



Barthol Chapel School

Delivering Excellence and Equity Policy & Raising Attainment Strategy 2017/18

Aim

To ensure excellence by driving forward improvements in educational outcomes to ensure that everyone is encouraged to be the best they can be.

To ensure equity for learners at Barthol Chapel School by developing a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.

To ensure that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels,

Objectives

- Highly effective leadership is key to ensuring the highest possible standards and expectations are shared across Barthol Chapel School to achieve excellence and equity for all
- The quality of teaching is a key factor in improving children's learning and the outcomes they achieve.
- Parental involvement and engagement in children's learning supports improved attainment and achievement.
- Robust and consistent evidence is necessary to raising attainment.

At Barthol Chapel School we will

- Review the **potential** and **progress** of each learner at every stage in the school.
- Identify points for action for individuals to support them to **achieve excellence** (targeted support & challenge).
- Review the attainment and progress of the school three times per session.
- Identify points for action for the whole school to support excellence through raising attainment and achieving equity.

Targeting Success at Barthol Chapel School

A record will be kept for each learner indicating their progress and the Curriculum for Excellence level in which they are operating at in Reading, Writing, Talking & Listening, Numeracy and Health & Wellbeing. A range of class work/assessments will inform the class teacher's judgments. Nationally published Benchmarks will be used to confirm if a learner has achieved a level.

It is important that tracking information is updated in November, February & June to monitor individual progression and pace of learning. A meeting to record dialogue will also take place. (Appendix 1 & 2)

The terms **Requiring Support (RS)**, **On Track (OT)**, **Achieved (A)**, **Exceeding Expectations (EE)** are used to describe the progress within a level.

P1 Nov/Feb	<p>OT – On track for achieving Early Level by the end of Primary 1.</p> <p>RS – Requires support in order to achieve Early Level by the end of Primary 1.</p> <p>EE – Exceeding expectations for Primary 1 Learner.</p>
P1 June	<p>RS – Had not achieved Early Level and requires support.</p> <p>A – Achieved Early Level.</p> <p>EE – Already working at start of First Level.</p>
P2 Nov/Feb/June	<p>OT – On track for achieving First Level by end of Primary 4.</p> <p>RS – Requires support in order to achieve First Level by the end of Primary 4.</p> <p>EE – Significantly ahead of expectations for Primary 2 Learner.</p>
P3 Nov/Feb/June	<p>OT – On track for achieving First Level by end of Primary 4.</p> <p>RS – Requires support in order to achieve First Level by the end of Primary 4.</p> <p>EE – Significantly ahead of expectations for Primary 3 Learner.</p>
P4 Nov/Feb	<p>OT – on track for achieving First Level by the end of Primary 4.</p> <p>RS – requires support in order to achieve First Level by the end of Primary 4.</p> <p>EE – Significantly ahead of expectations for Primary 4 Learner.</p>
P4 June	<p>RS – Had not achieved First Level and requires support.</p> <p>A – Achieved First Level.</p> <p>EE – Already working at start of Second Level.</p>
P5 Nov/Feb/June	<p>OT – On track for achieving Second Level by end of Primary 7.</p> <p>RS – Requires support in order to achieve Second Level by the end of Primary 7.</p> <p>EE – Significantly ahead of expectations for Primary 5 Learner.</p>
P6 Nov/Feb/June	<p>OT – On track for achieving Second Level by end of Primary 7.</p> <p>RS – Requires support in order to achieve Second Level by the end of Primary 7.</p> <p>EE – Significantly ahead of expectations for Primary 6 Learner.</p>
P7 Nov/Feb	<p>OT – on track for achieving Second Level by the end of Primary 7.</p> <p>RS – requires support in order to achieve Second Level by the end of Primary 7.</p> <p>EE – Significantly ahead of expectations for Primary 7 Learner.</p>
P7 June	<p>RS – Had not achieved Second Level and requires support.</p> <p>A – Achieved Second Level</p> <p>EE – Already working at start of Third Level</p>



Barthol Chapel School

Raising Attainment Strategy 2017/18

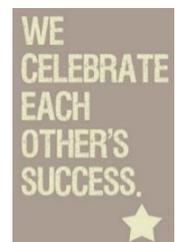
Our Vision

Barthol Chapel School is a school where everyone works together as a community to create an ethos where all the children are nurtured, respected, included, inspired and motivated in reaching their full potential, not only academically, but as confident individuals ready to actively grasp and follow their dreams in the future.



Believe, Endeavour, Succeed, Together

Our Values



Our Approach

- Positive relationships and high expectations for all
- Curricular programmes based on Aberdeenshire's Progression Frameworks, providing relevant & engaging learning opportunities, making the most of our local area
- High quality learning & teaching which provides appropriate support and challenge for all (*further details contained in our Learning, Teaching & Assessment Policy*)
- A range of planned and effective approaches to assessment
- Quality feedback which supports learners to identify their strengths, next steps and how they can improve
- Collaborative planning & delivery of the curriculum, ensuring consistency, a shared understanding of progression/depth of learning & ongoing opportunities for moderation
- Transitions which are designed to support progression in learning and achievement and tailored to individual need as required
- Strong partnerships with parents & families; a range of opportunities to ensure they are well informed of their child's progress in learning and ways in which they can be actively involved

- A robust tracking and monitoring process, resulting in resources being matched to pupil need & groups and individuals identified for targeted focus
- Universal support available in an inclusive manner through co-teaching, flexible methodologies, the planned use of technologies, appropriate software and differentiated approaches
- Timely interventions which are carefully planned, implemented and regularly reviewed involving effective partnership working with other agencies and organisations as required
- Rigorous self-evaluation/quality assurance focused on delivering continuous improvement
- Relevant, high quality professional learning for staff

This strategy aims to support raising attainment with a particular focus on maintaining or improving our performance in Literacy and Numeracy.

Attainment across the school for session 2016/17 (as at June 2017)

Reading	Writing	Talking & Listening	Numeracy
82%	77%	79%	79%

Our objectives for session 2017/18

- Raise attainment in Reading to 86% or more (minimum increase of 4%)
- Raise attainment in Writing to 82% or more (minimum increase of 5%)
- Raise attainment in Talking & Listening to 86% or more (minimum increase of 7%)
- Raise attainment in Numeracy to 86% or more (minimum increase of 7%)

Key Strategies for Improvement 2017/18

- Barthol Chapel School Community has a shared understanding of the strengths of the school and improvements needed to improve outcomes for learners. Learners, parents and other stakeholders are actively involved in self-evaluation for self-improvement.
- Staff at Barthol Chapel School engage in focused self-evaluation activities and have confidence in their ability to self-evaluate enhanced by the use of HGIOS 4 Challenge Questions.
- Barthol Chapel School is an outward and forward-looking school which works closely with colleagues from neighbouring schools to monitor and evaluate its work to improve outcomes.
- Learners at Barthol Chapel School use the language of learning with pupils, promoting a growth mindset, building resilience and use the 'Learning Pit' so that learners see mistakes, wobbles and being challenged as a normal part of the learning process.
- Improved approaches to reporting to parents will allow greater understanding of how their child learns in Barthol Chapel School and supports them to be part of the learning process at home.
- A review of curricular programme for Numeracy & Maths will ensure progression, breadth and depth in our delivery of learning outcomes.
- Our Tracking system will include available attainment data and SIMD or other relevant info to support professional dialogue about progress and planned interventions.

Date: June 2017

To be Reviewed by June 2018