

Wellbeing Support Service (Primary)
Raising Attainment & Achievement and Ensuring Equity for All

This Raising Attainment and Achievement Policy is part of a set which together make up our Service Improvement Strategy. It should be considered alongside these others e.g. Self-Evaluation and Improvement, Assessment, Wellbeing, 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

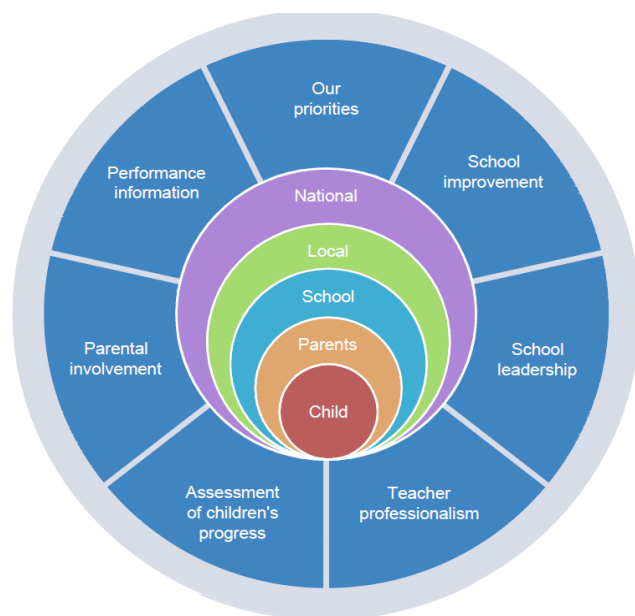
1.1 The National Improvement Framework

The National Improvement Framework details key drivers for improvement and describes responsibilities at school level. 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 our service to review and develop its strategies to raising attainment and ensuring equity for all children.

1.2 Aims:

- A school 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, 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 Primary Wellbeing Support

Introduction:

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

2.1 School Leadership



Leadership at all levels is recognised as an important aspect of the success of our service. This includes leadership of learning and leadership of change. The team leader works in partnership with staff, children, parents and partners 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.

All staff are involved in the self evaluation process to ensure a clear understanding of our journey to improvement and where we have to go to continue to improve. All staff are engaged in the professional review and development process which has a positive impact on school improvement.

Leadership within the school is evident at all levels. Staff are effective in leading Improvement Plan priorities and are well supported and encouraged by the team leader in leading different initiatives. Most staff have responsibility for different curricular areas and have a strong involvement in cluster working. Teaching staff work collegiately to revise school policies and programmes. Staff are involved in sharing good practice through joint planning, peer visits, attending training in cluster schools and through staff meetings.

Children have opportunities to take responsibility through participating in mainstream assemblies and shows, participating in class meetings and being buddies to younger pupils.

2.2 Teacher Professionalism

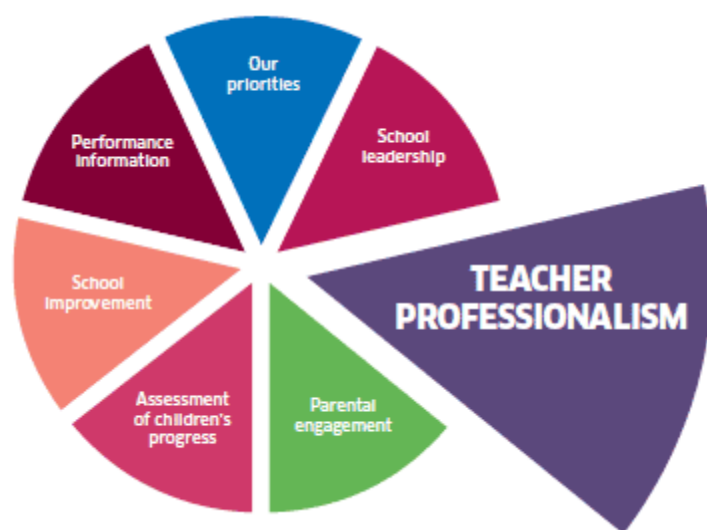
All teachers and support staff within the Wellbeing Service have a Professional Review and Development as detailed in EDC's policy.

