



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:

- 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

Our tracking system at Barthol Chapel School provides us with access to a range of up-to-date core data on pupils such as their attendance, SIMD, standardised assessment scores, 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. Aberdeenshire Progression Frameworks and nationally published Benchmarks will be used to confirm if a learner has achieved a level.

It is important that tracking information is reviewed 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>

The *National Improvement Framework*, published by the Scottish Government in January 2016, highlights the importance of schools having a range of data and information to support them in raising the attainment of all pupils. However, *The National Improvement Framework* also emphasises that simply having information is not enough to bring about improvement. Rather, it is how information is interpreted, used and acted upon that ensures effective change and sustained improvement.

At Barthol Chapel Schools we analyse the data we have on pupils and use this analysis to plan and implement appropriate interventions to raise the attainment of all pupils as well as take effective action to narrow the attainment gap. Regular, systematic analysis of data, including trends over time, will allow us to:

- track and monitor the ongoing progress of all pupils
- promptly identify pupils who are falling below their expected milestones or whose progress is beginning to slow
- identify and support more able pupils
- identify the gap between the performance of year groups and individual pupils, compared with CfE levels and national standards
- measure the impact of interventions designed to raise and narrow gaps in attainment

When embarking on monitoring and tracking the attainment of pupils, there are several important points which we bear in mind:

- A pupil's starting point needs to be established. In some cases, this may involve carrying out a baseline assessment.
- Consideration is given to a pupil's prior attainment as this may give some indication as to the pace of future progress as well as the level of intervention which may be required.
- No matter a pupil's starting point or prior attainment, it is vital that no ceiling is put on the progress a child is able to make. Expectations must be realistic but high.
- Specific interventions need to be provided for pupils who have under-performed historically and the progress of these pupils needs to be accelerated if the attainment gap is to be narrowed.

When we review the **potential** and **progress** of each learner at every stage in the school, staff at Barthol Chapel School use some challenge questions to help us analyse the data we have.

- Have we set out the expected progress for each term, and the year as a whole?
- Does good attainment overall or in particular year groups hide underachievement by particular groups?
- How does the attainment and progress of a particular year group compare with the attainment of pupils at the same stage in previous years?
- What are the particular characteristics of pupils who make slow or accelerated progress across a given stage?
- How much variability is there in attainment between numeracy and literacy?
- In what ways are children who are under-performing being targeted for additional support? How are we measuring impact?
- Looking closely at all potential barriers to the learning of underperforming pupils (quality of learning and teaching, appropriateness of resources, home circumstances, etc.) what evidence-based interventions can we put in place to support these pupils in reaching their full potential? Which groups of children have made expected or better progress, but still fail to reach important milestones? What action now needs to be taken?

- Which specific strategies/interventions have made a measurable difference in terms of closing the attainment gap? Are we able to pinpoint the specific aspects that made the difference? Looking closely at the marking of written work: are pupils provided with quality, focused feedback which is precise about what has been done well and clear about what needs to be done better. Do we provide clear, focused targets for the next piece of work? Do we follow up on these?
- Look back at the attendance of all children who did not meet their expected milestones in, for example, reading or phonics. Is there any relationship between their attendance and their attainment? What action do we need to take?



Barthol Chapel School

Raising Attainment Strategy 2017/18

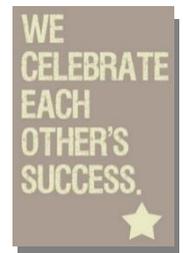
Our Vision

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
79%	77%	79%	79%

Key Aims for Improvement 2017/18

- Barthol Chapel School Community will have a shared understanding of the strengths of the school and improvements needed to improve outcomes for learners. Learners, parents and other stakeholders will be actively involved in self-evaluation for self-improvement.
- Barthol Chapel School's continuous improvement calendar will outline the range of collaborative approaches and activities used to plan continuous improvements.
- Staff at Barthol Chapel School will 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 will be an outward and forward-looking school which works closely with colleagues from neighbouring schools to monitor and evaluate its work to improve outcomes.
- Our learners will experience appropriately challenging and enjoyable learning experiences in Numeracy. Learners will have opportunities to apply their learning in Numeracy across curricular areas.
- Learners will be fully involved in their learning in Numeracy. Learners will be involved in shaping success criteria and set targets for themselves.
- Learners at Barthol Chapel School will use the language of learning, promoting a growth mindset, building resilience so that everyone see mistakes, wobbles and being challenged as a normal part of the learning process.
- Children will have ownership and lead their learning. Learning conversations will support learner dialogue. Learners will reflect on their learning and suggest ways in which they can improve.
- Our recently developed curriculum rationale will be used as a structure to develop contextual learning by bundling experiences and outcomes to ensure coverage of the four contexts for learning. Skills for learning, life and work are a feature of our curriculum.
- Improved approaches to reporting to parents will allow greater understanding of how a child learns at Barthol Chapel School and will support parents to be part of the learning process.
- Our Tracking system will include available attainment data and SIMD or other relevant info to support professional dialogue about progress and planned interventions.