Teacher or School Assistant)	20 mins twice weekly	Catch Up assessments and tracking included in intervention	Catch Up Coordinator using Catch Up Tracker	Catch Up Trained School Assistant or Teacher
<b>Numeracy &amp; Mathematics (can be followed to reinforce in class teaching concepts)</b>	Number box	The Number Box is a multi sensory teaching programme and maths resource. It works in small steps from early recognition of numbers through to using tens and units, and includes resources for teaching concepts of time, measurement, money and shape.	<a href="#">Number Box - Five Minute Box</a>	P1 & Up	1-2-1	15 mins per session, 3-5 times per week	5 Minute Box Baseline & Observations	School Assistant with support from ASFL or PSC	School Assistant

### Conclusion

This strategy aligns with national frameworks, Scotland's Curriculum for Excellence and the National Improvement Framework, ensuring a consistent and impactful approach to raising attainment. We review this to ensure we are constantly meeting children's needs and are striving to achieve more for them.

Completion date: Sept 2024 / Fiona Meney Head Teacher