Our School Improvement Plan clearly details the professional learning required to implement priorities. This is linked to Staff Professional Review and Development and encompasses all forms of professional learning. All teachers record and evaluate their professional learning as part of the requirements for GTCS Professional Update.

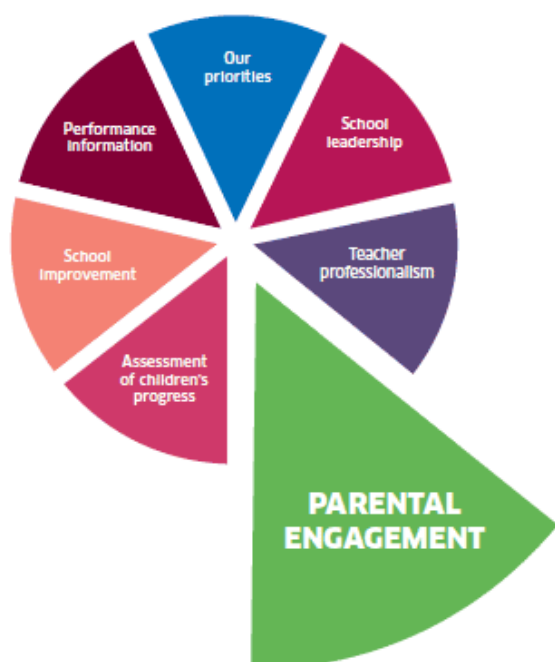
Staff have opportunities to lead on curricular developments and to be members of Professional Learning Communities within the cluster and EDC. Professional learning communities are established to share practice and support pedagogical developments including assessment and learning and teaching. Practitioner enquiry is at the core of professional learning. This is supported by the Council's Psychological Service and by Quality Improvement Officers.

Teachers' professional judgement within assessment is of crucial importance in ensuring the highest standards of attainment and achievement. There is an effective system in place within our service and in cluster working to support teachers to engage in moderation activities.

The central team within the Education Service 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.

Parents are provided with clear information in relation to their child's progress and have planned opportunities to work in partnership to plan and review pupil targets – sharing of learning with parents via Seesaw, parent consultations and termly target setting and reporting.

Our family learning is about engaging families in learning together and is about empowering families to take control.

We strive to provide support for pupils and parents/ carers at all times to ensure they always feel valued and supported.

Opportunities are planned to encourage adults and children to work together and learn together, with a focus on modelling positive interactions. Family learning opportunities are considered as a bridge between informal home learning and formal school learning. The learning family 'supports parents/carers and wider family members to be active participants in their children's learning as well as learners in their own right', and recognises that both elements are crucial in building resilience in families.

To ensure equity for all children, we work in partnership with a range of agencies including Social Work, Health, Police and voluntary organisations. This is a crucial element of the implementation of Getting it Right for Every Child in the school.

2.4 Assessment of Children's Progress (See Assessment Policy)

2.4.1 – Assessment Strategy

The Primary Wellbeing Support Service 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, recognising achievement, profiling

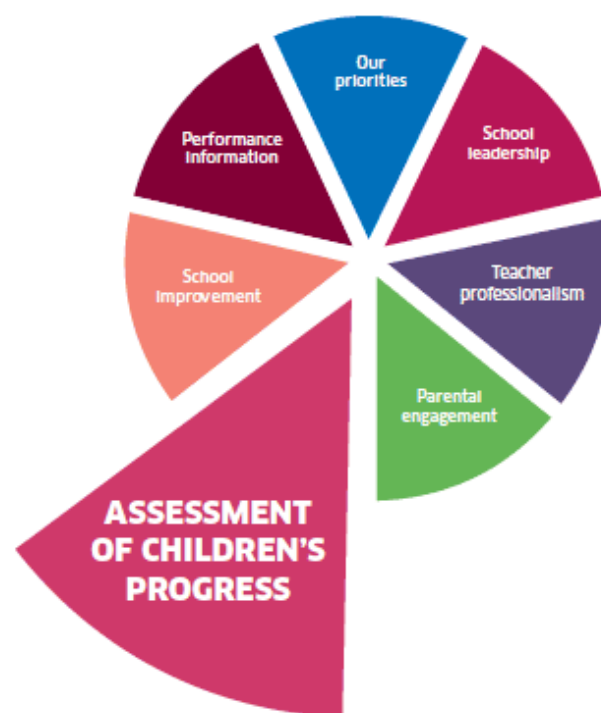
We have clear arrangements for moderation to share standards of achievement of a level of Curriculum for Excellence.

Data is used effectively to rigorously analyse attainment to inform improvement. Our service 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 conjunction with pupils' mainstream schools, we record the Curriculum for Excellence level achieved by individual pupils in Reading, Writing, Listening and Talking and Numeracy. There are also processes in place to track children's progress in Health and wellbeing.

We aim to 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.



2.4.2 – Wellbeing, Equality & Inclusion

Wellbeing is central to the life and work of our service. There is a highly visible nurturing and caring ethos in the school. 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.

Through our safe, predictable, secure environment; pupils feel supported in taking risks and improvement in resilience has led to increased confidence in learners to learn from mistakes. We ensure that where extra adult support is available, it is used in ways that help the pupils to be more independent, protect their self-esteem and increase inclusion within their peer group.

Positive relationships based on mutual respect are a key strength of our service. Staff model positive relationships and social interactions and share values and high expectations. All staff are clear on the differences between equity and equality and this helps us to recognise and respond to differences in health and well-being that are unfair, avoidable and changeable, to improve outcomes for our learners. We provide a variety of targeted interventions to ensure inclusion in learning and work with our partners to remove barriers to learning. We plan activities to explore diversity and discrimination.

Pupils are involved fully in the setting of targets and pupil-friendly plans to ensure ownership. There are very effective transition arrangements and staff know their children very well with information shared appropriately 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 employ a range of creative teaching styles and strategies which are developmentally and intellectually appropriate to engage children in their learning. Children where possible, have opportunities to work both individually and in pairs or groups 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. Teachers and children engage with learning intentions co-construct success criteria and where possible have opportunities to self and peer assess against these success criteria.

Where extra adult support is available, we ensure it is used in ways that help the pupils to be more independent, protect their self-esteem and increase their inclusion in their peer group. We aim to plan and deliver lessons that are logically structured, well scaffolded, reasonably paced, with differentiated content and timing, to meet the wide range of pupil need, and we use a mixture of teacher led, independent and collaborative learning.

We seek out motivational contexts for our learners and use of a variety of learning environments such as the outdoors to enhance learning as well as other opportunities out with school grounds – local community visits, wider field trips. We also employ play based approaches to motivate and engage children in their learning.

We are proactive and anticipate typical pupil understanding or misconceptions and are prepared with alternative and differentiated lesson activities and materials. Key to our practice is regularly explaining and modelling expectations for quality effort, such as pupil participation, time management and attention.

We consistently establish routines that gradually transfer responsibility for smooth transitions and procedures for pupils.

We use knowledge of our learners very well to intervene sensitively when in need of support to focus on their learning and monitor behaviour quietly and subtly, reinforcing positive academic effort and responding quickly to any inappropriate behaviour. Regular professional discussions with the team leader, mainstream school and partners ensure consistency and clarity and we ensure regular TAC meetings are used to evaluate impact and inform actions.

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 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 and cluster initiatives in a range of curricular areas. The future focus for school/cluster initiatives will be centred around Literacy/Numeracy/HWB. Curriculum areas are revised on a regular basis.

Teachers plan lessons in Literacy/Numeracy/HWB using progressive skills based programmes based on experiences and outcomes. Forward plans in these areas encourage teachers to jointly plan with mainstream colleagues 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. 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. The use of digital technology and the application of Literacy and Numeracy skills across learning ensure that pupils have a depth of knowledge.

Key features of the individualised learning programme for each child include:

- Responsive planning
- Family learning opportunities
- Outdoor learning
- Social and emotional skills development
- Opportunities for personal and wider achievement
- Contributions to the life of the base and the wider school community

2.4.5 – Attainment Over Time

There is an effective system for tracking children's progress which informs teaching approaches to ensure progression, depth and breadth of learning. A variety of assessments are used alongside standardised assessments where possible and the evidence from these underpins professional dialogue and informs learners' next steps. Assessment information informs focus for meetings in order to track pupils' progress and determine gaps. This information is shared with pupils, parents and partners.

The school is committed to self-evaluation and there is a system for monitoring teaching and learning and meeting the needs of children. The team leader is committed to improving the

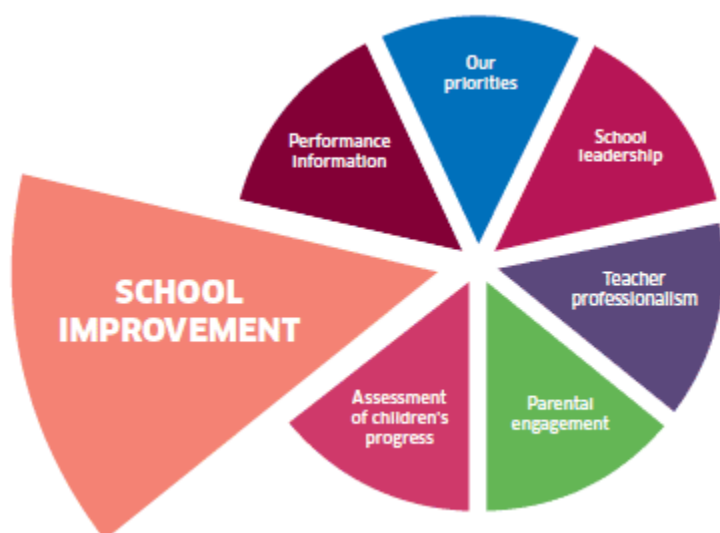
quality of learning and teaching in classes through classroom observations and quality teaching and learning meetings to feedback on observations. Learning conversations with children to gather children's views about their learning are also conducted. Assessment/Tracking Meetings and TAC Meetings encourage professional dialogue between teachers, pupils, parents and partners.

2.4.6 – Recognising Wider Achievement

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

- Termly target setting and reporting to mainstream school and parents/carers
- Achievement wall displays
- Achievement diaries
- Participation in achievement assemblies
- Tracking of pupil involvement in after-school activities

2.5 School Improvement (See Self-Evaluation Policy)



The key to raising attainment and achievement within the Wellbeing Service lies in the successful implementation of Curriculum for Excellence. This requires the three elements:

- Curriculum;
- Assessment; and
- Learning and

Teaching to be linked and informed by robust self-evaluation. The aim is to ensure

progression in learning for all children and young people.

Curriculum for Excellence requires that we work across sectors to develop and implement approaches to the curriculum, assessment and learning and teaching. The Authority's 3 to 18 Management of Cluster Working Policy has informed the development of this approach.

The Primary Wellbeing Support Service has a clear curriculum framework with the following in place:

- Clear rationale for the curriculum;
- Clear strategic framework to support planning;
- A skills progression within each curriculum area;
- A plan in place to develop and refresh curriculum areas;
- Planning to ensure progression in learning; and
- A framework in place for Literacy, Numeracy and Health and Well Being.

2.6 School Improvement (See Self-Evaluation and Improvement Policy)

The Primary Wellbeing Support Service 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;
- Standardised Test results (where possible);
- Baseline results in Primary 1 (where possible);
- Health and wellbeing assessments;

The Education Service 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.

